

School of Nursing

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Photo, page 338:
Murphy Administration Building is on KU's Medical Center campus in Kansas City, Kansas, about 45 minutes away from the main campus in Lawrence.

School of Nursing

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Academic programs at the University of Kansas Medical Center are offered through the Schools of Allied Health, Medicine, and Nursing. Graduate programs are components of KU's Graduate School. The Office of the Dean of Graduate Studies at KUMC handles matters related to the graduate programs in Allied Health, Medicine, and Nursing.

Master of Science Program in Nursing

Admission

Regular admission to the Master of Science in Nursing program requires completion of a nationally accredited baccalaureate program in nursing, a graduate statistics course completed in the last six years, a course in physical assessment, an undergraduate average of B or above, being licensed as a registered nurse in one state, and one year of work experience. Applicants are considered on an individual basis. Students who do not meet the grade-point requirement for regular admission status may be considered for admission through special admission categories. Applicants whose programs were not nationally accredited may request a special review.

M.S. Degree Requirements

The M.S. in Nursing requires completion of an approved curriculum with a grade-point average of B or above, a written thesis or project, and a general oral examination.

The program enlarges the focus of nursing, using as its foundation the basic baccalaureate nursing program. The program's goals are directed toward educating the clinical nurse specialist, the nurse practitioner, the nurse midwife, and the nurse leader.

The **advanced practice nursing** major prepares the nurse for clinical nurse specialist or nurse practitioner positions. The *clinical nurse specialist* track includes adult/gerontological nursing. It prepares nurses to perform in the expanded role of caring for a particular kind of patient/client or to function in a particular kind of setting. The *nurse practitioner* track prepares nurses to provide primary health care to clients and families across the life span. Family nurse practitioner, adult/gerontological nurse practitioner, and psychiatric mental health tracks are available. In conjunction with the family nurse practitioner major, focus areas in psychiatric nursing and women's health are available. The nurse practitioner is prepared to provide primary health care in a variety of settings.

The **nurse midwife** major focuses on the care and management of well women's primary and reproductive health care needs throughout the life span.

The **leadership** major includes tracks in organizational leadership, public health nursing, and health care informatics. Each of these tracks requires 40 credit hours of specific courses. The *organizational leadership* track prepares nurses to assume leadership positions in hospitals and other health agencies. The *public health* track prepares nurses to develop advanced community-based interventions and determine outcomes with emphasis on health promotion and disease prevention strategies for a targeted population. The *health care informatics* track prepares the nurse with skills in analysis, design, implementation and evaluation of information systems that support a full range of clinical and patient care functions.

Post-master's certificate programs include Nurse Educator, Nurse Midwifery, Psychiatric Mental Health, Family Nurse Practitioner, Public Health Nursing, Organizational Leadership, Health Care Informatics, and Outcomes Management and Research. Additional content areas are being developed as post-master's certificates.

Students in the leadership major may choose one of two **joint degree options**. Students may combine the Master of Science degree in nursing (organizational leadership) with the Master of Health Services Administration degree or the Master of Science in nursing (public health nursing) with the Master of Public Health degree. By combining some course work, the two degrees may be completed in fewer hours than if they were pursued independently.

Photo, page 340:
A nurse midwife student practices giving a neonatal exam. KU's nurse midwifery program was tied for 12th in the nation in the 2006 edition of U.S. News' "America's Best Graduate Schools."

All majors present a theoretical base, part of which is held in common and included in courses completed by all master's students. The theoretical base specific to each major is included in the major area courses and accompanied by clinical or practical experience that allows the student to apply the theory in a health care setting.

The M.S. in nursing curriculum has four major components. These are the common core, advanced practice or leadership core, research, and clinical or functional specialization segments. Forty-two to 45 credit hours are required for the clinical nurse specialist track, 44 to 46 hours for the nurse practitioner track, 47 for the nurse midwife track, and 40 hours for each track in the leadership major.

Common Core. Common core nursing courses provide the core knowledge and skills essential to the nurse practicing in any advanced area of nursing. Courses in this area are NRS 750, NRS 751, NRS 752, NRS 753, and NRS 755.

Advanced Practice Core. Advanced practice core courses provide the basis for expert clinical patient care. Courses in this category are NRS 809, NRS 810, NRS 811, NRS 812, and NRS 813.

Research. Research courses focus on the ability of the nurse to understand and use research and to participate in the development of new knowledge in nursing and health care. Courses in this category are NRS 754, NRS 898 or NRS 899.

Clinical/Functional Specialization. Courses in this category provide the information necessary for advanced practice in the area chosen. The student may choose clinical nurse specialist courses in nurse practitioner, nurse midwife, or leadership.

Advanced Practice Nursing Core Tracks. Courses for the clinical nurse specialist track, and nurse practitioner track can be identified by their titles.

Nurse Midwife. Courses can be identified by their titles.

Leadership. Courses provide the theoretical basis for the organizational leadership track, the public health nursing track, and the health care informatics track. Courses in this category are NRS 880, NRS 820, NRS 808, NRS 885 and NRS 826. The student must complete four of these five courses.

Nursing/Cognate Elective. This category offers the student the opportunity to individualize the program to meet his or her specific needs. Courses may be chosen from nursing areas in or outside the student's major or from areas outside nursing.

Thesis/Project Option. In some majors, the student may choose to complete a thesis for 6 credit hours or to complete a project for 2 credit hours and take 4 additional credit hours of elective course work. In these majors, students who complete either the thesis or the project must complete the same total number of credit hours for graduation. Other majors assume the completion of the project instead of the thesis. The project involves applying aspects of the research process to the student's area of nursing practice. A number of options are available for the project. Both thesis and project involve a formal paper and an oral examination covering the area of study.

Flexible Scheduling. The majority of students in the Master of Science program are part-time students. Most of these students are employed full time. There-

fore, most on-campus classes are scheduled in the late afternoon and evening to accommodate these employed students. In addition, many courses are offered on the Internet or in a compressed format. These flexible schedules allow students to pursue graduate study without undue interference with work responsibilities. In addition, an option exists in which selected students who are registered nurses can pursue the baccalaureate degree and the master's degree in nursing by taking some courses concurrently in the undergraduate and graduate programs.

Doctor of Philosophy Program in Nursing

The Ph.D. program prepares graduates to function in faculty positions in college and university settings; to conduct independent research and scholarly endeavors in nursing; to generate and expand the theoretical, empirical, and philosophical bases for nursing practice; and to provide leadership to the profession and interpret nursing to society. Students have opportunities to expand their theoretical knowledge and research skills in a minor area, to develop expertise in nursing theory development, to expand research skills, and to gain a historical and philosophical perspective that broadens their professional orientation and provides a basis for understanding changing social expectations, cultural perspectives, and economic and political trends.

Program Options

Students can apply to the doctoral program after completing the master's degree in nursing or after completing the baccalaureate degree with a major in nursing. The post-baccalaureate entry option is for exceptionally well-qualified B.S.N. graduates whose career goals are research oriented and who wish to progress as rapidly as possible toward the doctorate in nursing. A Ph.D./M.B.A. joint degree also is offered.

Admission Criteria

Post-Master's Option

1. Completion of a master's degree in nursing from a nationally accredited program is required. Prerequisite preparation must include the following courses:

Basic Statistics—3 credit hours
Analysis of Variance—3 credit hours

2. Preference is given to students with 3.25 grade-point averages for the master's degree in nursing.

3. Required Graduate Record Examination scores are 1,000 on the verbal and quantitative sections and at least 4 on the analytical writing section (or a score of 1,500 on the three-part GRE, if taken before October 2002).

4. Potential for leadership and scholarship in nursing should be demonstrated.

Post-Baccalaureate Option

1. Completion of a baccalaureate degree in nursing from a nationally accredited program is required.

2. Satisfactory completion of the following courses:

Basic Statistics—3 credit hours
Analysis of Variance—3 credit hours

3. A cumulative grade-point average of 3.5 on a 4.0 scale.

4. Required Graduate Record Examination scores are 1,000 on the verbal and quantitative sections and at least

See pages 14 and 15 for admission procedures.

The Ph.D. program is being revised. Contact the School of Nursing for current requirements, (913) 588-1619, soninfo@kumc.edu or www2.kumc.edu/son

Students may combine the M.S. in nursing (organizational leadership) with the Master of Health Services Administration degree or the M.S. in nursing (public health nursing) with the Master of Public Health degree.

4 on the analytical writing section (or a score of 1,500 on the three-part GRE, if taken before October 2002).

5. Potential for leadership and scholarship in nursing should be demonstrated.

Applicants who do not meet the admission criteria are considered on an individual basis.

Course Requirements

Major: Nursing. The nursing portion of the doctoral program has three major components: empirics, theory, and clinical aesthetics. A total of 47 hours of course work is required.

Theory (6 hours)

NRSG 950 Philosophy of Science and Theory Development in Nursing	3
NRSG 951 Middle-range and Practice Theories for Nursing Research and Practice	3

Empirics (16 hours plus 18 hours of doctoral research and dissertation)

NRSG 802 Qualitative Research I	3
NRSG 952 Qualitative Research II	3
NRSG 953 Measurement Strategies in Nursing Research I	3
NRSG 954 Quantitative Research Issues and Strategies	3
NRSG 955 Measurement Strategies in Nursing Research II	2
NRSG 959 Research Experience	2
NRSG 990 Doctoral Research	1-12
NRSG 999 Dissertation	1-12

Clinical Aesthetics (5 hours)

NRSG 960 History and Philosophy of Nursing	3
NRSG 962 Futuristic Issues in Nursing	2

Special Topics (2 hours)

NRSG 965 Special Topics: _____	2
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Minor: Area of Student Choice. This includes 12 hours of courses in the student’s area of choice. These courses also must support the student’s research. Examples are American studies, anatomy, anthropology, biochemistry, business, child development, communications, economics, education, history, pathology, pharmacology, philosophy, physiology, political science, psychology, sociology, or any other area offered by the KU Graduate School.

Support Courses. This area requires these courses:

Statistics (6 hours)

PRE 904 Regression Analysis	3
PRE 905 Multivariate Analysis	3

The program also requires foreign language or research skills competence, satisfactory completion of comprehensive examinations, and dissertation defense.

Post-Baccalaureate Entry Option. Students in the post-baccalaureate entry option complete a minimum of 71 credit hours, including dissertation. Students do not earn a master’s degree. However, students who want a clinical focus for research may develop the program around an advanced practice focus and seek Advanced Registered Nurse Practitioner status. In addition to the courses listed above, the following are required:

Empirics

NRSG 754 Health Care Research	3
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Theory

NRSG 748/NRSG 749 Theories: Bridge to Practice and Research/Practicum	3
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Minor. Twenty-one to 23 hours are required for the Advanced Practice focus.

Total. A total of 71 credit hours is required for Advanced Practice.

Joint Degree: M.B.A./Ph.D. in Nursing

The School of Nursing and the School of Business offer a joint Ph.D./M.B.A. degree program, for nursing students interested in moving into the administrative and teaching sectors of health care. The joint degree program allows the nurse to develop skills in the scien-

tific study of health care issues (systems or clinical focus) as well as knowledge and expertise in the practical aspects of day to day management of a health system (from unit level to hospital system). This unique combination places the graduate in a position of strength for the changing health care field.

Applicants must be admitted to both programs, the Ph.D. in Nursing through the School of Nursing and the M.B.A. program through the School of Business. All applicants must submit scores for the Graduate Management Admission Test and the Graduate Record Examination. International applicants must submit scores for the Test of English as a Foreign Language. All examinations are administered by the Educational Testing Service, Princeton, New Jersey.

The combined M.B.A./Ph.D. in Nursing program consists of 53 hours of doctoral nursing courses and 40 hours of graduate business courses. The combined program takes four years to complete and results in separate M.B.A. and Ph.D. in Nursing degrees. Write or call the Nursing Student Affairs Office, (913) 588-1621, or contact the director of the M.B.A. program, Lawrence campus, School of Business, Summerfield Hall, 1300 Sunnyside Ave., Lawrence, KS 66045-7585, for information.

● **Nursing Courses**

- NRSG 505 **Caregiving: Creating Partnerships with Families** (2-3).
- NRSG 506 **Nursing Case Management of the Older Adult** (2-3).
- NRSG 507 **Pain Management** (2).
- NRSG 508 **Violence: The Forensic Perspective** (2).
- NRSG 509 **Therapeutic Touch: The Krieger-Kunz Method** (2).
- NRSG 510 **Health Care at the End of Life** (2).
- NRSG 514 **Nursing, Health Care, and Human Sexuality** (2).
- NRSG 556 **Interdisciplinary Wellness Promotion for People with Psychiatric Disabilities** (2).
- NRSG 564 **Health Care of Persons with Patterns of Addiction** (1-2).
- NRSG 565 **Health Care of Persons with Patterns of Chemical Dependency: Practicum** (2).
- NRSG 576 **Promoting Wellness: Community Experience with People with Psychiatric Disabilities** (1).
- NRSG 720 **Introduction to Nursing Informatics** (2). This course will provide an overview of hospital information systems, nursing information systems, artificial intelligence and micro and mainframe computers. Interactive laboratory experiences will examine microcomputer uses for problem solving in nursing education, nursing research, nursing practice, nursing administration. Prerequisite: Admission to the graduate nursing program or consent of instructor. LEC
- NRSG 721 **Understanding and Changing Health Behavior** (3). Student is introduced to theories, research, and issues related to health behavior. Health behavior includes actions or activities undertaken for the purpose of promoting, preserving, or restoring wellness, and actions or activities that endanger wellness or cause illness. Internal and external influences are considered. The problems encountered by persons who are attempting to alter their own health behavior are addressed. The role of nurses in changing health behaviors in individuals, families, communities, and the larger society are examined. Prerequisite: NRSG 752 or consent of instructor. LEC
- NRSG 722 **Scholarly Writing for the Health Professional** (3). Development of scholarly writing skills is emphasized to promote professional communication and to enhance professional image. Students enrolled in this interdisciplinary course analyze their own and others’ writing to improve their written communications. Writing skills are practiced and developed by critiquing published articles, and by preparing written memorandums, letters, abstracts, and a manuscript. Legal and ethical issues related to the publication process are explored. Prerequisite: Admission to the graduate program or consent of instructor. LEC
- NRSG 723 **Advanced Practice Geriatric Nursing of the Frail Older Adult** (2-3). The knowledge and skills necessary to provide holistic care for the frail elderly client are emphasized in the advanced practice nursing course. Physical and multidimensional functional assessments are discussed as a basis for establishing functional approaches to care and planning effective therapeutic interventions in various long-term care settings. Strategies for coordination of services and collaboration with an interdisciplinary team for comprehensive health care are inte-



grated throughout the course. Prerequisite: Admission to the graduate program or consent of instructor (excludes students in the Adult/Geriatric Nursing track). LEC

NRS 748 Theories: Bridge to Practice and Research (2). Theory development and analysis techniques provide the framework for the study of concepts and theories from nursing and related disciplines. These concepts and theories are used to guide therapeutic nursing interventions and research for individual, family, and community client systems. Systems theory and theories related to cultural environments are analyzed to assess and intervene for complex systems. Prerequisite: Admission to the B.S.N. to Ph.D. graduate nursing program or consent of instructor. Corequisite: NRS 749. LEC

NRS 749 Theories: Bridge to Practice and Research Practicum (1). Selected individual, family, and community client systems are observed in practice for consistency with theoretical and research literature. Field study and participant observations provide the means for comparing findings from research and practice. Corequisite: NRS 748. LEC

NRS 750 Theories for Practice I: Individual, Family, and Group (2). Basic elements of theory, theory development and critique are discussed. Theories as they relate to health and human functioning of individual, family and group client systems across the life span are explored. Developmental, structural, functional and interactional theories and related research are analyzed and critiqued. These theories from nursing and related disciplines are used as a guide for therapeutic nursing interventions. Prerequisite: Admission to the graduate nursing program or consent of instructor. LEC

NRS 751 Theories for Practice I: Practicum (1). Selected concepts are used in a practice setting for understanding and describing the health and human functioning of individual, family and group client systems, and as a guide to identifying therapeutic nursing interventions. Corequisite: NRS 750. LEC

NRS 752 Theories for Practice II: Organizations, Community, Culture, and Society (2). Organizational, sociological, and cultural theories in relation to the internal and external environments of complex client systems are explored. Structural/functional, systems, economic, power, and/or other macrotheories may be included. Critical components of these theories are applied to issues of health and functioning of organizations, communities, cultural groups and society through assessment and proposed therapeutic interventions. Prerequisite: NRS 750 or consent of instructor. LEC

NRS 753 Theories for Practice II: Practicum (1). Selected organizational, sociological and cultural theories are applied in practice to the analysis of health and functioning of complex client systems. Corequisite: NRS 752. LEC

NRS 754 Health Care Research (3). Methods for analyzing and conducting research and evaluating research findings for use in practice are explored. Research which focuses on health risks of client systems, practice guidelines, therapeutic management and on cost and outcomes will be examined. Emphasis is placed on generating research questions from theory and practice. Prerequisite: Admission to graduate program or consent of instructor. LEC

NRS 755 Health Care Professionalism: Issues and Roles (3). Health Care Professionalism in nursing as influenced by social, cultural, political and economic forces interacting with complex client systems is examined. Issues that develop in the changing health care environment that impact health and solutions to problems associated with these issues are explored in relation to ethical and legal parameters. Innovative methods and skills essential for nursing are developed in a laboratory setting. Prerequisite: Admission to the graduate nursing program or consent of instructor. Priority given to CRNA students. LEC

NRS 801 Analysis Variance (3). Methods for designed experiments including one-way analysis of variance (ANOVA), two-way ANOVA, repeated measures ANOVA, and analysis of covariance are emphasized. Post-ANOVA tests, power and testing assumptions required in NOVA are discussed and applied. Outlier detection using robust estimators also are incorporated. Boxplots, histograms and scatterplots are used to display data. Prerequisite: PRE 710/711 or equivalent. Knowledge of statistical software, basic statistical plotting methods, p-values, two-sample t-test and simple linear regression is assumed. Cross-listed with BMTR 801. LEC

NRS 802 Qualitative Research I (3). Students explore various qualitative research methodologies such as ethnography, phenomenology/hermeneutics, historiography, grounded theory and/or others. Emphasis is placed on the appropriateness of each methodology for description and explanation of nursing phenomena. Experience is provided in problem formulation and development of the qualitative research proposal. Practice in data collection methods and initial phases of analysis is provided. Prerequisite: NRS 754 or admission to the doctoral program or consent of instructor. LEC

NRS 809 Health Promotion and Complementary Therapeutics (3). Current trends in health promotion and clinical preventive care across the life span are examined. Specific guidelines for assisting clients to maintain/improve health and/or prevent illness are reviewed. Attention is given to the roles of the health care provider and care recipient in screening, communication, and counseling. The use of complementary

(non-pharmacological) therapeutics in assisting clients to achieve goals of health promotion is examined. The recommendation and use of non-pharmacological interventions will be evaluated based on research findings related to selection of therapeutics and measurement of expected outcomes following use of a particular intervention. Prerequisite: Admission to the graduate nursing program or consent of instructor. LEC

NRS 810 Advanced Health Assessment and Physical Diagnosis (2). Building upon basic health assessment, knowledge and skills for advanced clinical practice are discussed, described and demonstrated. The concept of clinical decision making for differential diagnosis will be introduced. Emphasis will be placed on the adult model; however, major expected differences in special populations will be presented. Corequisite: NRS 811 Advanced Health Assessment and Physical Diagnosis: Practicum LEC

NRS 811 Advanced Health Assessment and Physical Diagnosis: Practicum (1). Content learned in the co-requisite didactic course (N810) will be applied in this practicum. Directed laboratory and simulated experiences afford the opportunity to apply the clinical decision making process too accurately and efficiently gather and analyze subjective and objective data. Co-Requisite: NRS 810 Advanced Health Assessment and Physical Diagnosis. LEC

NRS 812 Advanced Pathophysiology (3). An in-depth scientific knowledge base relevant to selected pathophysiological states confronted in primary care is explored. This information provides a basis for the formulation of clinical decisions related to diagnostic tests and the initiation of therapeutic regimens. Age specific and developmental alterations are correlated with clinical diagnosis and management. Application is made through age appropriate examples. Prerequisite: Admission to the graduate nursing program or consent of instructor. LEC

NRS 813 Applied Drug Therapy (3). The clinical application of specific categories of drugs, commonly encountered in primary care settings is discussed. The use of protocols, prescription writing, and the ethical/legal, and economic issues surrounding the advanced nurses' role in prescribing and monitoring pharmacologic therapies in the ambulatory setting are explained. Factors such as age appropriate content related to pharmacokinetics, dosages, expected outcomes, and side effects of the drugs are discussed. First line versus second line drugs, alternate drugs, drug interactions, adjusting drug dosages, patient education, and compliance issues related to drug therapy are addressed. The nurse's role and responsibility related to data collection, problem identification, and consultation with the physician in explored. Application is made through age appropriate case studies. Prerequisite or Corequisite: NRS 812, or consent of instructor. Is ITV from WSU. LEC

NRS 814 Primary Care I: Management of Common Health Problems Throughout the Life Span (3). Common health problems seen in individuals and families throughout the life span are discussed in this first of two sequential courses. Applications of current research and theory based interventions appropriate for protocol based management by advanced registered nurse practitioners are analyzed. Strategies to manage common health problems, in urban and rural patients, are explored. Interventions to restore individual and family level of pre-illness health, and positive lifestyle behaviors are emphasized. Prerequisite: NRS 809 and NRS 810 and NRS 811. Prerequisite or Corequisite: NRS 750 and NRS 751 and NRS 812. Corequisite: NRS 815. LEC

NRS 815 Primary Care I Practicum: Management of Common Health Problems Throughout the Life Span (2). Opportunities to develop beginning skills as advanced practice nurses in a primary care setting are provided. Emphasis is on assessment, clinical decision making, and management of clients/client systems of all ages/stages who are experiencing common health problems. Internal and external environmental factors as well as legal, ethical and economic concerns related to the presenting common health problems are explored. Current research outcomes and theory based interventions appropriate for management by advanced practice nurses are stressed. Collaboration and consultation (including referrals) with appropriate health providers is emphasized. Corequisite: NRS 814. LEC

NRS 816 Primary Care II: Management of Complex Health Problems Throughout the Life Span (3). Complex health problems seen in individuals and families throughout the life span are discussed in this second sequential course. Applications of current research and theory based interventions appropriate for management by advanced registered nurse practitioners are analyzed. Strategies and protocols to manage complex patient problems, in urban and rural patients, are explored. Interventions to restore individual and family levels of pre-illness health, including secondary and tertiary prevention, are emphasized. Prerequisite: NRS 814 and NRS 815. Prerequisite or Corequisite: NRS 752, NRS 753, and NRS 813, or consent of instructor. Corequisite: NRS 817. LEC

NRS 817 Primary Care II Practicum: Management of Complex Health Problems Throughout the Life Span (2). Opportunities to develop intermediate skills as advanced practice nurses in a primary care setting are provided. Emphasis is on assessment, clinical decision making, and management of clients/client systems of all ages/stages who are experiencing complex health problems. Internal and external environmental factors as well as legal, ethical and economic concerns related to the presenting complex health problems are explored. Cur-

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The leadership major in the M.S. program includes tracks in organizational leadership, public health nursing, and health care informatics.

KU's School of Nursing ranks in the top 10 schools of nursing in research funding from the NIH's National Institute for Nursing Research.

rent research outcomes and theory based interventions appropriate for management by advanced practice nurse are stressed. Collaboration and consultation (including referrals) with appropriate health providers is emphasized. Corequisite: NRSNG 816. LEC

NRSNG 818 Primary Care III: Preceptorship (5). The theoretical, clinical, and role components of care as delivered by the nurse practitioner are implemented through an intensive supervised clinical practicum with seminar sessions. An opportunity is provided to apply advanced clinical decision making skills and research to the assessment, management, and evaluation of complex health care problems in the primary care setting. The client system for this experience include individuals and families within the context of community. Emphasis is on increased independence and decision making in a multi-disciplinary environment. Internal and external environmental factors, ethical, legal, and health policy issues related to the nurse practitioner role in the practice setting are analyzed. Prerequisite: NRSNG 816 and NRSNG 817, or consent of instructor. LEC

NRSNG 819 Advanced Pathophysiologic Assessment (3). Systems approach to advanced physical assessment, pathophysiology, principles of hemodynamic monitoring, electrocardiography, pulmonary airway monitoring, and neuromuscular monitoring in the evaluation of the acute care and/or surgical patients. Emphasis will be on the cardiovascular, pulmonary, and neurological systems and their relation to the assessment and monitoring practices of the health care provider. Prerequisite: Permission of Instructor. LEC

NRSNG 822 Topics in Community Health Nursing: Health Promotion in the Community (1-5). Investigation of special health issues or problems relevant to appropriate client systems in community health nursing. Prerequisite: One graduate clinical course in community health nursing or consent of instructor. LEC

NRSNG 826 Global Perspective and Diversity in Health Care (2). Cultural receptivity is integrated into the collaboration, development, and implementation of health programs at the local, national, and international level. Frameworks that emphasize the meanings of health and health care; prevention and management; and related ethical, economic, and social justice concerns are introduced. Students partner with community of interest to understand their health and illness beliefs, identify barriers to health care access, integrate the historical, social, political and economic forces that impact health care. Together they plan and implement appropriate strategies to influence positive community outcomes. Prerequisite: NRSNG 880 or consent of instructor. LEC

NRSNG 827 Advanced Concepts Public Health Nursing (2). Public health is addressed in terms of common values and interests as well as particular client populations (vulnerable and at risk groups) across the life span. Health promotion and disease prevention for whole communities and selected vulnerable and at risk aggregates are emphasized. Ethical and social justice concerns as well as public policy and legislative issues in population-focused health care are discussed. Selected models, concepts, theories, and research in public health provide the framework for identifying, exploring, prioritizing and planning interventions for public health concerns. Ultimately, a grant proposal is developed to support the action plan. Prerequisite: NRSNG 754, NRSNG 808, PRVM 800 or consent of instructor. Co-requisite: NRSNG 828. LEC

NRSNG 828 Public Health Nursing: Practicum I (3). Students are provided with an opportunity to explore advanced practice roles within the context of public health needs. Based on each student's goals and interests, health related needs of an identified population are assessed, analyzed, and synthesized; and a plan of action proposed. Corequisite: NRSNG 827 or consent of instructor. LEC

NRSNG 829 Public Health Practicum (3). Students will complete an intensive practicum in a community/public health setting. (Same as PRVM 891) Prerequisite: NRSNG 827 or permission of instructor. LEC

NRSNG 830 Care of Women in the Antepartal Period (2). Care during the antepartal period in healthy pregnant women is presented and analyzed. Strategies focusing on risk reduction and early identification of deviation from normal in this client system are examined. Complementary practice models demonstrating various management theories are described. Biopsychosocial and cultural aspects of pregnancy within the family structure environment are applied. Concepts of research, ethics, legal and political issues, nutrition, pharmacotherapeutics, health promotion, and selected high-risk deviation from normal are included. Prerequisite: NRSNG 809, NRSNG 810, NRSNG 811, NRSNG 812, NRSNG 813, or consent of instructor. Co-Requisite: NRSNG 831. LEC

NRSNG 831 Care of Women in The Antepartal Period Practicum (2). This clinical practicum centers on competencies for management of pregnant women and family client systems in various environments. Health promotion and risk reductions in pregnant women are emphasized. Management experiences in the advanced practice role include antepartal risk-assessment, collaboration, co-management, and referral when medically necessary. Corequisite: NRSNG 830 LEC

NRSNG 832 Nurse Midwifery in the Neonatal Period and Practicum (1). Synthesis of the nurse-midwifery philosophy for well neonates is conceptualized. Health maintenance models of care for infant client systems up to the first 28 days of life are included. Research, ethics, legal and political issues, nutrition, pharmacotherapeutics, health promotion, and selected high-risk deviation from normal are included.

Clinical competencies for nurse-midwifery management of well neonates up to first 28 days of life are developed. Management experiences include the nurse-midwifery role in collaboration, co-management, and referral, as needed, during the early newborn period. Prerequisite or Corequisite: NRSNG 830 or consent of instructor. LEC

NRSNG 834 Nurse Midwifery in Women's Health Care Practicum (2). The nurse-midwifery management process is applied. Development of beginning competencies for promotion clinical nurse-midwifery management of well women client systems seeking gynecologic, contraceptive, health promotion, and maintenance services are included. Nurse-midwifery students experience delivery of care in independent practice environments as well as collaboration, co-management, and referral when medically necessary. Prerequisite: NRSNG 830 or consent of instructor. Corequisite: NRSNG 835 or consent of instructor. LEC

NRSNG 835 Primary Women's Health Care Across the Life Span (3). Psychological, sociological, and physiological issues of health and human functioning of the female client systems across the life span are explored. Theory and research based therapeutic management of acute, episodic, and chronic conditions that occur in community based women and their families will be planned. Professional values including standards of practice, certification, cultural, legal and ethical issues, and professional roles will be addressed. The health care delivery system will be analyzed for cost effectiveness and sensitivity to women. Corequisite: NRSNG 815, NRSNG 817, NRSNG 834, or consent of instructor. LEC

NRSNG 836 Nurse Midwifery in the Intrapartal and Post Partum Period (3). Nurse-midwifery care of uncomplicated mother/infant client systems through the intrapartal, postpartal, and neonatal period are presented and analyzed. Intrapartal and Postpartal complications and emergency events are addressed. Complementary practice models demonstrating various management modalities are described. Concepts of research, ethics, legal and political issues, nutrition, pharmacotherapeutics, health promotion, and selected high-risk deviation from normal are included. Prerequisite: NRSNG 830 or consent of instructor. Prerequisite or Corequisite: NRSNG 832. LEC

NRSNG 837 Nurse Midwifery in the Intrapartal and Postpartal Period Practicum (2). Competencies for nurse-midwifery management according to national standards of practice for low risk healthy women during labor, birth and, postpartum are demonstrated. The development of a skill base for intrapartal emergencies is addressed. Nurse-midwifery management practice provides experience in the role of care provider during normal labor and delivery postpartum and in collaboration, co-management, and referral when medically necessary. Corequisite: NRSNG 836 or consent of instructor. LEC

NRSNG 840 Care of Women Integration Practicum (4). The theoretical, clinical and role components of care as delivered by the advanced practice student are implemented through an intensive supervised clinical practicum. Advanced professional clinical skills and evidence-based practice in the assessment, management and care of women and newborns are applied. The client system for this experience includes well women, childbearing women and may include neonates in a variety of environments. Emphasis is on increased independence and decision making embracing the function and scope of advanced practice of nurse-midwifery. Prerequisite: Consent of instructor. LEC

NRSNG 842 Topics in Mental Health Nursing (1-5). Investigation of special issues or problems relevant to selected client systems in mental health nursing. Prerequisite: One graduate clinical course in mental health nursing or consent of instructor. LEC

NRSNG 844 Psychiatric Assessment for Advanced Nursing Practice (2). Advanced psychiatric assessment of children, adults, and the elderly will be covered including conducting caring and competent interviews in simulated situations. Assessment for psychiatric diagnosis including suicide and homicide potential, substance use, mood and anxiety disturbances, psychosis, and dementia are emphasized. Prerequisite or Corequisite: NRSNG 810 or consent of instructor. LEC

NRSNG 845 Psychiatric Mental Health Nursing I: Short-term Illness (2). Short-term mental health problems (e.g., crises and grief reactions) and psychiatric disorders (e.g., anxiety, depression, and behavioral problems) are discussed. Intervention frameworks such as behavioral, cognitive and crisis theories, and supporting outcome research are analyzed as they apply to individual, group, and family client systems across the life span. Focus is placed on environmental factors that relate to health promotion, disease prevention, symptom management, and behavior change. Professional issues that commonly occur in implementing the advanced practice role in psychiatric and mental health care are emphasized. Prerequisite: NRSNG 750 Theories for Practice I: Individual, Family, and Group. Prerequisite or Corequisite: NRSNG 745 Health Care Research; NRSNG 809 Health Promotion and Complementary Therapeutics; NRSNG 812 Advanced Pathophysiology; NRSNG 810 Advanced Health Assessment; NRSNG 844 Psychiatric Assessment for Advanced Nursing Practice; or consent of instructor. LEC

NRSNG 846 Psychiatric Mental Health Nursing I: Practicum (2). The role of the psychiatric mental health advanced practice nurse in developing short-term and episodic interventions with individuals, groups, and families is implemented. Students have opportunities to complete assessments, formulate diagnoses, and implement psychotherapy for

culturally diverse clients from different age groups. Theory and research based nursing therapeutics and standards of practice are applied in an artful manner. Corequisite: NRS 845 Psychiatric Mental Health Nursing I: Short-Term Illness. LEC

NRS 847 Psychiatric Mental Health Nursing II: Chronic Illness (2). Individual, family, and group client systems of varying ages with chronic and complex alterations in mental health, such as schizophrenia, bipolar disorder, substance abuse, and dementia are the focus. Biobehavioral, rehabilitation, and psychoeducation frameworks are used in examining factors that contribute to alterations in functioning in the client system's internal and external environment. Likewise, these frameworks and research outcomes related to rehabilitation goals are considered in implementing the advanced practice role. Prerequisite or corequisite: NRS 752 Theories for Practice II: Organizations, Community, Culture, and Society; NRS 754 Health Care Research; NRS 810 Advanced Health Assessment; NRS 813 Applied Drug Therapy; NRS 844 Psychiatric Assessment for Advanced Nursing Practice; or consent of instructor. LEC

NRS 848 Psychiatric Mental Health Nursing II: Practicum (2). Individual, family, and group client systems with chronic and complex alterations in psychological functioning are managed. Selected theoretical frameworks such as biobehavioral, rehabilitation, and functioning are managed. Selected theoretical frameworks such as biobehavioral, rehabilitation, and psychoeducation are used in examining factors in the client system's internal and external environment that contribute to alterations in psychological functioning. These frameworks as well as research outcomes and professional standards for Psychiatric Mental Health Clinical Practice are used in implementing psychopharmacological and psychoeducational interventions. Corequisite: NRS 847 Psychiatric Mental Health II: Chronic Illness. LEC

NRS 849 Psychiatric Mental Health Nursing III: Practicum (3-5). The integration of the psychiatric mental health advanced practice nursing role is implemented. Students have opportunities to use diagnostic reasoning, psychotherapy, physiological interventions, interdisciplinary treatment plans, psychoeducation, consultation, referral, and research findings in the management and evaluation of culturally diverse clients from different age groups. The client system for this preceptorship includes individuals, groups, and families. Emphasis is on prevention of illness, stabilization of the client system, minimization of complications, and promotion of optimal level of health through interdisciplinary collaboration. Prerequisite: NRS 845 Psychiatric Mental Health Nursing I: Short-Term Illness, NRS 847 Psychiatric Mental Health Nursing: Chronic Illness, or consent of instructor. LEC

NRS 852 Topics in Pediatric Nursing (1-5). Investigation of special problems of a selected client system (infants, toddlers, preschoolers, school-age children, or adolescents) in pediatric nursing. Prerequisite: One graduate clinical course in pediatric nursing or consent of instructor. LEC

NRS 853 Abstraction and Modeling of Health Care Information (3). This information system development life cycle process are presented with emphasis on determination and analysis of information system requirements and system design that meet the identified health care information requirements. Object-oriented techniques will be introduced, including Unified Modeling Language and Unified Modeling Methodology, to facilitate process analysis and design proposal development. Prerequisites: NRS 820 or consent of instructor. LEC

NRS 854 Knowledge Management in Health Care (3). Knowledge management is the creation, communication, and leveraging of a health care organizations' knowledge assets. Defining knowledge, describing the knowledge creation cycle, and the identification of the knowledge worker and his/her impact on the organization are discussed. Information technology and communities of practice are presented in a balanced approach supporting a systematic viewpoint of the knowledge management process. Knowledge management theory is enhanced with the performance of a knowledge audit and the development of knowledge management tools. Prerequisites: BUS 738, NRS 820, or consent of instructor. LEC

NRS 855 Topics in Health Care Informatics (2). Investigation of current issues and trends relevant to health care information. Prerequisite: One graduate course in information or consent of instructor. LEC

NRS 856 Health Care Informatics Practicum (3). In collaboration with health care information faculty, preceptors, students design an experience to facilitate application of theories and research related to health care information. Emphasis is on the application of the information system development life cycle. Students analyze the leadership and technical behaviors of various informatics roles and negotiate an informatics project to be completed within the practicum. Prerequisite: All Common Core, Leadership Core, NRS 853, BUS 738. Prerequisite (or Co-requisite): NRS 854, NRS 855, NRS 898 or consent of instructor. LEC

NRS 860 Health Care at the End of Life (3). Complex issues that influence care for clients and their family systems at the time of and surrounding death provide the focus for this course. Contemporary attitudes surrounding death and dying as well as ethical, legal, cultural, social, and financial issues are examined. The needs of individuals and families surrounding death such as pain and symptom management, psycho-spiritual care, and bereavement are discussed in relation to

contemporary causes of death. Collaborative role development with other members of the health care team surrounding care of the dying are explored. Prerequisite: Admission to graduate program. LEC

NRS 861 Topics in Adult Nursing (1-5). Investigation of special issues or problems relevant to a selected client system in Adult Nursing. Prerequisite: One graduate clinical course in Adult Nursing or permission of the instructor. LEC

NRS 862 Adult/Gerontological Health Care I (3). Knowledge and skills necessary to provide holistic care for the culturally diverse adult in multiple care settings are emphasized. Clinical manifestations of and patient response to selected problems of sensory, psychological, neurologic, musculoskeletal, and dermatologic systems and infections are examined. Physical and multidimensional functional assessments are emphasized as a basis for establishing differential diagnoses and planning effective therapeutic interventions. Coordination of services and collaboration with an interdisciplinary team for comprehensive health care are integrated throughout the course. Prerequisite: NRS 810. Prerequisite or Corequisite: NRS 750, NRS 809, NRS 812, NRS 813, or consent of instructor. Corequisite: NRS 863 or NRS 864. LEC

NRS 863 Adult/Gerontological Health Care I: Practicum – CNS (2). Management of the primary, acute, and chronic health care needs of a culturally diverse population of adults across the life span with specific system dysfunction are explored. Clinical practice will include multidisciplinary coordination of comprehensive managed care. Consultative, patient education, quality improvement, and project development activities will be the major focuses. Corequisite: NRS 862 Adult/Gerontological Health Care I. LEC

NRS 864 Adult/Gerontological Health Care I: Practicum – NP (2). Assessment of adults across the life span and the management of common acute and chronic health problems are executed in consultation with the appropriate provider. Opportunities to manage pharmacological and medical therapeutics will be provided. Nursing therapeutics and case management based on theory and research are applied in a variety of community and institutional practice settings. Emphasis is on health promotion and health maintenance for culturally diverse adult individuals and groups. Corequisite: NRS 862 Adult/Gerontological Health Care I. LEC

NRS 865 Adult/Gerontological Health Care II (3). Knowledge and skills necessary to provide holistic care for the culturally diverse adult in multiple care settings are emphasized. Clinical manifestations and patient responses to selected problems of cardiovascular, respiratory, renal, urinary, endocrine, reproductive, gastrointestinal and immunological systems, infections, and oncological problems are examined. Physical and multidimensional functional assessments are emphasized as a basis for establishing differential diagnosis and planning effective therapeutic interventions. Coordination of services and collaboration with an interdisciplinary team for comprehensive health care are integrated throughout the course. Prerequisite: NRS 752, NRS 862, or consent of instructor. Corequisite: NRS 866 or NRS 867. LEC

NRS 866 Adult/Gerontological Health Care II: Practicum – CNS (2). Management of the primary, acute and chronic health care needs of a culturally diverse population of adults across the life span with specific system dysfunction are explored. Clinical practice will include interdisciplinary coordination for comprehensive managed care. Consultative, patient education, quality improvement, and project development activities will be major focuses. Corequisite: NRS 865 Adult/Gerontological Health Care II. LEC

NRS 867 Adult/Gerontological Health Care II: Practicum – NP (2). Assessment of adults across the life span and the management of common acute and chronic health problems are executed in consultation with the appropriate provider. Opportunities to manage pharmacological and medical therapeutics will be provided. Nursing therapeutics and care management based on theory and research are applied in a variety of community and institutional practice settings. Emphasis is on health promotion and health maintenance for culturally diverse adult individuals and groups. Corequisite: NRS 865 Adult/Gerontological Health Care II. LEC

NRS 868 Adult/Gerontological Health Care III: Preceptorship – CNS (3-5). The theoretical, clinical, and research role components of care as delivered by the adult/gerontological CNS are implemented. Opportunities are provided to utilize diagnostic reasoning, nursing therapeutics, pharmacological therapeutics, interdisciplinary treatment plans, project development, consultation, referral, and research findings in the management and evaluation of culturally diverse clients experiencing specific system dysfunction. The client system for this preceptorship includes adults (and their families) experiencing a selected system dysfunction. Emphasis is on stabilization of the client, minimization of complications, and promotion of optimal level of health through an interdisciplinary approach. Prerequisite: NRS 862 Adult/Gerontological Health Care I; and NRS 865 Adult/Gerontological Health Care II; or consent of instructor. Prerequisite or Corequisite: NRS 755. LEC

NRS 869 Adult/Gerontological Health Care III: Preceptorship – NP (5). The theoretical, clinical, and research role components of care as delivered by the adult/gerontological nurse practitioner are implemented. Opportunities are provided to utilize diagnostic reasoning, nursing therapeutics, pharmacological therapeutics, interdisciplinary treat-

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KU's Master of Science in Nursing – Nurse Practitioner Track received the 2002 Outstanding Faculty Practice Award from the National Organization of Nurse Practitioner Faculties.

ment plans, consultation, referral, and research findings in the management and evaluation of culturally diverse adult/gerontological clients with common ambulatory care problems. The client system for this preceptorship includes adults (and their families) across the life span. Emphasis is on preventing illness, promoting health and optimal functional level, stabilizing the ill client, and minimizing complications through an interdisciplinary approach. Prerequisite: NRSNG 862 Adult/Gerontological Health Care I; and NRSNG 865 Adult/Gerontological Health Care II; or consent of instructor. Prerequisite or Corequisite: NRSNG 755. LEC

NRSNG 870 Designing a Student Learning Environment (3). The roles of both the educator and student in designing a learning environment provide the framework for analyzing pedagogical philosophies, theories, ethical/legal issues, and research related to teaching strategies and education. The focus is on best practices and research based strategies to promote various learning styles and create an active learning environment that increases student retention and learning success for diverse multicultural student populations. Attention will be given to the relationship between the setting, methodologies of clinical teaching, and the assessment of competencies. Prerequisite: NRSNG 752, NRSNG 754, or consent of instructor. LEC

NRSNG 871 Curriculum/Program Planning and Evaluation (3). Philosophies, methods, and processes of curriculum and instruction in nursing education provide the framework for discussing curricular and program planning theories/models, resources for decision-making, research, and evaluation methods that create a learner centered environment. Attention is given to frameworks for program evaluation, methods of data collection, and the ethics and standards of evaluation practice. The influence of societal trends, and current health professions issues relevant to societal needs and developing educational curriculum to meet those needs. Matters of diversity, workforce development, ethics/legal issues in curriculum planning and education are also included. Prerequisite: NRSNG 752, NRSNG 754, or consent of instructor. LEC

NRSNG 872 Topics in Nursing Education (1-5). Investigation of special issues or problems relevant to appropriate client systems (client, family, and student or health care professional) in Nursing Education. Prerequisite: Consent of instructor. LEC

NRSNG 873 Teaching with Technologies (3). Theories and trends that support the use of merging and emerging technologies for the enhancement of teaching and learning are explored. The focus is on assisting educators to gain skills in choosing appropriate instructional technologies to enhance learning. Learning variables, the environment context, financial-political issues, and the influence of those variables on technologies are examined. The evaluation and impact of current technology on the delivery of education are examined along with strategies for considering/anticipating future technologies to meet educational needs. LEC

NRSNG 874 Nurse Educator Preceptorship (3). The role components of the nurse educator are implemented with a preceptor in selected educational settings. Opportunities are provided to utilize teaching and learning strategies, research findings, and evaluation methods with diverse students. Professional issues, educational trends, changing role of the educator, and self-assessment are incorporated in accompanying modules. Prerequisite: Completion of NRSNG 870, NRSNG 871, NRSNG 873. LEC

NRSNG 875 Women's Health: Adolescence and Young Adult (5). The role of the advanced practice nurse is examined in relation to environmental and age related factors that result in complex health problems in the young adult female and the childbearing family. Theoretical concepts and research are explored as a basis for advanced family assessment and nursing practice decisions. Factors that maintain system balance or result in system imbalance for pregnant and non-pregnant young adults and for childbearing families including the neonate are examined and interventions are designed, implemented, and evaluated. Methods for influencing health policy regarding resources for the management of complex health problems in the young adult female and the childbearing family are examined. Prerequisite or Corequisite: NRSNG 752, NRSNG 754, or consent of instructor. LEC

NRSNG 876 Women's Health: Middle and Aging Adult (4). The role of the advanced practice nurse in the provision of health care to women and their families during the middle and aging years is implemented. The difference between the management of acute and chronic conditions such as infertility, common gynecological conditions, and osteoporosis are compared as a basis for nursing decisions. Interventions designed to maintain or restore system balance are implemented and evaluated in relation to research. Methods for influencing health policy regarding resources for the management of the health needs of the woman in the middle and aging years and her family are examined. Prerequisite or Corequisite: NRSNG 752, NRSNG 754, or consent of instructor. LEC

NRSNG 880 Organizational Foundations for Leading Change (2). Self-discovery as a leader, manager, and follower is emphasized in this course. Analysis and prediction of an organization's capacity for change, based on its stage of development, are introduced. Issues that constrain and destabilize organizations and strategies to restore equilibrium are explored. Prerequisite (or Co-requisite): NRSNG 752 or consent of instructor. LEC

NRSNG 881 Applied Budgeting and Finance (3). Leaders apply basic principles associated with program, project and service line fiscal man-

agement, price-setting, budget preparation, cost-benefit/break-even analysis, managed care contracting, and interpreting financial ratios while concurrently acquiring a financial vocabulary to communicate with various stakeholders. Financial reports such as balance sheet, budget forms and expense reports are studied and formulated related to government agencies, small clinical operations, grant-funded projects, and start-up programs. Staffing models and the staffing-quality equation are analyzed for the purpose of projecting human resource requirements. Prerequisite: NRSNG 880, HP&M 814 or consent of instructor. LEC

NRSNG 882 Quality Management (3). This course integrates outcomes management and research. Through projects, site visits, readings, and class discussions, students develop an informed basis for leading quality improvement efforts in various health care settings. Upon completion of the course, the student will be able to contribute to the planning and management of outcomes-based quality improvement programs; describe central issues in measuring functional status, quality of life, adherence to guidelines, customer satisfaction, and costs; articulate the potential rewards and costs of quality management efforts; apply scientific evidence on health care outcomes to quality management; and use techniques that are common in quality management. (Same as HP&M 863.) Prerequisite: NRSNG 754 or NRSNG 880 or equivalent course; or consent of instructor. LEC

NRSNG 884 Topics in Organizational Leadership (2). Investigation of current and futuristic issues and trends relevant to organizational leadership. Prerequisite: One graduate course in organizational leadership track or consent of instructor. LEC

NRSNG 885 Evaluation and Analysis for Health Care Effectiveness (2). Systematic approaches for analyzing and evaluation processes of care delivery and their impact on client populations, organizational processes, and communities are considered. Research concepts and methods are used in a systems context. Program evaluation, performance improvement, and other methods of measuring outcomes are examined for their utility within the health care setting. Linkages between program evaluation and regulatory policy are studied. Prerequisite: NRSNG 754 (or Co-requisite): NRSNG 880 or consent of instructor. LEC

NRSNG 886 Practicum in Organizational Leadership (3). The knowledge, skills, and abilities learned throughout the course of study are integrated in this practicum experience designed to develop further specialized knowledge. The faculty and preceptor provide support and guidance to help interpret experiences, and gain a broader world-view within organizational leadership. Students design an experience to facilitate application of theories and research related to organizational leadership. Emphasis is on expanding the capacity of the emerging leader in leading change, facilitating advanced communication skills, and demonstrating one or more areas of leadership expertise. Students negotiate a leadership project to be completed within the practicum. Prerequisite: Common Core, Leadership Core, HP&M 814, NRSNG 882. Prerequisite (or Co-requisite): NRSNG 884, NRSNG 898 or consent of instructor. LEC

NRSNG 887 Measurement in the Evaluation of Health Services (3). The nature and problems of measuring health status and health-related factors in human populations are examined. Specific types of measures and various strategies are discussed and compared at the nominal, ordinal, and interval-ratio levels of measurement. Students are exposed to a range of measures including single response items and frequency measures such as rates and ratios, as well as multiple-item indexes and scales. Students apply techniques for establishing comparability, such as the adjustment and weighting of measures. Special attention is placed on understanding the sources of measurement error and the assessment and improvement of reliability and validity of measures. In addition, students are exposed to the process of translating clinical practice guidelines, quality indicators, or other health service outcome objectives into data collection instruments such as questionnaires or abstraction schedules for use with medical records. Finally, students learn how issues of measurement interface with other methodological issues such as selection of study populations and choice of statistical analytic techniques. (Same as HP&M 870.) Prerequisite: PRVM 800 or HP&M 821 or equivalent; and NRSNG 886 or HP&M 836 or HP&M 857, or equivalent; or consent of instructor. Enrollment in this course is limited to Master students. LEC

NRSNG 888 Seminar in Outcomes Management and Research (1). Students admitted to the Certificate in Outcomes Management and Research program interact to build on the integrate content from the other outcomes certificate courses. During seminars the students discuss and analyze presentations and publications reporting studies and projects undertaken to describe, evaluate, and improve clinical, financial, and quality-of-life outcomes of medical health care interventions. (Same as HP&M 876 and PRVM 868.) Prerequisite: Admission to the Certificate in Outcomes Management and Research program or permission of instructor. LEC

NRSNG 889 Grant Writing (3). All aspects of preparing grant applications are covered. This includes writing an actual grant application containing all the usual elements of grants—budgets, biosketches, resources, and scientific text. In addition, different funding agencies, building research teams, the review process, responding to reviewers, and resubmitting grants will be covered. (Same as ANAT 869 and

HP&M 878.) Prerequisite: Appropriate research methods and statistics courses in student's current graduate program (at least 2 statistics courses, one including content of multiple regression); and permission of the instructor. LEC

NRSNG 890 Independent Study in Nursing (1-5). Intensive study in an area of interest with experiences selected according to the student's written purposes, conceptual framework, objectives and evaluation (1-5 credit hours). Appropriate prerequisite courses, as determined by the Independent Study faculty adviser, must be completed. LEC

NRSNG 898 Research Project in Nursing (2). Portions of the research process in an area of nursing are implemented. Emphasis is placed on experiential knowledge of the actual conduct of research. The student selects one of several research activities and reports on the project. Prerequisite: NRSNG 754 plus either one advanced practice or one administration track course, or consent of instructor. LEC

NRSNG 899 Thesis (1-6). Prerequisite: NRSNG 754, and one core track course. THE

NRSNG 948 Vulnerable Populations Seminar (1). Scholarship of pre- and post- doctoral students is promoted through investigation of current and futuristic topics relevant to the area of health care effectiveness for vulnerable populations. Topics are considered on a rotating basis and include: definition and identification of vulnerable populations; cultural, social, economic, and health system processes that lead to adverse health outcomes of vulnerable populations; health disparities; ethical conduct of research with vulnerable populations; analysis of health services research designs for vulnerable populations; and interdisciplinary collaboration. The course may be taken up to four times. SEM

NRSNG 950 Philosophy of Science and Theory Development in Nursing (3). Emphasis is placed on the development and nature of science and structure of scientific theories especially relevant to the development of nursing science. Students conduct a historical review of the philosophical and scientific trends in theory development in nursing. Strategies for analysis and derivation of concepts, statements, and theories are practiced. Metatheoretical and grand theoretical structures and processes for theory development are examined and critiqued. Prerequisite: Admission to the doctoral program and/or consent of instructor. LEC

NRSNG 951 Middle-range and Practice Theories for Nursing Research and Practice (3). Middle-range and practice theoretical structures and processes for theory development are examined and critiqued. Emphasis is placed on continued analysis of theories and their relationships with research and practice. The focus is on the fit between theoretical and operational foundations of research. Students conduct an extensive review of the literature on phenomena of concern to nursing to analyze theoretical development and empirical referents. Strategies for synthesis of concepts, statements, and theories are practiced. Prerequisite: NRSNG 950 or consent of instructor. LEC

NRSNG 952 Qualitative Research II (3). Students conduct fieldwork to implement a qualitative nursing research proposal. Emphasis is placed on advanced application of the various qualitative methodologies. Extended experience in qualitative data analysis is provided, including both interpretive and more structured approaches. Advanced technologies for collection and analysis of data are utilized. Prerequisite: NRSNG 802 and NRSNG 950, or consent of instructor. FLD

NRSNG 953 Measurement Strategies in Nursing Research I (3). Classical measurement theory and related measurement concepts are considered in this course. Students examine various approaches to instrumentation. They also use existing data to refine selected measures. Reliability and validity are emphasized in the evaluation of item and scale characteristics, and the students prepare manuscripts formatted for publication. Basic knowledge of concept analysis is expected prior to enrollment. Prerequisite or Corequisite: NRSNG 950 or consent of instructor. Enrollment in this course is limited to Doctoral students. LEC

NRSNG 954 Quantitative Research Issues and Strategies (3). Descriptive, correlational, and experimental methods of research are emphasized and applied to the investigation of phenomena in nursing. Advantages and disadvantages of certain research methodologies are studied in depth as they relate to nursing problems. Hypotheses relating to current nursing variables are derived, and appropriate methodology is supplied to the generated hypothesis. Prerequisite: NRSNG 950 and PRE 904, or consent of instructor. LEC

NRSNG 955 Measurement Strategies in Nursing Research II (2). Students generate an instrument relevant to nursing practice, education, or research, and develop a proposal for testing it. They also critically analyze published reports of instrumentation for research. The consideration of various approaches to measurement begun in NRSNG 953 Measurement Strategies in Nursing Research I is extended to include generalizability theory and item response theory as well as biophysical measures. Prerequisite: NRSNG 953 or consent of instructor. LEC

NRSNG 959 Research Experience (2). This practicum is an intensive research experience with a specific faculty mentor. It involves working on part of the faculty mentor's current research or on a subject closely related to the mentor's work. The student submits a proposal for this research experience to the faculty mentor. Once the project is complete, the student presents the research orally in a structured forum and, if appropriate, develops a publishable manuscript. Prerequisite: Consent of instructor. FLD

NRSNG 960 History and Philosophy of Nursing (3). The development of nursing as a discipline is examined from a historical perspective. Philosophical issues that have perplexed nurses through the ages are also addressed. The social, philosophical, ethical, economic, cultural, and political forces which impact on the course of nursing history are examined. Prerequisite: NRSNG 950 or consent of instructor. LEC

NRSNG 962 Futuristic Issues in Nursing (2). Emphasis is placed on social, ethical, cultural, economic and political issues impacting nursing, nursing education and health care in the future. The framework of futurism, including futuristic analysis and forecasting methodologies, is used for examining the issues. Leadership strategies for influencing social policy decisions are discussed. Prerequisite: NRSNG 950 or consent of instructor. LEC

NRSNG 965 Special Topics: _____ (2). Students participate in advanced study that provides theoretical, methodological, and clinical perspectives to facilitate their pursuit of research interests in an identified specialty area. Methods include directed readings, discussions, and the interpretation of data-based literature. Examples of topics are theory and research issues related to health systems, symptom management, or health behavior; topic for any given semester to be announced. Prerequisite: Consent of instructor. IND

NRSNG 990 Doctoral Research (1-12). Original and independent investigation approved by and conducted under the supervision of the student's adviser or advisory committee and in partial fulfillment of the requirements for the Ph.D. degree. Prerequisite: NRSNG 959 and consent of adviser. RSH

NRSNG 997 Independent Study (1-4). Having chosen an appropriate mentor, the student selects an area of advanced study. Specific objectives and credit hours are jointly determined by the student and selected faculty member. Prerequisite: Prior graduate course work in the area of study and consent of instructor. IND

NRSNG 999 Dissertation (1-12). Preparation of the dissertation based upon original research and in partial fulfillment of the requirements for the Ph.D. degree. Credit is given only after the dissertation proposal has been accepted by the student's dissertation committee. Prerequisite or Corequisite: NRSNG 990 and consent of adviser. THE

The School of Nursing and the School of Business offer a joint Ph.D./M.B.A. degree program, for nursing students interested in moving into the administrative and teaching sectors of health care.

Some departments do not offer all courses in any one semester. See www.registrar.ku.edu/timetable for current course offerings.

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