

# COURSE CATALOG (PROPOSED)

## 2019 CALENDAR YEAR

### DOCTOR OF NURSING PRACTICE PROGRAM

#### *NURSING CORE COURSES*

Course	Title	Credits
GSN750A	Global Perspectives Seminar in Complex Healthcare Systems –I	3
GSN750B	Global Perspectives Seminar in Complex Healthcare Systems – II	3
GSN706	Healthcare Informatics	3
GSN900	Healthcare Research	1
GSN901	Evidence Based Practice	2
GSN902	Statistical Measures & Analytical Methods: Application and Critique	2
GSN903	Translating Evidence Into Practice	3
GSN906	Doctor of Nursing Practice Project	6
	<b>DNP Nursing Core Total</b>	<b>23</b>

**Course Number:** 750A

**Course Title:** Global Perspectives Seminar in Complex Healthcare Systems-I

**Course Credits:** 3 credits

**Course Description:** This core graduate course introduces the essential requirements of nursing practice education perspectives through collaboration with multiple stakeholders to improve healthcare using critical and reflective strategies based on disparate theories. Using a quality improvement lens to synthesize and apply complex clinical themes within the Military Health System (MHS), students will translate information and expound on the application of the fundamental disciplines: policy, ethics, economics, leadership, roles, system, and population health to include determinants of health. Students will be encouraged to thread the aforementioned perspectives throughout the course in order to evaluate quality, safety, readiness, and the cost-effectiveness of care in advanced practice nursing through the application of the Quadruple Aim: increased readiness, better care, better health, and lower costs.

Based on the three key domains for High Reliability Organizations (HROs) - 1) leadership commitment; 2) culture of safety; 3) continuous process improvement - students will use collaborative and interprofessional skills to explore solutions employing multifaceted healthcare issues for meaningful learning. Additionally, students will formulate strategies and recommend interventions to integrate nursing science with theoretical elements. At the culmination of the semester, students will be familiar with vital principles of the perspectives. Students will also have an understanding of the impact of these disciplines on nursing practices as well as how to apply aspects of these disciplines to their profession in the setting of an increasingly complex healthcare environment.

**Course Number:** 750B

**Course Title:** Global Perspectives Seminar in Complex Healthcare Systems-II

**Course Credits:** 3 credits

**Course Description:** This course continues on the essential requirements of nursing practice education perspectives through collaboration with multiple stakeholders to improve healthcare using critical and reflective strategies based on disparate theories.

**Course Number:** GSN706

**Course Title:** Healthcare Informatics

**Course Credits:** 3 credits

**Course Description:** This required core course focuses on the application and innovation related to the collection, development, organization, analysis, and dissemination of information and technology in an interdisciplinary health care environment. Students are introduced to the role of the healthcare informaticist, healthcare information systems and the information system life cycle, the electronic health record (EHR), telemedicine, clinical decision-making tools, and other technology useful for enhancing healthcare delivery and patient safety. Special emphasis will be placed on information systems used in the Military Health System (MHS). Students will also gain an understanding of the ethical considerations, laws, and policies governing the oversight of healthcare information systems. Students will learn how to apply theory to the design, use, and manipulation of small databases to evaluate and monitor outcomes. Strategies for the use and evaluation of information used by consumers and health professionals for health promotion, early detection, disease prevention and tracking will be explored.

**Course Number:** GSN900

**Course Title:** Healthcare Research

**Course Credits:** 1 credit

**Course Description:**

The emphasis of this course is to provide instruction on the entire research process applicable to Advanced Practice Nursing within the military and federal health care systems. The course begins with an introduction to the philosophy of science and the development of nursing science. This course highlights research ethics, fundamental design, theoretical frameworks, sampling, measurement strategies, and data collection for qualitative and quantitative nursing research.

**Course Number:** GSN901A

**Course Title:** Evidence Based Practice

**Course Credits:** 2 credit

**Course Description:** The content in this core course builds on the subject matter from GSN 900 Healthcare Research. Students will integrate existing knowledge of the research process and skills related to searching and summarizing literature with new knowledge and skills for critically appraising published research. The focus is to develop critical thinking skills for the evaluation and appraisal of current literature which is a foundation for evidenced based practice.

**Course Number:** GSN902

**Course Title:** Statistical Measures and Analytic Methods: Application and Critique

**Course Credits:** 2 credit

**Course Description:** The content in this core course builds on the subject matter from GSN900 Healthcare Research and GSN901 Evidence Based Practice. The focus of this course is the development of critical appraisal skills, to include statistical reasoning, in advanced practice nursing students through the critique of analytic methods and statistical measures used in the healthcare literature. In a mentored setting, students will integrate existing knowledge of the research process and skills related to searching and summarizing literature with new knowledge and skills for critically appraising published research. Students will also acquire the knowledge and technological skills needed to manipulate quantitative data and use nonparametric and parametric statistics to answer research questions or test hypotheses.

**Course Number:** GSN903

**Course Title:** Translating Evidence into Practice

**Course Credits:** 3 credits

**Course Description:** This course provides students with an opportunity to explore philosophical

models for translation of evidence into practice and policy. The course builds on previous knowledge in analytic methods, policy, systems, and leadership, and includes an overview of the science of and multifactorial influences on translation of evidence into practice. This course culminates in the development of the scholarly inquiry project proposal specifically seeking to improve healthcare and systems outcomes for populations and communities within Military/Federal Health Systems.

**Course Number:** GSN906

**Course Title:** Doctor of Nursing Practice Project

**Course Credits:** 6 credits

**Course Description:** The Doctor of Nursing Practice (DNP) project is designed to expand students' ability to apply critical thinking, analytical reasoning, and decision-making skills to clinical and systems-based problems. The focus of the DNP project is translating research into practice in the form of a practice or system improvement. Results will enhance students' ability to resolve complex client health problems, and improve processes supporting safe, effective, patient-centered care. The DNP project is organized by semester across the EBP Enterprise: GSN900, 901A, 902, 903, and 906. Each course provides the academic preparation needed to support advanced translational knowledge and the leadership skills needed to complete iterative elements of the evidence-based clinical practice and/or systems level projects. The DNP project is supported by a collaborative team consisting of the Course Coordinators, Senior Mentors (Committee Chairs), Phase II Site Directors, and Team Mentors (Committee members).

### ***ADVANCED PRACTICE CORE COURSES***

<b>Course</b>	<b>Title</b>	<b>Credits</b>
GSN601	Advanced Anatomy	3
GSN602	Advanced Health Assessment	3
GSN603	Advanced Physiology	3
GSN606	Advanced Pathophysiology	4
GSN607	Advanced Pharmacology	4
GSN710	Bedside Ultrasonography	1
GSN711	Integrative Medicine Methodologies	1
GSN809	Concepts in Operational Leadership & Readiness	2
<b>APRN Core Total</b>		<b>22</b>

**Course Number:** GSN601

**Course Title:** Advanced Anatomy

**Course Credits:** 3 credits

**Course Description:** This foundational didactic and human dissection course is designed to facilitate a thorough understanding of human anatomy. It is a specialized course building on basic knowledge attained in undergraduate nursing courses to expand the understanding and integration of human anatomy into clinical practice of the advanced practice nurse. This knowledge is expected to enhance understanding of human anatomy across the spectrum in the student's advanced practice clinical settings as well as courses in physiology, pathophysiology, and patient assessment. The course will be presented in several different modalities including didactic lectures and laboratory experiences to include cadaveric pro-sections and dissections with the assistance of a web-based dissecting guide and learning platform. Clinical application of anatomical structures for each advanced practice nursing specialty will be discussed thorough-out the course, as will operational readiness issues.

**Course Number:** GSN602

**Course Title:** Advanced Health Assessment

**Course Credits:** 3 credits

**Course Description:** This course explores advanced health assessment; the foundational health history and physical examination tools needed by all advance practice nurses. Throughout the classroom and laboratory skills sessions, students will build upon existing nursing assessment competencies and tailor history and physical examination elements for both episodic complaints and full, well focused exams for populations across the lifespan. Students will devise assessments tailored to the individual's stated needs, physiologic stage of development and socio-cultural context. Formulated and executed assessments will reflect population and risk specific health promotion and disease prevention.

**Course Number:** GSN603

**Course Title:** Advanced Physiology

**Course Credits:** 3 credits

**Course Description:** This core course will provide graduate nursing students with the normal physiologic principles that are necessary for the advanced nurse practitioner. Topics are organized to provide an in-depth understanding of the function and regulation of body systems to maintain homeostasis. Emphasis is placed on the integration of the structure and functional systems within the human body. The course content ranges from cellular mechanisms to the major body organ systems, providing the basis for understanding physiologic derangements.

**Course Number:** GSN606

**Course Title:** Advanced Pathophysiology

**Course Credits:** 4 credits

**Course Description:** In this the first in two core course sequence in which students engage in the advanced exploration of the scientific underpinnings of pathophysiology. Students will examine the changes in physiological parameters that occur resulting from selected disease processes as they occur across the life span. This course is a bridge between the basic sciences, such as anatomy, and the clinical sciences of Advanced Nursing Practice. This course will expand knowledge of pathophysiologic processes so as to expand the knowledge of concepts relevant for advanced practice nurse and to support more autonomous practice in the Uniformed Services health care system.

**Course Number:** GSN607

**Course Title:** Advanced Pharmacology

**Course Credits:** 4 credits

**Course Description:** This is the first of two pharmacology courses and will be taught in Fall 1 and delivered concurrently with pathophysiology. This course provides students with the pharmacologic concepts required to practice safely in advanced practice nursing roles while emphasizing health promotion and disease prevention. In addition, students will understand how pharmacologic management may vary across the continuum of care and appreciate how the inter-relatedness of drugs used by different healthcare professionals impacts patient care and outcomes. Heavy emphasis is placed on understanding the pharmacodynamics, pharmacokinetics, pharmacogenomics and biochemical pathways. Side effects, toxicities and contraindications within important classes of drugs and modifications required for age, weight, gender, pregnancy and ethno-cultural differences are also reinforced. Students apply critical thinking and problem-solving skills when they are asked to integrate newly acquired pharmacological principles with legal and ethical guidelines to plan safe and effective care for individuals with acute and or chronic medical conditions across a variety of clinical environments including operational and humanitarian settings. Ultimately, students will be prepared to design individualized pharmacotherapeutic plans to safely administer pharmacologic agents.

**Course Number:** GSN710

**Course Title:** Bedside Ultrasonography

**Course Credits:** 1 credit

**Course Description:** This vertical, integrated bedside ultrasound course is designed to enhance and augment concepts learned in foundational science courses such as anatomy, physiology, pathology and supports clinical decision-making. The content reinforces the military-specific applications and aspects of ultrasound that can be especially useful in primary care, inpatient as well as austere settings such as combat and humanitarian assistance environments. Basic principles of ultrasonography are interwoven with hands-on experiences to offer students the opportunity to experience a number of different bedside ultrasonography assessments including FAST (Focused Assessment with Sonography in Trauma), RUSH (Rapid Ultrasound in Shock and Hypotension), Musculoskeletal, Cardiology, Deep Vein Thrombosis, Renal, Airway/Ventilation, Thoracic Trauma, Ocular, Aorta, Hepatobiliary, Thyroid and Female Pelvic Assessments.

**Course Number:** GSN711

**Course Title:** Integrative Medicine Methodologies

**Course Credits:** 1 credit

**Course Description:** This introductory course is designed to expand student understanding of treatment options with the goal of improving patient outcomes. Course content introduces aspects of integrative medicine that are useful in all settings, as well as techniques that have been found to be particularly useful in military settings. Basic principles of integrative medicine are interwoven with hands on application of techniques such as acupuncture, guided imagery and progressive relaxation. Students will be asked to apply Evidenced Based principles to enhance their understanding of how these alternative approaches to healthcare can be effectively integrated into clinical practice.

**Course Number:** GSN809

**Course Title:** Concepts in Operational Leadership and Readiness

**Course Credits:** 2 credits

**Course Description:**

This interprofessional course is designed to expand understanding of clinical, leadership and readiness concepts, preparing students for more advanced operational and leadership content as well as positioning them for successful leadership and clinical roles in future austere, deployed, or humanitarian settings.

### ***ELECTIVE COURSE(S)***

Course	ELECTIVE(S)	Credits
<b>GSN810A</b>	Operational Readiness: Dive Medicine and Water Rescue	1
<b>GSN810B</b>	Operational Readiness: Military Mountain Medicine (M3C)	1
<b>GSN810C</b>	Operational Readiness: Military Cold Weather/Avalanche 1	1
<b>GSN810E</b>	Operational Readiness: Critical Care Air Transport Team (CCATT)	1
<b>GSN810F</b>	Operational Readiness: Transitions of Care	1
<b>GSN810G</b>	Operational Readiness: Medical Management of Chemical & Biological Casualties (MMCBC)	1
<b>GSN810H</b>	Operational Readiness: Military Humanitarian and Civic Assistance	1
<b>GSN721</b>	Interdisciplinary Health Policy	2

**Course Number:** GSN 810A

**Course Title:** Operational Readiness: Dive Medicine and Water Rescue

**Course Credits:** 1

**Course Description:** This course supplements the “core” operational readiness content taught to

all Graduate School of Nursing Advanced Practice students. Students completing the Dive Medicine operational readiness elective, receive readiness content that is aligned with Federal and/or Military Health System needs and which expands their clinical skills. The opportunity teaches skills related to water rescue, high angle extraction from the aquatic environment, underwater operations, hyperbaric medicine, and first aid in an austere aquatic environment and generalized self-awareness of stressors associated with functioning in an austere environment.

Although each course is unique, the content enhances the student's clinical, operational, physical and emotional readiness to perform as an APRN in an austere, deployed, or civilian humanitarian environment. Competency will be developed through mentoring, modeling, practice, simulation, and reflection and examination. The Dive Medicine and Water Rescue course provides attendees a robust knowledge base in the evaluation and treatment of illnesses and traumas encountered in the austere, aquatic and ocean environment. It also provides the core of the requirements required for attainment of the Swift Water Ocean Rescue Diploma. This course also provides instruction in open water, advanced open water and water rescue scuba techniques and certifications. The course is approximately 50% didactic and 50% hands on training. The hands-on training includes SCUBA, patient assessment and treatment, boating safety in the austere environment.

**Course Number:** GSN 810B

**Course Title:** Operational Readiness: Military Mountain Medicine (M3C)

**Course Credits:** 1

**Course Description:** This course supplements the “core” operational readiness content taught to all Graduate School of Nursing Advanced Practice students. Students completing the Military mountain medicine operational readiness elective, receive readiness content that is aligned with Federal and/or Military Health System needs and which expands their clinical skills. The opportunity teaches skills related to mountain rescue, low angle extraction from the face of a mountainy terrain, mountainside operations, field medicine, and first aid in an austere mountain environment along with generalized self-awareness of stressors associated with functioning in an austere environment. The M3C course provides attendees a robust knowledge base in the evaluation and treatment of injuries and illnesses encountered in austere, wilderness and mountain environments. It also provides the core of the requirements required for attainment of the prestigious International Diploma in Mountain Medicine. The course also provides instruction in technical mountaineering skills to enable students to travel safely during military operations or civilian rescue missions in mountainous terrain. The course is approximately 50% didactic and 50% hands on training. The hands-on instruction includes numerous patient care simulations in austere locations.

**Course Number:** GSN 810C

**Course Title:** Operational Readiness: Military Cold Weather/Avalanche 1

**Course Credits:** 1

**Course Description:** This course supplements the “core” operational readiness content taught to all Graduate School of Nursing Advanced Practice students. Students completing the Military mountain medicine operational readiness elective, receive readiness content that is aligned with Federal and/or Military Health System needs and which expands their clinical skills. The opportunity teaches skills related to mountain rescue and medicine in a snowy\icy environment, ice-climbing, high angle extraction from the face of a cold\snow\ice terrain, mountainside operations, field medicine in a frigid, and first aid in an austere mountain environment along with generalized self-awareness of stressors associated with functioning in an austere environment. The Cold Weather and Avalanche course provides attendees a robust knowledge base in the evaluation and treatment of injuries and illnesses encountered in cold austere, wilderness and mountain environments. It also provides the hands on requirements required for attainment of the prestigious

International Diploma in Mountain Medicine. The course focuses on the technical skills required to travel safely in cold mountain environments and avalanche prone mountain terrain. It provides instruction in technical mountaineering skills and cold weather survival. Students additionally complete an internationally recognized level I avalanche course. The course is approximately 20% didactic and 80% hands on training. The hands-on instruction includes several days of training in cold mountainous environments as well as a daylong patient rescue simulations in a mountain environment in the Green Mountains of Vermont at the Army Mountain Warfare School. The Cold Weather and Avalanche course is a follow-on to the Military mountain medicine course.

**Course Number:** GSN 810E

**Course Title:** Operational Readiness: Critical Care Air Transport Team (CCATT)

**Course Credits:** 1

**Course Description:** The goal of the Critical Care Air Transport Team (CCATT) Initial Course is to enhance the student's current skills and knowledge to produce teams of physicians, nurses, and respiratory technicians who are ready to support the mission of Global Engagement. The CCATT TEAM concept is a key element in the reengineering process designed to create a more flexible, team-focused, responsive employment of our medical forces. CCATT provides a structured en-route care platform for the critically ill and injured whenever and wherever required.

The 10 day course, conducted at the U.S. Air Force School of Aerospace Medicine (USAFSAM) at Wright Patterson AFB, OH, is designed to prepare Active Duty (AD), Air National Guard (ANG), or Air Force Reserve Command (AFRC) commissioned officers and enlisted personnel to meet the wartime and peacetime missions of caring for critically ill and injured patients in the aeromedical evacuation environment.

During the course, students will receive an introduction to the aeromedical evacuation (AE) doctrine and environment, altitude physiology, familiarization training with aeromedical evacuation aircraft and equipment, and concepts of critical care transport. Students will also obtain in depth overview of the CCATT mission, equipment, and Clinical Practice Guidelines (CPG) which will be utilized using high fidelity human simulation scenarios. Students will build upon previous physiology and pathophysiology content as well as prior course work and review and explore patient care concepts such as traumatic brain injury, burn management, lung protective ventilation, and en-route pharmacology. Other AE system level concepts such as crew resource management, patient safety, and infection prevention will also be delivered.

Students receive readiness content that is aligned with Federal and/or Military Health System needs while expanding knowledge and clinical skills as they work within inter-professional teams. Students build upon prior course work in trauma care management and explore new concepts regarding combat casualty care, en-route care, inter and intra-theater patient movement, care coordination, and leadership in support of future austere, deployed, or humanitarian settings.

**Course Number:** GSN 810F

**Course Title:** Operational Readiness: Transitions of Care

**Course Credits:** 1

**Course Description:** According to Dr. Fazal and his colleagues, US military medicine has achieved the highest survival rates from battlefield injuries in history in the wars in Iraq and Afghanistan (Fazal, Rassmussen, Nelson, & Carlton, 2018). Patient movement continues to be a critical component of combat casualty care. During this ten day clinical rotation at Landstuhl Regional Medical Center (LRMC), Germany, students will gain further insights into the en-route care and Joint Trauma System. Working with the Trauma Program Manager for three combatant commands, students will build upon prior course work in trauma and en-route care as well as explore new concepts regarding combat casualty care, inter and intra-theater patient movement, care coordination, operational virtual health, and leadership. This experience further prepares the CNS student for clinical and leadership roles in future austere, deployed, or humanitarian settings. Students receive readiness content that is aligned with Federal and/or Military Health System

needs while expanding knowledge and clinical skills as they work within inter-professional teams. Students build upon prior course work in trauma care management and explore new concepts regarding combat casualty care, en-route care, inter and intra-theater patient movement, care coordination, operational virtual health, and leadership in support of future austere, deployed, or humanitarian settings.

**Course Number:** GSN 810G

**Course Title:** Operational Readiness: Medical Management of Chemical and Biological Casualties (MMCBC)

**Course Credits:** 1

**Course Description:** Knowledge of the extensive biological and chemical weapons programs in other countries and use of these weapons by terrorists both in the United States and abroad, have increased concern about the medical management of biological and chemical agent casualties. Military and civilian medical and public health professionals must become proficient in recognizing that a biological or chemical attack has occurred, activating the appropriate agencies and personnel to investigate the event, treating casualties, and preventing spread of disease.

Classroom instruction, laboratory, and field exercises prepare graduates to effectively manage casualties of chemical and biological agent exposure. Classroom discussion builds upon previous physiology and pathophysiology content and includes the history and current threat of chemical and biological agent use, the characteristics of threat agents, the pathophysiology and treatment of agent exposure, and the principles of field management of threat agent casualties. In the field, attendees practice the principles of personal protection, triage, treatment, and decontamination of chemical casualties. Attendees also learn the capabilities and limitations of Mission Oriented Protective Posture (MOPP) when treating casualties in a contaminated environment.

The U.S. Army Medical Research Institute of Infectious Disease (USAMRIID) and the U.S. Army Medical Research Institute of Chemical Defense (USAMRICD) jointly conduct this six-day course for Medical Corps and Nurse Corps officers as well as other selected medical professionals and both at Fort Detrick and Aberdeen Proving Ground, Maryland.

Students receive readiness content that is aligned with Federal and/or Military Health System needs while expanding knowledge and clinical skills as they work within inter-professional teams. Students build upon prior course work in trauma care management and explore new concepts regarding care of individuals exposed to chemical and biological agents in support of future domestic, austere, deployed, or humanitarian settings.

**Course Number:** GSN 810H

**Course Title:** Operational Readiness: Military Humanitarian and Civic Assistance

**Course Credits:** 1

**Course Description:** According to the Rand Corporation, humanitarian-aid operations are those operations providing any type of non-military assistance to people in situations of chronic need, unrelated to a specific disaster. Examples include aid to refugees, medical evacuations of foreign nationals, and other projects that assist poor nations with medical, food, construction, and other aid. In the Department of Defense, Joint Publication 3-07 describes military humanitarian assistance as programs that are conducted to meet basic human needs, promote operational readiness skills, and may include the delivery of medical care.

This course supports a humanitarian focused experience conducted within a Joint Service environment working within inter-professional teams to enhance readiness skills and expand clinical knowledge as an Advanced Practice Registered Nurse (APRN). Students build upon and apply prior course content in trauma care management, advanced diagnosis and patient management, and health assessment to delivery health care in support of domestic, austere, deployed, humanitarian settings.

**Course Number:** GSN 721

**Course Title:** Interdisciplinary Health Policy

**Course Credits:** 2 credits

**Course Description:** This course will provide students with an introduction as to how public policy is established and modified over time. In a small group interactive setting, students will practice the critical nature of interdisciplinary collaboration and the substantive and historical rationale behind evolving social policies. The students will evaluate how individuals can influence national policy and explore similarities and differences in policy processes (legislative vs. administrative, for example) across a variety of domains, including policies shaping healthcare, employment, family, the media, etc. Students from both nursing and psychology will collaborate on joint projects, including field experiences. The historical assumptions behind different proffered professional roles will be explored.

### ***AGCNS ROLE/POPULATION SPECIFIC COURSES***

Course	Title	Credits
<b>GSN708</b>	Advanced Diagnosis and Management in Adult Primary Care	5
<b>GSN709</b>	Advanced Diagnosis and Management in Geriatric Primary Care	1
<b>CNS600</b>	Principles in Outcomes Management	2
<b>CNS601</b>	CNS Role Application across the 3 Spheres of Influence	3
<b>CNS603</b>	Business Administration for High Reliability Healthcare Organizations	3
<b>CNS605</b>	Medical Facility Design: Maximizing Patient Outcomes	2
<b>CNS606</b>	Trauma Management in CNS Practice	3
<b>CNS610</b>	Advanced Diagnosis and Management in Adult-Geriatric Acute Care	3
<b>CNS608</b>	Performance Metrics in Outcomes Management	3
<b>CNS802</b>	DNP Practicum for CNS Practice I: Advanced Concepts for CNS Independent Practice	4
<b>CNS803</b>	DNP Practicum for CNS Practice II: Systems Assessment for High Reliability Organizations	4
<b>CNS804</b>	DNP Practicum for CNS Practice III: Strategic Planning in Healthcare	3
<b>CNS805</b>	DNP Practicum for CNS Practice IV: Capstone Immersion for CNS Independent Practice	6
<b>GSN810E</b>	Operational Readiness: Critical Care Air Transport Team (CCATT)	1
<b>GSN810F</b>	Operational Readiness: Transitions of Care	1
<b>GSN810G</b>	Operational Readiness: Medical Management of Chemical & Biological Casualties (MMCBC)	1
	<i>**ACLS, ATLS, TCCC, &amp; ATCN or TNCC Certifications</i>	--
	<b>AG-CNS Role/Population Specific Total</b>	<b>45</b>
	<b>Overall Program Credits</b>	<b>89</b>

**Course Number:** GSN 708

**Course Title:** Advanced Diagnosis and Management in Adult Primary Care

**Course Credits:** 5 credits

**Course Description:** This course prepares the student to function at a beginning level as an advanced practice nurse (APN) in a primary care setting. This course applies the nursing process, communication and assessment skills, interpretation of findings, application of laboratory diagnostic methods, development and evaluation of plans of care, and implementation of nursing strategies to promote the health of adults with common health problems. Operational readiness and deployment health care concerns are integrated throughout this course. This course is designed to teach the student to develop his/her own problem-solving strategies for a variety of health problems presented by the adult patient. The focus of this course will be on selected minor acute and chronic diseases seen in primary care. There will be an integration and application of concepts from basic sciences, along with utilization of research findings in primary care nursing practice.

Problem solving and critical thinking are emphasized throughout the course.

**Course Number:** GSN709

**Course Title:** Advanced Assessment and Diagnosis in Geriatric Primary Care

**Course Credit:** 1 credit

**Course Description:** This course prepares the student to provide primary care for the elderly. Special focus is placed on assessing the impact of aging on physical and developmental status; adapting interventions to meet the complex needs of the individual and their family; and health promotion, health protection, disease prevention, and end-of-life planning in primary care. Current evidence will provide the basis for understanding typical and atypical development, anticipatory guidance, selected acute/chronic conditions, appropriate screening, and the promotion of self-care and independent living. Course content and presentations are intended to enhance learning, integrate knowledge of evidence-based practice, and promote academic discussion on issues commonly confronted by patients and their families. The major advanced practice concepts supported by this course incorporate the scientific underpinnings for practice; analytical methods; use of surveillance, screening, and health technology tools in patient care; population health, prevention and wellness services; care of patients with acute and chronic illness; inter-professional collaboration and health policy issues.

**Course Number:** CNS600

**Course Title:** Principles in Outcomes Management

**Course Credits:** 2 credits

**Course Description:** Outcomes management (OM) is critical to assessing interventions, identifying effective practices, and identifying practices that need improvement. The requirement to measure outcomes by federal and state regulatory agencies has spurred organizations to actively monitor outcomes as a means for evaluation and as a requirement for accreditation and certification. As such, management of outcomes in CNS practice is critical to demonstrate the impact of CNS contributions to the organization. This course will provide the foundation for measuring outcomes related to CNS competencies and the three spheres of influence (patient/client, nurse, and organization/system) of CNS practice. Students will be introduced to the practical application of OM including methods to collect, analyze, and share outcome data.

**Course Number:** CNS601

**Course Title:** CNS Role Application across the 3 Spheres of Influence

**Course Credits:** 3 credits

**Course Description:** This course introduces students to the full scope of Clinical Nurse Specialist (CNS) practice across the three spheres of influence (patient, nurse, and organization/system). This course equips students with the knowledge and skills to function in each of the CNS roles: consultant, educator, manager, researcher/evidence-based scholar, and clinician throughout the perioperative continuum of care. Students will integrate and apply previous and concurrent coursework as they conduct comprehensive, surgically focused exams, educate patients and other health care professionals, and review and analyze regulatory and practice guidelines. Additionally, students will examine critical processes and evaluate programs within facilities providing recommendations for improvement while focusing on meeting the multicultural and diverse needs of the Adult/Gerontology patient population. Students will engage in systems thinking within the domains of CNS practice across all three spheres of influence. Graduates will be prepared to independently manage a variety of healthcare challenges while developing collaborative patient and professional partnerships.

**Course Number:** CNS603

**Course Title:** Business Administration for High Reliability Healthcare Organizations

**Course Credits:** 3 credits

**Course Description:** This course examines the concepts of financial and human resource management as well as strategies for application in nursing practice within the federal health care system. Attributes of High Reliability Organizations and how to blend these elements into the business components of healthcare to positively impact patient outcomes are examined. Strategies to gain the “competitive advantage” in the business end of health care are explored, as well as tools and techniques facilitating decision-making for patient care programs with a focus on patient safety and improving patient outcomes. Students will utilize critical thinking skills that incorporate evidence to support best practices in the development of strategies focused on improving manpower and resource utilization. They will also critically analyze financial information and its impact on operational performance. The culmination of this course is the creation of a comprehensive business plan that demonstrates competencies supporting efficient and effective administration of resources for quality health care delivery across the organization.

**Course Number:** CNS605

**Course Title:** Medical Facility Design: Maximizing Patient Outcomes

**Course Credits:** 2 credits

**Course Description:** This course introduces students to the complexities of new build and renovation facility design projects. Students are challenged to contemplate patient safety while critiquing comprehensive functional designs in compliance with national standards and Department of Defense (DoD) space criteria, safety concerns and advanced issues for infection control during construction or renovation. Students will explore the evidence related to facility design inclusive of building codes and architectural requirements while promoting a healthy environment for patients and staff. Students will utilize critical thinking skills to navigate inter-professional issues to promote a team approach to evidence-based health care facility design. Students will participate in a comprehensive learning classroom and field experiences exposing them to LEED health care facility design and the impact on patient outcomes and the environment. Incorporating the aspects of facility design, students will create a layout of perioperative services inclusive of all clinics and departments supporting this continuum.

**Course Number:** CNS606

**Course Title:** Trauma Management in CNS Practice

**Course Credits:** 3 credits

**Course Description:** This course exposes students to the management of patients in contingency and trauma environments. The Clinical Nurse Specialist (CNS) must have a keen understanding of patient management across the continuum of care supporting combat, peace-keeping, and humanitarian missions. The foundation of this course is based on a combination of teaching techniques using scenarios supporting simulation exercises and student led classroom seminars to enhance the student's critical thinking and advanced clinical practice. Students will examine the evidence related to the management of trauma patients as well as the management of personnel, scarce resources, equipment and supplies in austere environments. To promote a team approach to management of trauma patients, students will participate in simulated trauma scenarios that incorporate elements of TeamSTEPPS and support the role of the CNS. To enhance their clinical skills as advanced practitioners, students will also perform simulated lifesaving interventions on manikins, simulators, and cadavers (i.e., needle decompression, chest tube insertion, and surgical airway). Additionally, students will identify outcome measures to ensure quality patient care is delivered across the patient, nurse, and organization spheres of influence with a focus on adherence to professional practice standards.

**Course Number:** CNS608

**Course Title:** Performance Metrics in Outcomes Management

**Course Credits:** 3 credits

**Course Description:** This is a capstone course that demonstrates student attainment of Clinical Nurse Specialist (CNS) competencies supporting outcomes management. Students will create numerous comprehensive dashboards across the continuum that incorporates quality indicators with outcome metrics supported by professional standards and best practices. Demonstrating advanced clinical knowledge, students will critique the delivery of care within the acute care environment and develop clinical questions targeting opportunities to improve the care process for the adult and geriatric patient populations. Rounding out this course, students expand their management acumen by discovering the “evidence” in evidence-based design initiatives to support efficiency, productivity, and positive patient outcomes across the CNS spheres of influence.

**Course Number:** CNS610

**Course Title:** Advanced Diagnosis and Management in Adult-Geriatric Acute Care

**Course Credits:** 3 credits

**Course Description:** This course is designed to build on GSN602, Advanced Health Assessment and GSN708, Advanced Diagnosis and Management in Adult Primary Care. This course will also assist in preparing students for GSN709, Advanced Diagnosis and Management in Geriatric Primary Care. This course builds upon the foundations of CNS practice. The course will develop, expand, and evaluate competence related to the student’s ability to develop a differential diagnosis and implement a patient specific plan of care for the Adult/Gerontology patient population within the perioperative environment of care. This course challenges the student’s critical thinking and problem solving abilities, as they integrate knowledge from health assessment, pathophysiology, and pharmacology to diagnose and manage acute health conditions of the Adult/Gerontology surgical patients incorporating both pharmacologic and non-pharmacologic interventions. The students’ critical thinking and data synthesis ability will be further be challenged as they analyze assessment data in support of differential diagnosis and management plans for clinical problems amenable to CNS interventions for the Adult/Gerontology population using literature supporting evidence synthesis and clinical guidelines/care pathways. Students will incorporate the development of clinical questions using the PICOT format to guide in the delivery of care for the Adult/Gerontology patient population across the perioperative continuum of care. Within the context of the clinical activities, students will be exposed to patients in high acuity specialty areas including the Cardiovascular, Diabetes, and Oncology units/clinics. Student activities culminate in their ability to present a patient case study using evidence-based literature supporting the development of a plan of care that spans the entire perioperative continuum of care.

**Course Number:** CNS 802

**Course Title:** DNP Practicum for CNS Practice I-Advanced Concepts for CNS Independent Practice

**Course Credits:** 4 credits

**Course Description:**

The major emphasis of this course is the introduction to advanced concepts supporting independent clinical practice in the role of the Clinical Nurse Specialist (CNS). During this course, students gain competencies designed to support all domains of the CNS role and those needed to support the *Military Health System (MHS) Quadruple Aim* to effectively manage quality care; analyze healthcare systems/processes to optimize patient outcomes; and guide change in support of *high reliability organizations* undergirded by evidence-based practice to achieve consistent excellence across the organization. Students will complete clinical rotations that are developed to support clinical practice, education, consultation, research/evidence-based practice and administrative roles of the CNS with a focus on improved outcomes and risk reduction strategies for the adult and geriatric patient populations. Additionally, students will be part of interprofessional teams within the healthcare organization applying concepts of interprofessional patient-centered, collaborative

practices. Evidenced-based practice and technology interfaces (e.g., AHLTA, Essentris, CHCS II, CIS, EMR, Censitrac) are used to support direct care management and clinical decision making. Seminars augment the learning and are geared to advance the skills necessary to function in increasingly complex healthcare settings to optimize health system performance; improve patient safety, quality and outcomes; enhance the delivery of evidence-based care; and improve the business side of healthcare focused on efficiency and productivity.

**Course Number:** CNS803

**Course Title:** DNP Practicum for CNS Practice II: Systems Assessment for High Reliability Organizations

**Course Credits:** 4 credits

**Course Description:** This course develops advanced skills of systems/process assessments as a strategy to optimize health system performance supporting the *Military Health System (MHS) Quadruple Aim*, improve patient outcomes and guide change in support of *high reliability organizations*. During this systems-focused clinical course, student's demonstrate knowledge of system and organizational level assessments related to policy and practice. As a foundation for all assessments, a thorough examination of the evidence supported by best practices and national standards will be conducted to benchmark and critically analyze current practices related to "hot topic" issues impacting the delivery of quality patient care. From the evidence in the literature, students develop assessment and/or audit tools necessary to examine policy and current practices; work collaboratively with subject matter experts, department and organizational leadership; perform an organizational assessment of targeted policies; and outline the current state related to key practice issues. A thorough analysis of the data will be conducted to identify gaps in knowledge, policy, and practice when comparing current state to national practice standards. The course culminates in the development of evidence-based practice recommendations and dissemination of findings to the organizational leadership. Students will demonstrate competencies related to all domains of CNS practice across the three spheres of influence (patient/direct care, nurse/healthcare team, and the systems/organization), as they integrate the delivery of evidence into clinical practice and interact within the system to enhance patient care outcomes for the adult and geriatric population. Data collected in this course will provide the foundation for students Doctor of Nursing Practice projects.

**Course Number:** CNS804

**Course Title:** DNP Practicum for CNS Practice III: Strategic Planning in Healthcare

**Course Credits:** 3 credits

**Course Description:** This is a strategic focused clinical course where students demonstrate knowledge of strategic planning in healthcare and strategic level assessments of policy and practice that supports the *Military Health System (MHS) Quadruple Aim*, improve patient outcomes and guide change in support of *high reliability organizations*. Students will examine and analyze strategic planning processes and issues with an emphasis on strategic decision making, plan making, and implementation in healthcare settings. This course is designed to help students develop an evidence-based framework to implement quality systems and execute strategic level organizational strategies. Quality management tools will be examined and blended with strategic planning tools (dashboards, balance scorecards, organizational metrics, and audit tools) to ensure integration of organizational strategy and continuous process improvement programs. Students will gain knowledge of identifying organizational barriers, developing action and prioritization of plans, strategic decision-making and how to implement and execute strategic plans. Students will work collaboratively with subject matter experts and organizational leadership to perform an organizational assessment of policy and current state related to strategic level practice issues. From this, the student will analyze the findings and compare current state to evidence based recommendations to identify gaps in knowledge, policy, and practice. The course will culminate in

the development of recommendations and dissemination of the findings to the organizational leadership in order to enhance patient outcomes for the adult and geriatric population.

**Course Number:** CNS805

**Course Title:** DNP Practicum for CNS Practice IV: Capstone Immersion for CNS Independent Practice

**Course Credits:** 6 credits

**Course Description:** This is a clinical capstone course where students demonstrate competencies related to all domains of the Clinical Nurse Specialist (CNS) as well as those competencies needed to support the *Military Health System (MHS) Quadruple Aim*. In this full scope CNS immersion rotation, students develop inter-professional relationships between nurses, physicians, and key leaders within the healthcare organization to optimize health system performance and improve safety and outcomes for the adult and geriatric populations. During this course, students complete a "macro" and "micro" organizational assessment, critically analyze scientific literature, evaluate nursing and patient outcomes, and translate evidence to support clinical, fiscal, and managerial recommendations for process and system improvements. The culmination of these efforts results in the creation of a comprehensive Business Plan presented to the leadership with the goal to guide change, undergirded by evidence based practice, in support of the goal of *high reliability organizations'* to achieve consistent excellence across the organization. The third order effect of these efforts, is the creation of a "*current state map*" with pre-intervention data points from which the organization can assess outcomes achieved once recommendations are implemented. This effort also demonstrates the magnitude of the impact the CNS has within an organization in transforming healthcare to improve safety and outcomes for our patients.

**Course Number:** GSN 810E

**Course Title:** Operational Readiness: Critical Care Air Transport Team (CCATT)

**Course Credits:** 1

**Course Description:** The goal of the Critical Care Air Transport Team (CCATT) Initial Course is to enhance the student's current skills and knowledge to produce teams of physicians, nurses, and respiratory technicians who are ready to support the mission of Global Engagement. The CCATT TEAM concept is a key element in the reengineering process designed to create a more flexible, team-focused, responsive employment of our medical forces. CCATT provides a structured en-route care platform for the critically ill and injured whenever and wherever required. The 10 day course, conducted at the U.S. Air Force School of Aerospace Medicine (USAFSAM) at Wright Patterson AFB, OH, is designed to prepare Active Duty (AD), Air National Guard (ANG), or Air Force Reserve Command (AFRC) commissioned officers and enlisted personnel to meet the wartime and peacetime missions of caring for critically ill and injured patients in the aeromedical evacuation environment. During the course, students will receive an introduction to the aeromedical evacuation (AE) doctrine and environment, altitude physiology, familiarization training with aeromedical evacuation aircraft and equipment, and concepts of critical care transport. Students will also obtain in depth overview of the CCATT mission, equipment, and Clinical Practice Guidelines (CPG) which will be utilized using high fidelity human simulation scenarios. Students will build upon previous physiology and pathophysiology content as well as prior course work and review and explore patient care concepts such as traumatic brain injury, burn management, lung protective ventilation, and en-route pharmacology. Other AE system level concepts such as crew resource management, patient safety, and infection prevention will also be delivered. Students receive readiness content that is aligned with Federal and/or Military Health System needs while expanding knowledge and clinical skills as they work within inter-professional teams. Students build upon prior course work in trauma care management and explore new concepts regarding combat casualty care, en-route care, inter and intra-theater patient movement, care coordination, and leadership in support of future austere, deployed, or humanitarian settings.

**Course Number:** GSN 810F

**Course Title:** Operational Readiness: Transitions of Care

**Course Credits:** 1

**Course Description:** According to Dr. Fazal and his colleagues, US military medicine has achieved the highest survival rates from battlefield injuries in history in the wars in Iraq and Afghanistan (Fazal, Rassmussen, Nelson, & Carlton, 2018). Patient movement continues to be a critical component of combat casualty care. During this ten day clinical rotation at Landstuhl Regional Medical Center (LRMC), Germany, students will gain further insights into the en-route care and Joint Trauma System. Working with the Trauma Program Manager for three combatant commands, students will build upon prior course work in trauma and en-route care as well as explore new concepts regarding combat casualty care, inter and intra-theater patient movement, care coordination, operational virtual health, and leadership. This experience further prepares the CNS student for clinical and leadership roles in future austere, deployed, or humanitarian settings. Students receive readiness content that is aligned with Federal and/or Military Health System needs while expanding knowledge and clinical skills as they work within inter-professional teams. Students build upon prior course work in trauma care management and explore new concepts regarding combat casualty care, en-route care, inter and intra-theater patient movement, care coordination, operational virtual health, and leadership in support of future austere, deployed, or humanitarian settings.

**Course Number:** GSN 810G

**Course Title:** Operational Readiness: Medical Management of Chemical and Biological Casualties (MMCBC)

**Course Credits:** 1

**Course Description:** Knowledge of the extensive biological and chemical weapons programs in other countries and use of these weapons by terrorists both in the United States and abroad, have increased concern about the medical management of biological and chemical agent casualties. Military and civilian medical and public health professionals must become proficient in recognizing that a biological or chemical attack has occurred, activating the appropriate agencies and personnel to investigate the event, treating casualties, and preventing spread of disease. Classroom instruction, laboratory, and field exercises prepare graduates to effectively manage casualties of chemical and biological agent exposure. Classroom discussion builds upon previous physiology and pathophysiology content and includes the history and current threat of chemical and biological agent use, the characteristics of threat agents, the pathophysiology and treatment of agent exposure, and the principles of field management of threat agent casualties. In the field, attendees practice the principles of personal protection, triage, treatment, and decontamination of chemical casualties. Attendees also learn the capabilities and limitations of Mission Oriented Protective Posture (MOPP) when treating casualties in a contaminated environment. The U.S. Army Medical Research Institute of Infectious Disease (USAMRIID) and the U.S. Army Medical Research Institute of Chemical Defense (USAMRICD) jointly conduct this six-day course for Medical Corps and Nurse Corps officers as well as other selected medical professionals and both at Fort Detrick and Aberdeen Proving Ground, Maryland. Students receive readiness content that is aligned with Federal and/or Military Health System needs while expanding knowledge and clinical skills as they work within inter-professional teams. Students build upon prior course work in trauma care management and explore new concepts regarding care of individuals exposed to chemical and biological agents in support of future domestic, austere, deployed, or humanitarian settings.

### ***FNP/WHNP Specific Courses***

Course	FNP and WHNP Specialty Courses	Credits
GSN707	Integration and Application of Family Theory	2
GSN708	Advanced Diagnosis and Management in Adult Primary Care	5
GSN709	Advanced Diagnosis and Management in Geriatric Primary Care	1
GSN712	Primary Care of the Military Member	3
GSN713	Advanced Diagnosis and Management in Gynecology	2
GSN714	Advanced Diagnosis and Management in Pediatric Primary Care	5
GSN715	Advanced Diagnosis and Management in Embryology/Obstetrics	4
GSN717	Drugs in Pregnancy and Lactation	1
GSN718	Foundations of Independent Practice	4
GSN719	Advanced Concepts in Independent Practice	4
GSN722	Military Sexual Assault (Response to Sexual Assault)	1
GSN720	Diagnostic & Therapeutic Approaches in Adv. Care of Women	1
MM04001	Military Contingency Medicine / Bushmaster	6
GSN801	DNP Practicum for Nurse Practitioner Practice I	4
GSN802	DNP Practicum for Nurse Practitioner Practice II	4
GSN803	DNP Practicum for Nurse Practitioner Practice III	4
<b>FNP/WHNP Specialty Specific Total</b>		<b>52</b>
<b>Overall Program Credits</b>		<b>103</b>

**Course Number:** GSN707

**Course Title:** Integration and Application of Family Theory

**Credits:** 2

**Course Description:** This course is designed to integrate theories of family health and well-being with specific emphasis on the military family. Integrated throughout are concepts of family centered theories and assessment tools used for family analysis and planning. Topics addressed include problem identification, intervention planning and health promotion to optimize family function in the context of prevailing culture and population health. Content specific to military families include stress and coping, deployment separation, reintegration, and care of the wounded warrior within interdisciplinary and inter-professional teams.

**Course Number:** GSN708

**Course Title:** Advanced Diagnosis and Management in Adult Health

**Credits:** 5

**Course Description:** This course prepares the student to function at a beginning level as an advanced practice nurse (APN) in a primary care setting. This course applies the nursing process, using communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing and evaluating plans of care, and implementing nursing strategies to promote the health of adults with common health problems. Operational readiness and deployment is integrated throughout this course.

This course is designed to teach the student to develop his/her own problem-solving strategies for a variety of health problems presented by the adult patient. The focus of this course will be on selected minor acute and chronic diseases seen in primary care. There will be an integration and application of concepts from basic sciences, along with utilization of research findings in primary care nursing practice. Problem solving & critical thinking are emphasized throughout.

**Course Number:** GSN709

**Course Title:** Advanced Diagnosis and Management in Geriatric Primary Care

**Credits:** 1

**Course Description:** This course prepares the student to provide primary care for the elderly. Special focus is placed on assessing the impact of aging on physical and developmental status; adapting interventions to meet the complex needs of the individual and their family; and health promotion, health protection, disease prevention, and end-of-life planning in primary care. Current evidence will provide the basis for understanding typical and atypical development, anticipatory guidance, selected acute/chronic conditions, appropriate screening, and the promotion of self-care and independent living. Course content and presentations are intended to enhance learning, integrate knowledge of evidence-based practice, and promote academic discussion on issues commonly confronted by patients and their families.

The major advanced practice concepts supported by this course incorporate the scientific underpinnings for practice; analytical methods; use of surveillance, screening, and health technology tools in patient care; population health, prevention and wellness services; care of patients with acute and chronic illness; inter-professional collaboration and health policy issues.

**Course Number:** GSN712

**Course Title:** Primary Care of the Military Member

**Credits:** 3

**Course Description:** This course will provide students with militarily relevant primary care content which is unique within Department of Defense populations. The course will address clinically challenging primary care issues during the three phases of a military career: accession, active duty, and retirement. The student will identify, synthesize and adapt to environmental risks, deployment challenges, and account for cultural influences of providing medical care in foreign countries. The student will adopt a population health perspective in order to provide the best care in the most austere environments while applying knowledge of planning and preparation in order to forecast support necessary to provide medical support to DoD personnel anywhere in the world.

**Course Number:** GSN713

**Course Title:** Advanced Diagnosis and Management in Gynecology

**Credits:** 2

**Course Description:** This course builds upon the foundational knowledge and skills acquired in basic science courses (anatomy, advanced health assessment advanced pharmacology, physiology, advanced pathophysiology) while integrating concepts of family systems into caring for women with gynecologic conditions. The focus is identification of patient problems, development of differential diagnosis and integration of clinical decision making to appropriately manage common gynecologic conditions across a woman's lifespan. Understanding what well-being means to an individual woman and how this impacts her physical, mental, emotional, and cultural health is emphasized and health promotion, preventive care, and patient education are seen as the cornerstones to improving health outcomes. Management of gynecologic issues unique to women in deployed, humanitarian and austere conditions are reviewed. Concurrent supervised clinical experiences enhance and ground the didactic experience.

**Course Number:** GSN714

**Course Title:** Advanced Diagnosis and Management in Pediatric Primary Care

**Credits:** 5

**Course Description:** This course lays the foundation for preparing the student to provide primary care for children from birth through adolescence. The course focuses on health promotion, health protection, and disease prevention in primary care. Clinical practice guidelines, didactic information and history/physical techniques will provide the basis for understanding typical and atypical development, anticipatory guidance, selected acute/chronic conditions and appropriate

screening. Course content and presentations are intended to enhance learning, integrate knowledge of evidence-based practice, and promote academic discussion on primary care and military issues commonly confronted by patients and their families.

The major advanced practice concepts supported by this course incorporate the scientific underpinnings for practice; analytical methods; use of surveillance, screening, and military health technology tools in patient care; population health, prevention and wellness services; care of patients with acute and chronic illness; and inter-professional collaboration. Clinical sites are carefully chosen in order to offer primary care and specialty evaluation opportunities. This course highlights the unique aspects of caring for the military family.

**Course Number:** GSN716

**Course Title:** Advanced Diagnosis and Management in Embryology/Obstetrics

**Credits:** 4

**Course Description:** This evidence-based course builds upon the foundational knowledge and skills acquired in basic science courses (anatomy, advanced health assessment advanced pharmacology, physiology, advanced pathophysiology), advanced practice courses (Advanced Diagnosis and Management in Adults, Pediatrics and Gynecology) and concepts of family systems into caring for women with obstetric conditions. The focus is on the principles and practice of caring for childbearing woman and their families across the ante-and post-partum periods. Recognition and management of common pregnancy complications, as well as the physical, psychological, emotional and social basis for prenatal care is examined in the context of public health. Topics include management through the antepartum period, assessment of fetal growth and development, evaluation of the family unit and teaching/coaching considerations and integration of clinical decision making to appropriately manage common obstetric conditions during the reproductive years. Management of obstetric issues unique to women in deployed, humanitarian and austere conditions are reviewed. Concurrent supervised clinical experiences enhance and ground the didactic experience.

**Course Number:** GSN717

**Course Title:** Drugs in Pregnancy and Lactation

**Credits:** 1

**Course Description:** This evidence-based course builds upon the foundational knowledge and skills acquired in basic science courses, advanced practice courses, pathophysiology, and pharmacology concepts in pre-conception, pregnancy, the developing fetus and during lactation. The focus is on demonstrating application of knowledge related to medications during this timeframe. This course uses case studies for the use and knowledge of teratology and fetotoxic drugs, pharmacokinetic changes during pregnancy, vitamin and mineral supplementation, treatment of common discomforts in pregnancy, chronic disease medical management, and Integrated Medicine (IM) in the antepartum setting. In addition, patient care scenarios will utilize evidence-based therapies, resources and guidelines for successful milk support, Galactagogues, IM therapies, common medications used postpartum and their effect on the neonate. This course will prepare students to care for pregnant and lactating women in the Military Health System (MHS) and while deployed.

**Course Number:** GSN718

**Course Title:** Foundations of Independent Practice

**Credits:** 4

**Course Description:** This course provides the foundation for advanced management of complex disease processes across the life span with a special emphasis on the elderly population. The student will learn advanced skills and procedures for assessment, diagnostic tests, diagnosis and management of primary care and family practice patients, incorporating training in specialty areas.

The student will integrate understanding of physiologic changes of the aging process, the social impact of aging and the unique management of the elderly to include pharmacogenomics and pharmacology, complications of aging, communication problems, multidisciplinary considerations, self-management, environment, financial issues, and ethical issues.

Course content and presentations are intended to enhance learning, integrate knowledge of evidence-based practice, and promote academic discussion on primary care and military issues commonly confronted by patients and their families. The major advanced practice concepts supported by this course incorporate the scientific underpinnings for practice; analytical methods; use of military and health technology tools in patient care; population health, prevention and wellness services; care of patients with acute and chronic illness; and inter-professional collaboration.

**Course Number:** GSN719

**Course Title:** Advanced Concepts in Independent Practice

**Credits:** 4

**Course Description:** This course continues to develop FNP skills in the management of complex disease processes across the life span. Student will acquire additional skills and procedures necessary to conduct advanced assessments, order and interpret diagnostic tests, develop nuanced differential diagnoses, select a primary diagnosis and manage primary care and family practice patients.

Course content and presentations are intended to enhance learning, integrate knowledge of evidence-based practice, and promote academic discussion on primary care and military issues commonly confronted by patients and their families. The major advanced practice concepts supported by this course incorporate scientific underpinnings for practice; analytical methods; use of military and health technology tools in patient care; population health, prevention and wellness services; care of patients with acute and chronic illness; and inter-professional collaboration.

**Course Number:** GSN720

**Course Title:** Diagnostic and Therapeutic Approaches in the Advanced Care of Women

**Credits:** 1

**Course Description:** This evidence-based course builds upon the knowledge and skills acquired across the program of study. The student will acquire deeper knowledge and competency in skills unique to caring for women. The focus is identification of patient problems, development of differential diagnosis and integration of clinical decision making to appropriately manage common gynecologic conditions across a woman's lifespan. This course is synergistic with Advanced Concepts of Independent Practice (ACIP). Students enrolled in this course, must also be enrolled in ACIP simultaneously.

**Course Number:** GSN722

**Course Title:** Military Sexual Assault (Response to Sexual Assault)

**Credits:** 1

**Course Description:** The online course is a multi-media, inter-professional, modular course on Military Sexual Assault (MSA) that will focus on the process of eliciting a MSA related H&P from both the victim (male or female) as well as legal considerations (to include restricted vs. unrestricted reporting), forensic evidence collection and interpretation, and treatment. This program takes an Inter-Professional education perspective and involves members of School of medicine and the Graduate School of Nursing.

This introductory course provides the foundation for students with the necessary content on the assessment and treatment of sexual assault to prepare them to function in an advanced practice registered nursing (APRN) role in the military setting. The course builds on core health

assessment, adult primary care, and mental health diagnostic content from previous courses. The focus of this course is on the interaction between the victim (who suffered the trauma), the outcome (the justice system), and treatment options. Students will learn to synthesize evidence-based forensic science principles, assessment of the victim and/or suspect, diagnostic considerations, reporting and legal process, and treatment of the impact of the victimization related to health risks.

The interdisciplinary component is achieved in several ways: medical and nursing students will participate in a facilitator guided discussion in small groups involving the GSN and SOM after a Simulation Center event caring for the victims. Also, interdisciplinary collaboration will be met during a Bushmaster sexual assault scenario.

**Course Number:** GSN801

**Course Title:** DNP Practicum for Nurse Practitioner Practice I

**Credits:** 4

**Course Description:** This is the first of three residency courses that build upon the scientific, theoretical and clinical foundations taught during the first two years of the DNP curriculum. This 3 course series focuses on transitioning students into the full primary care FNP role. At the end of the 3 semester residency period, students will be prepared to apply theories, standards of practice and evidence-based research findings to the care of increasingly complex patients, populations and systems leading to improved practice and health care delivery.

In FNP Residency I, students will integrate and synthesize knowledge, scholarly reading, educational offerings and clinical experience to develop individual patient evidence based case narrative demonstrating their ability to appraise and present a complex clinical case. Emphasis will be placed on the continuing development of critical thinking and decision making skills necessary to individualize treatment plans and interventions to optimize patient outcomes.

Across all three courses students will be prepared to independently manage healthcare challenges ranging from straightforward to complex, while developing collaborative patient, population and professional partnerships. They will be asked to function as a practice specialist/consultant in the resolution of clinical problems through refinement of communication, reflection and scholarly practice. While employing analytic skills to evaluate and implement evidence-based, direct and indirect patient care across a variety of healthcare settings, students will also apply principles of health policy and health care delivery systems to the care of individuals, populations and the systems in which they practice.

**Course Number:** GSN802

**Course Title:** DNP Practicum for Nurse Practitioner Practice II

**Credits:** 4

**Course Description:** This is the second of three residency courses that build upon the scientific, theoretical and clinical foundations taught during the first two years of the DNP curriculum. This 3 course series focuses on transitioning students into the full primary care FNP role. At the end of the 3 semester residency period, students will be prepared to apply theories, standards of practice and evidence-based research findings to the care of increasingly complex patients, populations and systems leading to improved practice and health care delivery.

In FNP Residency II, students will develop a population focused evidence based case narrative demonstrating their ability to critically appraise and synthesize the care of the population with complex clinical needs. Emphasis will be placed on expanding critical thinking and decision making skills needed to address issues unique to management of populations with complex healthcare needs.

Across all three residency courses students will be prepared to independently manage healthcare challenges ranging from straightforward to complex, while developing collaborative patient, population and professional partnerships. They will be asked to function as a practice specialist/consultant in the resolution of clinical problems through refinement of communication, reflection and scholarly practice. While employing analytic skills to evaluate and implement evidence-based, direct and indirect patient care across a variety of healthcare settings, students will also apply principles of health policy and health care delivery systems to the care of individuals, populations and the systems in which they practice.

**Course Number:** GSN803

**Course Title:** DNP Practicum for Nurse Practitioner Practice III

**Credits:** 4

**Course Description:** This is the third of three residency courses that build upon the scientific, theoretical and clinical foundations taught during the first two years of the DNP curriculum. This 3 course series focuses on transitioning students into the full primary care FNP role. At the end of the 3 semester residency period, students will be prepared to apply theories, standards of practice and evidence-based research findings to the care of increasingly complex patients, populations and systems leading to improved practice and health care delivery.

In FNP Residency III, students will develop an evidence based case narrative demonstrating their ability to critically appraise and synthesize care of the populations typically managed using an inter-and/or intra-professional approach, because they may have special support, educational, cultural, safety, economic or transitional care needs. Emphasis will be placed on expanding leadership and communication skills critical for improving healthcare outcomes, optimizing the function of inter-professional teams and care delivery approaches.

Across all three courses students will be prepared to independently manage healthcare challenges ranging from straightforward to complex, while developing collaborative patient, population and professional partnerships. They will be asked to function as a practice specialist/consultant in the resolution of clinical problems through refinement of communication, reflection and scholarly practice. While employing analytic skills to evaluate and implement evidence-based, direct and indirect patient care across a variety of healthcare settings, students will also apply principles of health policy and health care delivery systems to the care of individuals, populations and the systems in which they practice.

**Course Number:** MM04001

**Course Title:** Military Contingency Medicine / Bushmaster

**Credits:** 6

**Course Description:** Military Contingency Medicine (MM04001) is the capstone course for the four year integrated military medicine curriculum. MCM is four weeks long and features both classroom didactic teaching and the field training exercise: OPERATION BUSHMASTER. The Advanced Trauma Life Support (ATLS) course is a pre-requisite for the course and is provided by the Department of Surgery under the guidance of the American College of Surgeons during prescribed times for the School of Medicine curriculum.

MCM is structured around a simulated deployment to the notional developing country of *Pandakar*. The classroom portion of the course represents the pre-deployment work-up for the deployment and is designed to provide the opportunity for students to acquire/hone the critical knowledge, skills, and attitudes required for successful assignment and deployment as a tactical level military medical officer in their parent service. The course employs a variety of teaching methodologies ranging from lecture to small-group discussion, and applied practical exercises in order to build upon topics introduced throughout the entire four year USU military medical curriculum. Topics include, but are not limited to, military environmental medicine, applied field

medicine, Health Service Support (HSS) planning, Military Decision Making, problem solving, leadership, personal and family readiness, mass casualty (MASCAL) incident preparation and response, stability operations, Tactical Combat Casualty Care (TCCC), and medical intelligence. All coursework is designed to emphasize learning objectives focused on the current operational environment.

OPERATION BUSHMASTER is a 5-day field training exercise (FTX) conducted as the capstone event of the Uniformed Services University of the Health Sciences' military unique curriculum. During this exercise, fourth year USU medical students, Graduate School of Nursing students, and international medical students and physicians are formally evaluated on their medical knowledge and leadership abilities in a simulated, resource constrained, far forward tactical field setting. Students assume leadership and medical positions within a non-service specific battalion aid station where they are presented with operationally current, reality-based missions and operational problems for which they must plan and/or execute while simultaneously managing the medical care of simulated Disease and Non-Battle Injury (DNBI) patients, combat stress casualties, and combat trauma casualties. Faculty members formally evaluate leadership skills, medical skills, combat stress casualty care and point of injury care.

Students must pass each component of MCM to pass the course, and they must pass the course to graduate from USU. Under service guidelines, USU graduate are exempt from the Combat Casualty Care Course (C4) on the basis of having completed MCM.

### ***CRNA SPECIFIC COURSES***

<b>Course</b>	<b>CRNA Specialty Courses</b>	<b>Credits</b>
RNA602	Applied Biochemistry for Nurse Anesthetists	3
RNA605	Prin of Anesthesia, Pharmacology & Coexisting Disease in Clinical Practice I	4
RNA606	Prin Anesthesia, Pharmacology & Coexisting Disease in Clinical Practice II	5
RNA607	Principles of Regional Anesthesia and Vascular Access	1
RNA608	Prin Anesthesia, Pharmacology & Coexisting Disease in Clinical Practice III	3
RNA801	DNP Clinical Practicum and Seminar for Nurse Anesthesia Practice I	1
RNA802	DNP Clinical Practicum and Seminar for Nurse Anesthesia Practice II	8
RNA803	DNP Clinical Practicum and Seminar for Nurse Anesthesia Practice III	8
RNA804	DNP Clinical Practicum and Seminar for Nurse Anesthesia Practice IV	5
RNA805	DNP Clinical Practicum and Seminar for Nurse Anesthesia Practice V	8
RNA806	DNP Clinical Practicum and Seminar for Nurse Anesthesia Practice VI	8
	<b>CRNA Specialty Specific Total</b>	54
	<b>Overall Program Credits</b>	105

**Course Number:** RNA602

**Course Title:** Applied Biochemistry for Nurse Anesthetists

**Credits:** 3 credits

**Course Description:** This course is intended to provide the students with an understanding of the biochemical basis of physiological processes including abnormal derangements. Students are expected to apply the biochemical principles to nurse anesthesia practice. Major topics covered include: 1) structures of the nucleic acids, synthesis of DNA, RNA and proteins; 2) protein structure and function, enzyme, pH and pKa, acids, bases, and buffers; 3) common metabolic pathways of carbohydrates, lipids, and amino acids; and 4) special topics including malignant hyperthermia. Lectures are supplemented by case studies and clinical correlate presentations related to anesthesia.

**Course Number:** RNA605

**Course Title:** The Principles of Anesthesia, Pharmacology & Coexisting Disease in Clinical Anesthesia Practice I

**Credits:** 4 credits

**Course Description:** This course integrates the basic principles of anesthesia with pharmacology, technology and coexisting disease. This course is designed to develop and analyze anesthesia specific content and relate it to the pharmacology 1 course and pathophysiology 1 course taught concurrently during the semester. Topic areas will include: anesthesia equipment and machine, cardiopulmonary disease and pharmacology, pharmacology of induction and inhaled anesthetics, airway management and preoperative/anesthetic planning.

**Course Number:** RNA606

**Course Title:** The Principles of Anesthesia, Pharmacology & Coexisting Disease in Clinical Anesthesia Practice II

**Credits:** 5

**Course Description:** The Principles of Anesthesia, Pharmacology & Coexisting Disease in Clinical Anesthesia Practice – 2 sequentially builds upon the content taught in The Principles of Anesthesia – 1 course. This course will develop the basic content previously covered and apply it to advanced topics in anesthesia, pharmacology and disease. Students will apply this knowledge and develop the skills to create anesthetic care plans for a variety of specialty populations and surgical procedures in hospital and austere environments.

**Course Number:** RNA607

**Course Title:** The Principles of Regional Anesthesia and Vascular Access

**Credits:** 1

**Course Description:** This course integrates basic and advanced principles of anesthesia with the intent to expose the student to advanced concepts of regional anesthesia and vascular access for clinical practice. This course will integrate anesthesia relevant procedures and therapy with anatomy, physiology, acute and chronic pain management. Topic areas will include: ultrasound and nerve stimulation technology, nerve and vascular anatomy of peripheral and neuraxial structures and hands on practicum on cadaver, human, and simulation devices.

**Course Number:** RNA608

**Course Title:** The Principles of Anesthesia, Pharmacology & Coexisting Disease in Clinical Anesthesia Practice III

**Credits:** 3

**Course Description:** The Principles of Anesthesia, Pharmacology & Coexisting Disease in Clinical Anesthesia Practice – III, sequentially builds upon the content taught in The Principles of Anesthesia – I & II courses. This course integrates the basic and advanced principles of anesthesia and pharmacology and synthesizes these concepts with advanced surgical procedures and complex coexisting disease states.

**Course Number:** RNA801

**Course Title:** DNP-Clinical Practicum and Seminar for Nurse Anesthesia Practice I

**Credits:** 1

**Course Description:** This course provides the foundation for the art and science of nurse anesthesia. The beginning clinical practicum will introduce the student to the anesthetic equipment and operating room environment. Basic, guided instruction is provided to begin to integrate the didactic principles provided in Patient Assessment, Basic and Advanced Principles of Anesthesia, Co-existing Disease and Clinical Pharmacology into the clinical practice settings. A targeted review of airway management and induction/emergence sequences will be integrated into the course through a simulation lab experience. This course is designed to give the student practical

information regarding the administration of safe anesthesia with a significant amount of preceptor intervention.

**Course Number:** RNA802

**Course Title:** DNP-Clinical Practicum and Seminar for Nurse Anesthesia Practice II

**Credits:** 8

**Course Description:** This course is a clinical course and continues providing the foundation for the art and science of nurse anesthesia with a significant amount of preceptor intervention. This clinical practicum will begin with a review of the basic clinical anesthesia topics presented in Phase I and continue the introduction of the novice student to anesthetic equipment and the operating room environment. This course is designed to give the student practical information regarding the administration of safe anesthesia with a significant amount of preceptor intervention. Progressive, guided instruction will be provided for the clinical management of patients undergoing all forms of anesthesia.

**Course Number:** RNA803

**Course Title:** DNP-Clinical Practicum and Seminar for Nurse Anesthesia Practice III

**Credits:** 8

**Course Description:** This clinical course focuses on individual in-depth study of basic science, basic and advanced clinical nurse anesthesia principles as well as a continued review of equipment/monitoring and professional aspects of the career. The student learns to manage more complex patients with an emphasis on advanced monitoring techniques, use of pharmacological agents, and handling higher stress situations. Students develop and utilize practical clinical applications of nurse anesthesia theory. They are individually assigned to specialty areas and formally evaluated at the end of each rotation. Case presentations and group discussion designed to assist the student in conceptualizing, analyzing, and evaluating various nurse anesthesia strategies are included.

**Course Number:** RNA804

**Course Title:** DNP-Clinical Practicum and Seminar for Nurse Anesthesia Practice IV

**Credits:** 5

**Course Description:** This clinical course is a continuation of advanced clinical nurse anesthesia administration in which the student will continue to progress toward greater independent practice. Emphasis is on management of advanced anesthetic principles. The student learns to manage more complex patients with an emphasis on advanced monitoring techniques, use of pharmacological agents, and handling higher stress situations. Students develop and utilize practical clinical applications of nurse anesthesia theory. Students continue out rotations in specialty areas and are formally evaluated at the end of each rotation. This semester will include a Professional Aspects/Wellness Focused project.

**Course Number:** RNA805

**Course Title:** DNP-Clinical Practicum and Seminar for Nurse Anesthesia Practice V

**Credits:** 8

**Course Description:** This clinical course is a continuation of advanced clinical nurse anesthesia administration in which the student will continue to progress toward greater independent practice. Students should be preparing for entry into practice. The didactic review for this semester will focus on Cardiac/Neuro/Renal and Trauma Anesthesia. Students develop and utilize practical clinical applications of nurse anesthesia theory. Students continue out rotations in specialty areas and are formally evaluated at the end of each rotation. This semester will include a written case report that will be a part of the student's DNP portfolio, two simulations, and two discussion board sessions.

**Course Number:** RNA806

**Course Title:** DNP-Clinical Practicum and Seminar for Nurse Anesthesia Practice VI

**Credits:** 8

**Course Description:** This clinical course is the continuation of advanced nurse anesthesia clinical administration. In this final semester the students complete the synthesis and integration of all aspects of anesthesia care. Students are prepared to transit from student to independent practitioner status. The didactic review for the semester will focus on trauma, resuscitation, emergency anesthesia and critical care. The student will also be focused on preparing for the National Board Certification Exam. Students continue out rotations in specialty areas and are formally evaluated at the end of each rotation.

### ***PMHNP SPECIFIC COURSES***

<b>Course</b>	<b>PMHNP Specialty Courses</b>	<b>Credits</b>
PMH601	Foundations of Advanced Practice Psychiatric Nursing	4
PMH602	Advanced Diagnosis of Mental Disorders Across the Lifespan	4
PMH603	Therapeutic Modalities	3
PMH605	Adv. Practice Psych Nursing Specialty: Admin Behavioral Health	2
PMH606	Operational Readiness for Advance Psychiatric Practice / Bushmaster	5
PMH607	Treatment of Substance Abuse Disorders Across the Lifespan	3
PMH608	Psychopharmacology I	1
PMH609	Psychopharmacology II	1
PMH610	Psychopharmacology III	3
GSN722	Military Sexual Assault (Response to Sexual Assault)	1
PMH803	Applied Clinical Concepts	5
GSN801	DNP Practicum for Nurse Practitioner I	4
GSN802	DNP Practicum for Nurse Practitioner II	5
GSN803	DNP Practicum for Nurse Practitioner III	5
<b>PMHNP Specialty Specific Total</b>		<b>46</b>
<b>Overall Program Credits</b>		<b>91</b>

**Course Number:** PMH601

**Course Title:** Foundations of Advanced Practice Psychiatric Nursing

**Credits:** 4

**Course Description:** This course introduces the student to the history and progression of mental health disorders by examining psychosocial, personality, and psychopathology theories as they apply to individuals with mental disorders of across the lifespan. Classroom and clinical activities provide students an opportunity to synthesize and apply psychotherapeutic theories and concepts as they develop assessment and interview skills. The introduction of standardized bio-psychosocial data collecting tools and psychiatric rating scales will provide structure for the assessment/interview process. Students will further their emersion into the development and progression of mental disorders with an overview of the classification system in the DSM-IV-TR. The culmination of these activities is designed to foster critical thinking and help students develop a broader view of mental disorder formation.

**Course Number:** PMH602

**Course Title:** Advanced Diagnosis of Mental Disorders across the Lifespan

**Credits:** 4

**Course Description:** This course builds on the assessment course providing the student with knowledge and skills to perform advanced clinical differential diagnoses and management of individuals with mental disorders using the criteria of the DSM-IV-TR. This course introduces special population with mental health needs in the military and federal health settings.

Advanced critical thinking skills will be honed as the assessment process becomes more comprehensive, requiring additional data from collaborative sources (i.e. psychological tests, lab work, consultation with other providers, etc.). Students will be challenged to develop a treatment plan with interventions based on their diagnosis that include selecting a therapy mode, follow up intervals, medication recommendations, and referral management.

**Course Number:** PMH603

**Course Title:** Therapeutic Modalities

**Credits:** 3

**Course Description:** This course builds on the assessment and diagnosis and management course providing the student with knowledge and skills to perform a variety of evidenced based psychotherapeutic interventions and management across the lifespan. This course builds on the PMH 602 Diagnosis and Management Course by adding knowledge and critical thinking skills related to treatment modalities in the context of mental health needs in the military and federal health settings.

Advanced critical thinking skills will continue to be applied as the assessment and diagnosis and management process becomes more comprehensive, requiring additional data from current research and collaborative sources. Students will be challenged to develop a treatment plan with interventions based on best practices and individual treatment needs that promote preventive and secondary mental health interventions.

**Course Number:** PMH605

**Course Title:** Advanced Practice Psychiatric Nursing Specialty Practicum: Administrative Behavioral Health

**Credits:** 2

**Course Description:** This course covers administrative behavioral health issues within the military and deployment related readiness concerns. Thus, the course provides the student valuable insight into the global mental health care needs and assets currently available and in practice that meet the psychological demands of our nation's multi-service armed forces including their families. This course will also provide an overview of charting in the military health system and other paperwork and policies to prepare them for their role as a Family Psychiatric Mental Health Nurse Practitioner.

**Course Number:** PMH606

**Course Title:** Operational Readiness for Advanced Psychiatric Practice

**Credits:** 5

**Course Description:** Military Contingency Medicine (MCM) is the capstone course in the Uniformed Services University Military Unique Curriculum. This unique curriculum is specifically designed to prepare medical and advanced practice nursing students to provide the highest quality health care for servicemen and women in austere environments. This training will include a didactic, clinical, and field sessions on specific mental health topics that would be seen in an operational environment. Previous to the start of MCM, the students will be enrolled in Advanced Trauma Life Saving Course which they will be taught a simplified and standardized approach to trauma patients developed by American College of Surgeons. The course will culminate with a field exercise "Operation BUSHMASTER". The course is based on the adult learner model, which reinforces didactic discussion with small group practical exercises and the culminating field exercise in order to enhance retention.

**Course Number:** PMH607

**Course Title:** Treatment of Substance Abuse Disorders Across the Lifespan

**Credits:** 3

**Course Description:** This course is designed to introduce substance abuse treatment theory and provide the student with opportunities to synthesize and apply the principles of advanced practice psychiatric nursing in a substance abuse treatment facility. Under the guidance of a qualified preceptor, the student will apply principles of the advanced practice psychiatric nurse practitioner role, utilizing theoretical and experiential knowledge from all previous course work. The clinical practice requirements are based on the expected competencies for the advanced practice nurse in psychiatric mental health nursing as outlined by the American Nurses Association (2006) and the National Organization of Nurse Practitioner Faculties (2003). Clinical conference sessions are designed to assist the student to analyze multiple variables in mental health and illness and, using a problem-solving framework, to determine optimal psychiatric mental health care for individuals in substance abuse treatment setting.

**Course Number:** PMH608

**Course Title:** Psychopharmacology I, Antipsychotics and Mood Stabilizers Across the Lifespan for the APRN

**Credits:** 1

**Course Description:** This course is designed to provide students with the necessary psychopharmacologic content required to prepare them to function in an advanced practice role as a Family Psychiatric Mental Health Nurse Practitioner. This course builds on the core nurse practitioner pharmacology course, health assessment, physiology and pathophysiology, and mental health diagnostic content from previous courses. The focus of this course is medications used as antipsychotic and mood stabilizers specific to individuals with Psychotic and mood related disorders across the lifespan. This course will challenge student critical thinking and problem solving skills as they apply psychopharmacologic principles to a wide array of chronic and acute psychiatric and medical clinical conditions. Students will learn to synthesize evidence based psychopharmacological treatment of mental health disease components related to operational, humanitarian and homeland defense health risks.

**Course Number:** PMH609

**Course Title:** Psychopharmacology II, Antidepressants and Anxiolytics Across the Lifespan for the APRN

**Credits:** 1

**Course Description:** This course is designed to provide students with the necessary psychopharmacologic content required to prepare them to function in an advanced practice role as a Family Psychiatric Mental Health Nurse Practitioner. This course builds on the core nurse practitioner pharmacology course, health assessment, physiology and pathophysiology, and mental health diagnostic content from previous courses. The focus of this course is medications used as **antidepressants and anxiolytics** specific to individuals with depression and related symptoms and anxiety disorders and the related symptoms across the lifespan. This course will challenge student critical thinking and problem solving skills as they apply psychopharmacologic principles to a wide array of chronic and acute psychiatric and medical clinical conditions. Students will learn to synthesize evidence based psychopharmacological treatment of mental health disease components related to operational, humanitarian and homeland defense health risks.

**Course Number:** PMH610

**Course Title:** Psychopharmacology III, Hypnotics, Stimulants and Complementary Alternative Medications Across the Lifespan for the APRN

**Credits:** 3

**Course Description:** This course is designed to provide students with the necessary psychopharmacologic content required to prepare them to function in an advanced practice role as a Family Psychiatric Mental Health Nurse Practitioner. This course builds on the core nurse practitioner pharmacology course, health assessment, physiology and pathophysiology, and mental health diagnostic content from previous courses. The focus of this course is medications used as Hypnotics, Stimulants and Complementary Alternative Medications specific to individuals with psychiatric illness and mental disorders across the lifespan. This course will challenge student critical thinking and problem solving skills as they apply psychopharmacologic principles to a wide array of chronic and acute psychiatric and medical clinical conditions. Students will learn to synthesize evidence based psychopharmacological treatment of mental health disease components related to operational, humanitarian and homeland defense health risks.

**Course Number:** GSN722

**Course Title:** Military Sexual Assault (Response to Sexual Assault)

**Credits:** 1

**Course Description:** The online course is a multi-media, inter-professional, modular course on Military Sexual Assault (MSA) that will focus on the process of eliciting a MSA related H&P from both the victim (male or female) as well as legal considerations (to include restricted vs. unrestricted reporting), forensic evidence collection and interpretation, and treatment. This program takes an Inter-Professional education perspective and involves members of School of medicine and the Graduate School of Nursing.

This introductory course provides the foundation for students with the necessary content on the assessment and treatment of sexual assault to prepare them to function in an advanced practice registered nursing (APRN) role in the military setting. The course builds on core health assessment, adult primary care, and mental health diagnostic content from previous courses. The focus of this course is on the interaction between the victim (who suffered the trauma), the outcome (the justice system), and treatment options. Students will learn to synthesize evidence-based forensic science principles, assessment of the victim and/or suspect, diagnostic considerations, reporting and legal process, and treatment of the impact of the victimization related to health risks.

The interdisciplinary component is achieved in several ways: medical and nursing students will participate in a facilitator guided discussion in small groups involving the GSN and SOM after a Simulation Center event caring for the victims. Also, interdisciplinary collaboration will be met during a Bushmaster sexual assault scenario.

**Course Number:** PMH803

**Course Title:** Applied Clinical Concepts

**Credits:** 5

**Course Description:** This course is designed to build upon advanced psychiatric nursing skills established during previous courses. Under the guidance of a qualified preceptor, students will demonstrate and improve upon clinical decision-making skills. Students will conduct and document comprehensive psychosocial assessments, utilize critical thinking skills to develop appropriate treatment plans, and assess and document the expected and actual outcomes of therapeutic interventions (non-pharmacologic and pharmacologic) and adjust treatment plans accordingly. Students will rely both on neurobiological and epigenetic knowledge in explaining aberrant patient behavior. The clinical practice requirements are based on the expected competencies for the advanced practice nurse in psychiatric mental health nursing as outlined by

the American Nurses Association (2006) and the National Organization of Nurse Practitioner Faculties (2003). Clinical case conferences, peer discussions, collegial consultation via Sakai are designed to assist the student in analyzing multiple variables in psychiatric illness utilizing a problem-solving framework and to determine optimal mental health care for individuals in military within federal health care settings.

**Course Number:** GSN801

**Course Title:** DNP Practicum for Nurse Practitioner Practice I

**Credits:** 4

**Course Description:** This is the first of three residency courses that build upon the scientific, theoretical and clinical foundations taught during the first two years of the DNP curriculum. This 3 course series focuses on transitioning students into the full primary care FNP role. At the end of the 3 semester residency period, students will be prepared to apply theories, standards of practice and evidence-based research findings to the care of increasingly complex patients, populations and systems leading to improved practice and health care delivery.

In FNP Residency I, students will integrate and synthesize knowledge, scholarly reading, educational offerings and clinical experience to develop individual patient evidence based case narrative demonstrating their ability to appraise and present a complex clinical case. Emphasis will be placed on the continuing development of critical thinking and decision making skills necessary to individualize treatment plans and interventions to optimize patient outcomes.

Across all three courses students will be prepared to independently manage healthcare challenges ranging from straightforward to complex, while developing collaborative patient, population and professional partnerships. They will be asked to function as a practice specialist/consultant in the resolution of clinical problems through refinement of communication, reflection and scholarly practice. While employing analytic skills to evaluate and implement evidence-based, direct and indirect patient care across a variety of healthcare settings, students will also apply principles of health policy and health care delivery systems to the care of individuals, populations and the systems in which they practice.

**Course Number:** GSN802

**Course Title:** DNP Practicum for Nurse Practitioner Practice II

**Credits:** 5

**Course Description:** This is the second of three residency courses that build upon the scientific, theoretical and clinical foundations taught during the first two years of the DNP curriculum. This 3 course series focuses on transitioning students into the full primary care FNP role. At the end of the 3 semester residency period, students will be prepared to apply theories, standards of practice and evidence-based research findings to the care of increasingly complex patients, populations and systems leading to improved practice and health care delivery.

In FNP Residency II, students will develop a population focused evidence based case narrative demonstrating their ability to critically appraise and synthesize the care of the population with complex clinical needs. Emphasis will be placed on expanding critical thinking and decision making skills needed to address issues unique to management of populations with complex healthcare needs.

Across all three residency courses students will be prepared to independently manage healthcare challenges ranging from straightforward to complex, while developing collaborative patient, population and professional partnerships. They will be asked to function as a practice specialist/consultant in the resolution of clinical problems through refinement of communication, reflection and scholarly practice. While employing analytic skills to evaluate and implement evidence-based, direct and indirect patient care across a variety of healthcare settings, students will

also apply principles of health policy and health care delivery systems to the care of individuals, populations and the systems in which they practice.

**Course Number:** GSN803

**Course Title:** DNP Practicum for Nurse Practitioner Practice III

**Credits:** 5

**Course Description:** This is the third of three residency courses that build upon the scientific, theoretical and clinical foundations taught during the first two years of the DNP curriculum. This 3 course series focuses on transitioning students into the full primary care FNP role. At the end of the 3 semester residency period, students will be prepared to apply theories, standards of practice and evidence-based research findings to the care of increasingly complex patients, populations and systems leading to improved practice and health care delivery.

In FNP Residency III, students will develop an evidence based case narrative demonstrating their ability to critically appraise and synthesize care of the populations typically managed using an inter-and/or intra-professional approach, because they may have special support, educational, cultural, safety, economic or transitional care needs. Emphasis will be placed on expanding leadership and communication skills critical for improving healthcare outcomes, optimizing the function of inter-professional teams and care delivery approaches.

Across all three courses students will be prepared to independently manage healthcare challenges ranging from straightforward to complex, while developing collaborative patient, population and professional partnerships. They will be asked to function as a practice specialist/consultant in the resolution of clinical problems through refinement of communication, reflection and scholarly practice. While employing analytic skills to evaluate and implement evidence-based, direct and indirect patient care across a variety of healthcare settings, students will also apply principles of health policy and health care delivery systems to the care of individuals, populations and the systems in which they practice.

## **MASTER OF SCIENCE IN NURSING**

### ***NURSING CORE COURSES***

<b>Course</b>	<b>Title</b>	<b>Credits</b>
GSN750A	Global Perspectives Seminar in Complex Healthcare Systems –I	3
GSN750B	Global Perspectives Seminar in Complex Healthcare Systems – II	3
GSN900	Healthcare Research	1
GSN901	Evidence Based Practice	2
GSN902	Statistical Measures & Analytical Methods: Application and Critique	2
GSN903	Translating Evidence Into Practice	3
GSN906	Doctor of Nursing Practice Project	6
<b>DNP Nursing Core Total</b>		<b>20</b>

**Course Number:** 750A

**Course Title:** Global Perspectives Seminar in Complex Healthcare Systems-I

**Course Credits:** 3 credits

**Course Description:** This core graduate course introduces the essential requirements of nursing practice education perspectives through collaboration with multiple stakeholders to improve healthcare using critical and reflective strategies based on disparate theories. Using a quality improvement lens to synthesize and apply complex clinical themes within the Military Health System (MHS), students will translate information and expound on the application of the fundamental disciplines: policy, ethics, economics, leadership, roles, system, and population health

to include determinants of health. Students will be encouraged to thread the aforementioned perspectives throughout the course in order to evaluate quality, safety, readiness, and the cost-effectiveness of care in advanced practice nursing through the application of the Quadruple Aim: increased readiness, better care, better health, and lower costs.

Based on the three key domains for High Reliability Organizations (HROs) - 1) leadership commitment; 2) culture of safety; 3) continuous process improvement - students will use collaborative and interprofessional skills to explore solutions employing multifaceted healthcare issues for meaningful learning. Additionally, students will formulate strategies and recommend interventions to integrate nursing science with theoretical elements. At the culmination of the semester, students will be familiar with vital principles of the perspectives. Students will also have an understanding of the impact of these disciplines on nursing practices as well as how to apply aspects of these disciplines to their profession in the setting of an increasingly complex healthcare environment.

**Course Number:** 750B

**Course Title:** Global Perspectives Seminar in Complex Healthcare Systems-II

**Course Credits:** 3 credits

**Course Description:** This course continues on the essential requirements of nursing practice education perspectives through collaboration with multiple stakeholders to improve healthcare using critical and reflective strategies based on disparate theories.

**Course Number:** GSN900

**Course Title:** Healthcare Research

**Course Credits:** 1 credit

**Course Description:**

The emphasis of this course is to provide instruction on the entire research process applicable to Advanced Practice Nursing within the military and federal health care systems. The course begins with an introduction to the philosophy of science and the development of nursing science. This course highlights research ethics, fundamental design, theoretical frameworks, sampling, measurement strategies, and data collection for qualitative and quantitative nursing research.

**Course Number:** GSN901A

**Course Title:** Evidence Based Practice

**Course Credits:** 2 credit

**Course Description:** The content in this core course builds on the subject matter from GSN 900 Healthcare Research. Students will integrate existing knowledge of the research process and skills related to searching and summarizing literature with new knowledge and skills for critically appraising published research. The focus is to develop critical thinking skills for the evaluation and appraisal of current literature which is a foundation for evidenced based practice.

**Course Number:** GSN902

**Course Title:** Statistical Measures and Analytic Methods: Application and Critique

**Course Credits:** 2 credit

**Course Description:** The content in this core course builds on the subject matter from GSN900 Healthcare Research and GSN901 Evidence Based Practice. The focus of this course is the development of critical appraisal skills, to include statistical reasoning, in advanced practice nursing students through the critique of analytic methods and statistical measures used in the healthcare literature. In a mentored setting, students will integrate existing knowledge of the research process and skills related to searching and summarizing literature with new knowledge and skills for critically appraising published research. Students will also acquire the knowledge and technological skills needed to manipulate quantitative data and use nonparametric and parametric statistics to answer research questions or test hypotheses.

**Course Number:** GSN903

**Course Title:** Translating Evidence into Practice

**Course Credits:** 3 credits

**Course Description:** This course provides students with an opportunity to explore philosophical models for translation of evidence into practice and policy. The course builds on previous knowledge in analytic methods, policy, systems, and leadership, and includes an overview of the science of and multifactorial influences on translation of evidence into practice. This course culminates in the development of the scholarly inquiry project proposal specifically seeking to improve healthcare and systems outcomes for populations and communities within Military/Federal Health Systems.

### ***ADVANCED PRACTICE CORE COURSES***

<b>Course</b>	<b>Title</b>	<b>Credits</b>
GSN601	Advanced Anatomy	3
GSN602	Advanced Health Assessment	3
GSN603	Advanced Physiology	3
GSNxxx	Advanced Pathophysiology	4
GSNxxx	Advanced Pharmacology	4
GSN710	Bedside Ultrasonography	1
GSN711	Integrative Medicine Methodologies	1
GSN809	Concepts in Operational Leadership & Readiness	2
<b>APRN Core Total</b>		<b>21</b>

**Course Number:** GSN601

**Course Title:** Advanced Anatomy

**Course Credits:** 3 credits

**Course Description:** This foundational didactic and human dissection course is designed to facilitate a thorough understanding of human anatomy. It is a specialized course building on basic knowledge attained in undergraduate nursing courses to expand the understanding and integration of human anatomy into clinical practice of the advanced practice nurse. This knowledge is expected to enhance understanding of human anatomy across the spectrum in the student's advanced practice clinical settings as well as courses in physiology, pathophysiology, and patient assessment. The course will be presented in several different modalities including didactic lectures and laboratory experiences to include cadaveric pro-sections and dissections with the assistance of a web-based dissecting guide and learning platform. Clinical application of anatomical structures for each advanced practice nursing specialty will be discussed thorough-out the course, as will operational readiness issues.

**Course Number:** GSN602

**Course Title:** Advanced Health Assessment

**Course Credits:** 3 credits

**Course Description:** This course explores advanced health assessment; the foundational health history and physical examination tools needed by all advance practice nurses. Throughout the classroom and laboratory skills sessions, students will build upon existing nursing assessment competencies and tailor history and physical examination elements for both episodic complaints and full, well focused exams for populations across the lifespan. Students will devise assessments tailored to the individual's stated needs, physiologic stage of development and socio-cultural context. Formulated and executed assessments will reflect population and risk specific health promotion and disease prevention.

**Course Number:** GSN603

**Course Title:** Advanced Physiology

**Course Credits:** 3 credits

**Course Description:** This core course will provide graduate nursing students with the normal physiologic principles that are necessary for the advanced nurse practitioner. Topics are organized to provide an in-depth understanding of the function and regulation of body systems to maintain homeostasis. Emphasis is placed on the integration of the structure and functional systems within the human body. The course content ranges from cellular mechanisms to the major body organ systems, providing the basis for understanding physiologic derangements.

**Course Number:** GSNxxx

**Course Title:** Advanced Pathophysiology

**Course Credits:** 4 credits

**Course Description:** In this the first in two core course sequence in which students engage in the advanced exploration of the scientific underpinnings of pathophysiology. Students will examine the changes in physiological parameters that occur resulting from selected disease processes as they occur across the life span. This course is a bridge between the basic sciences, such as anatomy, and the clinical sciences of Advanced Nursing Practice. This course will expand knowledge of pathophysiologic processes so as to expand the knowledge of concepts relevant for advanced practice nurse and to support more autonomous practice in the Uniformed Services health care system.

**Course Number:** GSNxxx

**Course Title:** Advanced Pharmacology

**Course Credits:** 4 credits

**Course Description:** This is the first of two pharmacology courses and will be taught in Fall 1 and delivered concurrently with pathophysiology. This course provides students with the pharmacologic concepts required to practice safely in advanced practice nursing roles while emphasizing health promotion and disease prevention. In addition, students will understand how pharmacologic management may vary across the continuum of care and appreciate how the inter-relatedness of drugs used by different healthcare professionals impacts patient care and outcomes. Heavy emphasis is placed on understanding the pharmacodynamics, pharmacokinetics, pharmacogenomics and biochemical pathways. Side effects, toxicities and contraindications within important classes of drugs and modifications required for age, weight, gender, pregnancy and ethno-cultural differences are also reinforced. Students apply critical thinking and problem-solving skills when they are asked to integrate newly acquired pharmacological principles with legal and ethical guidelines to plan safe and effective care for individuals with acute and or chronic medical conditions across a variety of clinical environments including operational and humanitarian settings. Ultimately, students will be prepared to design individualized pharmacotherapeutic plans to safely administer pharmacologic agents.

**Course Number:** GSN710

**Course Title:** Bedside Ultrasonography

**Course Credits:** 1 credit

**Course Description:** This vertical, integrated bedside ultrasound course is designed to enhance and augment concepts learned in foundational science courses such as anatomy, physiology, pathology and supports clinical decision-making. The content reinforces the military-specific applications and aspects of ultrasound that can be especially useful in primary care, inpatient as well as austere settings such as combat and humanitarian assistance environments. Basic principles of ultrasonography are interwoven with hands-on experiences to offer students the opportunity to experience a number of different bedside ultrasonography assessments including FAST (Focused Assessment with Sonography in Trauma), RUSH (Rapid Ultrasound in Shock and

Hypotension), Musculoskeletal, Cardiology, Deep Vein Thrombosis, Renal, Airway/Ventilation, Thoracic Trauma, Ocular, Aorta, Hepatobiliary, Thyroid and Female Pelvic Assessments.

**Course Number:** GSN711

**Course Title:** Integrative Medicine Methodologies

**Course Credits:** 1 credit

**Course Description:** This introductory course is designed to expand student understanding of treatment options with the goal of improving patient outcomes. Course content introduces aspects of integrative medicine that are useful in all settings, as well as techniques that have been found to be particularly useful in military settings. Basic principles of integrative medicine are interwoven with hands on application of techniques such as acupuncture, guided imagery and progressive relaxation. Students will be asked to apply Evidenced Based principles to enhance their understanding of how these alternative approaches to healthcare can be effectively integrated into clinical practice.

**Course Number:** GSN809

**Course Title:** Concepts in Operational Leadership and Readiness

**Course Credits:** 2 credits

**Course Description:**

This interprofessional course is designed to expand understanding of clinical, leadership and readiness concepts, preparing students for more advanced operational and leadership content as well as positioning them for successful leadership and clinical roles in future austere, deployed, or humanitarian settings.

### ***ELECTIVE COURSE(S)***

Course	ELECTIVE(S)	Credits
<b>GSN810A</b>	Operational Readiness: Dive Medicine and Water Rescue	1
<b>GSN810B</b>	Operational Readiness: Military Mountain Medicine (M3C)	1
<b>GSN810C</b>	Operational Readiness: Military Cold Weather/Avalanche 1	1
<b>GSN810E</b>	Operational Readiness: Critical Care Air Transport Team (CCATT)	1
<b>GSN810F</b>	Operational Readiness: Transitions of Care	1
<b>GSN810G</b>	Operational Readiness: Medical Management of Chemical & Biological Casualties (MMCBC)	1
<b>GSN810H</b>	Operational Readiness: Military Humanitarian and Civic Assistance	1
<b>GSN721</b>	Interdisciplinary Health Policy	2

**Course Number:** GSN 810A

**Course Title:** Operational Readiness: Dive Medicine and Water Rescue

**Course Credits:** 1

**Course Description:** This course supplements the “core” operational readiness content taught to all Graduate School of Nursing Advanced Practice students. Students completing the Dive Medicine operational readiness elective, receive readiness content that is aligned with Federal and/or Military Health System needs and which expands their clinical skills. The opportunity teaches skills related to water rescue, high angle extraction from the aquatic environment, underwater operations, hyperbaric medicine, and first aid in an austere aquatic environment and generalized self-awareness of stressors associated with functioning in an austere environment.

Although each course is unique, the content enhances the student’s clinical, operational, physical and emotional readiness to perform as an APRN in an austere, deployed, or civilian humanitarian environment. Competency will be developed through mentoring, modeling, practice, simulation, and reflection and examination. The Dive Medicine and Water Rescue course provides attendees a

robust knowledge base in the evaluation and treatment of illnesses and traumas encountered in the austere, aquatic and ocean environment. It also provides the core of the requirements required for attainment of the Swift Water Ocean Rescue Diploma. This course also provides instruction in open water, advanced open water and water rescue scuba techniques and certifications. The course is approximately 50% didactic and 50% hands on training. The hands-on training includes SCUBA, patient assessment and treatment, boating safety in the austere environment.

**Course Number:** GSN 810B

**Course Title:** Operational Readiness: Military Mountain Medicine (M3C)

**Course Credits:** 1

**Course Description:** This course supplements the “core” operational readiness content taught to all Graduate School of Nursing Advanced Practice students. Students completing the Military mountain medicine operational readiness elective, receive readiness content that is aligned with Federal and/or Military Health System needs and which expands their clinical skills. The opportunity teaches skills related to mountain rescue, low angle extraction from the face of a mountainous terrain, mountainside operations, field medicine, and first aid in an austere mountain environment along with generalized self-awareness of stressors associated with functioning in an austere environment. The M3C course provides attendees a robust knowledge base in the evaluation and treatment of injuries and illnesses encountered in austere, wilderness and mountain environments. It also provides the core of the requirements required for attainment of the prestigious International Diploma in Mountain Medicine. The course also provides instruction in technical mountaineering skills to enable students to travel safely during military operations or civilian rescue missions in mountainous terrain. The course is approximately 50% didactic and 50% hands on training. The hands-on instruction includes numerous patient care simulations in austere locations.

**Course Number:** GSN 810C

**Course Title:** Operational Readiness: Military Cold Weather/Avalanche 1

**Course Credits:** 1

**Course Description:** This course supplements the “core” operational readiness content taught to all Graduate School of Nursing Advanced Practice students. Students completing the Military mountain medicine operational readiness elective, receive readiness content that is aligned with Federal and/or Military Health System needs and which expands their clinical skills. The opportunity teaches skills related to mountain rescue and medicine in a snowy\icy environment, ice-climbing, high angle extraction from the face of a cold\snow\ice terrain, mountainside operations, field medicine in a frigid, and first aid in an austere mountain environment along with generalized self-awareness of stressors associated with functioning in an austere environment. The Cold Weather and Avalanche course provides attendees a robust knowledge base in the evaluation and treatment of injuries and illnesses encountered in cold austere, wilderness and mountain environments. It also provides the hands on requirements required for attainment of the prestigious International Diploma in Mountain Medicine. The course focuses on the technical skills required to travel safely in cold mountain environments and avalanche prone mountain terrain. It provides instruction in technical mountaineering skills and cold weather survival. Students additionally complete an internationally recognized level I avalanche course. The course is approximately 20% didactic and 80% hands on training. The hands-on instruction includes several days of training in cold mountainous environments as well as a daylong patient rescue simulations in a mountain environment in the Green Mountains of Vermont at the Army Mountain Warfare School. The Cold Weather and Avalanche course is a follow-on to the Military mountain medicine course.

**Course Number:** GSN 810E

**Course Title:** Operational Readiness: Critical Care Air Transport Team (CCATT)

**Course Credits:** 1

**Course Description:** The goal of the Critical Care Air Transport Team (CCATT) Initial Course is to enhance the student's current skills and knowledge to produce teams of physicians, nurses, and respiratory technicians who are ready to support the mission of Global Engagement. The CCATT TEAM concept is a key element in the reengineering process designed to create a more flexible, team-focused, responsive employment of our medical forces. CCATT provides a structured en-route care platform for the critically ill and injured whenever and wherever required.

The 10 day course, conducted at the U.S. Air Force School of Aerospace Medicine (USAFSAM) at Wright Patterson AFB, OH, is designed to prepare Active Duty (AD), Air National Guard (ANG), or Air Force Reserve Command (AFRC) commissioned officers and enlisted personnel to meet the wartime and peacetime missions of caring for critically ill and injured patients in the aeromedical evacuation environment.

During the course, students will receive an introduction to the aeromedical evacuation (AE) doctrine and environment, altitude physiology, familiarization training with aeromedical evacuation aircraft and equipment, and concepts of critical care transport. Students will also obtain in depth overview of the CCATT mission, equipment, and Clinical Practice Guidelines (CPG) which will be utilized using high fidelity human simulation scenarios. Students will build upon previous physiology and pathophysiology content as well as prior course work and review and explore patient care concepts such as traumatic brain injury, burn management, lung protective ventilation, and en-route pharmacology. Other AE system level concepts such as crew resource management, patient safety, and infection prevention will also be delivered.

Students receive readiness content that is aligned with Federal and/or Military Health System needs while expanding knowledge and clinical skills as they work within inter-professional teams. Students build upon prior course work in trauma care management and explore new concepts regarding combat casualty care, en-route care, inter and intra-theater patient movement, care coordination, and leadership in support of future austere, deployed, or humanitarian settings.

**Course Number:** GSN 810F

**Course Title:** Operational Readiness: Transitions of Care

**Course Credits:** 1

**Course Description:** According to Dr. Fazal and his colleagues, US military medicine has achieved the highest survival rates from battlefield injuries in history in the wars in Iraq and Afghanistan (Fazal, Rassmussen, Nelson, & Carlton, 2018). Patient movement continues to be a critical component of combat casualty care. During this ten day clinical rotation at Landstuhl Regional Medical Center (LRMC), Germany, students will gain further insights into the en-route care and Joint Trauma System. Working with the Trauma Program Manager for three combatant commands, students will build upon prior course work in trauma and en-route care as well as explore new concepts regarding combat casualty care, inter and intra-theater patient movement, care coordination, operational virtual health, and leadership. This experience further prepares the CNS student for clinical and leadership roles in future austere, deployed, or humanitarian settings.

Students receive readiness content that is aligned with Federal and/or Military Health System needs while expanding knowledge and clinical skills as they work within inter-professional teams. Students build upon prior course work in trauma care management and explore new concepts regarding combat casualty care, en-route care, inter and intra-theater patient movement, care coordination, operational virtual health, and leadership in support of future austere, deployed, or humanitarian settings.

**Course Number:** GSN 810G

**Course Title:** Operational Readiness: Medical Management of Chemical and Biological Casualties (MMCBC)

**Course Credits:** 1

**Course Description:** Knowledge of the extensive biological and chemical weapons programs in other countries and use of these weapons by terrorists both in the United States and abroad, have increased concern about the medical management of biological and chemical agent casualties. Military and civilian medical and public health professionals must become proficient in recognizing that a biological or chemical attack has occurred, activating the appropriate agencies and personnel to investigate the event, treating casualties, and preventing spread of disease.

Classroom instruction, laboratory, and field exercises prepare graduates to effectively manage casualties of chemical and biological agent exposure. Classroom discussion builds upon previous physiology and pathophysiology content and includes the history and current threat of chemical and biological agent use, the characteristics of threat agents, the pathophysiology and treatment of agent exposure, and the principles of field management of threat agent casualties. In the field, attendees practice the principles of personal protection, triage, treatment, and decontamination of chemical casualties. Attendees also learn the capabilities and limitations of Mission Oriented Protective Posture (MOPP) when treating casualties in a contaminated environment.

The U.S. Army Medical Research Institute of Infectious Disease (USAMRIID) and the U.S. Army Medical Research Institute of Chemical Defense (USAMRICD) jointly conduct this six-day course for Medical Corps and Nurse Corps officers as well as other selected medical professionals and both at Fort Detrick and Aberdeen Proving Ground, Maryland.

Students receive readiness content that is aligned with Federal and/or Military Health System needs while expanding knowledge and clinical skills as they work within inter-professional teams. Students build upon prior course work in trauma care management and explore new concepts regarding care of individuals exposed to chemical and biological agents in support of future domestic, austere, deployed, or humanitarian settings.

**Course Number:** GSN 810H

**Course Title:** Operational Readiness: Military Humanitarian and Civic Assistance

**Course Credits:** 1

**Course Description:** According to the Rand Corporation, humanitarian-aid operations are those operations providing any type of non-military assistance to people in situations of chronic need, unrelated to a specific disaster. Examples include aid to refugees, medical evacuations of foreign nationals, and other projects that assist poor nations with medical, food, construction, and other aid. In the Department of Defense, Joint Publication 3-07 describes military humanitarian assistance as programs that are conducted to meet basic human needs, promote operational readiness skills, and may include the delivery of medical care.

This course supports a humanitarian focused experience conducted within a Joint Service environment working within inter-professional teams to enhance readiness skills and expand clinical knowledge as an Advanced Practice Registered Nurse (APRN). Students build upon and apply prior course content in trauma care management, advanced diagnosis and patient management, and health assessment to delivery health care in support of domestic, austere, deployed, humanitarian settings.

**Course Number:** GSN 721

**Course Title:** Interdisciplinary Health Policy

**Course Credits:** 2 credits

**Course Description:** This course will provide students with an introduction as to how public policy is established and modified over time. In a small group interactive setting, students will practice the critical nature of interdisciplinary collaboration and the substantive and historical rational behind evolving social policies. The students will evaluate how individuals can influence

national policy and explore similarities and differences in policy processes (legislative vs. administrative, for example) across a variety of domains, including policies shaping healthcare, employment, family, the media, etc. Students from both nursing and psychology will collaborate on joint projects, including field experiences. The historical assumptions behind different proffered professional roles will be explored.

### ***AGCNS ROLE/POPULATION SPECIFIC COURSES***

<b>Course</b>	<b>Title</b>	<b>Credits</b>
GSN708	Advanced Diagnosis and Management in Adult Primary Care	5
GSN709	Advanced Diagnosis and Management in Geriatric Primary Care	1
CNS600	Principles in Outcomes Management	2
CNS601	CNS Role Application across the 3 Spheres of Influence	3
CNS603	Business Administration for High Reliability Healthcare Organizations	3
CNS605	Medical Facility Design: Maximizing Patient Outcomes	2
CNS606	Trauma Management in CNS Practice	3
CNS610	Advanced Diagnosis and Management in Adult-Geriatric Acute Care	3
CNS608	Performance Metrics in Outcomes Management	3
CNS609	Clinical Practicum I: Advanced Concepts for CNS Independent	4
CNS801	Practice	7
	Clinical Practicum II: Capstone Immersion for CNS Independent Practice	--
	<i>**ACLS, ATLS, TCCC, &amp; ATCN or TNCC Certifications</i>	
<b>AG-CNS Role/Population Specific Total</b>		<b>36</b>
<b>Overall Program Credits</b>		<b>73</b>

**Course Number:** GSN 708

**Course Title:** Advanced Diagnosis and Management in Adult Primary Care

**Course Credits:** 5 credits

**Course Description:** This course prepares the student to function at a beginning level as an advanced practice nurse (APN) in a primary care setting. This course applies the nursing process, communication and assessment skills, interpretation of findings, application of laboratory diagnostic methods, development and evaluation of plans of care, and implementation of nursing strategies to promote the health of adults with common health problems. Operational readiness and deployment health care concerns are integrated throughout this course. This course is designed to teach the student to develop his/her own problem-solving strategies for a variety of health problems presented by the adult patient. The focus of this course will be on selected minor acute and chronic diseases seen in primary care. There will be an integration and application of concepts from basic sciences, along with utilization of research findings in primary care nursing practice. Problem solving and critical thinking are emphasized throughout the course.

**Course Number:** GSN709

**Course Title:** Advanced Assessment and Diagnosis in Geriatric Primary Care

**Course Credit:** 1 credit

**Course Description:** This course prepares the student to provide primary care for the elderly. Special focus is placed on assessing the impact of aging on physical and developmental status; adapting interventions to meet the complex needs of the individual and their family; and health promotion, health protection, disease prevention, and end-of-life planning in primary care. Current evidence will provide the basis for understanding typical and atypical development, anticipatory guidance, selected acute/chronic conditions, appropriate screening, and the promotion of self-care and independent living. Course content and presentations are intended to enhance learning, integrate knowledge of evidence-based practice, and promote academic discussion on issues

commonly confronted by patients and their families. The major advanced practice concepts supported by this course incorporate the scientific underpinnings for practice; analytical methods; use of surveillance, screening, and health technology tools in patient care; population health, prevention and wellness services; care of patients with acute and chronic illness; inter-professional collaboration and health policy issues.

**Course Number:** CNS600

**Course Title:** Principles in Outcomes Management

**Course Credits:** 2 credits

**Course Description:** Outcomes management (OM) is critical to assessing interventions, identifying effective practices, and identifying practices that need improvement. The requirement to measure outcomes by federal and state regulatory agencies has spurred organizations to actively monitor outcomes as a means for evaluation and as a requirement for accreditation and certification. As such, management of outcomes in CNS practice is critical to demonstrate the impact of CNS contributions to the organization. This course will provide the foundation for measuring outcomes related to CNS competencies and the three spheres of influence (patient/client, nurse, and organization/system) of CNS practice. Students will be introduced to the practical application of OM including methods to collect, analyze, and share outcome data.

**Course Number:** CNS601

**Course Title:** CNS Role Application across the 3 Spheres of Influence

**Course Credits:** 3 credits

**Course Description:** This course introduces students to the full scope of Clinical Nurse Specialist (CNS) practice across the three spheres of influence (patient, nurse, and organization/system). This course equips students with the knowledge and skills to function in each of the CNS roles: consultant, educator, manager, researcher/evidence-based scholar, and clinician throughout the perioperative continuum of care. Students will integrate and apply previous and concurrent coursework as they conduct comprehensive, surgically focused exams, educate patients and other health care professionals, and review and analyze regulatory and practice guidelines. Additionally, students will examine critical processes and evaluate programs within facilities providing recommendations for improvement while focusing on meeting the multicultural and diverse needs of the Adult/Gerontology patient population. Students will engage in systems thinking within the domains of CNS practice across all three spheres of influence. Graduates will be prepared to independently manage a variety of healthcare challenges while developing collaborative patient and professional partnerships.

**Course Number:** CNS603

**Course Title:** Business Administration for High Reliability Healthcare Organizations

**Course Credits:** 3 credits

**Course Description:** This course examines the concepts of financial and human resource management as well as strategies for application in nursing practice within the federal health care system. Attributes of High Reliability Organizations and how to blend these elements into the business components of healthcare to positively impact patient outcomes are examined. Strategies to gain the “competitive advantage” in the business end of health care are explored, as well as tools and techniques facilitating decision-making for patient care programs with a focus on patient safety and improving patient outcomes. Students will utilize critical thinking skills that incorporate evidence to support best practices in the development of strategies focused on improving manpower and resource utilization. They will also critically analyze financial information and its impact on operational performance. The culmination of this course is the creation of a comprehensive business plan that demonstrates competencies supporting efficient and effective administration of resources for quality health care delivery across the organization.

**Course Number:** CNS605

**Course Title:** Medical Facility Design: Maximizing Patient Outcomes

**Course Credits:** 2 credits

**Course Description:** This course introduces students to the complexities of new build and renovation facility design projects. Students are challenged to contemplate patient safety while critiquing comprehensive functional designs in compliance with national standards and Department of Defense (DoD) space criteria, safety concerns and advanced issues for infection control during construction or renovation. Students will explore the evidence related to facility design inclusive of building codes and architectural requirements while promoting a healthy environment for patients and staff. Students will utilize critical thinking skills to navigate inter-professional issues to promote a team approach to evidence-based health care facility design. Students will participate in a comprehensive learning classroom and field experiences exposing them to LEED health care facility design and the impact on patient outcomes and the environment. Incorporating the aspects of facility design, students will create a layout of perioperative services inclusive of all clinics and departments supporting this continuum.

**Course Number:** CNS606

**Course Title:** Trauma Management in CNS Practice

**Course Credits:** 3 credits

**Course Description:** This course exposes students to the management of patients in contingency and trauma environments. The Clinical Nurse Specialist (CNS) must have a keen understanding of patient management across the continuum of care supporting combat, peace-keeping, and humanitarian missions. The foundation of this course is based on a combination of teaching techniques using scenarios supporting simulation exercises and student led classroom seminars to enhance the student's critical thinking and advanced clinical practice. Students will examine the evidence related to the management of trauma patients as well as the management of personnel, scarce resources, equipment and supplies in austere environments. To promote a team approach to management of trauma patients, students will participate in simulated trauma scenarios that incorporate elements of TeamSTEPPS and support the role of the CNS. To enhance their clinical skills as advanced practitioners, students will also perform simulated lifesaving interventions on manikins, simulators, and cadavers (i.e., needle decompression, chest tube insertion, and surgical airway). Additionally, students will identify outcome measures to ensure quality patient care is delivered across the patient, nurse, and organization spheres of influence with a focus on adherence to professional practice standards.

**Course Number:** CNS608

**Course Title:** Performance Metrics in Outcomes Management

**Course Credits:** 3 credits

**Course Description:** This is a capstone course that demonstrates student attainment of Clinical Nurse Specialist (CNS) competencies supporting outcomes management. Students will create numerous comprehensive dashboards across the continuum that incorporates quality indicators with outcome metrics supported by professional standards and best practices. Demonstrating advanced clinical knowledge, students will critique the delivery of care within the acute care environment and develop clinical questions targeting opportunities to improve the care process for the adult and geriatric patient populations. Rounding out this course, students expand their management acumen by discovering the “evidence” in evidence-based design initiatives to support efficiency, productivity, and positive patient outcomes across the CNS spheres of influence.

**Course Number:** CNS610A

**Course Title:** Advanced Diagnosis and Management in Adult-Geriatric Acute Care

**Course Credits:** 3 credits

**Course Description:** This course is designed to build on GSN602, Advanced Health Assessment and GSN708, Advanced Diagnosis and Management in Adult Primary Care. This course will also assist in preparing students for GSN709, Advanced Diagnosis and Management in Geriatric Primary Care. This course builds upon the foundations of CNS practice. The course will develop, expand, and evaluate competence related to the student's ability to develop a differential diagnosis and implement a patient specific plan of care for the Adult/Gerontology patient population within the perioperative environment of care. This course challenges the student's critical thinking and problem solving abilities, as they integrate knowledge from health assessment, pathophysiology, and pharmacology to diagnose and manage acute health conditions of the Adult/Gerontology surgical patients incorporating both pharmacologic and non-pharmacologic interventions. The students' critical thinking and data synthesis ability will be further be challenged as they analyze assessment data in support of differential diagnosis and management plans for clinical problems amenable to CNS interventions for the Adult/Gerontology population using literature supporting evidence synthesis and clinical guidelines/care pathways. Students will incorporate the development of clinical questions using the PICOT format to guide in the delivery of care for the Adult/Gerontology patient population across the perioperative continuum of care. Within the context of the clinical activities, students will be exposed to patients in high acuity specialty areas including the Cardiovascular, Diabetes, and Oncology units/clinics. Student activities culminate in their ability to present a patient case study using evidence-based literature supporting the development of a plan of care that spans the entire perioperative continuum of care.

**Course Number:** CNS 609

**Course Title:** Clinical Practicum I: Advanced Concepts for CNS Independent Practice

**Course Credits:** 4 credits

**Course Description:**

The major emphasis of this course is the introduction to advanced concepts supporting independent clinical practice in the role of the Clinical Nurse Specialist (CNS). During this course, students gain competencies designed to support all domains of the CNS role and those needed to support the *Military Health System (MHS) Quadruple Aim* to effectively manage quality care; analyze healthcare systems/processes to optimize patient outcomes; and guide change in support of *high reliability organizations* undergirded by evidence-based practice to achieve consistent excellence across the organization. Students will complete clinical rotations that are developed to support clinical practice, education, consultation, research/evidence-based practice and administrative roles of the CNS with a focus on improved outcomes and risk reduction strategies for the adult and geriatric patient populations. Additionally, students will be part of interprofessional teams within the healthcare organization applying concepts of interprofessional patient-centered, collaborative practices. Evidenced-based practice and technology interfaces (e.g., AHLTA, Essentris, CHCS II, CIS, EMR, Censitrac) are used to support direct care management and clinical decision making. Seminars augment the learning and are geared to advance the skills necessary to function in increasingly complex healthcare settings to optimize health system performance; improve patient safety, quality and outcomes; enhance the delivery of evidence-based care; and improve the business side of healthcare focused on efficiency and productivity.

**Course Number:** CNS801

**Course Title:** Clinical Practicum II: Capstone Immersion for CNS Independent Practice

**Course Credits:** 7 credits

**Course Description:**

This is a clinical capstone course where students demonstrate competencies related to the domains of the Clinical Nurse Specialist (CNS) across the three areas of influence. During their clinical

rotation, students will integrate evidence into clinical practice and interact within the system to enhance outcomes for the adult and geriatric populations. In this full scope CNS immersion experience, students will complete an organizational assessment and identify opportunities for process improvements in the form of a comprehensive business plan. In performing this activity, students will demonstrate “how” the CNS improves outcomes for the individual, family, and populations; analyze healthcare systems/processes to optimize patient outcomes; and guide change for organizational success in the provision of evidence based/quality patient care. It also serves as a means to perform a *current state analysis* from which programs for improvement can be identified and provides pre-intervention data points from which to assess outcomes achieved. The goal of this capstone course is to demonstrate the magnitude of the impact the CNS can have in support of the patient, healthcare team and the organization and ultimately support the VALUE the CNS brings to the organization.

## **DOCTOR OF PHILOSOPHY IN NURSING PROGRAM**

### ***PHD CORE COURSES***

<b>Course</b>	<b>Title</b>	<b>Credits</b>
PHD 815	Philosophy of Science	3
PHD 816	Conceptual Frameworks/Theoretical Models	3
PHD 827	Research of Scholarship Practicum	3
PHD 828	Research and Scholarship Residency	3
PHD 839	Quantitative Research Methods	3
PHD 885	Principles of Scholarly Writing	3
PHD 812	Public Policy in the Context of Military& Federal Health Care	3
PHD 901	Qualifying Exam	0
PHD 902	Dissertation Proposal Defense	0
PHD 910	Dissertation Research Seminar	9
<b>PhD Core Total</b>		<b>30</b>

**Course Number:** PHD815

**Course Title:** Philosophy of Science

**Credits:** 3

**Course Description:** This core course prepares PhD students to systematically analyze and evaluate a variety of perspectives in philosophy of science through the study and exploration of epistemology, metaphysics, the scientific method, and the foundations of modern science. We examine the evolution and attributes of major approaches in the philosophy of science, and situate these issues in a healthcare and nursing science context.

**Course Number:** PHD816

**Course Title:** Conceptual Frameworks/Theoretical Models for Federal and Military Health Care

**Credits:** 3

**Course Description:** This foundational course provides students with an opportunity to conceptualize and develop a phenomenon in their area of interest that is relevant to the knowledge gaps relevant to federal nursing service, policy and research. Theoretical frameworks that are applicable to federal and military health practice and research, advance knowledge for guiding professional practice and health policy will be considered for evaluation. The development and testing of concepts, the generation of middle range theories and their critique and evaluation is the focus of this course. Students will identify, critique, and build concepts, theories and frameworks that are useful in their area of scientific interest. Emphasis will be placed on the applicability of integrating theory, clinical practice and research relevant to the federal and military health care

systems. Using experiential observations, as well as published theoretical and research literature, students will explore a nursing phenomenon from concept analysis to synthesis in support of their selected area of scientific study and scholarly development.

**Course Number:** PHD827

**Course Title:** Research and Scholarship Practicum

**Credits:** 3

**Course Description:** The practicum experience will provide a comprehensive foundation for the role of a research scholar. Research exposure in the clinical and research locations under the guidance of an established research scientist or senior investigator will provide firsthand knowledge of the role expectations. Although each experience differs, all students are introduced to 1) the research process, 2) scientists with active programs of research, 3) research resources, 4) research infrastructures and facilities, 5) the principles of research ethics, integrity, and accountability; and 6) legal and regulatory research requirements. This experiential learning experience comprises learning opportunities which are not possible in a classroom alone. Researcher expectations in a scientific community will be discussed with the supplement of various readings.

**Course Number:** PHD828

**Course Title:** Research and Scholarship Residency

**Credits:** 3

**Course Description:** This is the second pre-doctoral, pre-candidacy seminar and laboratory experiences course. The seminar focus facilitates the transition of the emerging PhD nurse scientist from the role of knowledge consumer to knowledge creator. Faculty will act as catalyst to lead discussions, encourage individual philosophical growth and provide the appropriate milieu in which the students can begin to explore their new role as an emerging leader within the scientific community. Activities and discussions will assist students with epistemologic, ontologic and scholarly identity development within their peer community. An ongoing analysis of self/group identified needs or interests will be used to develop specific activities.

**Course Number:** PHD812

**Course Title:** Public Policy in the Contest of Military & Federal Health Care

**Credits:** 3

**Course Description:** This required core course considers the legislative, executive, judicial, institutional, consumer, and provider forces that form and shape health care in the United States. The purpose of the course is to explore the role of research in public policy analysis – both a social and political activity generally related to population health in military and federal health care. During the course, students will identify and critically analyze laws, regulations, policies and non-governmental factors that influence health care. Special emphasis is accorded to those factors affecting providers (nurses, physicians, public health administrators and others) practicing in the federal health care sector. Specific issues to be addressed include providing a strong conceptual foundation of the rationale for, and the limitations, to public policy; systematic approaches used to conduct a policy analysis; and analytic techniques appropriate to design a comprehensive policy analysis.

**Course Number:** PHD839

**Course Title:** Quantitative Research Methods

**Credits:** 3

**Course Description:** This advanced research methods course provides students with a foundation in traditional and novel approaches to design, measurement and statistical inference. Building on the content of the course, students will focus on the logic of inference with respect to the philosophical basis of scientific research to issues of research design, sampling, measurement,

scaling, analysis planning, and statistical interpretation. Students will develop and demonstrate skills in rigorous research appraisal, including building familiarity with published research evaluation tools and publication guidelines. In an overview of models of research design, students will become familiar with the validity and reliability issues common to all single-factor and multi-factor studies as well as single subject, multiple group, longitudinal, correlational, and non-experimental methods. Students will be exposed to both classic and novel research designs common to nursing and other health disciplines, including pragmatic trials. In a rigorous exploration of models of research design, students will advance their ability to conceptualize a research problem and design multiple, quantitative approaches for its investigation.

**Course Number:** PHD885

**Course Title:** Principles of Scholarly Writing

**Credits:** 3

**Course Description:** This course is designed to foster development of scholarly writing skills. In this course, students explore elements of professional writing, writing for publication, and the basics of grantsmanship. Faculty-facilitated seminar topics include topic selection, the publishing cycle, components of varied types of papers, responsibilities of authors, journal selection, author guidelines, strategies to overcome barriers to successful writing, and writing at the doctoral level. The Course Directors and each student will negotiate a major writing assignment that is relevant to the student's topic of interest. In accordance with the type of paper (e.g., concept analysis paper, integrative review paper, theoretical review paper, measurement paper), students will explicitly identify the purpose of the paper, develop a logical argument or synthesize literature, and write a well-organized, concise, and scholarly paper that is supported by the literature and suitable for publication. Course faculty, Graduate School of Nursing (GSN) faculty, and other subject matter experts will review student papers and provide constructive feedback.

**Course Number:** PHD901

**Course Title:** Qualifying Exam

**Credits:** No Credit

**Course Description:** The Qualifying Examination is comprised of a written component which include 2 comprehensive papers from the following list of 3 choices: Review of the Literature, Methodology, and Theory as detailed in the Qualifying Examination Handbook. The purpose of the qualifying examination is to evaluate the student's suitability for advancement to candidacy.

**Course Number:** PHD902

**Course Title:** Dissertation Proposal Defense

**Credits:** No Credit

**Course Description:** Written plan of study that is orally defended to the candidate's selected dissertation committee.

**Course Number:** PHD910

**Course Title:** Dissertation Research and Seminar

**Credits:** 9

**Course Description:** The purpose of this course is to guide and assist doctoral students in various stages of the dissertation process, from developing their dissertation topic and research design, writing and defending their research proposal, collecting and analyzing data, to the development and implementation of a solid research strategy and the drafting of chapters. This course offers two major components: skills and experiences in the conduction of the dissertation research project; and a comprehensive seminar intended to guide students from initial candidacy until the completion of the dissertation research and final defense. Students will prepare presentations and short summaries of their research progress outlining key features of their dissertation. This class intends to build a community of researchers willing and able to support each other in the

development of research plans and will encourage discourse across diverse research projects from various sub-fields of nursing science. The dissertation chair will be involved as the student progresses through the course.

### ***PHD ELECTIVE COURSES***

<b>Course</b>	<b>Title</b>	<b>Credits</b>
PHD 892	Directed Study	Variable
PHD 838B	Qualitative Research Methods II	3
PHD 834	Advanced Research Methods and Data Analytics	3
PHD884	Teaching Principles and Practice	3
<b>PhD Elective Total</b>		<b>9+</b>

**Course Number:** PHD892

**Course Title:** Directed Study

**Credits:** Variable

**Course Description:** A directed study is a well-defined and substantive academic activity designed to meet the specific needs of a student or students that is not currently available in the core or cognate courses. The course provides an opportunity for students to work under the close guidance of a selected faculty member with a clearly identified area of expertise that supports a program of study.

**Course Number:** PHD838B

**Course Title:** Qualitative Research Methods II

**Credits:** 3

**Course Description:** This elective course is designed to provide students a hands-on opportunity to implement a qualitative study using one specific method (for example: grounded theory, ethnography, phenomenology, narrative analysis), and to practice qualitative approaches to data collection and analysis in that method. Data collection strategies will include interviewing, focus group, or participant observation following the selected method. Data will be analyzed according to the method chosen and will include a data management software program. Through these steps students will practice and learn strategies and processes for conceptualizing and implementing a qualitative study guided by a specific qualitative methodology that will inform dissertation or novice study.

**Course Number:** PHD834

**Course Title:** Mixed Methods Research Design & Analysis

**Credits:** 3

**Course Description:** This course is provided collaboratively by the PhD Program at the Uniformed Services University and the ICPSR Summer Program at the Institute for Social Research (ISR) in Ann Arbor. As the second in a series of advanced and specialized methodology courses (the first was Fundamentals of Survey Methods), this course is offered to provide instruction in the emerging mixed methods approach designed to combine, integrate, merge and connect data from qualitative and quantitative sources. Using this contemporary approach, the course will focus on the philosophical and paradigmatic foundations instrumental in designing a mixed methods proposal, steps in designing an analysis plan, analyzing the data from different sources, and preparing data for dissemination.

**Course Number:** PHD884

**Course Title:** Teaching Principles and Practice

**Credits:** 3

**Course Description:** This elective course is designed to provide USU graduate students a context for applying teaching and learning concepts in health care education. The course will provide the learner with the opportunity to explore the role and expectations of an academe. Further, students will be afforded the opportunity to explore their philosophical view of higher education. In addition to teaching and learning concepts, students will gain access to resources and training regarding the integration of the Institute of Medicine's (IOM) core competencies into the curricula of graduate, health professional education and training.