



FRANCES PAYNE BOLTON
SCHOOL OF NURSING

CASE WESTERN RESERVE
UNIVERSITY

BULLETIN

2010-2011



FORWARD

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CASE WESTERN RESERVE UNIVERSITY

Case Western Reserve University is one of the nation's leading independent research universities, with programs that encompass the arts and sciences, engineering, the health sciences, law, management, and social work.

Although its origins date to 1826, the University in its present form is the result of the 1969 federation of Case Institute of Technology and Western Reserve University. The two institutions had shared adjacent campuses since the late nineteenth century, and were involved in cooperative efforts for many years. Western Reserve College was founded in 1826 in Hudson, Ohio, a town 26 miles southeast of Cleveland. The College took its name from that region which, at the time of the American Revolution, was known as the Western Reserve of Connecticut. In 1882, renamed Western Reserve University, the institution moved to the Cleveland site that later became known as University Circle. The Case School of Applied Science was established in downtown Cleveland in 1880 through the bequest of Leonard Case, Jr. It moved to its current site, adjacent to Western Reserve, in 1883. The name Case Institute of Technology was adopted in 1947 to reflect the institution's growing stature.

Case Western Reserve University is located in University Circle, a 550-acre, park-like concentration of approximately 50 cultural, medical, educational, religious, and social service institutions located at the eastern edge of the city center. University Circle attracts visitors from throughout the region to its concerts, theater performances, athletic events, art shows, public lectures, exhibits, and restaurants. Housing, shopping, and recreational facilities are all located in the area.

ACADEMIC PROGRAMS

Today, Case Western Reserve's enrollment and resources, distributed among undergraduate, graduate, and professional programs, achieve a balance that is distinctive among American universities. The academic programs of Case Western Reserve University are administered through its schools and colleges. Undergraduate students are enrolled in the College of Arts and

Sciences, the Case School of Engineering, the Weatherhead School of Management, or the Frances Payne Bolton School of Nursing. Post-baccalaureate programs are offered through all the schools and colleges.

The College of Arts and Sciences offers courses of study leading to Bachelor of Arts and Bachelor of Science degrees in a full range of disciplines in the humanities, arts, social sciences, and natural sciences.

The Frances Payne Bolton School of Nursing offers curricula leading to the Bachelor of Science in Nursing degree, with an emphasis on acute care; the Masters of Science of Nursing (M.S.N.) degree in several nursing specialties; the Doctor of Nursing Practice (D.N.P.) degree, a professional degree; and the Ph.D. in nursing.

The School of Medicine offers a curriculum leading to the M.D. degree. Pre-clinical departments offer instruction leading to the Masters of Science, Ph.D., and M.D.-Ph.D. degrees in the biomedical sciences.

The School of Dentistry offers a curriculum leading to the D.M.D. degree, and postdoctoral training in several dental specialties leading to the Master of Science in Dentistry degree.

The Weatherhead School of Management offers curricula leading to the Bachelors of Science, Masters of Science, Masters of Accounting, Masters of Business Administration, Executive Doctor of Management, and Ph.D. degrees in various areas of business administration.

The School of Law offers curricula leading to the Juris Doctorate and Masters degree in law.

The Case School of Engineering offers curricula leading to Bachelor of Science, Masters of Science, Masters of Engineering, and PhD degrees in a wide range of engineering disciplines.

The Mandel School of Applied Social Sciences offers curricula leading to the Master Science of Social Work degree and Ph.D. degree in social welfare. The school also offers a joint program with the School of Management leading to the Master of Nonprofit Organizations (M.N.O.) degree

through the Mandel Center for Nonprofit Organizations. The School of Graduate Studies confers Masters of Arts, Masters of Science, Master of Fine Arts, and Ph.D. degrees.

CLEVELAND

From a settlement that began nearly two centuries ago on the banks of the Cuyahoga River, Cleveland has grown into a metropolis of more than 2 million people. The heritage of this Great Lakes port includes industrial achievement as well as cultural and scientific advances. The Cleveland area is headquarters for many of the nation's major corporations. The city is also a major banking center; the Fourth District Federal Reserve Bank, one of 12 in the nation, is located here.

Health care is another thriving Cleveland industry. Dozens of hospitals and medical centers are concentrated in the area. University Hospitals of Cleveland, the Cleveland Clinic, the MetroHealth Medical Center, and others are internationally recognized for outstanding patient care and contributions to medical research.

Greater Cleveland is dotted with shopping malls, theaters, and opportunities for sports and amusement. The latter include Lake Erie; the 17,000-acre Metropark system; professional teams in baseball, basketball, soccer and hockey; and facilities for softball, skiing, hiking, cycling, picnics, and other activities.

More than 60 ethnic groups are represented in Cleveland; summer festivals continue traditions brought to the region from throughout the world.

FRANCES PAYNE BOLTON SCHOOL OF NURSING

HISTORY

The Frances Payne Bolton School of Nursing has a proud heritage beginning with the Lakeside Hospital Training School for Nurses established in 1898. With a generous endowment from Frances Payne Bolton, who was the first woman congressman from Ohio, the school of nursing was established in 1923 as a school within Western Reserve University. In 1969, Western Reserve University and Case Institute of Technology merged forming the current university, Case Western Reserve University. Consistently, the Bolton School is ranked among the top ten schools in US News and World Report and in funding from the National Institutes of Health. Graduate level specialty majors also are in the top five.

The Bolton School is noted for its innovation, leadership and excellence in education, research and practice. To support this mission, the school has eleven endowed chairs, the largest number in the world for a school of nursing. The Bolton School is a World Health Organization Collaborating Center in Home Care. The Sarah Cole Hirsh Center for Best Nursing Practices Based on Evidence was established in 1998 and is the only national center of its kind.

STRATEGIC VISION

Mission

Within the mission of Case Western Reserve University, the Frances Payne Bolton School of Nursing builds on a tradition of innovation and a commitment to the highest standards of excellence to provide the very best nursing education, research, clinical scholarship, and professional service locally, nationally, and internationally.

Priorities

The Frances Payne Bolton School of Nursing is committed to global leadership in nursing. The discovery, transmission, and use of knowledge are at the core of our work. Knowledge of health and illness in individuals, families, groups, and communities, both locally and internationally, provides the context for our work. The ultimate test of the validity of our vision is the results, over time, of the contributions of our faculty and graduates.

Purpose

The Frances Payne Bolton School of Nursing is an integral component of Case Western Reserve University. The school assumes responsibility for the preparation of individuals committed to excellence and leadership in professional nursing. The faculty of the school accepts the responsibility for teaching and scholarly inquiry as integral parts of the educational process.

The purpose of the school is to provide an environment that permits individuals to develop their personal and professional capabilities, including the sense of responsibility for continued learning; to learn as efficiently and effectively as possible; to find enjoyment, excitement, and challenge in the pursuit of knowledge and its application; and to develop behaviors that enable them to function in a changing, complex society.

Philosophy

To accomplish the stated mission, the School of Nursing has set forth the following philosophy:

Nursing is an academic discipline and profession. Nursing as an academic discipline is a distinctive branch of human knowledge fundamental to nursing practice, nursing education, and nursing administration, and to the continuous development of the profession. The distinctive perspective of nursing includes a focus on the metaparadigm concepts of persons, environment and nursing. The specific conceptual focus within the Bolton School is the health-seeking mechanisms and behaviors of human beings. Some of those mechanisms and behaviors are innate; others are learned or developed and may be subject to the influence of nurses' knowledgeable ministrations. The body of nursing knowledge is continuously advanced, structured, and restructured as a consequence of a range of methods including scientific inquiry, philosophic inquiry, historical inquiry, and clinical evaluation.

Scientific inquiry within nursing is designed to discover, advance, and clarify knowledge about determinants and correlates of optimal biological, psychological, and social functioning; physical, emotional and spiritual comfort; and individual and group attainment of health goals in multiple environments and under a variety of circumstances (including illness and injury) attendant to birth,

living, development, decline, and death.

Philosophic inquiry is undertaken to clarify the values that underlie consumers' and nurses' responsibilities for human health promotion, the ethics of nursing practice, and the nature of the body of knowledge known as nursing.

Historical inquiry is undertaken to document significant influences (by events and individuals) on the development of nursing over time as a body of knowledge and as a profession.

Clinical evaluation is designed to test and verify the relative efficacy of strategies used in nursing administration, consultation, education, and practice, and the means employed to advance nursing knowledge.

Professional nurses have mastery over a body of scientific and humanistic knowledge that is fundamental to their particular kinds of practice; they selectively use this knowledge in the execution of their professional responsibilities and in the attainment of professional goals. Those involved in differentiated nursing practices employ nursing technologies (skills and approaches that represent the application of scientific knowledge), using artistry in the execution of their professional responsibilities. Their several, particular practices are guided by a code of professional ethics and also by knowledge about the individuals and groups whom they serve.

The nurse's professional goal is to appraise accurately and to enhance effectively the health status, health assets, and health potentials of individuals, groups, families, and communities and to promote the initiative and independence of those they serve in the attainment of reasonable health goals, mutually agreed upon by consumers and by nurses as their health care providers.

Nursing practice includes assisting persons in the maintenance of health, detecting deviations from health, assisting persons in the restoration of health, and supporting persons during life. These responsibilities are accomplished through a systematic and deliberative process. Nursing practice includes independent and interdependent functions and nurses are an integral part of the health care system.

Other beliefs essential to nursing that are shared by the faculty are stated below.

Individuals and Groups

- Individuals have commonalties, but each person is unique and has worth.
- Individuals are in constant interaction with the environment.
- Individuals have a capacity to grow and develop.
- Human behavior is purposeful and involves choices that are directed toward meeting the individual's needs.
- Individuals and groups have rights and responsibilities in relation to the promotion of optimal health.
- Individuals have the responsibility for making decisions about their health and have the potential to act on these decisions.
- Most individuals possess the capability for making appropriate decisions, although there are times when these abilities are diminished or absent.

Learning

- Individuals are capable of changing their behavior through the process of learning.
- The need and ability to learn continues throughout life.
- Learning is affected by interaction between the individual and the environment.
- Learning is enhanced when consideration is given to individual differences in cognitive styles.
- The responsibility for learning resides in the individual learner.
- The learning process is an individual endeavor; stimulation of the process is a joint responsibility of teacher and learner working toward common goals.

Health

- Health is a dynamic, ever-changing state.
- Health is influenced by an individual's heredity, environment, and lifestyle.
- Individuals may manifest simultaneously states of health and illness.
- Individuals differ in the ways they value and define health.
- Individuals have the potential to grow as a result of an experience with illness.

Health Care

- Health care encompasses all activities necessary to promote optimal physiologic, psychological, and social functioning.
- Health care is rendered by the individual alone or in collaboration with health care providers, including nurses, and extends throughout the life span of the individual.
- Health care is complex and depends on the skills, resources, and cooperative efforts of consumers and health care providers.
- A recognized need exists in society to organize effectively the delivery of health care services.
- A variety of providers, each offering a unique and specific service, may be present in an organized health care system.
- The primary contribution of nursing to the health care system is to assist individuals and groups to attain, maintain, and regain optimal health.
- Health care professionals (including nurses) and consumers collaborate to define health; to identify factors inimical to health; to limit, reduce, or eliminate threats to health; to determine human and material resources necessary to provide health care services; and to evaluate and improve health services.
- Collaboration among health professionals and consumers can lead to the achievement of health care delivery systems that provide care that is available, accessible, feasible, acceptable, of optimal quality, sustained, and cost effective.

Professional Encounter

A person's competence in matters related to health is dynamic and is influenced by genetic endowment and life experiences. At times a person requires assistance in improving competence. At these times, the nurse may enter into a relationship with the person (client) to facilitate the client's health-seeking behaviors as he/she strives toward an achievable level of health. The client and nurse may view this relationship differently.

The professional encounter requires a reciprocal relationship in which the nurse, as a professional expert with the client's assent, influences the behavior of the client. The client in turn evokes responses from the nurse.

The professional encounter is the initiation of a relationship between a nurse and a person requiring nursing care. The relationship is reciprocal in nature and may be initiated by either the client or nurse. Through the relationship mutual goal setting regarding health attainment is sought. When a nurse and client interact within the professional relationship, each performs functions deriving from their positions within a particular social context. The context (human-physical environment) in which the encounter occurs will have varying influence on both the client and nurse based on the cognitive, perceptual and emotional capacities of both. Although the environment in its physical representation is essentially the same for both, the perceptions of the client and nurse are different. The attributes that they bring to the relationship are shaped by intervening variables.

Nursing Strategies

Nursing strategies can be categorized according to the function they serve in facilitating clients' health-seeking behaviors. A tentative classification scheme according to the function strategies is set forth below. Within each category there are multiple behaviors from which the nurse can select depending on the nature of the clients' assets and deficits. Also, each category is open to the discovery of more activities than are presently known. Each category focuses on facilitating health-seeking behaviors.

Compensating: Performing selected activities or measures (including monitoring) for clients when they are unable to do these activities.

Teaching: Performing actions intended to induce learning.

Counseling: Assisting clients to examine alternative course of action.

Supporting: Promoting clients' ability to cope, adapt and change.

Stimulating: Promoting clients' desire to perform health-seeking behaviors.

Advocating: Intervening on behalf of the client to overcome obstacles that are interfering with health-seeking behaviors.

Comforting: Providing an environment that promotes ease and well-being.

The choice of nursing strategies for enhancing client's health-seeking behaviors is based on assessment of these behaviors and the intervening variables to determine the assets and deficits and potential for engaging in behaviors that are directed

toward attaining, maintaining or regaining an optimal level of health.

SARAH COLE HIRSH INSTITUTE FOR BEST NURSING PRACTICES BASED ON EVIDENCE

Established in 1998, the Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence develops and promotes evidence-based practice in nursing.

Historically, nursing and medical practices have been based, in part, on expert opinion and tradition, creating variations in practice and often subjectivity in judgment. Through the integration of research and practice, the Hirsh Institute stimulates the use of best nursing practices based on evidence as a basis for delivering superior health care, and shaping the next phase of nursing research.

The goals of the Hirsh Institute are to enhance nursing practice and health care delivery by:

- Building a repository of best nursing practices based on research findings.
- Disseminating current scientific evidence on best nursing practices to practicing nurses, educators, administrators, health care facilities, insurers, and policy makers.
- Guiding nursing research by identifying areas where scientific evidence is lacking.
- Conducting a certificate program in implementing best nursing practices based on evidence.
- Focusing attention on nursing excellence through its State of the Evidence Reviews with recommendations for practice.

CENTER FOR RESEARCH AND SCHOLARSHIP

The Center for Research and Scholarship provides a variety of services to support the research and scholarship efforts of faculty, students, and postdoctoral fellows, including management of the internal and external funding process. The Center provides faculty and students with current funding opportunities that are available, assists in the development of research proposals, and disseminates research results regionally, nationally, and internationally. The Center staff assists in the submission of Human Subjects research reviews to the affiliated Institutional Review Boards. The

Center provides support for all stages of faculty members' manuscript submission including submission and tracking. Four full time employees staff the Center. A conference room and a workroom are available within the Center for both faculty and student investigators.

INTERNATIONAL HEALTH PROGRAMS

The FPB School houses a World Health Organization Collaborating Center for Nursing, one of only twelve in the United States. The focus of the Collaborating Center is home care and Evidence Based Practice in nursing. In addition, there are a variety of international health opportunities for students of all levels, including study abroad programs and short-term programs for international health experiences. Short study programs are offered to international nurses, specifically designed to meet their individual objectives.

ACCREDITATION

Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the National League for Nursing Accrediting Commission.

National League for Nursing Accrediting
Commission, Inc.
61 Broadway-33rd Floor
New York, NY 10006
800-669-1656 Ext. 153
www.nlnac.org

The Council on Accreditation of Nurse Anesthesia Educational Programs accredits the nurse anesthesia program.

American Association of Nurse Anesthetists
222 South Prospect Avenue
Park Ridge, IL 60068-4001
(847) 692-7050
aana.com

The nurse midwifery program is accredited by the American College of Nurse Midwives Division of Accreditation.

American College of Nurse-Midwives
Division of Accreditation
8403 Colesville Road, Ste 1550
Silver Spring, MD 20910-6374

240-485-1800

www.midwife.org/doa.cfm

The School of Nursing is approved by the State of Ohio Board of Nursing.

Ohio Board of Nursing

17 High Street

Suite 400

Columbus, OH 43215-3413

614-466-3947

www.state.oh.us/nur

The North Central Association of Colleges and Schools, Higher Learning Commission accredits the university.

North Central Association of Colleges and Schools

Higher Learning Commission

30 N. LaSalle Street, Suite 2400

Chicago, IL 60602-2504

(800) 621-7440

ncacihe.org

INSTRUCTIONAL FACILITIES

With a highly qualified faculty engaged in teaching, research, and community service, the Bolton School offers high quality academic programs. Instruction includes lectures, seminars, individual conferences and small groups discussions, and clinical experiences under the guidance of a preceptor. Modern research and educational facilities include computer and skills laboratories.

Clinical Facilities

Instructional facilities are abundant and varied. The University Hospitals of Cleveland is a 947-bed academic medical center and is a aggregate of specialized hospitals that includes Alfred and Normal Lerner Tower, Samuel Mather Pavilion and Lakeside Hospital for adult medical/surgical care; Rainbow Babies and Children's Hospital; University MacDonald Women's Hospital; University Ireland Cancer Center; and skilled nursing and rehabilitation services. University Hospitals is part of the University Hospitals Health System with services provided at 100 locations in 40 northern communities. The Cleveland Clinic Health System has 2,957 beds and is comprised of the Cleveland Clinic Foundation and Fairview Hospital, Health Hill Hospital for Children, Lakewood Hospital, Lutheran Hospital, Marymount Hospital, Euclid Hospital, Hillcrest Hospital, Huron

Hospital, and South Pointe Hospital. MetroHealth Medical Center is a regional referral center with 690-beds for medical/surgical care to adults and children. It is a trauma I center with a burn center and 143-bed rehabilitation facility specializing in spinal cord injuries, only one of 19 in the nation. MetroHealth also has the Clement Center for Family Care, a neighborhood outpatient center, and a 291-bed. Skilled Nursing Care Center. These hospitals are major clinical resources.

Additional opportunities are available in a variety of health, social, and educational agencies. These include, for example, American Red Cross, Benjamin Rose Institute, Hospice of the Western Reserve, Cleveland Psychiatric Institute, Kenneth W. Clement Center for Family Health Care, Judson Park Retirement Community, Hospice of the Western Reserve, Visiting Nurses Association, Cleveland Public Health Department, the Ohio Permanente Medical Group and many others.

LIBRARIES

The Kelvin Smith Library, a 144,000 square foot building completed in 1996, houses most of the collections of the University. This includes over 1,290,000 monographs, 7,363 serial titles, U.S. Government publications, company annual reports, newspapers, CDs, technical reports, over 12,000 DVDs and videos, and more. The library enables users to integrate both traditional resources and state-of-the-art technology into teaching, research, and learning. A variety of seating styles accommodate 900 people and provide electrical ports for connecting personal laptop computers. Case's wireless network enables personal laptops to have Internet access throughout the library. Two multimedia rooms include scanners and sound and video digitizers. Available are individual study spaces, meeting rooms, conference areas, and social gathering places. 30 miles of compact movable shelving allows the library to keep much of its collection onsite for immediate access to print materials. The user-friendly interface to the online catalog, databases, and other resources allows library staff to focus their attention on working in-depth with faculty and students.

In addition to the Kelvin Smith Library, students and faculty have access to the following libraries located on campus: the Cleveland Health Sciences Libraries, supporting programs in dentistry, medicine and nursing; the School of Law Library;

the Lillian and Milford Harris Library in the Mandel School of Applied Social Sciences; the Kulas Music Library; and the Astronomy Library. Altogether, collections at the Case libraries encompass more than 1.8 million volumes, nearly 14,000 serials and periodicals, and a wide range of electronic information resources, including a CD-ROM reference database that is accessible through the Case network. These include OhioLINK, a state-funded network that links the libraries of 17 public universities, 23 community/technical colleges, 44 private colleges, and the State Library of Ohio and also offers access to research databases and other information resources.

The Health Sciences Libraries, which consist of the Health Center Library and the Allen Memorial Library, serve as the major libraries for holdings related to nursing, medicine, dentistry, nutrition, and biology. The Health Center Library adjacent to the School of Nursing houses nearly 350,000 volumes, 2,780 current periodicals, and audiovisual materials. Approximately 8,800 volumes are specifically nursing texts, and more than 100 journals are nursing publications. The library also houses a historical collection of nursing materials. The most current and heavily used books are placed on reserve to insure their availability to students. Faculty also place materials on reserve for use in the library. There are 18 public workstations to access the internet, and the library also provides wireless access for those with properly-equipped laptop computers.

UNIVERSITY INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) stewards, manages, and protects the University's extensive technology resources and supports innovative, state-of-the-art technology applications, tools, and services to enrich learning, teaching, and research at Case.

Services managed include:

- The University's high-speed network, which provides switched gigabit Ethernet to each and every student, faculty and staff computers
- Wireless (802.11g) deployment with over 1300 access points to the campus community and beyond
- The Software Center that provides personal productivity and general-purpose software

packages, including email, calendaring and other applications

- Help Desk and support services to assist users in maximizing use of technology resources
- Deployment and operation of academic and instructional systems such as Blackboard
- Operation of application software such as Email and group calendaring
- Delivery of telephone services, including Voice over IP
- Delivery of audio/video services (including cable TV and videoconferencing)
- Development and operation of internal administrative systems
- University archives and records.

ITS Services

Help Desk

The Help Desk, powered by PerceptIS, provides computing support to the university community. It is open seven days a week. Services include:

- Troubleshooting and technical assistance through email, telephone and walk-ins
- Dispatching, if necessary, of technical assistants to residence halls to resolve user problems
- Case management record to track problems and ascertain satisfactory closure of technical issues
- Technical support for television and video users
- Management of networked high speed laser printers in Wade and Fribley Commons.

Instructional Technology and Academic Computing (ITAC)

ITAC supports current technologies that enhance teaching and learning at Case. Through technology support and professional development, ITAC supports the university community in its endeavor to experience, explore, collaborate and extend learning beyond its traditional bounds.

Services include:

- MediaVision – Video conferencing, streaming media, online
- Courseware and IP Television
- New Media Studio - digital technology to create interactive learning environments
- 3D experiences and innovative multimedia
- Faculty Support - Provides support for faculty in using teaching technologies.
- Student Technology Consultants - Employ students to assist faculty.

Software Services

Faculty, staff and registered students are eligible to download a variety of software packages that the university has purchased and made available through site licenses with software manufacturers. Packages and tools include:

- Personal productivity and general-purpose software packages, including:
 - Microsoft Office Suite
 - E-mail
 - Spam controls
 - Enterprise calendaring
 - Virus protection
 - Operating systems
 - Desktop publishing
 - Drawing and painting systems
 - CAD
 - Mathematical and statistical packages and tools, and
 - Programming languages
 - Courseware and collaborative tools providing online assessments and simulations (e.g., notes, exam keys, syllabi, text, and reference materials), scanned images and digital movies
 - On-line databases providing reference works, access to library holdings, locator materials, and a wide variety of both general purpose and specific databases.

TELEPHONE SERVICES

Telephone Services offers phone service, cell service, and to be gradually phased in, voice over IP.

Services include:

- On-campus, local and long-distance service
- Highly competitive and student oriented long distance rates and discounts
- Electronic access to account information, billing, and payment services
- Voicemail notification via email and audio access to voicemail via computer
- Caller ID and other optional features
- Sprint cellular service at preferential and discounted university rates.

Television Services

ITS Television Services provides on-campus users, including students in residence halls, who have

cable-ready televisions and video receivers to access the following services:

- 40 channels, including two on campus channels with local original programming
- The University's enterprise streaming media solution and production facilities architected and deployed by ITS Television Services.

FRANCES PAYNE BOLTON SCHOOL OF NURSING INFORMATION TECHNOLOGY SERVICES

The Frances Payne Bolton School of Nursing has its own Information Technology Services Department. This department manages and oversees all computer related operations within the school. Furthermore, the team assists faculty, staff and students with any computer problems, issues, needs, or equipment purchase. The School has it's own Help Desk and provides troubleshooting of problems and repairs to all school-owned equipment. The School of Nursing has two computer laboratories and a Cyber-Café where student have access to computers and network-access connection for hooking up their laptops along with wireless network access. The main computer lab is located on the second floor and the Cyber-Café is located on the ground floor. These two areas are available during the weekdays, evenings, and weekend on a 24 hours basis. The second lab (Center for Bioinformatics) is located within the Learning Resource Center (LRC) on the ground floor and is only available when not used for classroom activities during weekdays from 9:00 am to 5:00 pm.

LEARNING RESOURCE CENTER (LRC)

The Learning Resource Center (LRC) is a state of the art facility comprised of four academic support units, the Cyber Café, the Center for Bioinformatics and Health Promotion, the Multi-media Simulation Center and the Clinical Teaching Center. The School of Nursing students have the opportunity to advance their nursing skills by active participation in hands-on training sessions that demonstrate the real-life aspects of nursing. Our experienced learning support staff strive for competence, confidence and excellence. The staff is available by appointment to meet with students individually in order to review a particular skill, practice with SimMan, SimChild, SimBaby, CathSim, or utilize the Bioinformatics lab to work with various nursing

software packages. SimMan and SimBaby are high-tech human patient simulators that breathe, have a pulse, and maintain heart-rhythm and blood pressure. They simulate almost any patient emergency situation and are programmable to provide the most life-like responses with immediate feedback for student learning. SimChild is a low-tech human simulator that breathes, has a pulse, and maintains a heart rhythm and blood pressure. CathSim is an intravenous trainer, which uses virtual reality-based patients to teach intravenous (IV) catheterization. They give student the ability to choose the patient they will start an IV on, depending on their particular clinical setting. The program offers immediate feedback and opportunities for review to enhance the nursing skills needed in real life environments.

The School of Nursing is equipped with four technology-enhanced classrooms, which allow our faculty to use powerful tools in teaching to engage the students with learning. The classrooms are equipped with a Dell computer, VHS DVD combo player, a ceiling mounted video projection system, a document camera, wall-mounted speakers, and a touch panel controlled LCD Monitor.

ORGANIZATIONS

Student Organizations

All enrolled students are members of their respective Undergraduate or Graduate Student Organizations that promote collegueship among students and provide social, cultural activities and educational. They are also members of the National Student Nurses' Association, and after paying dues,

member of the FPB School's chapter of this organization. PhD students elect one member and one alternate to the Graduate Student Senate of the School of Graduate Studies. All minority undergraduate nursing students are automatically members of the Minority Student Nurses Association, which fosters collegueship among minority students. The Nurses' Christian Fellowship is an affiliate of the Inter-Varsity Christian Fellowship. Selected by the student organizations, students also are members of some standing committees of the FPB School. There are a variety of international student associations on campus as well.

Sigma Theta Tau

Sigma Theta Tau is an international professional honor society, and Alpha Mu is the chapter at the FPB School. Members are selected from students enrolled in one of the school's nursing programs or nurses in the community with a BSN, MSN, PhD or DNP degree. Candidates are chosen based on superior scholastic achievement, potential for leadership and desirable personal qualities.

Alumni Association

Upon graduation, all nursing students are inducted into the Alumni Association. This begins a life-long membership and relationship with the School of Nursing. An elected board of directors and officers administers the association. Alumni are generous in their support of the school and provide funds for students and the FPB School through the Annual Fund and other gifts and bequests. Activities of the alumni are reported in the FPB Nursing magazine published by the nursing school.

BACHELOR OF SCIENCE IN NURSING

The B.S.N. program emphasizes intensive and early clinical experience, a strong foundation in acute and critical care nursing and a commitment to service to our community. Our students begin their clinical experience in the first term of the freshman year and complete their program with a 330-hour clinical preceptorship in the senior year. Students graduate with over 1600 hours of clinical experience, far exceeding that of other schools of nursing.

The student-learning environment includes traditional classrooms, world-class clinical facilities, community settings and the Learning Resource Center (LRC). The LRC consists of four activity centers: the Clinical Teaching Center; the Center for Bio-informatics and Health Promotion; the Multimedia Simulation Center; and, the Cyber Café. Clinical experiences occur in Cleveland's nationally and internationally renowned health care facilities including the University Hospitals of Cleveland, the Cleveland Clinic, and the MetroHealth System. Students also have extensive experience in community health departments, community centers and the Cleveland Municipal School District.

The opportunities available to students are limitless. Students are encouraged to participate in interdisciplinary research projects with senior faculty. They have the opportunity to explore health issues in the global arena, to study in international sites as part of their standard curriculum. International activities are supported by the FPB School's World Health Organization (WHO) Collaborating Center.

Graduates have a foundation in the discipline of nursing, demonstrate leadership in clinical practice, use clinical inquiry to advance practice, become involved in research, and assume responsibility for their own professional development.

CHARACTERISTICS OF THE GRADUATE

Teaches and counsels individuals, families and other groups about health, illness and health seeking behaviors

Critiques and applies research findings to clinical practice

Provides direct patient care and assumes leadership role in directing nursing care to individuals, groups and families

Participates and assumes beginning leadership roles

Uses principles of ethics and the professional code as a framework for decision making

Works effectively as a member of an interdisciplinary health care team

Uses effective communication techniques with diverse clients, colleagues, and information systems

Describes process of health care policy development

ADMISSION REQUIREMENTS

Freshman

Application for undergraduate admission to the University

Recommendation from secondary school report/counselor

Secondary school transcript

Writing sample

SAT/ACT scores

Transfer

Application for undergraduate admission to the University

Secondary school transcript

Teacher recommendation

Statement of good standing

College transcripts

Personal statement

SAT/ACT scores

DEGREE REQUIREMENTS

Candidates for the Bachelor of Science in Nursing degree must complete the following:

1. Minimum of 125 hours as specified by the requirements with a 2.0 GPA
2. A minimum of C for all courses taken in nursing and science.
3. A minimum of 50 credit hours in 300 and 400 level courses
4. Both the University mandated general education requirements and the nursing major as prescribed by the School of Nursing.

PROGRESSION IN THE BSN PROGRAM

Progression in the Bachelor of Science in Nursing program is contingent upon satisfactory academic achievement in all required courses. To maintain satisfactory academic standing, students must attain a GPA of 2.0 or above by the end of their junior year and must obtain a C or above in all nursing and science courses. Although the University accepts a D as a passing grade, the grading policy of the FPB School is A, B, C, F. Students who receive two unsatisfactory grades (D or F) in nursing and/or natural and behavioral science courses will be subject to separation from the school of nursing. See the Undergraduate Student Handbook for a description of the criteria for academic standing.

Students who receive a grade of Incomplete (I), given at the discretion of the instructor for the course, **must complete** course requirements by the eleventh week of the following semester. It is the student's responsibility to notify the instructor of the circumstances preventing completion of all assigned work. In the absence of notification or adequate justification, the instructor may give the student a final grade that assumes a failing grade for the missing work. If a student fails to submit the work required for removing the Incomplete by the date established by the instructor or by the eleventh week of the following semester, the grade will convert from I to F.

Students who receive an F for a nursing course must register for that course the next semester that it is offered. If the overall GPA falls below the required cumulative GPA, the student is placed on academic probation. If the GPA does not improve

the next semester, the Academic Standing Committee of the University Undergraduate Faculty will review the student's record to determine whether extenuating circumstances warrant an additional semester of probation or separation from the university.

CURRICULUM

This four-year generic program for high school graduates leads to a BSN degree. Upon successful completion of the program, graduates will be eligible to sit for the examination for licensure as a registered nurse (RN). The School of Nursing has the right to determine a student's readiness to sit for the NCLEX-RN examination and the right to restrict testing until the student demonstrates a readiness to pass this examination. This examination is given by State Boards of Nursing, and satisfactory completion of this examination enables the graduate to practice as a RN in the state in which the examination was taken.

The BSN program includes nursing, science and liberal arts courses. A minimum 125 credit hours, with at least 50 credits from upper division courses, are required for awarding of the BSN degree. Students must meet the University requirements for graduation. The ratio of clinical hours to credit hours is 4 to 1, and for laboratory hours, it is 2 to 1. The program plan for entry-level students to the BSN program is located on the next page.

PROGRAM PLAN FOR GENERIC BACCALAUREATE STUDENTS

Freshman Year – Fall Semester		Hours	Freshman Year – Spring Semester		Hours
General Education Requirement		3	NURS 120	Nursing Informatics: Introduction	2
NURS 110	Foundations of the Discipline	1	NURS 122	Nursing Assessment	3
NURS 111	Foundations of the Practice	3	NURS 201	Nutrition	2
BIOL 114	Principles of Biology	3	NURS 160	Community Seminar I	1
BIOL 116	Anatomy & Physiology I	3	BIOL 119	Molecular View of Biology	3
SAGES	University First Seminar	<u>4</u>	BIOL 117	Anatomy & Physiology II	3
		17	SAGES	University Seminar	<u>3</u>
					17
Sophomore Year - Fall Semester			Sophomore Year – Spring Semester		
NURS 230	Nursing Care of the Adult	5	General Education Requirement		3
NURS 211	Pharmacology	2	NURS 342	Medical Microbiology	4
NURS 250	Aging in Health and Illness	2	NURS 317	Psych/Mental Health	4
NURS 210	Community Seminar II	1	NURS 240	Nursing Care of the Adult II	5
BIOL 121	Chemical Biology	3	NURS 260	Community Seminar III	<u>1</u>
SAGES	University Seminar	<u>3</u>			17
		16			
Junior Year - Fall Semester			Junior Year – Spring Semester		
NURS 351	Acute Care II	4	NURS 351	Acute Care II	4
NURS 353	Critical Care	4	NURS 353	Critical Care	4
OR			OR		
NURS 315	Parents & Neonates in Health & Illness	4	NURS 315	Parents & Neonates in Health & Illness	4
NURS 316	Children & Adolescents in Health & Illness	4	NURS 316	Children & Adolescents in Health & Illness	4
STAT 201	Basic Statistics	3	NURS 320	Departmental Seminar	3
NURS 310	Community Seminar IV	1	NURS 345	Nursing Informatics III: NIS	2
General Education Requirement		<u>3</u>	NURS 360	Community Seminar V	1
		15	General Education Requirement		<u>3</u>
					17
Senior Year - Fall Semester **			Senior Year – Spring Semester ***		
NURS 370	Nursing Informatics	1	NURS 343	Issues and Ethics in Health Care	2
NURS 371	Public Health Nursing	3	NURS 341	Concepts of Management	3
NURS 372*	Health in the Global Community	3	Senior Preceptorship (NURS 350,352,354,356)		<u>9</u>
NURS 373	Community Practice / Capstone	<u>5</u>			14
		12			

* GER requirements and nursing courses in process of revision to incorporate SAGES

** This coursework may be taken in the Summer Semester

*** If the NURS 370, NURS 371, NURS 372, NURS 373 series is completed in the summer, these courses may be taken in the Fall Semester.

RN/BSN ENTRY OPTION

Registered nurse graduates of an associate or diploma program in nursing can obtain their BSN by fulfilling the core requirements of the University and the upper division nursing courses developed specifically for this program.

Admission Requirements

Completion of an accredited program in nursing with a minimum GPA of 2.5

Current RN licensure in the State of Ohio

Transcripts of all academic work

There is no preadmission testing

Program Requirements

A total of 122 credits are required for the RN-BSN program. The requirements for the program are as follows:

- 30 semester hours of clinical nursing proficiency are granted on admission based on successful completion of the NCLEX-RN licensing examination.
- 62 semester hours must be completed to satisfy the University core requirements. This includes coursework in:

SAGES
 English Composition
 Natural and Mathematical Sciences
 Arts and Humanities
 Social Sciences
 Global and Cultural Diversity
 Physical Education

Up to 60 semester hours of coursework may be transferred from other institutions with the approval of the appropriate academic department. However, only 15 semester hours of coursework may be transferred in after matriculation at CWRU.

- 30 semester hours of Upper Division Nursing Courses

Upper Division Nursing Courses

			Hours
NURS 318	Nursing in the Community		4
NURS 320	Nursing Research		3
NURS 345	Nursing Informatics III		2
NURS 346	Nursing Informatics IV		2
NURS 391	Home Health Care Nursing		5
NURS 392	Dynamics of Nursing Practice Management		4
NURS 393	New Applications of Nursing Practice Management		4
NURS 443	Professionalism in Nursing		3
	(A, B, C)		
NURS 444	Health Care Delivery, Legal and Ethical Issues in Advanced Practice		3
	(A, B, C)		<u>30</u>

Total Semester Hours **122**

GRADUATE ENTRY (MN) PROGRAM

FPB School of Nursing believes in building on prior knowledge. Therefore, the Graduate Entry program provides a generic Master of Nursing (MN) education as the preparation for licensure as a registered nurse. This program offers two components that uniquely prepare graduates for practice in an evolving healthcare system. First is the quality and safety component that is woven throughout the curriculum. The second includes special interprofessional (with medical students) learning experiences that occur across the curriculum. Another unique feature of the Graduate Entry program is that students are admitted simultaneously to the MSN and DNP programs. This three-fold admission is advantageous for students whose ultimate goal is acquisition of the practice doctorate (DNP). Graduate Entry students also have the option of applying to the PhD program, following completion of the MN or the MSN, if their goal is to obtain the research doctorate.

ENTRY OPTIONS

Option 1: Baccalaureate-Prepared Students

This option provides entry after successful completion of a bachelors degree and fulfillment of the prerequisite undergraduate courses.

Application forms are [available here](#). Classes for the pre- licensure curriculum begin in the fall semester only. **May 1** is the deadline for applications for enrollment in the following fall semester.

Admission Requirements:

- BA or BS with acceptable overall undergraduate GPAs (3.0 cumulative; 2.75 natural science; 2.75 behavioral sciences). A grade of C (2.0) or higher is required for individual pre-requisite courses.
- English Composition: One course or integrated equivalent; at least 3 credits
- Chemistry: One course in general or inorganic chemistry, plus one course in organic chemistry or biochemistry equivalent to Case Western Reserve's BIOL 121 within 5 years prior to enrollment (lab preferred). At least 6 credits total.
- Human Anatomy and Physiology: With labs within 5 years prior to enrollment. At least 6 credits total.
- Microbiology: One course with lab within 5 years prior to enrollment. At least 4 credits total.
- Sociology or Anthropology: One course, at least 3 credits

- Psychology: One course, at least 3 credits
- Human Growth and Development Across the Lifespan: One course; at least 3 credits
- Statistics: One course, at least 3 credits, equivalent to Case Western Reserve's STAT 201 (must include ANOVA) required within 5 years prior to enrollment in the program
- Admission Test:
 - GRE General Test (preferred test): Satisfactory scores required (minimum of: Verbal 500, Quantitative 500, and Analytical Writing 4.0 or Analytical 500).
 - Miller Analogies Test (MAT): Satisfactory scores required (minimum of 400 after 10/04 or 45 before 10/04).
- International Applicants: Contact [the Office of Student Services](#) for additional requirements

Option 2: Senior Year Students in Professional Studies (SYPS)

Students currently enrolled in a four-year baccalaureate program at a participating accredited liberal arts college may enter the program as a pre-licensure student after three years of study at the participating partner institution. The student earns a BA or BS from the liberal arts college upon successful completion of one year of the pre-licensure level (Senior Year in Professional Studies) and then will complete the RN program. Post-licensure MSN/DNP programs may then be completed.

A student in a college with a formal arrangement with the FPB School of Nursing may apply to enroll in the SYPS leading to RN licensure and then

graduate study in nursing. SYPS applicants must meet all admission requirements listed above.

Students whose undergraduate institutions do not have an agreement with FPB may arrange a SYPS on an individual basis. Information about arranging this program is available from the [Office of Student Services](#). Students earn a B.A. or B.S. from the participating college or university upon successful completion of the first year of the DNP program.

Students at Case Western Reserve University must apply through the undergraduate dean of their respective schools at the beginning of their junior year.

Admission Requirements:

For the University to award a BS or BA degree at the end of the successful completion of the first

-

year of the DNP program, the following requirements must be met:

- Completion of the Case Western Reserve University Core Curriculum and two semesters of physical education, unless excused from the latter.
- Completion of three quarters of the major and minor concentration requirements.
- Completion of at least 90 semester hours of academic credit, with the final 60 hours being while in residence on campus with no more than 6 semester hours earned in courses taken in another institution, either by cross-registration or by approved transfer of credit.

MASTER OF SCIENCE IN NURSING (MSN)

The Master of Science in Nursing program prepares registered nurses for advanced practice specialization either as a nurse practitioner, clinical specialist, nurse midwife or nurse anesthetist. In addition, an MSN in nursing informatics is offered. Dual degree programs are offered in bioethics (MSN/MA), anthropology (MSN/MA), business administration (MSN/MBA), and public health (MSN/MPH).

CHARACTERISTICS OF THE GRADUATE

Develops and teaches educational offerings and provides consultation with other professionals/populations and communities about health, illness and health-seeking behavior

Identifies clinical research problems, initiates utilization of research and participates in scientific inquiry

Assumes functions and role of the Advanced Practice Nurse

Assumes leadership positions in employment or community organizations at the local/state/national level

Applies ethical principals in Advanced Practice Nursing

Initiates interdisciplinary teams to enhance practice

Establishes effective communication systems among clients and colleagues

Contributes to, implements and influences health policy development through work and professional organizations

ENTRY OPTIONS

RN with National Certification in Advanced Nursing Practice

This MSN completion program is designed to assist certified advanced practice nurses to complete a Masters of Science in Nursing degree. Registered nurse applicants must have a Bachelor in Nursing Science from an accredited nursing program. Applicants must have certification from a national accrediting organization as a nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthetist or AORN first assistant. The national certification in advanced nursing practice takes the place of the clinical coursework in the specialty where the person holds certification. A Master of Science in Nursing can be obtained by completing 18 credits at the FPB School of Nursing. These include the core courses in Inquiry, Professional Development and Advanced Practice.

Courses	Hours
NURS 405 Nursing Theory	3
NURS 425 Research Methods	3
NURS 443 Professionalism in Advanced (A, B, C) Practice	3
NURS 430 Pharmacology and Therapeutics	3
NURS 444 Health Care Delivery, Legal and (A, B, C) Ethical Issues in Advanced Practice	3
NURS 502 Evidence-Based Research	2
NURS 503 Research Practicum	<u>1</u>
	18

RN/MSN Entry Option

Registered nurse graduates of an associate degree or diploma nursing program may enter the Masters of Nursing program after completing the 6 courses which bridge them from their RN to the MSN Program.

Therefore, the RN to MSN bridge entry option may be the quickest, most efficient way to attain a Masters degree in nursing, even for those who have not yet attained their BSN. However, a graduate degree in nursing may not be for everyone.

Undergraduate Prerequisites to MSN Courses

Fall Semester Weekend Classes	Hours
NURS 392 Dynamics of Nursing Practice Management	4
NURS 393 New Applications of Nursing Practice Management	<u>4</u>
	8

Advanced Practice Core

NURS 430 Pharmacology and Therapeutics	3
NURS 453 Advanced Physiology	4
NURS 459 Advanced Assessment	3

COMMUNITY ENGAGEMENT FOCUS

Selected courses for MSN students at the Frances Payne Bolton School of Nursing incorporate projects with community agencies. Selected projects are designed to improve health care among under-served residents of Cleveland's inner-city neighborhoods. Developed in collaboration with the community partners, these projects are a unique component of the FPB School's master's curriculum. Community agencies that participate include but are not limited to the Hospice of the Western Reserve, The Heath Museum of Cleveland, the American Red Cross Greater Cleveland Chapter, school districts in the Cleveland area, and the Cleveland Municipal School District.

PROGRESSION REQUIREMENTS

Progression in the MSN program is contingent on a cumulative GPA of 3.0 and passing grades in all courses (A, B, C, P or S). If the cumulative GPA falls below 3.0 during any semester, the student will be placed on academic probation. To be removed from probation, the student must have a cumulative GPA of 3.0 or higher in the next academic semester he/she is registered. If the student fails to be removed from academic probation at this time, he/she may be separated from the School of Nursing.

The grade of incomplete (I) will be given at the discretion of the instructor for work not completed in the semester. The "Arrangement to Resolve a Grade of Incomplete" form must be completed prior to the end of the semester or the instructor may assign a grade of U or F. A grade of I must be removed by the end of the semester following the one in which the course was taken or the next time the course is offered if agreed upon between student and instructor and before the student enrolls in a course for which the initial course is a prerequisite. No credit is given for an I grade.

A student who receives a grade of F or U for a required course must register for the course the next semester it is offered to continue in the MSN program. If the grade of U or F is in a course that is not required for the MSN program, the student may

register for the same course or a substitute course and achieve a passing grade to continue in the MSN program. If the student receives a grade of F or unsatisfactory performance (F, U & NP) in two courses, he/she will be excluded from the FPB School.

DEGREE REQUIREMENTS

The Master of Science in Nursing program requires a minimum of 36 semester hours of graduate credit for the student who enters with a BSN degree. Other degree requirements must be fulfilled for those entering with the portfolio or RN/MSN entry options. A maximum of 12 semester hours of credit in approved graduate courses, where the student obtained a grade of B or above, may be transferred to meet program requirements. To be awarded a MSN degree, the student must have a cumulative GPA of 3.0 and received satisfactory grades in all nursing courses taken for credit as a MSN student. Degree requirements must be completed within 5 years of initial enrollment.

NURSE PRACTITIONER

Nurse practitioners promote optimal health, detect illness and facilitate restoration and maintenance of health. They often function independently in a variety of settings. Two specialties are available for acute care nurse practitioners and six specialties are available in primary care. These programs contain at least 500 hours of clinical experience. Graduates are eligible to sit for the national certification examinations for these specialties.

Acute Care Nurse Practitioners

There are practice requirements for these specialties. One year of experience in acute care is required for the Acute Care Nurse Practitioner. A concentration in flight nursing is available within the Acute Care Nurse Practitioner major. One year of experience in neonatal intensive care is required for the Neonatal Nurse Practitioner.

Acute Care Nurse Practitioner

			Hours
Fall			
NURS 405	Inquiry I		3
NURS 438	Theoretical Foundations of Acute Care Nursing		4
NURS 453	Physiological Foundations of Advanced Practice		4
NURS 459	Assessment for Advanced Practice		<u>3</u>
Total			14

Spring

NURS 430	Pharmacology and Therapeutics for the Advanced Practice Nurse		3
NUNP 443	Acute Health Problems of the Adult		6
NURS 425	Inquiry II		3
NURS 443A	Collaboration and Consultation		1
NURS 443B	Role Development		1
NUNP 443C	Teaching and Learning		<u>1</u>
Total			15

Cardiovascular Subspecialty Sample Plan

			Hours
Fall			
NURS 405	Inquiry I		3
NURS 438	Theoretical Foundations of Acute Nursing Care		4
NURS 453	Physiologic Foundations of Advanced Practice		4
NURS 459	Assessment for Advanced Practice		<u>3</u>
Total			14

Spring

NURS 409	Specialty Assessment in Cardiovascular Nursing		2
NURS 410	Cardiovascular Nursing Seminar I		1
NURS 430	Pharmacology and Therapeutics for the Advanced Practice Nurse		3
NUNP 443	Acute Health Problems of the Adult		<u>6</u>
Total			12

Summer

NURS 425	Inquiry II		3
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Fall II

NURS 502	Inquiry III		2
NURS 503	Research Practicum		1
NUNP 444	Advanced Management of Acutely III Adults		4
NURS 444A	Ethics in Advanced Practice		1
NURS 444B	Finance in Advanced Practice		1
NURS 444C	Health Policy and Legal Issues in Advanced Practice		<u>1</u>
Total			10

Accumulated Total 39

The following courses may be taken in addition to complete a flight nurse concentration:

NURS 406	Flight Nursing Clinical Seminar I		1
NURS 404	Emergent Care of Children		2
NURS 407	Flight Nursing Clinical Seminar II		1
NURS 523	Advanced Internship in Flight Nursing		<u>1-5</u>
			5-9
NURS 443A	Collaboration and Consultation		1
NURS 443B	Role Development		1
NURS 443C	Teaching and Learning		<u>1</u>
Total			6

Fall II

NURS 411	Cardiovascular Nursing Seminar II		1
NURS 502	Inquiry III		2
NURS 503	Inquiry Practicum		1
NUNP 444	Advanced Management of Acutely III Adults		4
NURS 444A	Ethics in Advanced Practice		1
NURS 444B	Finance in Advanced Practice		1
NURS 444C	Health Policy and Legal Issues in Advanced Practice		<u>1</u>
Total			11

Spring II

NUNP 522	Advanced Internship in Cardiovascular Nursing		<u>1-5</u>
Accumulated Total			44-48

Neonatal Nurse Practitioner

Fall Hours

NURS 405	Inquiry I	3
NUNP 416	Integrated Assessment of the Neonate	3
NURS 453	Physiologic Foundations for Advanced Practice Nursing	4
NUNP 405	Neonatal Nurse Practitioner I	<u>3</u>
Total		13

Spring

NURS 425	Inquiry II	3
NURS 430	Pharmacology & Therapeutics	3
NUNP 412	Neonatal Nurse Practitioner II	4
NURS 443A	Collaboration and Consultation	1
NURS 443B	Role Development	1
NURS 443C	Teaching and Learning	<u>1</u>
Total		13

Summer		Hours
NURS 502	Inquiry III	2
NUNP 413	Neonatal Nurse Practitioner III	<u>3</u>
Total		5

Fall II

NUNP 414	Neonatal Nurse Practitioner IV	5
NURS 503	Inquiry Practicum	1
NURS 444A	Ethics in Advanced Practice	1
NURS 444B	Finance in Advanced Practice	1
NURS 444C	Health Policy and Legal Issues in Advanced Practice	<u>1</u>
Total		9
Accumulated Total		40

* The Advanced Practice Core courses are co-requisites or pre-requisites for the clinical nursing courses. Clinical Nursing Courses must be taken in the semester and sequence listed above. Clinical course availability is based upon enrollment.

Primary Care Nurse Practitioners

Adult Nurse Practitioner

This major is now offered in distance format with only 8 trips to Cleveland if you are a full-time student.

Fall		Hours
NURS 405	Inquiry I	3
NURS 453	Physiologic Foundations for Advanced Practice Nursing	4
NURS 459	Integrated Assessment for Advanced Nursing Practice	3
NUNP 410	Health Promotion Across the Lifespan	<u>2</u>
Total		12

Spring

NURS 425	Inquiry II	3
NURS 430	Pharmacology & Therapeutics	3
NUNP 432	Common & Acute Problems of the Adult I	5
NURS 443A	Collaboration and Consultation	<u>1</u>
Total		12

Summer		Hours
NURS 502	Inquiry III	2
NUNP 433	Common & Acute Problems of the Adult II	3
NURS 443B	Role Development	1
NURS 443C	Teaching and Learning	<u>1</u>
Total		7

Fall II

NUNP 434	Advanced Management in Adult Primary Care	5
NURS 503	Inquiry Practicum	1
NURS 444A	Ethics in Advanced Practice	1
NURS 444B	Finance in Advanced Practice	1
NURS 444C	Health Policy and Legal Issues in Advanced Practice	<u>1</u>
Total		9

Accumulated Total 40

Family Nurse Practitioner

This major is now offered in distance format with only 8 trips to Cleveland if you are a full-time student.

Fall			Hours
NURS	405	Inquiry I	3
NURS	453	Physiologic Foundations for Advanced Practice Nursing	4
NURS	459	Integrated Assessment for Advanced Nursing Practice	3
NUNP	410	Health Promotion Across the Lifespan	<u>2</u>
Total			12

Spring			Hours
NURS	425	Inquiry II	3
NURS	430	Pharmacology & Therapeutics	3
NUNP	419	Family Health Nursing: Health of Adults and Older Adults	<u>5</u>
Total			11

Summer			Hours
NURS	502	Inquiry III	2
NUNP	429	Common & Acute Problems of the Adult II	4
NURS	443A	Collaboration and Consultation	<u>1</u>
Total			7

Fall II			Hours
NURS	503	Inquiry Practicum	1
NUNP	439	Family Health Nursing: Health of Children & Adolescents	4
NURS	443B	Role Development	1
NURS	443C	Teaching and Learning	1
NURS	444A	Ethics in Advanced Practice	1
NURS	444B	Finance in Advanced Practice	1
NURS	444C	Health Policy and Legal Issues in Advanced Practice	<u>1</u>
Total			10
Accumulated Total			40

* The Advanced Practice Core courses are co-requisites or pre-requisites for the clinical nursing courses. Clinical Nursing Courses must be taken in the semester and sequence listed above. Clinical course availability is based upon enrollment.

Sample Plan for Adding Infection Control to an NP track:

Fall			Hours
NURS	405	Inquiry I	3
NURS	453	Physiologic Foundations for Advanced Practice Nursing	4
NURS	459	Integrated Assessment for Advanced Nursing Practice	3
NUNP	410	Health Promotion Across the Lifespan	2
* EPBI	490	Epidemiology	<u>3</u>
Total			15

Spring			Hours
NURS	430	Pharmacology & Therapeutics	3
NUNP	432	Common & Acute Problems of the Adult I	5
* EPBI	494	Infectious Disease Epidemiology	3
* NURS	445	Infection Control	<u>3</u>
Total			14

Summer			Hours
NURS	425	Inquiry II	3
NURS	502	Inquiry III	2
NUNP	433	Common & Acute Problems of the Adult II	3
NURS	443A	Collaboration & Consultation	1
NURS	443B	Role Development	<u>1</u>
Total			10

Fall II			Hours
NUNP	434	Advanced Management in Adult Primary Care	5
NURS	450	Infection Control II	3
NURS	503	Inquiry Practicum	1
NURS	443C	Teaching and Learning	1
NURS	444A	Ethics in Advanced Practice	1
NURS	444B	Finance in Advanced Practice	1
NURS	444C	Health Policy and Legal Issues in Advanced Practice	1
* NURS	524	Infection Control Practicum	<u>2</u>
Total			14
Accumulated Total			53

* indicates Infection Control subspecialty

Gerontological Nurse Practitioner

Fall			Hours
NURS	453	Physiological Foundations for Advanced Practice Nursing	4
NURS	459	Integrated Assessment for Advanced Nursing Practice	3
NURS	405	Inquiry I	3
NUNP	410	Health Promotion Across the Life Span	2
NURS	441	Mental Health of Older Adults	1
NURS	442	Mental Health Interventions for Older Adults	<u>1</u>
Total			14
Spring			
NUNP	419	Family Health Nursing: Health of Adults and Older Adults	5
NURS	430	Pharmacology & Therapeutics	3
NURS	425	Inquiry II	3
NURS	479	Public Policy & Aging	<u>3</u>
Total			14

Summer			Hours
NURS	502	Inquiry III	2
NUNP	449	Primary Care of Older Adults	3
NURS	443A	Collaboration & Consultation	<u>1</u>
Total			6
Fall II			
NUNP	454	Management of Complex Problems in the Older Adult	4
NURS	503	Inquiry Practicum	1
NURS	443B	Role & Development	1
NURS	443C	Teaching & Learning	1
NURS	444A	Ethics in Advanced Practice	1
NURS	444B	Finance in Advanced Practice	<u>1</u>
Total			9
Accumulated Total			43

For those wishing dual certification as GNP and Gerontological GNS:

Fall			Hours
NURS	453	Physiological Foundations for Advanced Practice Nursing	4
NURS	459	Integrated Assessment for Advanced Nursing Practice	3
NURS	405	Inquiry I	3
NUNP	410	Health Promotion Across the Life Span	2
NURS	441	Mental Health of Older Adults	1
NURS	442	Mental Health Interventions for Older Adults	<u>1</u>
Total			14
Spring			
NUNP	419	Family Health Nursing: Health of Adults and Older Adults	5
NURS	430	Pharmacology & Therapeutics	3
NURS	425	Inquiry II	3
NURS	479	Public Policy & Aging	<u>3</u>
Total			14
Summer			
NURS	502	Inquiry III	2
NUNP	449	Primary Care of Older Adults	3
NURS	443A	Collaboration & Consultation	<u>1</u>
Total			6

Fall II			Hours
NUNP	454	Management of Complex Problems in the Older Adult	4
NURS	503	Inquiry Practicum	1
NURS	446	Collaboration & Administration in Health Care Delivery Center	3
NURS	443B	Role & Development	1
NURS	443C	Teaching & Learning	1
NURS	444A	Ethics in Advanced Practice	1
NURS	444B	Finance in Advanced Practice	<u>1</u>
Total			12
Spring II			
NURS	466	Practicum & Supervision in Role of Clinician	3
NURS	448		<u>1</u>
Total			4
Accumulated Total			50

* The Advanced Practice Core courses are co-requisites or pre-requisites for the clinical nursing courses. Clinical Nursing Courses must be taken in the semester and sequence listed above. Clinical course availability is based upon enrollment.

Pediatric Nurse Practitioner

Fall		Hours
NURS 453	Physiological Foundations for Advanced Practice Nursing	4
NURS 459	Integrated Assessment for Advanced Nursing Practice	3
NURS 405	Inquiry I	3
NUNP 410	Health Promotion Across the Lifespan	2
NUNP 401	Health Promotion in Children and Adolescents	<u>2</u>
		14
Spring		
NURS 425	Inquiry II	3
NUNP 402	Common and Acute Health Problems of Children	6
NURS 430	Pharmacology & Therapeutics	<u>3</u>
Total		12

Summer		Hours
NURS 443A	Collaboration & Consultation	1
NURS 443B	Role & Development	1
NURS 443C	Teaching & Learning	1
NURS 502	Inquiry III	<u>2</u>
Total		5

Fall II		Hours
NUNP 403	Advanced Management in Pediatric Primary Care	5
NURS 503	Inquiry Practicum	1
NURS 444A	Ethics in Advanced Practice	1
NURS 444B	Finance in Advanced Practice	1
NURS 444C	Health Policy and Legal Issues in Advanced Practice	<u>1</u>
Total		9
Accumulated Total		40

Psychiatric Mental Health Nurse Practitioner

Fall		Hours
NURS 405	Inquiry I	3
NURS 453	Physiological Foundations for Advanced Practice Nursing	4
SSBT 548	Adult Psychopathology OR	
PSCL 524	Advanced Psychopathology	3
NURS 460A	Theoretical Basis for Individual Counseling	1
NURS 460B	Theoretical Basis for Individual Psychotherapy	1
NURS 461	Practicum & Supervision of Individual Therapy	<u>1</u>
Total		13

Fall II		Hours
NURS 503	Inquiry Practicum	1
NURS 444A	Ethics in Advanced Practice	1
NURS 444B	Finance in Advanced Practice	1
NURS 444C	Health Policy and Legal Issues in Advanced Practice	1
NURS 463	Theoretical Base of Practice & Supervision in Consultation & Mental Health	2
NURS 466	Practicum & Supervision of the Role of Clinician	<u>3</u>
Total		9
Accumulated Total		40

Spring		Hours
NURS 425	Inquiry II	3
NURS 459	Integrated Assessment for Advanced Nursing Practice	3
NURS 430	Pharmacology & Therapeutics	3
NURS 462	Practicum & Supervision of Group & Family Therapy	2
NURS 467	Theory of Family & Group Modalities	<u>2</u>
Total		13

Summer		Hours
NURS 502	Inquiry III	2
NURS 443A	Collaboration & Consultation	1
NURS 443B	Role & Development	1
NURS 443C	Teaching & Learning	<u>1</u>
Total		5

*** The Advanced Practice Core courses are co-requisites or pre-requisites for the clinical nursing courses. Clinical Nursing Courses must be taken in the semester and sequence listed above. Clinical course availability is based upon enrollment.**

Women’s Health Nurse Practitioner

Fall			Hours
NURS	405	Inquiry I	3
NURS	453	Physiological Foundations for Advanced Practice Nursing	4
NURS	459	Integrated Assessment for Advanced Nursing Practice	3
NURS	454	Well Woman Health Care	3
NUNP	410	Health Promotion Across the Life Span	<u>2</u>
Total			15

Summer			Hours
NURS	502	Inquiry III	2
NURS	503	Inquiry Practicum	1
NURS	443A	Collaboration and Consultation	1
NURS	443B	Role Development	1
NURS	443C	Teaching and Learning	1
NURS	559	Advanced Practice Care of Women	<u>4</u>
Total			10

Accumulated Total 38

Spring			Hours
NURS	430	Pharmacology & Therapeutics	3
NURS	425	Inquiry II	3
NURS	455	The Childbearing Family	4
NURS	444A	Ethics in Advanced Practice	1
NURS	444B	Finance in Advanced Practice	1
NURS	444C	Health Policy and Legal Issues in Advanced Practice	<u>1</u>
Total			13

*Note: The Advanced Practice Core courses are co-requisites or pre-requisites for the clinical nursing courses. Clinical Nursing Courses must be taken in the semester and sequence listed above. Clinical course availability is based upon enrollment.

NURSE ANESTHESIA

Nurse anesthesia focuses on preoperative evaluation, intra-operative management and postoperative evaluation of patient anesthesia care. Nurse anesthetists are primarily responsible for direct patient care and are prepared as expert clinicians.

Clinical courses provide students with opportunity to give direct patient care, participate in staff education programs and identify clinical topics for research. Students work one-on-one with a clinical preceptor with expertise in nurse anesthesia. The student will take part in administering general and regional anesthesia in persons of all ages. The management of emergency operations, obstetrics, pediatrics and neurosurgery are an integral part of the clinical experience. Graduates will be eligible to take the certification examination administered by the Council on Certification of Nurse Anesthetists.

All applicants must have at least one year of recent experience in one of the following acute care settings: recovery room, emergency room, or medical, surgical, neonatal or pediatric intensive care. Applicants for the Nurse Anesthesia Program will be reviewed on a rolling basis.

Fall	Hours	Fall II	Hours
NURS 443A Collaboration and Consultation	1	NURS 425 Inquiry II	3
NURS 443B Role Development	1	NUAN 454 Physiological Variables and Responses IV	3
NURS 443C Teaching and Learning	1	NUAN 551A Nurse Anesthesia: Advanced Practice I	<u>2</u>
NUAN 449 Chemical and Physical Principles of Anesthesia	2	Total	8
NUAN 455 Anesthesia Nursing I	2		
NUAN 450 Pharmacological Strategies in Anesthesia Practice	<u>2</u>		
Total	9		
Spring		Spring II	
NURS 405 Inquiry I	3	NUAN 551B Nurse Anesthesia: Advanced Practice I	1
NUAN 451 Physiological Variables and Responses I	2	NURS 502 Inquiry III	2
NUAN 452 Physiological Variables and Responses II	3	NURS 503 Inquiry Practicum	<u>1</u>
NUAN 456 Anesthesia Nursing II	<u>1</u>	Total	4
Total	9	Summer II	
Summer		NUAN 551C Nurse Anesthesia: Advanced Practice I	<u>1</u>
NUAN 457 Anesthesia Nursing III	1	Total	1
NUAN 453 Physiological Variables and Responses III	4	Fall III	
NURS 444A Ethics in Advanced Practice	1	NUAN 552 Nurse Anesthesia: Advanced Practice II	<u>1</u>
NURS 444B Finance in Advanced Practice	1	Total	1
NURS 444C Health Policy and Legal Issues in Advanced Practice	<u>1</u>		
Total	8	Accumulated Total	40

NURSE MIDWIFERY

Nurse-midwifery practice is the independent management of women’s health care, focusing particularly on pregnancy, childbirth, the postpartum period, care of the neonate, and the family planning and gynecological needs of women from adolescence to senescence. Certified nurse-midwives practice within a health care system that provides for consultation, collaboration or referral as indicated by the health status of the client. The CNM practices in accord with the *Standards for the Practice of Nurse-Midwifery*, as defined by the American College of Nurse-Midwives (ACNM).

Nurse-midwife students work individually with a clinical preceptor in a variety of out-patient, in-patient, and out of hospital settings. Graduates will be eligible to take the certification examination administered by the ACNM Certification Council, Inc. With the addition of 3 clinical hours in NURS 559 students are eligible for dual certification in Women’s Health.

Fall			Hours	Fall II			Hours
NURS	405	Inquiry I	3	NURS	416	Newborn Assessment	1
NURS	454	Well Woman Health Care	3	NURS	457	Labor and Birth	6
NURS	459	Integrated Assessment for Advanced Practice Nursing	3	NUNP	410	Health Promotion Across the Lifespan	2
NURS	453	Physiologic Foundations for Advanced Practice Nursing	<u>4</u>	NURS	502	Inquiry III	2
Total			13	NURS	444A	Ethics in Advanced Practice	1
				NURS	444B	Finance in Advanced Practice	<u>1</u>
				Total			13
Spring				Spring II			
NURS	455	The Childbearing Family	4	NURS	557	Advanced Nurse-Midwifery	6
NURS	430	Pharmacology & Therapeutics	3	NURS	503	Inquiry Practicum	<u>1</u>
NURS	425	Inquiry II	<u>3</u>	Total			7
Total			10	 			
 				Accumulated Total			
Summer				49			
NURS	443A	Collaboration and Consultation	1				
NURS	443C	Teaching & Learning in Advanced Practice	1				
NURS	559	Advanced Women’s Health Care	<u>4</u>				
Total			6				

CLINICAL NURSE SPECIALIST

There are two specialty tracks in the Clinical Nurse Specialist program, Medical-Surgical Clinical Nurse Specialist, and Community Health Clinical Nurse Specialist. Clinical Nurse Specialists are expert clinicians in a specialized area of nursing practice. The specialty may be identified in terms of: A population, a setting, a disease or medical subspecialty, a type of care, or a type of problem. Clinical Nurse Specialists practice in a wide variety of health care settings. In addition to providing direct patient care, the CNS influences care outcomes by providing expert consultation for nursing staffs and by implementing improvements in health care delivery systems. The focus of the community health nurse specialist is on mobilizing and empowering the community to act on its own behalf in matters affecting health and well-being. Interventions by the community health specialist are designed in collaboration with the community and interdisciplinary personnel. Such interventions focus on the promotion, protection, and restoration of health and the prevention of disease and disability. Graduates of these tracks are eligible to sit for certification examinations as a clinical nurse specialist.

Medical-Surgical Nursing

Fall			Hours
NURS 405	Inquiry I		3
NURS 438	Theoretical Foundations of Acute Care Nursing		4
NURS 453	Physiological Foundations for Advanced Nursing Practice		4
NURS 459	Integrated Assessment for Advanced Nursing Practice		<u>3</u>
Total			14
Spring			
NURS 424	Theoretical Basis for Medical-Surgical Nursing		5
NURS 430	Pharmacology & Therapeutics		3
NURS 425	Inquiry II		3
NURS 443A	Collaboration & Consultation		<u>1</u>
Total			12

Fall II			Hours
NURS 446	Collaboration & Administration in the Health Care Delivery System		3
NURS 502	Inquiry III		2
NURS 503	Inquiry Practicum		1
NURS 443B	Role Development		1
NURS 443C	Teaching and Learning		1
NURS 444A	Ethics in Advanced Practice		1
NURS 444B	Finance in Advanced Practice		1
NURS 444C	Health Policy and Legal Issues in Advanced Practice		<u>1</u>
Total			11
Accumulated Total			37

Community Health Nursing

August			Hours
NURS 491	Community Health Nursing Assessment		<u>4</u>
Total			4
Fall			
NURS 480	Public Health Epidemiology		3
NUNP 410	Health Promotion Across The Lifespan		2
NURS 405	Inquiry I		3
NURS 495	Community Health Nursing Program Planning		4
NURS 446	Collaboration & Administration in The Health Care Delivery System		<u>3</u>
Total			15

Spring			
NURS 496	Community Health Nursing Leadership		4
NUND 483	Health Care Policy and Planning and Information Management Systems		3
NURS 471	Organizational Theories		3
NURS 425	Inquiry II		3
NURS 502	Inquiry III		<u>2</u>
Total			15

Summer			
NURS 503	Inquiry Practicum		1
NURS 443A	Collaboration & Consultation		1
NURS 443B	Role Development		1
NURS 443C	Teaching and Learning		1
NURS 444A	Ethics in Advanced Practice		1
NURS 444B	Finance in Advanced Practice		<u>1</u>
Total			6

Accumulated Total 40

Infection Control Option

August		Hours
NURS 491	Community Health Nursing Assessment	<u>4</u>
Total		4

Fall		Hours
NURS 480	Public Health Epidemiology	3
NUNP 410	Health Promotion Across The Lifespan	2
NURS 405	Inquiry I	3
NURS 495	Community Health Nursing Program Planning	4
NURS 446	Collaboration & Administration in The Health Care Delivery System	3
EPBI 490	Epidemiology	<u>3</u>
Total		18

Spring		Hours
NURS 496	Community Health Nursing Leadership	4
NUND 483	Health Care Policy and Planning and Information Management Systems	3
NURS 471	Organizational Theories	3
EPBI 494	Infectious Disease Epidemiology	3
NURS 445	Infection Control I	<u>3</u>
Total		16

Summer		Hours
NURS 425	Inquiry II	2
NURS 443A	Collaboration & Consultation	1
NURS 443B	Role & Development	1
NURS 450	Infection Control II	<u>3</u>
Total		7

Fall II		Hours
NURS 502	Inquiry III	1
NURS 444A	Ethics in Advanced Practice	1
NURS 444B	Finance in Advanced Practice	1
NURS 443C	Teaching & Learning	1
NURS 503	Inquiry Practicum	1
NURS 524	Infection Control Practicum	<u>2-6</u>
Total		7-11

Accumulated Total 52-56

NURSING INFORMATICS

The Nursing Informatics specialization emphasizes the preparation of graduates who can analyze nursing information requirements, design systems, manage information and its technological requirements, identify system implementation strategies, implement user training strategies, and evaluate system effectiveness in clinical, educational, administrative, and research venues. Students in Nursing Informatics will specialize in an area of interest within Nursing Informatics. These areas include but are not limited to: systems analysis and design, emerging technologies, database management, and organizational implementation of information systems. An internship of one semester will provide an opportunity for the student to obtain practical experience as a Nursing Informatics Specialist (NIS) in a variety of clinical, educational, research and administrative settings. The program includes 500 hours that may be credited toward the required 2000 hours for certification as a Nursing Informatics Specialist through the ANCC.

Fall			Hours
NUNI	421	Theoretical Foundations of Nursing Informatics	4
MIDS	409	Introduction to Management Information Systems	3
NURS	471	Organizational Theory	3
NURS	405	Inquiry I	<u>3</u>
Total			13

Spring			
NUNI	431	Advanced Nursing Informatics	4
NURS	425	Inquiry II	3
NURS	502	Inquiry III	2
NURS	443A	Collaboration & Consultation	1
NURS	443B	Role Development	1
NURS	443C	Teaching & Learning	<u>1</u>
Total			12

Fall			
NUNI	499	Internship in Nursing Informatics	5
MIDS	432	Health Care Information Systems	3
NURS	503	Inquiry Practicum	1
NURS	444A	Ethics in Advanced Practice	1
NURS	444B	Finance in Advanced Practice	1
NURS	444C	Health Policy and Legal Issues in Advanced Practice	<u>1</u>
Total			12

Accumulated Total			37
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MSN/MA (ANTHROPOLOGY) JOINT DEGREE

The Master of Science in Nursing/Master of Arts in Anthropology joint degree provides students with the unique combination of cross-cultural expertise in medical anthropology and clinical expertise in nursing. Students must complete a minimum of 19 credits in nursing core courses, 12 to 22 credits in clinical major courses, and a minimum of 18 credits in anthropology courses, distributed as indicated below. The actual number of credits depends upon the major selected. This curriculum plan reflects clinical nursing majors other than nurse anesthesia and community health. Choice of electives should guarantee that minimum credit requirements are met. All students must pass the Masters Qualifying Examination in Anthropology.

Fall	Hours	Required Research Courses	Hours
NURS 443 A, B, C Professionalism in Nursing	3	NURS 425 Inquiry II	3
NURS 444 A, B, C Health Care Delivery, Legal and Ethical Issues	3	NURS 502 Inquiry III	2
NURS 453 Physiological Foundations	4	NURS 503 Inquiry Practicum	<u>1-2</u>
NURS 459 Integrated Assessment	3		6-7
NURS 430 Pharmacology and Therapeutics	3	Required Elective	
NURS 405 Inquiry I	3	Approved elective course in	
Clinical Major	<u>12-22</u>	Anthropology OR Nursing	<u>3</u>
	31-41		3
Required Anthropology Courses		Total Semester Hours	55-69
ANTH 480 Anthropology of Health & Illness Part I	3		
ANTH 481 Anthropology of Health and Illness Part II	3		
ANTH 462 Contemporary Theory in Anthropology	3		
Anthropology Electives (health-related)	<u>6-9</u>		
	15-18		

MSN/MA (BIOETHICS) JOINT DEGREE

The Master of Science in Nursing/Master of Art in Bioethics joint degree program is designed to provide nurses with the concepts essential to ethics and ethical decision-making. This program is relevant for nurses who are family advocates within health care systems. The total MSN/MA degree requirements are 53-63 credits.

Required Nursing Courses	Hours	Required Bioethics Courses	Hours
Clinical Major	12-22	BETH 401 Foundations in Bioethics I	6
NURS 453 Physiological Foundations	4	BETH 402 Foundations in Bioethics II	6
NURS 459 Integrated Assessment for the Advanced Practice Nurse	3	BETH 403 Clinical Bioethics	3
NURS 430 Pharmacology and Therapeutics	3	Approved electives	6
NURS 405 Inquiry I	3	NURS 502 Inquiry III	1
NURS 425 Inquiry II	3	NURS 444B	<u>1</u>
NURS 443 A, B, C Professionalism in Nursing	<u>3</u>		23
	31-41	Combined Total Credits	54-64

MSN/MBA JOINT DEGREE

The Masters of Science in Nursing/Masters in Business Administration joint degree program is designed for nurses with managerial and organizational skills needed to manage patient care environments or health programs and to participate in the strategic and operational leadership of health care agencies. This program integrates nursing and management courses taken concurrently. A nine-hour practicum must be taken in one semester.

**Orientation and Statistics Preparation
Workshops begin week before Fall courses**

Semester I (Fall)	Hours
MBAC 410 Management Assessment and Development I	2
MBAC 410 (Lab) Team Development Seminars	1
MBAC 411 Strategic Issues and Applications I	1
MBAC 412 Career Management Seminars	1
MBAC 414 Statistics and Decision Modeling	3
MBAC 415 Financial Reporting and Control	3
MBAC 416 Managerial Finance	3
NURS 405 Inquiry I	<u>3</u>
	17

Semester II (Spring)	Hours
MBAC 413 Human Values in Organizations	3
MBAC 413 (Lab) Negotiations and Collaboration I	1
MBAC 421 Strategic Issues and Applications II	2
MBAC 424 Marketing	3
NURS 425 Inquiry II	3
NUND 483 Health Care Policy and Planning and Information Management Systems	<u>3</u>
	15

Semester III (Fall)	Hours
MIDS 409 Information Design & Management	3
OPMT 405 Operations Management	3
NURS 468 Continuous Improvement in Health Care (recommended)	3
ECON 403 Economics	3
NURS 502 Inquiry III	2
NURS 503 Inquiry Practicum	<u>1-2</u>
	15-16

Semester IV (Spring)	Hours
Open elective (WSOM)	3
NURS 456 Issues in Health Care Management OR HSMC 456 (Thematic elective)	3
NURS 577 Nursing Practicum	<u>9</u>
	15

Semester V (Fall)	Hours
Open elective (WSOM)	3
Open elective (WSOM)	3
Open elective (WSOM)	3
Open elective (WSOM)	3
MBAC 440 Exit Skills Assessment	1
NURS 499 The Nurse Executive	<u>3</u>
	16

Total Semester Hours 78-79

Note: This program may be done part time. See advisor for details.

MSN/MPH DEGREE

The focus of the MSN clinical specialization is on the development of skills necessary for the comprehensive assessment and diagnosis of the health status of communities and populations. The use of program planning models for development of community or population need based programs is emphasized and thorough program evaluation techniques are stressed. The Master of Public Health Program, operated by the School of Medicine and the School of Graduate Studies, prepares students for the broad mission of public health, defined as “enhancing health in human populations through organized community effort” utilizing education, research and community service. The dual degree program will not only prepare nurses to sit for the American Nurses Credentialing Center (ANCC) clinical specialty exam in Community Health Nursing, but also will prepare nurses to assume leadership roles in the overall planning, organizing, and delivery of care to populations and communities. Students pursuing the combined MSN/MPH degree will take 30 credits of MPH coursework and 29 MSN credits.

Semester I (Fall)	Hours	Semester IV (Spring)	Hours
NURS 405 Inquiry I	3	NURS 495 Community Health Nursing	
NUNP 410 Health Promotion	2	Program Planning	4
MPHP 490 Epidemiology	3	NURS 496 Community Health Nursing	
MPHP 405 Statistical Methods	3	Leadership	4
Public Health Elective	3	MPHP 652 Capstone Experience	6
MPHP 504 Public Health Capstone Seminar	<u>0</u>	MPHP 504 Public Health Capstone Seminar	<u>0</u>
	14		14
Semester II (Spring)		Total Semester Hours	59-60
NURS 425 Inquiry II	3		
NURS 443 A, B, C			
Professionalism in Nursing	3		
NURS 444 A, B, C			
Legal and Ethical Issues	3		
MPHP 439 Health Management and Policy	3		
MPHP 411 Behavioral Medicine	3		
MPHP 504 Public Health Capstone Seminar	<u>0</u>		
	15		
Semester III (Fall)			
NURS 491 Community Health Nursing			
Assessment	4		
NURS 502 Inquiry III	2		
NURS 503 Inquiry Practicum	1-2		
MPHP 429 Environmental and Occupational			
Health	3		
MPHP 652 Capstone Experience	3		
Public Health Elective	3		
MPHP 504 Public Health Capstone Seminar	<u>0</u>		
	16-17		

JOINT PROGRAMS WITH FRONTIER SCHOOL OF MIDWIFERY AND FAMILY NURSING

MSN/CNEP/CFNP/CWHNP

The Community-Based Nurse-Midwifery Education Program (CNEP) is a distance education program leading to a certificate in Nurse-Midwifery, Family NP, or Women's Health NP from the Frontier School of Midwifery and Family Nursing in Hyden, Kentucky. Through an innovative affiliation agreement, students attending CNEP may receive full course credit towards a Master's Degree in Nursing from Case Western Reserve University. Degree requirements must be completed within 5 years of completion of CNEP courses at Frontier School of Midwifery and Family Nursing.

Course of Study for MSN/CNEP Curriculum

Scientific Inquiry

NURS 405 Inquiry I	3
NURS 425 Inquiry II	3
NURS 502 Inquiry III	2
NURS 503 Inquiry Practicum	$\frac{1}{9}$

DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice Program (DNP) is an innovative academic program designed to prepare leaders in nursing. Students can be admitted to the DNP program at three entry points, Graduate Entry (MN) for individuals with degrees in other fields, Post Licensure and Post Masters. Students admitted at the graduate entry or post licensure entry points complete courses in the masters program before beginning the post masters DNP coursework.

- *PostMaster's DNP Program: The DNP program prepares nurses with MSN degrees to be leaders in influencing practice through policy development, implementation and evaluation, evidence-based practice and administrative roles. Students acquire in-depth knowledge in nursing theory, research, policy, and education or management. Students may choose one of two elective sequences, Practice Leadership or Educational Leadership. Those who chose Practice Leadership should be certified, or eligible for certification, in an Advanced Practice Nursing specialty.*
- *All students completing the DNP program prepare a scholarly project and complete a practicum experience.*

CHARACTERISTICS OF THE GRADUATE

Individual Student Learning Outcomes

Teaching/Learning

Develops, implements and evaluates educational offerings, individually and in collaboration with others.

Research/Inquiry

Promotes evidence based practice by initiating, synthesizing and generating knowledge for and through clinical research.

Nature of Practice

Assumes functions of advanced nursing practice roles and identifies health issues amenable to clinical research and evidence based practice.

Leadership

Assumes leadership positions of increasing complexity at the local, state, national and international levels

Ethics

Identifies and analyzes ethical issues and standards and incorporates them into practice.

Collaboration

Develops and promotes trans-disciplinary initiatives in the practice community.

Communication

Disseminates knowledge and evidence to improve health. Evaluates communication systems and generates new models to enhance system efficacy.

Policy Development

Participates in the initiation, evaluation and modification of health policy locally to globally.

PROGRESSION IN THE DNP PROGRAM

Academic Performance

Students in the Doctor of Nursing Practice Program must achieve a cumulative grade point average of 3.0 or above in all courses taken for credit as a DNP student at the Frances Payne Bolton School of Nursing to be awarded the DNP degree. All DNP must successfully defend their DNP Scholarly project.

If a student were to receive a grade of F for a required course, the student must register for that course the next semester in which the course is available. Doctor of Nursing Practice degree students who receive two failing grades indicating unsatisfactory performance (F or NP) in required courses, will be excluded from the School of Nursing.

The grade of incomplete (I) will be given at the discretion of the instructor for work not completed in the semester. A grade of I must be removed by the end of the semester following the one in which the course was taken or before the student enrolls in a course for which the initial course is a prerequisite. No credit is given for an I grade. The I will remain a permanent part of the transcript if the student fails to complete course requirements within the next semester.

Transfer of Credit

A maximum of six credits can be transferred into the Post masters DNP program. The course must have been taken in the last five years from an accredited university or college and the student must have received a grade of B or above. A transcript reflecting the course grade must be in the student's file. All courses must be approved

using the following process: an Application for Transfer Credit form should be completed and submitted along with a course syllabus to the Program Director. The Program Director will have the course approved by the appropriate faculty. When the course is approved/not approved the student will be notified and the form will be placed in the student's file. If a student wishes to take a course approval must be obtained before the course is taken.

DNP students in the **postlicensure component** of the Doctor of Nursing Practice program must select the letter grade option (A, B, C, F, or W) when registering for all required nursing courses (except NUND 500) and achieve a minimum grade point average of 3.0 for the semester. In the event that a student's cumulative grade point average falls below a 3.0 during any semester of matriculation, the student will be placed on academic probation. In order to remove the academic probation the student must, in the next semester for which he or she is registered, achieve grades at a level sufficient to increase the overall GPA to a 3.0. If a student on academic probation fails to be removed from that status within one academic semester following the one with academic difficulty, the student will be excluded from the program.

Students who enter the Doctor of Nursing Practice program at the prelicensure level must achieve a cumulative grade point average of 3.0 or above in all courses taken for credit as a DNP student at the Frances Payne Bolton School of Nursing to be awarded the DNP degree. Students who enter the Doctor of Nursing Practice program at the postlicensure level must achieve a cumulative grade point average of 3.0 or above in all courses taken for credit as a DNP student at the Frances Payne Bolton School of Nursing to be awarded the DNP degree. All DNP students must successfully defend the thesis or research project.

When a student receives a grade of F for a required course, the student must register for that course the next semester in which the course is available. Doctor of Nursing Practice degree students who receive two failing grades indicating unsatisfactory performance (F, NP, or U) in required courses will be excluded from the School of Nursing.

Progression from one semester to the next in the Prelicensure Component of the DNP Program is

contingent upon passing grades in all courses taken in the preceding semester.

The grade of incomplete (I) will be given at the discretion of the instructor for work not completed in the semester. A grade of I must be removed by the end of the semester following the one in which the course was taken or before the student enrolls in a course for which the initial course is a prerequisite. No credit is given for an I grade. The I will remain a permanent part of the transcript if the student fails to complete course requirements within the next semester.

Scholarly Project

The DNP program culminates in successful completion of a scholarly project. The scholarly project is designed by the student, in collaboration with a 3-member committee, approved by the Director of the DNP program. The scholarly project must be a significant contribution to existing nursing knowledge. Students have the option, with the agreement of the committee to have the scholarly project written as a manuscript suitable for publication in a peer reviewed journal. The procedures and written product must conform to the regulations of the School of Nursing. The student must pass a proposal defense before applying for IRB approval, if necessary, and proceeding with the scholarly project.

For a description of the scholarly project, please go to: <http://fpb.case.edu/DNP/curriculum.shtm>.

The scholarly project could be a program needs assessment with program development and evaluation, evaluation of an existing program, development of an assessment instrument/protocol for clients, a cost/benefit analysis of program models, or other topics, as approved.

Students must successfully defend their completed scholarly project in an oral examination with their committee members, who are responsible for certifying that it meets acceptable scholarly standards. The defense is open to faculty and students; the chair determines whether the defense is open to those outside of the university. The committee determines the adequacy of the oral examination and written product. A student will pass if two or more of the committee members agree that the student successfully responded to questions during the defense and the written product met scholarly standards.

DEGREE REQUIREMENTS

Time Frame for Completion of Degree

- Post-master’s entry students must complete the DNP program within 4 years.
- DNP students who do not complete the DNP program within the above time-frame should send a letter to the Director of the Doctor of Nursing Practice program with a request for an extension and a proposed plan for completion of remaining requirements.

Records of students who do not complete the program within the specified time-frame will be re-evaluated in terms of the curriculum in effect, at the time of review. The student may be required to take additional coursework to graduate.

Post Masters DNP Core Courses **Hours**

NUND	450	Applied Statistics	3
NUND	504	Theories for Nursing Practice & Scholarship	3
NUND	506	Leadership in Organizations & Systems	4
NUND	508	Health Policy Development & Implementation	3
NUND	530	Research Principles & Methods	3
NUND	531	Approach to Practice Focused Research	3
NUND	610	Translating Evidence into Nursing Practice	3
NUND	611	Practicum	2
NUND	619	Proposal Development	2
NUND	620	Scholarly Project	3

Practice Leadership Sequence

NUND	507	Management for Advanced Practice	3
NUND	607	Advanced Leadership & Management/Health Care	2

OR

Education Leadership Sequence

NUND	509	Curriculum & Instruction	3
NUND	609	Theoretical Foundations: Educational Testing & Evaluation	2

Total 34

DOCTOR OF PHILOSOPHY IN NURSING

The Ph.D. program is a post baccalaureate degree program designed to prepare scientists who initiate and conduct research relevant to nursing. Expertise in clinical nursing and competence in research are required to prepare scholars to disseminate knowledge into clinical practice and nursing education. To achieve excellence in the academic program, students engage in activities consistent with the areas of research excellence of the faculty. Moreover, the faculty is committed to the intellectual growth of the student, which is achieved through mentorship and collaboration in scholarship.

The Ph.D. student concentrates on the organization and development of knowledge requisite to nursing practice for service to a population. The population may include: age group (children, adults), focus of service (individual, family, or community) and position on the continuum of health (health and wellness, acute and chronic disruptions in health). Ph.D. students are culturally diverse, and many develop and apply knowledge relevant to global health needs.

CHARACTERISTICS OF THE GRADUATE

Develops, implements, and evaluates educational offerings, individually and in collaboration with others, related to research and nursing theory.

Synthesizes and generates knowledge for the discipline of nursing

Identifies health issues amenable to research; disseminates knowledge and evidence to improve health

Assumes leadership positions of increasing complexity at the local/state/national and international levels

Identifies and analyzes ethical issues and standards related to science and knowledge development

Develops systems to establish and promote interdisciplinary teams in the scientific community

Generates and disseminates knowledge relevant to health care policy

Uses and promotes the development of effective communication strategies that support scholarship and the dissemination of research findings.

ENTRY OPTIONS

Registered nurses with a Bachelors of Science in Nursing degree.

Registered nurses with a Masters of Science in Nursing degree.

ADMISSION REQUIREMENTS

Applicants to the PhD program in nursing apply to the School of Graduate Studies. Applications and information for admission are available from the FPB School. Application requirements are:

1. A professional degree (BSN or MSN) from an accredited nursing program.
2. Three recommendations describing professional nursing competence, potential for success in the PhD program and for making a significant contribution to nursing science. Two of these recommendations should be from PhD prepared individuals, preferably in nursing.
3. Satisfactory performance on the Graduate Record Examination that includes quantitative, verbal and analytical sections.
4. Statement of academic and career objectives and how the applicant's research interest is consistent with the research expertise of the faculty.
5. Official college or university transcripts for all previous graduate and undergraduate education are required.
6. Written responses to questions contained in the application packet.
7. Interview with two faculty members. This can be done by phone.

PROGRAM REQUIREMENTS

Course Requirements

The PhD program is a post baccalaureate program, and course requirements provide a foundation for a dissertation. Programs are individually planned so that applicants with a MSN degree with a clinical nursing major with supervised practice can build on their prior masters' education. Our programs are individualized, taking into account your interests, aspirations and work experience. Students entering with a BSN degree will be required to take NURS 507 Clinical Knowledge and NURS 508 Context of Care. A **minimum** of 57 semester credits in core requirements is required, and courses are listed below. **Additional course work may be required and will be determined by the faculty advisor.**

Knowledge Development/Theory Core (6 credit hours) includes:

- NURS 506: Epistemology
- NURS 511: Strategies for Theory Development

Research Methods Core (9 credit hours) includes:

- NURS 518: Qualitative Nursing Research
- NURS 530: Advanced Research I
- NURS 531: Advanced Research II

Statistics Core (9 credit hours) includes:

- NURS 532: Basic Statistics: Fundamentals for Analysis
- NURS 630: Advanced Statistics: Linear Models
- NURS 631: Advanced Statistics: Multivariate Analysis

Support Courses (12 credit hours) includes:

- NURS 609: Health Care Policy and Planning
- NURS 615: Topical Seminar in Health Science Research (3-6 credits)
- Electives (3-6 credits)

Preparation for Research (minimum 3 credit hours) includes:

- Research Practicum (240 hours required -- no credit)
- Candidacy Exam (no credit hours)
- NURS 671: Proposal Development (minimum 3 credits)

Dissertation Research (minimum 18 credit hours) includes:

- NURS 701 (18 credits -- within 5-year time limit for completion of the degree)
- NURS 703: Dissertation Fellowship (upon recommendation to the School of Graduate Studies) for a maximum of 4 consecutive semesters after completion of NURS 701

To register for NURS 701, the academic advisor and Associate Dean for Doctoral Education must provide written permission that is submitted to the Dean of the School of Graduate Studies. Students who have not been advanced to candidacy status (successful completion of course work and

candidacy examination) may register for not more than 3 credit hours of NURS 701 per semester. They must maintain continuous limited registration for NURS 701 until advanced to candidate status. A maximum of 6 credit hours may be taken prior to advancement to candidacy. After advancement to candidacy, students can register for up to 9 credits of NURS 701 per semester. When students complete 18 credits of NURS 701, they may subsequently register for a minimum of 1 credit hour a semester.

Students who have been advanced to candidacy and have met all coursework requirements, including 18 credit hours of NURS 701, and are within their five-year time limit for completion of the degree, but have not completed the dissertation, can register for Dissertation Fellowship (NURS 703) upon recommendation to the School of Graduate Studies. Students may take NURS 703 for a maximum of four consecutive semesters. Students are considered to have full-time appointment (9 credit hours of 703), and tuition is charged at the rate of one credit hour. If the dissertation is not completed and defended in the fourth semester of the fellowship, the PhD candidate must register for a minimum of one credit hour of NURS 701 each semester.

Students may petition to transfer credit from another institution towards their degree at Case Western Reserve University by completing the Petition for Transfer Credit Form. An official transcript from the institution must accompany the form. Transfer credit of coursework must be requested in the student's first academic year, and appropriate for the student's Planned Program of Study. The coursework must be graduate level with a grade of B or better, and it must be in excess of previous degree requirements. No transfer credit will be awarded toward the Ph.D. degree except by approved petition and no dissertation research credit may be transferred from another university. All coursework must have been completed within five years of matriculation at Case Western Reserve University. The academic advisor, faculty currently teaching the course to be substituted, and the Associate Dean for Doctoral Education are responsible for reviewing the course(s) and approving the transfer prior to final review and approval from the School of Graduate Studies.

Research Practicum

A research practicum is required before taking the candidacy examination (described below). The research process is complex and course work provides the student with only theoretical understanding. The integration of research concepts and their application can best be learned through practical experience. The research practicum provides the hands on experience in the daily functioning of a research study. Often presentations and publications with faculty are outcomes of this experience.

The student works with a faculty mentor on that faculty's research for 240 hours within the first two years of study. The academic advisor, student and faculty mentor who the student will be working with will develop objectives for the research practicum. It is recommended that the practicum begin during the first year of study. The practicum must be completed before the student will be advanced to candidate status.

Dissertation

The dissertation is an independent research study designed by the student in collaboration with a four member dissertation committee approved by the Associate Dean for Doctoral Education in the School of Nursing. Three of the members should be from the School of Nursing; while the fourth member must be from a department within Case that is outside of Nursing. The dissertation must be a significant contribution to existing nursing knowledge and suitable for publication in a peer reviewed journal or a book. Students must prepare their own dissertations, and joint dissertations are not permissible. The procedures and written dissertation must conform to the regulations of the School of Graduate Studies.

PROGRESSION IN THE PHD PROGRAM

Academic Performance and Progression

Students who enter the PhD in nursing program with an MSN are expected to complete all coursework (36 credits) within four years of matriculation. Students entering with a BSN are expected to complete all coursework (42 credits) within six years of matriculation. Students who are unable to complete the required courses within the specified time frame must submit a petition for an extension to the Associate Dean of Doctoral Education in the school of nursing and the Dean of Graduate Studies

A student who receives a grade of F for a required course must register for the course the next semester it is offered. If the student receives a grade of F or unsatisfactory performance (F, U & NP) in two courses, he/she will be separated from the PhD in Nursing program.

A grade of incomplete (I) will be assigned only for extenuating circumstances, and only when a student fails to complete a small segment of the course. . The student must complete the "plan for resolution of incomplete grade" form to the Associate Dean for Doctoral Education in the school of nursing and the Dean of the School of Graduate studies before the final date when grades are due in the semester during which the course was taken. All work for the Incomplete grade must be made up, and the change of grade recorded in the Office of the University Registrar, by the date specified on the form described above. Unresolved Incomplete grades will remain permanently on the student's academic record, if the work is not made up by the designated deadline. A student who has a permanent Incomplete for a required course must **retake the course in a later term**. If the student cannot complete the work for the Incomplete by the specified deadline, he or she must petition for an extension which must be endorsed by the instructor, and explain the reasons why the work has not been completed, and include a new date for completion. Students are allowed only one extension of no more than one additional semester to complete the work.

A cumulative GPA of 3.0 must be maintained. If the cumulative GPA falls below 3.0, the student will be placed on academic probation. If the student does not raise the GPA to 3.0 or above in the next semester enrolled, the student will be separated from the University.

Students must maintain continuous registration throughout their degree programs unless granted a leave of absence. Students who do not register for an academic term will be automatically withdrawn from the program. They must then petition for reinstatement to continue graduate study. The Associate Dean for Doctoral Education and the Dean of Graduate Studies must approve the petition before students may register for further coursework. In each case of readmission with full standing, the student will receive a letter stating the terms of readmission, including future time limits for the

degree program and the past course work that will be credited toward the degree. If more than 24 months have elapsed since the last registration, the School of Graduate Studies may request more information.

Advancement to Candidate Status

To advance to candidate status, PhD students must pass an oral candidacy examination and provide a written research proposal at the time of the examination. The examination and proposal are evidence of the student's knowledge and ability to synthesize and apply research methodologies and existing knowledge. The oral examination focuses on the nursing discipline, research methods, statistics, and substantive knowledge. The candidacy committee consists of a minimum of three Bolton School faculty members who hold doctorates with a focus on research.

The student works with the candidacy committee to develop a research proposal. During this time, the student enrolls in NURS 671 "Proposal Development". A minimum of 3 credits of NURS 671 is required, and the student may be required to take up to 12 credits of this course, if needed, to complete the proposal. **Prior to scheduling the candidacy examination, the student must have completed the research practicum and all course requirements with a cumulative GPA of 3.0.**

The candidacy committee determines the adequacy of responses to the oral examination and the research proposal presented at the time of the examination. A student who fails the candidacy examination may be permitted within one year of the failing the examination to retake it, provide a written response to questions from the committee or submit a revision of the proposal. The committee may also require additional course work. A student who fails the examination a second time will be separated from the PhD in Nursing program.

A student who is not advanced to candidacy may not undertake further study for credit towards a PhD degree and is officially separated from the University.

Proposal Defense

The purpose of the proposal defense is for students to demonstrate their synthesis and application of substantive knowledge and research methods and statistics. Students defend their dissertation proposal to their dissertation committee comprised

of a minimum of three nursing faculty members who hold doctorates with a focus on research and another doctorally prepared member from another department within the University. Additional voting or non-voting members may be included. The written dissertation proposal is presented to the committee three weeks prior to the proposal defense. The dissertation committee determines the adequacy of the responses to questions and the dissertation proposal. A student not passing the proposal defense may be required to repeat the defense, revise the proposal or provide written responses to questions. The student must pass the proposal defense **before** pursuing Human Subject's approval and **before** implementing the dissertation.

Dissertation Defense

Students must successfully defend their dissertation in an oral examination with the dissertation committee who are also responsible for certifying that it meets acceptable scholarly standards.

The student must provide a copy of the dissertation to committee members at least 10 days before the defense. The dissertation defense must be scheduled with the School of Graduate Studies three weeks prior to the defense. The time and place of the dissertation defense must be announced publicly within the University. The dissertation defense is open to University faculty and students, but the dissertation chair determines whether the defense is open to others outside of the University.

The dissertation committee determines the adequacy of the oral examination and written dissertation. A student will pass if no more than one voting member dissents.

DEGREE REQUIREMENTS

A student will be awarded a PhD degree upon completion of all required coursework in their curriculum as detailed in their Program of Study. All students must complete 39 semester hours of course work and 18 hours dissertation credit at the University. A cumulative GPA of 3.0 or above in all courses taken for credit (excluding grades of S) as a PhD student at the University is required for awarding the PhD degree.

Graduate students are considered to be in residence when they are fully engaged in academic work. Ph.D. students must be registered for a minimum of six consecutive academic terms (fall, spring and /or

summer) from matriculation to a period not exceeding five years after the first credited hour(s) of dissertation research (701). The time period in which a leave of absence is taken does not count towards the residency requirement. Within the context of continuity of registration, departments may enact other restrictions. In such instances, the departmental requirements take precedence and must formally be disclosed to the student at matriculation. Continuous registration is mandatory for all graduate students unless on an approved leave from the School of Graduate Studies.

All dissertation requirements for the PhD degree **must be completed within five years** from the first time a student registers for dissertation credit (NURS 701), including leaves of absences. If the student fails to complete the degree requirements within this 5-year time period, including leaves, they may request a 1-year extension approved by the advisor, Associate Dean for Doctoral Education in the school of nursing and the Dean of the School of Graduate Studies. If the degree requirements are still not met during this extension or an extension was never approved, the student will be separated from the School of Nursing. They may reapply to the PhD program to continue to study using an abbreviated application process. After a review of the application and the student's academic record, the PhD Admissions Committee makes recommendations about re-admission and additional course work that may be required to the Associate Dean for Doctoral Education in the school of nursing.

OTHER STUDENT CATEGORIES

NON-DEGREE STUDENTS

An applicant with basic preparation in nursing may apply to register as a non-degree student for up to 9 credits (up to 6 credits for Post-MSN DNP). The application form is available on the Nursing School Registrar's website for MSN and DNP programs and the Office of Graduate Studies Admissions for the PhD program. The applicant must obtain written permission from the faculty teaching the course, and the Associate Dean for Academic Programs in the Bolton School for those taking PhD courses. Clinical courses may **NOT** be taken as a non-degree student. Continuation of this status is at the discretion of the administrative officer of the Bolton School. Status as non-degree student does not imply acceptance into the Bolton School. If the non-degree student applies for admission to the Bolton School, course work completed as a non-degree student will be evaluated on an individual basis for its applicability to degree requirements within the time frame for the degree.

SPECIAL STUDENTS

Special students are those who take a specified course of study designed to meet an individual's needs. They must meet the admission requirements for the program where the majority of class work will be done. Their status and satisfactory performance will be reviewed after one year. Students completing MSN courses to obtain a certificate in any advanced practice nursing major will be admitted as special students.

If a special student decides to pursue a graduate degree, the approval of the Associate Dean of Academic Programs must be obtained. Entrance into the degree program will be considered the date when the student enrolled in the first course work as a special student. These courses must have been taken within the last five years. If more than five years have elapsed since the course work as special student was done, the student must meet the current academic requirements for the major selected.

INTERNATIONAL STUDENTS

International students may enroll in the masters, nursing doctorate and PhD programs. They must meet the admission requirements for the program that they select. In addition, application should be submitted approximately one year before the desired date of enrollment. English translations of transcripts are required.

1. Each applicant must document the ability to speak, read and write English as evidenced by satisfactory performance on the Test of English as a Foreign Language (TOEFL). The Educational Testing Service administers the test. Write to the following to arrange to take the test.

Educational Testing Service (ETS)
TOEFL/TSE
PO Box 6151
Princeton, NJ 08541-6151
609-951-1100
www.toefl.org

Students whose native language is English are exempt. For those whose native language is not English, a score of 550 on the paper test or 213 for the computer test or 79 IBT is desired. Students must take English courses at the English Language Services Center (ELS) at the University and students must complete English courses must be 112 level with a grade of B or better or its equivalent for PhD students and MSN students. Students who demonstrate English language proficiency may request to be exempt from these courses.

2. Present evidence of adequate financial resources to meet the expenses of full time study and travel expenses to and from Cleveland. Financial assistance is **not** available from the Bolton School. The student must arrange for a sponsor who will provide full financial support. The sponsor must document their ability to

financially support the student, including costs of tuition and fees, room and meals, books, incidentals and travel expenses.

3. Students applying to clinical programs **must be** eligible for licensure as a registered nurse (RN) **before** any clinical courses are taken. To obtain RN licensure, the student can either 1) obtain licensure in a state other than Ohio and apply for reciprocity in Ohio, or; 2) sit for the licensure examination (NCLEX-RN) in Ohio. For information on how to become licensed in any state, you must obtain information from the specific state where you wish to become licensed. For the individual addresses of each State Board of Nursing, go to the National Council of State Boards of Nursing website at www.ncsbn.org and then go to "[Click here](#) to access the Boards of Nursing contact information and Web sites." You may also write to:

National Council of
State Boards of Nursing
676 N. St. Clair Street
Suite 550
Chicago, Illinois, 60611-2921
Telephone: (312) 787-6555.

Once admitted to the Bolton School, an application form for a student visa will be sent to the student. Upon enrollment at the university, the student must subscribe to the Student Medical Insurance Plan or proved proof of other medical insurance coverage.

FINANCIAL ASSISTANCE

The following is a brief description of the financial aid opportunities available to students at the Bolton School of Nursing. Undergraduate students can find a more detailed description of undergraduate aid in the pamphlet, *Financial Aid at Case Western Reserve University*, obtained from the University Financial Aid Office. Some types of aid are not available to all students, and the awarding of some grants and scholarships may make you ineligible to receive other grants or scholarships. If you have questions or would like more information, contact either The Bolton School of Nursing or Case Western Reserve University Financial Aid Offices.

UNDERGRADUATE

Undergraduate students, those enrolled in the BSN and RN-BSN programs have a variety of financial assistance available, including federal and state need-based aid, and merit-based grants and scholarships.

The Bolton Scholarship

Students seeking a BSN are awarded the Bolton Scholarship. Individual awards may be as much as \$15,600 per year for a maximum of four (4) years for the BSN program, and three (3) years for transfer BSN and RN-BSN program. This scholarship is not need based. Additional scholarships are awarded to students demonstrating extraordinary merit and/or exceptional need.

Merit-Based Aid

Case Western Reserve University offers several full and partial-tuition merit-based scholarships. These are generally renewable for all four years of study if high academic performance is maintained. To be eligible for Case Western Reserve University scholarships, students apply by February 1st and submit SAT I or ACT scores and be admitted to the University. Contact the University Financial Aid Office for more information.

Need-Based Aid

For all need-based aid, students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) and register with the Financial Aid Profile Service (FAP) by February 15th (or as soon after as possible). From this information, and the Case Western Reserve University Financial Aid Application, a student's family contribution is determined. This is calculated solely on the financial circumstances of the student's family, and does not take cost of tuition into consideration. Once the family contribution is calculated, it is subtracted from the estimated cost of attendance (tuition, room, board, fees, books, transportation

and miscellaneous expenses) to calculate the student's financial need. The financial need is the

amount that may be covered by Case Western Reserve University's financial aid programs. A student's financial aid award or "package" may consist of up to three different components: grants, loans and employment.

GRADUATE

Graduate programs at the Bolton School of Nursing are the MSN, DNP, PhD, RN-MSN, and the joint degree programs (MSN/MBA, MSN/MPH, and MSN/MA).

Full and Half-Time Students

Full-time enrollment is at least 9 credit hours Fall and Spring semesters, and at least 6 credit hours, Summer semesters. Half-time enrollment is 5-8 credit hours Fall and Spring semesters, and 3-5 credit hours Summer semester. To be eligible for financial aid for summer semesters, the student must also be eligible for aid in the following Fall and/or Spring semesters.

Federal Loans

All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA). Information from this form and the Case Western Reserve University Financial Aid application will be used to determine the student's financial need, and the amount of loan for which they are eligible. The majority of students receive enough loans to cover the estimated cost of tuition and expenses.

There are two basic types of federal loans: subsidized and unsubsidized. Both types of loan repayments do not begin until a student's enrollment falls below half-time or six months after graduating, whichever comes first. Students may begin repayments earlier if they choose.

Subsidized loans do not accrue interest until after you graduate or fall below half-time enrollment. Unsubsidized loans begin accruing interest immediately, although it does not need to be paid until repayments begin.

Private Loans

For those students who do not receive federal loans or wish to borrow more money than is provided by federal loans, private lenders may be an option.

Part-Time Students

Students enrolled in less than 5 credit hours Fall and Spring Semesters, and less than 3 credit hours Summer Semesters are **NOT** eligible for federal aid. However, some private lending agencies do give loans to part-time students. Contact the Bolton School of Nursing Financial Aid Office for more information.

Intensive Students

Students enrolled only in intensive courses are **NOT** eligible for federal aid because regulations require enrollment in courses that span at least a ten-week period, but students may receive loans from some private lending agencies. Contact the Bolton School of Nursing Financial Aid Office for more information.

Scholarships and Grants

Some of the following grants, scholarships and assistantships are given directly by the Bolton School of Nursing, while others are outside sources of assistance. Students should seek other sources of assistance on their own. Direct questions regarding the following grants and scholarships to the Bolton School of Nursing Financial Aid Office.

Professional Nurse Traineeship Grant

This Department of Health and Human Services grant, awarded to the Bolton School of Nursing, is distributed to full-time MSN students and post-licensure DNP students seeking the MSN. In most cases, students must be enrolled full-time, i.e. 9 credit hours for two or more semesters. No application is required.

National Health Service Corps Scholarship

This is an excellent opportunity for full-time students in the Family Nurse Practitioner and Nurse Midwifery programs. Awarded from the Bureau of Primary Health Care (BPHC), National Health Service Corps (NHSC) Scholarship Program, the scholarship includes full tuition and a monthly stipend. There is a one-year work commitment (minimum of two years) for each year or partial

year the scholarship is awarded. To fulfill the work commitment, awardees must obtain employment in an under-served public or private facility approved by the National Health Service Corps. Employment is not necessarily with the federal government. Employment opportunities can be found across the United States in urban, suburban and rural settings. This Scholarship is very competitive and seeks applicants who are dedicated to the mission of the BPHC. Applications are available from the Bolton School of Nursing Financial Aid Office, in late February. Application deadline is in late March.

The DNP Student Grant

Pre-licensure DNP students may receive this Bolton School of Nursing Grant. Based on financial need, \$1,000 - \$3,000 is an award for each year of the pre-licensure component of the DNP program.

Other Grants

Some advanced practice majors have additional financial assistance available. Please contact the Bolton School of Nursing Financial Aid Office.

Employment

Many employers of health care professionals offer tuition assistance of varying levels. While you should not expect that the assistance would cover your entire tuition, it is often a significant amount. Check with your employer for more information.

Student employment may be available at the Bolton School of Nursing or at other campus locations. Also, part-time employment may be available at local hospitals or other health care agencies.

OTHER RESOURCES

There are many private scholarships, grants and loans available to undergraduate and graduate students. Students should check local organizations (i.e. churches, parents' employers, students' employers and service organizations). Public libraries have books on scholarships, and the Internet is another good source of information. When searching or applying for scholarships always be alert for scams. While most scholarships are legitimate, there are some that are not.

Searching on the World Wide Web

FASTWEB (www.fastweb.monster.com) is a free search service. After completing a profile, this services searches through its database to identify scholarships that may meet student's eligibility.

Since the database is continually updated, check back often. Also, complete numerous profiles that cover all of the student's qualifications and interests because different profiles may produce different results.

FINAID (www.finaid.com) is a financial aid information page. It covers a wide variety of financial aid topics, including sources of aid, private loans and links to several free scholarship search services.

Information from the University

Bolton School of Nursing

Website: <http://fpb.case.edu/>

Financial Aid Director: Dedra Hanna

Direct: 216-368-0517

CWRU Financial Aid Office

Website: <http://finaid.case.edu/>

Submit questions via the website, and a financial aid counselor will respond by e-mail in the order that questions are received.

Phone: 216-368-4530

COURSES OF INSTRUCTION

NUAN COURSES

- NUAN 449 Chemical and Physical Properties of Anesthesia** 2
Introduction and elaboration of basic chemical and principles as they relate to clinical nurse anesthesia practice. An in-depth study of organic and biochemical principles, structure/activity, relationships and their significance in pharmacology. Emphasis will be on the integration and application of these principles to clinical nurse practice.
- NUAN 450 Pharmacological Strategies in Anesthesia Practice** 2
Application of pharmacokinetic and pharmacodynamic principles as they relate to specific anesthetic and adjunct used in anesthesia practice. Integration of this into clinical area regarding anesthetic uses, dosages, side effects of these classes of drugs is emphasized. Prereq: NUAN449
- NUAN 451 Physiological Variables & Responses I: Respiratory System** 2
A detailed study of the anatomic structures and related physiochemical mechanisms governing respiratory function in health and disease. Assess the functional integrity of this system utilizing all pertinent objective and subjective data. Consider the impact of anesthetic agents and techniques on this system and how one can plan anesthetic to facilitate health-seeking behaviors as a patient attempts to attain, maintain, or regain optimal health. Implications for all types of surgery in view of effect of anesthesia on respiratory system, however, special attention on surgery involving this specific system. Prereq: NUAN449
- NUAN 452 Physiological Variables & Responses II: Cardiovascular** 3
A detailed study of the anatomic structures and related physio in health and disease. Assess the functional integrity of this system utilizing all pertinent objective and subjective data on this system and how one can plan anesthetic to facilitate health-behaviors as patients attempt to attain, maintain, or regain optimal health. Implications for all types of surgery in view of effect of anesthesia on cardiovascular system, however, special attention on surgery involving this specific system. Coreq: NUAN451
- NUAN 453 Physio. Variab/Respons III-Peds, OB, Endo & Geriatrics** 4
Study of health seeking behaviors and intervening variables with special consideration of the anatomy, physiology, and pathophysiology of the pediatric and obstetric, endocrine and geriatric patient. Focus will be on the integration of this information into the nurse anesthesia care to support the health-seeking behaviors of these patients. Prereq: NUAN451 and NUAN452
- NUAN 454 Physio. Variab/Respons IV - Renal & Neurologic Systems** 3
Systematic investigation of the physiologic factors related to health-seeking behaviors with special emphasis on pathophysiology of the renal and neurological systems. Focus will be on the integration of this knowledge into the planning, implementation, and evaluation of patients requiring nurse anesthesia intervention. Prereq: NUAN453
- NUAN 455 Anesthesia Nursing I** 2
An introduction to the art and science of nurse anesthesia including basic anesthetic principles and beginning clinical practicum to introduce the student to anesthetic equipment and operating room environment. This course is designed to give the student practical information regarding administration of safe anesthesia.
- NUAN 456 Anesthesia Nursing II** 1
Progressive, guided instruction on clinical and ethical management of clients undergoing all forms of anesthesia. This unit includes the history of nurse anesthesia relevant to contemporary anesthetic practice, legal and ethical aspects of anesthesia delivery, and patient/client interaction strategies. The course is designed to give the nurse exposure to career expectations in nurse anesthesia; as well as prepare him/her in administration of safe, routine anesthetic with moderate amount of instructor intervention. Prereq: NUAN455
- NUAN 457 Anesthesia Nursing III** 1
Graduated, guided instruction in clinical management of clients receiving various types of anesthesia. Focus is on the preparation and planning for anesthesia utilizing Schlotfeldt paradigm. Includes actual administration of anesthesia for clients exhibiting more complicated pathophysiology. More advanced technical and experience. Correlation of instruction, didactic and clinical materials, as well as continuous evaluation of student progress are integral to this course. Prereq: NUAN456
- NUAN 551A Nurse Anesthesia: Advanced Practice I (See NUAN551C)** 2
- NUAN 551B Nurse Anesthesia: Advanced Practice I (See NUAN551C)** 1
- NUAN 551C Nurse Anesthesia: Advanced Practice I** 1
Individual, in-depth study of advanced clinical nurse anesthesia in such specialty areas as neurosurgical, cardiovascular, obstetric and pediatric anesthesia. The nurse learns to handle more difficult, specialized patients who are at a higher risk. Emphasis is on more complex management with advanced monitoring techniques, use of pharmacological agents and handling higher stress situations. Students develop and utilize practical clinical applications of nurse anesthesia theory. Prereq: NUAN457
- NUAN 552 Nurse Anesthesia: Advanced Practice II** 1
The continuation of advanced, independent clinical nurse anesthesia administration. Emphasis is on management of higher risk patients for more difficult procedures, performing total anesthetic care with minimum of anesthesiologist supervision, and readiness for transition from student to graduate status. Prereq: NUAN551A, 551B, and 551C

NUND COURSES

- NUND 201 Intro to Statistics for Health Science** 3
This course is designed to introduce the application of statistical methods to health sciences. Contents include descriptive statistics, distribution, central limit theorem, hypothesis testing, power, and probability. Techniques of t-test, chi-square test, ANOVA, and correlation analysis will be taught along with in-class exercises using statistical software. This course is not for credit toward any undergraduate or graduate degrees in Statistics.
- NUND 205 Intro Discipline and Practice of Nursing** 6
This course is an introduction to the discipline and practice of nursing. Selected nursing strategies and interventions designed to support the maximum health potential of the adult patient will be incorporated into lab sessions and practiced in an acute care facility. Historical, societal, legal and philosophical influences on nursing; trends in nursing and the role and functions of the professional nurse will be examined. Admission to the DNP program. Coreq: NUND 410.
- NUND 211 Pharmacology** 2
This course introduces basic principles of pharmacology and pharmacotherapeutics. A survey of characteristics and uses of major drug groups with an emphasis on nursing is implications presented. Prereq: NUND342
- NUND 220 Altered Human Functioning** 3
Introduction to basic pathophysiologic outcomes of selected intervening variables that alter human physiologic and cognitive functioning. This course builds on the student's foundation of normal anatomy and physiology. Prereq: NUND412 & NUND 412L and completion of the first semester of the DNP program.
- NUND 222 Nursing Informatics II: Biostatistics** 1
This course focuses on advanced concepts in quantitative methods for nursing, including application to nursing problems, and solution strategies using computer software. Prereq or coreq: NUND 205
- NUND 223 Aging in Health and Illness** 2
This course will explore the concept of aging in health and illness with an emphasis on the older adult as an individual with the capacity to grow and develop. Content will include theories of aging, physiology of aging, geriatric syndromes and interventions, implication for policy and health care services. Prereq: NUND 205, 410.
- NUND 225 Acute Care Nursing of the Adult** 9
The focus of this course is the implementation of the nursing process in the clinical practice. Human responses to significant health events and alterations are analyzed. Application of relevant physiology, psychosocial dimensions, and pharmacology are included. Particular emphasis is placed on nursing strategies, interventions, and the evaluation of their effectiveness in the care of the acutely ill adult. Prereq: NUND205
- NUND 234 Introduction to Concepts of Genetics in Nursing** 1
Introduction to the theories and concepts relevant to human genetics and genomics and their applications in healthcare.
- NUND 315 Parents & Neonates in Health & Illness** 4
This course introduces biological, psychological, and developmental concepts applicable to the nursing care of women, newborns, and families during the childbearing cycle. Emphasis is placed on assessment and identification of health needs as parents and neonates respond to the changes inherent in the childbearing cycle. Strategies related to nursing care of parents and neonates are discussed. The clinical experience focuses on the direct application of these concepts and strategies in the care of patients in various prenatal settings. Prereq: NUND225
- NUND 316 Infants, Children & Adolescents in Health & Illness** 4
The study of infants, children, and adolescents and their health-seeking behaviors from a developmental perspective. Emphasis is on healthy infants, children and adolescents as well as infants, children and adolescents with common, acute and chronic illness within the context of their family environment. Nursing strategies focus on interventions to promote, restore and maintain health, and foster growth and development. These strategies are based on understanding advanced concepts of children's and adolescents' responses in acute health/illness states. Prereq: NUND225 and 3 cr.hr. growth and development course.
- NUND 317 Psychiatric-Mental Health Nursing** 4
This course is designed to address psychiatric and mental health nursing concepts. The focus is on clients with acute and chronic psychiatric disorders and their mental health. Nursing strategies that are appropriate for assessment and intervention with individuals, families, and groups to facilitate optimal mental health will be discussed and practiced. Prereq: NUND223, NUND225
- NUND 319 Public Health Nursing** 4
This course focuses on factors influencing the health of groups, communities, and populations. The student will examine relevant concepts, theories, research, and emerging public health issues. Principles of Epidemiology will be addressed. Strategies for public health nursing interventions will be designed and implemented. Prereq: NUND 223, NUND 225
- NUND 341 Concepts of Management** 3
Study of basic concepts relative to leadership and working with groups of people in providing nursing care. Concepts include: decision making, power, authority, roles, teaching-learning, evaluation, leader behaviors, work groups, legal aspects, change. Enrolled in the 4th semester of the DNP pre-licensure program or permission of course faculty.
- NUND 342 Medical Microbiology, Immunity & Infectious Diseases** 3
Microbial structure, growth, genetics, and metabolic control function and dysfunction of the human immune response. Manifestations of infectious disease and review of selected infectious diseases.
- NUND 342L Medical Micro Lab Methods** 1
This course provides laboratory experience in basic medical microbiologic techniques used for infection control, antibiotic sensitivity testing and infectious disease differential diagnosis. Prereq or Coreq: NUND 342.

NUND 343 Issues & Ethics in Health Care 2
 Designed to introduce the students to the principles underlying ethical issues and methods of rational decision making. Fundamental theories will be reviewed and opportunity provided, using case analysis, to apply the theories in addressing ethical dilemmas common to modern health care. . Enrolled in the 4th semester of the DNP pre-licensure program or permission of course faculty.

NUND 400 Guided Study 1 - 6
 Selected topics in basic nursing. May include clinical experiences.

NUND 410 Health Assessment 2
 Comprehensive introduction to the assessment skills required for a successful nursing practice. Basic skills, such as vital signs, are taught along with a system-by-system approach to physical examination. Taking a health and psychosocial history is integrated into the course. The course is taught concurrently with anatomy and physiology, concepts of nursing practice, and strategies and interventions for alterations in functioning. Coreq: NUND205

NUND 412 Anatomy/Physiology/Metabolic Function of the Human Body 5
 Basic concepts of normal human anatomy, physiology, biochemistry and nutrition presented with emphasis placed on the interrelatedness of human body systems and their holistic interactions. A review of the normal anatomy and physiology of the major body systems' normal structure and function and compensatory alterations under stress will be presented. Basic biochemical and metabolic control mechanisms will be reviewed with emphasis placed on their impact on normal and compensatory physiologic function. Dietary sources of the major nutrients metabolized by the human body will also be discussed. An observational laboratory of human cadaver dissection will be provided. Prereq: Biochemistry; Coreq: NUND 412L or permission of instructor.

NUND 412L Human A & P Lab 1
 This course provides the student with an observational laboratory of human cadaver dissection. Prereq or Coreq: NUND 412 or BIOL 348/448 or permission of instructor.

NUND 441 Management in Advanced Practice 3
 This course focuses on management issues and concepts related to those who will be practicing nursing as advanced practitioners. Seminars will focus on integrating legal, fiscal, quality improvement, informatic concepts and other intervening variables that affect environments of care. As an integrating part of the course, students will design and develop a nursing practice organization project that pertains to their clinical or management interests.

NUND 478 Curriculum and Instruction 3
 The purpose of this course is to explore the theoretical underpinnings of education and examine innovative approaches to critical thinking. This course provides an overview of the fields of measurement and evaluation with emphasis on preparing students to assume an educator role. Students are provided the opportunity to analyze philosophies and principles of education, along with teaching and learning styles. Methods of evaluating teaching effectiveness, student learning, and student performance are explored, with particular emphasis on test construction and analysis. Prereq: Master of Science in Nursing or permission of instructor

NUND 479 Theoretical Foundations: Education Testing & Evaluation 2
 In this course, an overview of educational measurement and evaluation is provided. Methods of evaluating teaching effectiveness, student learning, and student performance are explored, with particular emphasis placed on test construction and analysis. Prereq: NUND 478.

NUND 480 Action Research and Program Evaluation 1
 This course introduces the student to the concept of purposeful evaluation. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of generation of new knowledge and practice innovations will be discussed. Prereq: NUND 479 or consent of instructor.

NUND 481 Teaching Practicum 2
 This practicum is designed to provide a guided experience in an educational context. The teaching practicum will provide on side experience in educational activities in a school of nursing. Typical practicum experiences will engage the student in didactic, laboratory, and clinical teaching assignments. The student will be expected to use educational theory and nursing knowledge in completing the practicum experience.

NUND 483 Health Care Planning & Policy & Information Management Systems 3
 An exploration of the nurse's role in health care policy and planning and information systems. Overview of issues in health care policy and planning, including the socio-political and economic context of health and health-seeking behaviors. Health care policy and planning at the local, state, and federal levels will be explored. Ethical dimensions of public policy formulations and implementation will be highlighted. The application of computer technology in health care and nursing will be explored. Following an introduction to hardware and software, special consideration will be given to clinical and administrative applications of information technology. Prereq: Graduate standing in Nursing or consent of instructor

NUND 493 Population-Based Maternal-Child Nursing: Issues, Research, Policy & Inter 3
 This course focuses on broadening the knowledge base of pediatric and family nurse practitioner students to include aggregate based health assessment and policy issues. This course is designed to build upon the students' previously acquired knowledge of the nurse's role in health policy analysis and planning, and the community health. Emphasis will be placed on the assessment of women's health and children's health at the community level, and the development of programmatic interventions to address identified needs. Students are expected to extend their expertise with policy analysis through development of a proposal to implement policy changes to specific needs identified within the population of women and children. Coreq: NUND483 or permission of instructor.

NUND 500 DNP Thesis 6
 Systematic investigation of a clinically based research problem selected by the student for independent study. Includes proposal refinement and acceptance, data analysis and thesis completion under thesis committee supervision. Prereq: NURS520, NURS521, STAT301

NUND 505 Research Project 6

Students will undertake an applied research project which could include program needs assessment, program development, evaluation of an existing program, development of an assessment instrument/protocol for clients, or cost/benefit analysis of program models. The research project will be developed in consultation with the student's research project committee. Prereq: Students choosing to do a research project rather than a thesis are required to have completed NUND 481 Teaching Practicum and NURS 521 Advanced Nursing Research II

NUNP COURSES

NUNP 401 Health Promotion in Children and Adolescents 2

This course introduces the concepts of pediatric primary health care from a developmental perspective. Concepts and theories from nursing and other related disciplines associated with the assessment and care of well children and their families are explored. Clinical application of theories and nursing strategies to optimize the health of children and their families are emphasized in the professional role development of students. Coreq: NUNP410

NUNP 402 Common and Acute Health Problems of Children 6

This course introduces the common and acute health problems occurring in infancy through adolescence using a bio/psycho/social/cultural approach. Pathophysiology, assessment and diagnostic strategies specific to acute and common problems in children will be emphasized. Nursing strategies used to enhance, maintain and restore health will be discussed. Prereq: NURS453, NURS459, NUNP410, NURS430, Coreq: NURS430

NUNP 403 Advanced Management in Pediatric Primary Care 5

This course focuses on the primary rehabilitative health care concepts specific to the management of complex, multidimensional health problems experienced by infants, children and adolescents within the context of their family and community environments. Pathophysiology, assessment and diagnostic strategies specific to complex health problems in children are emphasized. The selection of clinical interventions, clinical decision making and evaluation of strategies used to enhance the health outcomes of children and their families will be stressed. Emphasis will be placed on the consultation and referral processes within interdisciplinary and multi disciplinary teams. Prereq: NUNP402

NUNP 405 Neonatal Nurse Practitioner I 3

This course introduces the role of the Neonatal Nurse Practitioner and concepts relevant to the management of the well or ill neonate. Analysis of nursing strategies to optimize health-seeking behaviors in families with well or ill neonates is highlighted. Prereq or Coreq: NURS 416

NUNP 410 Health Promotion Across the Life Span 2

This course introduces health promotion fundamental to advanced practice nursing. Epidemiological principles and international, national and local health promotion goals are examined with emphasis on cultural and environmental principles, individual assessment and evidence based practice. Diagnostic reasoning and intervention strategies to optimize

health-seeking behaviors in clients and to foster therapeutic relationships are examined.

NUNP 412 Neonatal Nurse Practitioner II 4

This course focuses on the health problems of the high-risk neonate in the context of family, culture and community. Nursing strategies that enhance, maintain and restore health in ill neonates and their families. Principles identified for advanced diagnostic and therapeutic approaches specific to the neonate, including pharmacology, are emphasized. Prereq: NUNP 405

NUNP 413 Neonatal Nurse Practitioner III 3

Pathophysiology, assessment and diagnostic approaches specific to neonates with acute problems will be examined. Concepts related to discharge planning collaboration and long-term follow-up will be introduced. Prereq: NUNP412

NUNP 414 Neonatal Nurse Practitioner IV 5

The acute and habilitative care specific to the management of neonates with complex health problems will be examined. Approaches specific to complex health problems of preterm infants, infants with chromosomal aberrations and infants with multidimensional health problems will be emphasized within the context of their family and community environments. Community-based learning experiences and follow-up of the infant and family during the first year of life will be included. Emphasis will be placed on consultation and referral processes within interprofessional teams. Prereq: NUNP 405, NUNP 412 and NUNP413

NUNP 416 Integrated Assessment of the Neonate 2.5

This course introduces concepts fundamental to the integrated assessment of the neonate. It stresses perinatal history taking, gestational age assessment, and physical assessment skills. The course provides the basis for problem identification, decision making, advanced therapeutics and case management.

NUNP419 Family Health Nursing: Health of Adults and Older Adults 5

This course introduces the student to the practice of primary health care of adults and older adults. The course includes the principles of growth and development, health promotion, disease prevention, and management of common acute and chronic health problems. Emphasis is placed on the biological, psychological, social and cultural aspects of care. Pathophysiology, assessment and diagnostic techniques specific to the acute and common problems are stressed. Nursing strategies related to health problems used to enhance, maintain, and restore health are emphasized; health seeking behaviors and the impact on family are stressed. Prereq: NURS430, NURS453, NURS459, NUNP410 Coreq: NURS430

NUNP 429 Family Health Nursing: Health of the Family During Childbearing Years 4

This course introduces the influence of family dynamics on the care of women and their families before pregnancy, during pregnancy and within the interconceptional period. Assessment of physical and psychosocial health and deviations is central to the course. Content also includes principles of education for childbearing, parenting and conception control. Nursing strategies to optimize health seeking behaviors of the family during the childbearing years are emphasized. Prereq: NUNP410 or NUNP419

NUNP 432 Common & Acute Health Problems of the Adult I 5

This course introduces the common and acute health problems occurring across the adult life span. A body system approach is used with emphasis on the biological, psychological, social and cultural aspects of care. Pathophysiology, assessment and diagnostic strategies specific to the acute and common problems of adults and adolescents will be stressed. Nursing strategies used to enhance, maintain and restore health will be emphasized. Prereq: NURS430, NURS453, NURS459, NUNP410 Coreq: NURS430

NUNP 433 Common & Acute Health Problems of the Adult I 3

This course is a continuation of NUNP432. Emphasis is on the pathophysiology, assessment and diagnostic approaches specific to the adolescent and adult client. Health-seeking behaviors will be stressed within the context of the family and community.

NUNP 434 Advanced Management in Adult Primary Care 5

This course focuses on the health care concepts specific to the management of complex, multidimensional health problems experienced by adolescents and adults within the context of their family and community environments. Pathophysiology, assessment and diagnostic strategies specific to complex health problems in adults are emphasized. The selection of clinical interventions, clinical decision making and evaluation of strategies used to enhance the health outcomes of adults will be stressed. Prereq: NUNP433

NUNP 439 Family Health Nursing: Health of Children & Adolescents 4

This course introduces the influence of family dynamics and the information necessary for the practice of primary health care of children and adolescents. The course includes application of the principles of growth and development, disease prevention, and management of common acute and chronic health problems. The impact of the family on child and adolescent development and health is explored. Clinical application of nursing strategies to optimize health seeking behaviors is emphasized. Prereq: NUNP429

NUNP 443 Acute Health Problems of the Adult II 6

Emphasis is on the pathophysiology, assessment, and diagnostic approaches specific to acute health problems of adults. The clinical laboratory focuses on development of advanced therapeutics and case management skills in various environments. Prereq: NURS438

NUNP 444 Advanced Management of Acutely Ill Adults 4

This course focuses on concepts specific to complex, multidimensional health problems of hospitalized adults. Pathophysiology, assessment, and diagnostic strategies specific to complex health problems are emphasized. Clinical practice focuses on case management of acutely ill hospitalized adults with complex health problems. Prereq: NUNP443

NUNP 449 Primary Care of Older Adults 3

This course will focus on the assessment of the older adults. These factors are analyzed in various environments and community settings. Epidemiological and health behavior models are used to assess health risks, assist with problem

identification, primary, secondary, and tertiary prevention strategies. Cultural, ethnic, and developmental issues are addressed. Concepts, assessment strategies, interventions and evaluation approaches specific for older adults are identified. Prereq: NUNP 419.

NUNP 454 Advanced Management of Complex Problems in the Older Adult 4

This course focuses on the management of complex multidimensional health problems experienced by older adults and their families in multiple environments of care. Pathophysiology, assessment, and diagnostic strategies specific to complex health problems in older adults are emphasized. Evidence-based management strategies used to enhance the outcomes in older adults to promote health and prevent disability will be stressed. The role of the GNP on care giving teams will be included. Prereq: NUNP 449. Coreq: NURS 442.

NURS COURSES

NURS 110 Foundations of the Discipline 1

The course is designed to introduce the student to the practice, profession and discipline of nursing. A futuristic perspective will provide a framework for discussion of the foundation of contemporary nursing practice within a variety of health care settings. Critical historical influences that affected the development of contemporary nursing will be discussed. Selected trends and issues that will guide future nursing practice will conclude this course.

NURS 111 Foundations of Practice 3

This course is designed as a foundation for clinical nursing practice in relation to the concepts of communication, safety and comfort. The three concepts will be applied to the application of fundamental nursing care. The basic components of the nursing process are presented as a framework for beginning clinical practice.

NURS 120 Nursing Informatics I: Introduction 2

This course focuses on the application of mathematics for nursing including algebra and biostatistics. Microcomputer, word processing, and information concepts for nursing practice will be introduced.

NURS 122 Nursing Assessment 3

The focus of the course is on psychosocial and physical assessment of patients in a variety of settings. Data collection essential to the nursing process will focus on the adult and geriatric populations.

NURS 160 Community Engagement Sem I 1

This course is a one credit seminar focused on the delivery of culturally appropriate community based health care and on selected issues contributing to the growing disparities in health care outcomes. Students will engage in a 12 hour field experience in a Cleveland community health facility or school system. The seminar will include two sessions devoted to the reflection and evaluation of the field experience. In addition, each semester will include required attendance at the Rozella Schlotfeldt Public Lectures related to issues contributing to disparities in health care. Prereq: NURS 111 or permission of instructor.

NURS 201 Applied Diet Through Health & Disease 3

This course builds upon the student's previous knowledge base regarding human physiology and metabolism. Energy requirement changes related to lifespan changes are addressed. Dietary modulation as a therapeutic strategy to manage intervening variables is emphasized.

NURS 210 Community Engagement Sem II 1

This course is a one credit seminar focused on the delivery of culturally appropriate community based health care and on the issues of aging and poverty as they contribute to the growing disparities in health care outcomes. Students will engage in a 12 hour field experience in a Cleveland community health facility or school system. The seminar will include two sessions devoted to the reflection and evaluation of the field experience. In addition, each semester will include required attendance at the Rozella Schlotfeldt Public Lectures related to issues contributing to disparities in health care. Prereq: NURS 160 or permission of instructor.

NURS 211 Introduction to Pharmacology 2

Introduction to basic principles of pharmacology and pharmacotherapeutics. Review of characteristics and use of

major drug groups with emphasis on nursing implications.

Prereq: NURS 122, BIOL 119

NURS 230 Nursing Care of the Adult I 5

This is the first part of a two part series of courses focusing on the application of the nursing process in various settings to the adult experiencing alterations in human functioning.

Assessment strategies and diagnostic testing, with emphasis on nursing interventions are integrated into the nursing process.

Prereq: Completion of Freshman BSN Courses and grade of at least C in BIOL 114, 115, 116, 119; Coreq: BIOL 121

NURS 240 Nursing Care of the Adult & Older Adult II 5

This is a continuation of NURS230. The focus continues to be the application of the nursing process in various settings to the adult experiencing alterations in human functioning.

Assessment strategies, and diagnostic testing, with emphasis on nursing interventions are integrated into the nursing process.

Prereq: NURS230 and BIOL121

NURS 250 Aging in Health & Illness

This course will explore the concept of aging as a healthy developmental process with a particular focus on the elderly as active, independent and contributing members of the community. Content will include the physiology of aging,

health problems common to the elderly, the psychological, emotional, and sociological aspects of the aging process, and policy issues. Prereq: NURS 122, BIOL 114, 116, 117, 119;

Coreq: NURS 20, BIOL 121

NURS 260 Community Engagement Seminar III 1

This course is a one credit seminar focused on the delivery of culturally appropriate community based health care and on the issues of culture, ethnicity and socio-economic background as they contribute to the growing disparities in health care outcomes. Students will engage in a 12 hour field experience in a Cleveland health care facility or school system where they will provide health screening and health education services to children and families. The seminar will include two sessions devoted to reflection and evaluation of the field experience. In addition, each semester will include required attendance at the Rozella Schlotfeldt Public Lectures related to issues contributing to disparities in health care. Prereq: NURS 210; Coreq: NURS 240

NURS 310 Community Engagement Sem IV 1

This course is a one credit seminar focused on the delivery of culturally appropriate community based health care and on the issues of culture, ethnicity and socio-economic background as they contribute to the growing disparities in health care outcomes. Students will engage in a 12 hour field experience in a Cleveland health care facility or school system where they will provide health screening and health education services to children and families. The seminar will include two sessions devoted to reflection and evaluation of the field experience. In addition, each semester will include required attendance at the Rozella Schlotfeldt Public Lectures related to issues contributing to disparities in health care. Prereq: NURS 260

NURS 315 Parents and Neonates in Health and Illness 4.5

This course focuses on the study of childbearing families and their health seeking behaviors from a developmental perspective. Content includes nursing knowledge and skills related to assessment of health status of parents and neonates.

Nursing strategies focusing on interventions to promote, restore, and maintain health are discussed. Prereq: Junior Standing and NURS240, NURS 317; SOCI 201 or equivalent

NURS 316 Infants, Children and Adolescents in Health & Illness 4.5

The study of infants, children and adolescents, and the health-seeking behaviors from a developmental perspective. Emphasis is on healthy infants, children and adolescents as well as infants, children and adolescents with common, acute and chronic illness within the context of their family environment. Nursing strategies focus on interventions to promote, restore and maintain health and foster growth and development. Prereq: Junior Standing and NURS240, NURS 117, SOCI 201 or equivalent

NURS 317 Psychiatric-Mental Health Nursing 4.5

The course is designed to address health-seeking behavior patterns within the context of psychiatric and mental health nursing concepts. The focus is on clients with psychiatric disorders and their mental health. Nursing strategies that are appropriate for assessment and intervention with individuals, families, and groups to facilitate optimal mental health will be discussed and practiced. Prereq: NURS 230; Coreq: NURS 240

NURS 318 Nursing in the Community 4 - 4.5

The study of the promotion of health and the primary, secondary, and tertiary prevention of health problems of a population. Focuses on the community as client with nursing care of individuals, families and groups. The clinical component focuses upon developing and evaluating health promotion programs, family assessment, community assessment, and community-based home care within the context of the community. Prereq: RN License

NURS 320 Nursing Research 3

Introduction to scientific inquiry and research process in nursing. Discussion of issues and problems in systematically evaluating reports of empirical research on nursing phenomena. Appropriate use of the nursing research literature and research findings in clinical practice is discussed. Prereq: STAT201 and Junior Standing in Nursing

NURS 341 Concepts of Management 3

This course focuses on the study of basic concepts related to leadership, management and working with groups in the provision of nursing care. Concepts include: decision-making, power, authority, roles, teaching-learning, evaluation, leader behaviors, work groups, change, legal aspects and quality. Students will apply the key concepts from marketing, law, finance, quality management, and other intervening variables that affect environments of care. Prereq: Senior Standing in Nursing

NURS 342 Medical Microbiology, Immunity & Infections Disease 4

Microbial structure, growth, genetics, and metabolic control. Function and dysfunction of the human immune response. Manifestations of infectious disease and review of selected infectious diseases. Coreq: NURS 240; BIOL 114, 116, 117, 119, 121

NURS 343 Issues & Ethics in Health Care 2

This course is designed to introduce the student to the principles underlying ethical issues and methods of rational decision making. Fundamental theories will be reviewed and

opportunity provided, using case analysis, to apply the theories in addressing ethical dilemmas common to modern health care.

NURS 345 Nursing Informatics III: Clinical NIS 2

The focus of this course is directed toward the understanding and use of information technologies and systems that support decision-making in nursing practice, administration, research and education. Tools such as list servers, the World Wide Web, e-mail and databases may be used to augment the knowledge base in the course. Prereq: Junior in Nursing or RN License

NURS 350 Concepts and Management in Geriatric Nursing 9

This course will introduce concepts of rehabilitation, family nursing, geriatric nursing and geriatric mental health and assist students in applying these concepts in a long-term setting. Content will focus on assessment and intervention strategies for health problems common in the older adult. This will include a focus on developmental issues in the elderly, the assessment and management of depression. The course will also include content on assessment and intervention to improve the physical and functional capacities of the elderly, exercise interventions to improve cardiovascular and muscular capacity required for daily activities. Prereq: Junior in Nursing

NURS 351 Acute Care II: Management of Care 4

Application of management concepts in providing nursing care to individuals and groups of patients. Learning opportunities include experiences with members of the multidisciplinary health care team in planning, implementing, and evaluating patient outcomes.

NURS 352 Acute Care III 9

This course focuses on the knowledge and skills necessary to provide nursing care for patients with complex problems. Emphasis is on nursing strategies designed to provide comprehensive care to patients and their families affected by acute illness. Clinical practice is directed toward the care of acutely ill adults. Prereq: NURS370, 371, 372, 373

NURS 353 Principles of Critical Care I 4

This course provides the knowledge and technical skills foundational to the care of critically ill patients. Clinical practice is directed toward the care of the critically ill patient with a focus on patient assessment, use of biomedical technology, development of psychomotor skills, and planning basic care.

NURS 354 Nursing Care of Critically Ill Adults 9

This course focuses on the integration of knowledge and skills to provide effective and efficient nursing care to critically ill adults. Emphasis is on nursing strategies directed toward the care of the critically ill patient with a focus on use of biomedical technology, planning and managing patient care, and beginning care of patients with complex care needs. Prereq: NURS370,371,372,373

NURS 356 Nursing Care of Critically Ill Neonates, Infants & Children 9

This course focuses on the knowledge and skills necessary for beginning practice in the nursing care of critically ill neonates, infants and children. Emphasis is on nursing strategies directed toward the application of basic principles of critical care nursing with attention to special needs of critically ill neonates, infants and children and their families. Prereq: NURS 370, 371,372,373

- NURS 360 Community Engagement Sem V** 1
This course is a one credit seminar focused on the delivery of culturally appropriate community based health care and on the issues of culture, ethnicity and socio-economic background as they contribute to the growing disparities in health care outcomes. Students will engage in a 12 hour field experience in a Cleveland health care facility or school system where they will provide health screening and health education services to children and families. The seminar will include two sessions devoted to reflection and evaluation of the field experience. In addition, each semester will include required attendance at the Rozella Schlotfeldt Public Lectures related to issues contributing to disparities in health care. Prereq: NURS 310.
- NURS 370 Info Technologies in Health** 1
The focus of this course is the application of advanced information and communication technologies in the health care of communities and populations. Building on a base of consumer informatics, the course will explore Geographic Information Systems (GIS), data mining techniques, telemedicine technology, and advanced communication technologies in the context of global health. Prereq: NURS 345 and Senior Status in Nursing. Coreq: NURS 371, NURS 372, NURS 373
- NURS 371 Public Health Nursing** 3
In this course, students will utilize a problem-based approach to develop knowledge and specific competencies in applying key concepts of public health, public health nursing and epidemiology. Through guided observation and classroom experiences, students will discover strategies to assess, plan, implement and evaluate population-focused programs for health promotion and disease prevention. Prereq: NURS 351, NURS 353 and Senior Status in Nursing; Coreq: NURS 370, NURS 372, NURS 373.
- NURS 372 Health in the Global Community** 3
This course focuses on an analysis of the forces shaping community and global health patterns. Drawing on multidisciplinary sources, this course explores the impact of these global processes as they manifest in the health of our own and other societies. Emphasis is placed on analysis of the broad cultural, environmental, social-economic, and political systems that contribute to health status and outcomes, health policies, and health care delivery around the world. Prereq: NURS 351, NURS 353 and Senior Status in Nursing; Coreq: NURS 370, NURS 371, NURS 373.
- NURS 373 Global Health Practicum** 5
The purpose of this practicum is to provide students with the opportunity to analyze the concepts of health and health care, health policy and finance, culture and ethics through a preceptored, 10-week community-based immersion experience in local, national, or international settings. Students will apply epidemiological techniques, the skills of negotiation, partnership building, community assessment and nursing science in the identification and analysis of a health problem leading to the development of an intervention. Prereq: Senior Status in Nursing; Coreq: NURS 343, NURS 370, NURS 371, NURS 372.
- NURS 391 Home Health Care Nursing** 5
This course focuses on the knowledge and skills necessary to provide nursing care in home health settings for clients with complex problems. Emphasis is on nursing strategies designed to provide comprehensive nursing care to clients and their families. Clinical practice is directed toward the care of client/family in the home. Prereq: RN License
- NURS 392 Dynamics of Nursing Practice Management** 4
Analysis of management and leadership concepts in complex situations and their applications to nursing practice, usually as it involves working with groups of people in providing nursing care. This course introduces the topics of strategic planning, resource management and the use of information technology in the clinical setting. Prereq: RN License
- NURS 393 New Applications in Nursing Practice Management** 4
Application of management and leadership concepts in a clinical practicum that is individualized for the students on the basis of their previous experiences and goals. Students will be expected to apply concepts of strategic planning and resource management to promote health-seeking behaviors of clients. Prereq: RN License
- NURS 399 Independent study** 1 - 12
Independent guided study for undergraduate students with special needs or interests. Prereq: Permission of the program director required
- NURS 400 Guided Study in Nursing** 1 – 18
Independent study for students with special needs and interests.
- NURS 404 Emergent Care of the Child** 2
This course incorporates biological, developmental, psychological, emotional, social, and cultural aspects of care. The emphasis is on pathophysiology, assessment, diagnostic approaches and interventions specific to emergent care of infants, children and adolescents. Advanced therapeutics are introduced. Prereq: NUNP 444, Certification in PALS and neonatal resuscitation
- NURS 405 Inquiry I** 3
Introduction to theoretical thinking in nursing. Study of knowledge development in nursing, conceptual structures and their uses, relationship of theory to research process as a basis for nursing practice, and the process of critical thinking in nursing.
- NURS 406 Flight Nursing Seminar I** 1
This seminar course provides a forum for preparing students to care for patients requiring air transfer to specialty care facilities. Special emphasis is placed on advanced procedures, flight physiology and environmental influences on the clinical approach in order to apply acute care competencies to flight nursing practice. Prereq: NUNP 443
- NURS 407 Flight Nursing Seminar II** 1
This seminar continues to prepare students to care for patients requiring air transfer to specialty care facilities. Special emphasis is placed on clinical approaches to patient management across the lifespan. Prereq: NUNP 444, NURS 406, NURS 407, ACLS, PALS, and Neonatal resuscitation certification
- NURS409 Specialty Assessment in Cardiovascular Nursing** 1
This course provides the basis for the selection and interpretation of assessment and testing strategies during the process of differential diagnosis of cardiovascular problems. Lecture is supplemented with specific lab experiences.

- NURS 410 Cardiovascular Nursing Seminar I** 3
This seminar course focuses on cardiac rhythm abnormalities and their management.
- NURS 411 Cardiovascular Nursing Seminar II** 1
This seminar course focuses on the management of complex cardiovascular disease.
- NURS 424 Theoretical Basis of Medical/Surgical Nursing II** 5
This course provides the opportunity to explore complex health problems of patients requiring a variety of health care services and support systems. Nursing strategies requiring independent, interdependent, and collaborative activities are evaluated for their efficacy in supporting and assisting the patient's progress toward health. Clinical experiences are individualized to promote implementation of the Clinical Nurse Specialist role and build upon the student's expertise.
- NURS 425 Inquiry II** 3
This course emphasizes scholarly inquiry, scientific integrity and scientific investigation. It includes study of the research process, particularly design, sampling, data collection and analysis, and interpretation and reporting of findings. Prereq: NUND 201 or STAT 201, and NURS 405.
- NURS 430 Pharmacology & Therapeutics** 3
Examination of the major categories of pharmacologic agents and application of pharmacologic concepts in the clinical setting. Emphasis is placed on understanding the physiologic action of the drugs, expected patient responses, and major side effects. Major specific seminars integrate knowledge of pharmacology into clinical practice. Recommended: NURS 453.
- NURS 438 Theoretical Foundations of Acute Care Nursing** 2 – 4
This course focuses on advanced practice by examining common health and illness phenomena in the acute care setting. Concepts, theories, and phenomena will be analyzed for their relevance in planning and evaluating nursing care strategies and modalities. Individualized clinical experience in the acute care setting with a selected patient population is part of the advanced practicum. Prereq: NURS453, NURS459 Coreq: NURS453, NURS459
- NURS 443A Collaboration, Consultant in APN** 1
The focus of this course is the process of consultation and collaboration in advanced practice nursing. The organizations that are involved in promoting and assisting advanced practice nurses (APNs) will be addressed. The similarities and differences in the roles of the APN will be explored. The process of credentialing APNs will also be examined.
- NURS 443B Role Development in APN** 1
The focus of this course is the study of the multiple roles integrated into advanced practice nursing including principles of management and leadership. Strategies to market the value of the advanced practice nurse (APN) role and the individual APN are addressed.
- NURS 443C Teaching and Learning in APN** 1
The focus of this course is the examination of the process of teaching, learning, and evaluation. A variety of teaching modalities applicable across the lifespan will be explored.
- NURS 444A Ethical Issues in APN** 1
The focus of this course is ethical decision-making for advanced practice nurses. The interaction between the health care delivery system and ethical decision making is explored.
- NURS 444B Health Care Del & Finance in APN** 1
The focus of this course is the study of the financial and business factors related to the health care delivery system and advanced practice nursing. Students will discuss strategies related to reimbursement, business practices, billing, and coding.
- NURS 444C Policy & Legal Issues in APN** 1
The focus of this course is the critical analysis of health policy and legal issues. Strategies for influencing the regulatory process will be explored.
- NURS 446 Collaboration & Administration in the Health Care Delivery System** 3
Examination of the influence of the health care delivery environment on the delivery of care and the role of the Advanced Practice Nurse as collaborator within the health care structure. Clinical practice and seminars will focus on the role of the manager in planning, organizing, staffing, directing, and controlling the health care environment for the purpose of improving patient care, facilitating collaborative activities with other health care professionals, and identifying mechanisms to effect change within the health care system. Clinical practice 8 hours per week.
- NURS 448 Mental Health Pract/Older Adults** 3
This course focuses on the application and development of psychosocial assessment and intervention with older adults and their families, with an emphasis on individual, group, and family interventions. Concepts from individual, family, and group modalities and the process of consultation will be applied. The components of individual and family assessment will be applied in "well elders" as well as those with identified mental disorders. Prereq: NURS 441, NURS 442.
- NURS 453 Physiologic Foundations for Advanced Practice Nursing** 4
This course is designed to build upon the student's preexisting knowledge of basic human anatomy, physiology, and nursing science. Selected body systems are examined in order to provide in-depth integration of normal physiologic functions with specific intervening variables and pathologic mechanisms associated with life span development and dysfunction.
- NURS 454 Well Woman Health Care** 3
Study of selected theoretical formulations and models applied by professional nurses in the promotion of growth and wellness in adolescent and adult women. Emphasis on conception, decision making, sexuality and health teaching. Acquisition of knowledge and skill related to physical and psychosocial health assessment of pregnant and non-pregnant clients. Individually planned experiences are arranged with nurse faculty who are serving as primary care givers in maternity, family planning and gynecologic care settings. Prereq: NURS459, NURS453 Coreq: NURS459, NURS453
- NURS 455 The Childbearing Family** 4
This course will focus on analysis and applications of the nursing strategies to enhance health-seeking behaviors of the pregnant family during the maternity cycle and on the education of parents about the childbearing year. The normal

aspects of the pregnant woman and the identification of any deviations from the normal are central to the content. The course will also emphasize the enhancement of the pregnant family's childbirth experience through utilization of the teaching-learning process. The student will learn to evaluate and apply techniques relative to childbirth education. Clinical experiences will be planned in antepartum, neonatal, childbirth education and home settings. Prereq: NURS454 Coreq: NURS430

NURS 456 Issues in Health Care Management 3
Seminar course combines broad health care policy issue analysis with study of the implications for specific management decisions in organizations. Intended as an applied, practical course where the policy context is made relevant to the individual manager

NURS 457 Labor and Birth 5
The focus of this course is the application of nursing theory, practice and research by advanced practice nurses in the promotion of health and wellness of women, newborns and their families during intrapartum and the immediate postpartum period. Emphasis is placed on the health-seeking behaviors of the mother and her family using a holistic approach emphasizing cultural, ethnic and racial diversity in the provision and evaluation of care. Supervised clinical experience includes anticipating and identifying complications and participating in consultations, referrals and collaborative management. Prereq: NURS455

NURS 459 Integrated Assessment for Advanced Nursing Practice 3
This course introduces concepts fundamental to the role of the Advanced Practice Nurse in various environments. It stresses health assessment, history taking, interviewing, and physical assessment skills, and provides the basis for decision-making, advanced therapeutics and case management.

NURS 460A Theoretical Basis Individual Counseling 1
This course emphasizes the on going development of the counseling relationship across the life span. The professional encounter between the individual and advanced practice nurse will be formulated based on the Helping Model for problem management. Students will differentiate counseling and therapy. Students will also develop and apply crisis intervention skills, interviewing skills and alternative adjunct therapies. Prereq: Enrollment in Graduate Program. Coreq: Consent of Instructor.

NURS 460B Theoretical Basis Individual Psychother 1
This course will build therapeutic skills for the advanced practice nurse specializing in mental health. Students will master Helping Skills in their interventions with individuals with psychopathology. Prereq: NURS 460A. Enrollment in the Graduate Program in Psychiatric-Mental Health Nursing. Prereq or Coreq: SSBT 548 and PSCL 524.

NURS 461 Practicum & Supervision of Individual Therapy 1 - 2
Direct care experience. Focus on therapeutic process with persons experiencing psychosocial disturbances. Use of nursing strategies to enhance health-seeking behaviors. Examination of genesis of psychopathology; emphasis on methods of assessment, goal setting, intervention, and evaluation. Group and individual supervision. Co-rereq: NURS460

NURS 462 Practicum & Supervision of Group & Family Therapy 2 - 3
Direct care experience, formal group and family experience focusing on process, content and leader behavior. The nurse-therapist employs nursing strategies to enhance health-seeking behaviors of family and group. Use of concepts from psychiatry and behavioral and social sciences related to the promotion of mental health and treatment of psychosocial distress in groups and families. Group and individual supervision of clinical experience. Focus of supervision is on judgment, family and group intervention skills, and application of theory from analysis and interpretation of data.. Co-rereq: NURS467

NURS 463 Theoretical Basis of Practice & Supervision in Consultation & Mental Health 1 - 3
Indirect care experience. Theories of consultation. Adult education. Exploration of issues related to the role of the clinician in the enhancement of health-seeking behaviors of individuals and communities as they strive to achieve optimal levels of health. Examination of the consultative, administrative and educational processes in the practice of consultation and community education. Seminars, group, and individual supervision. Graduate standing or consent of instructor is required. Prereq: NURS460 and NURS462

NURS 466 Practicum & Supervision in Role of Clinician 3
The professional encounter between the psychiatric mental health clinical nurse specialist, staff and agency personnel providing mental health services, and clients receiving services in the context of an environment of care is emphasized. Intrapersonal, interpersonal and extrapersonal variables that influence the health seeking behaviors of individuals, families and groups as they seek to attain, maintain or regain optimal levels of mental health are employed.

NURS 467 Theory of Family & Group Modalities 2 - 3
The professional encounter between nurse therapist and the group or group members and the family or family members occurs within the context of an environment of care. The nurse therapist enhances health seeking behaviors of individuals, families and groups. The nurse therapist employs nursing strategies cognizant of interviewing variables, to facilitate health seeking behaviors of family and group members. Concepts from family and group theory, family and group literature, and research in family and small group dynamics are selected to provide an eclectic approach to treatment.

NURS 468 The Continual Improvement of Health Care: an Interdisciplinary Course 3
The goal of this course is to equip health professions students (medicine, nursing, and health administration) with the ability and confidence to contribute to continual improvement in health care. Through seminar and field experiences students will be given the opportunity to learn the philosophy, knowledge and skills of continuous quality improvement, teamwork and interdisciplinary work. The focus is on collaborative work for the benefit of patients and communities.

NURS 471 Organizational Theories 3
Examination of intervening variables which affect health care organization including structure, dynamics and processes of change.

NURS 479 Public Policy & Aging 3

Overview of public policies affecting aging and the impact of population aging on public policies, with particular attention to contemporary policy dilemmas, policy choices for the future, and political contexts of such dilemmas and choices.

NURS 480 Public Health & Epidemiology 3

Study of health care problems within the larger social/environmental context. Epidemiology as a method of reasoning leading to the making of casual inferences. Principles underlying epidemiology as a method of study and the scope, potentialities and limitations of this approach. Prereq or Coreq: Statistics or consent of instructor.

NURS 481 Curriculum and Instruction 3

Study of the role of the nurse as an educator and the contributions of nursing education to knowledge development and transmission. Concepts related to curriculum development and their use in determining philosophy and objectives of nursing curricula, new developments in planning and organizing nursing curricula, determining program objectives and course objectives and selecting and organizing appropriate learning experiences to meet objectives. Introduction of strategies and methods to evaluate components of a nursing curriculum. Prereq: one semester of graduate study in a nursing specialty or consent of instructor.

NURS 482 Teaching & Evaluation in Nursing Education 3

Roles and functions of the teacher of nursing. Principles of learning applied in the classroom and clinical setting through lectures, seminars, and guided clinical teaching practice. Concepts related to selection, development and use of appropriate evaluation procedures as applied to clinical and classroom teaching will be studied. Prereq: NURS492

NURS 491 Community Health Nursing I 4

This is the first course in the Community Health Nursing major. It is designed to introduce students to the specialist practice of community health nursing and emphasized the importance of population-based practice. A population or a geopolitical community focus will be identified by the student, and a comprehensive appraisal of its health status conducted. Priority health concerns and strategies to enhance health seeking behaviors and mechanisms will be identified. Prereq: Undergraduate Community Health Nursing courses; Graduate standing in nursing.

NURS 495 Community Health Nursing II 4

In this course students will design a feasible plan to address the identified priority concern for a selected population or geopolitical community. Program planning models will be examined, and a model useful to address the priority concern selected. Evaluation techniques will be identified and included in the program design. Interventions to enhance health-seeking behaviors based on primary, secondary and tertiary prevention strategies will be implemented in the clinical component of the course. Prereq: NURS49.

NURS 496 Community Health Nursing III 4

This course completes the Community Health Nursing major. Based on work successfully completed during the previous two courses the student will conclude program implementation and conduct a summative evaluation of overall program effectiveness. As part of the leadership experience, the student, in partnership with the community or population, will explore external funding for program continuation. Issues influencing

health care delivery and community health nursing practice will be examined. Prereq: NURS491 and NURS495

NURS 499 The Nurse Executive-Personal & Professional Challenges in Health Care 3

Offered toward end of the M.S.N./M.B.A. program and prepares the graduate for entry into a nurse management role. The focus will be on contemporary role demands in nursing management, ranging from head nurses to vice presidents of nursing to heads of community health and mental health agencies, and taking account of all regions of the U.S. Emphasis will be placed on exploring knowledge and skill requirements of nursing management, current developments (such as nursing values, goals, and tasks, and the strategic and operational configuration of hospitals and other health care agencies.

NURS 500 Master's Thesis 1 - 4

Systematic investigation of a research problem selected by the student for independent study. Prereq: NURS415

NURS 501 Special Topics in Nursing 1 - 3

Use of theory and research to examine selected topics and issues in nursing. Prereq: Ph.D. standing in Nursing and written consent of Instructor

NURS 502 Inquiry III: Evidence Based Practice 2

This course focuses on linking research evidence to nursing practice. Processes for implementation and evaluation of evidence-based nursing practice will be included. Prereq: NURS 415.

NURS 503 Inquiry Practicum 1-2

Development of competencies in scientific inquiry. Experience in either (a) pilot study of aspect of inquiry II proposal; (b) in depth paper on aspect of inquiry II proposal; or (c) involvement in faculty research project and written report of experience. Prereq: NURS425

NURS 504 Nursing Theory 3

Theory development in nursing, issues in theory development, and uses of theory. Seminar discussions. Prereq: One year of Grad Study in Nursing or consent of instructor.

NURS 506 Nursing Epistemology 3

This course involves the study of knowledge shared among members of the discipline, the patterns of knowing and knowledge development, and criteria for evaluating knowledge claims. The course is a search and discussion experience aimed at enabling graduate students to become knowledgeable about approaches to the study of disciplines and scientific knowledge development. Forces affecting the development of knowledge, the origins of key terms and concepts, and identification of major themes in nursing will be explored.

NURS 507 Clinical Knowledge 3

This course is structured to allow students to develop clinical knowledge about their area of interest and to begin the process of identifying clinical research questions. Supervision for this experience will be twofold. Students will be placed with an expert clinician with a minimum of a master's degree (in nursing) to identify and arrange relevant clinical experiences. The student and the clinician will work with the course faculty to create opportunities for the student to experience the clinical phenomena of interest, which may include actual "hands-on" experience. Students will also meet regularly with the other students in the course and the course faculty for group

supervision that focuses on linking clinical practice issues to research questions. Course requirements would include eight hours of practicum experiences per week.

NURS 508 Context of Care 3

This course is designed to allow students to explore the social, political, economic, and health care issues that form the context for their clinical phenomena of interest. The intent of this course is for the student to become knowledgeable about the broader forces that affect their clinical problem. Topics might include current research in their field, as well as health policy related to their phenomena, political entities that affect funding, and the regulation of practice in their area of interest. The student will need a content expert to help them plan and coordinate their practicum experiences, which should be multiple and varied, and include exposure to both local and state level entities. Prereq: NURS 507 or equivalent.

NURS 511 Strategies for Theory Development 3

This course examines the nature of theory and strategies for theory development in nursing. Students will explore a variety of strategies and select an approach for beginning theory development that addresses nursing phenomena in their area of interest.

NURS 518 Qualitative Nursing Research 3

This course is a study of qualitative research approaches directed toward the development of nursing knowledge. This course will include methods and issues in data collection, analysis, and critique of research findings. It will focus on the philosophical and epistemological foundations of qualitative research, present an overview of various methodological approaches, examine in depth the criteria for rigor, and analyze ethical issues in qualitative methodologies.

NURS 520 Advanced Nursing Research I 3

The development of research questions within a nursing framework and related research designs will be studied. The foci of the course will be problem formulation, selected research designs and sampling. Consent of instructor required. Prereq: STAT301

NURS 521 Advanced Nursing Research II 3

The discussion of research designs and their rationale for use will be continued. Principles of measurement, study implementation and data analysis will be discussed. The development of a research proposal will be the expected outcome of this two-semester sequence. Consent of instructor required. Prereq: NURS520

NURS 523 Advanced Internship in Flight Nursing 1-5

This internship is designed to provide the Master's prepared ACNP-flight nurse concentration graduate with experience needed to qualify for the Certification Examination in Flight Nursing. This experience consists of a 600 hour precepted internship in a flight nursing setting. Prereq: Completion of MSN program focus in Flight Nursing and ACNP certification, certification in ACLS, PALS, and neonatal resuscitation.

NURS 530 Advanced Research I 3

This is the first in a two-course sequence in research methods. The course focuses on sampling, measurement, and data collection strategies as well as survey, quasi-experimental and qualitative designs. The emphasis is on the application of these strategies while encouraging flexibility in conceptualizing a study using different research methods. Develop a research study using methodologies consistent with theoretical and empirical knowledge and the nursing perspective.

NURS 531 Advanced Research II 3

This course is the second in a two-course sequence of research methods. It focuses on power analysis, date management, experimental and epidemiologic designs and designs to assess change and multiple comparisons. Included is a discussion of ethics and concerns regarding human subjects. The emphasis is on the application of research strategies while encouraging flexibility in conceptualizing a study using different methods. The development of a research proposal is the outcome of this two-semester sequence. Prereq: NURS530, NURS532

NURS 532 Basic Stat: Fundamental for Analysis 3

The purpose of this course is to provide the student with the fundamentals needed for analysis of research problems. It will review theoretical foundations of statistical analysis and inference, probability theory, and hypothesis testing. Use of measures of central tendency, basic parametric and non-parametric tests will be discussed, with specific application to health problems. Use of SPSS will be included. Prereq: Graduate standing or permission of instructor.

NURS 550 Theoretical Basis for Clinical Practice 3

In this course the advanced clinician will explore, analyze, and develop a personal conceptual framework for advanced clinical practice that integrates the art and science of the discipline of nursing. Seminars will focus on integrating concepts, theories, conceptual and theoretical models within the discipline of nursing and explore the usefulness of models from other disciplines; analyze the development of the advanced clinician concept and its impact on the discipline and profession of nursing; promote the foundations of specializing while developing innovative care strategies. Prereq: NURS405

NURS 557 Advanced Midwifery 6

In consultation with faculty, students select a nurse-midwifery service where they assume the responsibilities of beginning practitioner for a minimum of 10 weeks of intensive, supervised clinical practice. Synthesis of the nurse-midwifery management process while providing continuity of care integrating all core competency areas is emphasized. Students explore the professional aspects of nurse-midwifery practice. Historical development of the profession is used as a framework for understanding current issues related to nurse-midwifery education and practice in the United States. Prereq: NURS457

NURS 559 Advanced Practice in Nursing Care of Women 2 - 4

Integration of concepts, theories, conceptual, and theoretical models, focused on supporting the health-seeking of women and their families as they contend with intervening factors. Emphasis on psychosomatic, acute and long-term illnesses and their interplay with psychosocial problems encountered by women. Clinical practice and seminars will include providing nursing care to women and their families in all stages of life cycle. Prereq: NURS455

NURS 577 M.S.N./M.B.A. Management Practicum 9

The student will enter the M.S.N./M.B.A. program with a minimum of two years of recent clinical nursing experience, and may or may not have had any management experience. This practicum is designed to provide a guided experience in a management context. NURS577 will be offered in the spring semester of the second year of the M.S.N./M.B.A. program, after the student has completed nearly all basic courses in both schools. The management practicum will provide onsite experience in management activities. Most practicum sites will

be area health care agencies. In some cases, students may alternate opportunities addressing health-related policies in area businesses or corporations. Typical practicum experiences will engage students in management projects, special assignments and/or research. Students are expected to use current management and nursing knowledge and will often use the research process in completing the practicum experience. They will work closely with nurse executives and managers within their organizations.

NURS 578 Curriculum and Instruction 3

The purpose of this course is to explore the theoretical underpinnings of education and to examine innovative approaches to critical thinking. Students are provided the opportunity to analyze philosophies and principles of education along with teaching and learning styles. The course will focus on curriculum planning and development congruent with the philosophy and objectives of a nursing program. Curriculum development includes determination of program and course objectives, along with selection and organization of appropriate learning experiences to meet these objectives. Techniques for instruction in the classroom, laboratory, and clinical settings are explored.

NURS 601 Special Problems 1 – 12

NURS 609 Health Policy Seminar 3

Seminar offers a formal introduction to the role of research in the formulation of health policy. Students will participate in a seminar designed to illuminate the policy components and implications of clinical nursing research. Special emphasis is placed on selected national health policy issues that form the socio-political context of nursing research and practice. Prereq: Matriculated to Ph.D. or written consent of instructor

NURS 615 Topical Seminars in Health Care Research 3

Variety of topical seminars are offered in rotation and students select seminars most closely related to their own area of research. All courses provide in-depth knowledge of research and research issues in a given area and opportunities to apply this knowledge in further development of their research interests and ideas.

NURS 619 Theoretical Foundations: Education Testing & Evaluation 2

In this course, an overview of educational measurement and evaluation is provided. Methods of evaluating teaching effectiveness, student learning, and student performance are explored, with particular emphasis placed on test construction and analysis. Prereq: NUND 478.

NURS 620 Action Research and Program Evaluation 1

This course introduces the student to the concept of purposeful evaluation. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of generation of new knowledge and practice innovations will be discussed. Prereq: NUND 479 or consent of instructor.

NURS 621 Teaching Practicum 2

This practicum is designed to provide a guided experience in an educational context. The teaching practicum will provide on site experience in educational activities in a school of nursing. Typical practicum experiences will engage the student in didactic, laboratory, and clinical teaching assignments. The student will be expected to use educational theory and nursing knowledge in completing the practicum experience.

NURS 630 Advanced Statistics : Linear Models 3

This course is focused on advanced procedures for data analysis and statistical inference in health research. The course is devoted to discussion of linear models, including simple and multiple regression, logistic regression and application to study design. The role of assumptions and theory in guiding the analysis plan is emphasized through lecture, readings, and critical evaluation of published research in the student's area of interest. Prereq: NURS530 and NURS531 and NURS 532

NURS 631 Adv Stat: Multivariate Analysis

This course focuses on selected advanced multivariate topics and procedures in health research. Topics will be covered through lecture, readings, computer analysis as well as critical analysis of published research in the health sciences fields. Topics to be covered in this course include: survival analysis, factor analysis, path analysis, repeated measures ANOVA and advanced regression techniques (logistic, loglinear, mixed models). Prereq: NURS 531, NURS 630, NURS 532, NURS 530.

NURS 671 Guided Study in Proposal Development 3 - 12

Provides an opportunity for guided development of a candidacy proposal through planned contact with a designated committee of faculty members. The aim is to assist the student in the development of a refined proposal with strong scientific merit. The course should be utilized only by those with a candidacy proposal statement.. Prereq: NURS506 and NURS531

NURS 701 Dissertation Ph.D. 1 – 18

NURS 702 Appointed Dissertation Fellow 9

TUITION AND FEES

ESTIMATED EXPENSES FOR THE 2007-2008 ACADEMIC YEAR (FALL AND SPRING SEMESTERS)*

LIABILITY INSURANCE

All students enrolled in the School of Nursing are required to have liability insurance that provides personal and professional coverage. Such plans are offered by Maginnis and Associates and the National Student Nurses' Association. All arrangements are between the student and the company offering the liability program.

UNIFORMS

Uniforms are an additional expense for the students. White uniforms are standard attire in hospital settings. There may be individual variations required, depending upon the student's clinical rotation site.

GENERAL COST 2007-2008

Tuition (2007-2008)

Full-time 1 st . & 2 nd year	\$32,800
..... 3 rd & 4 th year.....	\$31,900
Part-time (per credit hour)*	\$1,330
University Housing	
Room	\$5,560-8,590
Board plan.....	\$1,952-2,273
Health Insurance.....	\$1,240
Hepatitis B Immunization	\$200
Technology Fee.....	\$426

*1-11 credit hours is considered part-time, 12+ hours is considered full time. DNP students will be charged the per credit rate for any credits in excess of 18. MSN students will be charged per credit hour.

ADDITIONAL COSTS

B.S.N.

University Activity Fee.....1 st . year.....	\$263
Continuous students	\$257
Clinical Practice Fee	\$200
Nursing Activity Fee	\$15
Bus Fee.....	\$50

Reservation deposit (no refund).....	\$200
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(Reservation deposits are applied toward the tuition and room rent in the fall semester.)

D.N. P. and M.S.N.

Student Activity Fee	\$30
Transportation	
(Students must make arrangements for their own transportation for field experiences in selected courses)	

Application fee (not-refundable).....	\$75
Place-in-class deposit (not-refundable).....	\$200

BOOKS AND SUPPLIES

B.S.N. and D.N.P.

Year I.....	\$1805
Year II.....	\$1260
Year III	\$1195
Year IV	\$1175
Personal Expenses	\$1,275
FPB/NSNA (optional)	\$26

M.S.N. and Ph.D.

Student Activity Fee	
M.S.N.	\$30
Ph.D.	\$50
Books and Supplies	\$1275

Insurance Premiums (Per Annum)

Professional and personal liability (\$1,000,000 limit)	\$79-158
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Personal Expenses

Including transportation for field experiences .. \$800
Graduating students may incur additional expenses for the FPB school pin, State Board Examination fee, certification examination fees, and thesis/dissertation binding fees.

EXPENSE FOR THE SUMMER SESSION

Tuition is one-half fall/spring tuition per semester hour for undergraduate courses. Information about the cost of living (room and board) is available from the university housing office.

FINANCIAL OBLIGATIONS

All financial obligations to the University must be discharged before a student can graduate and obtain a degree. Failure to attend classes and/or failure to pay tuition does not constitute withdrawal. Checks

and money orders should be made payable to Case Western Reserve University and should show the name of the student for whom payment is made.

PAYMENT OPTIONS

Checks and Money Orders should be in U.S. dollars, drawn on a U.S. bank, and made payable to "CASE". Please include your student I.D. number and/or social security number on the check or money order. Payments may be mailed to:

Student Accounts Receivable
Yost Hall, Room 115
10900 Euclid Avenue
Cleveland, OH 44106

E-Checks can be made on our QuikPAY™ site at <https://www.quikpayasp.com/cwru/payer.do>. This is the university's online billing and payment system that allows you to submit payment through a checking or savings account on line.

Discover® card payments can be made on our QuikPAY™ site. This transaction carries a 1.77% transaction fee that will be added to your transaction. (See above for the web locator)

Wire Transfers of Funds for payment on account at Case Western Reserve University may be handled through any full service bank in your area. For further information please contact the Bursar's Office at (216) 368-2226, or e-mail us at: bursar@case.edu.

Tuition Made E-Z Payment Plan

Tuition made E-Z Payment Plan is an ACH process for automatically debiting your checking account.

Your payments can be made electronically monthly without the hassle or cost of writing checks or paying postage. For more information please call 216-368-2226 or visit our website at <http://www.cwru.edu/finadmin/controller/bursar.htm>.

DEFERRED PAYMENTS

Students enrolled in fall and spring semesters for courses of semester length may arrange to pay bills for tuition and fees in two installments. At least half of the total tuition bill must be paid at registration; the remainder must be paid within 60 days. Any remainder of the date specified will be considered delinquent, with a late fee added per month.

Tuition and other fees for summer session are due and payable in full at registration

REFUNDS

A student who withdraws during fall or spring semester must pay a percentage of the tuition charge. The amount is based on the number of weeks classes have been in session at the time of withdrawal. See university roster for specific dates. There is no tuition refund after the eighth week of classes.

A student who withdraws from the University during summer session must pay a percentage of the tuition charge. The amount, 20 percent per week, is based on the number of weeks classes have been in session at the time of withdrawal. There is no tuition refund after the fourth weeks of classes.

HOW TO GET TO CASE WESTERN RESERVE UNIVERSITY

The University is about five miles east of downtown Cleveland on Euclid Avenue (U.S. Routes 6, 20, and 322). Most road maps of Ohio have the University clearly indicated.

By Car

Coming from the east via Interstate 90, exit at Martin Luther King Jr. Boulevard. Proceed south for about a mile to the East 105th traffic light; cross over East 105th and keep to the right over the traffic circle, continuing along Martin Luther King Jr. Boulevard to Euclid Avenue. Turn left onto Euclid and watch for the Information Booth at the right.

If coming from the east via Interstate 80 (Ohio Turnpike), exit at Interchange 13 and proceed north on Interstate 480, which merges with Interstate 271. Exit I-271 at Cedar Road and follow it westbound towards Cleveland. Where Cedar starts down a steep hill and lane-switching lights are hanging overhead, look for a sign identifying Case Western Reserve University at the corner of Murray Hill Road (the first light at the bottom of the hill). Continue down Cedar road, staying in the far right-hand lane. You will go under a railroad bridge. Bear right onto Stearns Road at the light. Stay in the right lane and turn right onto Euclid Avenue. Stay in the right lane for one block, then turn right at the light at Adelbert Road. Allen Medical library is on one corner and Adelbert Main on the other. Look for the information booth on the right-hand side of Adelbert.

If coming from the west via the Ohio Turnpike, exit at Interchange 8A and follow Interstate 90 east. In the downtown area, exit on Chester Avenue and proceed east to Euclid Avenue. Turn left onto Euclid and look to the right for the Information Booth. If you are coming from the south via Interstate 71 (or Interstate 77), proceed north until I-71 (or I-77) merges with Interstate 90, take I-90 east, then exit onto Chester eastbound as above.

By Air

Arrive at the Cleveland Hopkins International Airport. The fastest, most economical means of reaching the University from Hopkins is the RTA (Regional Transit Authority) Rapid Transit train eastbound to the University Circle station, which is just south of campus. A free University Circle

shuttle bus connects the station with all areas of the campus.

By Train

Arrive at the AMTRAK station in downtown Cleveland. Take the new RTA Waterfront rail line to Tower City and transfer to a train eastbound for University Circle. A free University Circle shuttle bus connects the station with all areas of the campus. Taxis are also available at the AMTRAK station.