NURSING DOCTORAL (NURS)

NURS 801 Underpinnings of Advanced Nursing (3 credits)
This course provides students the opportunity to identify, analyze and appraise the philosophical basis, and the historical and contemporary issues that are central to the development of nursing. Relevant concepts/models/theories from a variety of disciplines are analyzed and appraised. Integration of the theoretical foundations for advanced for advanced nursing includes quality and safety, evidence-based practice, and culturally competent care for individuals, families, communities and populations in a variety of primary health care settings.
Course Rotation: NYC: Fall

NURS 802 Leadership for Advanced Nursing (3 credits)
This course facilitates students in gaining the knowledge and skills necessary to assume leadership roles in primary health care settings with diverse populations. Emphasis focuses on developing core competencies leaders need to assure high quality outcomes including self-awareness, communication, intra/interprofessional collaboration, cultural competency, historical perspective, and evidence based practice, and decision-making skills. Students analyze multiple factors that impact delivery and outcomes of primary health care, and will learn to maintain accountability for quality health care and patient safety.
Course Rotation: Spring; NYC, PLV

NURS 803 Advanced Nursing in Primary Health Care (3 credits)
This course empowers students to gain the foundational knowledge of primary health care Emphasis focuses on developing a historical, culturally competent understanding to inform current perspectives of primary health care, including a world-view of primary health care, epidemiology, biostatistics, health care policy and advocacy. Students will gain an appreciation of the multiple determinants and system influences that impact delivery and outcomes of primary health care, and will learn how to view health outcome disparities from a multidimensional perspective.
Course Rotation: Fall;NYC

NURS 804 Scholarly Inquiry for Advanced Nursing (3 credits)
Asking questions and exploring answers is the central focus of this course. This course requires he students to synthesize knowledge of basic research methodology and underpinnings of advanced nursing and uses these to appraise research evidence for practice. The emphasis is placed upon understanding and application of the research process, including quantitative, qualitative, and historical methods. Students are required to appraise the analysis and interpretation of various methodologies.
Course Rotation: Fall;NYC

NURS 807 Foundations of Primary Health Care Practice (3 credits)
This course builds on knowledge of the social determinants of health, evidence appraisal, historical trends, and of Primary Health Care (PHC) to create a foundation for translating evidence into culturally competent practice. The emphasis is on synthesis of epidemiologic data and evidence based interventions for population specific outcomes. Students will use their knowledge of Primary Health Care and evidence appraisal to develop the foundation of the Doctorate of Nursing Practice project.
Course Rotation: NYC: Fall

NURS 820 Evidence-Based Practice: Methods and Techniques I (3 credits)
In this course, students examine the principles and process of evidence-based practice within a culturally competent, primary health care framework. Epidemiological principles and statistics essential to the provision of primary health care will be explored. Concepts, models and methods of translational research and implementation science are applied to advanced nursing practice to inform system changes aimed at improving primary health care outcomes in the provision of culturally competent, evidence-based practice.
Course Rotation: NY: Fall and Spring.

NURS 830 Health Care Policy: Strategic Action (3 credits)
This course is designed to provide an overview of health care policies and political advocacy. Key issues will be presented within the framework of health care delivery systems, organization, and evaluation of impact on health. Special emphasis will be placed on the role of advanced practice nursing and its impact on policy for all, and in particular vulnerable populations.
Course Rotation: NY: Spring.

Prerequisites: NURS 803 and NURS 804. Co-requisite: NURS 840.

NURS 840 Teaching and Learning in Advanced Practice Nursing (3 credits)
The focus of this course is on developing student's knowledge and skills for teaching and mentoring, recognizing diverse backgrounds and learning styles. Course content includes teaching/learning philosophy and theory, specific strategies to facilitate learning, the historical development of teaching/learning practices in nursing, and the evaluation of learning outcomes. In addition, emphasis is given to knowledge and skills needed to function as a mentor for nursing students and nurses in clinical purposes.

NURS 850 Ethical Choices and Legal Context for the Advanced Practice Nurse (3 credits)
: The focus of this course is ethical decision making for the advanced practice nurse within the context of the health care system. Ethical decision making with particular to clinical research, access to care, and best practice issues are examined. Students reflect on past clinical experiences that inform the decisions they make and influence law and/or policy formation and the implementation of that policy and/or law. Students will analyze legal, political, organizational, social, cultural and financial factors that create ethical challenges in the delivery of care. Creating ethical practice through critical examination of ethical theories, moral reasoning, and self-reflection in relation to cultural competence and social responsibility is emphasized with particular reference and practice management.

NURS 860 Evidence-Based Practice: Methods and Techniques II (3 credits)
: This course prepares students to prepare an evidence summary for culturally competent clinical evidence-based practice improvement. Students develop a proposal for implementing and evaluating a change in primary health care practice following a careful review of the evidence related to the selected topic. In addition students design a best practice audit within a clinical setting and select appropriate outcome measures. Students prepare a plan for ensuring that implementation and evaluation are well designed. The course emphasizes intra and interprofessional collaboration in all aspects of the evidence-based practice improvement process.
Course Rotation: : Fall;NYC

NURS 870 Health Care Economics and Finance for Advanced Practice Nursing (3 credits)
This course is designed to provide students with concepts of health care economics and finance for advanced practice nursing. Key economic issues, including cost, efficiency and accessibility, affecting health care financing and delivery will be addressed. The students will apply economic models to consider the demand for and utilization of health services and supply of health services. The incentives and behavior of consumers and producers of health care will be considered, including their implications for vulnerable populations.

NURS 880 Technology and Information Systems for Advanced Practice Nursing (3 credits)
: This course is designed to provide the advanced practice nurse with increased proficiency in the evaluation and utilization of technology and information systems to improve health care quality, safety, access and efficiency. The student will learn to use information systems and technology-based resources to facilitate clinical and administrative decision-making, evaluation of nursing outcomes, and quality improvement.

NURS 900A Mentorship IA: Doctoral Project (110 clinical hours) (2 credits)
This course is designed to prepare students to become clinical leaders. Students synthesize the knowledge and skills gained from previous courses to demonstrate the integral relationship between scholarship and advanced practice nursing by solving a clinical problem using a culturally competent evidence-based practice framework. In the mentorship experience students begin to create or change the context for excellence in clinical care delivery through a culturally competent evidence-based practice project. The courses emphasizes intra and interprofessional collaboration, consultation and partnership developed in identifying the practice problem, gathering and critically appraising evidence about the problem, assessing the organizational culture, diversity in the workplace, and readiness for change. Students will work as project teams and will be mentored by a faculty mentor and a clinical partner mentor. Course faculty will discuss with students progress in their learning experiences in scheduled seminars during the semester.

NURS 900B Mentorship IB: Doctoral Project (110 clinical hours) (2 credits)
This course is designed to prepare students to become clinical leaders. Students synthesize the knowledge and skills gained from previous courses to demonstrate the integral relationship between scholarship and advanced practice nursing by solving a clinical problem using a culturally competent evidence-based practice framework. In the mentorship experience students begin to create or change the context for excellence in clinical care delivery through a culturally competent evidence-based practice project. The courses emphasizes intra and interprofessional collaboration, consultation and partnership developed in identifying the practice problem, gathering and critically appraising evidence about the problem, assessing the organizational culture, diversity in the workplace, and readiness for change. Students will work as project teams and will be mentored by a faculty mentor and a clinical partner mentor. Course faculty will discuss with students progress in their learning experiences in scheduled seminars during the semester.

NURS 910A Mentorship IIA: Doctoral Project (110 clinical hours) (2 credits)
This course is designed to support and facilitate students in a culturally competent evidence-based practice leadership experience through which they demonstrate the scholarship of practice at the doctor of nursing practice (DNP) level. In this second part of the DNP project experience students will continue their work on creating or changing the context for excellence in clinical care delivery through a culturally competent evidence-based practice project. Students will maintain a leadership role as they continue to apply knowledge and skills to solve a clinical problem using a culturally competent evidence-based practice framework. Intra and interprofessional collaboration, consultation, and partnership development in the culturally competent evidence-based practice change will be fostered, with a focus on theoretical versus real world scenarios in crossing the quality chasm. Students will continue to have one-to-one mentoring with a faculty mentor and a clinical partner mentor as they implement the evidence-based practice change and evaluate the project. Course faculty will discuss with students progress in their learning experiences in scheduled seminars during the semester.
Course Rotation: NYC: Fall

NURS 910B Mentorship IIB: Doctorial Project (120 Clinical hours) (3 credits)
This course is designed to support and facilitate students in a culturally competent evidence-based practice leadership experience through which they demonstrate the scholarship of practice at the doctor of nursing practice (DNP) level. In this second part of the DNP project experience students will continue their work on creating or changing the context for excellence in clinical care delivery through a culturally competent evidence-based practice project. Students will maintain a leadership role as they continue to apply knowledge and skills to solve a clinical problem using a culturally competent evidence-based practice framework. Intra and interprofessional collaboration, consultation, and partnership development in the culturally competent evidence-based practice change will be fostered, with a focus on theoretical versus real world scenarios in crossing the quality chasm. Students will continue to have one-to-one mentoring with a faculty mentor and a clinical partner mentor as they implement the evidence-based practice change and evaluate the project. Course faculty will discuss with students progress in their learning experiences in scheduled seminars during the semester.
Course Rotation: Fall; NYC

NURS 912 Quantitative Research Methods I (3 credits)
This foundational course introduces basic concepts of research design and statistics essential to quantitative investigation, with a special emphasis on research targeting primary health care, cultural competence, and evidence-based practice within the nursing discipline. Students will critically appraise published research articles, evaluating various design strategies (e.g., descriptive, quasi-experimental, and experimental) in relation to research aims, hypotheses or research questions, procedure and data collection, measurement, inference, and cultural congruence with population and topic studied. Statistical focus targets univariate and bivariate descriptive methods, including I-test, simple regression, chi-squared text, Analysis of variance (ANOVA), and analysis of covariance (ANCOVA) with hands-on application via statistical computing software packages. Power analysis and sample size calculations are also incorporated
Course Rotation: PLV: Fall

NURS 913 Philosophy of Science (3 credits)
This course examines philosophy and its development in relation to the scientific movements influencing nursing's evolution as a scholarly discipline. Perspectives on the philosophical views of the nature of science such as positivism, empiricism, reductionism, holism, phenomenology, and interpretive strategies as they relate to the evolution of nursing knowledge are explored. Philosophical views will serve as the foundation for understanding the foundation for emerging evidence on the nature of nursing. The identification of nursing phenomena and scientific progress in understanding cultural competence and primary health care within philosophical views will be critiqued.
Course Rotation: Fall; PLV

NURS 916 Qualitative Research Methods I (3 credits)
This foundational course introduces qualitative research methods, conceptualization, design, and data collection procedures with a special emphasis on research targeting primary health care, cultural competence, and evidence-based practice within the nursing discipline. Featured methods include phenomenology, ethnography, grounded theory, hermeneutics, historical inquiry, and action research with a highlighted focus on how each method provides a unique, evidence-based perspective regarding a phenomenon of interest within primary health care and cultural competence. Students will discuss the nature and application of qualitative research in nursing as evidence for primary care; compare qualitative data collection methods such as observation, interviews, focus group interviews, and collection of documents; contrast data analyses techniques; conceptualize qualitative research and formulate problem statements and research questions specifically focusing on cultural competence and primary care; and subsequently design and implement a qualitative research pilot study.
Course Rotation: PLV: Spring

NURS 920 Measurement in Nursing Research (3 credits)
The focus of this course is the development of essential competencies required to locate, select, evaluate, and utilize instruments to operationalize nursing concepts, focusing on cultural competence, evidence-based practice and primary health care. Measurement theory will be presented in relation to norm-referenced measures. Ethical considerations in nursing research and research issues in diverse populations will be considered. Specific attention is given to the process of moving from concept to construct. Through the use of the course data set, SPSS use is introduced and measurement theory, validity/reliability issues, and measurement issues in diverse populations are explored. In addition, issues including literacy, stamina during illness/crisis, social desirability bias, sensitive data, translations, and cultural norms will be addressed. Locating and evaluating measures appropriate for investigating nursing phenomena will be presented.
Course Rotation: PLV: Fall

NURS 922 Quantitative Research Methods II (3 credits)
This course expands upon the concepts and applications of Quantitative Research I, including an introduction to longitudinal and randomized control design issues and detailed methodological and design comparisons (e.g., experimental, cross-sectional, and longitudinal). Parametric and non-parametric univariate comparative statistical methods used to analyze data resulting from cross sectional and randomized controlled designs will be included. Special emphasis targets research concerning primary health care, cultural competence, and evidence-based best practices within the nursing discipline. Students will critically appraise design issues; propose discipline-relevant research questions or hypotheses; design a quantitative pilot study; select the correct statistical technique to answer research questions involving group difference; clean and screen grouped data; use SPSS to answer grouped data research questions; interpret SPSS output; and evaluate results based upon statistical, theoretical and clinical rationale.
Course Rotation: PLV: Spring

NURS 923 Development of Nursing Knowledge (3 credits)
This course examines the relevance of select nursing and non-nursing theories and models and their relationship to the domain of knowledge development in nursing. The development and analysis of theory in nursing and methods for derivation of concepts and theories to generate nursing knowledge for primary health care are explored. Select nursing theories, models, and theorists will be appraised for their conceptual, empirical, and other contributions towards understanding and promoting cultural competent, evidence-based best practices in primary health care for diverse populations.
Course Rotation: PLV: Spring

NURS 924 Interprofessional Approaches to Research (3 credits)
This course critically analyzes select nursing, non-nursing, and interdisciplinary theories, models, and approaches for application in nursing research. Select theories and approaches will be appraised for their conceptual, empirical, and other contributions towards guiding interprofessional research for cultural competent, evidence-based best practices in primary health care for diverse populations. Through readings and other teaching-learning activities, students will explore the nature of health, human behavior, and social and behavioral change; analyze the processes and components of scientific theory development; derive propositions from health-related theories to guide primary health care research in nursing; evaluate the efficacy of multiple theories, models, and empirical approaches to explain nursing phenomena; and recommend strategies for optimizing the nurse scientist role within interprofessional arenas.
Course Rotation: PLV: Spring

NURS 925 Research Practicum (3 credits)
This didactic course prepares students to extrapolate the research process within the practicum for application to primary health care and chosen area of research. Students will share ideas, analyze research of clinical experts, researchers, administrators, and/or educators; examine hypotheses and develop research expertise with clinical experts, researchers and/or educators in a selected area; and evaluate components of the mentoring process within the nurse scientist role. Special focus will be on research targeting evidence-based best practices for culturally competent primary health care and improving population health. Field experience objectives will be developed with the student's advisory committee in cooperation with a nurse researcher employed in a clinical agency, school of nursing, or other research setting. A minimum of one semester field experience is required of all students.
Course Rotation: PLV: Spring.

Prerequisites: NURS 830 and NURS 920 and NURS 924. Co-requisite: NURS 928 and NURS 932 or NURS 926.

NURS 926 Qualitative Research Methods II (3 credits)
This advanced course provides more comprehensive examination and practice with qualitative research methods with a special emphasis on research targeting primary health care, cultural competence, and evidence-based practice within the nursing discipline. Featured approaches include in-depth interviewing, and collection and analysis of field notes based on participant observations. Students will be introduced to beginning level use of Atlas or equivalent software program to analyze qualitative data. Students conduct a pilot research study as part of the course requirements, develop beginning skills with qualitative data analysis software, and participate in intensive field experiences.
Course Rotation: PLV: Spring.

Prerequisites: NURS 916. Co-requisite: NURS 925 and NURS 928.

NURS 927 Strategies for Advanced Scientific Writing (3 credits)
This course is designed for PhD in Nursing Students in their second year in preparation for the qualifying exam and proposal development. Students learn advanced techniques for literature review and synthesis as a strategy for formulating a research question. Selected methods of literature critique and the associated analysis for developing an integrative review will be covered. Advanced analytic and writing skills are taught. Students develop a draft integrative research review by the end of the course.
Course Rotation: PLV: Fall

NURS 928 Dissertation Development I (3 credits)
This course focuses on the preliminary development of a dissertation proposal. Students present their research ideas, preliminary research design, and written work for peer and faculty critique. Throughout this ongoing process, students develop their skills of critical appraisal, writing, and research proposal design aimed at creating a feasible, well-written dissertation proposal that can be defended, implemented, and completed within a realistic time frame. Potential impact on generating evidence-based best practices for improving population health through culturally competent primary health care will be appraised. Students will explore the various roles of the nurse scientist, including interprofessional research and collaboration, mentorship, leadership, networking, grant funding, ethical considerations, and dissemination.
Course Rotation: PLV: Spring.

Prerequisites: NURS 830 and NURS 920 and NURS 924. Co-requisite: NURS 925 and NURS 932 or NURS 926.

NURS 932 Quantitative Research Methods III (3 credits)
This course focuses on advanced designs and multivariate statistical techniques with an emphasis on the design for the dissertation. For example, topics will include advanced issues in external validity, field experimentation versus laboratory experiments, quasi-experimental and blended designs as well as special considerations for nested and complex longitudinal designs. Related statistical topics may also include advanced multiple linear regression methods (e.g. path and structural equation modeling), log-linear models and advanced techniques in survival and longitudinal data analysis of interest. Primary health care, cultural competence, and evidence-based practice will be assessed using these techniques.
Course Rotation: PLV: Spring.

Prerequisites: NURS 912 and NURS 922. Co-requisite: NURS 925 and NURS 928.

NURS 938 Dissertation Development II (3 credits)
This course focuses on the further development of a dissertation proposal. Students present their research ideas, preliminary research design, and written work for peer and faculty critique. Throughout this ongoing process, students develop their skills of critical appraisal, writing, and research proposal design aimed at creating a feasible, well-written dissertation proposal that can be defended, implemented, and completed within a realistic time frame. Potential impact on generating evidence-based best practices for improving population health through culturally competent primary health care will be appraised. Students will explore the various roles of the nurse scientist, including interprofessional research and collaboration, mentorship, leadership, networking, grant funding, ethical considerations, and dissemination.
Course Rotation: PLV: Fall

NURS 948 Dissertation Seminar Continuation (3 credits)
This course focuses on the completion of a dissertation proposal for students who have not yet defended their proposal. Students continue to present their research ideas, research design, and written work for peer and faculty critique. Throughout this ongoing process, students develop their skills of critical appraisal, writing, and research proposal design aimed at creating a feasible, well-written dissertation proposal that can be defended, implemented, and completed within a realistic time frame. Potential impact on generating evidence-based best practices for improving population health through culturally competent primary health care will be appraised. Students must enroll in this course each semester until the proposal is successfully defended.
Course Rotation: PLV: Fall & Spring

NURS 950 Independent Study (0-4 credits)
This independent study is designed to provide a student with the opportunity to develop and study a selected area of nursing. Students may study advanced aspects of theory with faculty guidance in areas that are not available in current course offerings. NOTE: Students must obtain the appropriate Independent Study forms from the program coordinator and must have approval from the program director and faculty mentor.
Course Rotation: PLV; Fall and Spring