

2012-2014 SON CATALOG

ADDENDUM



ADDENDUM TO

THE UNIVERSITY OF TEXAS
SCHOOL OF NURSING AT HOUSTON

2012-2014 CATALOG

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FACULTY OF INSTRUCTION	2624

Administration

Delete:

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

Change from:

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

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

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

Change to:

Patricia Starck

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

Nancy Bergstrom

Nancy I. Bergstrom, PhD, RN, FAAN

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

Cathy L Rozmus, PhD, RN

Associate Dean, Academic Affairs
Assistant Vice President for Institutional Assessment and Enhancement
PARTNERS Professorship in Nursing

Add:

Susan Benedict, PhD, CRNA, FAAN
Interim Assistant Dean & Department Chair, Acute and Continuing Care
Professor
Director of Global Health
Co-director, Program in Interprofessional Ethics

Tuition and Fees

Change from:

Beginning fall 2012, undergraduate resident tuition is \$~~213-174~~ per semester credit hour, while graduate resident tuition is \$~~206-213~~ per semester credit hour. The Texas Higher Education Coordinating Board determines non-resident tuition, and when appropriate, Board-authorized graduate tuition can be added by the institution. The fall 2012 non-resident rate for undergraduates is \$~~717-755~~ per semester credit hour and \$~~758-796~~ for non-resident graduate students per semester credit hour. Pursuant to state law, a portion of tuition is now designated for capital renewal, deferred maintenance, and bond retirement for the construction of new buildings.

Change to:

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

Change on page 23 (updating tuition increases)

Bachelor of Science in Nursing Degree Program

Degree Requirements

Change from:

Traditional Program

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

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

Change to:

Accelerated BSN Program

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

The upper-division nursing program consists of 60 semester hours offered in four full-time semesters for accelerated students. Upon successful completion of the program, students are awarded the Bachelor of

Science in Nursing degree and are eligible to take the National Council of Licensure Examination (NCLEX-RN) for licensure as a registered nurse.

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

Deadlines for Application

Change from:

Traditional and Pacesetter Program

Fall Application Deadline: January 15 (Traditional and Pacesetter program)

Spring Application Deadline: August 15 (Traditional program only)

Summer Application Deadline: December 1 (Accelerated program only)

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

Spring Application Deadline: September 1

Summer Application Deadline: January 15

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

Change to:

Accelerated and Pacesetter Programs

Fall Application Deadline: January 15 (Accelerated and Pacesetter program)

Spring Application Deadline: August 15 (Accelerated program only)

Summer Application Deadline: December 1 (Accelerated program only)

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

RN-BSN Program

Spring Application Deadline: September 1

Summer Application Deadline: January 15

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

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

Undergraduate Program Course Descriptions

Add:

N4527 Professional Practice and Leadership

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

Prerequisites: N3511, N3515, N3517 or N3517W, N3521, N3523

Corequisites: N3526, N4512

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

Change to page 49 (Adding new courses)

Master of Science in Nursing Degree Program

Master of Science in Nursing Programs

Change from:

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

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

Change to:

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

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

Deadlines for Application

Change from:

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

Program	Application Term	Application & Documentation Deadline
MSN PROGRAMS		
MSN in Family Nurse Practitioner	Summer and Fall	March 1
MSN in Adult/Acute Nurse Practitioner	Summer and Fall	March 1
MSN in Adult/Gerontology Nurse Practitioner	Summer and Fall	March 1
MSN in Leadership and Administration	Fall	April 15
	Summer	Feb 15
MSN in Education	Fall	April 15
	Summer	Feb 15
MSN in Nurse Anesthesia	Fall	Oct 1
POST-MASTERS PROGRAMS		
Post Masters NP programs (Family, Adult/Gerontology, & Adult/Acute)	Summer and Fall	March 1
	Spring	September 15
Post Masters Emergency Program	Summer and Fall	March 1
	Spring	September 15
Post Masters in Education & Leadership/ Administration)	Fall	April 15
	Spring	September 15
	Summer	Feb 15
POST-BACCALAUREATE (for UT grads only)		
Non-Degree Post Baccalaureate	Fall	April 15
	Spring	September 15
	Summer	Feb 15

Change To:

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

Program	Application Term	Application & Documentation Deadline
MSN PROGRAMS		
MSN in Family Nurse Practitioner	Summer and Fall	March 1
MSN in Adult/ Gerontology Acute Nurse Practitioner	Summer and Fall	March 1
MSN in Adult/ Gerontology Primary Care Nurse Practitioner	Summer and Fall	March 1
MSN in Leadership and Administration	Fall	May 15
	Summer	March 15
MSN in Education	Fall	April 15
	Summer	Feb 15
MSN in Nurse Anesthesia	Fall	Oct 1
POST-MASTERS PROGRAMS		
Post Masters NP programs (Family, Adult/ Gerontology , Primary Care , Adult/ Gerontology , Acute Care)	Summer and Fall	March 1
	Spring	September 15
Post Masters Emergency Trauma Program	Summer and Fall	March 1
	Spring	September 15
Post Masters in Education & Leadership/ Administration)	Fall	April 15
	Spring	September 15
	Summer	Feb 15
POST-BACCALAUREATE (for UT grads only)		
Non-Degree Post Baccalaureate	Fall	April 15
	Spring	September 15
	Summer	Feb 15

Change to page 53 (Updating current program offerings and deadlines for applications)

Admission – MSN Program

Change from:

Full Admission

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

Change to:

Full Admission

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

Change to pages 54- 55 (Updating Admission – MSN Program)

MSN Clinical Concentrations and Experience

Change from:

Clinical Concentration

Adult/Acute Care Nursing

Adult/Gerontology

Family Nurse Practitioner

Nurse Anesthesia

Experience

One year experience in critical care as a registered nurse

One year clinical experience as a registered nurse

One year clinical experience as a registered nurse

One year experience in critical care as a registered nurse, two years preferred

Change to:

Clinical Concentration

Adult/**Gerontology** Acute Care Nursing

Adult/Gerontology **Primary Care Nursing**

Family Nurse Practitioner

Nurse Anesthesia

Experience

One year experience in critical care as a registered nurse

One year clinical experience as a registered nurse

One year clinical experience as a registered nurse

One year experience in critical care as a registered nurse, two years preferred

Change to page 56 (Updating clinical concentrations offered)

Non-Degree Post-Masters Nurse Practitioner Curriculum

Change from:

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

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

Change to:

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

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

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

Change from:

Post Masters Nurse Practitioner - Required Courses

<u>Advanced Practice Core Courses</u>		Hours
N6101W	Clinical & Epidemiologic Research for Advanced Nursing Practice	3
N6152	Physical Exam & Differential Diagnosis	3
N6165W	Advanced Practice Nursing Role in Population Health	3
N6151W	Advanced Pathophysiology	3
N5529W	Pharmacology for Advanced Nursing Practice	3
 <u>Clinical Courses</u>		
NXXXX	Clinical Courses	10
N6551	Diagnostic Tests	2
 <u>Preceptorship</u>		
NXXXX	NP Preceptorship	5
Total		29

Change to:

Post Masters Nurse Practitioner - Required Courses

<u>Advanced Practice Core Courses</u>		Hours
N6152	Physical Exam & Differential Diagnosis	3
N6165W	Advanced Practice Nursing Role in Population Health	3
N6151W	Advanced Pathophysiology	3
N5529W	Pharmacology for Advanced Nursing Practice	3
 <u>Clinical Courses</u>		
NXXXX	Clinical Courses	10
N6551	Diagnostic Tests	2
 <u>Preceptorship</u>		
NXXXX	NP Preceptorship	5
Total		29

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

Add:

Post Masters Emergency/Trauma Concentration Required Courses

Required Courses		Hours
N6271	Emergency/Trauma Care I	2
N6271 B	Emergency/Trauma Care I Clinical	2
N6272	Emergency/Trauma Care II	2
N6272 B	Emergency/Trauma Care II Clinical	3
Total		9

Change to page 61 (New post master's program offering)

Master of Science in Nursing Course Descriptions

Add:

N6103W Informatics and Healthcare Technologies

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

Prerequisites: Enrollment in the Master of Science in Nursing program and proficiency in Microsoft office suite products.

Corequisites: None

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

N6151 Advanced Pathophysiology

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

Prerequisite: None

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

N6152W ADVANCED PHYSICAL EXAMINATION AND DIFFERENTIAL DIAGNOSIS - DIDACTIC

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

Prerequisites: Graduate standing

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

N6152B ADVANCED PHYSICAL EXAMINATION AND DIFFERENTIAL DIAGNOSIS - PRACTICUM

This course addresses the practical application of history taking and physical health assessment throughout the life cycle. Students will develop advanced physical assessment, critical thinking and diagnostic skills through the collection of a health history, performance of complete and focused physical examinations, organization of data, identification of normal and abnormal findings, and presentation of these findings in a standardized format. The laboratory and simulation experiences provide an opportunity for the application and integration of health assessment skills needed for advanced practice nursing.

Prerequisites: Graduate standing
One Semester Credit (Contact hours per week: Lab 3)

N6657 Writing for Publication in Nursing

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

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

N6655 Gerontology II: Care of the Frail Older Adult

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

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

N6705W Role Focus

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

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

Change from:

N6706 Financial Management for Nurse Managers and Executives

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

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

Change to:

N6706 Health Care Financial Management

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

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

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

Doctor of Nursing Practice Degree Program

Change From:

Grading Policy – PhD Program

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

Grading Scale

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

Change to:

Grading Policy – PhD Program

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

Grading Scale

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

Change to page 83 (Students admitted Fall 06 have graduated. The grading policy is now the same for all students)

Academic Advisement Policy

Change from:

Academic Advisement Policy

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

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

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

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

Change to:

Academic Advisement Policy

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

Change to page 102 (Clarification for DNP Academic Advisement)

Change from:

Doctor of Science in Nursing Programs

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

Students have the following three options from which to choose:

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

- DNP for Post MSN Nurse Executive

DNP for Post MSN Nurse Practitioners and Clinical Nurse Specialists

FALL – YEAR 1

N6801	Scholarly Foundations of Advanced Practice	3
N6803	Population Health and Health Outcomes	3

SPRING – YEAR 1

N6807	Evidence-Based Practice Principles	3
N6820	Comparative Effectiveness Research	3

SUMMER – YEAR 1

N6808	Translational Science	3
NXXXX	Elective	3

FALL – YEAR 2

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

SPRING – YEAR 2

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

SUMMER – YEAR 2

N6841B	DNP Preceptorship II	2
N6845	Practice Management	2

FALL – YEAR 3

N6860A	DNP Advanced Seminar I	2
N6860B	DNP Fellowship I	2
N6830	Clinical Scholarship Portfolio Advisement	1

SPRING – YEAR 3

N6870A	DNP Advanced Seminar II	2
N6870B	DNP Fellowship II	2

TOTAL CREDITS 43

Change to:

Doctor of Science in Nursing Programs

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

Students have the following three options from which to choose:

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

DNP for Post MSN Nurse Practitioners and Clinical Nurse Specialists

FALL – YEAR 1

N6801	Scholarly Foundations of Advanced Practice	3
N6803	Population Health and Health Outcomes	3

SPRING – YEAR 1

N6807	Evidence-Based Practice Principles	3
N6820	Comparative Effectiveness Research	3

SUMMER – YEAR 1

N6808	Translational Science	3
NXXXX	Elective	3

FALL – YEAR 2

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

SPRING – YEAR 2

N6842A	Transitions and Innovations and in Health Care Delivery	2
N6840B	DNP Preceptorship I for NP/CNS's	2
N6830	Clinical Scholarship Portfolio Advisement	1

SUMMER – YEAR 2

N6841B	DNP Preceptorship II for NP/CNS's	2
N6845	Practice Management	2

FALL – YEAR 3

N6860A	DNP Advanced Seminar I	2
N6860B	DNP Fellowship I	2
N6830	Clinical Scholarship Portfolio Advisement	1

SPRING – YEAR 3

N6870A	DNP Advanced Seminar II	2
N6870B	DNP Fellowship II	2

TOTAL CREDITS 43

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

DNP Course Descriptions

Change from:

N6808 Translational Science

Change to:

N6808 Translational Science

This course is designed to critically examine the state of the science of implementation science including concepts, models, and methods for translation and implementation of evidence and research into

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

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

Change from:

N6820 Comparative Effectiveness Research

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

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

Change to:

N6820 Comparative Effectiveness Research

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

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

Change from:

N6830 Clinical Scholarship Portfolio Advisement

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

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

Change to:

N6830 Clinical Scholarship Portfolio Advisement

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

Prerequisites: Enrollment in the DNP Program

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

Change from:

N6840B Preceptorship in Advanced Management of Complex Health Conditions I

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

Prerequisites/Corequisites: Completion of N6840A or concurrent enrollment in N6840A.

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

Change to:

N6840B Preceptorship in Advanced Management of Complex Health Conditions I

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

Prerequisites/Corequisites: Completion of N6842A or concurrent enrollment in N6842A

Two Semester Credits (Contact hours per week: Clinical 8) There will be 4 2-hr seminar classes. The preceptorship experience is by individual arrangement.

Change from:

N6841B Preceptorship in Advanced Management of Complex Health Conditions II

This course is the clinical practice component of N6841A and focuses on the direct care of patients within a population of interest. The course is designed to increase the breadth and depth of the student's specialization role and practice in the management of patients with complex health problems across the continuum of care. Evidence-based, interprofessional practice is the foundation for all care rendered. The student is expected to develop high level clinical reasoning and decision-making competencies that includes consideration of patient centered care, safety, quality, systems support, continuity of care, cost-effectiveness, appropriate use of consultants, and demonstration of optimal outcomes within a framework of innovative, evidence-based practice.

Prerequisites/Corequisites: Completion of N6841A or concurrent enrollment in N6841A.
Two Semester Credits (Contact hours per week: Clinical 8)

Change to:

N6841B Preceptorship in Advanced Management of Complex Health Conditions II

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

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

Change from:

N6842A Advanced Management of Complex Health Conditions

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

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

Change to:

N6842A Transitions and Innovations in Health Care Delivery

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

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

Change from:

N6845 Practice Management

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

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

Change to:

N6845 Practice Management

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

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

Change from:

N6850 Nurse Executive I

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

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

Change to:

N6850 Nurse Executive I

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

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

Change from:

N6851 Nurse Executive II

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

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

Change to:

N6851 Nurse Executive II

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

Prerequisite: DNP standing or permission of instructor

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

Change from:

N6852 Nurse Executive III

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

Prerequisite: DNP standing or permission of instructor

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

Change to:

N6852 Nurse Executive III

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

Prerequisite: DNP standing or permission of instructor

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

Change from:

N6860A DNP Advanced Seminar I

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

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

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

Change to:

N6860A DNP Advanced Seminar I

This is the first of the two-semester clinical fellowship and seminar courses in which the DNP student demonstrates breadth, depth, and synthesis of knowledge and skills related to the DNP Essentials including the consultation role. Socialization and opportunities for a DNP graduates are discussed. The

national agenda for nursing practice in the context of health care reform, trends, and future contributions to health care is analyzed.

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

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

Change from:

N6860B DNP Fellowship I

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

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

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

Change to:

N6860B DNP Fellowship I

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

Prerequisites/Corequisites:

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

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

Add:

N6840C Nurse Executive Preceptorship I

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

Prerequisites/Corequisites: N6850A

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

N6841C DNP Nurse Executive Preceptorship II

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

Prerequisites/Corequisites: Completion of N6851

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

N6858 Information Systems/Technology for the Improvement of Health Care

This course is designed to develop competencies in the use of information systems/technology to support and improve patient care and healthcare systems and to provide leadership within healthcare systems and/or academic settings. Knowledge and skills related to information systems/technology and patient care technology prepare the student to apply new knowledge, manage individual and aggregate level information, apply budget and productivity tools for practice and administrative decision support, use information systems/technology resources, and assess the efficacy of patient care technology appropriate to a specialized area of practice.

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

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

Delete:

N6840B Preceptorship in Advanced Management of Complex Health Conditions I

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

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

N6841A Advanced Management of Complex Health Conditions II

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

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

N6848 Interprofessional Collaboration for Improving Patient and Population Health Outcomes

The purpose of this course is to explore interprofessional and intraprofessional methodologies that the DNP can use to access health problems and improve the delivery of care and the health outcomes of the population they serve. Methodologies include the use of information systems to identify population

health problems, evaluation of how the population accesses and receives care in the health interprofessional and intraprofessional collaboration and consultation to create change.

Prerequisites: N6801, N6802, N6807

Corequisite: N6808

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

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

Faculty of Instruction

Delete:

Stacy A Drake, MSN, MPH, RN, D-ABMDI

Clinical Instructor. BSN, Bowling Green State University, 1995; MSN, University of Colorado at Colorado Springs, 2002; MPH, The University of Texas School of Public at Houston, 2009;

Areas of Interest: Systems, Interprofessional Collaborations, Interpersonal violence across the lifespan.

Stephanie Meyers, PhD, Med, RNC-OB

Assistant Professor. Director of Clinical and Special Programs. PhD, The University of Texas School of Nursing at Houston; 2010, BSN, The University of Texas School of Nursing at Houston, 2003; MSN, The University of Texas School of Nursing at Houston, 2005; MEd, University of Houston, 2003, BS, University of Houston, 2000.

Area of Interest: Women's Health/High Risk Obstetrics

Hope Moser

DNP, MSN, ANP, BC, WHNP, BC, Associate Professor of Clinical Nursing, Division of Acute and Continuing Care. Sewickley Valley Hospital School of Nursing, Diploma, 1995, Waynesburg University, RN-BSN, 2001, The University of Pittsburgh, Dual MSN, Adult and Women's Health, 2005. Robert Morris University, DNP, 2010.

Areas of interest: women's health/maternal child health, sepsis

Renae Schumann

PhD, RN, Associate Professor of Clinical Nursing; BSN, The University of Texas School of Nursing at Houston, 1985; MSN, The University of Texas School of Nursing at Houston, 1990, PhD, Texas Woman's University, Houston, TX, 1999.

Areas of Interest: Medical Surgical Nursing, Clinical Education

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

Change from:

Susan D. Ruppert , PhD, RN, ANP-BC, NP-C, FCCM, FAANP

Assistant Dean and Chair, Department of Acute and Continuing Care, Professor of Clinical Nursing. AAS in Nursing, Illinois Valley Community College, 1974; BSN, Northern Illinois University, 1976; MSN, The University of Texas Health Science Center at San Antonio, 1979; PhD, Texas Woman's University, 1992; FNP, The University of Texas Medical Branch at Galveston, 1995.

Areas of Interest: Adult Acute/Critical Care, and Adult Primary Care

Change to:

Susan D. Ruppert , PhD, RN, ANP-BC, NP-C, FCCM, FAANP, FAAN

Professor of Clinical Nursing. AAS in Nursing, Illinois Valley Community College, 1974; BSN, Northern Illinois University, 1976; MSN, The University of Texas Health Science Center at San Antonio, 1979; PhD, Texas Woman's University, 1992; FNP, The University of Texas Medical Branch at Galveston, 1995.

Areas of Interest: Adult/Gerontology Primary and Acute Care, Endocrine Disorders, Advanced Practice Nursing

Change from:

Cathy L. Rozmus, DSN, RN

Associate Dean for Academic Affairs; PARTNERS Professorship in Nursing, BSN, West Virginia University, 1975; MSN, Vanderbilt University, 1987; DSN, The University of Alabama, Birmingham, 1990.

Areas of Interest: Maternal Child Nursing, and Health Behavior Decision-Making

Change to:

Cathy L. Rozmus, PhD, RN

Associate Dean for Academic Affairs; PARTNERS Professorship in Nursing, BSN, West Virginia University, 1975; MSN, Vanderbilt University, 1987; DSN, The University of Alabama, Birmingham, 1990.

Areas of Interest: Maternal Child Nursing, and Health Behavior Decision-Making

Change from:

Patricia Starck, DSN, RN, FAAN

Senior Vice President and Dean; Huffington Foundation Chair for Nursing Education Leadership, John P. McGovern Distinguished Professor and Dean. ASN, Georgia SW College, 1959; BSN, Emory University, 1960; MN, Emory University, 1963; DSN, University of Alabama, Birmingham, 1979.

Areas of Interest: Rehabilitation Nursing, Psychiatric Mental Health Nursing, Ethics, and Health Policy

Change to:

Patricia Starck, PhD, RN, FAAN

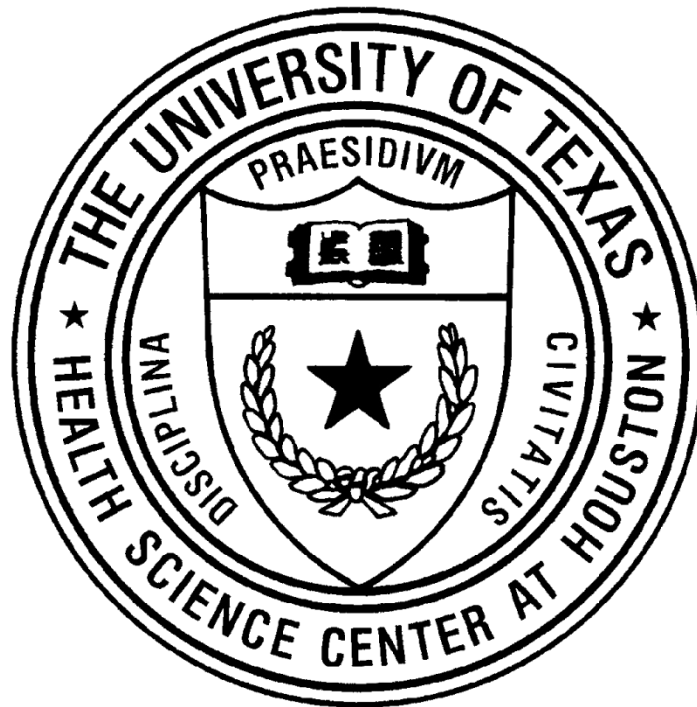
Senior Vice President and Dean; Huffington Foundation Chair for Nursing Education Leadership, John P. McGovern Distinguished Professor and Dean. ASN, Georgia SW College, 1959; BSN, Emory University, 1960; MN, Emory University, 1963; DSN, University of Alabama, Birmingham, 1979.

Areas of Interest: Rehabilitation Nursing, Psychiatric Mental Health Nursing, Ethics, and Health Policy

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

THE UNIVERSITY OF TEXAS SCHOOL OF NURSING AT HOUSTON

2012-2014 CATALOG



The University of Texas Health Science Center at Houston ("UTHealth") is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificate, baccalaureate, masters, doctoral, and special professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of Texas Health Science Center at Houston.

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Message from the Dean



As it passes its 40th anniversary, The University of Texas Health Science Center at Houston (UTHealth) School of Nursing is the highest-ranked nursing graduate school in Texas and among the Top Five Percent in the United States. Our Nurse Anesthesia program is ranked No.26 of 100 programs nationwide. Our graduates at the baccalaureate, master's and doctoral levels are much in demand, and our more than 8,650 alumni are contributing to the global community in leadership, research and entrepreneurial positions.

Our home is a state-of-the-art facility for teaching, research and student services, located in the heart of Houston's world-famous Texas Medical Center. The eight-story, \$57-million nursing building, encompassing 195,000 sq. ft., is certified with the coveted LEED® Gold rating for its sustainability and environmentally friendly design. Recognized as one of the top green buildings in the U.S., the School of Nursing and Student Community Center has received 11 prestigious local, state and national architectural design awards since opening in 2004.

To ensure financial assistance to our students, we have been the fortunate recipients of endowments with a current market value of \$11.8 million. We also are the grateful beneficiaries of financial support from the PARTNERS organization, which now holds a \$1.47-million endowment and recently awarded its 100th full nursing scholarship. We all are committed to "pass it on," so that future generations of caregivers can be educated in this, the world's largest healthcare center, and by our world-class faculty. Nurses stand a better than average chance for employment compared to college graduates in other fields. Hospitals, clinics, nursing homes and a variety of other clinical facilities now prefer nurses with bachelor's degrees, especially those who have completed internships/residencies after graduation. Advancing a nursing career increasingly requires additional education at the master's and doctoral levels.

Within a diverse interdisciplinary environment, we emphasize the role of nurses working as part of a healthcare team, from RNs to nurse practitioners to Doctors of Nursing Practice. More and more, nurse researchers are making themselves known as scholars and contributors to scientific discovery. Some UTHealth programs are one-of-a-kind in the nation.

Our pacesetter legacy in academic programs, practice and research has carried us far along the path to success. The UTHealth nursing graduate of the future must meet the challenge of practicing in a healthcare model that is undergoing constant change. But one thing is certain: the UTHealth School of Nursing will be working to achieve a common vision – delivering innovative solutions that will create the best hope for a healthier future.

Patricia L. Starck, D.S.N., R.N., FAAN
John P. McGovern Distinguished Professor
Dean, UTHealth School of Nursing
Senior Vice President for Community Affairs
UTHealth Office for Advancement

2012-2013 ACADEMIC YEAR

Fall Semester 2012

Semester Begins	August 27, 2012
Classes End	December 7, 2012
Exams	December 10 -14, 2012

Spring Semester 2013

Semester Begins	January 14, 2013
Classes End	May 3, 2013
Exams	May 6 - 10, 2013

Spring Break *March 11 - 15, 2013*

Summer Sessions 2013

12 Weeks

Session Begins	May 20, 2013
Classes End	August 9, 2013
Exams	August 12 - 13, 2013

1st 6 Weeks 2013

Session Begins	May 20, 2013
Classes End	June 28, 2013
Exams	July 1, 2013

2nd 6 Weeks 2013

Session begins	July 2, 2013
Classes End	August 12, 2013
Exams	August 13, 2013

Holidays will be announced in the schedule of classes.

2013-2014 ACADEMIC YEAR

Fall Semester 2013

Semester Begins	August 26, 2013
Classes End	December 6, 2013
Exams	December 8 -13, 2013

Spring Semester 2014

Semester Begins	January 13, 2014
Classes End	May 2, 2014
Exams	May 5 – May 9, 2014

Spring Break *March 10 - 14, 2014*

Summer Sessions 2014

12 Weeks

Session Begins	May 19, 2014
Classes End	August 12, 2014
Exams	August 13 - 14, 2014

1st 6 Weeks 2014

Session Begins	May 19, 2014
Classes End	July 1, 2014
Exams	July 2, 2014

2nd 6 Weeks 2014

Session begins	July 3, 2014
Classes End	August 13, 2014
Exams	August 14, 2014

Holidays will be announced in the schedule of classes.

Administration

Patricia L Starck, DSN, RN, FAAN

Dean, School of Nursing and Senior Vice President of Community Affairs, UTHealth
John P. McGovern Distinguished Professorship in Nursing

Mara M Baun, DNSc, FAAN

Coordinator, Doctor of Philosophy Program
Lee and Joseph Jamail Distinguished Professorship in the School of Nursing

Nancy Bergstrom, PhD, RN, FAAN

Associate Dean, Research (Interim)
Theodore J. & Mary E. Trumble Professorship In Aging Research

Nancy H Busen, PhD, FNP-BC, APRN

Assistant Dean & Department Chair, Family Health
Margaret A. Barnett/PARTNERS Professorship in Nursing

Joanne V Hickey, PhD, RN, ACNP-BC, FAAN, FCCM

Coordinator, Doctor of Nursing Practice Program
Patricia L. Starck/PARTNERS Endowed Professorship in Nursing

Deborah J. Jones PhD, MS, RN

Assistant Dean, Undergraduate Programs

Thomas A Mackey, PhD, RN, FNP-BC, FAAN, FAANP

Associate Dean, Practice
PARTNERS Endowed Professorship in Nursing

Marianne T Marcus, EdD, RN, FAAN

Assistant Dean & Department Chair, Nursing Systems
John P. McGovern Professor In Addiction Nursing

Susan D Perez, MBA

Associate Dean, Management

Cathy L Rozmus, DSN, RN

Associate Dean, Academic Affairs
PARTNERS Professorship in Nursing

Susan D Ruppert, PhD, RN, ANP-BC, NP-C, FCCM, FAANP

Assistant Dean & Department Chair, Acute and Continuing Care

School of Nursing

Established in 1972, The University of Texas School of Nursing at Houston is ranked in the top five percent of nursing schools in the country. Our campus is located in the Texas Medical Center, and School of Nursing (SON) students enjoy the resources of a distinguished health science center combined with the expertise of the world's largest medical center. The School offers a broad range of coursework resulting in both undergraduate and graduate degrees, and provides a wide variety of settings in which students and faculty can study, conduct research, and participate in clinical practice. The School of Nursing is one of six academic units of UTHealth. The other units, in chronological order of establishment, are: Dental School (1905), Graduate School of Biomedical Sciences (1963), School of Public Health (1967), Medical School (1970), and School of Biomedical Informatics (2000). The School of Nursing offers an undergraduate program leading to the degree of Bachelor of Science in Nursing and a graduate program leading to the degrees of Master of Science in Nursing, Doctor of Philosophy in Nursing, and Doctor of Nursing Practice.

Programs

The Baccalaureate Degree in Nursing program is designed for students who wish to enter the profession of nursing and/or for nurses who have earned an associate degree or diploma in nursing and desire to obtain the baccalaureate degree.

The Master of Science in Nursing program combines online courses with face-to-face courses and clinical experiences offering flexibility to students. The curriculum depends on the clinical concentration the student selects. Students may choose from among the following clinical concentrations:

- Adult/Gerontology Acute Care Nurse Practitioner
- Adult/Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Nurse Anesthesia
- Nursing Education
- Nursing Leadership and Administration in Health Systems

The Doctor of Philosophy in Nursing (PhD) program is designed to produce nurse scientists who will conduct research focused on health and health care; nurse educators; and nurse leaders who, in collaboration with other health care professionals, will implement and evaluate innovative practice models in health care delivery systems. The PhD curriculum is organized around a multidimensional framework that recognizes the scholarship of discovery, application, integration, and teaching (Boyer, 1990). The curriculum also focuses on three levels of prevention, i.e., primary, secondary, and tertiary. This dimension of the framework is consistent with the SON philosophy that nursing is committed to health promotion, prevention and early detection of disease, restoration of wellness, continuing care for persons with chronic illnesses, and rehabilitation services. The research focus of the program is health care interventions and outcomes.

The Doctor of Nursing Practice (DNP) program prepares nurses to be both clinical scholars who will practice at the highest level of advanced practice nursing and leaders in health care. DNP practice emphasizes evidence-based care, translating research into practice, integration of informatics, quality improvement initiatives, and innovative models of care and practice to achieve outstanding quality health outcomes for patients, populations, and society. DNP graduates work independently and collegially with health professionals and others to shape health care on the local, state, national, and international level.

The School of Nursing and School of Public Health jointly offer a dual MSN/MPH program that allows students to earn both degrees. The dual degree program offers courses that help

prepare advanced practice public health nurses for leadership positions in public, community, and occupational health fields.

The School of Nursing takes great pride in the quality and variety of educational experiences it is able to offer the undergraduate and graduate students. The School's central location in the Texas Medical Center allows students to observe and participate in providing high quality health care with the latest advancements in technological assistance. At the same time, concentrated efforts are made to avoid the de-personalization often inherent in the use of technology in a health science center. Therefore, much emphasis is placed on individualized, humanistic care.

SON students are involved in health care institutions that are at the forefront in their fields serving both the private and public sectors. In addition, the surrounding community is rich in opportunities for students to participate in health promotion, illness prevention, long-term care, rehabilitation, and home health care for people of all ages and of various cultural backgrounds. The School also takes pride in the success rate of undergraduate students on State of Texas licensure examination and the success of both undergraduate and graduate students in making significant contributions to health care.

Accreditation

All School degree programs are accredited by appropriate agencies. The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) through December 31, 2021. The CCNE is located at One DuPont Circle, NW, Suite 530 Washington, DC 20036 Phone: (202) 887-6791 Fax: (202) 887-8476. For more information about CCNE, go to their website at <http://www.aacn.nche.edu/Accreditation/index.htm>

The baccalaureate program is approved by the Texas Board of Nursing.
<http://www.bon.state.tx.us/>

The Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. <http://www.aana.com/>

The University of Texas Health Science Center at Houston is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificate, baccalaureate, masters, doctoral, and special professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of Texas Health Science Center at Houston.

Philosophy of the School of Nursing

The School's philosophy reflects the beliefs of the faculty and supports the mission of the School. Faculty members contribute to the university's mission of education, research, and practice, which includes care of individuals, groups and communities. The faculty believes that people, health, and nursing are interrelated and exist in a dynamic global environment.

People are viewed as holistic beings with inherent dignity and worth who participate in decisions that affect their health across the lifespan. Health decisions are influenced by values, beliefs, and perceptions, as well as ethical, legal, cultural, spiritual, social, political and economic forces.

Health is viewed as a dynamic continuum of wellness and illness in individuals, groups and communities. Health care is an interdisciplinary effort focused on health promotion, disease prevention, illness-care, rehabilitation and palliative activities through partnerships between patients and health care providers.

Nursing as a health profession contributes to the management of health issues of individuals, groups and communities in diverse environmental settings. Nurses are prepared as members of an interdisciplinary team to work with others to deliver safe patient-centered care

emphasizing evidence-based practice, quality improvement approaches and emerging technology.

Education for nurses supports learning as a lifelong process. Undergraduate education prepares entry-level generalists to provide safe and quality care to diverse client populations in a variety of settings. Graduate education at the master's level prepares specialists in advanced clinical practice roles. Doctoral education prepares clinical practice and research scholars who function at the highest level of professional practice and contribute to the body of scientific knowledge. Continuing education promotes learning experiences for nurses to update and advance knowledge and skills, fostering professional development and improvement of health care.

Research supports and advances nursing science, the evolving body of knowledge that serves as the basis of the profession. The School of Nursing fosters an environment that promotes research, that includes, but is not limited to, biobehavioral, clinical and translational research.

Nursing practice is viewed as the dynamic interaction between the profession of nursing and communities relative to the health care needs of its constituents. Community based-practice and service contribute to health promotion, disease prevention, and the well being of individuals, groups and communities.

School of Nursing Mission

As part of a comprehensive health science university, the mission of the School of Nursing is to educate nurse clinicians and scientists, discover and translate advances in the biomedical and social sciences, and model best practices and innovation in clinical care regionally, nationally and globally. We pursue this mission in order to improve quality of care and the health and well-being of individuals, groups, communities.

School of Nursing Vision

We are pacesetters in education, research, and clinical practice. We educate nurse clinicians and scientists within a diverse interdisciplinary environment to meet the dynamic work force and health care needs of our national and global societies. We contribute to nursing knowledge via biobehavioral, clinical and translational research. We are national and global leaders in clinical practice with innovative models of clinical excellence. We provide a creative environment that fosters scholars and visionaries for the health care system.

Equal Opportunity

To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by The University of Texas School of Nursing at Houston on the basis of race, color, national origin, religion, sex, age, sexual orientation, veteran status, or disability. For more detailed information, see the information on the web at:

http://legal.hsc.uth.tmc.edu/hoop/02/2.04_equalopportunity.html.

Clinical Facilities

Clinical learning experiences are available at numerous institutions in the Texas Medical Center affiliated with the university.

The Memorial Hermann Hospital System, The University of Texas MD Anderson Cancer Center, The Methodist Hospital, St. Luke's Episcopal Hospital, Texas Children's Hospital, St. Joseph's Hospital, Harris County Hospital District, The Institute of Rehabilitation and Research, The Veterans Affairs Medical Center-Houston, and The University of Texas Harris County Psychiatric Center, as well as a wide variety of other health care facilities, are affiliated with by the School of Nursing.

In addition to these extensive hospital resources, students have opportunities for learning experiences in other facilities, such as neighborhood health centers, nursing homes, day care centers, city and county health departments, mental health facilities, physicians' offices, and clinics. A unique opportunity for clinical training exists at UT Health Services, a nurse-managed clinic.

School of Nursing Centers

Center for Nursing Research

The School of Nursing provides research services through its Center for Nursing Research (CNR). The Associate Dean, Statistician, Biostatistician, and the CNR staff assist faculty and students with preparation and submission of grant proposals for extramural funding, design of research methods and statistical analyses, electronic entry and analysis of data, and processing of Institutional Review Board (IRB) and agency approvals. The CNR provides post-award support for faculty and students. The CNR sponsors research seminars and workshops, processes graduate student travel for research presentations and informs faculty and students of funding opportunities and research conferences through the CNR's Website (<http://son.uth.tmc.edu/research/>).

The Center for Nursing Research houses over 6,000 square feet of bio-behavioral research laboratories that include bioscience, controlled environment, behavioral stress reduction, energy field, biomedical engineering and preclinical care laboratories.

All students are charged with knowledge of and compliance with UTHealth HOOP Policy 168, Conduct of Research (<http://www.uthouston.edu/hoop/policy.htm?id=1448184>). All proposals for extramural funding related to School work must be submitted by the CNR through UTHealth's Office of Sponsored Projects. Awards are made to UTHealth. The CNR staff will advise students on institutional policies regarding indirect cost recovery and review of research. Generally, a minimum of one month is needed to process applications for extramural funding.

Center For Education and Information Resources (CEIR)

<http://son.uth.tmc.edu/ceir/>

The Center for Education and Information Resources is responsible for providing comprehensive and advanced technology solutions for the faculty and students of the School of Nursing. The CEIR department researches and implements student application software, performance measurement tracking applications, web communication systems, and state-of-the-art classroom instructional technology. The department also supports faculty and students in the areas of instructional design and distance education. Through the continual implementation of the latest instructional and medical electronic applications, the CEIR provides tomorrow's nurses and today's faculty with the technological information they need to become leaders in the changing medical arena.

The CEIR operated Learning Resource Center is located in the SON building in room 306 of the School of Nursing building. It provides faculty, students and staff with classroom technology support, computer lab support, and educational reserve material support. CEIR also manages room scheduling for the School of Nursing.

Center on Aging

<https://nursing.uth.edu/centers-progs/coajump.htm>

Founded in 1987, the Center on Aging is an interdisciplinary center, focused on improving the quality of life for an aging society through research, education, patient care, community service and institutional development. The Center engages in research related to stroke survivors and their caregivers, pressure ulcer prevention and treatment, health-related quality of life, and other

aging-related topics. Gerontological nursing content is integrated into the nursing curriculum, and shared through workshops, online conferences, and community presentations. The Center advocates for quality patient care through the Long Term Care Ombudsman Program that serves over 75 assisted living and 250 nursing facilities in Harris County.

Center for Substance Abuse Education, Prevention and Research

<https://nursing.uth.edu/centers-progs/csa/default.htm>

The Center for Substance Abuse Education, Prevention and Research promotes education, evidence-based practice, and research on substance use disorders. The Center provides direction for national multidisciplinary faculty initiatives to foster substance use competencies in the health professions. Federally-funded research studies focus on preventing substance abuse in adolescents, exploring mindfulness-based stress-reduction as an adjunct to recovery, and examining the relationship between alcohol use and elder self-neglect.

General Information

Academic and Student Affairs

It is the responsibility of the Dean of the School of Nursing, or the designated representative, to administer all rules governing academic and student affairs. The Dean, in consultation with School faculty, may dismiss a student pursuant to School policy; the Dean may decline readmission to any student.

Alumni Association

The primary purpose of the Alumni Association is to promote the interests of the School, to promote the professional standards and educational advancement of nursing, and to raise scholarship funds for nursing students. Information regarding membership dues and alumni activities may be obtained from:

Development Office
The University of Texas School of Nursing at Houston
6901 Bertner Avenue, Room 869 Houston, Texas 77030
(713) 500-2006
(Community website: <http://uthsonalumni.org>)

Blackboard

<http://son.uth.tmc.edu/blackboard/>

The UHealth Blackboard™ is an easy-to-use online learning tool. Accessible at any time via the Internet, it allows students and faculty to access class information as needed. The student must have a UHealth or other UT System institution-issued user name and password to enter this site.

Calendars

<http://registrar.uth.tmc.edu/>

The academic calendar for each term is located on the Registrar's webpage. It includes the dates of the terms, add/drop deadlines, tuition payment deadlines, holidays, and other important deadlines.

The two-year Academic Calendar showing the beginning and ending dates for all the School of Nursing terms is located in the student orientation packet. Copies are also located in the Student Affairs Office.

Computer Requirement and Recommendations

<http://son.uth.tmc.edu/prospstudent/applresources/compreq.aspx>

School of Nursing students are required to have a personal computer to access educational materials, reference material, and email for communication with faculty, staff, and other students. Students have the option to purchase a desktop or laptop system. At this time, students are responsible for supporting their personal computers and the recommended software and hardware components used.

Criminal Background Checks and Drug Screening

<http://www.precheck.com/>

http://www.surscan.com/nursing_students.html

Security screening, including criminal background and drug screens, is a requirement for enrollment at the School. Students will be screened following admission and prior to enrollment. A "HOLD" will be placed on a student's enrollment until clearance documentation is received. Accepted applicants who do not consent to a criminal background check and/or drug screening will be removed from the accepted student list.

UT SON will designate the company(ies) approved to do the required screening. Screening results from any company other than the company(ies) designated will not be accepted.

The student will pay all costs of the criminal background screen and drug screen. In addition, if a clinical agency also requires drug screens, the student must consent to such screening and pay the cost for testing. Students who do not consent to drug screening will be disqualified from clinical participation and may be subject to dismissal. The student will pay all costs at the time of testing, and is solely responsible for providing all information necessary to complete the criminal background checks and/or drug screens.

Background checks should be valid for the duration of the student's enrollment in the program if the student has not had a break in enrollment. A break in enrollment is defined as withdrawal from a program and subsequent readmission.

A student who has had a break in enrollment may be required to have another background check, at the discretion of the Student Affairs Office.

Enrolled students are required to disclose to the Associate Dean for Academic Affairs any arrest(s) for and/or any criminal charges of any misdemeanor or felony offenses, and/or any misdemeanor or felony convictions and/or deferrals of adjudication (other than minor Class C traffic violations) within 30 days of occurrence. Nondisclosure or falsification of this required information may be grounds for dismissal from the School.

Significant Findings In Criminal Background Checks and Drug Screening

Applicants accepted for admissions who appear to have significant findings in their background check or positive findings on their drug screenings will have their case referred to a review panel appointed by the School. In such circumstance, applicants shall be informed that the vendor was not involved in any decision adverse to the student, will be informed how to contact the vendor, and shall have the opportunity to challenge the accuracy or completeness of the report with the vendor.

Applicants accepted for admission who have significant findings on their background checks will be referred to the Texas Board of Nursing (BON) in order to obtain a declaratory order. The admitted student may be allowed to enroll when official documentation is received from the BON

confirming eligibility to sit for the NCLEX-RN or for continuing licensure. Enrollment could be deferred for up to one year while the matter is resolved.

If the Board of Nursing (BON) denies eligibility to sit for the NCLEX-RN or for continuing licensure, the accepted student will be removed from the accepted student list. A new application for admission will be considered if the BON ruling is reversed in the future.

If a currently enrolled student has a positive drug screen, the student will be disqualified from participation in any clinical component of the course at any clinical agency. The student will be required to withdraw ("WP") from all courses (didactic and clinical) and an registration hold will be placed on the student's record.

The student will be required to complete, at the students' cost, chemical dependency evaluation and treatment. Subsequent registration for courses is contingent on a review of the student's proof of treatment for chemical dependency.

Degree Plans

The student is responsible for knowing degree requirements and enrolling in courses that fit into her/his degree program. Students are also held responsible for knowing the School's regulations in regard to the standard of work required for continuance in the program. It is the student's responsibility to complete the necessary paperwork (if requesting petition for equivalency credit) and to plan ahead for certain courses, as some courses are offered only once a year.

Email for UT Students

The customary, everyday method of communication with students is via email. Each SON student is provided a UTHealth email address. SON students must ensure that they are able to receive and send email messages. Problems either receiving or sending email messages should be reported to the HELP desk at 713-500-4848. It is each student's responsibility to check for new email messages on a daily basis and respond when necessary. Students have limited space on the email server and must empty their "in boxes" and "sent boxes" periodically to make sure they continue to receive all email messages.

Essential Skills for Nurses

Nurses must be able to demonstrate cognitive skills in critical thinking and logical/analytical thinking. Nurses must also have psychomotor skills, including fine motor dexterity, physical strength, coordination, and proper body mechanics. Observational skills are also required, such as the ability to hear within the normal decibel range, the ability to read English in regular to extra-fine print, and the ability to palpate/auscultate.

Eligibility to Sit for RN Licensure Exam

Students admitted to the undergraduate program must meet legal requirements for licensure to be eligible to take the licensing examination after graduation. Applicants and nursing students may voluntarily seek a declaratory order from the Texas Board of Nursing in regard to criminal convictions, mental illness, and/or chemical dependency in order to determine eligibility for licensure. Students are encouraged to confirm their eligibility before enrolling in the program. Information regarding the declaratory order process may be found at the Texas Board of Nursing website (www.bon.state.tx.us/).

Grade Grievance Procedure (School Policy #S1660)

<http://son.uth.tmc.edu/acadaff/>

In attempting to resolve any student grievance regarding grades or evaluations, it is the obligation of the student to first make a serious effort to resolve the matter with the faculty member with whom the grievance originated. Individual faculty members retain primary

responsibility for assigning grades and evaluations. The faculty member's judgment is final unless compelling evidence suggests discrimination, differential treatment, or error.

Grade Report

Grade reports are available to students at the end of each semester through myUTH at https://my.uth.tmc.edu/psp/myuth/MYUTH/ENTP/h/?tab=UT_EP_NVT_SIGNON

Graduation

Official commencement ceremonies are held each year in May. Graduates are not eligible to participate in commencement prior to completion of their respective program requirements. (<http://son.uth.tmc.edu/acaddept/academicaffairs/programpolicies.htm>)

Certification Requirements

Each Student must provide the Office of Student Affairs with evidence of current Class "C" CPR certification consistent with the requirements of the American Heart Association.

Inactive Status

<http://son.uth.tmc.edu/acaddept/studentaffairs/>

Any student requesting inactive status must complete an "Inactive Form" located online. The student must secure clearance from the various offices noted on that form and must return the form to the Student Affairs Office.

A student remaining out of the program for more than one semester must notify the Registrar's Office in writing when she/he wishes her enrollment reactivated. A student on inactive status for two or more semesters will be considered for readmission on a case-by-case basis.

Needlestick and/or Body Fluid/Bloodborne Pathogens Exposure

<http://www.uth.tmc.edu/med/students-current/needlestick.htm>

UT Student Health Services operates a Needlestick Hotline 24 hours a day, seven days a week to expedite students' treatment in case of needlestick or body fluid exposure. Regardless of the hospital or clinic where the students are working, the procedure is the same. Students should have a "Needlestick" sticker on the back of their student identification badges. If a student sustains a needlestick or has an accidental exposure to bloodborne pathogens:

Page (713) 500-OUCH 24 hours a day

Do NOT go to the nearest emergency room. The page will be answered promptly and the student will receive specific instructions and information. After paging the hotline, the student should remain by the phone.

Most calls will be answered within 5-10 minutes. The student will be asked to give a detailed description of the incident. Baseline labs will be checked, as well as the labs on the source patient. Then the student will be counseled on overall risk, and told if treatment is necessary. The student will be given follow-up labs at defined intervals over the next six to twelve months.

Ninety-nine (99) Hour Rule

A resident doctoral student who has a total of 100 or more semester credit hours of doctoral work at an institution of higher education is required to pay nonresident doctoral tuition rates. Contact 713-500-3361 for more information.

Petitions for Equivalency Credit

Students requesting to transfer a course from another university must complete a "Petition for

Equivalency Credit” form (found under “forms” at this link: <http://son.uth.tmc.edu/currstudent/>), attach the syllabus for the transfer course, and submit the request to the Office of Student Affairs. Also, the student must have an official transcript on file showing the course with a satisfactory grade (B or above for graduate students and C or above for undergraduates). Courses cannot be transferred if older than seven years (PhD), five years (MSN or DNP) or three years (BSN). Undergraduate courses must be at least a junior or senior level course to be considered for equivalency.

Plagiarism

Plagiarism is using another person’s work or ideas without giving credit. Plagiarism is dishonest because it misrepresents the work of another as your own. This includes both copying the work verbatim or re-phrasing the ideas of another without properly acknowledging the source. When preparing work for course requirements, such as papers, care plans, take home examinations, etc., students should take care to differentiate between their ideas and language and information derived from other sources. Sources include, but are not limited to published and unpublished materials, the Internet, and information and opinions gained directly from other people, including faculty or other students. Whenever ideas or facts are obtained from a student’s reading and research, the sources must be properly cited according to standards set by the School of Nursing and contained in the current edition of Publication Manual of the American Psychological Association.

Plagiarism is considered a violation of academic integrity and professional honesty. Students who are found to have plagiarized shall be subject to disciplinary action. Penalties may include, but are not limited to failure on the assignment, failure in the course, suspension from the program, or dismissal from the School. Collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor in the written course syllabus. Students must acknowledge any collaboration and its extent in all submitted course work.

SafeAssign is a software tool offered on Blackboard It can be used to check the originality of a written assignment against a database of journal articles, other copyrighted, texts, and papers submitted by other students worldwide. SafeAssign is one tool among many that can be used to help students learn about proper attribution of written work.; however, students have the final responsibility for work that is submitted as their own.

Policies

HOOP (Handbook of Operating Procedures)

Students are responsible for knowledge of and compliance with University regulations concerning student conduct and discipline as set forth in the UTHealth Handbook of Operating Procedures (HOOP) Policy 186, and the School's policies. A reference copy of the HOOP Policy is available in the Office of Student Affairs.

For information regarding student academic and conduct issues, contact:

Dr. Cathy Rozmus

Associate Dean for Academic Affairs

The University of Texas School of Nursing at Houston

6901 Bertner, Room 844, Houston, Texas 77030

Students who author research papers, dissertations and/or theses have the opportunity upon request to have these papers available to interested members of the public.

School of Nursing School and Program Policies

(www.son.uth.tmc.edu)

School Policies

(These policies are applicable to ALL students, regardless of the program in which they are enrolled.)

<http://son.uth.tmc.edu/acaddept/academicaffairs/schoolpolicies.htm>

Undergraduate Program Policies

(These policies are applicable to all undergraduate students.)

<http://son.uth.tmc.edu/acaddept/academicaffairs/programpolicies.htm>

Master of Science in Nursing Policies

(These policies are applicable to all students enrolled in the MSN program, post-masters programs, and non-degree seeking students.)

<http://son.uth.tmc.edu/acaddept/academicaffairs/programpolicies.htm>

PhD Program Policies

(These policies are applicable to all students enrolled in the PhD program.)

<http://son.uth.tmc.edu/acaddept/academicaffairs/programpolicies.htm>

DNP Program Policies

(These policies are applicable to all students enrolled in the DNP program.)

<http://son.uth.tmc.edu/acaddept/academicaffairs/programpolicies.htm>

Professionalism

Throughout program and related activities, students are responsible for knowledge of and compliance with standards of professional behavior. Failure to maintain professional behavior standards may be grounds for academic action, including lowering of course grade (including a failing grade), regardless of a student's performance with regards to other course academic standards, probation, or dismissal from the School.

Scholarships

The School of Nursing Scholarship Committee encourages all students to complete a scholarship application form. Student scholarship applications are kept on file for one year and are reviewed as scholarship monies become available.

Scholarship information may be found online at

<http://son.uth.tmc.edu/acaddept/studentaffairs/scholarships/default.htm>

All applicants and recipients must be students:

- a. currently enrolled in the School of Nursing;
- b. in good academic standing (minimum of 2.0 for BSN students, minimum of 3.0 for graduate students), and
- c. enrolled at least half-time in the respective program (Undergraduate - six hours for fall and spring semesters, five hours for summer semester; graduate - five hours for fall and spring semester and three hours for summer semester).

The following factors may be considered in awarding scholarships (depending on criteria for each scholarship): 1) academic record, 2) academic achievement, 3) involvement in nursing organizations, 4) involvement in community services, 5) financial need, 6) program of study, and 7) sociocultural/socioeconomic status.

Students are encouraged to contact the Scholarship Coordinator to obtain information about eligibility criteria and scholarships awarded in the student's area of study.

Students subject to selective service registration will be required to file a statement that the student has registered or is exempt from selective service registration in order to be eligible to apply for federal financial aid. In addition, effective January 1, 1998, the selective service requirement is also applicable to students applying for financial assistance funded by State revenue.

For more information contact:

Office of Student Affairs
The University of Texas School of Nursing at Houston
6901 Bertner Avenue, Room 220, Houston, Texas 77030
(713) 500-2199

Sigma Theta Tau

The Zeta Pi Chapter of Sigma Theta Tau International Honor Society of Nursing was chartered at The University of Texas School of Nursing at Houston in May 1981. There are over 405 chapters in collegiate schools of nursing in the United States, Canada, Taiwan, South Korea, and Australia. The purposes of Sigma Theta Tau are to recognize the achievement of scholarship of superior quality, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment on the part of individuals to the ideals and purposes of the profession of nursing. The Zeta Pi Chapter of Sigma Theta Tau has no formal affiliation with The University of Texas System or The University of Texas School of Nursing at Houston.

Criteria eligibility for undergraduate student:

1. Cumulative GPA of 3.0 or higher
2. Ranks in upper 35% of graduating class
3. Meets the expectation of academic integrity

Criteria eligibility for masters/doctoral student:

1. Cumulative GPA of 3.5 or higher
2. Completed one-fourth of graduate curriculum
3. Meets the expectation of academic integrity

Criteria eligibility for Community Leader:

1. Minimum of a baccalaureate degree
2. Recent marked contribution to nursing in one of the following areas: Education, Practice, Research, Administration, Publication, Other
3. Two endorsements (from active Sigma Theta Tau members)
4. Meets the expectation of academic integrity

Student Accountability

<http://son.uth.tmc.edu/acadaff/school.cfm>

Students are held accountable for knowledge of degree requirements and enrolling for courses that fit into her/his degree program. Students are also held responsible for knowledge of the School of Nursing's regulations in regard to the standard of work required for continuance in the undergraduate and graduate programs. It is the responsibility of the student to read, keep abreast and adhere to the most current University and School of Nursing policies (<http://son.uth.tmc.edu/acaddept/academicaffairs/programpolicies.htm>). For in-depth details of all university governance, see <http://www.uthouston.edu/hoop/>.

Student Conduct and Discipline

Students are specifically charged with responsibility for knowledge of and compliance with regulations concerning student conduct and discipline as set forth in the UTHHealth Handbook of Operating Procedures (HOOP) Policy 186

(<http://www.uthouston.edu/hoop/policy.htm?id=1448220>).

Student Organizations

UT Student Nurses' Association (UTSNA)

All students enrolled in the School are eligible for membership in the local chapter of the Texas Nursing Students' Association. Through UTSNA, nursing students are represented on campus committees and in campus activities involving students. Memberships in both the Texas Student Nurses' Association and the National Student Nurses Association are available.

Student Government Organization (SGO)

The School of Nursing Student Government Organization includes undergraduate and graduate students and is the primary liaison between the student body, faculty, and administration. It was formed to give all students a voice in school policy matters. Every student is a member and there are no dues. The Student Government Organization meets once a month with faculty advisors and invited administrative representatives. Issues discussed range from student curriculum concerns to school policy changes.

Students with Disabilities

A student seeking disability accommodation must initiate a request to the School's Section 504 Coordinator in the Office of Student Affairs, who will meet with the student to acknowledge the request, gather information, and explain the process (<http://www.uthouston.edu/hoop/policy.htm?id=1448050>).

Tuition and Fees

Beginning fall 2012, undergraduate resident tuition is \$213 per semester credit hour, while graduate resident tuition is \$206 per semester credit hour. The Texas Higher Education Coordinating Board determines non-resident tuition, and when appropriate, Board-authorized graduate tuition can be added by the institution. The fall 2012 non-resident rate for undergraduates is \$717 per semester credit hour and \$758 for non-resident graduate students per semester credit hour. Pursuant to state law, a portion of tuition is now designated for capital renewal, deferred maintenance, and bond retirement for the construction of new buildings.

Fees and Charges

Certain compulsory and voluntary fees should be anticipated at the School of Nursing. Compulsory fees are required of all students. Voluntary fees are not required, but the students may elect to subscribe to any of the services listed under voluntary fees. All fees are subject to change.

Academic Regalia Rental	See Voluntary Fees
Lab Fee (per Course)	See Compulsory Fees
Liability Insurance	See Compulsory Fees
Nursing Achievement Exam Fee	See Compulsory Fees
Nursing Alternative Instruction Delivery Fee	See Compulsory Fees
Nursing Technology Resource Fee	See Compulsory Fees

Compulsory Fees

Graduation Fee: A graduation fee of \$75 is payable at registration for the student's final semester. This fee covers expenses associated with graduation but does not cover rental of the cap and gown. This fee is charged whether or not the student attends graduation.

Lab Fee: The clinical/lab fee is assessed to students enrolled in courses with a clinical and/or lab component. Clinical/lab fees vary from \$16.00-\$30.00 per each course with a clinical/lab component.

Liability Insurance: All nursing students will be required to pay liability insurance fee regardless of other coverage the student may have. Upon registration, nurse practitioner and DNP students will be assessed \$61 per year, nurse anesthesia students will be assessed \$110 per year, and all other students will be assessed \$14.50 per year for liability insurance. Graduate students who are members of the US Armed Forces on active military duty have professional liability coverage through their branch of service and will not be assessed this fee. Students who enroll mid-year will be charged a prorated amount. Liability insurance fees are nonrefundable and are subject to change without notice.

Nursing Achievement Exam Fee: A \$120 achievement exam fee is assessed to all BSN students every term to cover the cost of administering and processing their nursing achievement exams.

Nursing Alternative In-State Instruction Delivery Fee: Students who receive instruction via distance learning programs are assessed \$80 per semester credit hour.

Nursing Technology Resource Fee: The technology resource fee of \$130 per semester is assessed to cover the cost of educational software and maintenance and operations expense for the computers in the School of Nursing computer labs, cost of clinical simulation labs, computer testing, distance technology and individual course capturing for Blackboard posting.

Voluntary Fees

Academic Regalia: The charge for the regalia (cap and gown) is approximately \$64 for undergraduate students to purchase, \$95 for master's students to purchase, and \$85 for doctoral students to rent.

Other Expenses: Cost of books per semester is approximately \$920. This amount varies per program. A School of Nursing student is not under any obligation to purchase a text-book from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. Undergraduate students will also need to purchase uniforms, lab coats, shoes, name pins, and identification insignia.

The University of Texas Health Science Center at Houston and University of Houston ROTC Cross-Enrollment Program

The goal of the U.S. Army ROTC program is to develop technically competent, physically fit, and highly motivated men and women for positions of responsibility as commissioned officers in the active Army, Army Reserve, and National Guard. Upon completion of the curriculum, students should have an understanding of the fundamental concepts and principles of the military as an art and as a science. The leadership and managerial experience gained through ROTC provides great benefit for students in both their civilian endeavors and their military careers.

Statutory Authority

General statutory authority for establishment and operation of the ROTC program, including the scholarship program, is contained in Title 10, United States Code, Chapter 103 (Sec. 2102-

2111). Specific rules and procedures are found in U.S. Army Regulation 145-1.

Course Credit

ROTC classes may be taken for elective credit toward any degree plan at the University of Houston. Freshman and sophomore level classes are open to all students, regardless of age or physical condition. No military obligation is incurred as a result of enrollment in these courses. Junior and senior level courses are more restrictive and do require a military obligation. ROTC scholarship students also incur a military obligation.

Four-Year Program

The four-year program is divided into two courses: the basic course, which is normally attended by students during their freshman and sophomore years, and the advanced course attended during the junior and senior years. Advanced course students also attend a six-week advanced training camp at Fort Lewis, Washington between their junior and senior years.

Basic Course

The basic course consists of four semesters of military science, which includes MSCI 1210, 1220, 2210, and 2220. These freshman and sophomore level classes are open to all students without military obligation.

Advanced Course

Students entering the advanced course must enter into a contract to pursue and accept a commission in the active Army, Army Reserve, or National Guard. To be considered for contracting into the advanced course, the student must be a full-time student in a course of instruction that leads to a degree in a recognized academic field; have a minimum of two years of academic work remaining in a curriculum leading to a baccalaureate or advanced degree; be under age 30 when commissioned; and pass a physical examination.

Two-Year Program

The two-year program is designed for students who did not take the basic course but are otherwise eligible to enroll in the advanced course. This program allows students completing their sophomore year to attend a four-week internship during June and July at Fort Knox, Kentucky in lieu of taking the first two years of ROTC. There is no military obligation for attending Basic Camp. The Army provides transportation, room, and board. Students are paid approximately \$900 for the four-week period.

Laboratory Requirements

A military science laboratory is required for students enrolling in MSCI 1210, 1220, 2210, 2220, 3310, 3320, 4310, or 4320. This laboratory provides opportunities for marksmanship training, rappelling, drill and ceremonies, communications training, and other activities.

Veterans

Veterans who have served on active duty or in the Army Reserve/National Guard are also eligible for the ROTC program. Although veterans are not required to take the basic course, they are encouraged to do so. All students, including veterans, must have a minimum of 54 credit hours prior to enrolling in the advanced course.

National Guard and Army Reserve Members

Students enrolled in ROTC may also be a member of the Army Reserve or National Guard. Through the Simultaneous Membership Program (SMP), those students enrolled in the advanced course will be assigned in a leadership position as a cadet and receive pay and entitlements from the Guard or Reserve at the pay grade of Sergeant (E-5).

Scholarships

The United States Army offers on a competitive nationwide basis various four-, three-, and two-year scholarships. The scholarships will cover up to \$20,000 of tuition. Recipients will also

receive benefits for educational fees (to include lab fees), a book allowance of \$450 per semester, and a subsistence allowance of \$300-\$500 per month. Applicants must be U.S. citizens and must be under age 27 on the anticipated graduation date. Applications are available from the military science department. Veteran applicants can extend the age limit up to a maximum of 3 years, based on prior active duty service.

Other Financial Aid

All students enrolled in the advanced course will receive a subsistence allowance of \$300-\$500 per month. For more information contact the Military Science Department. GI Bill recipients still retain benefits.

Tuition

Members of the Army or the National Guard, Texas State Guard, or other reserve forces may be exempted from the nonresident tuition fee and other fees and charges.

Special Training

Basic and advanced course students may volunteer for and attend the U.S. Army Airborne and air assault courses during June, July and August. Cadet Troop Leadership training positions are also available to advanced course cadets during the summer months.

Miscellaneous

Military textbooks and uniforms are furnished to all cadets. The Corps of Cadets sponsors an annual military ball in addition to other social events throughout the school year. The Department of Military Science sponsors extracurricular activities such as the University of Houston Color Guard and the Ranger Challenge Team.

Minor in Military Science

To qualify for a minor in military science, students must complete a minimum of 18 semester hours of course work, of which 12 must be advanced. Nine semester hours must be completed in residence, of which six must be advanced. Students must also attend advanced camp. Students must attain a 2.00 grade point average or higher in Military Science courses attempted at the University. Students may receive credit for 1000 and 2000-level courses based on prior military training, completion, of ROTC Basic Camp, completion of JROTC training, or completion of one year at a service academy.

First Year

MSCI 1125:1126: Physical Readiness Training

Cr. 1. (0-3)

Open to all students. Utilizes Army fitness techniques; develops strength, flexibility and endurance; develops self-confidence through leadership training and physical activities.

MSCI 1131: Advance Physical Fitness Course

Prerequisite: Must be ROTC cadet, physically demanding, develops skills through team competition, and land navigation, assembly/ disassembly of weapon, tactics, and assembly of one-man rope bridge. Students are also required to attend fitness training five times a week. Participants compete for Ranger Challenge slots. Selected cadets compete against other teams at the annual Ranger Challenge competition.

MSCI 1210 Introduction to ROTC

Learn fundamental concepts of leadership in both classroom and outdoor laboratory environments. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, first aid, and basic marksmanship. Develop communication skills to improve individual performance and group interaction. Attend a one-hour classroom session and a required lab. No military commitment is required for attending this course.

MSCI 1220: Introduction to Leadership

Learn and apply principles of effective leadership. Reinforce self-confidence through

participation in physically and mentally challenging training with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate ethical values to the effectiveness of a leader. Includes training on survival skills and self-defense, and a one-hour class- room session and a required lab. No military commitment is required for attending this course.

Second Year

2210:2220: Military Leadership Development

Cr. 2. (2-2)

Characteristics of leadership, problem analysis, decision making, oral presentations, first aid, small unit tactics, land navigation, basic radio communication, marksmanship, fitness training, and rappelling. Fitness training required two times per week in addition to class and lab. No military commitment is required for attending this course.

2810: Basic Camp (formerly 2410)

Cr. 8.

Student will not receive credit for both basic course work and basic camp. Prerequisite: Approval of the department chair. No military obligation is associated with this course. This course is a six-week off-campus field training practicum to introduce students to the Army and leadership.

Third Year

3198:3298:3398: Special Problems

Cr. 1-3 per semester

Prerequisite: junior standing and consent of department chair.

3310:3320: Advanced Military Science

Cr. 3. (3-2)

Prerequisite: MSCI 2220 or consent of the chair. The students are given the concepts of leadership; preparing combat orders; military instruction principles; small unit tactics; tactical communications; and fitness training. Class is designed to prepare students for advanced camp. Fitness training required three times per week in addition to class and lab.

3491: Summer Field Training

Cr. 4.

Prerequisite: MSCI 3320 or consent of the chair. This course provides off-campus field training practicum stressing application of leadership management with emphasis on tactical and special military skills. Provides experience by placing students in demanding and stressful leadership situations.

Fourth Year

4310:4320: Advanced Military Science

Cr. 3. (3-2).

Prerequisite: MSCI 3320 or consent of the chair. Students are given the concepts of leadership and command; military law; administration/staff operations and procedures; dynamics of the military team; training management; ethics and professionalism. Fitness training required three times per week in addition to class and lab.

Bachelor of Science in Nursing Degree Program

BSN Program Objectives

Upon the successful completion of the baccalaureate program in nursing, graduates should be able to:

1. Utilize the nursing process in meeting the health needs of human beings;
2. Incorporate nursing theories and concepts in nursing practice;
3. Apply theories and models from the natural sciences, behavioral sciences and humanities in nursing practice;
4. Accept responsibility and accountability for nursing practice and its outcome;
5. Apply methods of scientific inquiry to nursing practice as a means of improving health care;
6. Collaborate with consumers and other health professionals in a multidisciplinary approach to the delivery of comprehensive health care;
7. Participate in planned change for the improvement of health care;
8. Participate in the evolution of nursing roles to meet changing health care needs;
9. Assume responsibility for continued personal and professional growth; and
10. Utilize management and leadership theories in the practice of professional nursing.

Degree Requirements

Traditional Program

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

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

Accelerated BSN Program

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

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

Pacesetter Program

The Pacesetter Program is program of study in which all of the nursing theory courses are offered in the first three semesters followed by a full-time, clinically intensive fourth semester. There will also be clinical experience labs and simulation during the first three semesters to complement the didactic material. Students must have a minimum of 60 semester hours credit or 90 quarter hours comprised of both prerequisite and elective work in order to be enrolled in the nursing program. Students are admitted to this program in the fall semester.

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

RN-BSN Program

The University of Texas at Houston School of Nursing has a continuing commitment to assist returning registered nurses in attaining the baccalaureate degree in three semesters. All RN students will have the opportunity to receive advanced placement credit of 29 hours upon completion of specific courses.

RN-BSN Accelerated Program

The two-semester accelerated RN-BSN program is offered for new ADNs or any RN who can attend school full time in pursuit of the BSN degree. All RN students will have the opportunity to receive advanced placement credit of 29 hours upon completion of specific courses.

The RN-BSN Program permits undergraduate students to take approved graduate-level course who submit a GRE (Graduate Record Examination) combined minimum score of 1000 from the verbal section and the quantitative section and a minimum score of 3.0 on the analytical writing section or submit a score of 400 or greater on the Miller's Analogy Test (MAT). For the revised GRE, the recommended combined score is 297 with the analytical writing section remaining at 3.0.

A maximum of eleven credit hours (with earned grades of "B" or higher) are transferable toward the MSN degree. Other master's level courses may be taken with the permission of graduate faculty.

N5501	Theoretical Foundations for Advanced Nursing (Required for the MSN in Leadership Administration degree)	2
N6102	Information Systems in Advanced Nurse Practice (Required for the MSN in Leadership Administration degree)	1
N5506	Statistics in Nursing (Required for all MSN degrees)	2
N6101	Clinical & Epidemiological Research for Advanced Practice (Required for all MSN degrees)	3 *
N6151	Advanced Pathophysiology (Required for all MSN degrees, except the MSN in Nurse Anesthesia)	3 *

*Credit for these two courses may be applied to both the Baccalaureate and Master's degrees. (Exception: students in the Nurse Anesthesia program who previously took N6151 Advanced Pathophysiology are still required to take N5513 & N5514 Anatomy and Physiology for Nurse Anesthesia I & II).

The RN-BSN student may apply to the MSN Program at the completion of the BSN program. RN-BSN students who are allowed to take graduate courses are not guaranteed admission to the MSN Program.

Deadlines for Application

To be considered for admission into the Undergraduate Program, completed applications must be received in the Registrar's Office by the dates listed below. Late applications will be considered for the subsequent admission period if requested in writing by the student.

Traditional and Pacesetter Program

Fall Application Deadline: January 15 (Traditional and Pacesetter program)
Spring Application Deadline: August 15 (Traditional program only)

Summer Application Deadline: December 1 (Accelerated program only)

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

RN-BSN Program

Spring Application Deadline: September 1

Summer Application Deadline: January 15

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

Admission to the Undergraduate Program

Admission Criteria

In order to more clearly reflect the UT School of Nursing's diversity within its educational environment, the School's admission policy makes explicit the multiplicity of factors taken into consideration in the admissions process. These admission factors are not assigned a specific weight or point value. The School of Nursing considers the totality of each application and gives consideration to the following factors:

1. Intellectual capacity, based on consideration of undergraduate prerequisite GPA and the prerequisite science GPA; academic awards and honors, scholarly accomplishments; degree of difficulty of undergraduate academic program; pre-professional evaluations (THEA); previous college courses and/or degree(s); personal interview or request to complete a questionnaire; and any other relevant data submitted;
2. Interpersonal and communication skills, based on evidence of being well-written and well-spoken, exemplified by written essay, the application, and the personal interview or questionnaire; and any other relevant consideration that the student or his or her pre-professional advisors may present;
3. Breadth and depth of pre-nursing educational experiences, based on consideration of factors in the record reflecting a combination of a strong scientific background and also an ability to understand the complex non-scientific problems facing healthcare workers and patients, e.g., ethical, cultural, or socioeconomic problems; consideration of community or charitable service, e.g., volunteering to help the less fortunate; extracurricular activities and organizations; leadership positions; employment history; recognition for humanitarian service; and awareness and direct knowledge of cultural elements as they may impact on healthcare;
4. Potential for service to Texas, with consideration given to Texas residency; applicant's goals for the future; multilingual proficiency; culture/socio-economic status, race/ethnicity, potential for future provision of health services to underserved areas or needed specialties; and linguistic skills appropriate to the Health Professions Shortage Area the applicant wishes to serve;
5. Motivation, with consideration given to success in overcoming adverse economic or educational conditions; employment history occurring simultaneously with undergraduate academic preparation; participation in activities requiring time management skills; constantly improving undergraduate record; veteran status, and experience in health-related activities;
6. Integrity, with consideration given to any academic integrity violation; conduct or disciplinary problems in college;
7. Technical standards, related to observation, communication, timeliness in psychomotor skills, intellectual and cognitive abilities, behavioral and social attributes; and
8. Ethical standards, related to personal demeanor and behavior.

BSN Admissions Requirements

Applicants should submit the following materials to the Office of the Registrar:
\$60 non-refundable application fee;

Evidence of a minimum GPA of 2.75 or better in the required 60 hours of nursing prerequisites, and a minimum GPA of 3.0 or better in the required science prerequisites;

One official transcript of all course work from every college or university previously attended directly to the Registrar's Office. Electronic submission is preferred; (If previous college coursework from a country other than the USA is submitted, the coursework must be evaluated by a credentialing service before submission (see "Foreign Transcript" below). This information will be used to determine what courses can be counted to satisfy the prerequisites. An official copy of the credentialing service evaluation must be submitted to the Registrar's Office.)

Evidence of completion of at least 40 hours of the required 60 hours of prerequisite work by the program application deadline. Eight of those 40 hours must be from the science prerequisites (Human Anatomy and Physiology, Microbiology, Chemistry). If admitted into the program, an applicant must complete all 60 hours of prerequisites by the start of the program.

Evidence of completion of the HESI A2 Entrance Exam. Registration can be accessed by contacting Elsevier. HESI scores resulting from more than two attempts will not be accepted. View the registration instructions at <http://son.uth.tmc.edu/prospstudent/bsn/hesi.htm>. (The HESI A2 Entrance Exam is not required for the RN-BSN program).

- **RN-BSN Program Option**

Students accepted to the RN-BSN program may be approved to take designated graduate courses while completing the RN-BSN degree requirements that will apply to any of the School's [Master's programs](#).

To be approved to take graduate courses while completing RN-BSN requirements, it is recommended the applicant submit a score of at least 400 on the Miller Analogy Test or a combined minimum score of 1000 on the first two sections and a 3.0 on the writing portion of the Graduate Record Exam (GRE). For the revised GRE, the recommended combined score is 297 with the analytical writing section score remaining at 3.0.

After acceptance to the RN-BSN Program, the student may substitute a maximum of six semester hours of graduate level courses for BSN degree requirements. A maximum of 11 credit hours (with earned grades of "B" or better) are transferable toward the MSN program.

Additional Requirements (if admitted into all BSN programs):

Admission and enrollment is expressly contingent upon successful completion of outstanding prerequisites (if any), immunization screening, immigration status clearance, and Health Care Provider Basic Life Support CPR certification.

All new students must successfully clear the mandatory drug and criminal background screenings prior to enrollment. All applicants should review the appropriate UTHealth policies in advance (<http://www.uthouston.edu/hoop/policy.htm?id=1448168>) and (<http://son.uth.tmc.edu/acaddept/academicaffairs/documents/schoolpolicies/s1270.pdf>)

Full Admission

This category applies to applicants who meet all admission requirements:

1. Completion of all prerequisite courses (60 semester hours or 90-quarter hours with a minimum grade of "C" in each course);

2. A minimum prerequisite grade point average of 2.75 on a 4.0 scale;
3. A minimum grade point average of 3.0 on a 4.0 scale in prerequisite science courses;
and
4. Completion of the HESI A2 Exam (not required for RN-BSN Applicants).

Provisional Admission

This category applies to applicants who have not completed all the requirements for admission. These students are required to complete and submit evidence of completion of all requirements for full admission. Provisional admission may be granted at the discretion of the Baccalaureate Degree Council only for the deficiency of up to two prerequisite courses. All other prerequisite courses must be completed prior to admission. However, applicants must complete all outstanding prerequisite courses with a minimum grade of "C" prior to initial enrollment in courses.

In order to change status to full admission, the student must complete all outstanding prerequisites with a minimum grade of "C" by the date specified by the given. Failure to achieve full admission status by the specified time period will result in a hold being placed on the student's registration. The student will not be allowed to progress in course work until all prerequisites are complete.

Conditional Admission

The Baccalaureate Degree Council may grant conditional admission after evaluation of the applicant's record. This category applies to a student who does not meet full admission requirements. A 3.0 cumulative grade point average for the first nine semester hours is required or the student must withdraw or be dismissed from the program. Students who are dismissed may appeal the dismissal through the Baccalaureate Council.

Non-Degree Admission

The non-degree admission category is designated for applicants who wish to take courses without seeking a degree. Permission from the Baccalaureate Degree Council must be obtained for enrollment in undergraduate courses. Enrollment is dependent upon class availability and clinical resources.

Applicant Selection

The Baccalaureate Degree Council will make admission decisions. All applicants will be notified in writing whether they have been accepted into the UTHealth School of Nursing. Acceptance into the program is applicable only to the semester for which the applicant applied. If the applicant does not enroll in that semester, she/he may request to be considered for a subsequent semester.

Essential Skills for Nurses

Nurses must be able to demonstrate cognitive skills in critical thinking and logical/analytical thinking. Nurses must possess and demonstrate psychomotor skills, including, but not limited to fine motor dexterity, physical strength, coordination, and proper body mechanics. Observational skills, such as the ability to hear within the normal decibel range, the ability to read English in regular to extra-fine print, and the ability to palpate/auscultate, are also required.

Eligibility to Sit for RN Licensure Exam

Students admitted to the undergraduate programs must meet requirements for licensure to be eligible to take the licensing examination after graduation. The Texas Board of Nursing determines eligibility for licensure. Applicants and nursing students may voluntarily seek a declaratory order from the Texas Board of Nursing regarding matters affecting an individual's eligibility for licensure:

- criminal convictions history;
- being placed on probation or community supervision whether or not adjudicated guilty;
- being sentenced to serve jail or prison time or granted pre-trial diversion;

- pleading guilty, no contest, or *nolo contendere* to any crime in any state, territory, or country;
- having unresolved arrests, whether or not on appeal (excluding minor Class C traffic violations);
- having deferred adjudications or other “pretrial diversion” with or without a finding of guilt;
- DUIs, DWIs, and PIs;
- mental illness; and/or
- chemical dependency.

Students are encouraged to confirm their eligibility for licensure before enrolling in the School's programs. Information regarding the declaratory order process may be found at the Texas Board of Nursing website (www.bon.state.tx.us/).

Core Curriculum Policy

Students who will be receiving their first baccalaureate degree from UTHealth must successfully complete the Texas Core Curriculum requirements. The core curriculum consists of 42 semester credit hours in specified component areas. The table below lists core curriculum requirements and courses that may be used to satisfy them.

If a student’s transcript from another Texas public college or university indicates that the student has completed that institution’s core curriculum, no additional core curriculum requirements will be imposed. If a student has not completed the core requirement at another Texas institution prior to entering the institution, UTHealth will accept academic credits from another Texas public college or university (core curriculum courses successfully completed with grades of “C” or higher only). The same requirements also apply to out-of-state students.

Texas Core Curriculum Component Areas and Requirements	Credit Hours
Communication (English rhetoric/ composition) – <i>ENGL 1301, ENGL 1302, ENGL 1311, ENGL 1312, ENGL 2311, ENGL 2314, ENGL 2315, or equivalent*</i>	6
Mathematics - <i>3 hours in Algebra - MATH 1314 or higher; 3 hours in Statistics – MATH 1342, MATH 1442, MATH 2342, MATH 2442, or PSYC 2317, or equivalent</i>	3
Natural Sciences – <i>Courses with prefixes BIOL, CHEM, GEOL, PHYS, HORT, or other natural sciences</i>	9
Humanities & Visual and Performing Arts <i>Must include: 3 hours in visual/performing arts – Courses with prefixes ARTS, DANC, MUAP, MUEN, MUSI, DRAM, or equivalent; 3 hours in “other,” including literature, philosophy, modern or classical language/literature, and cultural studies**</i>	6
Social and Behavioral Sciences - <i>Must include: 6 hours in U.S. history – either HIST 1301& HIST 1302, or HIST 1301 & HIST 2301; 6 hours in political science</i>	18
Total Texas Core Curriculum Semester Credit Hours	42

Prerequisite Courses

Applicants must complete the following courses from any accredited college or university with a grade of “C” or better in each course. A minimum overall prerequisite grade point average of 2.75 and 3.0 in the science courses is required prior to admission.

American Government	3
Texas Government	3
United States History	6
Introduction to Psychology	3
Introduction to Sociology	3
Growth and Development through the Lifespan or Family Growth & Development	3
Statistics	3
Visual or Performing Arts	3
Human Anatomy and Physiology	8
Microbiology	4
Chemistry	4
Nutrition	3
English Composition	6
Introduction to Philosophy or Logic or Ethics	3
Electives	5
Total	60

Six semester hours in American Government or Political Science which includes “consideration of the Constitution of the United States” and an emphasis on Texas Government and six semester hours in United States History are required by the **Texas Education Code**, Section 51.301 et seq. College Level Examination Program (CLEP) credits must appear on an official transcript from an institution showing both grade and hours received. As many as three (3) semester credits or its equivalent in Texas History may be submitted as partial satisfaction of this history requirement.

Must take a component laboratory with all science courses.

Only university-parallel courses taken in an accredited college or university may be accepted as electives. Technical or vocational courses are not university-parallel courses. Neither practical nursing nor physical education courses may be accepted as electives.

Foreign Transcript

Applicants who have completed part or all of their education at schools outside the United States must submit their official transcripts for a course-by-course descriptive evaluation through the Educational Credential Evaluators, (ECE), P.O. Box 514070, Milwaukee, WI 53203 (414) 289-3400 (<http://www.ece.org>). ECE is an agency which specializes in the evaluation of foreign education credentials. The use of this professional service assures consistency and accuracy of the evaluation of educational credentials. An original copy of the evaluation must be sent directly from ECE to the Registrar’s Office prior to applying.

Texas Success Initiative - TSI (Formerly TASP)

The Texas Success Initiative (TSI), formerly TASP, is a state-mandated program that is designed to improve student success and outcomes in college. Any student seeking to enroll in an UTHealth undergraduate program must provide proof of successful completion of the Texas Success Initiative prior to being enrolled. For more information on specific testing requirements, testing exemptions, and college readiness, go to <http://www.utexas.edu/ugs/tsi>.

Transfer of Credit from Another School of Nursing

Individuals who transfer into the School’s BSN program from another nursing school must have completed the 60 hours of required prerequisite courses and meet the criteria for admission. Syllabi from all prior nursing courses must be submitted in order for those courses to be

considered for transfer credit. All nursing courses to be transferred must be junior or senior level undergraduate courses.

Applicants who have completed the prescribed Field of Study in Nursing (Texas Higher Education Coordinating Board, 2002) will be considered for admission to the RN-BSN program. Applicants not in academic or financial good standing and therefore not entitled to continue at another institution will not be admitted as transfers to the School of Nursing.

Transient Students

The transient student category is designated for students enrolled in good academic standing at another nursing program who wish to enroll in selected courses at the School of Nursing. Permission must be obtained from the Baccalaureate Degree Council. Transient student status may be obtained by providing a completed application, written consent of the Dean at the parent institution, and written consent of the instructor of the course at the School of Nursing.

Required Courses for the Bachelor of Science in Nursing Program

Required Courses for the BSN Degree (Traditional Program)		Semester Credit Hour
N3511	Health Assessment	3
N3515	Adult Health Care I	4
N3515B	Adult Health Care I Clinical	2
N3517	Pathophysiology	3
N3521	Gerontologic Nursing	2
N3523	Adult & Older Adult Health Care II	4
N3523B	Adult & Older Adult Health Care II Clinical	3
N3526	Psychiatric & Mental Health Care	4
N3526B	Psychiatric & Mental Health Care Clinical	2
N3532	Reproductive Health Care	4
N3532B	Reproductive Health Care Clinical	2
N3536	Child & Adolescent Health Care	4
N3536B	Child & Adolescent Health Care Clinical	2
N3540	Pharmacotherapeutics	3
N4512	Research Critique & Utilization	2
N4521	Community/Public Health Nursing Practice	3
N4521B	Community/Public Health Nursing – Clinical	3
N4527W	Professional Practice & Leadership	3
N4528	Management of Patients in High Acuity Settings	2
N4528B	Management of Patients in High Acuity Settings Clinical	4
N4530W	Critical Synthesis Application	1
Total		60

RN-BSN Required Courses		Semester Credit Hour
N3511	Health Assessment	3
N3701	Professional Practice & Promotion of Health	4
N4512	Research Critique & Utilization	2
N3601	Community/Public Health Practice	3
N3602	Community/Public Health Project	2
N3702	Issues in Professional Practice	4
N3703	Management & Leadership	4
N3704	Synthesis for RNs: Application for Change into Practice	3
N3517	Pathophysiology	3
N4526	Role Transition for RNs	2
N6102W	Information Systems in Advanced Nursing Practice	1*
	Total	31

*The RN-BSN Program curriculum includes one graduate-level course (N6102W Leadership and Administration) which is transferable (with earned grades of “B” or higher) toward the MSN degree. Credit for this course may be applied to both the Baccalaureate and Master’s degrees.

Advanced Placement Credit

RN-BSN students, upon successful completion of N3701, N3702, N3703, and N3704, will receive Advanced Placement Credit for the following courses:

N3515	Adult Health Care I	6
N3523	Adult and Older Adult Health Care II	7
N3526	Psychiatric & Mental Health Care	6
N3532	Reproductive Health Care	5
N3536	Child & Adolescent Health Care	5
	Total	29

The RN-BSN Program curriculum includes one graduate-level course (N6102W, Leadership and Administration) which is transferable (with an earned grade of “B” or higher) toward the MSN degree. Credit for this course may be applied to both the Baccalaureate and Master’s degrees:

The RN-BSN Program permits undergraduate students, who submit a combined Graduate Record Examination (GRE) minimum score of at least 1000 on both the verbal and quantitative sections and a 3.0 on the writing portion. For the revised GRE, the recommended combined score is 297 with the analytical writing section remaining at 3.0. Students may also submit a score of 400 or greater on the Miller’s Analogy Test (MAT) to proceed in an accelerated sequence.

A maximum of 10 additional credit hours (with earned grades of “B” or higher) are transferable toward the MSN degree. Students who are approved to take these graduate-level courses should meet with their advisors to determine a revised degree plan.

N5501	Theoretical Foundations for Advanced Nursing (Required for the MSN in Leadership Administration degree)	2
N5506	Statistics in Nursing (Required for all MSN Degrees)	2
N6101	Clinical & Epidemiological Research for Advanced Practice (Required for all MSN degrees)	3
N6151	Advanced Pathophysiology (Required for all MSN degrees, except the MSN in Nurse Anesthesia)	<u>3</u>
	Total	10

The RN-BSN student may apply to the MSN Program at the completion of the BSN program.

RN-BSN students who are allowed to take graduate courses are not guaranteed admission to the MSN Program.

BSN - Traditional Program - Sequencing of Courses

Semester 1		Semester Hours
N3511	Health Assessment	3
N3515	Adult Health Care I	4
N3515B	Adult Health Care I Clinical	2
N3517	Pathophysiology	3
N3540	Pharmacotherapeutics	3
Semester 1		
N3521	Gerontologic Nursing	2
N3523	Adult and Older Adult Health Care II	4
N3523B	Adult and Older Adult Health Care II Clinical	3
N3526	Psychiatric & Mental Health Care	4
N3526B	Psychiatric & Mental Health Care Clinical	2
N4512	Research Critique & Utilization	2
Semester III		
N3532	Reproductive Health Care	4
N3532B	Reproductive Health Care Clinical	2
N3536	Child & Adolescent Health Care	4
N3536B	Child & Adolescent Health Care Clinical	2
N4527	Professional Practice & Leadership	3
Semester IV		
N4521	Community/Public Health Nursing Practice	3
N4521B	Community/Public Health Nursing – Clinical	3
N4528	Management of Patients in High Acuity Settings	2
N4528B	Management of Patients in High Acuity Clinical	4
N4530W	Critical Synthesis Application	1
Total		60

BSN Pacesetter Program - Sequencing of Courses

Semester I		Semester Hours
N3511	Health Assessment	3
N3515	Adult Health Care I	4
N3515B	Adult Health Care I Clinical	2
N3517	Pathophysiology	3
N3540	Pharmacotherapeutics	3
Semester II		
N3521	Gerontologic Nursing	2
N3523	Adult and Older Adult Health Care II	4
N3532	Reproductive Health Care	4
N3526	Psychiatric & Mental Health Care	4
N3526B	Psychiatric & Mental Health Care Clinical	2
N4512	Research Critique & Utilization	2
Semester III		
N3536	Child & Adolescent Health Care	4
N4521	Community/Public Health Nursing Practice	3
N4527W	Professional Practice & Leadership	3
N4528	Management of Patients in High Acuity Settings	2
Semester IV		
N3523B	Adult and Older Adult Health Care II Clinical	3
N3532B	Reproductive Health Care Clinical	2

N3536B	Child & Adolescent Health Care Clinical	2
N4521B	Community/Public Health Nursing – Clinical	3
N4528B	Management of Patients in High Acuity Clinical	4
N4530W	Critical Synthesis Application	1
	Total	60

RN-BSN Program – Sequencing of Courses

Summer Semester		Semester Hours
N3511	Health Assessment	3
N3517	Pathophysiology	3
N3701	Professional Practice & Promotion of Health	4
N6102W	Information Systems in Advanced Nursing Practice	1
Fall Semester		
N3703	Management and Leadership	4
N4512	Research Critique & Utilization	2
N3702	Issues in Professional Practice	4
Spring Semester		
N3601	Community Health Practice	3
N3602	Community Health Project	2
N3704	Synthesis: Application for Change into Practice	3
N4526	Role Transition for RNs	2
	Total	31

Undergraduate Academic Requirements for Progression

Academic Probation

If at the end of any semester a student’s cumulative credit hour grade point average for courses taken in the School of Nursing falls below 2.0, or there is a grade below “C” on the record for that semester, the student will be placed on academic probation. Students shall be notified that they are on academic probation.

Removal from Academic probation

Students who are on academic probation will be removed from such probation at the conclusion of the term in which they have achieved an overall 2.0 grade point average, with no grade below a “C” for that term.

Academic Dismissal and Appeal

If a student does not meet the academic criteria for progression in the program, a letter of academic dismissal will be sent to the student. The Baccalaureate Degree Council assists with decision-making and implementation of policies concerning the admission, readmission, progression, and graduation of students. If the student wishes to request that the Baccalaureate Degree Council reconsider its recommendation concerning a student's admission, readmission, progression, and/or graduation, the student must submit a written request to the Baccalaureate Degree Council within five working days after receipt of the recommendation, stating reasons supporting the request. The Baccalaureate Degree Council, upon receipt of the request, will review the request and render its final recommendation in writing to the Dean (with a copy to the student) within 15 working days. A student dissatisfied with the final recommendation by the Baccalaureate Degree Council may then appeal directly to the Dean by submitting a written request to the Dean with supporting evidence within five working days of the student's receipt of the Baccalaureate Degree Council's final recommendation. The student will be notified of the Dean's decision within five working days. The determination of the Dean is final and there is no

further appeal.

Attendance at Another Institution While on Academic Probation

Students who leave the School of Nursing while on probation may be readmitted to the School but will be readmitted on academic probation, even if they have attended another institution between leaving and returning to the School of Nursing.

Dean's List Honors

Undergraduate students earning Dean's List Honors are recognized as having achieved a level of academic excellence by earning a minimum term grade point average of 3.5 while enrolled in more than four hours during that term.

Full-time and part-time

A full-time undergraduate student is one who is registered for at least 12 semester hours during the Fall and Spring semester, nine hours during the 12-week summer semester, or five semester hours during the six-week summer semester. A part-time student is one who is registered for fewer hours than the stated requirement for full-time status. Undergraduate students wishing to enroll in more than 18 semester hours must petition and receive approval from the Baccalaureate Degree Council.

Grading Policy

Undergraduate students must make a grade of "C" or better in any course before progression to the next sequence of courses.

Students who receive two grades below "C" in any two courses, or who receive two grades below "C" in the same course, will no longer be eligible to continue in the Nursing Program. The designation of "WF" is considered to be a grade below "C" and is incorporated in calculating the grade point average (GPA). Students will be placed on academic probation when their cumulative GPA falls below 2.0. Note: Undergraduate students shall have at least a 2.0 GPA to meet the GPA requirements for graduation.

Students in the Bacc2 Program can progress through the three-semester sequence with grades of C or above. A grade below C in any course will result in dismissal from the Bacc2 Program. A student who is dismissed from the Bacc2 Program may meet with the BSN Coordinator for consideration whether the student may continue in the generic program.

Original grades remain on a student's record with a final repeated grade to be used to compute the student's GPA.

Grading System

The School's curriculum is based on sequential learning. Accordingly, a student must have a grade of "C" or better in any course before progression to the next sequence of courses. In computing grade point averages, the following scores are used: A = 4 points; B = 3 points; C = 2 points; D = 1 point; and WF/F = 0 points. The course requirements and mechanisms for determining grades are described in each course syllabus.

Eligibility for Graduation: Undergraduate

To be eligible for graduation with a BSN degree, students must:

1. Have a minimum cumulative 2.0 grade point average;
2. Successfully complete the prescribed curriculum for which they are registered and must meet all other School of Nursing requirements;
3. Submit official transcripts of courses taken outside the School to the Office of the Registrar;
4. Complete a minimum of 31 hours in the program in residency;
5. Submit a completed "Application for Degree" to the Office of the Registrar at the time of

- registration for the final semester;
- 6. Pay the required graduation fee;
- 7. Complete the clearance packet and clear through all designated offices; and,
- 8. Be enrolled in the semester in which graduating.

Graduation with Honors: Undergraduate

To graduate with honors, an undergraduate student must have the following cumulative grade point average:

Highest Honors	3.90 - 4.00
High Honors	3.70 - 3.89
Honors	3.50 - 3.69

Only nursing course work taken at the School of Nursing will be used in determination of honors.

Honors Program

Senior level (3rd and 4th semester) BSN students may participate in the School's Honor Program. The goals of the Honors Program are to:

- Encourage scholarly achievement in talented and highly motivated students;
- Promote a high level of achievement in nursing education and practice;
- Promote further education in nursing by providing faculty research mentors;
- Stimulate creative and critical thinking;
- Facilitate acquisition of research and leadership skills.

Approximately five percent of the class meeting the criteria below will be invited to participate in the Honors Program. These students will be identified and encouraged to apply at the end of the second semester (spring) in the junior year on the basis of:

- Minimum of 3.5 GPA in School coursework, including successful completion of N4512 Research Critique and Utilization with a grade of A.
- Merit of a proposal/statement for Honors participation. This should be no longer than one page double-spaced, using APA fifth edition guidelines, and should describe the candidate's career goals and reason for applying to the Honors Program. If the candidate has a particular research interest, it should be included in this statement. However, it is not necessary to have a predetermined research interest to be considered eligible, as the candidate's interest would be used only to facilitate placement with a particular mentor. Note: identifying a particular interest does not guarantee placement with that type of research mentor.
- Faculty recommendation.

Participants will be selected by the Honors Program Advisory Council based on the above criteria. Once selected, students will be identified as Honors Students, which will entitle them to a one-on-one mentorship opportunity with a faculty researcher, special recognitions, participation in various special activities, and additional scholarship opportunities. Students will be required to enroll in a one credit-hour Honors Independent Study with the selected mentor for each of the fall and spring semesters, complete 45 contact hours per semester in mutually agreed upon activities, and present the Honors Project at the end of their fourth (last) semester. Interested students who meet the Program's criteria should send the evidence of GPA and research grade (an official transcript is not necessary); the completed student letter, and at least one faculty recommendation letter to the Assistant Dean for Undergraduate Programs by the appropriate date:

If second semester is in:
 Spring then deadline is April 1.

Summer then deadline is July 1.
Fall then deadline is November 1.

Applicant's shall include a cover letter with student's name, address, e-mail, and phone.

Students will be notified of acceptance into the Honors Program and mentor assignment by the end of the second semester.

Repetition of a Course

A student must petition the Baccalaureate Degree Council to be allowed to repeat a course. If a student repeats a failed course, the official grade is the last one earned.

Semester Hour of Credit

One semester hour of credit is awarded for three clock hours per week of clinical/laboratory experience, or one clock hour per week of didactic experience, or two clock hours per week of seminar experience.

Student Responsibility

The student is responsible for knowledge of degree requirements and for enrolling in appropriate courses that fit the degree program. Students are also responsible for knowledge of School progression standards.

Incomplete Work

—A grade of “I” indicates that student work in a course is incomplete for the semester. To receive an “I” grade, a student must submit a request for an incomplete status to the instructor prior to the last class day of the course. Failure to remove an “I” prior to the end of the following semester will result in the student receiving an “F” in the course.

Time Limits

Requirements for a single undergraduate degree must be completed within three years. An extension may be granted if approved by the Baccalaureate Degree Council.

The Work/Study/Scholarship Program

The Work/Study/Scholarship (WSS) Program is designed to allow students to work as unlicensed personnel in various institutions throughout the Texas Medical Center. Students are paid for the time they work, receive \$500 per semester, attend seminars, and receive one hour of elective credit for each semester enrolled in the program. Students selected for the program must be full time Traditional students in good academic standing. The students must be independent and motivated learners who are reliable and conscientious about meeting their commitments to both the health care institution and the University. Hospitals involved in the Program include, Texas Children's Hospital, t. Luke's Hospital, and M.D. Anderson Cancer Center. Note: All Work/Study students are required to attend the Hospital Orientation for the Work/Study Program.

Undergraduate Program Course Descriptions

Course descriptions are not intended as an assurance or warranty of achievement of specific skills or knowledge.

- Course numbers ending in “W” denote courses that are web-based or mainly online that may require some campus visits.
- Course numbers ending in “D” denote courses that are taught through distance education and include a distance education fee.
- Course numbers ending in “B” denote courses that are clinical and include additional fees.

N3511 Health Assessment

This course provides the student with an opportunity to develop skills in assessment across the life span and to evaluate a client's health status from a holistic perspective. Using a multi-theoretical approach, the application of selected principles from the physical and social sciences are incorporated throughout the course. Collection and evaluation of data are incorporated into learning the nursing process. Emphasis is placed on assisting students to develop critical thinking skills that prepare them for nursing practice in the 21st century.

Prerequisite: None

Three Semester Credits (Contact hours per week: Lecture 2; Clinical/Lab 3)

N3511W Health Assessment

This course provides the student with an opportunity to develop skills in assessment across the life span and to evaluate a client's health status from a holistic perspective. Using a multi-theoretical approach, the application of selected principles from the physical and social sciences are incorporated throughout the course. Collection and evaluation of data are incorporated into learning the nursing process. Emphasis is placed on assisting students to develop critical thinking skills that prepare them for nursing practice in the 21st century.

Prerequisite: None

Three Semester Credits (Contact hours per week: Lecture 2; Clinical/Lab 3)

N3515 Adult Health Care I

This course introduces major theories and concepts necessary to provide holistic nursing care to adults from diverse cultures with selected physiological disorders. These theories and concepts are introduced using a wellness-illness continuum and serve as a basis for critical thinking and use of the nursing process in the care of adult patients. Concepts such as health, culture, environment, aging, nutrition, and the professional nurse role in direct patient care and in collaboration with other health care providers are addressed. Students are provided the opportunity to master nursing technologies in a variety of laboratory and clinical situations.

Corequisites: N3511 or N3511W, N3517 or N3517W, N3540

Four Semester Credits (Contact hours per week: Lecture 4)

N3515B Adult Health Care I Clinical

This course introduces major theories and concepts necessary to provide holistic nursing care to adults from diverse cultures with selected physiological disorders. These theories and concepts are introduced using a wellness-illness continuum and serve as a basis for critical thinking and use of the nursing process in the care of adult patients. Concepts such as health, culture, environment, aging, nutrition, and the professional nurse role in direct patient care and in collaboration with other health care providers are addressed. Students are provided the opportunity to master nursing technologies in a variety of laboratory and clinical situations.

Corequisites: N3511 or N3511W, N3515, N3517 or N3517W, N3540

Two Semester Credits (Contact hours per week: Clinical/Lab 6)

N3517 Pathophysiology

This course focuses on the etiologic, symptomatologic, and pathologic aspects of selected human diseases across the life span. Concepts of health promotion, disease prevention, disease progression, and treatment are approached from a cellular and multi-system perspective. Influences of genetic, ethnic, cultural, and temporal variables on human disease are analyzed. Content aims at stimulating critical thinking. Research-based pathophysiologic knowledge will be applied to nursing management of illness and health restoration.

Prerequisites: None

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

N3517W Pathophysiology

This course focuses on the etiologic, symptomatologic, and pathologic aspects of selected human diseases across the life span. Concepts of health promotion, disease prevention, disease progression, and treatment are approached from a cellular and multi-system perspective. Influences of genetic, ethnic, cultural, and temporal variables on human disease are analyzed. Content aims at stimulating critical thinking. Research-based pathophysiologic knowledge will be applied to nursing management of illness and health restoration.

Prerequisites: None

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

N3521 Gerontologic Nursing

This course is designed to explore current issues and concepts related to aging. Theories of aging and concepts such as health, culture, spirituality, and environment are addressed. The overall goal is to facilitate understanding of older persons and their unique needs in order to provide holistic care and foster a better quality of life.

Prerequisite/Corequisite: N3511 or N3511W

Two Semester Credits (Contact hours per week: Lecture 1; Clinical/Lab 3)

N3523 Adult and Older Adult Health Care II

This course focuses on young, middle, and older adults experiencing an array of physiological disorders, and provides the opportunity for implementation of the nursing process in a variety of health care settings with a focus on secondary and tertiary prevention. Emphasis is on professional health care that reflects comprehensive, humanistic, altruistic, and inter-professional values. The course helps the student to incorporate professional standards as a basis for practice, to use critical thinking, to set priorities for patient care, to make nursing judgments, and to apply selected theory and research findings to provide holistic care to adults.

Prerequisites: N3511 or N3511W, N3515, N3515B, N3517 or N3517W, N3540

Four Semester Credits (Contact hours per week: Lecture 4)

N3523B Adult and Older Adult Health Care II Clinical

This course focuses on young, middle, and older adults experiencing an array of physiological disorders, and provides the opportunity for implementation of the nursing process in a variety of health care settings with a focus on secondary and tertiary prevention. Emphasis is on professional health care that reflects comprehensive, humanistic, altruistic, and inter-professional values. The course helps the student to incorporate professional standards as a basis for practice, to use critical thinking, to set priorities for patient care, to make nursing judgments, and to apply selected theory and research findings to provide holistic care to adults.

Prerequisites: N3511 or N3511W, N3515, N3515B, N3517 or N3517W, N3540

Corequisites: N3523

Three Semester Credits (Contact hours per week: Clinical/Lab 9)

N3526 Psychiatric and Mental Health Care

This course applies the nursing process to the care of individuals, families, and groups with psychiatric and mental health disorders. Diversity of age, gender, race, culture, developmental level, education, and socioeconomic backgrounds is emphasized. Issues of mental health and mental illness throughout the lifespan are examined. The professional nurse's role as a member of a collegial mental health care team in the 21st century is addressed. Opportunity is provided to develop skills in applying concepts of psychiatric nursing to the care of individuals and groups in inpatient and outpatient settings. The acceptance of responsibility and accountability for practice is reaffirmed. Personal and professional growth is promoted.

Prerequisites: N3511W, N3515, N3515B, N3517 or N3517W, N3540

Corequisites: N3526B

Four Semester Credits (Contact hours per week: Lecture 4)

N3526B Psychiatric and Mental Health Care Clinical

This course applies the nursing process to the care of individuals, families, and groups with psychiatric and mental health disorders. Diversity of age, gender, race, culture, developmental level, education, and socioeconomic backgrounds is emphasized. Issues of mental health and mental illness throughout the lifespan are examined. The professional nurse's role as a member of a collegial mental health care team in the 21st century is addressed. Opportunity is provided to develop skills in applying concepts of psychiatric nursing to the care of individuals and groups in inpatient and outpatient settings. The acceptance of responsibility and accountability for practice is reaffirmed. Personal and professional growth is promoted.

Prerequisites: N3511 or N3511W, N3515, N3517 or N3517W, N3540

Corequisites: N3526

Two Semester Credits (Contact hours per week: Clinical 6)

N3532 Reproductive Health Care

This course is designed to offer students the opportunity to apply critical thinking and clinical judgments to the health care of the childbearing family from a holistic and humanistic perspective. Students integrate theories of nursing, family, systems, role, development, and communications and apply them to childbearing families. Nursing process, research, and ethical professional standards are applied to normal and high-risk childbearing families in various settings. Students critically analyze health care needs and resources of multicultural childbearing families and the ability of the health care system to meet those needs. Health assessment, health promotion, disease prevention, and management of normal and high-risk conditions in the prenatal, intrapartum, and postpartum periods will be the focus. The course is designed for students to examine the impact of the nursing perspective in an interdisciplinary approach to health care. The clinical portion of this course is designed to offer students the opportunity to apply theory, nursing process, critical thinking, and to develop psychomotor skills related to the care of women and neonates.

Prerequisites: N3511 or N3511W, N3515, N3515B, N3517 or N3517W, N3521, N3523, N3526, N3540

Corequisite: N3523, N3532B (if traditional student)

Four Semester Credits (Contact hours per week: Lecture 4)

N3532B Reproductive Health Care Clinical

This course is designed to offer students the opportunity to apply critical thinking and clinical judgments to the health care of the childbearing family from a holistic and humanistic perspective. Students integrate theories of nursing, family, systems, role, development, and communications and apply them to childbearing families. Nursing process, research, and ethical professional standards are applied to normal and high-risk childbearing families in various settings. Students critically analyze health care needs and resources of multicultural childbearing families and the ability of the health care system to meet those needs. Health assessment, health promotion, disease prevention, and management of normal and high-risk conditions in the prenatal, intrapartum, and postpartum periods will be the focus. The course is designed for students to examine the impact of the nursing perspective in an interdisciplinary approach to health care. The clinical portion of this course is designed to offer students the opportunity to apply theory, nursing process, critical thinking, and to develop psychomotor skills related to the care of women and neonates.

Prerequisites: N3511 or N3511W, N3515, N3515B, N3517 or N3517W, N3521, N3523, N3526, N3540

Corequisite: N3523, N3532

Two Semester Credits (Contact hours per week: Clinical 6)

N3536 Child and Adolescent Health Care

This course offers the student the opportunity to develop critical thinking skills for the care of children and families in various health care settings. It includes information from current literature, research, and practice pertinent to growth and development, psychosocial, cultural, and physical needs of children with emphasis focused on health promotion, health maintenance, and health restoration. Specific nursing theories, developmental theories, coping, grief and grieving, and system theories, for the care of children and families are explored. The nursing role and collegial relationships critical to holistic, humanistic, and altruistic care of families and children from multicultural backgrounds experiencing various stressors are discussed. Selected community resources and legal and ethical considerations in the care of children and families will be identified. The clinical portion of the course is designed to offer students the opportunity to apply theory, nursing process, and critical thinking skills to the care of children and families. Generalized and specialized ill child and well child settings are used for clinical placement.

Prerequisites: N3511W, N3515, N3515B, N3517 or N3517W, N3521, N3523, N3526, N3540

Corequisite: N3532, N3536B

Four Semester Credits (Contact hours per week: Lecture 4)

N3536B Child and Adolescent Health Care Clinical

This course offers the student the opportunity to develop critical thinking skills for the care of children and families in various health care settings. It includes information from current literature, research, and practice pertinent to growth and development, psychosocial, cultural, and physical needs of children with emphasis focused on health promotion, health maintenance, and health restoration. Specific nursing theories, developmental theories, coping, grief and grieving, and system theories, for the care of children and families are explored. The nursing role and collegial relationships critical to holistic, humanistic, and altruistic care of families and children from multicultural backgrounds experiencing various stressors are discussed. Selected community resources and legal and ethical considerations in the care of children and families will be identified. The clinical portion of the course is designed to offer students the opportunity to apply theory, nursing process, and critical thinking skills to the care of children and families. Generalized and specialized ill child and well child settings are used for clinical placement.

Prerequisites: N3511 or N3511W, N3515, N3515B, N3517 or N3517W, N3521, N3523, N3526, N3540

Corequisite: N3532, N3536

Two Semester Credits (Contact hours per week: Clinical 6)

N3540 Pharmacotherapeutics

This course focuses on the use of pharmacological agents in adult clients to prevent illness and maintain and restore wellness, and addresses relevant background information needed by the nurse to develop a plan of therapeutic intervention and to evaluate patient's response to drugs. Drug effects and management of clients receiving pharmaceutical agents is viewed from a holistic perspective.

Corequisites: N3511 or N3511W, N3515, N3515B, N3517 or N3517W

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

N3601 Community Health Nursing for RNs

The course introduces the student to the integration of professional nursing with public health principles and methods in order to apply the nursing process to the community. Students have the opportunity to learn comprehensive methods for assessment and identification of populations at risk for major community health problems. The course emphasizes approaches for both inter- and intra-disciplinary strategies, using the health care system and community resources, to promote health and prevent disease for these at risk populations.

Prerequisites: N3511, N3701, N4512

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

N3601W Community Health Nursing for RNs

The course introduces the student to the integration of professional nursing with public health principles and methods in order to apply the nursing process to the community. Students have the opportunity to learn comprehensive methods for assessment and identification of populations at risk for major community health problems. The course emphasizes approaches for interdisciplinary and intra-disciplinary strategies, using the health care system and community resources, to promote health and prevent disease for these at risk populations.

Prerequisites: N3511W, N3701W, N4512W

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

N3602 Community Health Project for RNs

The course provides the student with the opportunity to integrate professional nursing with public health principles and methods in applying the nursing process to the community. Students work independently and collaboratively to apply principles and methods for comprehensive assessment, program planning and intervention in an identified population. Objectives for the course are based on the American Nurses Association's Standards for Community Health Nursing Practice.

Prerequisite: N3511, N3701, N4512

Corequisite: N3601

Three Semester Credits (Contact hours per week: Seminar 2; Clinical 6)

N3602W Community Health Project for RNs

The course provides the student with the opportunity to integrate professional nursing with public health principles and methods in applying the nursing process to the community. Students work independently and collaboratively to apply principles and methods for comprehensive assessment, program planning and intervention in an identified population. Objectives for the course are based on the American Nurses Association's Standards for Community Health Nursing Practice.

Prerequisite: N3511W, N3701W, N4512W

Corequisite: N3601W

Three Semester Credits (Contact hours per week: Seminar 2; Clinical 6)

N3701 Professional Practice and Promotion of Health

This course offers the student a framework upon which to begin to critically examine and develop a personal philosophy of professional nursing. The UTHealth and School philosophy and mission statements are examined. Nursing as a profession is addressed from a historical perspective as it has responded to cultural economic, political, and technological changes in society. Students are guided in exploring their personal values and beliefs as they apply to nursing practice, while reflecting on holistic, humanistic, altruistic, and collegial values. Principles, concepts, and strategies that promote health in society and self-care are examined. Theories are discussed as a foundation for developing a professional nursing basis for practice. Within the context of nursing, teaching, learning, and group process principles are introduced. Basic skills for scholarly writing and information gathering are presented.

Prerequisite: None

Four Semester Credits (Lecture 4)

N3701W Professional Practice and Promotion of Health

This course offers the student a framework upon which to begin to critically examine and

develop a personal philosophy of professional nursing. The UTHealth and School philosophy and mission statements are examined. Nursing as a profession is addressed from a historical perspective as it has responded to cultural economic, political, and technological changes in society. Students are guided in exploring their personal values and beliefs as they apply to nursing practice, while reflecting on holistic, humanistic, altruistic, and collegial values. Principles, concepts, and strategies that promote health in society and self-care are examined. Theories are discussed as a foundation for developing a professional nursing basis for practice. Within the context of nursing, teaching, learning, and group process principles are introduced. Basic skills for scholarly writing and information gathering are presented.

Prerequisite: None
Four Semester Credits (Lecture 4)

N3702 Issues in Professional Practice

This course explores issues relating to the health care delivery system and professional nurses and their practice. Emphasis will be placed on the professional nurse's role as related to scope of practice based on statutory laws and regulations, legal and ethical responsibilities and workplace issues.

Prerequisite: N3701
Four Semester Credits (Lecture 4)

N3702W Issues in Professional Practice

This course explores issues relating to the health care delivery system and professional nurses and their practice. Emphasis will be placed on the professional nurse's role as related to scope of practice based on statutory laws and regulations, legal and ethical responsibilities and workplace issues.

Prerequisite: N3701 W
Four Semester Credits (Lecture 4)

N3703 Management and Leadership

This course explores concepts that shape leadership and management practices in the health care delivery system and in professional nursing practice. Emphasis will be placed on the nurse's role in conflict resolution, decision-making, change, and managed care within a collegial environment. Entrepreneurial roles for nursing will be explored. Organizational and management theories will be evaluated and applied to practice. Holistic, humanistic, altruistic and multicultural nursing care will be examined within the context of today's health care environment.

Prerequisites: N3701, N3702
Four Semester Credits (Contact hours per week: Lecture 4)

N3703W Management and Leadership

This course explores concepts that shape leadership and management practices in the health care delivery system and in professional nursing practice. Emphasis will be placed on the nurse's role in conflict resolution, decision-making, change, and managed care within a collegial environment. Entrepreneurial roles for nursing will be explored. Organizational and management theories will be evaluated and applied to practice. Holistic, humanistic, altruistic and multicultural nursing care will be examined within the context of today's health care environment.

Prerequisites: N3701 W, N3702 W
Four Semester Credits (Contact hours per week: Lecture 4)

N3704 Synthesis: Application for Change into Practice for RNs

This course is designed to integrate prior knowledge and content from the curriculum. The focus

of the course will be the nurse as change agent.

Prerequisites/Corequisites: N3701, N3702, N3703 or N3701 W, N3702 W, N3703 W
Three Semester Credits (Contact hours per week: Lecture 3)

N4498 Selected Topics in Nursing

This course gives the student the opportunity to explore and study a specific area of interest in nursing. The selected topics offered by the faculty reflect a variety of contemporary nursing subjects.

Prerequisite: Permission of Instructor
One to Four Variable Semester Credits (Contact hours per week: Lecture 1-4, Lab TBD, Clinical TBD)

N4499 Independent Study in Nursing

This course gives the student an in-depth study in a specific topic area. Topic and mode of study must be agreed between student and instructor.

Prerequisite: Permission of Instructor
One to Four Variable Semester Credits (Contact hours per week: Lecture 1-4, Lab TBD, Clinical TBD)

N4512W Research Critique and Utilization

This course provides the student with the opportunity to acquire knowledge that promotes development of a nursing research consumer. The course focuses on the relationship of the science of nursing to the practice of nursing. The course gives the student the opportunity to become familiar with the various methods of scientific inquiry including the components of the research, process, and concepts and terms associated with the process. Orientation to the research process gives the student the opportunity to develop a basis for critically evaluating research findings and applying the results to practice in a variety of clinical settings.

Prerequisite: None
Two Semester Credits (Contact hours per week: Lecture 2)

N4521 Community/Public Health Nursing

In community/public health nursing, the group, community, or population is the unit of care. Professional nursing and public health principles and methods are emphasized in applying the nursing process to populations. The focus is on identifying determinants of health, prioritizing problems, prevention, and advocating for those who might benefit from community/public health nursing services.

Prerequisites: N3511, N3515, N3515B, N3517, N3521, N3523, N3523B, N3526, N3526B, N3532, N3532B, N3536, N3536B, N3540, N4512, N4527W
Corequisite: (N3523B, N3536B, and N3532B if Pacesetter), N4521B, N4528, N4528B
Three Semester Credits (Contact hours per week: Lecture 3)

N4521B Community/Public Health Nursing - Clinical

In this course, students and faculty collaborate with professional community partners to promote health and prevent disease in a population. The focus is on integration of professional nursing and public health principles and methods to apply the nursing process to individuals, groups, and populations. Students collaborate to assess populations at risk, analyze community health problems, plan interventions, and develop an evaluation plan.

Prerequisites: N3511, N3515, N3515B, N3517, N3521, N3523, N3523B, N3526, N3526B, N3532, N3532B, N3536, N3536B, N3540, N4512, N4527W
Corequisite: (N3523B, N3536B, and N3532B if Pacesetter), N4521, N4528, N4528B

Three Semester Credits (Contact hours per week: Clinical 9)

N4526 Role Transition for RNs

This course is designed to provide a clinical practicum with a registered nurse as preceptor in a selected area of practice outside the School. Emphasis is placed on the demonstration of professionalism, leadership, critical thinking, and application of the nursing process in caring for groups of patients (clients) from culturally diverse populations experiencing physiological and psychosocial alterations at various stages of the wellness/illness continuum. The concept of holistic health care is emphasized, including humanistic and altruistic values. The course focuses on the role of the professional nurse in a collegial and collaborative relationship with other health professionals. Emphasis is placed on the student in transition to the professional nurse role. Issues about professional nurses and nursing practice are explored relating to perspectives in nursing and health care for the 21st century.

Prerequisites: N3601, N3602, N3511, N3701, N3702

Corequisite for RN-BSNs: N3703, N3704

Two Semester Credits (Contact hours per week: Clinical 6)

N4526W Role Transition for RNs

This course is designed to provide a clinical practicum with a registered nurse as preceptor in a selected area of practice outside the School. Emphasis is placed on demonstration of professionalism, leadership, critical thinking, and application of the nursing process in caring for groups of patients (clients) from culturally diverse populations experiencing physiological and psychosocial alterations at various stages of the wellness/illness continuum. The concept of holistic health care is emphasized, including humanistic and altruistic values. The course focuses on the role of the professional nurse in a collegial and collaborative relationship with other health professionals. Emphasis is placed on the student in transition to the professional nurse role. Issues about professional nurses and nursing practice are explored relating to perspectives in nursing and health care for the 21st century.

Prerequisite: N3601W, N3602W, N3511W, N3701W, N3702W

Corequisite for RN-BSNs: N3703W, N3704

Two Semester Credits (Contact hours per week: Clinical 6)

N4527W Professional Practice and Leadership

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

Prerequisites: N3511, N3515, N3517, N3521, N3523

Corequisites: N3526, N4512

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

N4528 Management of Patients in High Acuity Settings

This course focuses on both the theoretical content related to nursing management of patients in high acuity care areas and the clinical application of this content in a compassionate holistic manner. The course incorporates theoretical applications and research findings in the areas of nutrition, prevention, rehabilitation, and socio-cultural aspects. The clinical component of this course is designed to provide a clinical practicum of high acuity care experiences guided by a preceptor. The course will emphasize application of theoretical concepts, research findings, advanced technology, and standards of professional nursing used in caring for patients from culturally diverse populations experiencing physiological and psychosocial alterations at various stages of the wellness/illness continuum. Psychosocial, lifespan, and behavioral concepts encountered by patients with high acuity disorders and trauma will be discussed. The

management/leadership component of this course focuses on perspectives of the professional nursing role for the 21st century as demonstrated through professionalism, leadership, collaborative practice, critical thinking, and application of the nursing process in patient care.

Prerequisites: N3511, N3515, N3515B, N3517, N3521, N3523, N3523B, N3526, N3526B, N3532, N3532B, N3536, N3536B, N3540, N4512, N4527W

Corequisites: (N3523B, N3536B, and N3532B if Pacesetter), N4512B, N4528B

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

N4528B Management of Patients in High Acuity Settings

This course focuses on both the theoretical content related to nursing management of patients in high acuity care areas and the clinical application of this content in a compassionate holistic manner. The course incorporates theoretical applications and research findings in the areas of nutrition, prevention, rehabilitation, and socio-cultural aspects. The clinical component of this course is designed to provide a clinical practicum of high acuity care experiences guided by a preceptor. The course will emphasize application of theoretical concepts, research findings, advanced technology, and standards of professional nursing used in caring for patients from culturally diverse populations experiencing physiological and psychosocial alterations at various stages of the wellness/illness continuum. Psychosocial, lifespan, and behavioral concepts encountered by patients with high acuity disorders and trauma will be discussed. The management/leadership component of this course focuses on perspectives of the professional nursing role for the 21st century as demonstrated through professionalism, leadership, collaborative practice, critical thinking, and application of the nursing process in patient care.

Prerequisites: N3511, N3515, N3515B, N3517, N3521, N3523, N3523B, N3526, N3526B, N3532, N3532B, N3536, N3536B, N3540, N4512, N4527W

Corequisites: (N3523B, N3536B, and N3532B if Pacesetter), N4512B, N4528

Four Semester Credits (Contact hours per week: (Clinical 12)

N4530W Critical Synthesis Application

This course provides the student with the opportunity to apply test-taking and reasoning skills to adults, children, and families, and to integrate concepts from pathophysiology, pharmacology, and health assessment, nursing research, and clinical experiences using NCLEX review references, online resources, discussion, problem-based learning, case studies, and critical thinking approaches.

Prerequisites: N3511, N3515, N3515B, N3517, N3521, N3523, N3523B, N3526, N3526B, N3532, N3532B, N3536, N3536B, N3540, N4512 or N4512W, N4527W

Corequisites: (N3523B, N3536B, and N3532B if Pacesetter), N4512B, N4528, N4528B

One Semester Credit (Contact hours per week: Web-based/Lecture 1)

Master of Science in Nursing Degree Program

MSN Program Objectives

The Master of Science in Nursing Program is designed to provide an opportunity for the student to become a leader. The graduate makes significant contributions to the improvement of health care and influences health care policy through advanced clinical practice and research in order to meet the current needs of society.

Graduates are given the opportunity to:

- Perform effectively in a beginning functional role in advanced nursing practice.
 - Synthesize theories from natural, behavioral, and social sciences to support advanced clinical nursing and functional role development.
 - Evaluate the use of nursing theory as a base for advanced nursing practice.
 - Demonstrate expertise in a specialized area of clinical nursing practice.
 - Function effectively in a beginning functional role as an administrator, teacher, clinical specialist, nurse practitioner, or nurse anesthetist.
- Contribute to the development of nursing knowledge through research.
 - Evaluate the use of nursing theory as a base for advanced nursing practice.
 - Contribute to the development of a body of nursing knowledge through research, theory testing, and use of findings.
 - Demonstrate a sufficient knowledge base for entry into doctoral study.
- Demonstrate an understanding of the role of the Advanced Practice Nurse in health care delivery system.
 - Collaborate with other disciplines to systematically improve healthcare.

Master of Science in Nursing Programs

Education at the master's level prepares graduates to assume leadership roles in clinical practice, nursing administration and nursing education. Advanced nursing practice graduates are prepared for entry into the Doctoral of Nursing Practice (DNP) program, and all graduates are prepared for higher education through the Doctor of Philosophy in Nursing (PhD) program.

The program of study leading to the MSN degree combines online courses with face-to-face classes and clinical experiences offering flexibility to students. The curriculum depends on the clinical concentration the student selects.

The non-degree post-master's Completion Programs of study combine online courses with face-to-face courses and clinical experiences offering flexibility to students. The curriculum varies per program.

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

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

In addition, the School of Nursing in conjunction with The University of Texas School of Public

Health at Houston offers a dual MSN-MPH degree. Applicants wishing to enter the coordinated program must apply to each school separately and meet the admission requirements of both schools.

Clinical Concentrations

Adult/Gerontology Acute Care Nurse Practitioner: The ACNP program prepares graduates to manage the care of adult patients with complex health deviations in tertiary settings. This option is for those who wish to focus on adult acute care. The curriculum focuses on all aspects of advanced practice including assessment, diagnosis, and disease management as well as technical skills required to manage care for acutely, critically, or chronically ill adults.

Adult/Gerontology Primary Care Nurse Practitioner: The Adult/Gerontology Primary Care program prepares graduates to care for adults and geriatric clients, including the frail elderly. This program is an adult primary care focus.

Family Nurse Practitioner: The FNP program prepares graduates to care for clients across the lifespan. The FNP program contains content related to a variety of populations including pediatric, women's health care, psychiatry, and adults of all ages in a primary care setting. Students may choose to add an optional emergency concentration to the FNP program which prepares graduates to provide care in an emergency department/center.

Nurse Anesthesia: The Nurse Anesthesia program prepares graduates to manage the anesthesia needs of patients of all ages. The course of study prepares students to administer all types of anesthesia, including general, regional, local, and conscious sedation.

Nursing Education: The Nursing Education program prepares graduates to become leaders in nursing with skills in educating future nurses, nursing staff, and patients. The curriculum focuses on assessment of student learning, curriculum design and instruction, teaching strategies, and evaluation. A special emphasis will be placed on electronic communication and technology in education.

Nursing Leadership and Administration in Health Systems: This program prepares graduates to become leaders in nursing in both health care organizations and academic settings. This problem-based, highly interactive program blends real-time issues in nursing with research and knowledge drawn from successful businesses, the science of organization development, innovations in quality improvement, and the psychology of learning.

Deadlines for Application

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

Program	Application Term	Application & Documentation Deadline
MSN PROGRAMS		
MSN in Family Nurse Practitioner	Summer and Fall	March 1
MSN in Adult/Acute Nurse Practitioner	Summer and Fall	March 1
MSN in Adult/Gerontology Nurse Practitioner	Summer and Fall	March 1
MSN in Leadership and Administration	Fall	April 15
	Summer	Feb 15
MSN in Education	Fall	April 15
	Summer	Feb 15
MSN in Nurse Anesthesia	Fall	Oct 1
POST-MASTERS PROGRAMS		
Post Masters NP programs (Family, Adult/Gerontology, & Adult/Acute)	Summer and Fall	March 1
	Spring	September 15
Post Masters Emergency Program	Summer and Fall	March 1
	Spring	September 15
Post Masters in Education & Leadership/ Administration)	Fall	April 15
	Spring	September 15
	Summer	Feb 15
POST-BACCALAUREATE (for UT grads only)		
Non-Degree Post Baccalaureate	Fall	April 15
	Spring	September 15
	Summer	Feb 15

MSN/MPH Option

The School of Nursing in conjunction with The University of Texas School of Public Health at Houston offers a dual degree: [MSN-Master of Public Health \(MPH\)](#). Students applying for this option must apply and be admitted to each school separately. School of Nursing deadlines are applicable for MSN and School of Public Health (SPH) deadlines are applicable for the MPH (see SPH Catalog for admission requirements and deadlines).

Admission – MSN Program

Admission Criteria

The admission policy makes explicit the multiplicity of factors taken into consideration in a holistic admissions process. These admission factors will not be assigned a specific weight or point value. The School of Nursing considers the totality of each application and gives importance to the following factors:

1. Intellectual capacity, based on consideration of the overall collegiate GPA, standardized test scores (GRE, MAT, TOEFL); academic awards and honors, scholarly accomplishments; degree of difficulty of undergraduate academic program; and any other relevant data submitted;
2. Interpersonal and communication skills, based on evidence of being well-written and

- well-spoken, exemplified by standardized test scores in verbal abilities, and any other relevant considerations that the student may present;
3. Breadth and depth of nursing educational experiences, based on consideration of factors in the record reflecting a combination of a strong scientific background and also an ability to understand the complex nonscientific problems facing healthcare workers and patients, e.g., ethical, cultural, or socioeconomic problems; consideration of community or charitable service, e.g., volunteering to help the less fortunate; extracurricular activities and organizations; leadership positions; employment history; recognition for humanitarian service; and awareness and direct knowledge of cultural elements as they may have an impact on healthcare;
 4. Potential for service to the State of Texas, with consideration given to Texas residency; applicant's goals for the future; cultural/socioeconomic status; race/ethnicity; potential for future provision of health services to under-served areas or needed specialties; and linguistic skills appropriate to the Health Professions Shortage Area the applicant wishes to serve;
 5. Motivation, with consideration given to success in overcoming adverse economic or educational conditions; employment history occurring simultaneously with undergraduate education; participation in activities requiring time management skills; constantly improving undergraduate record; veteran status, and experience in health-related activities;
 6. Integrity, with consideration given to any academic integrity violation and/or conduct or disciplinary problems in college or the workplace; and
 7. Technical standards, related to observation, communication, psychomotor skills, intellectual and cognitive abilities, behavioral and social attributes
 - 8.

Interview

During the interview, MSN applicants are evaluated on additional elements, which include public or community service, humanitarian service, extracurricular activities, communication skills, and experiences. In the categories of public or community service and humanitarian service, consideration is given to an interest in service to underserved areas and populations.

Full Admission

1. A completed application for admission (electronic submission preferred).
2. A \$60.00 non-refundable application fee.
3. Official scores for the Graduate Record Examinations (GRE) or the Miller Analogies Test (MAT) taken within five years preceding application.
 - Nurse Anesthesia applicants: on the GRE is accepted. The Program prefers and strongly recommends a score of 500 or greater on each of the Verbal and Quantitative sections and a minimum score of 3.5 on the written section. For the revised GRE, the recommended score is 153 Verbal, 144 Quantitative, with the written section remaining at 3.5.
 - The Program prefers and strongly recommends that other MSN applicants submitting GRE scores have a combined minimum score of 1000 from the verbal section and quantitative sections and a minimum score of 3.0 on the analytical writing section. For the revised GRE, the recommended combined score is 297 with the analytical writing section remaining at 3.0. The Program prefers and strongly recommends applicants submitting MAT scores have a minimum score of 400.
 - The GRE/MAT score submission requirement may be waived for applicants who have previously successfully earned a prior master's degree (the exception does not apply to applicants to the Nurse Anesthesia program).

4. One official copy of a transcript from each institution attended (if attended any UTHealth school official transcript not necessary). Electronic submission is preferred. Transcript(s) should show:
 - A Baccalaureate degree in nursing earned from an accredited program. Applicants must have a grade point average of at least 3.0 on a 4.0 scale.
 - A Master's degree in nursing from an accredited school if post-Master's applicant.
 - A completed basic statistics course.
 - A completed Organic Chemistry I or Biochemistry course within the last 6 years if Nurse Anesthesia applicant.
5. Three (3) satisfactory academic/professional references (individual references should be provided with an [applicant letter of reference form](#)).
6. One official copy of TOEFL score if international applicant. TOEFL scores can be no more than two years old. A minimum score of 550 is required on the paper exam, a minimum score of 213 on the computer-based exam, or a minimum score of 86 on the internet-based exam.
7. A course-by-course evaluation of international credentials by Educational Credential Evaluators (ECE) for individuals with degrees from outside the US.
8. Evidence of current Texas nursing licensure or for ost-master's applicants, evidence of nursing licensure in state of residence.
9. Documentation of BCLS, ACLS, or PALS certification.
10. A professional curriculum vitae or resume.
11. Documentation on application of minimum work experience for chosen clinical concentration.

Conditional Admission

The Master's Degree Council may grant conditional admission after evaluation of the applicant's record. This category applies to a student who does not meet the full admission requirements. A 3.0 cumulative grade point average for the first nine semester hours is required or the student must withdraw or be dismissed from the Program. The student may appeal the dismissal through the Master's Council.

Provisional Admission

This category applies to students who have not completed all the requirements for admission. These students are required to complete and submit evidence of completion of all requirements for full or conditional admission during the first term of enrollment in order to continue in the Program.

Non-Degree Admission

The non-degree admission category is for those post-baccalaureate or post-masters students who wish to take courses without seeking a degree. Post-baccalaureate students may not register for any courses that have a clinical component without approval in advance from the Master's Degree Council. Non-degree students may wish to apply to the MSN Program. At the time the application is reviewed, the student must have provided an official transcript, GRE or MAT score, reference letters, evidence of a current Texas RN license, and evidence of fulfillment of the statistics requirement. A maximum of nine semester hours, with grades of "B" or better, may be proposed toward the master's degree in nursing.

MSN Application Procedure

Applicants should submit the following to the Office of the Registrar:

1. A completed application for admission (electronic submission preferred).
2. A \$60.00 non-refundable application fee.
3. Official scores for the Graduate Record Examinations (GRE) or the Miller Analogies Test (MAT) taken within the last five (5) years.
 - o Nurse Anesthesia applicants: only the GRE is accepted. A score of 500 or greater on each of the Verbal and Quantitative sections and a minimum score of 3.5 on the written section is required. For the revised GRE the combined minimum is 297 with the analytical writing section remaining at 3.0.
 - o Other MSN applicants submitting GRE scores must have a combined minimum score of 1000 from the verbal section and the quantitative section and a minimum score of 3.0 on the analytical writing section. For the revised GRE the combined minimum is 297 with the analytical writing section remaining at 3.0. Applicants submitting MAT scores must have a minimum score of 400.
 - o This requirement may be waived for applicants who have completed a prior master's degree (Does not apply to Nurse Anesthesia applicants).
4. One official copy of a transcript from each institution attended. If attended any UTHealth school, an official transcript is not necessary. Electronic submission is preferred. Transcript(s) should show:
 - o A Baccalaureate degree in nursing earned from an accredited program. Applicants must have a grade point average of at least 3.0 on a 4.0 scale.
 - o A Master's degree in nursing from an accredited school if Post-Master's applicant.
 - o A completed basic statistics course.
 - o A completed Organic Chemistry I or Biochemistry course within the last 6 years if Nurse Anesthesia applicant.
5. Three satisfactory academic/professional references. (individual references should be provided with an [applicant letter of reference form](#)).
6. One official copy of TOEFL score if international applicant. TOEFL scores can be no more than two years old. A minimum score of 550 is required on the paper exam, a minimum score of 213 on the computer-based exam, or a minimum score of 86 on the internet-based exam.
7. A course-by-course evaluation of international credentials by Educational Credential Evaluators (ECE) for individuals with degrees from outside the US.
8. Evidence of current Texas nursing licensure or for post-master's applicants, evidence of nursing licensure in state of residence.
9. Documentation of Basic Cardiac Life Support (BCLS) if Adult/Gero; Family, Education, or Nursing Leadership and Administration
10. Documentation of BCLS, Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS) certification if Nurse Anesthesia.
11. Documentation of BCLS and ACLS if Adult/Acute Care.
12. A professional curriculum vitae or resume.
13. Documentation on application of minimum work experience for chosen clinical concentration:

Clinical Concentration **Experience**

Adult/Acute Care Nursing	One year experience in critical care as a registered nurse
Adult/Gerontology	One year clinical experience as a registered nurse
Family Nurse Practitioner	One year clinical experience as a registered nurse
Nurse Anesthesia	One year experience in critical care as a registered nurse, two years preferred

Non-Degree Post-Masters Admissions Procedures

Applicants should submit the following to the Office of the Registrar:

1. A completed application for admission (electronic submission preferred).
2. A \$60.00 non-refundable application fee (pay online or send check or money order payable in U.S. dollars drawn on a U.S. bank in the U.S. to: Office of the Registrar, UTHSC-H, P.O. Box 20036 Houston, Texas 77225). Note: The application fee is not due by the deadline for your program.
3. One official copy of a transcript from each institution attended (if attended any UTHealth school official transcript not necessary). Electronic submission is preferred.
4. Evidence of current Texas nursing licensure or evidence of nursing licensure in state of residence.
5. Documentation of BCLS if Adult/Gero; Family, Education, or Nursing Leadership and Administration
6. Documentation of BCLS and ACLS if Adult/Gerontology Acute Care.

Essential Skills for Nurses

Nurses must be able to demonstrate cognitive skills in critical thinking and logical/analytical thinking. Nurses must possess and demonstrate psychomotor skills, including, but not limited to fine motor dexterity, physical strength, coordination, and proper body mechanics. Observational skills, such as the ability to hear within the normal decibel range, the ability to read English in regular to extra-fine print, and the ability to palpate/auscultate, are also required.

Applicant Selection

The Masters Degree Council will make selections from the pool of the applicants. Evaluation of the total information available to the selection committee results in a final decision for acceptance of the applicants into the program.

All applicants will be notified in writing whether or not they have been accepted into the program. Acceptance into the program is applicable only to the semester for which the applicant applied.

As soon as the entering student receives the registration materials in the mail, she/he should make an appointment with the assigned MSN advisor to develop a degree plan.

Academic Common Market

The School of Nursing Master of Science in Nursing (MSN) Degree Program has been approved through the Southern Regional Education Board for the Academic Common Market (ACM). The ACM is an interstate agreement among southern states for sharing academic uncommon programs. Participating states arrange for their residents who qualify for admission to enroll in specific programs in other states on an in-state tuition basis. The ACM is available only to states that are members of the Southern Regional Educational Board. Non-Texas residents who are accepted to the MSN Program and who are eligible to be considered for in-state tuition through the ACM must contact the Office of the Registrar to receive information on the procedure for applying through the ACM for in-state tuition.

Transfer of Credit

A student may submit MSN course credits earned at other universities for application toward the MSN Degree. The following restrictions apply:

- The course must clearly relate to the student's approved program of study.
- Nine semester hours may be transferred from accredited institutions outside The University of Texas System.
- An unlimited number of hours may be transferred from institutions within The University of Texas System, but the student must complete a minimum of 26 hours in residency at the SON. Students may not transfer credit hours for clinical courses, preceptorship

- courses, or synthesis courses (thesis and thesis options).
- Substitution for a required course in School's master's program must be approved by the faculty member who teaches that course. The course must have been taken within the five-year time limit to complete master's program degree requirements.
 - The transcript must show a grade of "A" or "B" in the course.
 - The course may not be transferred if it was used to apply to another completed degree.
 - All courses to be transferred must be at the graduate level.
 - The student must submit a letter of good academic standing and eligibility to continue at the institution from which transferring.

Courses Taken in Other University of Texas System Institutions

All students who have been admitted to the MSN Program and who plan to take courses applicable to a nursing degree in a University of Texas component other than UTHealth must obtain approval in advance from the advisor prior to taking such courses. A transcript must be sent to the Office of the Registrar immediately upon the completion of the course(s).

Transient Students

The transient student category is designed for students who are enrolled and in good academic standing in a MSN program at an institution other than UTHealth. Students who obtain permission from the Master's Council may enroll in selected courses at the School.

Transient students are required to:

1. Submit a completed application to the Office of the Registrar, meeting deadlines for admission;
2. Provide written consent from the parent institution;
3. Provide written consent of the instructor of the course at the School; ;
4. Obtain approval by the Master's Degree Council.

Master of Science in Nursing Curriculum

NOTE: The curriculum and the number of required credit hours vary among program.

Nurse Practitioner Role Curriculum

<u>Core Courses</u>		Hours
N5506W	Statistics in Nursing	2
N6807	Evidence-based Practice	3
NXXXX	Elective	3
 <u>Advanced Practice Core Courses</u>		
N6101W	Clinical & Epidemiologic Research for Adv Nursing Practice	3
N6152	Physical Exam & Differential Diagnosis	3
N6165W	Advanced Practice Nursing Role in Population Health	3
N6151W	Advanced Pathophysiology	3
N5529W	Pharmacology for Advanced Nursing Practice	3
 <u>Clinical Courses</u>		
NXXXX	Clinical Courses	10
N6551	Diagnostic Tests	2
 <u>Preceptorship</u>		
NXXX	NP Preceptorship	6
Total		41

Nurse Anesthesia Curriculum

<u>Core Courses</u>		Hours
N5506W	Statistics in Nursing	2
N6807	Evidence-based Practice	3
6807	Evidenced Based Practice Principles	3
6802	Ethics & Health Policy	3
<u>Advanced Practice Core Courses</u>		
N5513	Adv Anatomy, Physiology, and Pathophysiology for NA I	6
N5514	Adv Anatomy, Physiology, and Pathophysiology for NA II	6
N6152	Physical Exam & Differential Diagnosis	3
N5517	Advanced Pharmacology for Nurse Anesthesia	7
<u>Clinical Courses</u>		
N5540	Nurse Anesthesia Role Practicum I	11
N5541	Nurse Anesthesia Role Practicum II	11
N5542	Professional Aspects of Nurse Anesthesia Practice	3
N5585	Fundamentals of Nurse Anesthesia Practice I	6
N5586	Fundamentals of Nurse Anesthesia Practice II	6
N5587	Nurse Anesthesia Clinical Practicum I	11
N5588	Nurse Anesthesia Clinical Practicum II	9
Total		90

Nursing Leadership and Administration in Health Services

<u>Core Courses</u>		Hours
N5501W	Theoretical Foundations for Advanced Nursing	2
N6102W	Information Systems for Advanced Nursing Practice	1
N5506W	Statistics in Nursing	2
N6105W	Evaluation and Application of Research	3
<u>Advanced Practice Core Courses</u>		
N6101W	Clinical & Epidemiologic Research for Adv Nursing Practice	3
N6165W	Advanced Practice Nursing Role in Population Health	3
<u>Leadership/Administration Courses</u>		
N6701	Transforming Health Care through Clinical Nursing Leadership	3
N6702	Organizational Development: Creating Cultures of Excellence	3
N6703	Developing and Leading Human Performance	3
N6704	Improving Organizational Development and Patient Safety	3
N6705	Role Focus	2
N6706	Health Care Financial Management	3
N6707	Analyzing Issues in Performance Improvement	1
N5521	Elective *	3
<u>Preceptorship</u>		
N6710	Nursing Leadership Preceptorship	3
Total		38

*Business, informatics, instructional design, curriculum, finance, etc. taken at UTHealth or another university with prior approval of the track director.

Nursing Education Concentration Curriculum

<u>Core Courses</u>		Hours
N5506W	Statistics in Nursing	2
N6101W	Clinical & Epidemiologic Research for Advanced Nursing Practice	3
N6105W	Evaluation & Application of Research in AdvPractice Nursing	3
<u>Advanced Practice Core Courses</u>		
N5529W	Advanced Pharmacology	3
N6152	Physical Exam & Differential Diagnosis	3
N6151W	Advanced Pathophysiology	3
<u>Education Courses</u>		
N6190	Family Health I	3
N6190E	Nursing Education Clinical I	2
N6191	Family Health II	3
N6191E	Nursing Education Clinical II	2
N6136	Curriculum Planning and Development	3
NXXXX	Education Course in Curriculum Evaluation	3
N6131W	Electronic Communication and Technology in Education	3
<u>Preceptorship</u>		
N6730	Advanced Clinical Practice: Education Role Preceptorship	3
Total		39

Non-Degree Post-Masters Nurse Practitioner Curriculum

Students enrolled for a post master's completion certificate must meet the following requirements. Students may meet these requirements by either taking the courses, achieving course objectives using validation procedure, or through equivalency credit (transferring courses from another university). Equivalency credit is not granted for clinical courses and preceptorships.

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

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

Post Masters Nurse Practitioner - Required Courses

<u>Advanced Practice Core Courses</u>		Hours
N6101W	Clinical & Epidemiologic Research for Advanced Nursing Practice	3
N6152	Physical Exam & Differential Diagnosis	3
N6165W	Advanced Practice Nursing Role in Population Health	3
N6151W	Advanced Pathophysiology	3
N5529W	Pharmacology for Advanced Nursing Practice	3
<u>Clinical Courses</u>		
NXXXX	Clinical Courses	10
N6551	Diagnostic Tests	2
<u>Preceptorship</u>		
NXXXX	NP Preceptorship	5
Total		29

Post Masters Nursing Leadership and Administration - Required Courses

<u>Required Courses</u>	Hours
N6165W Advanced Practice Nursing Role in Population Health	3
N6701 Transforming Health Care through Clinical Nursing Leadership	3
N6702 Organizational Development: Creating Cultures of Excellence	3
N6703 Developing and Leading Human Performance	3
N6704 Improving Organizational Development and Patient Safety	3
N6707 Analyzing Issues in Performance Improvement	1
Total	16

Post Masters Nursing Education Concentration - Required Courses

<u>Required Courses</u>	Hours
N6136 Curriculum, Planning, Development	3
N6137 Curriculum Evaluation	3
N6131W Electronic Communication and Technology in Education	3
N6741 Education Role & Preceptorship	3
Total	12

Academic Requirements for MSN Progression

To be eligible for graduation with an MSN degree, a student must:

- have a minimum cumulative 3.0 grade point average;
- successfully complete the prescribed curriculum for which they are registered and must meet all other requirements of the School of Nursing;
- submit official transcripts of courses taken outside the School of Nursing to the Office of the Registrar;
- complete a minimum of 51% credit hours in residency in the program. These credit hours must include the required clinical courses, preceptorships, and thesis or thesis option courses;
- submit an "Application for Degree" form to the Office of the Registrar prior to the deadline established each term;
- pay the required graduation fee;
- Complete the clearance packet and clear through all designated offices; and
- be enrolled during the term of graduation.

See policy G5670 Eligibility for Graduation for more information
<http://son.uth.tmc.edu/acaddept/academicaaffairs/programpolicies.htm>

The Semester Hour

One semester hour of credit is given for four clock hours per week of clinical experience, one clock hour per week of lecture, or two clock hours per week of seminar.

Adding, Dropping and Withdrawing from Courses

Students may add, drop, and withdraw from courses with the approval of the instructor and advisor and within certain guidelines and deadlines. A student may be allowed to withdraw from the same course only twice. The policies regarding adding, dropping, and withdrawing from courses may be found at:

<http://son.uth.tmc.edu/acaddept/academicaaffairs/programpolicies.aspx#>

Students should consult the Registrar's Office website regarding deadline dates for adding,

dropping, and withdrawing from courses.

On the recommendation of the instructor and with approval of the Dean, a student may be required to withdraw from a course at any time because of neglect or for lack of preparation. Under such circumstances, the symbol “WF” will be recorded.

Classification of Students

Full-time and Part-time

A full-time student is one who is registered for at least nine semester hours during the Fall and Spring semesters, six hours during the 12-week summer session, or three semester hours during the six-week summer session or enrolled in at least three semester credit hours during one 6-week summer session or a total of six semesters credits if enrolled in more than one summer sessions. A part-time student is one who is registered for fewer hours than the stated requirement for full-time status.

Grading System

The grading system in the School of Nursing is based on a letter grade system. In computing grade point average per hour, the following scores are used: A = 4 points; B = 3 points; C = 2 points; D = 1 point; and WF/F = 0 points. The mechanisms for determining grades and course requirements are described in each course syllabus.

Permission from the instructor must be obtained before a course may be taken on a pass-fail basis. If a student fails a pass/fail course, the “F” is computed in calculating the grade point average.

Academic Probation

If at the end of any term, a student’s cumulative grade point average for the hours taken in the School of Nursing falls below 3.0 and/or there is a grade below “B” on the record for that term, she/ he will be notified and placed on academic probation.

Removal from Academic probation

Students who are on academic probation will be removed from such probation at the conclusion of the term when they have achieved an overall 3.0 grade point average.

Attendance at another institution while on Academic probation

Students who leave the School of Nursing while on probation and are readmitted to the School of Nursing will be readmitted to the School on academic probation, even if they have attended another institution between leaving and reentering the School of Nursing.

Academic Dismissal and Appeal

If a student does not meet the academic criteria for progression in the program, a letter of academic dismissal will be sent to the student. The Master’s Degree Council assists with the decision-making and implementation of policies concerning the admission, readmission, progression, and graduation of students. If the student wishes to request that the Master’s Degree Council reconsider its recommendations, the student must submit a written request within five working days to the Master’s Degree Council with evidence in support of the request. The Master’s Degree Council, upon receipt of the request, will review the request and render its final recommendation in writing to the Dean with a copy to the student within 15 working days. A student dissatisfied with the action taken by the Master’s Degree Council may then appeal directly to the Dean by submitting a written request with supporting evidence within five working days of receipt of the Master’s Degree Council’s recommendation. The student will be notified of the Dean’s decision within five working days. The determination of the Dean is final, and there is no further appeal.

Time Limits

Requirements for a single MSN degree must be completed within five years. A one-year extension may be granted if a written petition submitted to the Master's Degree Council by the student is approved in advance.

Master of Science in Nursing Program Course Descriptions

Course descriptions are not intended as an assurance or warranty of achievement of specific skills or knowledge

NOTE:

- Course numbers ending in "W" denote courses that are web-based or mainly online that may require some campus visits.
- Course numbers ending in "D" denote courses that are taught through distance education and include a distance education fee.
- Course numbers ending in "B" denote courses that are clinical and include additional fees.

N5500 Thesis

The thesis provides the student with an opportunity to identify a nursing research problem with a clinical or functional area of interest, to pursue its study, and to contribute to the body of nursing knowledge. It provides experience in research design and implementation in a guided setting.

Prerequisites/Corequisites: N5506, N6101

Two-Four Semester Variable Credits (Contact hours per week: One on one student-faculty contact TBD).

N5501W Theoretical Foundations for Advanced Nursing

This course provides an overview of philosophical and theoretical bases used in nursing science. Relevant theories are explored with the aim of synthesis in development, evaluation, and application of theory in nursing.

Prerequisite: Graduate student status or permission of instructor

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

N5504 Preparation of Nursing Research Prospectus

This seminar, required for MSN students in nursing who select the thesis option, provides peer and faculty support and preparation for students prior to or concurrent with beginning thesis hours. The course focus is the development and refinement of individual thesis or cluster research project ideas. Topics such as components of the thesis, selection of a thesis committee, protection of the rights of human subjects, securing agency approval, and applications for funding will be discussed. Critiques of research questions, designs, and methods form the backbone of the course. This course also provides the opportunity for students to develop a plan for coding, managing, and analyzing thesis or cluster project data.

Prerequisites: N6101, N5506

Corequisite: N5506

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

N5506W Statistics in Nursing

This course focuses on the understanding of statistics as it relates to the research process. Descriptive and inferential statistics are addressed. The fundamental knowledge needed to apply descriptive and inferential statistics to selected research questions and/or hypotheses will be included.

Prerequisite/Corequisite: None

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

N5513 Advanced Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia I

This introductory graduate-level course provides the student an opportunity to study anatomy, physiology, and biochemistry of the cell, muscle, nervous, and cardiovascular systems, with particular reference to their applicability to anesthesia and acute care management. The student will be given the opportunity to engage in critical thinking regarding the effects of anesthetics on physiologic functions and its relation to a patient's state of health/wellness as it interacts with culturally diverse populations in the 21st century.

Prerequisite: Nurse Anesthesia students only
Six Semester Credits (Contact hours per week: Lecture 6)

N5514 Advanced Anatomy, Physiology, and Pathophysiology for Nurse Anesthesia II

This intermediate graduate-level course provides the student an opportunity to build upon basic knowledge of the anatomy and physiology of the respiratory, endocrine, and renal systems with particular reference to anesthesia, respiratory, and acute care management. The student will be given the opportunity to engage in critical thinking regarding the effects of anesthesia on normal physiologic functions of the respiratory, endocrine, and renal systems.

Prerequisite: N5513 or permission of instructor
Six Semester Credits (Contact hours per week: Lecture 6)

N5517 Advanced Pharmacology for Nurse Anesthesia

This graduate-level course provides the student an opportunity to learn the uptake, distribution, biotransformation, and excretion of anesthetic agents, neuromuscular blocking agents, and accessory drugs used in anesthesia with particular reference to dosage, mechanisms of action, characteristic drug effects, factors modifying drug effect and dosage, toxicity, and indications and contraindications for use. The student will be given the opportunity to engage in critical thinking regarding the effects of anesthetics on homeostatic functions and its relation to a client's state of health/wellness as it interacts with culturally diverse populations in the 21st century.

Prerequisite: N5514
Three to Seven Variable Semester Credits (Contact hours per week: Lecture 3-7)

N5521 Special Topics in Nursing Electives

Selected nursing topics covered vary from semester to semester based on student interest and faculty availability.

Prerequisite: MSN standing or permission of instructor
One-Nine Variable Semester Credit (Lecture TBD; Lab TBD; Clinical TBD)

N5522 Independent Study in Nursing

This course allows the student an opportunity to pursue a detailed in-depth study in a specific topic area. The topic and mode of study for the course must be agreed upon by student and instructor.

Prerequisites: MSN standing or permission of instructor
One-Four Variable Semester Credits: (Lecture, lab or clinical: TBD)

N5523W Introduction to Epidemiology for Advanced Nursing Practice

Designs and methods of epidemiologic, population-based studies are analyzed and evaluated. Concepts and methods used to assess the health of populations, evaluate health services and screening programs, and measure health outcomes will be addressed. Concepts and methods that have implications for the advanced practice of nursing will be emphasized.

Prerequisites: MSN standing or permission of instructor
One Semester Credit (Contact hours per week: Lecture 1 - online)

N5529 Pharmacology for Advanced Nursing Practice

This course focuses on the analysis of advanced pharmacological and pharmacokinetic principles and the application of these principles to selected drug categories. Emphasis is on those drugs most commonly used in obstetric/gynecological, pediatric, adult and geriatric nursing practice. Analysis of selected health problems is integrated with the development of scientifically based clinical pharmacological management of these problems.

Prerequisite: N6151
Three Semester Credits (Contact hours per week: Lecture 3)

N5540 Nurse Anesthesia Role Practicum I

This advanced graduate level clinical course provides the student an opportunity to continue supervised clinical experience in the administration and management of anesthesia agents and techniques for all types of surgery and all patient age groups. This course is the first of a two-course sequence designed to prepare the student for the nurse anesthetist's role using a multi-theoretical framework as a foundation. This course provides the student an opportunity to explore current issues relevant to the practice of nurse anesthesia, and to address such issues from a legal, functional, historical, ethical, political, professional, and nursing theory framework. The history of anesthesia, the history of nurse anesthesia, psychology of the surgical patients, and stress management techniques are presented also. The course will review, discuss, and integrate clinical cases with physiology, pathophysiology, and pharmacologic principles. The student will be given the opportunity to engage in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to a patient's state of health/wellness as it interacts with culturally diverse population in the 21st century.

Prerequisite: N5588
Eleven Semester Credits (Contact hours per week: Clinical 50)

N5541 Nurse Anesthesia Role Practicum II

This is an advanced course, the second of a two-course sequence, which provides the student an opportunity to study components of the nurse anesthetist role using a multi-theoretical framework. The course will review, discuss, and integrate clinical cases with physiology, pathophysiology, and pharmacologic principles. Grades are based on performance of stated clinical objectives. The student will be given the opportunity to engage in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to a patient's state of health/wellness as it interacts with culturally diverse population in the 21st century.

Prerequisite: N5540
Eleven Semester Credits (Contact hours per week: Clinical 50)

N5542 Professional Aspects of Nurse Anesthesia Practice

This course will provide the student the opportunity to acquire knowledge and understanding, and to focus on nurse anesthesia practice in a variety of practice settings. A study of the history of anesthesia and nurse anesthesia practice and the relationship of that practice in the development and growth of the American Association of Nurse Anesthetists is included. The legal aspects of practice, including malpractice and reimbursement, will be explored. The various functional roles of the nurse anesthetist related to administration, education, research, and consultation with an orientation to administration, quality assurance/risk management, and the teaching-learning process and research. The student will be given the opportunity to engage in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to his/her client's state of health/wellness as it interacts with culturally diverse population in the 21st century. This course will enable the student to acquire knowledge,

understanding, and appreciation of the historical aspects of anesthesia, to be aware of the legal ramifications concerning the administration of anesthesia, and understand the current issues affecting the nurse anesthetist's role in administration, education, and research.

Prerequisites: MSN standing and admission to Nurse Anesthesia Clinical Track
Three Semester Credits (Contact hours per week: Lecture 3)

N5585 Fundamentals of Nurse Anesthesia Practice

This is an introductory graduate-level course that provides the student an opportunity to learn the principles and practice of anesthesia, which includes pre- and post-anesthesia evaluation of the patient. A multi-theoretical framework serves as a nursing practice base for these evaluations. The students also are introduced to formulation of an anesthetic care plan, anesthetic techniques, prevention of patient complications, procedures and equipment requirements, monitoring, record keeping, care of equipment, and application of physical properties of medical gases and the delivery of anesthetic agents. The student engages in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to a patient's state of health/wellness as it interacts with culturally diverse patient populations in the 21st century.

Prerequisites: N5513, N5514, N5517
Six Semester Credits (Contact hours per week: Lecture 5; Lab 3)

N5586 Fundamentals of Nurse Anesthesia Practice II

This advanced graduate-level course provides the student an opportunity to learn specific anesthesia requirements for diverse population groups using principles and practices learned in N5585. Principles and techniques of regional anesthesia are also included. A multi-theoretical framework serves as the foundation for patient evaluation and intervention. Students are also introduced to formulation of an anesthetic care plan, anesthetic techniques, prevention of patient complications, procedures and equipment requirements, monitoring, record-keeping, and care of equipment. The student will be given the opportunity to engage in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to a patient's state of health/wellness as it interacts with culturally diverse population in the 21st century.

Prerequisites: N5585
Six Semester Credits (Contact hours per week: Lecture 4; Clinical 6)

N5587 Nurse Anesthesia Clinical Practicum I

This introductory MSN level clinical course provides the student an opportunity to obtain supervised clinical experience in the administration and management of anesthesia for patients undergoing surgical procedures. Pass/Fail grades are based on stated clinical objectives. The course will review, discuss, and integrate clinical cases with physiology, pathophysiology, and pharmacologic principles. The student will be given the opportunity to engage in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to a patient's state of health/wellness as it interacts with culturally diverse population in the 21st century.

Prerequisites: Successful completion of didactic courses (minimum overall GPA of 3.0)
Eleven Semester Credits (Contact hours per week: Clinical 50)

N5588 Nurse Anesthesia Clinical Practicum II

This intermediate MSN level clinical course provides the student an opportunity to obtain supervised clinical experience in the administration and management of anesthesia for patients undergoing surgical procedures. Pass/Fail grades are based on stated clinical objectives. The course will review, discuss, and integrate clinical cases with physiology, pathophysiology, and pharmacologic principles. The student will be given the opportunity to engage in critical thinking

regarding the effects of these various principles on homeostatic functions and its relation to a patient's state of health/wellness as it interacts with culturally diverse population in the 21st century.

Prerequisite: N5587

Nine Semester Credits (Contact hours per week: Clinical 50)

N6101 Clinical and Epidemiologic Research for Advanced Nursing Practice

This course focuses on the research process from problem formulations to analysis and interpretation. Clinically based studies as well as epidemiologic population-based studies are analyzed and evaluated. This course provides a survey of research designs and methods from quantitative, qualitative, and epidemiological perspectives. In addition, concepts and methods used to assess the health of populations, to evaluate health services and screening programs, and to measure health outcomes will be addressed. Implications for the advanced practice of nursing will be emphasized.

Prerequisites/Corequisites: N5501, N5506

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

N6101W Clinical and Epidemiologic Research for Advanced Nursing Practice

This course focuses on the research process from problem formulations to analysis and interpretation. Clinically based studies as well as epidemiologic population-based studies are analyzed and evaluated. This course provides a survey of research designs and methods from quantitative, qualitative, and epidemiological perspectives. In addition, concepts and methods used to assess the health of populations, to evaluate health services and screening programs, and to measure health outcomes will be addressed. Implications for the advanced practice of nursing will be emphasized.

Prerequisites/Corequisites: N5501, N5506

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

N6102W Information Systems in Advanced Nursing Practice

This introductory course provides an overview of the use of computer technology for nursing research and practice. Computer-based resources including word processing, presentation software, bibliographic software, search engines and databases are used to assist in acquisition, maintenance, and presentation of information in a scholarly format.

Prerequisite: None

One Semester Credit (Contact hours per week: Lecture 1 – online)

N6105W Evaluation and Application of Research

This synthesis course provides students with the opportunity to integrate theory, research and practice. Students will evaluate research findings to answer questions about a nursing topic using information derived from selected databases. Students will summarize the current state of knowledge about the nursing topic and discuss practice implications. Results will be reported in a written manuscript that adheres to guidelines for reporting nursing research in refereed publications.

Prerequisites: N5501, N6101, Clinical I Courses

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

N6131W Electronic Communication and Technology in Education

This course is designed to prepare the nurse educator to incorporate electronic media and technology into curriculum design. Students will discuss concepts, models, and instructional strategies that lead to the effective design of an online environment. Students will acquire the necessary skills to create an online course.

Prerequisite: Admission to the graduate program or permission of the instructor.
Three Semester Credits (Contact hours per week: Lecture 3)

N6136 Curriculum Planning and Development

This is the first core course in the graduate sequence designed to prepare students to teach in programs of basic professional education, staff development, and/or patient education. The course focuses on components of curricular and instructional design, teaching and learning theories, assessment of learner characteristics, and teaching strategies. Students will have an opportunity to plan and deliver a unit of instruction for a selected group of learners.

Prerequisite: Admission to the graduate program or permission of the instructor.
Three Semester Credits (Contact hours per week: Lecture 3)

N6137 Curriculum Evaluation

This is the second core course in the graduate sequence designed to prepare students to teach in programs of basic professional education, staff development, and/or patient education. The course focuses on conceptual and theoretical models of evaluation, components of the evaluation process in education, curriculum and program evaluation, and evaluation of student learning. Students will have an opportunity to critique evaluation methods and to develop evaluation plans.

Prerequisites: Admission to the graduate program or permission of instructor.
Semester Hours: 3 Credit Hours (online with two optional classes at the SON)

N6151W Advanced Pathophysiology

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

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

N6152 Physical Examination and Differential Diagnosis

The focus of this course is on the theoretical principles and practical application of health assessment throughout the life cycle. Students will have the opportunity to develop critical thinking and decision-making skills through collection of data, analysis of symptoms, and application of the process of differential diagnosis. Decisions will be based on analysis of subjective and objective data gathered through the process of obtaining a health history, performing physical examination, and interpreting laboratory data. Laboratory and clinical experiences provide an opportunity for application and integration of health assessment skills needed for the advanced practice of nursing.

Prerequisite: None
Three Semester Credits (Contact hours per week: Lecture 2, Clinical 3)

N6165W Advanced Practice Role in Population Health

This course examines the philosophical, political, economic, ethical and legal frameworks of advanced nursing practice roles from both a current practice and historical perspective. Students study current social, professional, legislative, and technological trends in health care as they relate to advanced practice nursing. The student is encouraged to develop the skills needed for role assumption and leadership within the health care delivery system and explore

key clinical, legal, and ethical foundations/issues which impact advanced practice nursing. The course prepares advanced practice nurses to incorporate population health, health promotion, and health education into practice.

Prerequisites: None

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

N6190 Family Health I

This is the first of a two-course didactic sequence to prepare Family Health students for patient and family education. The course uses a systems approach to acute and chronic health deviations with emphasis on assessment, differential diagnosis, symptom management, and disease treatment. Students learn principles of health promotion, risk education, and disease prevention and interdisciplinary and collaborative approaches to provide patient education across the lifespan.

Prerequisites: N6152, N5529W, N6136

Co-Requisites: N6151, N6190E

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

N6190E Nursing Education Clinical I

This course serves as a foundation in patient educational concepts across the life span. Students apply developmental theories, age-specific development, and screening procedures to the care of patients. The clinical experience facilitates the development of teaching/learning skills in providing care for individual patients, families and groups. Students apply interdisciplinary and collaborative approaches to the provision of care to patients across the lifespan.

Prerequisite: N6190, N6190E

Corequisite: N6191

Two Semester Credits (Contact hours per week: Clinical 6)

N6191 Family Health II

This the second of a two-course didactic sequence to prepare Family Health students to teach content related to the management of acute and chronic health problems encountered in primary care patients across the lifespan. Students focus on the domains and competencies of providers of primary health care. The course provides a systematic approach to assessment, diagnosis, and treatment of common acute and chronic illnesses. Students explore factors that impact health status and utilization of community resources to educate providers to manage health deviations of patients across the lifespan.

Prerequisite: N6190, N6190E

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

N6191E Nursing Education Clinical II

This is the second of a two-course sequence that serves as a foundation in health provider education concepts across the lifespan. Students focus on management of acute and chronic health problems encountered by nurses in primary care health care. The clinical experience facilitates the development of teaching/learning skills in assessment, diagnosis, and treatment of common acute and chronic illnesses. Students apply interdisciplinary and collaborative approaches in educating providers to enhance utilization of community resources to improve the health status of primary care patients.

Prerequisite: N6190, N6190E

Corequisite: N6191

Two Semester Credits (Contact hours per week: Clinical 6)

N6194 Family Nurse Practitioner I

This is the first of a two-course sequence to prepare Family Nurse Practitioner program students for primary care practice. The course uses a systems approach to acute and chronic health deviations with emphasis on assessment, differential diagnosis, symptom management, and disease treatment. Students learn principles of health promotion, risk reduction, and disease prevention and interdisciplinary and collaborative approaches to provide care to families across the lifespan.

Prerequisite: N6152

Corequisites: N5529W, N6151, N6194B, N6551

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

N6194B Family Nurse Practitioner I Clinical

This course is the first of a two-course clinical sequence to prepare Family Nurse Practitioner program students in the primary care setting. The course focuses on a systems approach to health concerns seen in the primary care setting with emphasis on assessment, differential diagnosis, symptom management, and disease treatment. Students apply concepts of health promotion, risk reduction, and disease prevention to individuals and families across the lifespan. Clinical experiences enable students to develop clinical reasoning skills required as an advanced practice nurse for individual clients and their families.

Prerequisite: N6152

Corequisites: N5529, N6151, N6194, N6551

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

N6195 Family Nurse Practitioner II

This is the second of a two-course didactic sequence to prepare Family Nurse Practitioners for the management of acute and chronic health problems encountered in the primary care of patients across the lifespan. Student focus is on the domains and competencies of the family nurse practitioner as direct provider of primary health care. The course provides a systematic approach to the assessment, diagnosis and treatment of common acute and chronic illnesses. Students explore factors that impact health status and the utilization of community resources to help manage health deviations of patients across the lifespan.

Prerequisites: N6194, N6194 B, N6151, N6551, N5529

Corequisite: N6195 B

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

N6195B Family Nurse Practitioner II Clinical

This is the second of a two-course clinical sequence that provides clinical experiences for the Family Nurse Practitioner student. Focus is on the refinement of clinical reasoning skills needed to treat individual clients and their families in primary care. There is emphasis on the development of collaborative relationships with other health care providers and environmental factors that impact health status. Students explore health deviations of acute and chronic disorders and community resources to help manage common primary care health concerns. Course experiences enable students to progress toward increasing independence in clinical practice.

Prerequisites N6194, N6194 B

Corequisite: N6195

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

N6230 Adult/Gerontology Acute Care Nurse Practitioner I

This is the first of a two-course series focusing on the recognition and management of manifestations of acute health deviations in acute and critical care settings. Pathophysiologic and pharmacokinetic concepts are applied in formulating differential diagnoses and evidence-

based management plans for adults across the lifespan. Emphasis is placed on use of a holistic approach to care. The processes of communication, family and group dynamics, research, and epidemiology will be applied across acute care settings.

Prerequisites: N6152, N6151

Corequisites: N5529, N6551, N6230B

Three Semester Credit Hours: (Contact hours per Week: 2 Seminar, 1 Lecture)

N6230B Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum I

This 120-hour clinical course provides the student with the foundation to apply principles of health promotion and disease management in younger and older adults across acute care settings. The student will utilize methodologies that facilitate critical thinking and application of advanced practice skills. Emphasis is placed on the use of a holistic and collaborative approach to care within a clinical experience supervised by a preceptor. The clinical experience provides an opportunity for clinical decision-making in acute care settings.

Prerequisites: N6152, N6151

Corequisites: N5529, N6551, N6230

Two Semester Credit Hours: (Contact hours per week: Clinical 8)

N6231 Adult/Gerontology Acute Care Nurse Practitioner II

This is the second of a two-course series focusing on the recognition and management of manifestations of acute health deviations in acute and critical care settings. Pathophysiologic and pharmacokinetic concepts are applied in formulating differential diagnoses and evidence-based management plans for adults across the lifespan. Emphasis is placed on use of a holistic approach to care. The processes of communication, family and group dynamics, research, and epidemiology will be applied across acute care settings.

Prerequisites: N6230, N6230B

Corequisites: N6231B

Three Semester Credit Hours (Contact hours per week: Seminar 2, Lecture 1)

N6231 B Adult/Gerontology Acute Care Nurse Practitioner II – Clinical

This is the second course in a two-course clinical series that provides the student with the foundation to apply principles of health promotion and disease management in younger and older adults across acute care settings. The student will utilize methodologies that facilitate critical thinking and application of advanced practice skills. Emphasis is placed on the use of a holistic and collaborative approach to care within a clinical experience supervised by a preceptor. The clinical experience provides an opportunity for clinical decision-making in acute care settings.

Prerequisites: N6230, N6230B

Corequisite: N6231

Two Semester Credit Hours (Contact hours per week: Clinical 8)

N6271 Emergency Trauma Care I

This is the first course in the emergency care sequence. Students concentrate on recognition and management strategies of health deviations, including acute/non-urgent and chronic exacerbation/maintenance of conditions across the life span. The students focus population of individuals and families who seek care in an emergency department and/or episodic/urgent care clinic. They utilize critical thinking and case synthesis to evaluate management and treatment of acute and chronic injury and disease conditions. Students are educated about the delivery of care to multicultural individuals and navigation through health care systems. The course addresses these issues using an interdisciplinary framework that includes legal and ethical factors.

Prerequisites: Master's degree as NP and certified
Two Semester Credits (Contact hours per week: Lecture 2)

N6271B Emergency Trauma Care I - Clinical

This course is a 45-hour clinical course in which the student will have hands on experience supervised by a preceptor in a approved clinical site. The clinical sites can range from urgent care to minor emergency settings, but are not limited to these settings. The student will be expected to experience non-urgent through urgent conditions that include management of acute and chronic care injury and disease in pediatric through gerontologic age ranges.

Prerequisite: Master's degree as NP or acceptable to emergency concentration while in an NP program
Two Semester Credit (Contact hours per week: Clinical 8)

N6272 Emergency Trauma Care II

This course is the final didactic course in the emergency care sequence and concentrates on recognition and management strategies of health deviations, including urgent and emergent acute and chronic exacerbation/maintenance of conditions from a lifespan perspective. The patient population is individuals and families who seek care in emergency department and/or critical care settings. Students utilize critical thinking and case synthesis to evaluate management and treatment of acute and chronic injury and disease conditions in urgent and high acuity settings. Pre-hospital and trauma management are components of this course. Consideration of access to care and benchmark delivery of evidence-based care in multiple methods of health care delivery systems affect legal and ethical care of patients.

Prerequisites: N6271, N6271B
Two Semester Credit (Contact hours per week: Lecture 2)

N6272B Emergency Trauma Care II - Clinical

This course is a 45-hour clinical course in which the student has direct care experience supervised by a preceptor in a clinical site. Clinical sites include urgent, emergent, pre-hospital and critical care settings, but are not limited to these settings. The student will experience urgent and emergent critical conditions that include management of acute and chronic care injury and disease in pediatric through gerontologic age ranges.

Prerequisites: N6271, N6271B
Three Semester Credit (Contact hours per week: Lecture 12)

N6304 Adult/Gerontology Primary Care Nurse Practitioner I

This is the first of a two-course sequence designed to prepare students for advanced practice. The course uses a systems approach to common health deviations with emphasis on assessment, differential diagnosis, symptom management, and disease treatment. Students learn principles of health promotion, risk reduction, disease prevention and interdisciplinary/collaborative approaches to managing care for adult patients from adolescence through the lifespan.

Prerequisite: N6152, N6151
Pre/Co-requisite: N5529, N6551
Three semester hours (Contact hours per week: Seminar 4; Lecture 1)

N6304B Adult/Gerontology Primary Care Nurse Practitioner I Clinical

The focus of the course is on assessment, diagnosis, and management of health conditions in adults across the lifespan. The course provides the student with the foundation to apply principles of health promotion and disease managements. Students utilize methodologies that facilitate critical thinking and the application of advanced practice skills in holistic patient management. Course activities promote the synthesis of theory and research into advanced

clinical practice. The clinical experience provides an opportunity for independent and interdisciplinary experiences in clinical decision-making in diverse clinical settings.

Prerequisite: N6152, N6551

Co-requisite: N6304, N5529, N6151

Two semester houses (Contact hours per week: Clinical 8)

N6305 Adult/Gerontology Primary Care Nurse Practitioner II

This is the second of a two-course sequence. The course provides the student with a foundation to recognize acute and chronic health deviations in adult across the lifespan. The course emphasizes critical thinking and an evidence-based approach in the assessment, diagnosis, thinking and an evidence-based approach in the assessment, diagnosis, and management of health conditions in the young, middle, and older adults.

Prerequisite: N6304, N6304B

Co-requisite: N6305B

Three semester hours (Contact hours per week: Seminar 4; Lecture 1)

N6305B Adult/Gerontology Primary Care Nurse Practitioner II Clinical

This course is a continuation of the clinical sequence. The focus of the course is on assessment, diagnosis, and management of health conditions in adults across the lifespan. The course provides the student with the foundation to apply principles of health promotion and disease managements. Students utilize methodologies that facilitate critical thinking and the application of advanced practice skills in holistic patient management. Course activities promote the synthesis of theory and research into advanced clinical practice. The clinical experience provides an opportunity for independent and interdisciplinary experiences in clinical decision-making in diverse clinical settings.

Prerequisite: N6304, N6304B

Co-requisite: N6305

Two semester hours (Contact hours per week: Clinical 8)

N6312W Gerontology I: Physiology and Social Issues in Aging

This survey course focuses on biological, psychological, and social theories of aging and contextual issues surrounding the provision of health and social services to the elderly.

Prerequisite: None

One Semester Credit (Contact hours per week: Web-based lecture: 1)

N6313W Gerontology I: Primary Care and Pharmacotherapeutics in Aging

This course addresses physiological changes and pharmacotherapeutic considerations in aging from the robust to the most frail of the elderly. The student will be prepared to apply knowledge of physiological changes in aging to assess and diagnose health status. Evidence-based strategies to plan safe effective pharmacotherapeutic and complementary alternative interventions in health promotion, disease prevention, single disease states, and co-morbidities are emphasized.

Prerequisite: None

One Semester Credit (Contact hours per week: Web-based lecture: 1)

N6314W Gerontology I: Primary Care in Aging

This course focuses on models of care for chronic disease and episodic illness in primary care settings. Students critically analyze evidence-based strategies to optimize evaluation and management based on the appropriate goals of care, e.g., cure, maintenance, rehabilitation, symptom management, and comfort in dying. Evidence-based strategies are emphasized to plan safe effective pharmacotherapeutic and complementary alternative interventions across the

health spectrum. Primary care strategies are evaluated for cultural diversity, health care disparity, and health literacy of the individual and their families.

Prerequisites: None

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

N6315 Gerontology I: Primary Care in Aging Clinical

This course is designed to assist the advanced practice nurse to assess, diagnose, and manage episodic and chronic health conditions in primary settings serving older adults. Students utilize methodologies that facilitate critical thinking and application of advanced practice skills in holistic patient management in the context of chronic symptoms, co-morbidities, and functional impairment. Students apply episodic and chronic disease management principles and selected models of care for older adults. Course activities promote the synthesis of theory and research into advanced clinical practice.

Prerequisites: None

Three Semester Credits (Contact hours per week: Clinical 135)

N6316 Gerontology II: Care of the Frail Older Adult

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

Prerequisites: None

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

N6317 Gerontology II: Care of the Frail Older Adult Clinical

The focus of the course is on the application of chronic disease management principles and selected models of care for older adults in the context of syndromes in aging. Emphasis is on assessment, diagnosis, and management of selected syndromes associated with aging, co-morbidity, and frailty. Students utilize methodologies that facilitate critical thinking and application of advanced practice skills in holistic patient management in the context of syndromes of aging, co-morbidities, and functional impairment. Course activities promote the synthesis of theory and research into advanced clinical practice.

Prerequisites: None

Three Semester Credits (Contact hours per week: Clinical 135)

N6551 Diagnostic Tests and Procedures

This course is designed for students preparing for the Nurse Practitioner and Clinical Nurse Specialist role. The basis of student learning will utilize evidenced-based research to appropriately gather, interpret and manage objective clinical diagnostic data. Educational role students will utilize the information in the course to develop curricula to teach concepts of evaluation and managing diagnostic data to a specified target audience.

Prerequisite: None

Two Semester Credits (Contact hours per week: Lecture 1; Clinical 3)

N6554B Gerontology I Clinical: Primary Care

This course is designed to assist the advanced practice nurse to assess, diagnose, and manage common acute and chronic health conditions in older adults. Designed to build on primary care management principles for older adults with acute health deviations, methodologies will be utilized that facilitate critical thinking and application of advanced practice skills in holistic patient management. This course incorporates the synthesis of theory and research into advanced clinical practice.

Prerequisites: N6101, N6151, N6152, N6551

Two Semester Credits (Contact hours per week: Clinical 6)

N6555 Gerontology II: Chronic Disease Management

In this course, models of care for chronic disease are the framework to focus on disease management, rehabilitation and symptom management in children/adolescents, adults or older adults. Relationships between physical and psychosocial dysfunction and pathophysiology and etiology are explored. Students critically analyze evidence-based strategies to optimize function in chronic illness. Assessment, intervention, and evaluation strategies are evaluated for cultural diversity, health care disparity, and literacy of the individual and their families. Clinical application of the concepts in selected populations, e.g., children/adolescents, adults, and older adults occurs in the companion clinical course.

Prerequisite: N6554B

Two Semester Credits: (Contact hours per week: Lecture: 1, Seminar 2)

N6556B Gerontological II Clinical: Chronic Care

The focus of the course is on the application of chronic disease management principles and selected models of care for adults across the lifespan. Emphasis is on assessment, diagnosis, and management of selected chronic health conditions in adults. The course provides the advanced practice nurse with the foundation to facilitate learning of principles in chronic disease management in academic and clinical settings. Students utilize methodologies that facilitate critical thinking and application of advanced practice skills or education in holistic patient management in the context of chronic symptoms, co-morbidities, and functional impairment. Course activities promote the synthesis of theory and research into advanced clinical practice and nursing education.

Corequisite: N6555

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

N6557 Gerontology III Clinical: Syndromes In Aging

The focus of this course is on the application of chronic disease management principles and selected models of care for older adults in the context of syndromes in aging. Emphasis is on assessment, diagnosis, and management of selected syndromes associated with aging, co-morbidity, and frailty. The course provides the nurse educator with the foundation to facilitate learning related to principles in syndromes management in academic and clinical settings. Students utilize methodologies that facilitate critical thinking and application of advanced practice skills or education in holistic patient management in the context of syndromes of aging, co-morbidities, and functional impairment. Course activities promote the synthesis of theory and research into advanced clinical practice and nursing education.

Prerequisite: N6555

Two Semester Credits (Contact hours per week: Clinical 6)

N6601 Drugs and Society: Science, Law and Public Policy

This course addresses drug control policy issues based on the scientific, historical, and legal background of drug dependence and abuse. Presentations by faculty in diverse disciplines serve as the basis for consideration of current and alternative strategies from which societal policies regarding drug control are formed. Relevant issues from behavioral and biological

science, epidemiology, current law, and economics will be explored. The interplay between practice issues and the views of society, health care professionals, and patients who are treated for drug dependence will be evaluated.

Prerequisite: None

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

N6701 Transforming Health Care through Clinical Nursing Leadership

This course is the first course in the Nursing Leadership and Administration in Health Systems graduate program. The purpose of this course is to prepare nurses for clinical leadership with patients, families, and other healthcare team members. The course provides a global context for the complex issues within contemporary health care as well as essential basic skill sets for coordinating clinical care and leading and developing teams. The course is relevant for nurses who aspire to lead at the point of care or in formal management positions. It provides nurses in clinical practice with a clear understanding of the complexities of health care issues and the skill sets required to improve care. The course will provide the tools for nurses to lead and manage people, such as conflict management, team building, managing change and transition, and applying research.

Prerequisite: Permission of the instructor

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

N6702 Organizational Development: Creating Cultures of Excellence

This course is the second course in the Nursing Leadership and Administration in Health Systems graduate program. The purpose of this course is to apply organizational development principles and techniques to evaluate and improve complex health systems and academic environments. Standards and criteria from three national quality recognition programs (Baldrige Criteria for Health Care, Magnet Recognition Program, and Pathway to Excellence) will be used as templates to support the design of structures for system improvement and creation of high performing organizations. Learners will apply complex strategies such as strategic planning, evidence-based leadership through best practices and benchmarking, communicating for change, sophisticated transition/change management, and program evaluation.

Prerequisite: N6701

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

N6703 Developing and Leading Human Performance

This course is the third course in the Nursing Leadership and Administration in Health Systems graduate program. The purpose of this course is to expand knowledge regarding the utilization of the workforce, the most precious and expensive resource in healthcare systems. Content will focus on contemporary performance management issues and current research, issues related to human resource management, and related theoretical perspectives.

Prerequisites: N6701, N6702

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

N6704 Organizational Performance Improvement and Patient Safety

This is the fifth course in the Nursing Leadership and Administration in Health Systems graduate program. The course focuses on building and maintaining a safe care environment utilizing principles of performance improvement. Mechanisms for accomplishing this goal include strategies for creating and sustaining quality, customer satisfaction, and patient safety. Content will focus on foundations of quality improvement and principles of patient safety with examples drawn from current industry standards, national benchmarking, and research resources.

Prerequisites: N6701, N6702, N6703

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

N6705 Role Focus

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

Prerequisites: N6701, N6702 N6703, N6704, 6706, 6707

Co-requisite: N6710

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

N6706 Financial Management for Nurse Managers and Executives

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

Prerequisites: Permission of track director

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

N6707W Analyzing Issues in Quality Improvement

This is the fourth course in the Nursing Leadership and Administration in Health Systems graduate program. The purpose of this course is to introduce learners to the concepts and philosophy of quality improvement (QI) in a health care setting. Learners will discover methods of approaching QI at a departmental and an institutional level. The roles of the nurse manager and the institutional QI staff will be explored in a specific clinical setting.

Prerequisites: N6701, N6702, N6703

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

N6710 Advanced Clinical Practice: Nursing Leadership/Administration Preceptorship

This is the eighth course in the Nursing Leadership and Administration in Health Systems graduate program. The purpose of this course is to focus on synthesis and application of leadership and administrative knowledge in a practice setting. Learners, preceptors, and faculty collaborate to create learning experiences that foster growth and development in the leader/administrator role. Preceptor assignments are chosen with consideration to the learner's professional goals and past experience.

Prerequisites: N6701, N6702, N6703, N6704, N6706, N6707

Co-requisite: N6705

Three Semester Credits (Contact hours per week: Clinical 9)

N6730 Advanced Clinical Practice: Education Role Preceptorship

This course is designed for graduate nursing students in nursing preparing for faculty positions in programs of basic professional education, staff development, or consumer education. The course addresses curriculum and instructional design, principles of teacher-learner communication learner assessment, and evaluation. Emphasis is on development, implementation, and evaluation of nursing curriculum and instruction through a preceptorship. The course will foster intellectual inquiry, accountability, professionalism, cultural sensitivity,

collegiality, critical thinking, and creativity in the student in pursuit of the educator role.

Prerequisites: N6156, N6157, N6158

One-three Semester Variable Credits (Contact hours per week: Seminar 2; Clinical 3-6)

N6740 Advanced Clinical Practice: Adult/Gerontology Primary Care Nurse Practitioner Preceptorship

This course focuses on the synthesis of theory and research into advanced clinical practice. The emphasis is on holistic care in which physical, cultural, economic, and legal/ethical forces and resources of the individual/family/community are applied in case management.

Prerequisites: Graduate & Advanced Practice Core; clinical sequence

One-nine Semester Variable Credits (Contact hours per week: Clinical 3-27)

N6741 Advanced Clinical Practice: Adult/Gerontology Nurse Practitioner Preceptorship

This course focuses on the synthesis of theory and research into advanced clinical practice. The emphasis is on holistic care in which physical, cultural, economic, and legal/ethical forces and resources of the individual/family/community are applied in case management.

Prerequisites: Graduate & Advanced Practice Core; clinical sequence

One-nine Semester Variable Credits (Contact hours per week: Clinical 3-27)

N6742 Advanced Clinical Practice: Adult/Gerontology Acute Care Nurse Practitioner Preceptorship

This course focuses on the synthesis of theory and research into advanced clinical practice in the acute care setting. The emphasis is on holistic care in which physical, cultural, economic, and legal/ethical forces and resources of the individual/family/community are applied in case management.

Prerequisites Graduate & Advanced Practice Core; clinical sequence

One-nine Semester Variable Credits (Contact hours per week: Clinical 3-27)

N6744 Advanced Clinical Practice: Gerontology Nurse Practitioner Preceptorship

This course focuses on the synthesis of theory and research in providing advanced clinical practice for older adults. The emphasis is on holistic care in which physical, cultural, economic, and legal/ ethical forces and resources of the individual/family/community are applied in case management for older adults.

Prerequisites: Clinical I, II, and III didactic and clinical coursework

One-nine Semester Variable Credits (Contact hours per week: Clinical 3-27)

N6752 Advanced Clinical Practice: Family Nurse Practitioner Preceptorship

This course focuses on the synthesis of theory and research into advanced clinical practice. The emphasis is on holistic care in which physical, cultural, economic, and legal/ethical forces and resources of the individual/family/ community are applied in case management of clients across the life span in primary care settings.

Prerequisites: All clinical courses and N6175 and N6176. All clinical hours in all other courses must be completed before beginning nurse practitioner preceptor ship hours.

One-six Semester Variable Credits (Contact hours per week: Clinical 90-360)

N6754W Advanced Clinical Practice: Gerontology Nurse Practitioner Preceptorship

This course focuses on the synthesis of theory and research in providing advanced clinical practice for older adults. The emphasis is on holistic care in which physical, cultural, economic, and legal/ethical forces and resources of the individual, family, and community are applied in case management for older adults.

Prerequisites: All clinical courses

One-eight Semester Variable Credits (Contact hours per week: Clinical 4.2 – 33.3)

Doctor of Philosophy in Nursing Program

Program Objectives

This program is designed to prepare nurse researchers who will develop, test, and implement innovations in health care delivery and will be prepared to teach the next generation of nurses. Doctoral graduates of the program are expected to engage in any combination of three career options: faculty positions in schools or colleges of nursing; directors and investigators in nursing-related research programs; and nurse leader roles in health care delivery.

The curriculum of the Doctor of Philosophy in Nursing degree program is designed to prepare graduates to:

1. Collaborate with other health professionals in conducting intervention and outcomes research focused on various levels of prevention and care;
2. Apply substantive knowledge in innovative practice models designed to improve the quality, accessibility, and cost-effectiveness of health care;
3. Integrate knowledge from a broad array of sources into a comprehensive understanding of health and health care for a selected population or area of practice;
4. Advance the body of knowledge through identifying gaps in the knowledge base of practice, conducting research on nursing interventions and health care outcomes, and disseminating research findings relative to innovations in practice and in delivery of care;
5. Demonstrate scholarship in the educational role by teaching and mentoring students;
6. Demonstrate leadership, analytical, and collaborative strategies in the development and implementation of health policy on the local, state, and national levels.

Application Deadline

To be considered for admission to the PhD Program, completed applications must be received in the Office of the Registrar by April 1.

Admission to the PhD Degree Program

Admission Criteria

The School of Nursing considers the totality of each application and gives importance to the following factors:

1. Intellectual capacity, based on consideration of the overall collegiate GPA; standardized test scores (GRE, TOEFL); academic awards and honors; scholarly accomplishments; degree of difficulty of previous academic programs; pre-professional evaluations; personal interview; and any other relevant data submitted;
2. Interpersonal and communication skills, i.e., evidence of being well-written and well-spoken exemplified by standardized test scores in verbal abilities; any other relevant considerations that the student may present;
3. Community service, as evidenced by extracurricular activities, membership and leadership in organizations, volunteer, and humanitarian services;
4. Awareness and direct knowledge of cultural elements' impact on healthcare;
5. Breadth and depth of nursing and other experiences, based on consideration of factors in the record reflecting a combination of a strong scientific background and an ability to understand the complex problems facing health care providers and patients, e.g., ethical or socioeconomic problems;
6. Potential for service to the State of Texas, with consideration given to Texas residency; applicant's goals for the future; cultural/socioeconomic status; race/ethnicity; potential for future provision of health services to underserved areas or needed specialties; linguistic skills appropriate to the Health Professions Shortage Area to which the applicant wishes to serve;
7. Motivation, with consideration given to success in overcoming adverse economic or educational conditions; employment history; participation in activities requiring time

- management skills; experience in health-related activities;
8. Integrity, with consideration given to any academic integrity violation; conduct or disciplinary problems in college and/or the workplace;
 9. Technical standards, related to observation, communication, timeliness of psychomotor skills, intellectual and cognitive abilities, behavioral and social attributes; and
 10. Ethical standards, related to personal and professional demeanor and behavior.

Application Process

Applicants must provide all of the following:

1. A completed application for admission to the PhD program to the Registrar's Office;
2. A \$60.00 non-refundable application fee.
3. Evidence of a bachelor's degree in nursing and a master's degree from accredited nursing programs;
4. A GRE score of 500 or greater on both the verbal and quantitative sections and a 3.0 score or greater on the writing portion. For the revised GRE the combined minimum is 297 with the analytical writing section remaining at 3.0. The GRE requirement may be waived if the applicant has a min GPA of 3.5 on their master's coursework;
5. An official copy of the TOEFL scores if required. A minimum score of 550 (on the paper exam), a minimum score of 213 (on the computer-based test) is accepted, or a minimum score of 86 (on the internet-based exam). Send score to the Registrar's Office. TOEFL scores can be no more than two years old.
6. Eligibility for licensure as a Registered Nurse in Texas. (International students may petition for admission under related policy);
7. Three letters of recommendation from employers and university professors (at least one possessing an earned doctoral degree);
8. A professional curriculum vita and a portfolio that documents practice expertise, scholarly activities, and publications;
9. A written statement of area of research interest, career goals and reasons for desiring doctoral study.

The Interview

Qualified PhD applicants will be interviewed by faculty members to provide an opportunity to assess the compatibility of the Program to an applicant's educational needs and career goals. The match of the applicant's interests and goals with faculty members' areas of research, scholarship, teaching, and practice expertise is assessed. Consideration will be given to applicants who reflect a commitment to clinical practice, teaching, and research, and interest in service to underserved areas and populations.

Applicant Selection

The PhD Council will make the selection of applicants. Evaluation of the total information available to the selection committee leads to the final decision for acceptance of the applicants into the program.

All applicants will be notified in writing whether they have been accepted into the Program. Acceptance into the program is applicable only to the semester for which the applicant applied.

Full Admission

The PhD Council may grant full admission after evaluation of the applicant's record. This category applies to an applicant that meets all admission requirements.

Conditional Admission

The PhD Council may grant conditional admission after evaluation of the applicant's record. This category applies to an applicant who does not meet full admission requirements. A 3.0 cumulative grade point average for the first nine semester hours is required or the conditionally admitted student will be dismissed from the Program. (Students who are dismissed may appeal

their dismissal to the PhD Council.)

Provisional Admission

Provisional admission may be granted to applicants who have not completed all the requirements for full admission. These students are required to complete and submit evidence of completion of all requirements for full or conditional admission during the first term of enrollment in order to continue in the program.

Transfer of Credits

A student may submit graduate course credits earned at other universities for application toward the PhD degree. Requirements for transfer of credit are as follows:

1. The course must clearly relate to the student's approved program of study.
2. Nine semester hours taken prior to admission may be eligible for transfer from accredited institutions outside The University of Texas System. After the student is enrolled in the program, eligibility will be assessed.
3. An unlimited number of hours may be transferred from institutions within The University of Texas, but the student must complete a minimum of 34 hours in residence in the Program.
4. All credits that are transferred as electives must be approved by the student's advisor.
5. All credits transferred as cognates must be approved by the student's dissertation chair.
6. Substitution for a doctoral program required course must be approved by the faculty advisor and the PhD Council.
7. The transcript must show an "A", "B", or "P" in the course.
8. The course must have been taken within the seven-year time limit to complete doctoral degree requirements.
9. The course may not be transferred if it was used to apply to another completed degree.
10. All courses to be transferred must be graduate level courses.

See PhD Student Policy, D7980 Transfer of Credit

<http://son.uth.tmc.edu/acaddept/academicaffairs/programpolicies.htm>).

Courses Taken in Other University of Texas System Institutions

All students who have been admitted to the PhD Program and who plan to take courses applicable to a nursing degree in a University of Texas System component other than the School of Nursing must obtain approval from the advisor prior to taking such courses. A transcript must be sent to the Office of the Registrar immediately upon the completion of the course(s).

Candidacy Exam

The candidacy examination serves as a basis for determining the student's readiness for pursuing dissertation research. The student should demonstrate a command of the theoretical and methodological issues related to the selected topic as a basis for pursuing research in a specific population of interest. The candidacy examination is viewed as a continuing step in the educational process, building on previous course work and leading to the dissertation proposal defense and the dissertation.

The Residency Course Sequence

The residency course sequence is designed to prepare clinical research scholars who will develop, test, and implement innovations in health care delivery with the overall aim of improving health outcomes. During this sequence of courses (N7530, N7550, N7543, N7552) the student participates in interdisciplinary interactions, planning, and the development of a research problem. The student works with an interdisciplinary team of faculty mentors who have established practices and research programs. Courses in this sequence are taken concurrently with those in theory, and research. These theory-research-practice links provide the basis for

the student to develop a dissertation topic clinically focused yet grounded in a strong theoretical base.

Dissertation Requirement

For students completing a Doctor of Philosophy in Nursing (PhD), an original research dissertation that constitutes a substantial contribution to the body of knowledge in nursing must be completed under the direction of a Dissertation Committee Chairperson, who is a member of the School of Nursing faculty. (<http://son.uth.tmc.edu/prospstudent/phd/faculty.aspx>)([faculty list](#)); (<http://son.uth.tmc.edu/acaddept/academicaffairs/programpolicies.aspx#>)([dissertation program information](#)).

Please refer to the dissertation handbook for more specific details, sample forms, and discussion of the two dissertation options.

PhD Student Academic Advisement Policy

All doctoral students will be advised by a nursing faculty member. The student is assigned to an advisor upon admission to the program. The advisor continues with the student during the program of study as long as it is mutually agreeable between the student and advisor. The student's advisor may also serve on the mentorship team, candidacy committee, and dissertation committee. The student has the option to ask another eligible faculty member to assume the advisor role anytime during the program until the appointment of the Dissertation Committee. Upon the appointment of a Dissertation Committee, the Chairperson of the Dissertation Committee becomes the faculty advisor for the remainder of the program. If a student changes advisors, it is the student's responsibility to provide written notice to the present advisor, the Doctoral Program Coordinator, and the Office of Student Affairs.

Grading Policy – PhD Program

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

Grading Scale

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

PhD students must maintain a 3.0 (B) cumulative average. A student will be placed on academic probation if her or his overall GPA fails below 3.0. Students must raise their GPA to 3.0 or above during the next semester of enrollment in required courses. A PhD student may be placed on probation for a maximum of three terms and remain in the PhD program. Students exceeding these limits will be dismissed from the program.

The symbol of "I" is reported when the student has not completed all the assignments for the course because of unavoidable circumstances. The "I" is valid for one semester following the course. To receive an "I", a student must submit a request for an incomplete status to the instructor prior to the last class day of the course. Failure to remove an "I" prior to the end of the following semester will result in the student receiving an "F" in the course.

Any grade below a "B" (C, D, and F) is considered a failing grade. Courses must be repeated if a grade below a "B" is achieved in any course. If a grade below a "B" is received in any course, the student will be placed on academic probation. If a student receives a grade below a "B" in a course, the student is allowed to repeat the course one time. The academic probation will be removed after successful completion of the failed course. If a second grade below a "B" in the same course is earned, the student will be dismissed from the program. If a student receives

two grades below a “B” in any two courses in the same or different semesters, the student will be dismissed from the program.

With the consent of the instructor, the symbol of “W” is given when a student wishes to withdraw from a course, up to and including the last day of class. If the student repeats a course, which the student has failed in the School of Nursing, the official grade is the last grade earned.

Courses transferred from other universities or schools must have a grade of B or above. All courses that will be applied to the PhD plan of study must have a grade of A, B, or P.

Time Limitations - PhD

Students are required to complete all the requirements for the PhD degree within seven calendar years from the time of registration as a doctoral student. Students must be enrolled for the semester in which they complete their degree requirements.

Degree Requirements

The program is a post-master’s curriculum comprised of 66 semester hours distributed as follows: residency course sequence, 12 hours (N7530, N7552, N7543, N7550); nursing theory, 3hours (N7501); research design and methods, 9 hours (N7540, N7541, and one elective course in research design or methods); biometry, 8 hours (N7505, or N7506); cognates taken outside the School to support the focus of the residency; candidacy exam, 1 hour, and dissertation, 12 hours; electives to support specific interests and goals of each student which may be taken within or outside the School, 9 hours; and dissertation, 12 hours. The electives and cognates taken must be at the graduate level. The cognates chosen should reflect the focus of the dissertation research, should be taken outside the School of Nursing, and must be approved by the Dissertation Chairperson. The Advisor or the Dissertation Chairperson can approve electives.

Sample Full-Time Degree Plan

Fall 1

N7501	Structure of Scientific Inquiry*	3
N7530	Analysis of the Context of Health Care*	3
N7505	Advanced Statistics for Clinical Research I	4

Spring 1

N7540	Advanced Research Designs & Methods I*	3
XXXXX	Cognate I**	3
N7506	Advanced Statistics for Clinical Research II	4

Summer 1

N7543	Inter-Professional Dimensions of Research*	3
XXXXX	Elective I**	3

Fall 2

N7541	Design of Measurement in Nursing Research & Practice*	3
N7542	Advanced Research Designs & Methods II*	3
XXXXX	Cognate II**	3

Spring 2

XXXXX	Research Methods Elective**	3
XXXXX	Cognate III**	3
N7550	Science-Based Practice*	3

Summer 2

N7590	Candidacy	1
XXXXX	Elective II**	3

Fall 3

N7552	Innovations in Practice*	3
N7600	Dissertation	6

Spring 3

XXXXX	Elective III**	3
N7600	Dissertation	6

TOTAL 66

- * Required courses are offered one time a year only.
- ** These courses may be selected from offerings at UTHealth or other universities through enrollment agreements.
- *** NOTE: The electives and cognates taken must be at the graduate level. The cognates chosen should reflect the focus of the dissertation research and should be taken outside the School of Nursing and must be approved by the Dissertation Chairperson. The Advisor or the Dissertation Chairperson can approve electives.

Sample Part-Time Degree Plan I

Fall I		
N7501	Structure of Scientific Inquiry*	3
N7505	Advanced Statistics for Clinical Research I	4
Spring I		
N7540	Advanced Research Designs & Methods I*	3
N7506	Advanced Statistics for Clinical Research II	4
Summer I		
XXXXX	Elective I**	3
XXXXX	Elective II**	3
Fall II		
N7542	Advanced Research Designs & Methods II	3
N7530	Analysis of the Context of Health Care*	3
Spring II		
XXXXX	Elective III**	3
XXXXX	Cognate I**	3
Summer II		
N7543	Inter-professional Dimensions of Research*	3
XXXXX	Cognate II**	3
Fall III		
N7541	Measurement in Nursing Research & Practice*	3
XXXXX	Cognate III**	3
Spring III		
N7550	Science-Based Practice*	3
XXXXX	Advanced Research Methods Elective**	3
Summer III		
N7590	Candidacy	1-3
Fall IV		
N7552	Innovations in Practice*	3
Spring IV		
XXXXX	Dissertation	6
Summer IV		
N7600	Dissertation	6
	TOTAL	66

Sample Part-Time Degree Plan 2

Fall 1		
N7501	Structure of Scientific Inquiry*	3
N7505	Advanced Statistics for Clinical Research I	4
Spring 1		
XXXXX	Elective I**	3
N7506	Advanced Statistics for Clinical Research II	4
Summer 1		
XXXXX	Elective II**	3
XXXXX	Elective III**	3
Fall 2		
N7530	Analysis of the Context of Health Care*	3

XXXX	Cognate I**	3
Spring 2		
N7540	Advanced Research Designs & Methods I*	3
XXXXX	Cognate II**	3
Summer 2		
N7543	Inter-professional Dimensions of Research*	3
Fall 3		
N7541	Design of Measurement in Nursing Research & Practice*	3
N7542	Advanced Research Designs & Methods II*	3
Spring 3		
XXXXX	Cognate III**	3
N7550	Science-Based Practice*	3
Summer 3		
N7590	Candidacy	1
Fall 4		
N7552	Innovations in Practice*	3
XXXX	Research Methods Elective**	3
Spring 4		
N7600	Dissertation	6
Summer 4		
N7600	Dissertation	6
TOTAL		66

* Required courses are offered one time a year only.

** These courses may be selected from offerings at UTHealth or other universities through enrollment agreements.

*** NOTE: The electives and cognates taken must be at the graduate level. The cognates chosen should reflect the focus of the dissertation research and should be taken outside the School of Nursing and must be approved by the Dissertation Chairperson. The Advisor or the Dissertation Chairperson can approve electives.

Academic Requirements for PhD Progression

The Semester Hour

One semester hour of credit is given for three clock hours per week of clinical experience, one clock hour per week of lecture, or two clock hours per week of seminar.

Withdrawing from Courses

Students may withdraw from a course with the approval of the instructor at any time up to and including the last day of class in any semester. The symbol "W" is recorded to indicate a drop without prejudice and penalty;

On the recommendation of the instructor and with approval of the Dean, a student may be required to drop a course at any time because of neglect or for lack of preparation. Under such circumstances, the symbol "W" will be recorded.

Full-time and Part-Time

A full-time graduate student is one who is registered for at least nine semester hours during the Fall and Spring semester, six hours during the 12-week summer session, or three semester hours during the six-week summer session. A part-time student is one who is registered for fewer hours than the stated requirement for full-time status.

Withdrawal Requiring Application for Readmission

Students withdrawing from the School who wish to be considered for readmission must submit a written request to the Office of the Registrar (this excludes taking a semester for Inactive Status.)

Inactive Status

A student in good standing who desires to take one semester off may do so without penalty. A student remaining out of the program for more than one semester must notify the Registrar's Office in writing when she/he wishes her/his file reactivated, and the student will be considered for readmission on an individual basis. Any student withdrawing or requesting inactive status must complete an Inactive Form, which may be found in the Student Affairs Office. This constitutes official inactivation.

PhD Program Course Descriptions

Course descriptions are not intended as an assurance or warranty of achievement of specific skills or knowledge.

N7501 Structure of Scientific Inquiry

This course provides the student with the underpinnings of scientific inquiry by examining the structure of science as it relates to the discipline of nursing. Ways of knowing are explored and analyzed. Components of theory, specifically concepts, laws, boundaries, and system states are analyzed. The philosophical underpinnings of qualitative and quantitative methods of scientific inquiry are discussed.

Prerequisite: PhD Standing

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7501D Structure of Scientific Inquiry

This course provides the student with the underpinnings of scientific inquiry by examining the structure of science as it relates to the discipline of nursing. Ways of knowing are explored and analyzed. Components of theory, specifically concepts, laws, boundaries, and system states are analyzed. The philosophical underpinnings of qualitative and quantitative methods of scientific inquiry are discussed.

Prerequisite: PhD Standing

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7505 Advanced Statistics for Clinical Research I

This course is the first part of a two-semester series on statistical methods for clinical research. This first course focuses on knowledge and application of univariate statistics and multivariable modeling using methods such as analysis of variance, generalized linear models, and survival analysis. Computer-based exercises using statistical software will give students applied experience with the statistical methods.

Prerequisite: Master's level statistics course

Four Semester Credits (Lecture 4)

N7505D Advanced Statistics for Clinical Research I

This course is the first part of a two-semester series on statistical methods for clinical research. This first course focuses on knowledge and application of univariate statistics and multivariable modeling using methods such as analysis of variance, generalized linear models, and survival analysis. Computer-based exercises using statistical software will give students applied experience with the statistical methods.

Prerequisite: Master's level statistics course

Four Semester Credits (Lecture 4)

N7506 Advanced Statistics for Clinical Research II

This course is the second part of a two-semester series on statistical methods for clinical research. This second course focuses on measurement problems, descriptive statistics, graphics, sampling distributions, hypotheses testing, and comparison of samples, non-parametric methods, and applications. Basic design issues are discussed as are ethical considerations in design and analysis.

Prerequisite: N7505
Four Semester Credits (Lecture 4)

N7506D Advanced Statistics for Clinical Research II

This course is the second part of a two-semester series on statistical methods for clinical research. This second course focuses on measurement problems, descriptive statistics, graphics, sampling distributions, hypotheses testing, and comparison of samples, non-parametric methods, and applications. Basic design issues are discussed as are ethical considerations in design and analysis.

Prerequisite: N7505
Four Semester Credits (Lecture 4)

N7521 Special Topics in Nursing

Selected nursing topics covered vary from semester to semester based on student interest and faculty availability.

Prerequisite: PhD standing or permission of instructor
One to Nine Variable Semester Credits: (Lecture TBD; Lab TBD; Clinical TBD)

N7521 Evidenced-based Practice Principles

This course provides the student with the opportunity to acquire knowledge and skill in the principles of evidence-based practice that will assist in moving clinical practice to an evidence-based foundation. The course provides the student with the essential principles, skills and tools of evidence based nursing practice. The steps of evidence-based practice are presented. Special emphasis will be focused on formulating a question, searching and appraising the literature/evidence and how to use the best evidence. The course will also focus on the methods of assessing results relative to interventions, harm, diagnosis, prognosis and risk. The differentiation between evidence-based practice, quality improvement and research utilization will be presented. Principles for the advanced practitioner either in clinical practice or administration on how to stimulate and create an environment for the integration of evidence-based practice in both organization and clinical practice will be included.

Prerequisites: Graduate Level Statistics and Graduate Level Research
Three Semester Credits (Contact Hours per Week: Lecture 3)

N7521D Evidenced-based Practice Principles

This course provides the student with the opportunity to acquire knowledge and skill in the principles of evidence-based practice that will assist in moving clinical practice to an evidence-based foundation. The course provides the student with the essential principles, skills and tools of evidence based nursing practice. The steps of evidence-based practice are presented. Special emphasis will be focused on formulating a question, searching and appraising the literature/evidence and how to use the best evidence. The course will also focus on the methods of assessing results relative to interventions, harm, diagnosis, prognosis and risk. The differentiation between evidence-based practice, quality improvement and research utilization will be presented. Principles for the advanced practitioner either in clinical practice or administration on how to stimulate and create an environment for the integration of evidence-based practice in both organization and clinical practice will be included.

Prerequisites: Graduate Level Statistics and Graduate Level Research
Three Semester Credits (Contact Hours per Week: Lecture 3)

N7521D Special Topics in Nursing

Selected nursing topics covered vary from semester to semester based on student interest and faculty availability.

Prerequisite: PhD standing or permission of instructor
One to Nine Variable Semester Credits: (Lecture TBD; Lab TBD; Clinical TBD)

N7522 Advanced Research Elective: Qualitative Data Collection

This course focuses on qualitative research perspectives, methods, and techniques. The course is intended for students who have had some previous course work or experience related to qualitative research. This course provides opportunity for practical application on techniques used in collecting qualitative data. The course stresses interview techniques, fieldwork including participant observation, and other forms of data collection. During this course students will engage in experiences gathering and initial analysis of interviews and fieldwork. Students will critique the methods and the quality data collected. The course will utilize both in-class didactic and seminar activities as well as on-line discussions. Students are expected to actively participate in discussions of class materials as well as critiques of each other's work. These discussions will take place in both the classroom and on-line. Students will apply course content to an research plan.

Prerequisites: Graduate status and some coursework or practical experience in qualitative methodologies

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7522D Advanced Research Elective: Qualitative Data Collection

This course focuses on qualitative research perspectives, methods, and techniques. The course is intended for students who have had some previous course work or experience related to qualitative research. This course provides opportunity for practical application on techniques used in collecting qualitative data. The course stresses interview techniques, fieldwork including participant observation, and other forms of data collection. During this course students will engage in experiences gathering and initial analysis of interviews and fieldwork. Students will critique the methods and the quality data collected. The course will utilize both in-class didactic and seminar activities as well as on-line discussions. Students are expected to actively participate in discussions of class materials as well as critiques of each other's work. These discussions will take place in both the classroom and on-line. Students will apply course content to an research plan.

Prerequisites: Graduate status and some coursework or practical experience in qualitative methodologies

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7523 Advanced Research Elective: Qualitative Data Analysis

This course examines qualitative research perspectives, methods, and techniques and focuses on specific approaches for qualitative data analysis. This course is designed to build on previous coursework or experience related to qualitative inquiry. This course provides opportunity for practical application on techniques used in analyzing qualitative data. Descriptive approaches and structural approaches are explored. Emphasis is placed on maintaining rigor in the analytic process. Students perform and critique textual analysis and apply coding and classification techniques for managing, organizing and interpreting data. The course aims to develop critical, reflexive analytic skills. Students apply course content to a research plan.

Prerequisites: N7522 Introduction to Qualitative Research Methods, N7540 and N7542 recommended.

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7523D Advanced Research Elective: Qualitative Data Analysis

This course examines qualitative research perspectives, methods, and techniques and focuses on specific approaches for qualitative data analysis. This course is designed to build on previous coursework or experience related to qualitative inquiry. This course provides opportunity for practical application on techniques used in analyzing qualitative data. Descriptive approaches and structural approaches are explored. Emphasis is placed on maintaining rigor in the analytic process. Students perform and critique textual analysis and apply coding and classification techniques for managing, organizing and interpreting data. The course aims to develop critical, reflexive analytic skills. Students apply course content to a research plan.

Prerequisites: N7522 Introduction to Qualitative Research Methods, N7540 and N7542 recommended.

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7524 Health Disparities Education, Awareness, Research and Training Consortium (HDEART)

More than 20 years of research demonstrate that there are wide disparities in health throughout America. Health disparities are differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist when specific population subgroups are compared. This course will examine the social and societal factors that are fundamental in creating disparities in health. The course will focus on the formulation of public policy objectives to reduce and ultimately eliminate health disparities.

Prerequisites: Graduate standing

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7524D Health Disparities Education, Awareness, Research and Training Consortium (HDEART)

More than 20 years of research demonstrate that there are wide disparities in health throughout America. Health disparities are differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist when specific population subgroups are compared. This course will examine the social and societal factors that are fundamental in creating disparities in health. The course will focus on the formulation of public policy objectives to reduce and ultimately eliminate health disparities.

Prerequisites: Graduate standing

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7525 Biobehavioral interactions in Research

This course is designed to provide an overview of biobehavioral interactions among psychosocial, behavioral, environmental, and individual factors and biological responses in relation to health and health-related outcomes. The course content is focused on a review of selective biobehavioral theories and conceptual models, in-depth exploration and critical analysis of current biobehavioral interaction research, discussions on conceptual and methodological issues, effectiveness of selective non-pharmacological interventions on biobehavioral and health outcomes, and future directions for research in this area.

Pre and corequisites: N7501, N7540, or permission of the instructor

Three Semester Credits: (Contract Hours per Week: Lecture 3)

N7525D Biobehavioral interactions in Research

This course is designed to provide an overview of biobehavioral interactions among psychosocial, behavioral, environmental, and individual factors and biological responses in relation to health and health-related outcomes. The course content is focused on a review of

selective biobehavioral theories and conceptual models, in-depth exploration and critical analysis of current biobehavioral interaction research, discussions on conceptual and methodological issues, effectiveness of selective non-pharmacological interventions on biobehavioral and health outcomes, and future directions for research in this area.

Pre and corequisites: N7501, N7540, or permission of the instructor
Three Semester Credits: (Contract Hours per Week: Lecture 3)

N7526 Biological Laboratory Practicum for Biobehavioral Research

This course is designed to provide basic laboratory skills training for performing a biological assay (e.g., enzyme-linked immunosorbent assay) and related activities. This practicum will assist student learners to collect and store biological samples in an appropriate manner and perform the assay to generate quality-controlled biological data for biobehavioral and related research. The course content will focus on laboratory and clinical safety, sample (e.g., saliva and blood) collection and storage, and substantial skills training for performing and interpreting the data of a biological assay with quality control.

Pre and Corequisites: N7501, N7540, N7541 or permission of the instructor
Three Semester Credits: (Contract Hours per Week: Lecture 3)

N7526D Biological Laboratory Practicum for Biobehavioral Research

This course is designed to provide basic laboratory skills training for performing a biological assay (e.g., enzyme-linked immunosorbent assay) and related activities. This practicum will assist student learners to collect and store biological samples in an appropriate manner and perform the assay to generate quality-controlled biological data for biobehavioral and related research. The course content will focus on laboratory and clinical safety, sample (e.g., saliva and blood) collection and storage, and substantial skills training for performing and interpreting the data of a biological assay with quality control.

Pre and Corequisites: N7501, N7540, N7541 or permission of the instructor
Three Semester Credits: (Contract Hours per Week: Lecture 3)

N7530 Analysis of the Context of Health Care

Elements of the context of health care for identified populations will be analyzed. Among these elements are the environmental, social and policy factors impacting the health of the identified population, the systems available to provide health care to that population, the impact of health policy and health care financing on utilization of care, and issues associated with access, cost, quality and outcomes of health care.

Prerequisite: PhD Standing
Three Semester Credits (Contact Hours per Week: Seminar 2, Clinical 6)

N7530D Analysis of the Context of Health Care

Elements of the context of health care for identified populations will be analyzed. Among these elements are the environmental, social and policy factors impacting the health of the identified population, the systems available to provide health care to that population, the impact of health policy and health care financing on utilization of care, and issues associated with access, cost, quality and outcomes of health care.

Prerequisite: PhD Standing
Three Semester Credits (Contact Hours per Week: Seminar 2, Clinical 6)

N7540 Advanced Research Designs and Methods I

This is the first course in a two-course series on advanced design and methods in nursing research. A variety of research design and methods for population-based and clinical studies are analyzed, critiqued, and proposed. In the first course, observational (non-experimental)

research designs are examined. Both quantitative and qualitative approaches are included.

Prerequisite: N7501

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7540D Advanced Research Designs and Methods I

This is the first course in a two-course series on advanced design and methods in nursing research. A variety of research design and methods for population-based and clinical studies are analyzed, critiqued, and proposed. In the first course, observational (non-experimental) research designs are examined. Both quantitative and qualitative approaches are included.

Prerequisite: N7501

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7541 Application of Measurement Theory to Biomedical and Health Science Research

In this course, the student will survey measurement theories and analyze measurement strategies for biomedical and health science research. The course will encompass the selection and evaluation of appropriate measures and development of a proposal for establishing evidence for biometric and/or psychometric performance of the selected instrument(s).

Prerequisites: N7501, N7505 or Statistics Equivalent, N7506 or Statistics Equivalent, N7540

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7541D Application of Measurement Theory to Biomedical and Health Science Research

In this course, the student will survey measurement theories and analyze measurement strategies for biomedical and health science research. The course will encompass the selection and evaluation of appropriate measures and development of a proposal for establishing evidence for biometric and/or psychometric performance of the selected instrument(s).

Prerequisites: N7501, N7505 or Statistics Equivalent, N7506 or Statistics Equivalent, N7540

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7542 Advanced Research Designs and Methods II

This is the second course in a two-course series on advanced design and methods in nursing research. A variety of designs and methods for population-based and clinical studies are analyzed, critiqued, and proposed. In the second course, the emphasis is on experimental designs and methods and studies that use both quantitative and qualitative approaches. Students are provided opportunities to synthesize content and skills acquired in both courses in the development of a research proposal.

Prerequisites: N7501, N7540

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7542D Advanced Research Designs and Methods II

This is the second course in a two-course series on advanced design and methods in nursing research. A variety of designs and methods for population-based and clinical studies are analyzed, critiqued, and proposed. In the second course, the emphasis is on experimental designs and methods and studies that use both quantitative and qualitative approaches. Students are provided opportunities to synthesize content and skills acquired in both courses in the development of a research proposal.

Prerequisites: N7501, N7540

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7543 Inter-professional Dimensions of Research

Content in this required course focuses on analyzing the contributions of multiple disciplines to the student's development of a science based model to guide their research. Students will conduct a systematic review of the literature to determine gaps in the state of the science for their area for research. Students will also analyze the implications of inter-professional collaboration as it relates to conducting research and translating research to practice. This course will culminate with the development of a state of the science paper and research model that will provide direction for their research trajectory.

Prerequisite: N7530

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7543D Inter-professional Dimensions of Research

Content in this required course focuses on analyzing the contributions of multiple disciplines to the student's development of a science based model to guide their research. Students will conduct a systematic review of the literature to determine gaps in the state of the science for their area for research. Students will also analyze the implications of inter-professional collaboration as it relates to conducting research and translating research to practice. This course will culminate with the development of a state of the science paper and research model that will provide direction for their research trajectory.

Prerequisite: N7530

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7550 Science-based Nursing Practice

This course builds on previous nursing coursework that includes identification of a population of interest and development of an interdisciplinary practice model. The course provides an opportunity for students to explore the relationships between clinical practice and research. Students explore the research questions, theoretical models, research designs, and ethical issues critical to maintaining a science-based nursing practice in an identified area of practice. Students are guided through a process of developing a proposal to study a clinically relevant problem, identifying preliminary work that needs to be completed prior to beginning the study, and completing an application to the UTHealth Institutional Review Board.

Prerequisites: N7501, N7530, N7540, N7541, N7542, N7543, N7505 or Statistic Equivalent, N7506 or Statistic Equivalent

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7550D Science-based Nursing Practice

This course builds on previous nursing coursework that includes identification of a population of interest and development of an interdisciplinary practice model. The course provides an opportunity for students to explore the relationships between clinical practice and research. Students explore the research questions, theoretical models, research designs, and ethical issues critical to maintaining a science-based nursing practice in an identified area of practice. Students are guided through a process of developing a proposal to study a clinically relevant problem, identifying preliminary work that needs to be completed prior to beginning the study, and completing an application to the UTHealth Institutional Review Board.

Prerequisites: N7501, N7530, N7540, N7541, N7542, N7543, N7505 or Statistic Equivalent, N7506 or Statistic Equivalent

Three Semester Credits (Contact Hours per Week: Lecture 3)

N7552 Innovations in Practice

This course extends the content and experience of the previous practice courses. The student's science-based model will be implemented and evaluated while collecting pilot data for the proposed dissertation research. The practice experiences will continue and include the conduct

of pilot research with the population and environment of interest.

Prerequisites: N7501, N7530, N7550, N7540, N7541, N7543
Three Semester Credits (Contact Hours per Week: Seminar 2; Clinical 6)

N7552D Innovations in Practice

This course extends the content and experience of the previous practice courses. The student's science-based model will be implemented and evaluated while collecting pilot data for the proposed dissertation research. The practice experiences will continue and include the conduct of pilot research with the population and environment of interest.

Prerequisites: N7501, N7530, N7550, N7540, N7541, N7543
Three Semester Credits (Contact Hours per Week: Seminar 2; Clinical 6)

N7590 Candidacy Examination

The candidacy examination serves as a basis for determining the student's readiness for pursuing dissertation research. The student should demonstrate a command of the theoretical and methodological issues related to the selected topic as a basis for pursuing research in a specific population of interest. The candidacy examination is viewed as a continuing step in the educational process building on previous course work leading to the dissertation proposal defense and the dissertation.

Prerequisites: N7501, N7530, N7540, N7541, N7542, N7543, N7550, N7505 or Statistics Equivalent, N7506 or Statistics Equivalent
One-Three Semester Variable Credit (Contact Hours per Week: TBD)

N7600 Dissertation

An original research dissertation that constitutes a substantial contribution to the body of knowledge in nursing is completed under the direction of a Dissertation Committee Chairperson, who is a member of the School of Nursing faculty. Dissertation topics are directed toward development of knowledge relevant to nursing practice interventions, client populations, and their health and health problems and outcomes of health care interventions.

Prerequisites: N7501, N7530, N7540, N7541, N7542, N7543, N7550, N7552, N7505 or Statistics Equivalent, N7506 or Statistics Equivalent. Successful completion of candidacy examination, nine semester credit hours of electives and nine semester credit hours of cognates.

One-Twelve Variable Semester Credits
(Contact Hours per Week: TBD)

N7700 Independent Study in Nursing

This course allows the student an opportunity to pursue a detailed in-depth study in a specific topic area. The topic and mode of study for the course must be agreed upon by the student and instructor.

Prerequisites: PhD standing or permission of instructor
One-Six Semester Variable Credits: (Lecture TBD; Lab TBD; Clinical TBD)

Doctor of Nursing Practice Program

The Doctor of Nursing Practice (DNP) is a practice doctorate that prepares advanced practice nurses and nurse managers/directors to be clinical scholars and nurse executives recognized for translational science, outstanding innovative evidence-based patient/population care and leadership in nursing practice and health care delivery. The DNP program is a post-masters program that admits nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse managers. Students are admitted once a year in the fall. The DNP curriculum is comprehensive, with flexibility in the course scheduling. The program includes 32-43 credit hours.

In order to meet the needs of working advanced practice nurses and nurse managers, classes are scheduled in blocks of intense instruction to minimize travel and impact on work schedules. Students attend classes two days each month (Thursdays and Fridays only) and also engage in on-line learning activities. Most students enroll in two courses each semester. The course work can be completed through a part-time or full-time program of study. Students can complete the program in five to eight semesters. Individualized clinical and fellowship experiences are planned to support the student's goals and achievement of the national DNP competencies.

Nurse Executive Curriculum

Leadership is critical to the redesign and execution of a new healthcare system to meet societal needs for health care. The DNP Program prepares nurse managers/directors to shape and influence the preferred future in health care. Graduates of the nurse executive program are prepared for high-level executive leadership positions in organizations and systems to advance the quality and cost effectiveness of care and outcomes for populations and communities through innovative evidence-based practices and resource management.

Nurse Anesthesia Curriculum

The changing demands of the healthcare environment require that nurse anesthetists (CRNAs) have the highest level of scientific knowledge and practice expertise currently available. Nurse anesthetists are an integral part of healthcare delivery and provide critical access services to tertiary medical centers, community hospitals, and rural areas. The DNP program provides education in evidence-based practice, quality improvement, systems leadership and research application methods that lead to improved clinical anesthesia outcomes in complex systems.

Nurse Practitioner and Clinical Nurse Specialist Curriculum

The dynamic healthcare environment and opportunities for nurse practitioners and clinical nurse specialists to lead translational research into practice, to design new models of care and practice at the individual and population level requires doctorally prepared clinical scholars to assume these positions. The DNP program provides innovative preparation in translational science, evidence-based practice, quality improvement, systems leadership, and research application methods to support high level quality and safety health outcomes for patients, populations, and organizations.

Each DNP student is assigned an advisor (faculty mentor) at the time of enrollment in the DNP program. The advisor is selected based on clinical expertise and interest congruent with the student's area of interest. The advisor and DNP student complete a degree plan and outline the individualized preceptorship and fellowship experiences based on the student's interest and professional goals. The advisor also supervises the development of components of the Clinical Scholarship Portfolio (CSP). The CSP, the dissertation equivalent for the DNP program, is a collection of required components that demonstrates a student's scholarship as a clinical scholar practicing at the highest level of advanced practice or nursing administration; it provides evidence of competency in all domains of DNP practice. The CSP includes a major Practice Inquiry Project, comprehensive cases studies, and other examples of scholarly work related to the competencies outlined in the DNP Essentials.

Program Objectives

Upon completion of the Doctor of Nursing (DNP) program graduates will be prepared to:

- Critically evaluate and translate evidence into practice to support high quality outcomes.
 - Practice at the highest level of advanced practice nursing or nursing administration providing expanded health care access to individuals, groups, populations, and communities to address complex health care needs.
 - Critically evaluate and translate evidence into practice to ensure patient safety and achieve high quality outcomes.
 - Utilize evidence-based knowledge, research, ethical standards, technology, and high level clinical judgment to advance quality of care and health outcomes for individuals and populations.
- Use leadership and interprofessional collaboration skills to deliver safe, effective comprehensive, seamless, and cost-effective care.
 - Assume high-level clinical and executive leadership roles in nursing, health care organizations, and other health related settings.
 - Demonstrate achievement of all DNP competencies as published by the American Association of Colleges of Nursing.
- Evaluate and influence health care policies, organizations, and systems.
 - Utilize evidence-based knowledge, research, ethical standards, technology, and high- level clinical judgment to advance quality of care and health outcomes for individuals and populations.
 - Design and evaluate innovative programs and models of care for individuals and populations, based on best science and evidence, which address prevention, health promotion, treatment, and management of health needs.
 - Integrate quality improvement and translational science and strategies to create and sustain change at the population, organization, and policy levels.

Application Deadline

Students are admitted to the DNP program in the Fall semester only. To be considered for admission to the DNP Program, completed applications must be received in the Office of the Registrar by April 01. However, applications are accepted throughout the year for admission to the next entering class.

Admission to the DNP Program

Admission Criteria

The School of Nursing considers the totality of each application and gives importance to the following factors:

1. Intellectual capacity, based on consideration of the overall collegiate GPA; standardized test scores (GRE, TOEFL); academic awards and honors; scholarly accomplishments; degree of difficulty of previous academic programs; pre-professional evaluations; personal interview; and any other relevant data submitted;
2. Interpersonal and communication skills, i.e., evidence of being well-written and well-spoken exemplified by standardized test scores in verbal abilities; any other relevant considerations that the student may present;
3. Community service, as evidenced by extracurricular activities, membership and leadership in organizations, volunteer, and humanitarian services;
4. Awareness and direct knowledge of cultural elements' impact on healthcare;
5. Breadth and depth of nursing and other experiences, based on consideration of factors in the record reflecting a combination of a strong scientific background and an ability to understand the complex problems facing health care providers and patients, e.g., ethical or socioeconomic problems;
6. Potential for service to the State of Texas, with consideration given to Texas residency;

- applicant's goals for the future; cultural/socioeconomic status; race/ethnicity; potential for future provision of health services to underserved areas or needed specialties; linguistic skills appropriate to the Health Professions Shortage Area to which the applicant wishes to serve;
7. Motivation, with consideration given to success in overcoming adverse economic or educational conditions; employment history; participation in activities requiring time management skills; experience in health-related activities;
 8. Integrity, with consideration given to any academic integrity violation; conduct or disciplinary problems in college and/or the workplace;
 9. Technical standards, related to observation, communication, timeliness of psychomotor skills, intellectual and cognitive abilities, behavioral and social attributes; and
 10. Ethical standards, related to personal and professional demeanor and behavior.

Doctor of Nursing Practice Application Process

Applicants should submit the following information to the Office of the Registrar (unless otherwise noted):

- A completed application for admission.
- A \$60.00 non-refundable application fee
- One official copy of a transcript from each institution attended. (If attended any UTHealth school, an official transcript is not necessary. Electronic submission preferred. Transcript(s) should show:
 - A Baccalaureate degree in nursing earned from a nationally accredited program.
 - A master's degree or post-masters certificate as an advanced practice nurse (clinical nurse specialist, nurse practitioner or nurse anesthetist) or nurse leadership (or equivalent) from a nationally accredited program with a GPA of 3.0 or above.
 - A completed graduate level statistics course within the last 5 years with a grade of B or higher.
 - A completed graduate level nursing or equivalent research course within the last 5 years with a grade of B or higher.
 - Evidence of epidemiology content integrated into a course or as a separate course.
- Three (3) letters of reference attesting to the applicant's academic ability and potential for doctoral study (including one reference from a professional colleague and one from a faculty member).
- If an international applicant, one official copy of TOEFL score. TOEFL scores can be no more than two years old. A minimum score of 550 is required on the paper exam, a minimum score of 213 on the computer-based exam, or a minimum score of 86 on the internet-based exam.
- If an international applicant with degrees earned outside the U.S, a course-by-course evaluation of international credentials is required by Educational Credential Evaluators (ECE).
- For advanced practice nurses, eligibility or approval to practice as an advanced practice nurse by the Texas Board of Nursing.
- For advanced practice nurses, current certification by a nationally recognized credentialing organization in the advanced practice role.
- Documentation of a minimum of one year work experience in the advanced practice role.
- A 500-word typed statement of area of practice interest, career goals, and reasons for desiring doctoral study. Email to soninfo@uth.tmc.edu or mail to Student Affairs Office, Attn: Admissions, The University of Texas School of Nursing at Houston, 6901 Bertner Avenue, Houston, Texas 77030.
- A curriculum vita that documents practice experience, professional activities, and presentations/publications.

- Qualified applicants will be interviewed by faculty members to provide an opportunity to assess whether the program interfaces with applicant's educational needs and career goals.

Additional Requirements (if admitted into program):

- Acceptance into the DNP program is contingent upon successful completion of a content or a course in epidemiology, a graduate level statistic, in addition to requirements applicable to all students. For students who do not have the required pre-requisite courses (e.g. epidemiology, statistics, research) there are opportunities to meet these requirements before enrollment in the DNP program.

Applicant Selection

The Doctor of Nursing Council will make the selection of applicants who will be offered admission into the program. Evaluation of all the available information is considered in the final decision for acceptance into the program.

All applicants will be notified in writing whether they have been accepted into the DNP program. Admission into the program is applicable only to the semester for which the applicant applied. If the student does not enroll in that semester, the applicant will need to reapply for future consideration.

Full Admission

The DNP Council may grant full admission after evaluation of the applicant's record. This category applies to an applicant that meets all admission requirements.

Conditional Admission

The DNP Council may grant conditional admission after evaluation of the applicant's record. This category applies to an applicant who does not meet requirements for full admission. A 3.0 cumulative grade point average for the first nine semester hours is required to continue in the program.

Provisional Admission

Provisional admission may be granted to applicants who have not completed all the requirements for admission (e.g. prerequisite courses). These applicants are required to complete and submit evidence of completion of all requirements for full or conditional admission during the first term of enrollment in order to continue in the program.

As soon as the entering student receives the registration materials in the mail, she/he should contact the DNP Coordinator to develop a degree plan. (<http://son.uth.tmc.edu/acadaff/>).

Transfer of Credits

A student may request transfer of graduate course credits earned at other universities for application toward The University of Texas School of Nursing at Houston DNP program. Regulations for transfer of credits are as follows:

1. The course must clearly relate to the student's approved program of study and match course content.
2. A total of six semester hours taken prior to admission may be eligible for transfer from accredited institutions outside The University of Texas System. After the student is enrolled in the program, eligibility will be assessed.
3. Substitution for a required course in The University of Texas School of Nursing at Houston's graduate programs must be approved by the student's faculty advisor and coordinator of the DNP Program.
4. A course grade of "A" or "B" must have been earned to be eligible for transfer into the DNP program.

5. The course may not be transferred if it was used to apply to another completed degree program.
6. All courses must be graduate level courses for eligibility for transfer.

Courses Taken in Other University of Texas System Institutions

All students who have been admitted to the DNP Program and who plan to take courses applicable to a nursing degree in a University of Texas System component other than the School of Nursing must obtain approval from their advisor prior to taking such courses. A transcript must be sent to the Registrar's Office immediately upon the completion of the course(s).

Clinical Scholarship Portfolio

The Clinical Scholarship Portfolio (CSP) is a collection of required components that demonstrates a student's scholarship as a clinical scholar practicing at the highest level of advanced practice nursing. The CSP is evidence of competency in all domains of doctoral level practice. Submission of an acceptable CSP is a requirement for completion of the DNP program and graduation.

Placement in Program

Upon successful completion of first semester course work and by no later than the end of the second semester, the student will be assigned to a faculty advisor for CSP by the Coordinator of the DNP program with recommendations from the DNP Council. The advisor will be selected based on clinical practice expertise congruent with the student's area of clinical interest.

Advisement Process

The CSP advisor and student will meet to discuss strategies and a timeline for developing CSP components. Other faculty or clinical preceptors may be included to assist in mentoring the student for select components of the CSP. Guidelines for the various CSP components will be reviewed. A written plan is developed to serve as a guide. The student and portfolio advisor will meet periodically to review the progress of the CSP.

Approval of Clinical Scholarship Portfolio

An acceptable CSP is a requirement for completion of the DNP program and graduation. Once the CSP advisor approves the portfolio, it is forwarded to the coordinator of the DNP program. A panel will be assigned by the DNP coordinator to review the CSP. The review panel will consist of two faculty members with appropriate clinical expertise who will review the CSP for scholarship. The panel will recommend approval, need for revision, or rejection of the CSP to the DNP Council. The DNP Council will make the final decision regarding acceptance of the CSP by a 2/3 majority vote.

Clinical Scholarship Portfolio

There are three scheduled N6830 Clinical Scholarship Portfolio (CSP) Advisement credits scheduled in the degree plan. However, a student will continue to enroll in N6830 until the CSP is completed.

The student will submit a completed portfolio within one year of registration for N6870A. In order to maintain student status, the student will register for Clinical Portfolio Advisement (CSP) for one credit for each semester thereafter until the CSP is completed and approved.

Prerequisite Courses for DNP Program

A prerequisite for acceptance into the DNP program is a two-three credit graduate level statistics course and epidemiology content or the one-credit on-line epidemiology course offered by School of Nursing.

Doctor of Science in Nursing Programs

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

Students have the following three options from which to choose:

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

DNP for Post MSN Nurse Practitioners and Clinical Nurse Specialists

FALL – YEAR 1

N6801	Scholarly Foundations of Advanced Practice	3
N6803	Population Health and Health Outcomes	3

SPRING – YEAR 1

N6807	Evidence-Based Practice Principles	3
N6820	Comparative Effectiveness Research	3

SUMMER – YEAR 1

N6808	Translational Science	3
NXXXX	Elective	3

FALL – YEAR 2

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

SPRING – YEAR 2

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

SUMMER – YEAR 2

N6841B	DNP Preceptorship II	2
N6845	Practice Management	2

FALL – YEAR 3

N6860A	DNP Advanced Seminar I	2
N6860B	DNP Fellowship I	2
N6830	Clinical Scholarship Portfolio Advisement	1

SPRING – YEAR 3

N6870A	DNP Advanced Seminar II	2
N6870B	DNP Fellowship II	2

TOTAL CREDITS 43

DNP for Post MSN Certified Registered Nurse Anesthetists

FALL – YEAR 1

N6801	Scholarly Foundations of Advanced Practice	3
N6802	Ethics and Health Policy	3

SPRING – YEAR 1

N6807	Evidence-Based Practice Principles	3
N6820	Comparative Effectiveness Research	3
N6830	Clinical Scholarship Portfolio Advisement	1

SUMMER – YEAR 1

N6808	Translational Science	3
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NXXXX	Elective	3
N6830	Clinical Scholarship Portfolio Advisement	1
FALL – YEAR 2		
N6847	Organizations and Systems Leadership	3
N6860A	DNP Advanced Seminar I	2
N6860B	DNP Fellowship I	2
N6830	Clinical Scholarship Portfolio Advisement	1
SPRING – YEAR 2		
N6870A	DNP Advanced Seminar II	2
N6870B	DNP Fellowship II	2
TOTAL CREDITS		32

DNP for Post MSN Nurse Executives

FALL – YEAR 1		
N6801	Scholarly Foundations of Advanced Practice	3
N6847	Organizations and Systems Leadership	3
SPRING – YEAR 1		
N6807	Evidence-Based Practice Principles	3
N6820	Comparative Effectiveness Research	3
SUMMER – YEAR 1		
N6808	Translational Science	3
N6850	Nurse Executive I	2
N6830	Clinical Scholarship Portfolio Advisement	1
FALL – YEAR 2		
N6802	Ethics and Health Policy	3
NXXXX	Elective	
N6830	Clinical Scholarship Portfolio Advisement	1
SPRING – YEAR 2		
N6851	Nurse Executive II	2
N6840C	DNP Preceptorship I for Nurse Executives	2
N6830	Clinical Scholarship Portfolio Advisement	1
SUMMER – YEAR 2		
N6852	Nurse Executive III	2
N6841C	DNP Preceptorship II for Nurse Executives	2
FALL – YEAR 3		
N6860A	DNP Advanced Seminar I	2
N6860B	DNP Fellowship I	2
SPRING – YEAR 3		
N6870A	DNP Advanced Seminar II	2
N6870B	DNP Fellowship II	2
TOTAL CREDITS		42

Degree Plan

Each DNP student will be assigned an academic advisor at the time of admission to the DNP program. The student and the academic advisor will complete a degree plan to specify which courses are to be taken to complete the degree requirements. Both student and advisor will sign the completed plan, which will then be filed in the Student Affairs Office. The student is expected to follow the degree plan. It is the student's responsibility to submit any revision to the degree plan to the Student Affairs Office after approval of the advisor.

Academic Advisement Policy

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

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

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

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

Grading Policy – Doctoral Program

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

Grading Scale

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

Students must earn a grade of "B" or better to pass a course. If a grade below "B" is attained in any course, the student will be placed on probation and will need to retake the course the next time that it is offered. If the student does not achieve a "B" or higher upon the next attempt, she or he will be ineligible to continue in the program and will be withdrawn from the program.

DNP students must maintain a 3.0 (B) cumulative average. A student will be placed on academic probation if her or his overall GPA falls below 3.0. Students must raise their GPA to 3.0 or above in required courses during the next semester of enrollment. A DNP student with full admission status may be placed on probation for a maximum of three terms and remain in the DNP program. Students exceeding these limits will be withdrawn from the program.

The symbol of "I" (Incomplete) is reported when the student has not completed all the assignments for the course. The incomplete is valid for one semester following the course. To receive an incomplete, a student must submit a request for an incomplete status to the instructor prior to the last class day of the course to request an incomplete. Failure to convert an incomplete prior to the end of the following semester will result in the student receiving an "F" in the course.

Any grade below a "B" (e.g. C, D, and F) is considered a failing grade. Courses must be repeated if a grade below a "B" is achieved in any course. If a grade below a "B" is received in any course or any required course, the student will be placed on academic probation. If a student receives a grade below a "B" in a course, the student shall be permitted to repeat the course one time. The academic probation will be removed after successful completion of the failed course. If a second grade below a "B" in the same course is earned; the student will be academically withdrawn from the program. If a student

receives two grades below a “B” in any two courses in the same or different semesters, the student will be academically withdrawn from the program.

With the consent of the instructor, the symbol of “W” is given when a student wishes to withdraw from a course, up to and including the last day of class. If the student repeats a course that the student has failed in the School of Nursing, the official grade is the last grade earned.

Courses transferred from other universities or schools must have a grade of B or above. All courses that will be applied to the DNP plan of study must have a grade of A, B, or “P.”

Graduation Policy

The following outlines requirements for eligibility to graduate:

1. Complete the required credit hours as outlined for the DNP program
2. Earn a grade of “B” in all required courses;
3. Successfully complete the comprehensive examination;
4. Submit the approved Clinical Scholarship Portfolio according to the established time line;
5. File an “Application for Degree” prior to the deadline established each term;
6. Be enrolled during the term of graduation;
7. Pay required graduation fees;
8. Clear all designated services on the clearance form; and
9. Complete the DNP curriculum within five years from admission or have been granted an extension.

Time Limitations - DNP

Students are required to complete all the requirements for DNP degree within five calendar years from the time of registration as a DNP student at the School. A student must be enrolled continuously until and including the semester in which she/he graduates.

If a student does not complete all requirements for graduation within the five-calendar year time frame, she/he must petition the DNP Council to request a onetime extension of up to one calendar year. The DNP Council may grant the request if there have been extenuating circumstances preventing the student from completing the program.

A student must also be enrolled in the semester in which she/he completes the degree requirements.

Academic Requirements for DNP Progression

The Semester Hour

One semester hour of credit is given for three clock hours per week of clinical experience, one clock hour per week of lecture, or two clock hours per week of seminar.

Withdrawing from Courses

Students may withdraw from a course with the approval of the instructor at any time up to and including the last day of class in any semester. The symbol “W” is recorded to indicate a drop without prejudice and penalty;

On the recommendation of the instructor and with approval of the Dean, a student may be required to drop a course at any time because of neglect or for lack of preparation. Under such circumstances, the symbol “W” will be recorded.

Full-time and Part-Time

A full-time graduate student is one who is registered for at least nine semester hours during the Fall and Spring semester, six hours during the 12-week summer session, or three semester hours during the six-week summer session. A part-time student is one who is registered for fewer hours than the stated requirement for full-time status.

Grade Grievance Procedure

In attempting to resolve any student grievance regarding grades or evaluations, it is the student's obligation first to make a serious effort to resolve the matter with the faculty member with whom the grievance originated. Individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member's judgment is final unless compelling evidence suggests discrimination, differential treatment, or error.

If the evidence warrants appeal, the student must submit a request in writing within five working days of the first day of the following term, with supporting evidence to the appropriate Department Chairperson. The Chairperson, upon receipt of the request, will review the case and submit a written recommendation to the Associate Dean for Academic Affairs. If the conflict is with the Department Chair, the grievance will be submitted to the Associate Dean for Academic Affairs.

The Associate Dean for Academic Affairs will review the Department Chairperson's recommendation and may request a meeting with the student. After meeting with the student, the Associate Dean will review all the information and send the student a written notification of determination. The appeal process will be completed in a maximum of ten working days.

Should the student request further appeal, the student must inform the Associate Dean for Academic Affairs in writing that he/she wishes to appeal. The Associate Dean for Academic Affairs will submit a written request to the Dean. The determination of the Dean is final, and there is no further appeal. Any grade grievance must be resolved no later than the succeeding term.

Withdrawal Requiring Application for Readmission

Students withdrawing from the School who wish to be considered for readmission must submit a written request to the Registrar's Office. (This excludes taking a semester for Inactive Status.)

Inactive Status

A student in good standing who desires to take one semester off may do so without penalty. A student remaining out of the program for more than one semester must notify the Registrar's Office in writing when she/he wishes her/his file reactivated, and the student will be considered for readmission on an individual basis. Any student withdrawing or requesting inactive status must complete an Inactive Form, which may be found in the Student Affairs Office. This constitutes official inactivation.

Student Responsibility

The student is held responsible for knowing degree requirements and enrolling for courses that fulfill the degree program. Students are also held responsible for knowing the School of Nursing's regulations in regard to the standard of work required for continuance in the DNP Program.

The policies and procedures for the DNP program may be found on the web at <http://son.uth.tmc.edu/acadaff/DNP.cfm>

Policies and procedures which apply to all students in the School of Nursing may be found on the web at <http://son.uth.tmc.edu/acaddept/academicaffairs/programpolicies.aspx#dnp>

DNP Program Course Descriptions

Course descriptions are not intended as an assurance or warranty of achievement of specific skills or knowledge.

N6801 Scholarly Foundations for Advanced Practice

This foundational course focuses on analyzing DNP competencies, role, and scholarship as the foundation for scholarly practice at the DNP level. The foundations of science and scientific inquiry are explored including the epistemological and ontological bases for scientific methods, theory, and knowledge. The scientific literature is examined to increase understanding of design and statistical analysis for building science and application to practice. Sources of evidence for practice are investigated. The theoretical bases for practice, including nursing and borrowed theories are analyzed for application to practice. Evidence based practice, leadership, innovation/change, and interprofessional collaboration/teams are analyzed as fundamental components of DNP practice. Practice inquiry is investigated as a means of guiding science based practice.

Prerequisite: Admission into the DNP program or by permission of instructor
Three semester credits (Contact hours per week: Lecture 3)

N6802 Ethics and Health Policy

The focus of this course is to gain competencies in ethical analysis of complex patient care dilemmas and to use an ethical framework in the analysis, design, implementation, and evaluation of health policies related to healthcare, financing, practice regulation, access, patient safety, quality, and efficacy. The policy process, both ideal and practical, will be examined. Students will examine the development of health policy legislation and the evolution to its final stage, including analysis of intended and unintended consequences. The course includes discussion of healthcare paradigms of our nation, healthcare reforms and current events and issues.

Prerequisite: acceptance into the DNP program
Corequisite: N6801
Three Semester Credits (Contact hours per week: Lecture 3)

N6807 Evidence Based Practice Principles I

This course provides the opportunity to acquire knowledge and skill in the principles of evidence-based practice that will assist in moving clinical practice to an evidence-based foundation. The course provides the student with the essential principles, skills, and tools of evidence-based nursing practice. The steps of evidence-based practice are presented. Special emphasis will be focused on formulating a question, searching and appraising the literature/evidence, and how to use the best evidence. The course will also focus on the methods of assessing results relative to interventions, harm, diagnosis, prognosis, and risk. The differentiation between evidence-based practice, quality improvement, and research utilization will be presented. Principles for the advanced practitioner either in clinical practice or in administration on how to stimulate and create an environment for the integration of evidence-based practice in both organization and clinical practice will be included.

Prerequisites: N6801, N6802
Corequisite: None
Three Semester Credits (Contact hours per week: Lecture 3)

N6808 Translational Science

This course is designed to critically examine the state of the science of implementation science including concepts, models, and methods for translation and implementation of evidence and research into practice. Within the scope of an identified clinical problem and population of interest, the student will critically review the literature that addresses the problem, significance,

population, practice setting, and expected outcomes as a basis to implement and disseminate a change in practice and care. The current and future leadership and innovation roles of DNPs for quality and safety standards in implementation of evidence-based practice are discussed. Intra- and interprofessional collaboration to implement change and embed it in practice is examined including practitioner-researcher collaboration to build science and best practice. Evaluation methods of the processes of implementation and practice change are also discussed. Principles of grant writing to support selected practice changes and programs are presented.

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

N6820 Comparative Effectiveness Research

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

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

N6830 Clinical Scholarship Portfolio Advisement

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

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

N6840 Advanced Management of Complex Health Conditions I

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

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

N6840B Preceptorship in Advanced Management of Complex Health Conditions I

This course is the clinical practice component of N6840A and focuses on the direct care of patients within a population of interest. It is designed to increase the breadth and depth of the student’s specialization role and practice in the management of patients with complex health problems across the continuum of care. Evidence-based, interprofessional practice is the

foundation for all care rendered. The student is expected to develop high level clinical reasoning and decision-making competencies that includes consideration of patient centered care, safety, quality, systems support, continuity of care, cost-effectiveness, appropriate use of consultants, and demonstration of optimal outcomes within a framework of innovative, evidence-based practice.

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

N6841A Advanced Management of Complex Health Conditions II

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

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

N6841B Preceptorship in Advanced Management of Complex Health Conditions II

This course is the clinical practice component of N6841A and focuses on the direct care of patients within a population of interest. The course is designed to increase the breadth and depth of the student's specialization role and practice in the management of patients with complex health problems across the continuum of care. Evidence-based, interprofessional practice is the foundation for all care rendered. The student is expected to develop high level clinical reasoning and decision-making competencies that includes consideration of patient centered care, safety, quality, systems support, continuity of care, cost-effectiveness, appropriate use of consultants, and demonstration of optimal outcomes within a framework of innovative, evidence-based practice.

Prerequisites/Corequisites: Completion of N6841A or concurrent enrollment in N6841A.
Two Semester Credits (Contact hours per week: Clinical 8)

N6845 Practice Management

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

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

N6847 Organization and Systems Leadership for Quality Improvement and Systems Thinking

This course focuses on the dynamic and complex health care system and organizational imperatives to deliver quality health care through clinical initiatives based on health policy, industry safety and quality standards, quality improvement, key outcome indicators, and cost-effective care. Organizational change, work environments, business and finance, communications, care delivery models, marketing, and evaluation models are addressed. New models of leadership are addressed relevant to dynamic complex health care systems.

Prerequisites: N6801, N6802, N6807, N6848, N6808
Corequisite: N6840
Three Semester Credits (Contact hours per week: Lecture 3)

N6848 Interprofessional Collaboration for Improving Patient and Population Health Outcomes

The purpose of this course is to explore interprofessional and intraprofessional methodologies that the DNP can use to access health problems and improve the delivery of care and the health outcomes of the population they serve. Methodologies include the use of information systems to identify population health problems, evaluation of how the population accesses and receives care in the health interprofessional and intraprofessional collaboration and consultation to create change.

Prerequisites: N6801, N6802, N6807
Corequisite: N6808
Three Semester Credits (Contact hours per week: Lecture 3)

N6850 Nurse Executive I

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

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

N6851 Nurse Executive II

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

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

N6852 Nurse Executive III

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

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

N6855 Independent Study

This course allows the student an opportunity to pursue a detailed in-depth study in a specific topic area. The topic and mode of study for the course must be agreed upon by student and instructor.

Prerequisite: DNP standing or permission of instructor

One-Three Semester Variable Credits: (Lecture TBD; Lab TBD; Clinical TBD)

N6860A DNP Advanced Seminar I

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

Prerequisites: Completion of all first and second year course work, passed the comprehensive examination, and ready for the implementation component of the Practice Inquiry Project.
Two Semester Credits (Contact hours per week: Lecture 2)

N6860B DNP Fellowship I

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

Prerequisites/Corequisites: Completion of N6860A or concurrent enrollment in N6860B.
Two Semester Credits (Contact hours per week: Clinical 8)

N6870A DNP Advanced Seminar II

This is the second of the two-semester clinical seminar courses in which the DNP student demonstrates breadth, depth, and synthesis of knowledge and skills related to DNP practice. Socialization and opportunities for a DNP graduates are discussed. Health care is examined from a national and global perspective and addresses social justice, professional responsibility, health care reform, and national/global health issues.

Prerequisites: Completion of N6860A and N6860B
Two Semester Credits (Contact hours per week: Lecture 2)

N6870B DNP Fellowship II

This is the second of the two-semester clinical fellowship experience, taken concurrently with N6870A. It is a planned and focused experience based on a student's individualized interests for the purpose of increasing the student's competencies in relation to the DNP Essentials.

Prerequisites/Corequisite: Completion of N6870A or concurrent enrollment in N6870A.
Two Semester Credits (Contact hours per week: Clinical 8.6)

Faculty of Instruction

Terri S. Armstrong, PhD, ANP-BC, FAANP

Associate Professor and John S. Dunn Professor in Oncology Nursing. BSN, Akron University, 1987; MS, Ohio State University, 1993; Postmasters NP, Ohio State University, 1995; PhD, The University of Texas School of Nursing at Houston, 2005.

Areas of Interest: Neuro-Oncology, Symptom and Toxicity Management.

Myron Arnaud, MS, CRNA

Assistant Professor and Assistant Director, Nurse Anesthesia Division. BA, The University of Louisiana-Lafayette, 1991; BSN, The University of Louisiana-Lafayette, 1994; MS, Baylor College of Medicine, 2002.

Areas of Interest: Nurse Anesthesia; High fidelity patient simulation; Pharmacology

Angela Baldonado, RN, MSN, CPN, CCRN

Instructor of Clinical Nursing. AND, Cardinal Stritch University, 1997; BSN, University of Wisconsin, 1999; MSN, Regis University, 2007.

Area of Interest: Pediatric Nursing

Mara M. Baun, DNSc, RN, FAAN

Lee and Joseph D. Jamail Distinguished Professor; Coordinator, PhD Program in Nursing. BA, Fontbonne College, 1963; BS, College of St. Catherine, 1965; MSN, Case Western Reserve University, 1970; DNSc, University of California-San Francisco, 1977.

Areas of Interest: Critical Care and the Health Benefits of Companion Animals

Shonta Bell, MSN, RN

Instructor in Clinical Nursing. Practical Nursing, Pikes Peak Community College, 1989; AAS, Pikes Peak Community College, 1990; BSN, Union University, 2003; MSN, Union University, 2004.

Areas of Interest: Psychiatric/Mental Health Nursing

Susan Benedict, CRNA, DSN, FAAN

Professor of Nursing and Director of Global Health. BSN, Villa Maria College/Gannon University 1973; MSN, University of Alabama-Huntsville, 1978; DSN, University of Alabama-Birmingham, 1983.

Areas of Interest: Global health, ethics, and nursing history

Penelope S. Benedik, PhD, CRNA, RRT-NPS

Associate Professor of Clinical Nursing. BS, Cardiopulmonary Science, Louisiana State University Medical Center, 1982; BSN, MSN, PhD, University of Texas Health Science Center at Houston, 1992, 1996, 2007.

Area of Interest: Anesthesia, Respiratory Physiology, Obesity

Nancy I. Bergstrom, PhD, RN, FAAN

Theodore J. and Mary E. Trumble Professor; Director of the Center on Aging. BS, Columbia Union College, 1965; MS, Loma Linda University, 1968; PhD, University of Michigan, 1981.

Areas of Interest: Aging Research, Predicting and Preventing Pressure Ulcers

Julie Boytim, MSN, CRNA

Assistant Professor in Clinical Nursing. MSN, The University of Texas School of Nursing at Houston, 2007; BSN University of Texas Medical Branch, 2002.

Area of Interest: Anesthesia

Christine Brosnan, DrPH, RN

Assistant Dean for Professional Development; Associate Professor of Nursing. BSN, Georgetown University, 1965; MSN, The University of Texas Medical Branch at Galveston, 1981; DrPH, The University of Texas School of Public Health at Houston, 1996.

Areas of Interest: Maternal-Child Health, Community Health

Michael F. Brown, MSN, RN

Director of Simulation and Clinical Performance, Instructor in Clinical Nursing. ADN, Amarillo College, Amarillo TX 2004; BSN-MSN West Texas A&M University, Canyon TX 2008

Areas of Interest: Pediatric Nursing, Integration and development of Simulation into Nursing Curriculum, American Heart Association Instruction, Adaptive Reasoning and its Application within the Nursing Process.

Nancy Busen, PhD, RN, FNP

Margaret A. Barnett PARTNERS Professorship in Nursing; Interim Assistant Dean and Chair, Department of Integrative Nursing Care; Professor of Nursing. BSN, University of Michigan, 1967; MSN, Wayne State University, 1973; PhD, Texas Woman's University, 1990.

Areas of Interest: Family and Child Health Care

Amy O. Calvin, PhD, RN

Associate Professor of Clinical Nursing. BSN, University of Louisiana at Lafayette, 1986; MSN, The University of Texas at Austin, 1991; PhD, The University of Texas at Austin, 2000. Areas of Interest: Adult Health, Palliative and End-of-life Care

Rebecca Casarez, PhD, RN

Associate Professor - Clinical. BSN, University of St. Thomas, Houston, 1984; MS, Texas Woman's University, Houston, 1993; PhD, University of North Carolina at Chapel Hill, 2005.

Areas of Interest: Psychiatric/Mental Health Nursing, Spirituality and Chronic Illness Management

Stanley Cron, MSPH

Research Instructor. BA, The University of Texas at Austin, 1986; MSPH, University of Alabama at Birmingham, 1994.

Area of Interest: Statistical analysis

Stacy A Drake, MSN, MPH, RN, D-ABMDI

Clinical Instructor. BSN, Bowling Green State University, 1995; MSN, University of Colorado at Colorado Springs, 2002; MPH, The University of Texas School of Public at Houston, 2009;

Areas of Interest: Systems, Interprofessional Collaborations, Interpersonal violence across the lifespan.

Joan Engebretson, DrPH, RN, AHN-BC

Judy Fred Professorship of Nursing. BSN, St. Olaf College, 1965; MS, Texas Woman's University, 1979; DrPH, The University of Texas School of Public Health at Houston, 1992.

Areas of Interest: Maternal Child and Women's Health, Culture, Qualitative Research, Ethics, Complementary Therapies

Melissa Ethington, PhD, RN

Assistant Professor of Clinical Nursing. BSN, University of Southwestern Louisiana, 1998; MSN, University of Phoenix, 2004; PhD, The University of Texas Medical Branch at Galveston, 2009.

Areas of Interest: Health Promotion in Children and Adolescents, Prevention of Type 2 Diabetes

Vaunette Fay, PhD, RN, FNP, GNP

Professor of Clinical Nursing. BSN, Texas Woman's University, 1970; MSN, Texas Woman's University, 1974; PhD, Texas Woman's University, 1992.

Areas of Interest: Gerontology, Interdisciplinary Teams, Chronic Care Management,

Debra L. Fowler, PhD, MBA, RN, CNE

Assistant Professor, Clinical Nursing. BSN, Northeast Louisiana University, 1974; MSN, University of Texas Health Science Center at San Antonio, 1978; MBA, Pepperdine University, 1988; PhD, Texas Woman's University, 2009.

Areas of interest: Nursing leadership and management and nursing education

Martina Gallagher, PhD, MSN, RN

Assistant Professor. Diploma in Nursing, Baptist School of Professional Nursing, 1990; BSN, University of Texas Health Science Center at San Antonio, 2001; MSN, University of Texas Health Science Center at San Antonio, 2001; PhD, University of Texas Health Science Center at San Antonio, 2005; Postdoctoral fellowship, University of Washington, 2005-2007.

Area of Interest: Obesity, Sleep, Health Promotion Interventions in Vulnerable Populations and Community-Based Research, Maternal/Child Health

Eileen R. Giardino, PhD, RN, FNP-BC, ANP-BC

Associate Professor. BSN, University of Pennsylvania, Philadelphia, PA, 1976; MSN, Widener University, Chester, PA. 1983; PhD, University of Pennsylvania, Philadelphia, PA, 1990; ANP & FNP, La Salle University, Philadelphia, PA, 1997.

Areas of Interest: Nurse Practitioner Education, Child Abuse and Domestic Violence

Deanna E. Grimes, DrPH, RN, FAAN

Professor. BSN, Mercy College of Detroit, 1962; MPH, The University of Texas School of Public Health at Houston, 1975; MSN, The University of Texas School of Nursing at Houston, 1991; DrPH, The University of Texas School of Public Health at Houston, 1988.

Areas of Interest: Public Health/ Community Health Nursing, Infectious Diseases, HIV/AIDS

Robert G. Hanks, PhD, RN, FNP-BC

Assistant Professor. BSN, University of Texas Medical Branch, 1998, MSN, University of Texas Medical Branch 2002; PhD, University of Texas Medical Branch 2008.

Areas of Interest: Nurse Practitioner Education, Nursing Advocacy

Sandra K. Hanneman, PhD, RN, FAAN

Professor; Jerold B. Katz Distinguished Professor for Nursing Research; Director, Preclinical Critical Care Laboratory. BSN, University of Florida, 1970; MSN, University of California, San Francisco, 1979; PhD, Texas Woman's University, 1990.

Areas of Interest: Pulmonary Critical Care, Circadian Rhythms

Rebecca Jo Helmreich, PhD, RN, PNNP, WHNP-BC

Assistant Professor, Clinical Nursing. BSN, Houston Baptist University, 1983; MSN, University of Texas, 1993; PNNP, University of Texas, 1998, Women's Health Nurse Practitioner- BC 2010.

Areas of interest, Nursing education and research, women's and neonatal health.

Joanne V. Hickey, PHD, RN, ACNP-BC, FCCM, FAAN

Professor; Patricia L. Starck PARTNERS Professorship in Nursing; Coordinator of the DNP Program. Diploma, Roger Williams General Hospital School of Nursing, 1961; BSN, Boston College School of Nursing, 1963; MSN, University of Rhode Island, 1973; MA, Rhode Island College, 1980; PhD, The University of Texas at Austin, 1987; Nurse Practitioner Certificate, Duke University, 1995.

Areas of Interest: Neuroscience, Patient Care, Critical Care, Acute Care Nurse Practitioner and Doctor of Nursing Practice Programs.

Pamela J. Hodges, PhD, RN

Assistant Professor. ADN: Angelo State University, 1989, BSN/MSN: The University of Texas Health Science Center at San Antonio, 2001, PhD: The University of Texas Health Science Center at San Antonio, 2008.

Areas of Interest: Heart Failure, Aging, Life Purpose, Health-Related Quality of Life

Yuh-Fong Hong, PhD

Assistant Professor. B.S., Kaohsiung Medical College, 1991; M.S., Pittsburg State University, 1997; PhD, The University of Texas at Austin, 2005.

Areas of Interest: Genetics and Genomics in Nursing Education and Research; Technology in Nursing Academics and Research; Distance Education and eLearning.

Deborah Jones, PhD, RN

Assistant Professor of Nursing, BSN, Radford University, 1999; MSN, Virginia Commonwealth University, 2002; PhD, Virginia Commonwealth University, 2007.

Areas of Interest: Mechanical Ventilation, Critical Illness

Duck-Hee Kang, PhD, RN, FAAN

Professor; Lee and Joseph D. Jamail Distinguished Professor; Director, Bioscience Laboratory. BS, Yonsei University College of Nursing, Seoul, Korea, 1969; MS, Yonsei University, 1971; PhD, University of Wisconsin-Madison, 1993; Postdoctoral Training, University of Wisconsin-Madison, 1993-1995.

Areas of Interest: Biobehavioral interactions, psychoneuroimmunology particularly in oncology population, complementary and alternative medicine, and palliative care.

Susan Krawtz, MSN, RN

Instructor in Clinical Nursing. BSN, Graceland University, 1975; MSN, The University of Texas Medical Branch, 1992.

Area of Interest: Forensic Nursing

Patrick Laird, DNP, APRN, ACNP-BC

Assistant Professor of Clinical Nursing. ADN, Houston Baptist University, 1999; BSN, The University of Texas at Tyler, 2002; MSN, The University of Texas School of Nursing at Houston, 2005, DNP, The University of Texas School of Nursing at Houston, 2011.

Areas of Interest: Acute and Critical Care, Acute Care Nurse Practitioner Program

Rodney Lester, PHD, CRNA

Associate Professor of Clinical Nursing; Director, Department of Nurse Anesthesia. Diploma, Alexian Brothers Hospital School of Nursing, 1964; BSN, Drury College, 1971; MBA, Drury College, 1972; MSN, University of Tennessee, 1996; PhD, Texas A&M University, 1988

Area of Interest: Nurse Anesthesia

Julie Lindenberg, DNP, RN, APRN, FNP-BC, DCC

Associate Professor of Clinical Nursing. BSN, University of Delaware, 1983; MSN, The University of Texas School of Nursing at Houston, 1989; DNP, Columbia University, 2007.

Areas of Interest: Family Health, Women's Health, and Primary Care

Lin Lin, PhD, RN

Assistant Professor of Clinical Nursing. BSN, Chang Gung University-Taiwan, 1995; MSN, University of Pennsylvania, 2000; PhD, University of North Carolina at Chapel Hill, 2007.

Areas of Interest: Maternal Child Nursing, Family's Psychological Adjustment and Coping, Oncology

Julie Lindenberg, DNP, RN, APRN, FNP-BC, DCC

Associate Professor of Clinical Nursing. BSN, University of Delaware, 1983; MSN, The University of Texas School of Nursing at Houston, 1989; DNP, Columbia University, 2007.

Areas of Interest: Family Health, Women's Health, and Primary Care

Geri LoBiondo-Wood, PhD, RN, FAAN

Associate Professor. Diploma, St. Mary's Hospital School of Nursing, 1969; BS, University of Rochester 1974; MS, University of Rochester, 1979; PhD, New York University, 1985.

Areas of Interest: Chronic Illness, Family Health, Transplantation, Child and Adult

Thomas Mackey, PhD, RN, FNP-BC, FAAN, FAANP

Associate Dean for Practice; Professor of Clinical Nursing; PARTNERS Professor in Clinical Nursing. BSN, Loyola University, Illinois, 1974; MPH, University of Tennessee, 1977; PhD, Southern Illinois University, 1988.

Area of Interest: Adult Primary Care

Marianne Marcus, EdD, RN, FAAN

John P. McGovern Distinguished Professor in Addiction Nursing; Director, Center for Substance Abuse, Education, Prevention and Research. BSN, Columbia University Presbyterian Hospital School of Nursing, 1955; MA, Teacher's College, Columbia University, 1976; MEd, 1977; EdD, 1989, University of Houston.

Areas of Interest: Substance Use Disorders, Community Health Nursing

Melanie McEwen, PhD, RN

Associate Professor. Assistant Dean, Undergraduate Programs. BSN, The University of Texas at Austin, 1977; MN, Louisiana State University Medical Center, 1987; PhD, Texas Woman's University, 1990

Areas of interest: Community and Public Health Nursing; Nursing Theory

Janet Meininger, PhD, RN, FAAN

Lee and Joseph D. Jamail Distinguished Professor. BSN, St. Louis University, 1967; MSN, Case Western Reserve University, 1970; PhD, University of North Carolina at Chapel Hill, 1979.

Areas of Interest: Community Health Nursing, Cardiovascular Health Promotion and Disease Prevention, Epidemiology

Karen Mellott, PhD, RN

Assistant Professor. BS, Pennsylvania State University, 1983; MS, Virginia Commonwealth University, 1991; PhD, Bio-behavioral Clinical Nursing, Virginia Commonwealth University, 2010; Postdoctoral fellowship, University of Pittsburgh, 2011.

Areas of Interest: Mechanical Ventilation, Asynchrony, Patient Outcomes in Critical Care, Critical Care Healing Environment

Stephanie Meyers, PhD, Med, RNC-OB

Assistant Professor. Director of Clinical and Special Programs. PhD, The University of Texas School of Nursing at Houston; 2010, BSN, The University of Texas School of Nursing at Houston, 2003; MSN, The University of Texas School of Nursing at Houston, 2005; MEd, University of Houston, 2003, BS, University of Houston, 2000.

Area of Interest: Women's Health/High Risk Obstetrics

Hope Moser, DNP, MSN, ANP-BC, WHNP-BC

Associate Professor of Clinical Nursing, Division of Acute and Continuing Care. Diploma, Sewickley Valley Hospital School of Nursing, 1995; RN-BSN, Waynesburg University, 2001; Dual MSN, Adult and Women's Health, University of Pittsburgh, 2005. DNP, Robert Morris University, 2010.

Areas of interest: women's health/maternal child health, sepsis.

Patricia Obulaney, MSN, ANP-BC

Instructor in Nursing. BSN, Prairie View A&M University, 1998; MSN, The University of Texas School of Nursing at Houston, 2008.

Areas of interest: Obesity, Type 2 Diabetes & adolescent depression

Sharon K. Ostwald, PhD, RN, FGSA

Professor Emerita. Diploma, West Suburban Hospital School of Nursing, 1962; BSN, Wheaton College, 1964; MS, University of Minnesota, 1976; PhD, University of Minnesota, 1986.

Areas of Interest: Chronic Illness, Especially Stroke and Dementia, Family and Caregiver Health

Dorothy A. Otto, EdD, RN, ANEF

Associate Professor. BS, University of Houston Central College of Nursing, 1954; MS, Texas Woman's University, 1971; EdD, University of Houston, 1985.

Areas of Interest: Gerontology, Ethical/Legal, and Leadership

Kristin Ownby, PhD, RN, CNS-BC, ACRN, AOCN, ACHPN

Associate Professor. BSN, Vanderbilt University, 1983; MPH, Tulane University, 1988; MSN, University of Alabama at Birmingham, 1990; PhD, Texas Woman's University, 2000.

Areas of Interest: Oncology, HIV/AIDS, Hospice and Palliative Care

Nikhil Padhye, PhD

Assistant Professor; Biostatistician. B.Tech., Indian Institute of Technology, 1991; MA (Physics), The University of Texas at Austin, 1994; PhD, The University of Texas at Austin, 1998.

Areas of Interest: Biostatistics, Time Series, Signal Processing, and Complexity Measures.

Sabrina L Pickens, PhD, MSN, ANP-BC, GNP-BC

Instructor in Nursing, BSN, University of Incarnate Word, Houston, 1995; MSN, The University of Texas School of Nursing at Houston, Houston, 2002; Doctoral Candidate, The University of Texas School of Nursing at Houston, 2012.

Areas of Interest: Elder Abuse, Self-Neglect, Executive Dysfunction, Cognition

Bridgette Crowell Pullis, PhD, RN

Assistant Professor of Clinical Nursing. BSN, Northeast Louisiana University, 1985; MSN, Texas Woman's University, 1991; PhD, Texas Woman's University, 2006.

Areas of Interest: Child Health Promotion, Emergency Preparedness, and Public Health Education

Elda Ramirez, PhD, RN, FNP-BC, FAANP

Associate Professor of Clinical Nursing. BSN, The University of Texas School of Nursing at Houston, 1988; MSN, The University of Texas Medical Branch, 1993; PhD, Texas Woman's University, 2007.

Area of Interest: Emergency Care

Catherine Reavis, EdD, FNP-BC, FAANP

Clinical Professor, Texas Tech University, 1995; Texas Tech University Health Sciences Center, Post-Doctorate Certificate, 1997.

Areas of Interest: Vulnerable Population Health and Wellness, Practice Outcomes

Laura Rooney, DNP, APRN, FNP-BC, DCC, BC-ADM

Assistant Professor, Clinical Nursing. BS, University of Houston, 1985; BSN, The University of Texas School of Nursing at Houston, 1995; MSN, The University of Texas School of Nursing at Houston, 2002; DNP, The University of Texas School of Nursing at Houston, 2009.

Areas of Interest: Primary Care, Diabetes, Clinical Nursing Education

Mary Ellen Ross, DrPH, RN, APRN-BC

Assistant Professor of Clinical Nursing. BSN, McNeese State University, 1982; MSN, The University of Texas School of Nursing at Houston, 1988; DrPh, The University of Texas School of Public Health at Houston, 2001.

Areas of Interest: Gerontology, and Community Health Nursing

Cathy L. Rozmus, DSN, RN

Associate Dean for Academic Affairs; PARTNERS Professorship in Nursing, BSN, West Virginia University, 1975; MSN, Vanderbilt University, 1987; DSN, The University of Alabama, Birmingham, 1990.

Areas of Interest: Maternal Child Nursing, and Health Behavior Decision-Making

Susan D. Ruppert , PhD, RN, ANP-BC, NP-C, FCCM, FAANP

Assistant Dean and Chair, Department of Acute and Continuing Care, Professor of Clinical Nursing. AAS in Nursing, Illinois Valley Community College, 1974; BSN, Northern Illinois University, 1976; MSN, The University of Texas Health Science Center at San Antonio, 1979; PhD, Texas Woman's University, 1992; FNP, The University of Texas Medical Branch at Galveston, 1995.

Areas of Interest: Adult Acute/Critical Care, and Adult Primary Care

Jennifer Sanner, PhD, RN

Assistant Professor of Nursing, Department of Nursing Systems. BSN, Kent State University, 1996; MSN, The University of Texas School of Nursing at Houston, 2005; PhD, The University of Texas School of Nursing at Houston, 2011.

Areas of Interest: Cardiovascular Disease, Depression, Sleep Disturbance, Genetics, and Clinical Research

Robin Schier, DNP, ACNP-BC

Assistant Professor of Clinical Nursing; BSN, Houston Baptist University, 1996; MSN, The University of Texas School of Nursing, 2000; DNP, Vanderbilt University, 2011.

Rena Schumann, PhD, RN

Associate Professor of Clinical Nursing; BSN, The University of Texas School of Nursing at Houston, 1985; MSN, The University of Texas School of Nursing at Houston, 1990, PhD, Texas Woman's University, Houston, TX, 1999.

Areas of Interest: Medical Surgical Nursing, and Clinical Education

Jacquelyn K. Shaw, MSN, RNC-LRN, CPN, CPNP

Instructor of Clinical Nursing, BSN. The University of Texas School of Nursing at Houston, 1994; MSN, The University of Texas School of Nursing at Houston, 2008.

Areas of Interest: Pediatrics

Kathleen Sheppard, PHD, RN

Assistant Professor of Clinical Nursing. BSN, University of Iowa, 1974; MSN, Marquette University, 1981; PhD, Texas Woman's University 1991.

Linda Stafford, PhD, RN, CS

Assistant Professor of Clinical Nursing. BSN, Texas Woman's University, 1963; MSN, Texas Woman's University, 1969; PhD, Texas A&M University, 1978.

Area of Interest: Psychiatric Mental Health Nursing

Patricia Starck, DSN, RN, FAAN

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

Kristen Starnes-Ott, PhD, BS, CRNA

Assistant Professor, Clinical Nursing and Director, Nurse Anesthesia Division. BS, East Carolina University, 1992; BSN, Auburn University, 1994; MSN, University of Southern California, 2000; PhD, The University of Texas School of Nursing at Houston, 2011
Area of interest: Anesthesia, Breast Cancer, and Comparative Effectiveness Research

Edith Summerlin, PhD, RN

Assistant Professor. BSN, Ohio State University, 1957; MSN, Catholic University of America, 1967; PhD, American University, Washington, DC, 1976.
Areas of Interest: Community Health/Public Health Nursing, Disaster Nursing, and Alzheimer's Disease

Rebecca Birch Tsusaki, MSN, RN

MSN, RN, Teaching Associate, Department of Integrative Nursing Care; ADN, Lakeland College, 1991; BSN, The University of Texas Health School of Nursing at Houston, 2005; MSN, The University of Texas School of Nursing at Houston, 2008; PhD, The University of Texas Health School of Nursing at Houston, 2009.
Areas of Interest: Premature Neonates, Human Lactation, and Maternal Child Nursing.

Jing Wang , PhD, MPH, MSN, RN

Assistant Professor. BMed major in Nursing, Jiangxi Medical College, 2005; MSN, University of Pittsburgh School of Nursing, 2010; PhD, University of Pittsburgh School of Nursing, 2010; MPH, University of Pittsburgh Graduate School of Public Health, 2010.
Area of Interest: Community Health/Public Health Nursing, Chronic Illness Self-Management, Technology, Lifestyle Intervention, and Health Literacy

Diane Wind Wardell, PhD, RN, WHNP-BC

Professor. BSN, St. John College, 1973; MS, State University of New York, 1984; PhD, Texas Woman's University, 1990.
Areas of Interest: Complementary Therapies, Energetic Approaches to Health and Healing, Integrative and Holistic Health Care, Women's Issues

Nancy F. Weller, DrPH, RN

Assistant Professor. BSN, The University of Texas School of Nursing at Houston, 1985; MPH, The University of Texas School of Public Health at Houston, 1990; DrPH, The University of Texas School of Public Health at Houston 1997; MS, Texas Woman's University, 2010.
Areas of Interest: Community Health Nursing, Population Health, Adolescent Risk Behavior Research, and Practice-Based Research Networks.

Mary Joe White, PhD, RN

Associate Professor. BSN, Baylor University, 1969; MSN, Texas Woman's University, 1976; PhD, Texas A&M University, 1983.
Areas of Interest: Rehabilitation Nursing, Leadership and Management

Erica Teng-Yuan Yu, PhD, RN

Assistant Professor of Clinical Nursing. BSN, Kaohsiung Medical College, Taiwan, 1992; MSN, The University of Nebraska Medical Center, 1997; PhD, The University of Texas at Austin, 2006.
Areas of Interest: Cardiovascular Health Promotion and Disease Prevention.