ADDENDUM TO
THE UNIVERSITY OF TEXAS
SCHOOL OF NURSING AT HOUSTON
2012-2014 CATALOG
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</table>
Administration

Delete:
Susan D Ruppert
Susan D Ruppert, PhD, RN, ANP-BC, NP-C, FCCM, FAANP
Assistant Dean & Department Chair, Acute and Continuing Care

Change from:
Patricia L Starck, DSN, RN, FAAN
Dean, School of Nursing and Senior Vice President of Community Affairs, UTHealth
John P. McGovern Distinguished Professorship in Nursing

Nancy Bergstrom, PhD, RN, FAAN
Associate Dean, Research (Interim)
Theodore J. & Mary E. Trumble Professorship In Aging Research

Cathy L Rozmus, DSN, RN
Associate Dean, Academic Affairs
PARTNERS Professorship in Nursing

Change to:
Patricia Starck
Patricia L Starck, PhD, RN, FAAN
Dean, School of Nursing and Senior Vice President of Community Affairs, UTHealth
John P. McGovern Distinguished Professorship in Nursing

Nancy Bergstrom
Nancy I. Bergstrom, PhD, RN, FAAN
Theodore J. and Mary E. Trumble Professor; Director of the Center on Aging. BS, Columbia Union College, 1965; MS, Loma Linda University, 1968; PhD, University of Michigan, 1981.
Areas of Interest: Aging Research, Predicting and Preventing Pressure Ulcers

Cathy L Rozmus, PhD, RN
Associate Dean, Academic Affairs
Assistant Vice President for Institutional Assessment and Enhancement
PARTNERS Professorship in Nursing

Add:

Susan Benedict, PhD, CRNA, FAAN
Interim Assistant Dean & Department Chair, Acute and Continuing Care Professor
Director of Global Health
Co-director, Program in Interprofessional Ethics
Changes on page 11 (updates to administration)

Tuition and Fees

Change from:
Beginning fall 2012, undergraduate resident tuition is $213-174 per semester credit hour, while graduate resident tuition is $206-213 per semester credit hour. The Texas Higher Education Coordinating Board determines non-resident tuition, and when appropriate, Board-authorized graduate tuition can be added by the institution. The fall 2012 non-resident rate for undergraduates is $747-755 per semester credit hour and $758-796 for non-resident graduate students per semester credit hour. Pursuant to state law, a portion of tuition is now designated for capital renewal, deferred maintenance, and bond retirement for the construction of new buildings.

Change to:
Beginning fall 2013, undergraduate resident tuition is $179 per semester credit hour, while graduate resident tuition is $221 per semester credit hour. The Texas Higher Education Coordinating Board determines non-resident tuition, and when appropriate, Board-authorized graduate tuition can be added by the institution. The fall 2013 non-resident rate for undergraduates is $726-776 per semester credit hour and $785-826 for non-resident graduate students per semester credit hour. Pursuant to state law, a portion of tuition is now designated for capital renewal, deferred maintenance, and bond retirement for the construction of new buildings.

Change on page 23 (updating tuition increases)

Bachelor of Science in Nursing Degree Program

Degree Requirements

Change from:
Traditional Program
The Traditional Program is designed for applicants who wish to become baccalaureate prepared nurses. Students must have a minimum of 60 semester hours credit or 90 quarter hours composed of both prerequisite and elective work in order to be enrolled in the nursing program. Students are admitted to this program in the fall and spring semesters.

The upper-division nursing program consists of 60 semester hours offered in four full-time semesters for basic students. Upon successful completion of the program, students are awarded the Bachelor of Science in Nursing degree and are eligible to take the National Council of Licensure Examination (NCLEX-RN) for licensure as a registered nurse.

Change to:
Accelerated BSN Program
The Accelerated Program is designed for applicants who wish to become baccalaureate prepared nurses. Students must have a minimum of 60 semester hours credit or 90 quarter hours composed of both prerequisite and elective work in order to be enrolled in the nursing program. Students are admitted to this program in the fall, spring and summer semesters.

The upper-division nursing program consists of 60 semester hours offered in four full-time semesters for accelerated students. Upon successful completion of the program, students are awarded the Bachelor of
Science in Nursing degree and are eligible to take the National Council of Licensure Examination (NCLEX-RN) for licensure as a registered nurse.

Changes to pages 27-29 (Change in name of undergraduate nursing program)

Deadlines for Application

Change from:
Traditional and Pacesetter Program

Fall Application Deadline: January 15 (Traditional and Pacesetter program)
Spring Application Deadline: August 15 (Traditional program only)
Summer Application Deadline: December 1 (Accelerated program only)

Documentation Deadline: All prerequisite courses must be completed before students may begin School of Nursing classes.

RN-BSN Program

Spring Application Deadline: September 1
Summer Application Deadline: January 15

Documentation Deadline: All prerequisite courses must be completed before students may begin School of Nursing classes.

Change to:
Accelerated and Pacesetter Programs

Fall Application Deadline: January 15 (Accelerated and Pacesetter program)
Spring Application Deadline: August 15 (Accelerated program only)
Summer Application Deadline: December 1 (Accelerated program only)

Documentation Deadline: All prerequisite courses must be completed before students may begin School of Nursing classes.

RN-BSN Program

Spring Application Deadline: September 1
Summer Application Deadline: January 15

Documentation Deadline: All prerequisite courses must be completed before students may begin School of Nursing classes.

Change to pages 28-29 (Clarifying programs available and application deadlines)

Undergraduate Program Course Descriptions

Add:
N4527 Professional Practice and Leadership
This course explores selected leadership and management theories and concepts used in health care delivery. Selected issues relevant to nursing practice and education are presented as they relate to the student’s adjustment to the professional nursing role. Professional nursing issues include scope of practice based on statutory laws and regulations, legal and ethical responsibilities, substance abuse/mental health, career development, and workplace issues.

Prerequisites: N3511, N3515, N3517 or N3517W, N3521, N3523
Corequisites: N3526, N4512
Three Semester Credits (Contact hours per week: Lecture 3)

Change to page 49 (Adding new courses)

Master of Science in Nursing Degree Program

Master of Science in Nursing Programs

Change from:
Students have the following six clinical concentrations from which to choose:

• Adult/Acute Care Nurse Practitioner
  o Post Masters Adult/Acute Care Nurse Practitioner
• Adult/Gerontology Nurse Practitioner
  o Post Masters Adult/Gerontology Nurse Practitioner
• Family Nurse Practitioner
  o Post Masters Family Nurse Practitioner
  o Post Masters Emergency/Trauma
• Nurse Anesthesia
• Nursing Education
  o Post Masters Nursing Education
• Nursing Leadership and Administration in Health Systems
  o Post Masters Leadership and Administration in Health Systems

Change to:
Students have the following six clinical concentrations from which to choose:

• Adult/Gerontology Acute Care Nurse Practitioner
  o Post Masters Adult/Gerontology Acute Care Nurse Practitioner
• Adult/Gerontology Primary Care Nurse Practitioner
  o Post Masters Adult/Gerontology Primary Care Nurse Practitioner
• Family Nurse Practitioner
  o Post Masters Family Nurse Practitioner
  o Post Masters Emergency/Trauma
• Nurse Anesthesia
• Nursing Education
  o Post Masters Nursing Education
• Nursing Leadership and Administration in Health Systems
  o Post Masters Leadership and Administration in Health Systems
Deadlines for Application

Change from:
To be considered for admission into the MSN or post-masters program, completed applications must be received in the Registrar’s Office by the dates shown below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Application Term</th>
<th>Application &amp; Documentation Deadline</th>
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<tbody>
<tr>
<td><strong>MSN PROGRAMS</strong></td>
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<tr>
<td>MSN in Family Nurse Practitioner</td>
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<td>MSN in Adult/Acute Nurse Practitioner</td>
<td>Summer and Fall</td>
<td>March 1</td>
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<td>MSN in Adult/Gerontology Nurse Practitioner</td>
<td>Summer and Fall</td>
<td>March 1</td>
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<tr>
<td>MSN in Leadership and Administration</td>
<td>Fall</td>
<td>April 15</td>
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<td>MSN in Education</td>
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<tr>
<td>MSN in Nurse Anesthesia</td>
<td>Fall</td>
<td>Oct 1</td>
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<tr>
<td>Post Masters NP programs (Family, Adult/Gerontology, &amp; Adult/Acute)</td>
<td>Summer and Fall</td>
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<tr>
<td></td>
<td>Spring</td>
<td>September 15</td>
</tr>
<tr>
<td>Post Masters Emergency Program</td>
<td>Summer and Fall</td>
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<td></td>
<td>Spring</td>
<td>September 15</td>
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<td>Post Masters in Education &amp; Leadership/ Administration</td>
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<td></td>
<td>Spring</td>
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<td>MSN in Family Nurse Practitioner</td>
<td>Summer and Fall</td>
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<td>MSN in Adult/Gerontology Acute Nurse Practitioner</td>
<td>Summer and Fall</td>
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<td>MSN in Adult/Gerontology Primary Care Nurse Practitioner</td>
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<td>MSN in Leadership and Administration</td>
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<td>MSN in Education</td>
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<td>MSN in Nurse Anesthesia</td>
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<td><strong>POST-MASTERS PROGRAMS</strong></td>
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<tr>
<td>Post Masters NP programs</td>
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<td>(Family, Adult/Gerontology, Primary Care, Adult/Gerontology, Acute Care)</td>
<td>Summer and Fall</td>
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<td></td>
<td>Spring</td>
<td>September 15</td>
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<tr>
<td>Post Masters Emergency Trauma Program</td>
<td>Summer and Fall</td>
<td>March 1</td>
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<td>Spring</td>
<td>September 15</td>
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<td>Post Masters in Education &amp; Leadership/ Administration</td>
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<tr>
<td></td>
<td>Summer</td>
<td>Feb 15</td>
</tr>
</tbody>
</table>

Change to page 53 (Updating current program offerings and deadlines for applications)
Admission – MSN Program

Change from:

**Full Admission**
1. A completed application for admission (electronic submission preferred).
2. A $60.00 non-refundable application fee.
3. Official scores for the Graduate Record Examinations (GRE) or the Miller Analogies Test (MAT) taken within five years preceding application.
4. Nurse Anesthesia applicants: on the GRE is accepted. The Program prefers and strongly recommends a score of 500 or greater on each of the Verbal and Quantitative sections and a minimum score of 3.5 on the written section. For the revised GRE, the recommended score is 153 Verbal, 144 Quantitative, with the written section remaining at 3.5.
5. The Program prefers and strongly recommends that other MSN applicants submitting GRE scores have a combined minimum score of 1000 from the verbal section and quantitative sections and a minimum score of 3.0 on the analytical writing section. For the revised GRE, the recommended combined score is 297 with the analytical writing section remaining at 3.0. The Program prefers and strongly recommends applicants submitting MAT scores have a minimum score of 400.
6. The GRE/MAT score submission requirement may be waived for applicants who have previously successfully earned a prior master’s degree (the exception does not apply to applicants to the Nurse Anesthesia program).
7. One official copy of a transcript from each institution attended (if attended any UTHealth school official transcript not necessary). Electronic submission is preferred. Transcript(s) should show:
8. A Baccalaureate degree in nursing earned from an accredited program. Applicants must have a grade point average of at least 3.0 on a 4.0 scale.
9. A Master’s degree in nursing from an accredited school if post-Master’s applicant.
10. A completed basic statistics course.
11. A completed Organic Chemistry I or Biochemistry course within the last 6 years if Nurse Anesthesia applicant.
12. Three (3) satisfactory academic/professional references (individual references should be provided with an applicant letter of reference form).
13. One official copy of TOEFL score if international applicant. TOEFL scores can be no more than two years old. A minimum score of 550 is required on the paper exam, a minimum score of 213 on the computer-based exam, or a minimum score of 86 on the internet-based exam.
14. A course-by-course evaluation of international credentials by Educational Credential Evaluators (ECE) for individuals with degrees from outside the US.
15. Evidence of current Texas nursing licensure or for post-master’s applicants, evidence of nursing licensure in state of residence.
16. Documentation of BCLS, ACLS, or PALS certification.
17. A professional curriculum vitae or resume.
18. Documentation on application of minimum work experience for chosen clinical concentration.

**Change to:**

**Full Admission**
This category applies to students who have completed all the requirements for admission and have met all admission criteria. (See MSN Application Procedure for all requirements)

**Change to pages 54–55 (Updating Admission – MSN Program)**
### MSN Clinical Concentrations and Experience

#### Change from:

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<tr>
<td>Adult/Acute Care Nursing</td>
<td>One year experience in critical care as a registered nurse</td>
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<tr>
<td>Adult/Gerontology</td>
<td>One year clinical experience as a registered nurse</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>One year clinical experience as a registered nurse</td>
</tr>
<tr>
<td>Nurse Anesthesia</td>
<td>One year experience in critical care as a registered nurse, two years preferred</td>
</tr>
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#### Change to:

<table>
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<tr>
<th>Clinical Concentration</th>
<th>Experience</th>
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<tbody>
<tr>
<td>Adult/Gerontology</td>
<td>One year experience in critical care as a registered nurse</td>
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<tr>
<td>Adult/Gerontology Primary Care Nursing</td>
<td>One year clinical experience as a registered nurse</td>
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<tr>
<td>Family Nurse Practitioner</td>
<td>One year clinical experience as a registered nurse</td>
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<tr>
<td>Nurse Anesthesia</td>
<td>One year experience in critical care as a registered nurse, two years preferred</td>
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</table>

**Change to page 56 (Updating clinical concentrations offered)**

### Non-Degree Post-Masters Nurse Practitioner Curriculum

#### Change from:

All students must complete the following Advanced Practice Core courses or have written approval and verification of having taken them:

- N6101W   Clinical & Epidemiologic Research for Advanced Nursing Practice 3
- N6152    Physical Exam & Differential Diagnosis 3
- N6165W   Advanced Practice Nursing Role in Population Health 3
- N6151W   Advanced Pathophysiology 3
- N5529W   Pharmacology for Advanced Nursing Practice 3

#### Change to:

All students must complete the following Advanced Practice Core courses or have written approval and verification of having taken them:

- N6152    Physical Exam & Differential Diagnosis 3
- N6165W   Advanced Practice Nursing Role in Population Health 3
- N6151W   Advanced Pathophysiology 3
- N5529W   Pharmacology for Advanced Nursing Practice 3

**Change to page 60 (Deleting N6101 as a requirement for post-masters students)**
Change from:

Post Masters Nurse Practitioner - Required Courses

<table>
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<th>Advanced Practice Core Courses</th>
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<tbody>
<tr>
<td>N6101W Clinical &amp; Epidemiologic Research for Advanced Nursing Practice</td>
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<tr>
<td>N6152 Physical Exam &amp; Differential Diagnosis</td>
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<tr>
<td>N6165W Advanced Practice Nursing Role in Population Health</td>
<td>3</td>
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<tr>
<td>N6151W Advanced Pathophysiology</td>
<td>3</td>
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<tr>
<td>N5529W Pharmacology for Advanced Nursing Practice</td>
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</tbody>
</table>

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<td>N6551 Diagnostic Tests</td>
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**Total** 29

Change to:

Post Masters Nurse Practitioner - Required Courses

<table>
<thead>
<tr>
<th>Advanced Practice Core Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>N6152 Physical Exam &amp; Differential Diagnosis</td>
<td>3</td>
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<table>
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<td>N6551 Diagnostic Tests</td>
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<table>
<thead>
<tr>
<th>Preceptorship</th>
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</thead>
<tbody>
<tr>
<td>NXXXX NP Preceptorship</td>
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</table>

**Total** 29

Change to page 60 (N6101 is not required in the Post-Masters NP Curriculum)

Add:

Post Masters Emergency/Trauma Concentration Required Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>N6271 Emergency/Trauma Care I</td>
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<tr>
<td>N6271 B Emergency/Trauma Care I Clinical</td>
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</tr>
<tr>
<td>N6272 Emergency/Trauma Care II</td>
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<tr>
<td>N6272 B Emergency/Trauma Care II Clinical</td>
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</tbody>
</table>

**Total** 9

Change to page 61 (New post master’s program offering)
Master of Science in Nursing Course Descriptions

Add:

N6103W Informatics and Healthcare Technologies
This course is designed to develop competency in the integration of concepts from nursing and computer and information science to assist students in the management, communication and assimilation of data necessary to make informed clinical decisions used to improve patient outcomes. Students will determine the appropriate use of technology for clinical practice and learn to ethically manage data, information, and technology to communicate effectively with members of the health care team, patients and caregivers to integrate safe, cost-effective, quality care across settings. The course also focuses on the application of health information technology to evidence-based practice, education and research.

Prerequisites: Enrollment in the Master of Science in Nursing program and proficiency in Microsoft office suite products.
Corequisites: None
Three Semester Credits: (Contact hours per week: Lecture 3)

N6151 Advanced Pathophysiology
This course focuses on the pathogenesis of human disease as a consequence of abnormalities and alternations of normal physiologic function, based on a molecular and cellular framework. Regulatory and compensatory mechanisms that aim at maintaining and restoring homeostasis in response to changes in the internal and external environment are explored. Students are encouraged to apply critical thinking processes of deduction, induction, analysis, and synthesis in integrating pathophysiologic alterations encountered in their clinical practice with the theoretical framework presented in class.

Prerequisite: None
Three Semester Credits (Contact hours per week: Lecture 3)

N6152W ADVANCED PHYSICAL EXAMINATION AND DIFFERENTIAL DIAGNOSIS - DIDACTIC
This foundational course addresses the theoretical principles of history taking and physical health assessment throughout the life cycle. Students will develop advanced physical assessment and critical thinking diagnostic skills through the organization of data, interpretation and analysis of objective and subjective findings, identification of normal and abnormal findings, and reporting of these findings in a standard format. They will also learn the principles and application of differential diagnosis.

Prerequisites: Graduate standing
Two Semester Credits: (Contact hours per week: Lecture 2)

N6152B ADVANCED PHYSICAL EXAMINATION AND DIFFERENTIAL DIAGNOSIS - PRACTICUM
This course addresses the practical application of history taking and physical health assessment throughout the life cycle. Students will develop advanced physical assessment, critical thinking and diagnostic skills through the collection of a health history, performance of complete and focused physical examinations, organization of data, identification of normal and abnormal findings, and presentation of these findings in a standardized format. The laboratory and simulation experiences provide an opportunity for the application and integration of health assessment skills needed for advanced practice nursing.
Prerequisites: Graduate standing
One Semester Credit (Contact hours per week: Lab 3)

**N6657 Writing for Publication in Nursing**
This course presents graduate nursing students with the opportunity to develop knowledge and skills that will enable them to communicate effectively in writing for publication. Information and strategies for dissemination of scholarly work through publication in professional journals and other venues is the focus. The process of peer review and critique and editing are practiced. The anticipated outcome is a paper suitable for submission for publication in a professional journal.

Prerequisite: Graduate standing
Three Semester Credits (Contact hours per week: Lecture 3)

**N6655 Gerontology II: Care of the Frail Older Adult**
This course addresses the physical and psychosocial health, functioning, and well-being of older persons with an emphasis on frail older adults. The biological, psychological, and social theories of aging will be examined. Students will analyze contextual issues that surround the provision of health services to frail older adults. Focusing on the geriatric syndromes, the student will develop assessment skills and therapeutic interventions that are culturally appropriate across a variety of settings from independent living to skilled institutionalized care. Students will have the opportunity to evaluate strategies to promote health, minimize disability, and maximize quality of life. Evidence based standards of care from the geriatric interdisciplinary literature are evaluated to promote competency in assessment, intervention, and evaluation of older adults, their families, and the environments in which care is delivered.

Prerequisites: None
Three Semester Credits (Contact hours per week: Lecture 3)

**N6705W Role Focus**
This is the seventh course in the Nursing Leadership and Administration in Health Systems graduate program. The purpose of this course is to provide a structure to explore personal and professional issues related to the leadership/administrative role. Learners will dialogue with nursing leaders and administrators about opportunities and challenges of organizational management and nursing leadership.

Prerequisites: N6701, N6702, N6703, N6704, 6706, 6707
Co-requisite: N6710
Two Semester Credits (Contact hours per week: Lecture 2)

**Change from:**
**N6706 Financial Management for Nurse Managers and Executives**
This is the sixth course in the Nursing Leadership and Administration in Health Systems graduate program. This course is designed as an introduction to financial management for students preparing for nursing leadership roles. The course examines the financial management environment of the health services industry and how this environment affects today’s nurse leading managers. Students will examine, review and apply the principles and concepts of financial and managerial accounting including the understanding of and interpretation of financial statements. This course will discuss the concepts of cost and revenue and their application to the various reimbursement models, involving clinical and fiscal responsibility. This course includes budgeting, strategic planning concepts, with emphasis on healthcare reform and the application of nursing quality and value.
Prerequisites: Permission of track director
Three Semester Credits (Contact hours per week: Lecture 3)

**Change to:**

**N6706 Health Care Financial Management**
This is the sixth course in the Nursing Leadership and Administration in Health Systems graduate program. This course is designed as an introduction to financial management for students preparing for nursing leadership roles. The course examines the financial management environment of the health services industry and how this environment affects today’s nurse leading managers. Students will examine, review and apply the principles and concepts of financial and managerial accounting including the understanding of and interpretation of financial statements. This course will discuss the concepts of cost and revenue and their application to the various reimbursement models, involving clinical and fiscal responsibility. This course includes budgeting, strategic planning concepts, with emphasis on healthcare reform and the application of nursing quality and value.

Prerequisites: Permission of track director
Three Semester Credits (Contact hours per week: Lecture 3)

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**Change to pages 68-79 (adding new courses and change to course title)**

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**Doctor of Nursing Practice Degree Program**

**Change From:**

**Grading Policy – PhD Program**

For students admitted to the PhD Program Fall 2006 and thereafter, the grading system is based on a letter grade system using A, B, C, D, & F. The criteria for determining grades and course requirements are described in each course syllabus.

**Grading Scale**

90 – 100 = A  
80 - 89 = B  
70 - 79 = C  
60 - 69 = D  
0 - 59 = F  

**Change to:**

**Grading Policy – PhD Program**

The grading system is based on a letter grade system using A, B, C, D, & F. The criteria for determining grades and course requirements are described in each course syllabus.

**Grading Scale**

90 – 100 = A  
80 - 89 = B  
70 - 79 = C  
60 - 69 = D  
0 - 59 = F
Change to page 83 (Students admitted Fall 06 have graduated. The grading policy is now the same for all students)

Academic Advisement Policy
Change from:

Academic Advisement Policy
All DNP students are advised by a DNP faculty member throughout the program. The student is assigned an academic advisor upon admission to the program. The academic advisor provides academic advisement, assists the student in the transition into the DNP program, and helps to identify a faculty member who will become the Clinical Scholarship Portfolio (CSP) advisor. The academic advisor may also serve as the CSP advisor. Selection of a CSP advisor is based on a match of the student’s clinical interest with that of the faculty member and a mutual interest in working together through development and acceptance of the CSP.

Once the CSP advisor is identified, the student and faculty member complete the CSP Advisor Form. The form is sent to the DNP program coordinator.

Upon the appointment of the CSP advisor, the CSP advisor becomes the student’s academic advisor for the remainder of the program. If a student wishes to change advisors, approval of the DNP Council is required. This request is addressed through the DNP Coordinator. It is the student’s responsibility to notify, in writing, the present advisor and the Student Affairs Office of any change.

The transition from the academic advisor to the CSP advisor should occur not later than the end of the Spring semester of the first year of the program.

Change to:

Academic Advisement Policy
All DNP students are advised by a DNP faculty member throughout the program. The student is assigned an academic advisor upon admission to the program. The academic advisor provides academic advisement, assists the student in the transition into the DNP program, and completion of the Clinical Scholarship Portfolio (CSP). Selection of the advisor is based on a match of the student’s clinical interest with that of the faculty member and a mutual interest in working together through the development and the acceptance of the CSP.

Change to page 102 (Clarification for DNP Academic Advisement)

Change from:

Doctor of Science in Nursing Programs
The DNP program is a post-masters program which admits nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse executives.

Students have the following three options from which to choose:

- DNP for Post MSN Nurse Practitioners and Clinical Nurse Specialists
- DNP for Post MSN Certified Registered Nurse Anesthetists
• DNP for Post MSN Nurse Executive

DNP for Post MSN Nurse Practitioners and Clinical Nurse Specialists

FALL – YEAR 1
N6801  Scholarly Foundations of Advanced Practice  3
N6803  Population Health and Health Outcomes  3

SPRING – YEAR 1
N6807  Evidence-Based Practice Principles  3
N6820  Comparative Effectiveness Research  3

SUMMER – YEAR 1
N6808  Translational Science  3
NXXXX  Elective  3

FALL – YEAR 2
N6802  Ethics and Health Policy  3
N6847  Organizations and Systems Leadership  3
N6830  Clinical Scholarship Portfolio Advisement  1

SPRING – YEAR 2
N6842A  Advanced Management of Complex Health Conditions  2
N6840B  DNP Preceptorship I  2
N6830  Clinical Scholarship Portfolio Advisement  1

SUMMER – YEAR 2
N6841B  DNP Preceptorship II  2
N6845  Practice Management  2

FALL – YEAR 3
N6860A  DNP Advanced Seminar I  2
N6860B  DNP Fellowship I  2
N6830  Clinical Scholarship Portfolio Advisement  1

SPRING – YEAR 3
N6870A  DNP Advanced Seminar II  2
N6870B  DNP Fellowship II  2

TOTAL CREDITS  43

Change to:

Doctor of Science in Nursing Programs

The DNP program is a post-masters program which admits nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse executives.

Students have the following three options from which to choose:

• DNP for Post MSN Nurse Practitioners and Clinical Nurse Specialists
• DNP for Post MSN Certified Registered Nurse Anesthetists
• DNP for Post MSN Nurse Executives
DNP for Post MSN Nurse Practitioners and Clinical Nurse Specialists

**FALL – YEAR 1**
- N6801 Scholarly Foundations of Advanced Practice 3
- N6803 Population Health and Health Outcomes 3

**SPRING – YEAR 1**
- N6807 Evidence-Based Practice Principles 3
- N6820 Comparative Effectiveness Research 3

**SUMMER – YEAR 1**
- N6808 Translational Science 3
- NXXXX Elective 3

**FALL – YEAR 2**
- N6802 Ethics and Health Policy 3
- N6847 Organizations and Systems Leadership 3
- N6830 Clinical Scholarship Portfolio Advisement 1

**SPRING – YEAR 2**
- N6842A Transitions and Innovations and in Health Care Delivery 2
- N6840B DNP Preceptorship I for NP/CNS’s 2
- N6830 Clinical Scholarship Portfolio Advisement 1

**SUMMER – YEAR 2**
- N6841B DNP Preceptorship II for NP/CNS’s 2
- N6845 Practice Management 2

**FALL – YEAR 3**
- N6860A DNP Advanced Seminar I 2
- N6860B DNP Fellowship I 2
- N6830 Clinical Scholarship Portfolio Advisement 1

**SPRING – YEAR 3**
- N6870A DNP Advanced Seminar II 2
- N6870B DNP Fellowship II 2

**TOTAL CREDITS** 43

Change to page 100 (Change to DNP degree plan for Post MSN Nurse Practitioners and Clinical Nurse Specialists)

DNP Course Descriptions

**Change from:**
N6808 Translational Science

**Change to:**
N6808 Translational Science

This course is designed to critically examine the state of the science of implementation science including concepts, models, and methods for translation and implementation of evidence and research into
practice. Within the scope of an identified clinical problem and population of interest, the student will critically review the literature that addresses the problem, significance, population, practice setting, and expected outcomes as a basis to implement and disseminate a change in practice and care. The current and future leadership and innovation roles of DNPs for quality and safety standards in implementation of evidence-based practice are discussed. Intra- and interprofessional collaboration to implement change and embed it in practice is examined including practitioner-researcher collaboration to build science and best practice. Evaluation methods of the processes of implementation and practice change are also discussed. Principles of grant writing to support selected practice changes and programs are presented.

Prerequisites: Admission to the DNP program and N6807 
Three Semester Credits (Contact hours per week: Lecture and online 3)

Change from:
N6820 Comparative Effectiveness Research
This course will examine various approaches that clinicians and researchers are using currently to conduct Comparative Effectiveness Research (CER), the databases used, and advantages and disadvantages of each approach. Many examples of CER studies, including an understanding of the statistical methods used, will be addressed. The course will emphasize how clinicians of all disciplines can work together to both lead and participate in CER and practice-based evidence studies. Students will have “real-time” CER experience with inter-professional clinicians and researchers by participating in conference calls for ongoing practice-based evidence projects in various clinical areas.

Prerequisite: Admission into the DNP program or by permission of instructor
One semester credit (Contact hours per week: Lecture 1)

Change to:
N6820 Comparative Effectiveness Research
This course will examine the developing comparative effectiveness research (CER) paradigm including emerging methods applicable to meet current challenges in clinical effectiveness and patient safety and approaches to translate evidence into information useful for clinical decision making by clinicians, patients, payers, policy makers, and others. Current and innovative research designs and statistical methods will be compared to determine their usefulness in providing evidence regarding effectiveness, benefits, and harm of different treatments, procedures, and methods of delivering health care. The course will emphasize how clinicians of all disciplines can work together to both lead and participate in CER.

Prerequisite: Admission into the DNP program or by permission of instructor
One semester credit (Contact hours per week: Lecture 1)

Change from:
N6830 Clinical Scholarship Portfolio Advisement
The course continues to focus on development of components of the Clinical Scholarship Portfolio including refinement of the plan, methodology, and implementation of the Practice Inquiry Project. Students will prepare an overview of the work completed on the Practice Inquiry Project for approval to implement the project.

Prerequisites: N6846
One Semester Credit (Contact hours per week: Seminar 2)

Change to:
N6830 Clinical Scholarship Portfolio Advisement
The course focuses on preparing the Practice Inquiry Project (PIP) proposal as described in the Guidelines for the Practice Inquiry Project. Each student will identify a clinical practice problem that she or he wishes to address and develop into a PIP proposal with the guidance and mentorship of their advisor. The student will continue to enroll in N6830 each semester until the PIP proposal is completed.

Prerequisites: Enrollment in the DNP Program
One Semester Credit (Contact hours per week: Seminar 2)

Change from:
N6840B Preceptorship in Advanced Management of Complex Health Conditions I
This course is the clinical practice component of N6840A and focuses on the direct care of patients within a population of interest. It is designed to increase the breadth and depth of the student’s specialization role and practice in the management of patients with complex health problems across the continuum of care. Evidence-based, interprofessional practice is the foundation for all care rendered. The student is expected to develop high level clinical reasoning and decision-making competencies that includes consideration of patient centered care, safety, quality, systems support, continuity of care, cost-effectiveness, appropriate use of consultants, and demonstration of optimal outcomes within a framework of innovative, evidence-based practice.

Prerequisites/Corequisites: Completion of N6840A or concurrent enrollment in N6840A.
Two Semester Credits (Contact hours per week: Clinical 8)

Change to:
N6840B Preceptorship in Advanced Management of Complex Health Conditions I
This course is the clinical practice component of N6842A and focuses on the direct care of patients within a population of interest. It is designed to increase the breadth and depth of the student’s specialization role and practice in the management of patients with complex health problems across the continuum of care. Evidence-based, interprofessional practice is the foundation for all care rendered. The student is expected to develop high level clinical reasoning and decision-making competencies that includes integration of patient centered care, safety, quality, systems support, continuity of care, cost-effectiveness, appropriate use of consultants, and demonstration of optimal outcomes within a framework of innovative, evidence-based practice.

Prerequisites/Corequisites: Completion of N6842A or concurrent enrollment in N6842A
Two Semester Credits (Contact hours per week: Clinical 8) There will be 4 2-hr seminar classes. The preceptorship experience is by individual arrangement.

Change from:
N6841B Preceptorship in Advanced Management of Complex Health Conditions II
This course is the clinical practice component of N6841A and focuses on the direct care of patients within a population of interest. The course is designed to increase the breadth and depth of the student’s specialization role and practice in the management of patients with complex health problems across the continuum of care. Evidence-based, interprofessional practice is the foundation for all care rendered. The student is expected to develop high level clinical reasoning and decision-making competencies that includes consideration of patient centered care, safety, quality, systems support, continuity of care, cost-effectiveness, appropriate use of consultants, and demonstration of optimal outcomes within a framework of innovative, evidence-based practice.
Prerequisites/Corequisites: Completion of N6841A or concurrent enrollment in N6841A.
Two Semester Credits (Contact hours per week: Clinical 8)

Change to:
N6841B Preceptorship in Advanced Management of Complex Health Conditions II
This course is the second clinical practice component and focuses on the direct care of patients within a population of interest. It is designed to increase the breadth and depth of the student's specialization role and practice in the management of patients with complex health problems across the continuum of care. Evidence-based, inter-professional practice is the foundation for all care rendered. The student is expected to develop high level clinical reasoning and decision making competencies that includes integration of patient centered care, safety, quality, systems support, continuity of care, cost-effectiveness, appropriate use of consultants, and demonstration of optimal outcomes within a framework of innovative, evidence-based practice.

Prerequisites/Corequisites: N6840B.
Two Semester Credits (Contact hours per week: Clinical 8)

Change from:
N6842A Advanced Management of Complex Health Conditions
This is the first course in a two-course sequence that focuses on advanced clinical management of patients and populations with complex health care needs. Epidemiology, health promotion and primary, secondary and tertiary disease prevention are addressed to provide greater breath and depth of the knowledge for the advanced practice nurse. The course includes didactic presentations, clinical applications/ seminars, and a clinical practicum. Evidence-based practice is the foundation for all care rendered. The student is expected to develop high level clinical reasoning and decision making competencies that includes consideration of patient centered care, safety, quality, systems support, continuity of care, cost-effectiveness, appropriate use of consultants, and demonstration of optimal outcomes within a framework of evidence-based practice.

Prerequisites: Graduate level statistics course, N6101 or equivalent, PH1320, N6801, N6807, N6848, N6808
Corequisite: N6847
Five Semester Credits (Contact hours per week: Lecture 2; Seminar 2; Clinical 8)

Change to:
N6842A Transitions and Innovations in Health Care Delivery
This practice course addresses dynamic transitions and innovations in health care and health care delivery at a theoretical and conceptual level. Trends in health care that are driving change and influencing population outcomes are critically examined. Topics including care coordination, continuity and comprehensiveness of care, transitional care across the continuum, medical homes, and chronic illness models from a perspective of patient safety, collaborative interdisciplinary practice, and optimal outcomes. The leadership role of the Doctor of Nursing Practice graduate in developing new models of practice and care in response to societal needs is addressed.

Prerequisites/Corequisites: Admission to DNP Program, or permission of instructor
Two Semester Credits (Contact hours per week: Lecture and online 2)

Change from:
N6845 Practice Management
This course provides a comprehensive overview of practice, business, finance, and management principles necessary to establish and maintain a successful clinical practice or program.

Prerequisites: N6801, N6802, N6807, N6805, N6808, N6840, N6847, N6848, N6841
Two Semester Credits (Contact hours per week: Lecture 2)

**Change to:**

**N6845 Practice Management**
This course provides a comprehensive overview of practice, business, finance, and management principles necessary to establish and maintain a successful clinical practice or program.

Prerequisites: N6801, N6807, N6808, N6847
Two Semester Credits (Contact hours per week: Lecture 2)

**Change from:**

**N6850 Nurse Executive I**
This course is designed to enhance leadership competencies, such as leading change, strategic thinking, and resilience, of executive nurse leaders through integration of theory and development of new skills that can be applied to a variety of nursing, healthcare, community and corporate settings. Emphasis will be placed on the nurse executive's leadership role development and its applied strategic utilization to provide organizational direction, strengthen the profession of nursing, and advance the competencies of future leaders. The course introduces new skills integrated through practice, reflection, and self- and group assessment.

Prerequisite: DNP standing or permission of instructor
Three Semester Credits (Contact hours per week: Lecture 3)

**Change to:**

**N6850 Nurse Executive I**
This course is designed to enhance leadership competencies, such as leading change, strategic thinking, and resilience, of executive nurse leaders through integration of theory and development of new skills that can be applied to a variety of nursing, healthcare, community and corporate settings. Emphasis will be placed on the nurse executive's leadership role development and its applied strategic utilization to provide organizational direction, strengthen the profession of nursing, and advance the competencies of future leaders. The course introduces new skills integrated through practice, reflection, and self- and group assessment.

Prerequisite: DNP standing or permission of instructor
Two Semester Credits (Contact hours per week: Lectures and online work)

**Change from:**

**N6851 Nurse Executive II**
An introduction to the principles of economics, financing and budgeting within the context of the healthcare environment. Essential economic and financial theory for the healthcare provider will be examined and financial methodology will be introduced. Specific weekly topics will be presented based on modules addressing principles of economic theory in healthcare, public and private financing in healthcare, and budgeting principles.

Prerequisite: DNP standing or permission of instructor
Three Semester Credits (Contact hours per week: Lecture 3)
**Change to:**

**N6851 Nurse Executive II**

An introduction to the principles of economics, financing and budgeting within the context of the healthcare environment. Essential economic and financial theory for the healthcare provider will be examined and financial methodology will be introduced. Specific weekly topics will be presented based on modules addressing principles of economic theory in healthcare, public and private financing in healthcare, and budgeting principles.

Prerequisite: DNP standing or permission of instructor

Two Semester Credits (Contact hours per week: Lectures and online work)

**Change from:**

**N6852 Nurse Executive III**

In this seminar, students will be guided in the process of evidenced-based project development, including formulation of goals and objectives, refinement of project design, implementation strategies, development of tools and or forms for data collection, identification of resources (personnel and fiscal), and evaluation. Through group discussion, students will participate in a process of peer consultation and critique in support of project refinement.

Prerequisite: DNP standing or permission of instructor

Three Semester Credits (Contact hours per week: Lecture 3)

**Change to:**

**N6852 Nurse Executive III**

In this seminar, students will be guided in the process of evidenced-based project development, including formulation of goals and objectives, refinement of project design, implementation strategies, development of tools and or forms for data collection, identification of resources (personnel and fiscal), and evaluation. Through group discussion, students will participate in a process of peer consultation and critique in support of project refinement.

Prerequisite: DNP standing or permission of instructor

Two Semester Credits (Contact hours per week: Lectures and online work)

**Change from:**

**N6860A DNP Advanced Seminar I**

This is the first of the two-semester clinical fellowship and seminar courses in which the DNP student demonstrates breadth, depth, and synthesis of knowledge and skills related to the DNP Essentials including the consultation role. Socialization and opportunities for a DNP graduates are discussed. The national agenda for nursing practice in the context of health care reform, trends, and future contributions to health care is analyzed.

Prerequisites: Completion of all first and second year course work, passed the comprehensive examination, and ready for the implementation component of the Practice Inquiry Project.

Two Semester Credits (Contact hours per week: Lecture 2)

**Change to:**

**N6860A DNP Advanced Seminar I**

This is the first of the two-semester clinical fellowship and seminar courses in which the DNP student demonstrates breadth, depth, and synthesis of knowledge and skills related to the DNP Essentials including the consultation role. Socialization and opportunities for a DNP graduates are discussed. The
national agenda for nursing practice in the context of health care reform, trends, and future contributions to health care is analyzed.

**Prerequisites:** Completion of all first and second year course work, and ready for the implementation component of the Practice Inquiry Project.

**Two Semester Credits (Contact hours per week: Lecture 2)**

Change from:

**N6860B DNP Fellowship I**

This is the first of the two-semester clinical fellowship experience which is taken concurrently with N6860A. It is a planned and focused experience based on a student’s individualized interests for the purpose of increasing the student’s competencies in relation to the DNP Essentials.

Prerequisites/Corequisites: Completion of N6860A or concurrent enrollment in N6860B.

**Two Semester Credits (Contact hours per week: Clinical 8)**

**Change to:**

**N6860B DNP Fellowship I**

This is the first of the two-semester clinical fellowship experience which is taken concurrently with N6860A. It is a planned and focused experience based on a student’s individualized interests for the purpose of increasing the student’s competencies in relation to the DNP Essentials.

Prerequisites/Corequisites:

Two Semester Credits (Contact hours per week: Clinical 8) There will be an additional four 2-hr seminar sessions. The fellowship experience is by individual arrangement.

**Change to pages 105-109 (Changes to course descriptions)**

**Add:**

**N6840C Nurse Executive Preceptorship I**

This course is the practice component of N6850. It is designed to increase the breadth and depth of the student’s specialization role and practice as an organizational leader in human resource management in nursing and leadership of teams. The learner is expected to develop high level reasoning and decision making competencies that advance the quality and cost effectiveness of care and outcomes for populations and communities through innovative evidence-based practices and resource management.

Prerequisites/Corequisites: N6850A

Two Semester Credits (Contact hours per week: Lecture 2)

**N6841C DNP Nurse Executive Preceptorship II**

This course is the practice component of N6851. It is designed to increase the breadth and depth of the student’s specialization role and practice as the business and financial leader of the nursing organization. The learner is expected to develop high level reasoning and decision making competencies that advance the quality and cost effectiveness of care and outcomes for populations and communities through innovative evidence-based practices and resource management.

Prerequisites/Corequisites: Completion of N6851

Two Semester Credits (Contact hours per week: Lecture 2)
N6858 Information Systems/Technology for the Improvement of Health Care
This course is designed to develop competencies in the use of information systems/technology to support and improve patient care and healthcare systems and to provide leadership within healthcare systems and/or academic settings. Knowledge and skills related to information systems/technology and patient care technology prepare the student to apply new knowledge, manage individual and aggregate level information, apply budget and productivity tools for practice and administrative decision support, use information systems/technology resources, and assess the efficacy of patient care technology appropriate to a specialized area of practice.

Prerequisites: Enrollment in the DNP program and proficiency in Word and Excel programs
Three Semester Credits (Contact hours per week: Lecture 3)

Changes to page 105-109 (Courses added to the DNP Curriculum)

Delete:

N6840B Preceptorship in Advanced Management of Complex Health Conditions I
This course is the clinical practice component of N6840A and focuses on the direct care of patients within a population of interest. It is designed to increase the breadth and depth of the student’s specialization role and practice in the management of patients with complex health problems across the continuum of care. Evidence-based, interprofessional practice is the foundation for all care rendered. The student is expected to develop high level clinical reasoning and decision-making competencies that includes consideration of patient centered care, safety, quality, systems support, continuity of care, cost-effectiveness, appropriate use of consultants, and demonstration of optimal outcomes within a framework of innovative, evidence-based practice.

Prerequisites/Corequisites: Completion of N6840A or concurrent enrollment in N6840A.
Two Semester Credits (Contact hours per week: Clinical 8)

N6841A Advanced Management of Complex Health Conditions II
This is the second course in a two-course sequence that focuses on advanced clinical management of patients and populations with complex health care needs. Epidemiology, health promotion and primary, secondary and tertiary disease prevention are addressed to provide greater breath and depth of the knowledge for the advanced practice nurse. The course includes didactic presentations, clinical applications/ seminars, and a clinical practicum. Evidence-based practice is the foundation for all care rendered. The student is expected to develop high level clinical reasoning and decision-making competencies that includes consideration of patient centered care, safety, quality, systems support, continuity of care, cost-effectiveness, appropriate use of consultants, and demonstration of optimal outcomes within a framework of evidence-based practice.

Prerequisites: Graduate level statistics course, N6101 or equivalent, PH1320, N6801, N6807, N6848, N6808
Five Semester Credits (Contact hours per week: Lecture 2; Seminar 2; Clinical 8)

N6848 Interprofessional Collaboration for Improving Patient and Population Health Outcomes
The purpose of this course is to explore interprofessional and intraprofessional methodologies that the DNP can use to access health problems and improve the delivery of care and the health outcomes of the population they serve. Methodologies include the use of information systems to identify population
health problems, evaluation of how the population accesses and receives care in the health interprofessional and intraprofessional collaboration and consultation to create change.
Prerequisites: N6801, N6802, N6807

Corequisite: N6808
Three Semester Credits (Contact hours per week: Lecture 3)

Changes to page 105-109 (Courses deleted from the DNP Curriculum)
Faculty of Instruction

Delete:

Stacy A Drake, MSN, MPH, RN, D-ABMDI
Clinical Instructor. BSN, Bowling Green State University, 1995; MSN, University of Colorado at Colorado Springs, 2002; MPH, The University of Texas School of Public at Houston, 2009;
Areas of Interest: Systems, Interprofessional Collaborations, Interpersonal violence across the lifespan.

Stephanie Meyers, PhD, Med, RNC-OB
Assistant Professor. Director of Clinical and Special Programs. PhD, The University of Texas School of Nursing at Houston; 2010, BSN, The University of Texas School of Nursing at Houston, 2003; MSN, The University of Texas School of Nursing at Houston, 2005; MEd, University of Houston, 2003, BS, University of Houston, 2000.
Area of Interest: Women’s Health/High Risk Obstetrics

Hope Moser
Areas of interest: women’s health/maternal child health, sepsis

Renae Schumann
PhD, RN, Associate Professor of Clinical Nursing; BSN, The University of Texas School of Nursing at Houston, 1985; MSN, The University of Texas School of Nursing at Houston, 1990, PhD, Texas Woman’s University, Houston, TX, 1999.
Areas of Interest: Medical Surgical Nursing, Clinical Education

Changes to page 110-116 (Changes to teaching faculty)

Change from:

Susan D. Ruppert, PhD, RN, ANP-BC, NP-C, FCCM, FAANP
Assistant Dean and Chair, Department of Acute and Continuing Care, Professor of Clinical Nursing. AAS in Nursing, Illinois Valley Community College, 1974; BSN, Northern Illinois University, 1976; MSN, The University of Texas Health Science Center at San Antonio, 1979; PhD, Texas Woman’s University, 1992; FNP, The University of Texas Medical Branch at Galveston, 1995.
Areas of Interest: Adult Acute/Critical Care, and Adult Primary Care

Change to:

Susan D. Ruppert, PhD, RN, ANP-BC, NP-C, FCCM, FAANP, FAAN
Professor of Clinical Nursing. AAS in Nursing, Illinois Valley Community College, 1974; BSN, Northern Illinois University, 1976; MSN, The University of Texas Health Science Center at San Antonio, 1979; PhD, Texas Woman’s University, 1992; FNP, The University of Texas Medical Branch at Galveston, 1995.
Areas of Interest: Adult/Gerontology Primary and Acute Care, Endocrine Disorders, Advanced Practice Nursing

Change from:

Cathy L. Rozmus, DSN, RN
Associate Dean for Academic Affairs; PARTNERS Professorship in Nursing, BSN, West Virginia University, 1975; MSN, Vanderbilt University, 1987; DSN, The University of Alabama, Birmingham, 1990.
Areas of Interest: Maternal Child Nursing, and Health Behavior Decision-Making

**Change to:**
*Cathy L. Rozmus, PhD, RN*
Associate Dean for Academic Affairs; PARTNERS Professorship in Nursing, BSN, West Virginia University, 1975; MSN, Vanderbilt University, 1987; DSN, The University of Alabama, Birmingham, 1990.
Areas of Interest: Maternal Child Nursing, and Health Behavior Decision-Making

**Change from:**
*Patricia Starck, DSN, RN, FAAN*
Senior Vice President and Dean; Huffington Foundation Chair for Nursing Education Leadership, John P. McGovern Distinguished Professor and Dean. ASN, Georgia SW College, 1959: BSN, Emory University, 1960; MN, Emory University, 1963; DSN, University of Alabama, Birmingham, 1979.
Areas of Interest: Rehabilitation Nursing, Psychiatric Mental Health Nursing, Ethics, and Health Policy

**Change to:**
*Patricia Starck, PhD, RN, FAAN*
Senior Vice President and Dean; Huffington Foundation Chair for Nursing Education Leadership, John P. McGovern Distinguished Professor and Dean. ASN, Georgia SW College, 1959: BSN, Emory University, 1960; MN, Emory University, 1963; DSN, University of Alabama, Birmingham, 1979.
Areas of Interest: Rehabilitation Nursing, Psychiatric Mental Health Nursing, Ethics, and Health Policy

**Change to pages 110-116 (Reflects changes in faculty titles/positions)**