BIO 509 Advanced Pathophysiology
This course provides a comprehensive scientific background for the evaluation of clients in various health care settings. Students will analyze the relationship between normal physiology and the disease state. A brief review of normal physiology and anatomy is included, as well as the pathophysiology of selected disorders and diseases.

Prerequisites and/or Co-requisites: Graduate of an accredited four year nursing program OR prior coursework in human anatomy, animal or human physiology, and organic chemistry.

NUGR 508 Applied Pharmacology
This is a clinically-focused course that allows the student to develop the ability to prescribe and manage drug therapy within the primary care setting. The course will focus upon developing appropriate drug therapy using case studies that stress patient-specific issues and the pathophysiology of disease, the principles of evidence-based prescribing practices, as well as the consensus guidelines that serve as algorithms for decision-making and monitoring.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor

NUGR 510 Statistics
This course is unique because it provides a platform for research application within the healthcare context. Faculty and students learn to work collaboratively across areas of clinical interest. Students interactively explore research areas of interest and analyze data. This design emphasizes student understanding and application of research that forwards the scientific progression of evidenced based clinical practice and scholarship.

Software programs used include SPSS, Excel, PowerPoint, selected websites, and ACE (a web-based course management system). Students enter and manage complex “real life” data sets. They graph and use descriptive and inferential approaches in analyzing and testing statistical assumptions. They perform analysis of relationships and hypothesis testing in clinically related studies to determine meaningfulness, strength of relationship and degree of difference. This approach reduces the mathematical details of statistical analysis. The use of interactive spreadsheets and interpretation of statistical output fosters student ability to understand and apply statistical analysis for data interpretation

Prerequisites and/or Co-requisites: None

NUGR 512 Theoretical Frameworks for Advanced Nursing Practice
The course focuses on the analysis and application of theories relevant to advanced nursing practice. Theoretical frameworks from nursing and other disciplines are utilized.

Prerequisites and/or Co-requisites: None
NUGR 514 Nursing Research Design & Methodology

The course builds on a basic understanding of the research process and focuses on clinical research methodology. Literature review, formulation of problem statements, research design, and critical analysis of published research relevant to advanced nursing practice are emphasized.

Prerequisites and/or Co-requisites: Graduate standing, NUGR 510 Applied Statistics, or consent of instructor

NUGR 518 Issues and Policies in Health Care

The four spheres of political action in nursing are discussed. Policy and politics in the workplace, community, professional organizations, and government are examined. In addition, social, economic, legal, ethical, and professional forces that have impact on health policy and the health care delivery system are explored. The course will provide opportunity to evaluate critical issues in health care and promote vigorous dialogue as to the provocative dilemmas faced by advanced practice nurses. Specific emphasis is given to the emergence of the advanced practice nurse as a political force through utilization of the Christian philosophy of CARE

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor

NUGR 519 Roles/Ethics

This 3-credit hour hybrid course will provide foundational knowledge of advanced practice nursing roles by analyzing the historical development, role components, and variations and alignment with national competencies and essentials of advanced practice nursing. Development of moral agency will be promoted by providing a foundation in ethical theories and decision making processes which students will use to illustrate and frame important issues in health care ethics.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor

NUGR 522 Health Care Informatics

This course will focus on the skills and tools to enable the sharing and use of information to deliver health care and promote health. The student will use health care informatics in helping patients to recognize their role as agents for their own health care. The content includes a combination of computer science, information science, and health care science to assist in the management and processing of data, information and knowledge. The tasks include structuring and processing information to arrive at clinical decisions and build systems to support that processing.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor
NUGR 532 Advanced Health Assessment

This course has both didactic and laboratory components. The course prepares the student to conduct comprehensive health assessments of patients throughout the lifespan. Comprehensive health parameters are applied to the assessment process. Students perform detailed health histories, family histories, physical examinations, and selected screening and prevention/wellness skills. Clinical reasoning development and differentiation between normal and abnormal findings are emphasized. Integrated throughout the course are principles of health promotions/wellness, illness prevention and early detection.

Prerequisites and/or Co-requisites: BIO 509, NUGR 508, NUGR 600

NUGR 533 Teaching Methods

The emphasis of this course is use of evidence-based teaching methods to attain outcomes relevant to nursing practice. Teaching methods are assessed and evaluated based on a variety of criteria including perceptions (teacher-learner), outcome attainment, cost-benefit, learner engagement and problem impact. Teaching strategies for implementation in a variety of academic and clinical settings and situations are explored. Opportunities to critically evaluate existing evidence and design outcomes-focused teaching methods are provided.

Teaching Methods is a 3 credit hour graduate specialty course in the Nurse Educator track. Approximately half of the course instruction is provided in a traditional classroom environment and half is provided through the ACE course management system. The focus of this course is the selection, implementation and evaluation of appropriate teaching methods. The course experience is designed to provide nurse educators with foundational educator skills that can be used to instruct learners in academic, health care and community settings.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor

NUGR 535 Antepartum Care

This course is designed to provide the learner with the evidence-level knowledge and clinical skills required for nurse-midwifery care for pregnant women and their families. Emphasis is on normal prenatal care and client/family education including anticipatory guidance, supportive self-care that enhances a healthy pregnancy and birth, and sensitivity to family, social and cultural issues. Content also includes reproductive anatomy, physiology, basic embryology and fetal development, genetics of reproduction, pregnancy, and health promotion. Early diagnosis and management of antepartal complications in order to optimize maternal-fetal outcomes is stressed. Ethical and legal concerns relevant to the antepartal period are discussed. Throughout this course there will be emphasis on the development of a caring relationship with women inclusive of the core caring components – compassion, competence, confidence, conscience, commitment and comportment.

In the supervised clinical experience the student will be able to apply theoretical concepts with the goal of fostering critical thinking skills in the nurse-midwifery management process.
Students will collaborate with nurse-midwives, physicians and other health care providers. Clinical experiences for antepartum care takes place in a variety of settings in culturally and economically diverse urban and rural areas under the supervision of faculty and preceptors.

**Prerequisites and/or Co-requisites:** NUGR 532, NUGR 544, NUGR 546

**NUGR 543 Curriculum Development and Nursing Education**

Curriculum development is approached from the perspective of the nursing education in academic, clinical, and community settings. Various models of curriculum are examined and curriculum theory is introduced. The process of curriculum design, implementation and evaluation is addressed. This process guides decision making with respect to what should be taught, how it should be taught, and when and where it should be taught. Attention is given to the role and function of accrediting associations in curriculum development.

**Prerequisites and/or Co-requisites:** Admission to MSN program

**NUGR 544 Primary Care of Adults Across the Lifespan**

This course has both didactic and clinical components. The focus of this course is on assessment, diagnosis, and management of selected common acute and chronic health problems of the adult of all ages. Emphasis is placed on rendering competent and relevant advanced practice care to adults of all ages in the primary care setting. The impact of illness on the client’s quality of life, cultural and family role is included. There is an emphasis on illness prevention, health promotion, maintenance, and restoration. Included in each unit of study are definitions, etiology, clinical features, laboratory studies, differential diagnoses, complications and treatment-including pharmacological agents. Client education, community resources and follow-up procedures are also integrated throughout each unit. Application of research findings and clinical reasoning skills are required.

**Prerequisites and/or Co-requisites:** BIOL 509, NUGR 508, NUGR 532, NUGR 519, NUGR 510, or permission of the instructor.

**NUGR 546 Primary Care of Women Across the Lifespan**

This course contains both didactic and clinical components. The focus of this course is on acquisition of knowledge and the application of skills in the clinical setting required to assist women and their families to maintain maximum wellness throughout the life span. Emphasis is placed on the early diagnosis and management of health deviations and the development of a plan of care that will optimize maternal-fetal outcome. Research from epidemiological studies, nutrition, pharmacological and non-pharmacological interventions, mental health principles and genetics are incorporated. Ethical and legal concerns associated with obstetrical and gynecological decision making are discussed. Application of research findings, technical skill development and logical reasoning skills are required. Throughout this course there will be emphasis on the development of a caring relationship with women.
Prerequisites and/or Co-requisites: NUGR 544

**NUGR 547 Advanced Management of Women’s Health**

This course focuses on preparation of the student for competency as a women’s health care nurse practitioner. This includes assessment and diagnosis of women’s health issues/problems, planning for appropriate care, implementation of treatment and evaluation of care. The professional nurse practitioner-client roles including teaching and coaching, management and monitoring of clients in a culturally competent manner are addressed. Furthermore, this course encompasses the national competencies and content required for graduates to be eligible for the women’s health care nurse practitioner examination for certification. The core CARING* components are further expanded.

Prerequisites and/or Co-requisites: NUGR 546, NUGR 535

**NUGR 550 Assessment and Evaluation in Practice**

This course prepares the nurse educator to perform competency assessments and evaluations in skills laboratory and clinical practice settings. Evaluation purposes and standards are integrated into the development of reliable and valid methods and tools that can be used to collect, organize, assess and evaluate performance data at practice levels ranging from competent to incompetent and novice to expert. Techniques for performing assessments and evaluations are compared and contrasted. Strategies for providing accurate and meaningful feedback are reviewed. Specific challenges unique to the practice evaluation process are explored.

Prerequisites and/or Co-requisites: NUGR 510, NUGR 533.

**NUGR 551 Resource Allocations in Nursing Education**

This course prepares nurses to understand and advocate for needed resources related to the education function in the practice and academic areas. Resources include content, time, personnel, facilities, money and materials. Participants will determine ways to request resources based on purposes of programs and develop strategies for seeking resources from traditional and non-traditional sources. Participants will propose program budgets and predict expenses required for effective operation of all aspects of program delivery and follow up. Techniques for communicating information about resource requirements via proposals and other formats will be emphasized. Examples of maintaining record congruent with accreditation bodies will be developed.

Prerequisites and/or Co-requisites: Core masters in nursing courses, Graduate standing and

**NUGR 552 Instructional Technology in Health System**

Content will include evaluating a variety of technological supports for learning, review best practices for uses of different learning technology, address learning barriers inherent in different systems. Students in the course will choose appropriate technology to achieve solutions for
learner issues. Students will propose specific training/educational events (programs) using appropriate electronically mediated technology.

*Prerequisites and/or Co-requisites: Core Masters in Nursing Courses and NUGR 533 Teaching Methods.*

**NUGR 553 Measurement and Evaluation**

This course introduces measurement concepts, role of measurement in education and the application of measurement data. Qualities of good measurement instruments, construction of teacher made tests and other classroom assessments, measurement and educational decision making is explored through the instructional design models/theories, philosophy, and methodology. Formative and summative education program evaluation studies are explored.

*Prerequisites and/or Co-requisites: Prerequisites/co-requisites: NUGR 510 Statistics*

**NUGR 560 Practicum in Nursing Education**

The practicum experience provides students with mentored opportunities to facilitate professional growth in the nurse educator role. The experience begins with the development of appropriate student-generated nurse educator practicum goals. Specific practicum sites and mentors are next selected to provide the student with the experiences needed for goal attainment. The practicum experience consists of 240 hours of goal-directed and mentored nurse educator clinical practice. Activities to enhance reflection and self-assessment include regular collaboration with NUGR560 faculty, log record-keeping and active participation in seminar-style group discussions.

Students must complete a total of 4 practicum credit hours. Practicum planning is completed during the first semester. Practicum experiences can be scheduled over 1-2 semesters.

*Prerequisites and/or Co-requisites: Completion of selected core and specialty courses and permission from the Nurse Educator Graduate faculty*

**NUGR 564 Primary Care Pediatrics**

This course contains both a didactic and clinical component. The focus of this course is on assessment, diagnosis, and management of selected common acute and chronic health problems in the pediatric population. Throughout this course, there will be an emphasis on rendering competent and relevant family centered advanced practice care to infants, children and adolescents (pediatric population) in the primary care setting. The impact of illness on the pediatric client’s quality of life, cultural and family role is included. There is an emphasis on illness prevention, health promotion, maintenance, and restoration. Included in each unit of study are definitions, etiology, clinical features, laboratory studies, differential diagnoses, complications and treatment-including pharmacological agents. Pediatric client and family education, community resources and follow-up procedures are also integrated throughout each unit. Application of research findings and clinical reasoning skills are required.
Prerequisites and/or Co-requisites: NUGR 546, Graduate standing or permission of the instructor.

NUGR 569 Budgetary Processes in Healthcare Organizations

This is an online course, in which concepts and techniques of budgeting in healthcare organizations are presented. Students learn to develop, manage, and use budgets for controlling operations in a healthcare organization.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor.

NUGR 570 Quality Improvement and Project Management

This course will provide students with the skills to design a Continuous Process Improvement Project. Students will demonstrate the continuous quality improvement methods as they provide guidance for the development and completion of a project but not limited to setting standards, increasing efficiency and adopting competitive practices.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor.

NUGR 576 Nursing and Health Systems Leadership Practicum I

The student will continue practicum work with a practicum advisor. Projects are approved by the professor. Areas of particular focus for the student may include: development of strategic planning and how it affects budget planning; development of goals and objectives dealing with the students self-assessment of budgeting theory and practical experience; determination of the time framework; assistance with fiscal planning, including staffing needs; and the determination of an appropriate evaluation plan. The student will be working with other professionals from a variety of areas. There will be discussions of the theoretical and practical knowledge that will assist professional nursing leaders in meeting the demand in an ever-changing health care society within complex adaptive systems.

Prerequisites and/or Co-requisites: Core Courses and NUGR 522, NUGR 569, NUGR 570, NUGR 591, NUGR 592, and NUGR 593

*The Graduate Program will designate some of the above courses as course co-requisites for Advanced Master’s Program students

NUGR 578 Nursing and Health Systems Leadership Practicum II

The student will continue practicum work with a practicum advisor. Projects are approved by the professor. Areas of particular focus for the student may include: development of strategic planning and how it affects budget planning; development of goals and objectives dealing with the students self-assessment of budgeting theory and practical experience; determination of the time framework; assistance with fiscal planning, including staffing needs; and the determination of an appropriate evaluation plan. The student will be working with other professionals from a variety of areas. There will be discussions of the
Theoretical and practical knowledge that will assist professional nursing leaders in meeting the demand in an ever changing health care society within complex adaptive systems.

Prerequisites and/or Co-requisites: Core Courses and NUGR 522, NUGR 569, NUGR 570, NUGR 591, NUGR 592, and NUGR 593

*The Graduate Program will designate some of the above courses as course co-requisites for Advanced Master’s Program students

**NUGR 590 Evidence-based Practice Project**

Students must complete a culminating evidence-based project to meet the requirements for attaining a master’s degree from the University of Indianapolis Graduate Nursing Program. An oral presentation of the project in a scholarly venue is also required. Students must complete a minimum of 1 NUGR590 credit hour to graduate (.5 credit hour will be taken in the first semester in the last year of the program of study and .5 credit will be taken in the final academic semester). This schedule is altered slightly for the nurse-midwifery students to accommodate practicum schedules. If the project is not completed after a total of 1 credit hour of NUGR590 enrollment, the student will enroll in .5 credit hour of NUGR590 until the requirements are satisfactorily completed.

Prerequisites and/or Co-requisites: Completion of majority of graduate coursework with enrollment occurring in the last two semesters of graduate coursework.

**NUGR 591 Leadership and Management for Nurse Executives**

Advanced leadership roles and practices for facilitating, integrating, and coordinating complex structures and processes in health care systems are emphasized. Students will demonstrate performance behaviors foundational for building healthier workplaces and influencing effective care delivery. The focus of skill development is on partnerships, accountability, service-based approaches, continuum-defined health care systems, self-managed teams, and value-based organizations.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor

**NUGR 592 Concepts of Healthcare Financial Management**

The course examines selected concepts of healthcare financial management for nursing in administrative roles. Techniques which facilitate financial analysis and decision-making for patient care programs across the healthcare continuum are emphasized. Content focuses on analyzing efficient, effective management of fiscal resources to facilitate the delivery of quality healthcare services.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor
NUGR 600 Behavioral and Lifestyle Management in Primary Care

This course contains both didactic and clinical components. The course is designed to enable the student to synthesize knowledge of physiological, psychological, and socio-cultural factors in the assessment and management of complex health problems of individuals, families, and groups in primary care settings. Individual, family, and group intervention strategies are emphasized. Particular emphasis is placed on common mental health issues and counseling strategies relevant to primary care. Such mental health concerns and problems include but are not limited to anxiety, depression, grief and loss, developmental transitions, somatization, and addictions.

Prerequisites and/or Co-requisites: Successful completion of NUGR544 or permission of instructor

NUGR 602 Primary Care Residency

This class is a culminating didactic and practicum experience that will enable the student to synthesize and apply theories and Evidence Based Practice (EBP) guidelines to multifaceted patient, family and community situations. Synthesis and application of theory to advanced practice role behaviors and other issues pertinent to professional role transition are also emphasized.

Prerequisites and/or Co-requisites: FNP: NUGR564, WHNP: NUGR535, Adult/Gero: NUGR544

NUGR 603 Diagnostics and Procedures in Primary Care

This class is a diagnostic and procedure-based course that has didactic and laboratory components. This course provides evidence-based knowledge in diagnostics and procedures utilized in primary care to develop a comprehensive treatment/management plan. Students will gain knowledge of the use of clinical data, the interpretation of diagnostic information, the limits of using clinical data for diagnosis, appropriate diagnostic procedures, laboratory tests, using clinical data to problem solve, and follow-up care for patients with both acute and chronic conditions. This course emphasizes psychomotor skills necessary to provide selected common primary care procedures utilized in the care of children and adults throughout the lifespan in a variety of clinical settings. Students will demonstrate psychomotor skills (procedures) and knowledge gained in this class in a laboratory setting.

Prerequisites and/or Co-requisites: NUGR 508, BIO 509, Graduate standing or permission of the instructor.

NUGR 604 Embryology for Advanced Practice Nursing

This course introduces the advanced practice nurse to embryology and provides a foundation for newborn assessment skills. The course uses analysis of clinical correlates to promote immediate incorporation of knowledge into the assessment and interventions used in the daily care and management of newborns.
Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor.

NUGR 605 Genetics

This course is designed to introduce the advanced practice nurse to genetics and to promote immediate incorporation of knowledge into the assessment and management of newborns. Incorporation of legal and ethical considerations in diagnostic testing and outcomes as well as counseling of family members is included.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor.

NUGR 606 Advanced Neonatal Assessment

This course is designed to introduce the advanced practice nurse to neonatal physical, neurologic, and gestational assessment. The student will incorporate knowledge of each of these assessments into the management of ill neonates. In addition, the student will incorporate cultural data into the care and management of the neonate and family. Application of communication skills regarding normal and abnormal findings are integrated into the course. Incorporation of legal and ethical considerations in diagnostic testing and outcomes as well as counseling of family members is included. Clinical hours are focused on mastering the newborn exam with interpretation of findings and management plans.

Prerequisites and/or Co-requisites: NUGR 604 Embryology for Advanced Nursing Practice; NUGR 605 Genetics for Advanced Nursing Practice; Graduate standing or permission of the instructor.

NUGR 607 Neonatal Pharmacology in the Acute Care Setting

The course provides the advanced practice nurse with the knowledge and skills to assess, diagnose, and manage pharmacologic care for neonates in the acute care setting. Therapeutic decision-making in drug selection and application of selected pharmacokinetics and pharmacodynamics principles to the pharmacologic management of sick and unstable neonates will be emphasized.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor.

NUGR 608 Neonatal Advanced Pathophysiology

This course is designed to provide advanced neonatal pathophysiology knowledge acquisition through a body systems approach. Incorporation of interprofessional practice communication skills are integrated into the content. Pathophysiological principles are applied to neonatal care management through case studies. Emphasis on incorporation of interprofessional communication and education and cultural diversity are emphasized.
Prerequisites and/or Co-requisites: NUGR 605 Genetics for Advanced Practice Nursing; NUGR 606 Advanced Neonatal Assessment or permission of the instructor.

**NUGR 609 Clinical Perinatology: Management of the Acute Ill Neonate**

This course provides in-depth knowledge acquisition with clinical application to the management of culturally diverse ill neonates in the neonatal intensive care unit (NICU). Content includes stabilization, management, and evaluation of high-risk and ill neonates/infants and their families. The course uses analysis of clinical correlates to promote immediate incorporation of knowledge into the assessment and interventions used in the daily care and management of newborns. Ongoing assessment and evaluation of the neonate’s response to intervention with further changes in management are part of the clinical experience.

Prerequisites and/or Co-requisites: Graduate standing, NUGR 604; NUGR 605; NUGR 606; NUGR 608; NUGR 508; NUGR 607; or permission of the instructor are required.

**NUGR 610 Diagnostic Reasoning and Procedures for Neonatal Nurse Practitioners**

This course is a diagnostic and procedure-based course with didactic and laboratory components. The course provides evidence-based knowledge in diagnostics and procedures utilized in the care of neonates, specifically ill neonates, to develop a comprehensive treatment/management plan. Students will acquire knowledge of the use of clinical data, interpretation of diagnostic data, laboratory tests, and the limits of clinical data for diagnosis. In addition, students will acquire skills in diagnostic procedures. Students will have the opportunity to use clinical and diagnostic data to problem solve and plan current and follow-up care. The course emphasizes psychomotor skills necessary to provide selected common procedures used in the neonatal unit. Students will demonstrate psychomotor skills and knowledge in a simulation setting.

Prerequisites and/or Co-requisites: Graduate standing or permission of the instructor.

**NUGR 611 Clinical Perinatology: Management of the Acutely Ill Neonate II**

This course is designed to provide practical application of knowledge and previous clinical experience to the neonatal inpatient population. In addition, the student will incorporate cultural data into the care and management of the neonate and family. Application of communication skills regarding normal and abnormal findings are integrated into the course. Incorporation of legal and ethical considerations in the management of ill neonates and outcomes, as well as, counseling of family members is included. Interprofessional practice is emphasized during this practicum. Clinical hours are focused on mastering application of knowledge, skills, and experience to the clinical setting.

Prerequisites and/or Co-requisites: NUGR 604; NUGR 605; NUGR 606; NUGR 607; NUGR 608; NUGR 609. Graduate standing.