

Nursing (NSG)

NSG 111. Introduction to Miami Nursing. (1)

This 1-credit course will serve to support first year nursing students during their transition into their program of study. Content introduced will orient students to the nursing profession, Miami requirements and will review available resources and opportunities in the nursing program. It will also provide an introduction to stress reduction techniques and cognitive-behavioral skills to help students succeed during their course of study at Miami University.
Prerequisite: Acceptance into Miami Nursing Program.

NSG 177. Independent Studies. (0-6; maximum 10)

NSG 251. Therapeutic Communication in Nursing. (2)

Examines and develops skills in communication that the nurse uses in working with clients across the lifespan and with other health care professionals. Consideration is given to factors affecting the nurse-client relationship, including self-awareness and cultural awareness. Theory and evidence are examined as foundations for therapeutic communication in nursing practice (BSN program).
Prerequisite: sophomore standing as a baccalaureate nursing student.

NSG 252. Foundations of Professional Nursing. (3)

Introduces the student to the role of the nurse as a partner in health promotion with others within the health care system. Nursing is studied in light of its historical roots, educational trends, professional/political power, theory and research, and the profession's role in the changing health care delivery system. Major theories, concepts, trends, and issues that impact the nursing profession today are addressed. Applications of theories regarding socialization into the professional role are emphasized. (BSN program)

NSG 261. Health and Physical Assessment Theory. (3)

Designed to develop transcultural health assessment skills across the life span. Content and practice focuses on developing cognitive and psychomotor skills associated with obtaining a complete data base through history taking and physical assessments. Students will identify assessment findings that fall outside accepted parameters of normal for pediatric, adult, geriatric and pregnant populations (BSN program).
Prerequisite: BIO 171.
Co-requisite: NSG 261L.

NSG 261L. Health and Physical Assessment Lab. (1)

Designed to develop transcultural health assessment skills across the life span. Content and practice focuses on developing cognitive and psychomotor skills associated with obtaining a complete data base through history taking and physical assessments. Students will identify assessment findings that fall outside accepted parameters of normal for pediatric, adult, geriatric and pregnant populations. Lab. (BSN program).
Prerequisite: BIO 171.
Co-requisite: NSG 261.

NSG 262. Fundamentals of Professional Nursing Practice. (3)

Develops skills in nursing therapeutics and evidence based practice to promote holistic health. Through use of critical thinking skills, students will apply psychomotor skills and nursing therapeutic interventions. Theory.
Prerequisites: NSG 261 and NSG 261L.
Co-requisite: NSG 262L.

NSG 262L. Fundamentals of Professional Nursing Practice--Lab. (1)

Develops skills in nursing therapeutics and evidence based practice to promote holistic health. Through use of critical thinking skills, students will apply psychomotor skills and nursing therapeutic interventions. Lab.
Prerequisite: NSG 261 and NSG 261L.
Co-requisite: NSG 262.

NSG 263. Community Health Nursing. (3)

This course provides theoretical background in community health nursing. The course is based on the synthesis of nursing theory and the public health sciences. Emphasis is on the promotion, preservation, and maintenance of the health of populations. This course focuses on the professional role of the community/public health nurse working with aggregates, vulnerable populations, populations with health problems, community partners, and health officials to promote a healthier community. The student will use skills in community health assessment, program planning as well as interventions to help identified populations attain and maintain their optimum level of health. This course provides a foundation for designing nursing strategies for individuals, families, and population by integrating health-promotion and disease prevention concepts. (BSN program)

NSG 265. Fundamentals of Professional Nursing Practice--Clinical. (1)

Develops skills in nursing therapeutics and evidence based practice to promote holistic health. Through use of critical thinking skills, students will apply psychomotor skills and nursing therapeutic interventions.
Prerequisites or Co-requisites: NSG 262, NSG 262L.

NSG 277. Independent Studies. (0-6; maximum 10)

NSG 301. Theory-Based Nursing Practice. (3)

Students are introduced to major theories, concepts, trends, and social policy issues that impact the nursing profession today as well as influence its future. Role socialization, application, and integration of theoretical concepts into the RN professional role are emphasized. The profession's historical roots, education trends, and role evolution, theory and research focus, health and social policy power issues are examined in light of the nation's changing health care delivery system. NSG 301 is specifically designed for the Miami University Advanced Writing requirement, with assignments speaking to various types of writing used by nurses (Elective for BSN). ADVW. PA-1C.
Prerequisite: Miami Plan Foundation I English.

NSG 303. Clinical Practicum: Acute Care Nursing Roles. (3-5; maximum 10)

This course provides opportunities for nursing students to enhance knowledge, skills, and attitudes necessary to provide whole-person care in the acute care setting. Exploration of acute care nursing roles, development of critical thinking skills is enhanced through interactive activities and discussion of clinically relevant topics and current nursing issues.
Prerequisites: NSG 262 and NSG 265.

NSG 306. Healthcare Delivery in Central America: Belize. (3-6)

This Miami University Workshop (3 to 6 credit hours) will enable students interested in nursing and other health professions to work besides physicians and health care workers in Belize caring for residents in a local clinic. The students will participate in village triage; assess communities and issues that affect health in the Central American country of Belize. Students will practice the Spanish language with the assistance of interpreters. Residents identified that need medical assistance and education will be seen in a neighborhood clinic. Students will participate in caring for those individuals at various levels based on prior experiences and knowledge. Students will also experience the culture and people of Belize along with the beautiful scenery with the rich cultural tours planned. This is an experiential opportunity that will fulfill the Miami Plan Global Citizenship: Global Inquiry and Experiential Learning requirements and the required nursing major elective. EL, IC.

NSG 311. Health Promotion Across the Lifespan. (3)

Helps baccalaureate nursing students shift their focus from illness-oriented care to wellness and health promotion. Students are introduced to content about assessment for wellness and intervention for health promotion throughout the life span. Open to all majors. (Elective for BSN)

NSG 321. U. S. Health Care System and Culture. (3)

This course is designed to provide the student with an overview regarding factors that influence health care systems in the United States. A seminar/discussion format will be used to help students examine the culture of health care, various health care delivery systems, as well as roles of providers of care and key stakeholders. Students will also explore select contemporary and legal/ethical issues that arise in the evolving health care system. Open to all majors (Elective for BSN).
Prerequisite: junior standing.

NSG 325. Problem-Based Approaches in Nursing. (1)

The course uses problem-based approaches to foster critical thinking skills for the provision of safe, effective nursing care. It incorporates strategies to analyze complex nursing applications.
Prerequisites: NSG 251 and NSG 252 or permission of the Instructor.

NSG 340. Internship. (0-20)**NSG 341. Caring and Terminal Illness. (3)**

Elective course that explores concepts of professional nursing care in relation to terminal illness. Foci include symptom control, family support, attitudes toward death and dying, and concept of biomedical ethics. (BSN and RN-BSN program)

NSG 349. Introduction to Principles of Pharmacology in Nursing Practice. (3)

Introduces the student to the nursing application of basic pharmacology throughout the lifespan. Emphasis is placed on the application of pharmacological knowledge through clinical decision making in nursing practice. (BSN program)
Prerequisites: NSG 251, NSG 252, and NSG 261.

NSG 351. Nursing of Childbearing Family. (3)

Examines theory and evidence based practice as the basis for planning care for the childbearing family. Emphasis is placed on health promotion integration for families in transition, acknowledging physiological, sociocultural, political and economic forces within the health care system. (BSN program)
Prerequisite: junior standing as a baccalaureate nursing student.
Co-requisite: NSG 352.

NSG 352. Childbearing Family Clinical. (2)

Addresses the nursing role as provider of care for childbearing families. Theoretical principles and evidence based practice are applied to the planning of and providing care for the childbearing family. Emphasis is placed on health promotion integration for childbearing families (BSN program).
Prerequisite: junior standing as a baccalaureate nursing student.
Co-requisite: NSG 351.

NSG 353. Nursing Care of Adult Clients with Health Alterations I. (3)

Examines holistic nursing care of adults. Emphasis is on therapeutic nursing care to promote, maintain, and restore health in adults within the context of the family and community. Focus is on medical-surgical health alterations common to adults (BSN program).
Prerequisite: NSG 262.
Co-requisite: NSG 354.

NSG 354. Nursing Care of Adult Clients with Health Alterations I-Clinical. (3)

Addresses providing holistic nursing care to adults and their families in a variety of settings. Students will focus on health promotion, risk reduction, and health restoration activities in examining medical-surgical health alterations common to adults (BSN program).
Prerequisite: NSG 262.
Co-requisite: NSG 353.

NSG 361. Nursing Care of Adult Clients with Health Alterations II. (3)

Examines holistic nursing care of adults and their families. Emphasis is on therapeutic nursing care to promote, maintain, and restore health in adults within the context of the family and community. Focuses on medical-surgical health alterations common to adults (BSN program).
Prerequisites: NSG 353 and NSG 354.
Co-requisite: NSG 362.

NSG 362. Nursing Care of Adult Clients with Health Alterations II-Clinical. (3)

Addresses providing holistic nursing care to adults and their families in a variety of settings. Students will focus on health promotion, risk reduction, and health restoration activities in examining medical-surgical health alterations common to adults (BSN program).
Prerequisites: NSG 353 and NSG 354.
Co-requisite: NSG 361.

NSG 363. Nursing Care of Children. (3)

Examines theory and evidence based practice as the basis for planning nursing care for the child within the context of family and community. Emphasis is placed on health promotion, psychological and physiological needs as well as the dynamic interplay of culture, socioeconomic, ethical and legal issues, and spiritual beliefs.
Prerequisite: junior standing as a baccalaureate nursing student (BSN program).
Co-requisite: NSG 364.

NSG 364. Nursing Care of Children-Clinical. (2)

Addresses application of theory and evidence based practice in caring for the child within the context of family and community. Emphasis is placed on health promotion, psychological and physiological needs as well as the dynamic interplay of culture, socioeconomic, ethical and legal issues, and spiritual beliefs. (BSN program)
Prerequisite: junior standing as a baccalaureate nursing student.

NSG 365. Nursing Research. (3)

This course introduces the baccalaureate nursing student to the research process and its application in the discipline of nursing. Emphasis will be placed on critiquing published studies, understanding the research process, and developing skills to apply research findings in the practice setting (BSN program).

NSG 377. Independent Studies. (0-6; maximum 10)**NSG 402. The Professional Nurse Leader. (3)**

Synthesizes roles and responsibilities of the baccalaureate nurse by establishing a theoretical foundation for developing leadership skills applicable in all areas of the health care system (BSN program).

NSG 432. Population Focused Nursing Care- Clinical. (2)

The purpose of the clinical experience is for students to apply theory, engage in the principles of population-focused care, and demonstrate skills as an emerging leader in the nursing profession. For this clinical, students will examine public health issues relevant to a specified vulnerable or disenfranchised population. Students will use data, information technology, and input from community members to assess the health needs of populations. Based on assessment data, students will collaborate with community and organizational leaders to design, implement, and evaluate evidence-based nursing interventions. (BSN program)

NSG 435. Challenges in Health Care Delivery. (3)

Provides opportunity to synthesize and apply accumulated knowledge to a specific topic or project related to health care delivery. Students with varying academic and experiential backgrounds work in small groups to research and analyze a topic or situation from various perspectives. Each group develops one of the following: a position paper, a manuscript ready for submission for publication, or a plan for action relative to a specific situation or problem. Open to all majors. SC.

Prerequisite: senior standing.

NSG 441. Health and Aging: Current Perspectives and Issues. (3)

This elective course examines issues of health status and health care delivery for the older population. Topics include perceptions of health, major health problems in later life, strategies for working with older persons experiencing functional and sensory changes of aging, patterns of health-services utilization, projected health needs, and ethical issues related to health care for the elderly. (Elective for BSN)

NSG 451. Nursing Care of Clients Experiencing Mental Health Disorders and Their Families. (3)

Examines theory and evidence based practice in the nursing care of clients experiencing mental health disorders and their families. Emphasizes application of the nursing process and therapeutic communication skills in the promotion of mental health. Concepts of group dynamics and family systems are addressed. (BSN program)

Prerequisite: junior or senior standing as a baccalaureate nursing student.

NSG 452. Nursing Care of Clients Experiencing Mental Health Disorders and Their Families-Clinical. (2)

Addresses providing care to clients experiencing mental health disorders and their families in a variety of settings. Emphasis is on application of the nursing process and therapeutic communication skills. Promotion of mental health, concepts of group dynamics and family systems are addressed. (BSN program)

Prerequisite: junior or senior standing as a baccalaureate nursing student.

Co-requisite: NSG 451.

NSG 461. Nursing Care of Older Adults. (3)

Examines holistic nursing care of the aging client. Health and wellness needs of the older adult and the impact of aging on the individual, family, and community are evaluated. Focus is on promoting functional ability and quality of life of the older adult. (BSN program)

NSG 463. Nursing Care of Clients Experiencing Multi-System Health Alterations. (3)

Examines multi-system health alterations that affect individuals and families across the life span. Students will synthesize prior learning as they analyze the multiple factors contributing to major health alterations. Emphasizes the way in which individuals as members of families and other social groups adapt to the trajectory of the disease process and complex health alterations. The student is guided to examine the role of the nurse as a member of the interdisciplinary team that provides services for disease prevention, health restoration and rehabilitation (BSN program).

Prerequisites: NSG 361 and NSG 362.

Co-requisites: NSG 464 and NSG 465.

NSG 464. Nursing Care of Clients Experiencing Multi-System Health Alterations-Clinical. (5)

Addresses providing care to groups of clients with multi-system health alterations and their families. Focuses on refining clinical decision making skills, implementing evidence-based interventions, and measuring client outcomes in evaluating the therapeutic effectiveness of care provided. Facilitates the transition from student to graduate nurse through preceptored experiences and faculty guidance (BSN program).

Prerequisites: NSG 361 and NSG 362.

Co-requisites: NSG 463 and NSG 465.

NSG 465. Nursing Senior Seminar. (2)

Seminar course designed to assist the graduating senior nursing student to transition from student role to registered nurse (RN) role. The course utilizes a nationally normed standardized testing product in preparation for the RN licensure examination. This course focuses on assisting the student to evaluate his/her results and develop individualized remediation plans to foster success on the licensure examination. The course incorporates a comprehensive review.

Prerequisite: last semester of senior BSN program.

Co-requisites: NSG 463 and NSG 464.

NSG 477. Independent Studies. (0-6; maximum 10)**NSG 602. Advanced Pathophysiology for the APN. (3)**

This course focuses on pathophysiological processes across the lifespan. Emphasis is placed on safety and the development of clinical reasoning skills as they relate to specific diseases. Attention is given to etiology, pathogenesis, biological and environmental factors in clinical disease manifestation.

NSG 604. Advanced Pharmacology. (3)

This course focuses on prescriptive knowledge across the lifespan. Emphasis is placed on safety and the development of clinical reasoning skills as they relate to specific diseases and pharmacologic agents. Attention is given to etiology, pathogenesis, biological and environmental factors in clinical disease manifestation as well as correct dosing, toxicity, side effects, drug interactions, contraindications, and client education.

Prerequisite: NSG 602.

NSG 606. Advanced Health Assessment and Clinical Diagnostics. (3)

Provides advanced practice nurses with tools to perform advanced comprehensive health assessments on clients across the lifespan. It builds on existing knowledge and skills for advanced health assessment, history taking, physical exam and emphasizes diagnostic reasoning at an advanced practice level.

NSG 610. Primary Care of Women Across the Lifespan. (3)

Examines foundational knowledge of women's health management. Screening, assessment, diagnosis, and standards of care for common gynecologic conditions will be discussed. Essential concepts for basic, well-woman prenatal, pregnancy, and postpartum care will also be examined. Health promotion and education will be explored as a means of managing care throughout the lifespan.

NSG 612. Primary Care of Children and Adolescents. (3)

Primary prevention, health maintenance, and common health problems in the children and adolescent populations are examined. The course reviews theory and evidence-based practice guidelines for safe and effective management of care. Special attention will be given to developmental needs within this population and to developing partnerships with families for person-centered care.

NSG 614. Primary Care of Adults I. (3)

Provides a comprehensive overview of primary prevention, common health problems, and health maintenance strategies in the adult and older adult population. The course reviews theory and evidence-based practice guidelines for safe, effective management of care. It also focuses on behavioral health strategies for person-centered primary care management.

Prerequisite or Co-requisite: NSG 604.

NSG 616. Primary Care of Adults II. (3)

Building on content learned in NSG 614 focusing on primary prevention, common health problems, and health maintenance strategies in the adult and older adult population. The course reviews theory and evidence-based practice guidelines for safe, effective management of care. It also focuses on behavioral health strategies for person-centered primary care management.

Prerequisite: NSG 614.

NSG 618. Primary Care Skills I: Diagnostics and Procedures. (1)

This on-campus two-day workshop will provide hands-on procedure training and evaluation for FNP students. Diagnostics and skills will focus on skills and procedures relevant to emerging practice.

NSG 620. Primary Care Skills II: Billing, Coding, and Care Management. (1)

This course provides training in billing/coding, and care management skills relevant to emerging practice for Family Nurse Practitioner students. Students will learn how to develop a complete plan of care, including billing, for patients presenting with acute and chronic diseases via in-person and telehealth formats.

NSG 622. Family Nurse Practitioner Clinical I. (1-3; maximum 3)

The first in a series of three, this clinical course allows the student to provide primary health care focused on patients across the lifespan, including pediatrics, adolescents, women, adults and older adults in a variety of settings. The student is guided and mentored by preceptors and faculty in activities expected of an advanced nurse practitioner. Prerequisite or Co-requisite: NSG 614.

NSG 624. Family Nurse Practitioner Clinical II. (1-3)

The second in a series of three, this clinical course allows the student to provide primary health care focused on patients across the lifespan, including pediatrics, adolescents, women, adults and older adults in a variety of settings. The student is guided and mentored by preceptors and faculty in activities expected of an advanced nurse practitioner.

Prerequisite: NSG 622.

NSG 626. Family Nurse Practitioner Capstone Clinical III. (1-3; maximum 3)

The third in a series of three, this clinical course allows the student to provide primary health care focused on patients across the lifespan, including pediatrics, adolescents, women, adults and older adults in a variety of settings. The student is guided and mentored by preceptors and faculty in activities expected of an advanced nurse practitioner.

Prerequisite: NSG 624.

Co-requisite: NSG 630.

NSG 630. FNP Synthesis. (1)

Students will synthesize knowledge from the MSN Family Nurse Practitioner program with a comprehensive program assessment. They will also prepare for national certification and initiation of practice.

Co-requisite: NSG 626.

NSG 640. Internship. (0-6)**NSG 642. Individual and Organizational Leadership in Healthcare. (3)**

Provides an in depth exploration and application of individual and organizational leadership factors, theories, approaches and strategies as they occur in a range of healthcare and educational environments and situations. Students prepare to effectively take on leadership roles in organizations through self-examination and critical thinking regarding complex situations.

NSG 644. Informatics, Quality & Safety in Healthcare. (3)

This course provides a comprehensive survey of informatics, quality and safety in healthcare, including quality improvement methodologies focused on optimizing patient safety, eliminating waste, improving health outcomes, and enhancing the care experience. Students examine health care data dashboards using statistical techniques. The important role of informatics in supporting safe, effective and evidence-based care is considered.

NSG 646. Clinical Prevention and Population Health. (3)

Clinical prevention and population health will be explored across four domains: foundations of population health, clinical prevention services and health promotion, clinical practices and population health, and health systems and health policy. Emphasis is placed on health disparities of vulnerable populations, ethical implications, and the role of nurses in advanced practice roles in equitable distribution of resources.

NSG 648. Research and Evidence-based Practice. (3)

This course provides an in-depth consideration of qualitative and quantitative research designs in nursing and health care, including strategies for ensuring reliability and validity of results. Students examine the processes of evidence-based practice and quality improvement, including the use of organizational models for EBP. Students initiate work on their own major MSN project through the completion of a significant literature review and analysis.

NSG 670. Healthcare Budgeting and Economics. (3)

Comprehensively examines budgeting, economics, and financial aspects of healthcare delivery such as population health, reimbursement, healthcare finance, market drivers, and the role nurse leaders play in managing the production, consumption, and distribution of services within a variety of settings.

NSG 672. Data, Health Analytics and Forecasting in Healthcare. (3)

Provides an introduction to analytics and decision support in healthcare management using applied quantitative methods. Financial aspects of multiple areas of healthcare operations management is considered. Financial, budgetary, and strategic planning methods are included.

NSG 674. Healthcare Delivery Systems. (3)

This course provides an overview of the complex organizational and delivery aspects of many levels of health care, including primary care, mental health, long-term care, and hospital-based care. It explores the unique aspect of different systems and strategic planning within current and potential systems that affect health outcomes.

NSG 677. Independent Studies. (0-6; maximum 10)**NSG 678. Human Resource Management in Healthcare. (3)**

Provides an overview of personnel management in healthcare settings. Laws and practices for effective hiring, recruiting, training, and retaining employees are examined.

NSG 680. Diversity, Equity and Inclusion in Healthcare. (3)

This course explores strategic leadership for creating an inclusive organizational culture for patients, employees, business partners, and the community. Topics include workforce demographics, education, pipeline development, diversity initiatives, and cultural competence.

NSG 682. Professional Partnerships and Communication Strategies. (3)

Examines effective strategies for intra and inter professional partnerships, including leadership, communication, and collaboration. Professional partnerships for improved healthcare outcomes are explored.

NSG 684. Nurse Executive Leadership Practicum I. (1-3)

This leadership practicum provides students the opportunity to implement the nurse leader role in an organizational setting under the guidance of and in collaboration with an experienced nurse leader, conducting one or more projects relevant to the organizational setting. At least one credit is required for all Nurse Executive Leadership students. This course may be taken for 1-3 credits (105 hrs, 210 hrs, or 315 hrs) in order to earn hours towards DNP hour requirements.

Prerequisites: NSG 510, NSG 520, NSG 530, NSG 540.

NSG 686. Nurse Executive Leadership Capstone Practicum II. (1-3)

This culminating, capstone course provides students the opportunity to synthesize leadership skills under the guidance of and in collaboration with an experienced healthcare leader within a healthcare setting. Students will also complete a capstone project to demonstrate cumulative knowledge. At least one credit is required for all Nurse Executive Leadership students. This course may be taken for 1-3 credits (105 hrs, 210 hrs, or 315 hrs) in order to earn hours towards DNP hour requirements.

Prerequisite: NSG 684.

Co-requisite: NSG 688.

NSG 688. Nurse Executive Leadership Synthesis. (1)

Students will synthesize knowledge from the MSN Nurse Executive Leadership program with a comprehensive program assessment. They will also prepare for national certification and initiation of practice.

Co-requisite: NSG 686.

NSG 690. DNP Elective: Independent Study Evidence-based Practice Project. (1-3)

This independent study course provides an opportunity to participate in developing or implementing an evidence-based practice project within a complex organization. The student will complete 105 clinical hours per credit participating in an established evidence-based practice project. The student will develop specific objectives related to implementation of the practice scholar's role.

NSG 702. Evidence-based Scholarly Practice and Inquiry. (3)

This course explores the role of the DNP-prepared nurse in addressing population focused issues through scholarly inquiry. The focus will be on practice scholarship that aligns evidence-based practice research questions aligned with research designs, strategies for data collection and analysis. The student will explore research designs that facilitate data collection and analysis for data driven quality improvement.

NSG 703. Planning, Managing, and Evaluating Programs and Projects. (3)

This course focuses on the acquisition of knowledge and skills needed for assessment, design, development, implementation, and evaluation of effective programs and projects. Emphasis is placed on the quality improvement of processes and outcomes within complex organizations.

NSG 706. Organizational Systems, Outcomes, and Quality Management. (3)

This course focuses on the assessment of organizational culture and development of processes that are responsive to the needs of those served by complex organizations to produce positive outcomes. The role of the doctorally prepared nurse in developing and implementing strategies to enhance collaboration within interprofessional teams is also explored.

NSG 708. Health Policy in DNP Practice. (3)

This course explores the doctorally prepared nurse's role in the development, implementation and dissemination of health care policy. The focus is on health care policy that impacts access, delivery and regulation of health care. The student will explore strategies used by nurse leaders to advocate for, evaluate and implement health care policy within complex organizations and communities at large.

NSG 710. Finance and Economics in DNP Practice. (3)

This course focuses on the analysis of principles and strategies related to finance and economics utilized by a nurse leader in a complex organization. Students will discuss the external and internal factors influencing financial planning and decision making for organizations with emphasis on strategies that promote and sustain financial viability of complex organizations.

NSG 712. DNP Role Seminar I. (3)

This is the first of three sequential courses focusing on the transition to the role of a doctorally prepared nurse. This course is concurrent with the DNP Project courses to share learning experiences with colleagues to develop intra-professional collaboration.

NSG 714. DNP Role Seminar II. (3)

This is the second of three sequential courses focusing on the transition to the role of a doctorally prepared nurse. This course is concurrent with the DNP Project course to share learning experiences with colleagues to develop intra-professional collaboration.
Prerequisite: NSG 712.

NSG 716. DNP Role Seminar III. (3)

This is the third of three sequential courses focusing on the transition of the role of a doctorally prepared nurse. This course is concurrent with the DNP Project course to share learning experiences with colleagues to develop intra-professional collaboration.
Prerequisite: NSG 714.

NSG 718. DNP Practicum I. (2)

This is the first of two sequential courses focusing on exploring the nurse leader's role in designing evidence-based interventions for complex organizations. The student will complete 210 clinical hours collaborating with inter-professional leaders within the organization to design and implement evidence-based interventions for quality improvement.

NSG 720. DNP Practicum II. (3)

This is the second of two sequential courses focusing on exploring the nurse leader's role in designing evidence-based interventions for complex organizations. The student will complete 315 clinical hours collaborating with inter-professional leaders within the organization to design and implement evidence-based interventions for quality improvement. The student will explore economic and health care policy factors that impact the nurse leader's decision making. Special emphasis will be on the nurse leader's development of effective relationships within a complex organization.
Prerequisite: NSG 718.

NSG 722. DNP Project I. (4)

This is the first of three sequential courses focusing on the student's DNP project. The focus of this course is on the development of the DNP Quality Improvement project proposal.

NSG 724. DNP Project II. (4)

This is the second of three sequential courses focusing on the student's DNP project. The focus of this course is the implementation of the DNP Quality Improvement project.
Prerequisite: NSG 722.

NSG 726. DNP Project III. (4)

This is the last of three sequential courses focusing on the student's DNP project. The focus of this course is the evaluation and dissemination of the DNP Quality Improvement project results.
Prerequisite: NSG 724.