2012-2013 LONG SIGNATURE SHEET

Proposal Number: SON 11-6-2012

Proposal Title: Revision of the Adult Health Nurse Practitioner Concentration to Adult-Gerontology Acute Care Nurse Practitioner Concentration

Originating Department: School of Nursing

TYPE OF PROPOSAL: UNDERGRADUATE_____ **GRADUATE X** **UNDERGRADUATE & GRADUATE**____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
		11/7/12	(Approved)	**DEPARTMENT CHAIR** Dee Baldwin [print name:] Dr. Dee Baldwin
11/7/12	11/14/12	11/15/12	Approved	**COLLEGE CURRICULUM COMMITTEE CHAIR** [print name:] Shanti Kulkarni
11/15/12	11/15/12	11/27/12	Approved	**COLLEGE FACULTY CHAIR (if applicable)** Amy Barsanti [print name:] Amy Barsanti
11/27/2012	11/28/2012	11/29/2012	(Approved)	**COLLEGE DEAN** Jane B. Neese [print name here:] Jane Neese
			Approved	**GENERAL EDUCATION** (if applicable; for General Education courses) [print name here:]
			Approved	**UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR** (for undergraduate courses only)
11-28-12	12-4-12	12-7-12	Approved	**GRADUATE COUNCIL CHAIR** (for graduate courses only) Rob Roy McGregor
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

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LONG FORM
COURSE AND CURRICULUM PROPOSAL

*To: Dr. Shanti Kulkarni, Chair, CHHS Curriculum Committee

From: School of Nursing

Date: November 1, 2012

Re: Revision of the Adult Health Nurse Practitioner Concentration to
       Adult-Gerontology Acute Care Nurse Practitioner Concentration

The School of Nursing proposes to revise the Adult Health Nurse Practitioner concentration which involves renaming of the concentration, revision in course description and course objectives in selected courses (NUNP 6250, NUNP 6202, NUNP 6402, NUNP 6403), addition of two new courses (NUNP 6203, NUNP 6431), which results in the addition of 3 credits to the concentration. Accordingly, the Post-Masters Certificate for this concentration has been revised based on these proposed changes. This revision pertains to the existing Adult Health Nurse Practitioner concentration and Post-Masters Certificate for which admissions were temporarily discontinued in 2010. The proposed revision in course descriptions and course objectives reflect the advances in the field and the expanded focus of the concentration to include emphasis on care of the acutely and critically ill patient. The retitling of this concentration is consistent with changes in the professional standards and competencies developed for the advanced practice nurse role as an adult health nurse practitioner. The SON proposes implementation of the revised concentration for the entry of the first cohort of 6 students in fall 2013 to address the need for adult nurse practitioners who are prepared with the advanced knowledge and skills to care for adults experiencing acute and/or critical changes in their health conditions.

University of North Carolina at Charlotte

Revised Graduate Concentration and Curriculum Proposal from the School of Nursing

Revision of the Adult Health Nurse Practitioner concentration in the Advanced Clinical Nursing Major of the MSN Program

A. **SUMMARY**. The School of Nursing (SON) proposes to revise the existing Adult Health Nurse Practitioner concentration and the corresponding Post-Masters Certificate for which admissions were temporarily discontinued in 2010. This concentration and the Family Nurse Practitioner concentration currently comprise the Nursing Advanced Clinical major in the MSN program. The proposed revision of the Adult Health Nurse Practitioner concentration and the corresponding Post-Masters Certificate involves:
   a. Renaming of the concentration to Adult Gerontology Acute Care Nurse Practitioner,
   b. Renaming of the Post-Masters Certificate to Adult Gerontology Acute Care Nurse Practitioner,
   c. Revision in course description and course objectives in selected courses (NUNP 6250, NUNP 6202, NUNP 6402, NUNP 6403),
   d. Addition of two new courses (NUNP 6203, NUNP 6431),
   e. Deletion of NUNP 6240 Advanced Primary Care Reproductive Health (3),
   f. Addition of 3 credits to the concentration and to the Post-Masters Certificate, and
   g. Updating of admission's criteria for the concentration and Post-Master's Certificate.

A major component of the School of Nursing's mission is to prepare nursing professionals through programs relevant to the greater Charlotte region and community partnerships that advance educational endeavors and the mission of the SON and University. This revision is needed in order to better reflect the advances in the field of nursing, and recent changes in certification requirements specific to adult health, and the community need for us to refocus the concentration to include emphasis on care of the acutely and critically ill patient. The retitling of this concentration is consistent with changes in the professional standards and competencies developed for the advanced practice nurse role as an adult health nurse practitioner. The proposed revised Adult-Gerontology Acute Care Nurse Practitioner schema is presented in Appendix A.

B. **JUSTIFICATION.**
   1. **Identify the need addressed by the proposal and explain how the proposed action meets the need.**
      A regional need has been identified for healthcare providers prepared as nurse practitioners to care for adults. More specifically, the need is for adult nurse practitioners who are prepared with the advanced knowledge and skills to care for adults experiencing acute and/or critical changes in their health conditions. The Carolinas Medical Center in collaboration with the Carolinas College of Health Sciences identified a shortage of nurse practitioners in our geographic region and requested that the SON pursue the revision of the existing Adult Health Nurse Practitioner (AHNP)

concentration to fulfill this need. Additionally, the national certifying organization for the AHNP revised certification requirements to reflect the inclusion of gerontology (Gero) focused content in the AHNP concentration. Thus, this proposal presents the revision in the existing AHNP concentration and re-titles it to **Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)** concentration within the Advanced Clinical Nursing Major of the MSN Program. Upon graduation, individuals will be qualified to sit for the Board Certification as an Adult-Gerontology Acute Care Nurse Practitioner by the American Nurses Credentialing Center (ANCC).

2. **Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.**

   Prerequisites: Admission to the MSN program or permission of the instructor is required for all courses. Additional pre/corequisites are indicated with specific course descriptions.

   Admission to the AGACNP concentration is consistent with the admission criteria for the Advanced Clinical Nursing major. Changes specific to the acute/critical care requirements are included in the proposed AGACNP Admission Requirements.

   1. Unencumbered license as a Registered Nurse in North Carolina
   2. BSN degree from nationally accredited program.
   3. Total score of 293 on the revised GRE or 950 on the old GRE on verbal and quantitative portions is required. Millers Analogy Test is not accepted.
   4. One year of professional nursing practice in acute/critical care following completion of the BSN degree.
   5. Overall GPA of 3.0 on a 4.0 scale in the last degree and in the last 60 hours of nursing coursework.
   6. Completion of an undergraduate statistics course with a grade of C or better.
   7. 6. Statement of purpose in application packet should explain the applicant's career goal in relation to acute/critical care practice. Purpose statement should not exceed two double-spaced typed pages.
   8. References should be from professional colleagues and should speak to clinical knowledge and expertise and one's ability to function as a member of the health care team. At least one reference from a supervisory person is preferred.
   9. Applicants who meet admission requirements will be eligible to be invited for an interview with the nurse practitioner sub-committee. Interviews are held in early March of each year. Only after a successful interview will the candidate be admitted.

   Students are admitted annually for entry in the Fall, with applications due to the Graduate School by February 15. Students who wish to enroll in courses during the summer prior to matriculation should apply for Summer I admission.

3. **Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.**

   The numbering scheme is consistent with SON, College and UNCC Graduate Catalog rubric. All course numbering is at the 6000 or above level and congruent with the NURS or NUNP prefix numbering system already in place in the SON.

4. **In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?**

   The proposed revision will resume the previous Adult Health concentration by making modifications that reflect the advances in the discipline and capture the enhanced specificity required for the care of the acutely and critically ill patient. This program will be implemented in a collaborative manner using a model similar to that already established for the Nurse Anesthesia program. Because only two new courses are required for implementation of this revised concentration, the existing quality and efficiencies present in the MSN program are sustained. Further the AGACNP concentration will allow the SON to work collaboratively with the Carolinas College of Health Sciences and the Carolinas Medical Center to meet the demand identified by them for a nurse practitioner prepared to meet the needs of the acutely and critically ill.

5. **If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.**

   Not applicable in relation to this proposal.

C. IMPACT

1. **What group(s) of students will be served by this proposal?**
   This proposal will serve graduate students who are primarily new masters in nursing students, holding a BSN degree.

2. **What effect will this proposal have on existing courses and curricula?**
   a. **When and how will added course(s) be taught?**

      See *Appendix A* for the program schema showing that courses will be offered on an annual basis.

   b. **How will the content and/or frequency of offering of other courses be affected?**

      The frequency of course offerings will not affect other school of nursing courses. Up to 6 additional students annually will take Biostatistics and existing masters level core nursing courses. (See **Appendix E—Responses from Departments of Biology and Math**)

c. **What is the anticipated enrollment in courses(s) added (for credit and auditors)?**

One new advanced skills lab course and one didactic course focused on care of the critically ill will be offered as new courses. Six students are the targeted number of students to enroll in each of these courses annually.

d. **How will enrollment in other courses be affected?**

Enrollment in other courses will be affected minimally by the addition of six students. Summer school support will be requested for the courses to be offered in summer year one and year two.

e. **If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.**

Courses have not been offered under special topic numbers.

f. **Identify other areas of catalog copy that would be affected.**
This is a revised concentration. All changes in admission and curriculum requirements are outlined in proposed catalog copy in subsequent sections of this proposal.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

A. **PERSONNEL**.

The total need for new faculty over the first four years is two nurse practitioner faculty members; one in 2013-14 and one in 2014-15. These positions will be supported by the collaborative efforts with Carolinas College of Health Sciences.

B. **PHYSICAL FACILITY.** Is adequate space available for this course?

The SON has adequate classroom and lab space to accommodate student needs. The current nurse practitioner concentrations already use the state-of-the art SON simulations lab and resources for the Health Assessment skill development and practice in diagnostic reasoning for selected health conditions. The SON lab and the Carolinas simulations Center located at the Carolinas College of Health Sciences will be used as important resources for the acquisition and practice of the advanced clinical skills required for care of acutely and critically ill patients. The Carolinas Medical Center will serve as an excellent clinical placement site for student clinical learning experiences.

C. **EQUIPMENT AND SUPPLIES:**

Additional supplies will be needed for the implementation of NUNP 6431 Advanced Acute Care Skills Lab. Funding for these supplies will be allocated from the already in

place tuition and fees. This determination was made through annual evaluation processes and review of existing resources based on customary usage by advanced nursing practice students.

D. **COMPUTER.**

Existing information technology and computing services are current and continuously updated. There is no change to the computer requirements for affected courses.

E. **AUDIO-VISUAL**. If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

None. No change from current expectations.

F. **OTHER RESOURCES**.

None will be needed. This determination was made through annual evaluation processes and review of existing resources typically needed for advanced nursing practice students.

G. **SOURCE OF FUNDING**.

The SON is in the process of negotiations with the Carolinas College of Health Sciences and the Carolinas Medical Center regarding resources to provide additional support for implementing the acute/critical care focus of this concentration. The proposed revised curriculum needs to be approved in order to permit continued negotiation and procurement of additional faculty and other resources. In addition to these external collaborative efforts for enhanced support, the SON has already upgraded its administrative support staff to the advanced level of support for the Graduate Division.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

A. **LIBRARY CONSULTATION**.

Mr. John Norris, the SON library liaison, was contacted via e-mail to request consultation regarding the needs of the proposed revised concentration. Mr. Norris prepared the Library Consultation Report (**See *Appendix D***—Consultation on Library Holdings). The attached report indicates that the current holdings in Atkins Library are "adequate."

B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS**.

No formal consultations were required in conjunction with the development of the proposed changes. Refer to discussion in section **V.A** .regarding collaboration with Carolinas College of Health Sciences. Refer to ***Appendix E*** –Responses from the

Departments of Biology and Math regarding their ability to support the addition of students to Advanced Pathophysiology and Biostatistics courses.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. ORIGINATING UNIT.

A workgroup was established in spring 2012 composed of individuals from the SON and the Carolinas College of Health Sciences. The workgroup members were Sonya Hardin, PhD; Karen Lucisano, MSN; and Gwen Foss, PhD, and Dee Baldwin, PhD from the SON and Ellen Sheppard, PhD, and Ginger Marshall, MSN from the Carolinas College of Health Sciences and Carolinas Medical Center, respectively. This workgroup continued in summer and fall 2012 with Susan Kennerly, PhD replacing Dr. Foss following her retirement and the addition of three more nurse practitioners practicing in acute care at the Carolinas Medical Center. The focus of work group activities included the review of existing professional standards and competencies guiding program implementation and certification requirements for program graduates; content mapping of the curriculum in relation to standards and competencies; and the drafting of a program schema and recommendations for revision in course descriptions and objectives. Periodic updates were presented to the SON nurse Practitioner Faculty, the Graduate Curriculum Committee, and the Graduate Division Faculty during fall 2012. The curriculum and program recommendations were presented to the SON Faculty in a Discussion Forum on October 25th and considered through electronic voting November 5-6, 2012 during which time the proposal was approved.

B. CREDIT HOUR. Review is Not Applicable to this proposal.

C. ATTACHMENTS

1. **CONSULTATION:**

   No formal consultations were required in conjunction with the development of the proposed changes beyond members of the SON faculty and advanced practice acute care practitioner collaborators at the Carolinas Medical Center and the Carolinas College of Health Sciences. All revisions only substantively impact SON graduate courses and their implementation.

2. **COURSE OUTLINE/SYLLABUS:**

   See Appendix B for course syllabi for newly proposed courses. See Appendix C for course syllabi for graduate courses in which revisions in course description and course objectives are proposed.

3. **PROPOSED CATALOG COPY:**

Proposed catalog copy revisions and additions for the core courses in the Advanced Clinical Major and those specialty courses in the proposed revised AGACNP concentration are presented within this section.

Proposed Catalog Copy:
Advanced Clinical Major
~~ADULT NURSE PRACTITIONER (ANP)~~ ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER
~~(currently not accepting applications)~~
These advanced practice registered nurses will be prepared to function as Adult Gerontology Acute Care Nurse Practitioners (~~ANP~~) (AGACNP). Adult Gerontology Acute Care Nurse Practitioners provide ~~primary care and specialty care to Adolescents~~, ~~Adults and Elders~~ evidence-based care to acutely ill adults with urgent and emergent complex health issues and critically ill adults with life threatening, rapidly changing physiological and pathophysiological conditions. Graduates with this ~~option~~ concentration will be eligible to take the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioner (AANP) examination for Adult Gerontology Acute Care Nurse Practitioners.

Additional Admission Requirements
1) Unencumbered license as a Registered Nurse in North Carolina
2) BSN degree from nationally accredited program ~~is preferred~~. ~~If the baccalaureate is not in nursing, the following courses from the RN to BSN program (or their equivalent) are required:~~
   ~~NURN 4100 Aging and Health~~
   ~~NURN 3108 Health Assessment for Nurses~~
   ~~(with Lab)~~
   ~~NURN 4203 Leadership in Nursing Practice~~
   ~~NURN 4440 Community Health Nursing~~
   ~~NURN 4900 Research in Nursing Practice~~
3) Total score of ~~950 on verbal and quantitative portions of Graduate Record Exam (GRE) or a~~
   ~~score of 400 on the Miller Analogy Test is preferred. Applicants with scores less that those~~
   ~~designated may be considered based on the total application profile.~~ 293 on the revised GRE or 950 on the old GRE on verbal and quantitative portions is required. Millers Analogy Test is not accepted.
4) One year of professional nursing practice in acute/critical care ~~following completion of an RN program~~.
5) Overall GPA of 3.0 on a 4.0 scale in the last degree and in the last 60 hours of nursing coursework.
6) Completion of an undergraduate statistics course with a grade of C or better.

6) 7) Statement of purpose in application packet should explain the applicant's career goal in ~~primary care~~ relation to acute/critical care practice. Purpose statement should not exceed two double-spaced typed pages.

7) 8) References should be from professional colleagues and should speak to clinical knowledge and expertise and one's ability to function as a member of the healthcare team. At least one reference from a supervisory person is preferred.

Students are admitted annually for entry in the fall with applications due to the Graduate School by February 15.

Degree Requirements

The program requires completion of ~~44~~ 47 semester credit hours in approved courses including:

Core Courses (9 hours)
NURS 6101 Theoretical Basis for Nursing Practice (3)
NURS 6160 Research in Nursing and Health Professions (3)
NURS 6115 Health Policy and Planning in the U.S. (3)

Cognate Courses (6 hours)
STAT 6127 Introduction to Biostatistics (3)
BIOL 6274 Pathophysiology (3)

Advanced Clinical Core (~~7~~ 9 hours)
NURS 6220 Pharmacotherapeutics in Advanced Nursing Practice (3)
NURS 6230 Advanced Health Assessment and Diagnostic Reasoning for Advanced Practice (3)
NURS 6210 Family Health in Advanced Practice Nursing (2)
NURS 6430 Advanced Health Assessment Practicum (1)*

~~ANP~~ AGACNP Specialty Courses (~~19~~ 20 hours)
NUNP 6431 Advanced Acute Care Skills Lab (1)*
NUNP 6250 Advanced Primary Care and Health Promotion of Adults (3)
NUNP 6401 Advanced ~~Practice Nursing inAmbulatory Care~~ Care and Health Promotion Adults Practicum (~~4~~ 2)*
~~NUNP 6240 Advanced Primary Care Reproductive Health (3)~~
NUNP 6202 Complex Healthcare Management of Adults (3)
NUNP 6203 Advanced Care of Critically Ill Adults (3)
NUNP 6402 Advanced Practice Nursing in Complex Care Practicum (4)*
NUNP 6403 Advanced Care of Critically Ill ~~Practice Nursing in Specialty Care of~~ Adults Practicum (~~2~~ 4)*

Synthesis Project or Thesis (3 hours)
NURS 6601 Synthesis and Integration in Advanced Nursing Practice I (1)
NURS 6602 Synthesis and Integration in Advanced Nursing Practice II (2)
OR
NURS 6962 Thesis (3)
Clinical Course that requires 60 hours practice for each 1 credit hours

Additional Degree Requirements

1) A minimum of 600 hours of supervised clinical experience as a Nurse Practitioner student is required.
2) Students may receive no more than one C grade in any graduate course. The second C will result in suspension from the program.
3) In order to progress in the specialty, a grade of B or better is required in the following courses:
   - BIOL 6274 Pathophysiology
   - NURS 6220 Pharmacotherapeutics in Advanced Nursing Practice (3)
   - NURS 6230 Advanced Health Assessment and Diagnostic Reasoning for Advanced Practice (3)
   - NURS 6430 Advanced Health Assessment Practicum (1)*
   - All required courses with a NUNP prefix
4) Faculty advising is required.

Research Opportunities

Students who choose to do so will have the opportunity to serve as Research Assistants on faculty research projects. Students will have an opportunity to choose a mentored research experience in their Synthesis courses.

POST-MASTER'S CERTIFICATE
IN ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (ANP AGACNP)
(currently not accepting applications)

The Post-Master's Certificate consists of specialty courses in advanced practice nursing (18 20 graduate credit hours). This certificate program will prepare nurses holding master's degrees in nursing to enter advanced practice nursing as an adult nurse practitioner adult-gerontology acute care nurse practitioner. Nurses already certified as Psych NPs, Women's Health or Pediatric NPs will be evaluated for possible exclusion of respective specialty courses and practica from their program. The recipients of this certificate will be eligible to take the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP) examination for Adult-Gerontology Acute Care Nurse Practitioners. Coursework must be completed within four years and a 3.0 (B) grade point average is required.

Admission Requirements:

1) A master's degree in nursing from a nationally accredited nursing program
2) Written application to graduate admissions
3)2) Unencumbered North Carolina License as a Registered Nurse
4)3) Official transcripts from a Master's degree
4) Total score of 293 on the revised GRE or 950 on the old GRE on verbal and quantitative portions is required
5) Overall GPA of 3.0 on a 4.0 scale in the MSN degree

6) Statement of purpose in application packet should explain the applicant's career goal in ~~primary care~~ relation to acute/critical care practice. Purpose statement should not exceed two double-spaced typed pages.

7) References should be from professional colleagues and should speak to clinical knowledge and expertise and one's ability to function as a member of the healthcare team. At least one reference from a supervisory person is preferred.

~~5)~~8) Graduate Health Assessment course equivalent within the last ~~3~~ 5 years**

~~6)~~9) Graduate Pharmacology course equivalent within the last ~~3~~ 5 years**

~~7)~~10) Graduate Pathophysiology within the last ~~3~~ 5 years**

**Nurses certified as ~~Women's Health~~ Adult or Family nurse practitioners, Psych ~~NPs~~ nurse practitioners, or Pediatric nurse practitioners may have these courses waived from the admission requirements after assessment of transcripts.*

Certificate Requirements:
NUNP 6202 Complex Healthcare management of Adults (3)
NUNP 6203 Advanced Care of Critically Ill Adults (3)
~~NUNP 6240 Advanced Primary Care Reproductive Health (3)***~~
NUNP 6250 Advanced Primary Care and Health Promotion of Adults (3)
NUNP 6401 Advanced ~~Practice Nursing in~~ ~~Ambulatory Care~~ Care and Health Promotion Adults Practicum (~~4~~ 2)~~****~~ ***
NUNP 6402 Advanced Practice Nursing in Complex Care Practicum (4)***~~*~~
NUNP 6403 Advanced Care of Critically Ill ~~Practice Nursing in Specialty Care of~~ Adults Practicum (~~2~~ 4)~~****~~ ***
NUNP 6431 Advanced Acute Care Skills Lab (1)***

Note: Nurses with other backgrounds will be evaluated on an individual basis
*~~***Nurses certified as Women's Health nurse practitioners will not be required to take this course.~~*
*~~****~~ ***Clinical Course that requires 60 hours practice for each 1 credit hour*

Students are admitted annually for part-time study with entry in the summer. ~~fall with applications.~~ Applications are due to the Graduate School by February 15. Plan of study will be individualized based on course availability.

Course Descriptions

NURS 6210. Family Health in Advanced Practice Nursing. (2) Provides an overview of the family as the basic unit of advanced nursing care. Focuses on strategies of family assessment, family empowerment, and family health promotion. Includes reviews of relevant theories, concepts and research for the assessment and management of family health and the analysis of the socio-cultural context of families. (*Spring*) *(Online)*

NURS 6220. Pharmacotherapeutics in Advanced Nursing Practice. (3) Principles of pharmacology and drug therapy for advanced nursing practice including legal and social considerations related to prescriptive authority and prescribing patterns. Satisfies NC Board of Nursing requirements for nurse practitioner. (*Fall)(Evening)(On campus)*

NURS 6230. Health Assessment and Diagnostic Reasoning for Advanced Practice. (3) Pre- requisite or corequisite: BIOL 6274 or BIOL 6273. Corequisite: NURS 6430. This course provides knowledge and skills necessary for advanced practice nurses to synthesize concepts from nursing and the biopsychosocial sciences in the comprehensive health assessment of adults and children. The diagnostic reasoning process, differential diagnosis, advanced health evaluation techniques, laboratory tests, diagnostic studies and interpretation and evaluation of findings are incorporated into the course. The development of collaborative relationships between the nurse practitioner role and the nurse anesthetist role are developed through analysis of case studies. (*Spring) (Day)(On Campus)*

NURS 6430. Advanced Health Assessment Practicum. (1) Pre-requisite or corequisite: BIOL 6274 or BIOL 6273. Corequisite: NURS 6230. This clinical practicum is designed to provide an opportunity for students to practice advanced health assessment skills on clients across the lifespan. Comprehensive health histories and physical examination techniques are used to complete a database on clients to formulate differential diagnoses and make advanced clinical decisions (60 lab/clinical hours). *(Spring)(Day) (On campus)*

NUNP 6202. Complex Healthcare Management of Adults. (3) Prerequisite: NUNP 6250. This course is designed to provide students with the opportunity to integrate knowledge from advanced assessment, pathophysiology, pharmacotherapeutics, theory and research to provide the advanced practice nurse with the requisite skills in the management of acutely ill adults ~~with chronic illness~~ in a variety of settings. Emphasis is placed on the use of diagnostic reasoning skills in the assessment, diagnosis, and plan of care including pharmacological, and non-pharmacological management of acutely ill adults with ~~chronic illness~~ urgent and emergent complex health issues. Application of models and theories to guide advanced nursing practice and planned ~~research based~~ evidence-based care of the adult with acute and/or chronic illness is expected in order to promote quality outcomes. *(Fall) (Evening) (On ~~demand~~ campus)*

NUNP 6203 Advanced Care of Critically Ill Adults. (3) Pre-requisites: NUNP 6202; NUNP 6250.
This course is designed to provide students with the opportunity to integrate knowledge from advanced assessment, pathophysiology, pharmacotherapeutics, theory, and research to provide the advanced practice nurse with the requisite skills in the management of critically ill adults in a variety of environments. Emphasis is

placed on the use of diagnostic reasoning skills in the assessment, diagnosis, and plan of care including pharmacological and non-pharmacological management of critically ill adults with life threatening, rapidly changing physiological and pathophysiological conditions. Application of models and theories to guide advanced nursing practice and planned evidence-based care of adult with critical illness is expected in order to promote quality outcomes (240 supervised clinical hours). *(Spring) (Evening) (On campus)*

NUNP 6250. Advanced Primary Care and Health Promotion of Adults Across the Lifespan. (3) Prerequisites: NURS 6230, NURS 6430, and NURS 6220. This course will build on knowledge of advanced assessment, pathophysiology, pharmacotherapeutics, and theory and research to provide the advance practice nurse with the framework to manage adults with chronic illness ~~in the ambulatory healthcare~~ settings. Emphasis is placed on a wellness focus in the care of adults throughout the life span with common reoccurring acute illnesses and stable chronic conditions. Models of health promotion, disease prevention, health education and wellness will be used to guide the advanced practice nurse in assessing, diagnosing and planning care for adults. The case study approach will be used as a framework to implement the diagnostic reasoning and clinical decision making process. (*Fall*) *(Evening)(On campus)*

NUNP 6401. Advanced ~~Practice Nursing in Ambulatory Care~~ Care and Health Promotion Adults Practicum. (4 2) Pre- or corequisites: NUNP 6250 ~~and NUNP 6240~~. Emphasis on the role of the advanced practice nurse in promoting healthy life-styles to prevent or minimize the effects of chronic illness. Students will incorporate critical thinking and diagnostic reasoning in assessing, diagnosing, monitoring, coordinating, managing outcomes and communicating healthcare findings of adults and their families in ambulatory care settings (~~240~~ 120 supervised clinical hours). *(Fall) (Individually Arranged) (On ~~demand~~ campus)*

NUNP 6402. Advanced Practice Nursing in Complex Care Practicum. (4) Pre- or corequisite: NUNP 6202. This clinical course focuses on treatment and outcome management of ~~complexly~~ acutely ill clients with multi-system problems. Emphasis on the role of the advanced practice nurse in helping ~~complexly~~ acutely ill adults manage the effects of urgent and emergent complex health issues and achieve ~~optimum outcomes in chronic illness~~ quality outcomes. *(Spring) (Individually Arranged) (On ~~demand~~ campus)*

NUNP 6403. Advanced Care of Critically Ill ~~Practice Nursing in Specialty Care of~~ Adults Practicum. (~~2~~ 4) Prerequisite: NUNP 6402. This clinical course focuses on outcome management of critically ill adults with life threatening, rapidly changing physiological and pathophysiological conditions ~~in specialty care settings of the student's choice with faculty approval~~. Emphasis is on the role of the advanced practice nurse in developing, implementing and evaluating advanced care of critically

ill adults. Clinical experiences are designed to provide opportunities for application of evidence-based practice in management and delivery of evidence-based care for , quality assurance and achievement of optimum quality outcomes in practice settings a variety of care environments (120 240 supervised clinical hours). *(Summer) (Individually Arranged) (On demand campus)*

NUNP 6431 Advanced Acute Care Skills Lab. (1) Pre-requisite or corequisite: NURS 6230; NURS 6430. This clinical practicum is designed to provide an opportunity for students to learn and practice commonly encountered advanced critical care skills required for performing assessments and technical procedures on acutely and critically ill adults (60 lab/clinical hours). *(Summer) (Day) (On Campus)*

4. **ACADEMIC PLAN OF STUDY:** The proposed change will not impact an existing Academic Plan of Study that would require changes to CAPP.

5. **STUDENT LEARNING OUTCOMES;** Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program.

   SLO assessments are presented in Appendix F for the advanced practice major that contains the AGACNP and the family nurse practitioner concentrations, although changes are not required for the overall degree program.

6. **TEXTBOOK COSTS:** It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

   Efforts will be made throughout implementation of the AGACNP concentration to consider textbook alternatives available to the discipline and to be mindful of strategies for reduction in cost of texts and supplies required as part of the student learning experiences.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

University of North Carolina at Charlotte School of Nursing
Proposed Adult Gerontology Acute Care Nurse Practitioner Program (AGACNP)

APPENDIX A: Proposed Plan of Fulltime Study for AGACNP Program

Fall Year One		
Course #	Course Title	Semester Credits
NURS 6220	Pharmacotherapeutics in Advanced Nursing Practice	3
BIOL 6274	Advanced Human Pathophysiology	3
NURS 6101	Theoretical Basis of Nursing Practice	3
	Total Credit Hours	9
	Total Weekly Contact Hours	9
	Semester Clinical Practicum Hours	----

Spring Year One		
Course #	Course Title	Semester Credits
NURS 6230	Health Assessment for Advanced Practice Nursing	3
NURS 6430	Health Assessment for Advanced Practice Nursing Lab (1:4)	1
STAT 6127	Introduction to Biostatistics	3
NURS 6210	Family Health in Advanced Practice Nursing	2
	Total Credit Hours	9
	Total Weekly Contact Hours	11
	Semester Clinical Practicum Hours	----

Summer Year One		
Course #	Course Title	Semester Credits
NURS 6115	Health Policy and Planning in the U.S.	3
NUNP 6431	Advanced Acute Care Skills Lab (1:4) *[New Course]*	1
NURS 6160	Research in Nursing and the Health Professions	3
	Total Credit Hours	7
	Total Weekly Contact Hours	10
	Semester Clinical Practicum Hours	----

Fall Year Two		
Course #	Course Title	Semester Credits
NUNP 6250	Advanced Primary Care and Health Promotion of Adults	3
NUNP 6202	Complex Health Care Management of Adults	3
NUNP 6401	Advanced Care and Health Promotion Adults Practicum (1:4)	2
NURS 6601	Synthesis in Advanced Practice Nursing I	1
	Total Credit Hours	9
	Total Weekly Contact Hours	8
	Semester Clinical Practicum Hours	120

Spring Year Two		
Course #	Course Title	Semester Credits
NUNP 6203	Advanced Care of Critically Ill Adults *[New Course]*	3
NUNP 6402	Advanced Practice Nursing in Complex Care Practicum (1:4)	4
NURS 6602	Synthesis in Advanced Practice Nursing II	2
	Total Credit Hours	9
	Total Weekly Contact Hours	21
	Semester Clinical Practicum Hours	240

Summer Year Two		
Course #	Course Title	Semester Credits
NUNP 6403	Advanced Care Critically Ill Adults Practicum (1:4)	4
	Total Credit Hours	4
	Total Weekly Contact Hours	16
	Semester Clinical Practicum Hours	240

ACNP Program Total Clinical Practicum Hours: 600   ACNP Program Total Credit Hours: 47

APPENDIX B: SYLLABI FOR NEW COURSES

Course syllabi are presented for the two following new courses that will be offered in the

revised Adult-Gerontology Acute Care Nurse Practitioner Concentration.

- NURS 6231 Advanced Acute Care Skills Lab (1)

- NUNP 6203 Advanced Care of Critically Ill Adults (3)

University Of North Carolina Charlotte

College of Health & Human Services

School of Nursing

Course Number: NURS 6431

Course Title: Advanced Acute Care Skills Lab

Course Credit: 1 graduate semester hours (60 lab/clinical contact hours)

Day/Time, Location: UNC Charlotte (UNCC) Campus

Faculty: Name: TBA
                     Office Location and Hours:
                     Telephone and email:

Pre-requisites and/or Co requisites: NURS 6230, NURS 6430

Catalog Description:
This clinical practicum is designed to provide an opportunity for students to learn and practice commonly encountered advanced critical care skills required for performing assessments and technical procedures on acutely and critically ill adults.

Course Objectives:

This course prepares the student to:

1. Demonstrate appropriate and effective communication and documentation skills associated with the performance of advanced critical care assessments and technical procedures.
2. Apply advanced knowledge to perform and interpret the results of commonly encountered advanced critical care skills.
3. Utilize critical thinking and diagnostic reasoning skills to formulate differential diagnosis.

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. More than two absences during the semester will bring your letter grade down by one letter grade.

- **Cell phone use**: Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the "silent" mode.

- **Syllabus Subject to Change**: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Methods include seminars, discussion/demonstration; audiovisuals; multimedia/presentation; laboratory practice.

Evaluation Methods:

Quizzes	25%
Analysis of Exemplar Case Studies	25%
Validation of Skill Practice	25%
Final Competency Examination	25%

**Please note that an 80% is required for passing this course.

Grade Scale:

A = 90-100%
B = 80 - 89%
C = 70 - 79%
U = below 70%

Topical/Unit Outline:
1. Introduction to Advanced Acute Care Practice Skills
2. Topical Introduction of Advanced Skill Knowledge and Skill
    a. Central Venous Catheter Insertion
    b. Advanced Airway Management
    c. Ventilation Management
    d. Chest Tube Insertion
    e. Emergency Ultrasound
    f. Emergency Simulation Training
    g. Other Emerging Skills and Procedures
3. Prevention of Complications Related to Emergency Procedures
4. Post-Skill/Procedure Assessment and Management
5. Introduction to Advanced Acute Care Practice Skills
6. Topical Introduction of Advanced Skill Knowledge and Skill
    a. Central Venous Catheter Insertion
    b. Advanced Airway Management
    c. Ventilation Management
    d. Chest Tube Insertion
    e. Emergency Ultrasound
    f. Emergency Simulation Training
    g. Other Emerging Skills and Procedures
7. Prevention of Complications Related to Emergency Procedures
8. Post-Skill/Procedure Assessment and Management

Potential Textbook:

- Foster, J., & Prevost, S. (2012). Advanced Practice Nursing of Adults in Acute Care. Philadelphia: F.A. Davis Company.
- Supplementary current articles and skills/procedural documentation.

UNC CHARLOTTE UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Policies:

Code of Student Responsibility:

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Academic Integrity:

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Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person's words or ideas without giving them credit – in other words, stealing that person's work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

It is your job to ask your teacher if you have any questions about how to cite a source.

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member that

considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 1 credit hour didactic course requires four hours of direct faculty instruction and one hour of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs: If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at http://legal.uncc.edu/policies/up-501. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

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Religious Accommodation:
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University Of North Carolina Charlotte

College of Health & Human Services

School of Nursing

Course Number: NURS 6203

Course Title: Advanced Care of Critically Ill Adults

Course Credit: 3 graduate semester hours

Day/Time, Location: UNC Charlotte (UNCC) Campus

Faculty: Name: TBA
                Office Location and Hours:
                Telephone and email:

Pre-requisites and/or Co requisites: NUNP 6202, NUNP 6250

Catalog Description:

This course is designed to provide students with the opportunity to integrate knowledge from advanced assessment, pathophysiology, pharmacotherapeutics, theory, and research to provide the advanced practice nurse with the requisite skills in the management of critically ill adults in a variety of environments. Emphasis is placed on the use of diagnostic reasoning skills in the assessment, diagnosis, and plan of care including pharmacological and non-pharmacological management of critically ill adults with life threatening, rapidly changing physiological and pathophysiological conditions. Application of models and theories to guide advanced nursing practice and planned evidence-based care of adult with critical illness is expected in order to promote quality outcomes.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Synthesize knowledge from biopsychosocial sciences to manage the care of critically ill adults with life threatening, rapidly changing physiological and pathophysiological conditions.
2. Demonstrate knowledge of the management of complex health problems in critically ill adults in order to develop advanced nursing interventions that promote quality outcomes.
3. Incorporate research findings that provide a basis for advanced nursing interventions in the management of critically ill adults.
4. Develop diagnostic reasoning skills as the basis for assessing, diagnosing, and planning the care of the critically ill adult with life threatening, rapidly changing physiological and pathophysiological conditions.

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. More than two absences during the semester will bring your letter grade down by one letter grade.

- **Cell phone use**: Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the "silent" mode.

- **Syllabus Subject to Change**: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Methods include seminars, discussion/demonstration; audiovisuals; multimedia/presentation, and small group activities.

Evaluation Methods:

Quizzes	40%
Analysis of Exemplar Case Studies	30%
Quality Outcomes Presentation	30%

**Please note that an 80% is required for passing this course.

Grade Scale:

A = 90-100%
B = 80 - 89%
C = 70 - 79%
U = below 70%

Topical/Unit Outline:

1. Introduction to Care of Critically Ill Adults
2. Topical Introduction of Care Management Strategies for
   a. Life threatening Conditions
   b. Rapidly changing physiological and pathophysiological conditions
3. Use of diagnostic reasoning in:
   a. Care Management

      b.   Intervention Design

      c.   Prevention of Complications

Potential Textbook:

- Foster, J., & Prevost, S. (2012). Advanced Practice Nursing of Adults in Acute Care. Philadelphia: F.A. Davis Company.
- Supplementary current articles and skills/procedural documentation.

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reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

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Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 3 credit hour didactic course requires three hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs: If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at http://legal.uncc.edu/policies/up-501. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

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Religious Accommodation:

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APPENDIX C: SYLLABI FOR COURSES WITH REVISED COURSE DESCRIPTIONS AND OBJECTIVES

Course syllabi are presented for the three following courses with revised course descriptions and objectives that will be offered in the revised Adult-Gerontology Acute Care Nurse Practitioner Concentration.

- NUNP 6401 Advanced Care and Health Promotion Adults Practicum (2) (120 Contact Hours)

- NUNP 6202 Complex Health Care Management of Adults (3)

- NUNP 6402 Advanced Practice Nursing in Complex Care Practicum (4) (240 Contact Hours)

- NUNP 6403 Advanced Care Critically Ill Adults Practicum (4) (240 Contact Hours)

University Of North Carolina Charlotte
College of Health & Human Services
School of Nursing

Course Number: NUNP 6401

Course Title: Advanced ~~Practice Nursing in Ambulatory Care~~ Care and Health Promotion Adults Practicum

Course Credit: ~~4~~ 2 graduate semester hours (~~240~~ 120 clinical hours)

Day/Time, Location: UNC Charlotte (UNCC) Campus

Faculty: Name: TBA
              Office Location and Hours:
              Telephone and email:

Pre-requisites and/or Co requisites: NUNP 6250

Catalog Description:
Emphasis on the role of the advanced practice nurse in promoting healthy life-styles to prevent or minimize the effects of chronic illness. Students will incorporate critical thinking and diagnostic reasoning in assessing, diagnosing, monitoring, coordinating, managing outcomes and communicating health care findings of adults and their families in ambulatory care settings. (4 credits) (240 clinical hours and scheduled clinical seminars

Course Objectives:
Upon completion of this course, the student will be able to:

1.   Explore the role of the Advanced Practice Nurse focusing on the development of a Nurse Practitioner clinical specialty.
2.   Critically analyze and implement the activities of the Advanced Practice Nurse with a focus on primary care of the adult client.
3.   Promote healthy lifestyles by counseling clients regarding wellness, disease risks and behavior changes.
4.   Refine skills in the assessment of health status of adults.
5.   Utilize knowledge of special needs in caring for adults from culturally diverse backgrounds.
6.   Utilize critical thinking and diagnostic reasoning skills to diagnose and manage clients in the ambulatory care setting.
7.   Assess the applicability of selected research findings to clinical practice with clients experiencing chronic health problems.
8. Utilize clinical data and theory from nursing and related disciplines in the implementation of care for chronically ill adults in ambulatory care settings.

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. More than two absences during the semester will bring your letter grade down by one letter grade.

- **Cell phone use**: Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the "silent" mode.

- **Syllabus Subject to Change**: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Methods include seminar/discussion/demonstration; audiovisuals; case studies and reflective logs.

Evaluation Methods:

Clinical Logs----------------------------- 25 %
      Includes professional goals,
      And self-evaluation of these
SOAP Notes----------------------------- 10 %
  (3 excellent SOAP notes required- more if needed to demonstrate comprehension)
Portfolios-------------------------------- 15 %
Clinical Presentation-------------------- 20 %
Clinical Case Studies ---------------------15 %
Clinical Evaluation (faculty/preceptor) 15 %

Grade Scale:

A = 90-100%
B = 80 - 89%
C = 70 - 79%
U = below 70%

Topical/Unit Outline:
1. Theoretical frameworks for promoting healthy life styles, managing care of adults, exploring resources at the local and national level
2. Holistic health and wellness assessment
3. Assessment of individuals
4. Change and learning theory
5. Definitions of health, illness, and wellness
6. Health in chronic illness
7. Issues in promoting healthy lifestyles
8. Changing health behavior

9. Internet resources
10. Legal and ethical issues
11. Scope of practice of a Nurse Practitioner

Potential Textbooks:

- Forceia, M. et al. (latest ed). *Geriatric Secrets,* Philadelphia: Hanley and Belfus.

- Foster, J., & Prevost, S. (2012). *Advanced Practice Nursing of Adults in Acute Care*. Philadelphia: F.A. Davis Company.

- Laboratory Manual—from previous course
- Protocol Book—from previous course (Clinical Guidelines in Adult Health

- Reference: Nurse Practitioner Prescribing Reference (NPPR) or appropriate pharmacology   resource for practice

- Tierney et al. (current edition) Current Medical Diagnosis & Treatment, Stamford, CT: Appleton and Lange

- Supplementary current articles and skills/procedural documentation.

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you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

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Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 2 credit hour clinical course requires eight hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs: If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at http://legal.uncc.edu/policies/up-501. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

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<u>Religious Accommodation</u>:
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University Of North Carolina Charlotte
College of Health & Human Services
School of Nursing

Course Number: NUNP 6202

Course Title: Complex Health Care Management of Adults

Course Credit: 3 graduate semester hours

Day/Time, Location: UNC Charlotte (UNCC) Campus

Faculty: Name: TBA
                    Office Location and Hours:
                    Telephone and email:

Pre-requisites and/or Co requisites: NUNP 6250

Catalog Description:
This course is designed to provide students with the opportunity to integrate knowledge from advanced assessment, pathophysiology, pharmacotherapeutics, theory and research to provide the advanced practice nurse with the requisite skills in the management of acutely ill adults ~~with chronic illness~~ in a variety of settings. Emphasis is placed on the use of diagnostic reasoning skills in the assessment, diagnosis, and plan of care including pharmacological, and non-pharmacological management of acutely ill adults with ~~chronic illness~~ urgent and emergent complex health issues. Application of models and theories to guide advanced nursing practice and planned ~~research based~~ evidence-based care of the adult with acute and/or chronic illness is expected in order to promote quality outcomes.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Synthesize knowledge from biopsychosocial sciences to manage the care of acutely ill adults with ~~chronic health problems~~ urgent and emergent complex health issues.
2. Demonstrate knowledge of the management of chronic health problems in acutely ill adults to develop advanced nursing interventions that promote ~~optimal health and improvement in the quality of life for chronically ill adults~~ quality outcomes.
3. Incorporate research findings that provide a basis for advanced nursing interventions in the management of acutely ill adults ~~with chronic illness~~.
4. Develop diagnostic reasoning and clinical decision making skills to manage the care of acutely ill adults ~~with chronic illness~~.

Course Policies:
- **Attendance:** Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to

class. More than two absences during the semester will bring your letter grade down by one letter grade.

- **Cell phone use**: Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the "silent" mode.

- **Syllabus Subject to Change**: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Methods include classroom lecture/discussion/demonstration; audiovisuals; case studies with class presentations; group and individual work; interaction with computers and database software; and use of the internet.

Evaluation Methods:

Examinations (3)	60%
Analysis of Exemplar Case Studies	40%

**Please note that an 80% is required for passing this course.

Grade Scale:
A = 90-100%
B = 80 - 89%
C = 70 - 79%
U = below 70%

Topical/Unit Outline:
1. Introduction to Complex Health of Adults
2. Management of Urgent and Emergent Complex Health Issues
   a. Clients With Sensory Deficits
   b. Clients With Rheumatology Disorders
   c. Clients With Disorders of the Skin
   d. Clients With Genitourinary Disorder
   e. Clients With Cardiac Disorder
   f. Clients With Respiratory Disorder
   g. Clients With Neuromuscular Disorder
   h. Clients With Acute and Chronic Conditions
   i. Clients With Acute and Chronic Pain, Suffering and Terminal Illness
3. Use of Alternative and Complementary Therapies in Advanced Practice

Potential Textbooks:

- Forceia, M. et al. (latest ed)_. Geriatric Secrets,_ Philadelphia: Hanley and Belfus.

- Foster, J., & Prevost, S. (2012). *Advanced Practice Nursing of Adults in Acute Care*. Philadelphia: F.A. Davis Company.
- Supplementary current articles and skills/procedural documentation.
- ANA. (latest ed). *Nursing Scope and Standards of Practice* Washington DC: Nursebooks.org.

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Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member that considers a violation of the Code at a Board Hearing. This hearing can result in

penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 3 credit hour didactic course requires three hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs: If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at http://legal.uncc.edu/policies/up-501. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

UNCC strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the UNCC Sexual Harassment Policy (http://legal.uncc.edu/policies/up-502) and the policy on Responsible Use of University Computing and Electronic Communication Resources (http://legal.uncc.edu/policies/up-307). Sexual harassment, as defined in the UNCC Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:
It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester http://legal.uncc.edu/policies/up-409. The census date for each semester (typically the tenth day of instruction) can be found in UNCC's Academic Calendar (http://registrar.uncc.edu/calendars/calendar.htm) .

University Of North Carolina Charlotte
College of Health & Human Services
School of Nursing

Course Number: NUNP 6402

Course Title: Advanced Practice Nursing in Complex Care Practicum

Course Credit: 4 graduate semester hours (240 Clinical Contact Hours)

Day/Time, Location: UNC Charlotte (UNCC) Campus

Faculty: Name: TBA
Office Location and Hours:
Telephone and email:

Pre-requisites and/or Co requisites: NUNP 6202

Catalog Description:
This clinical course focuses on treatment and outcome management of ~~complexly~~ acutely ill clients with multi-system problems. Emphasis on the role of the advanced practice nurse in helping ~~complexly~~ acutely ill adults manage the effects of urgent and emergent complex health issues and achieve ~~optimum outcomes in chronic illness~~ quality outcomes.

Course Objectives:
Upon completion of this course, the student will be able to:

1. Apply concepts of managed care in working with ~~complexly~~ acutely ill clients and their families.
2. Incorporate selected research findings to clinical practice with clients experiencing chronic health problems and terminal illness.
3. Utilize clinical data and theory from nursing and related disciplines in the implementation of care for complexly ill and terminally ill adults.
4. Utilize alternative therapies to manage patient care within a holistic framework.
5. Assume the role of the advanced practice nurse in ~~complexly ill patient~~ care of the acutely ill adults ~~manage the effects of~~ with urgent and emergent complex health issues.
6. Utilize critical thinking and the diagnostic reasoning process in the implementation of care for complexly ill adults in a variety of settings.
7. Support the advanced practice role by examination of standards of practice and relevant research evidence.
8. Discuss professional practice issues: Legal, Professional, and Policy issues.
9. Distinguish between licensure, and certification and credentialing privileges.

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. More than two absences during the semester will bring your letter grade down by one letter grade.

- **Cell phone use**: Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the "silent" mode.

- **Syllabus Subject to Change**: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Methods include Seminar Discussion, Project Presentations, Case Studies, and Clinical Logs.
.

Evaluation Methods:

Clinical Logs	25%
Achievement of Personal & Course Objectives	25%
Faculty Evaluation	15%
Preceptor Evaluation	15%
Case Studies/Class participation	10%
Portfolio	10%

**Please note that an 80% is required for passing this course.

Grade Scale:
A = 90-100%
B = 80 - 89%
C = 70 - 79%
U = below 70%

Topical/Unit Outline:
1. Introduction to Complex Health of Adults
2. Health Care Delivery Models in Complex Care
3. Challenges in care Implementation and Management
    a. Death and Dying: Hospice Care, Cultural Beliefs and Practices
    b. Chronic Pain: Suffering, Symptom Relief
4. Use of Alternative and Complementary Therapies in Advanced Practice
5. Advanced Practice Requirements

a. Credentialing and Certification
b. Collaborative practice in North Carolina
c. Registration as Advanced Practice Nurse

Potential Textbooks:

- Forceia, M. et al. (latest ed)*. Geriatric Secrets,* Philadelphia: Hanley and Belfus.

- Foster, J., & Prevost, S. (2012). *Advanced Practice Nursing of Adults in Acute Care*. Philadelphia: F.A. Davis Company.
- Supplementary current articles and skills/procedural documentation.
- ANA. (latest ed). *Nursing Scope and Standards of Practice* Washington DC: Nursebooks.org.
- Texts required from courses in Care of Adults , Reproductive Care, Laboratory manual, & pharmacology textbook.

UNC CHARLOTTE UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Policies:

Code of Student Responsibility:

"The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code" (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: http://legal.uncc.edu/policies/up-406

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: http://legal.uncc.edu/policies/up-407

Academic integrity refers to cheating and plagiarism. Plagiarism is when you use or borrow another person's words or ideas without giving them credit – in other words, stealing that person's work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of

the President of the United States is something that most people would know and you would not have to cite where you found this information)

It is your job to ask your teacher if you have any questions about how to cite a source.

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Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 4 credit hour didactic course requires sixteen hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs: If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at http://legal.uncc.edu/policies/up-501. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

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Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester http://legal.uncc.edu/policies/up-409. The census date for each semester (typically the tenth day of instruction) can be found in UNCC's Academic Calendar (http://registrar.uncc.edu/calendars/calendar.htm) .

University Of North Carolina Charlotte
College of Health & Human Services
School of Nursing

Course Number: NUNP 6403

Course Title: ~~Advanced Practice Nursing in Specialty Care of Adults Practicum~~
Advanced Care Critically Ill Adults Practicum
Course Credit: ~~2~~ 4 graduate semester hours (~~120~~ 240 Clinical Contact Hours)

Day/Time, Location: UNC Charlotte (UNCC) Campus

Faculty: Name: TBA
Office Location and Hours:
Telephone and email:

Pre-requisites and/or Co requisites: NUNP 6402

Catalog Description:
This clinical course focuses on outcome management of critically ill adults with life threatening, rapidly changing physiological and pathophysiological conditions ~~in specialty care settings of the student's choice with faculty approval~~. Emphasis is on the role of the advanced practice nurse in developing, implementing and evaluating advanced care of critically ill adults. Clinical experiences are designed to provide opportunities for application of evidence-based practice in management and delivery of evidence-based care for ~~, quality assurance and~~ achievement of ~~optimum~~ quality outcomes in ~~practice settings~~ a variety of care environments.

Course Objectives:
Upon completion of this course, the student will be able to:

1. Apply concepts of managed care in working with critically ill client and their families.

2. Incorporate selected research findings to clinical practice with clients experiencing acute and/or chronic health problems in selected specialty clinical settings.

3. Utilize critical thinking and clinical data and theory from nursing and related disciplines in the implementation of advanced practice nursing care for critically ill adults with life threatening, rapidly changing physiological and pathophysiological conditions.

4. Utilize alternative therapies to manage patient care within a holistic framework.

5. Assume the role of the advanced practice nurse in the ~~approved specialty clinical setting of choice management~~ and delivery of evidence-based care for critically ill adults.

6. ~~Plan strategies to facilitate the advancement of the role of the APN within the health care system.~~

7. ~~Develop a marketing plan for self which includes a brief job resume updated for portfolio and Curriculum Vitae.~~

8. ~~Develop documents for certification and credentialing as a Nurse Practitioner.~~

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. More than two absences during the semester will bring your letter grade down by one letter grade.

- **Cell phone use**: Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the "silent" mode.

- **Syllabus Subject to Change**: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Methods include experiential learning to practice as an Adult Nurse Practitioner under the supervision of a preceptor; seminar discussion; internet resource identification; case studies; clinical logs.

Evaluation Methods:

Clinical Logs	25%
Achievement of Personal & Course Objectives	30%
Faculty & Preceptor Evaluations	10%
Complete application for Medical Board/State Board of Nursing and Certification examination	10%
Portfolios	15%
Create example of Collaborative Contract for Practice	10%

**Please note that an 80% is required for passing this course.

Grade Scale:
>   A = 90-100%
>   B = 80 - 89%
>   C = 70 - 79%
>   U = below 70%

Topical/Unit Outline:
1. Introduction to Care of Critically Ill Adults
2. Peer and faculty supervision
3. Case Presentations
4. Personal Marketing Plan
5. NC requirements for licensure
6. Certification requirements

Potential Textbooks:

- Foster, J., & Prevost, S. (2012). *Advanced Practice Nursing of Adults in Acute Care*. Philadelphia: F.A. Davis Company.
- Supplementary current articles and skills/procedural documentation.

UNC CHARLOTTE UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

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Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

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Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 4 credit hour didactic course requires sixteen hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs: If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at http://legal.uncc.edu/policies/up-501. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

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prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester http://legal.uncc.edu/policies/up-409. The census date for each semester (typically the tenth day of instruction) can be found in UNCC's Academic Calendar (http://registrar.uncc.edu/calendars/calendar.htm) .

APPENDIX D: CONSULTATION ON LIBRARY HOLDINGS

UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: **Susan Kennerly, PhD, RN, CNE, WCC**

From: **John J. Norris, MLS**

Date: **October 31, 2012**

Subject: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Summary of Librarian's Evaluation of Holdings:

Evaluator: John J. Norris   Date: October 31, 2012

Please Check One:
   Holdings are superior   _____
   Holdings are adequate   **_XXX_**
   Holdings are adequate only if Dept. purchases additional items. _____
   Holdings are inadequate   _____

Comments:
Library holdings are adequate for a program on *Adult-Gerontology Acute Care Nurse Practitioner*. A search by keyword and subject returned several hundred titles related to Gerontology. Search terms included Health Care or Healthcare with Nursing and Nurse.

The library has access to several electronic resources including CINAHL Plus with Full Text, EBM Reviews - Cochrane Database of Systematic Reviews, Health Source: Nursing/Academic Edition, and PubMed.

The library has online, current subscriptions to the *Current Gerontology & Geriatrics Research*, *Archives of Gerontology & Geriatrics*, *Experimental Gerontology*, *Journal of Aging Studies*, and *Psychology and Aging*. Many other journals cover the topic as well.

Overall, Atkins Library has adequate resources to support the proposed program. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan. I would suggest buying monographs as funds permit to keep the collection current.

X
_____

John J Norris
Interim Health and Human Services Librarian

_____
Evaluator's Signature

October 31, 2012

_____
Date

APPENDIX E: RESPONSES FROM THE DEPARTMENTS OF BIOLOGY AND MATH

RESPONSE FROM THE DEPARTMENT OF MATH

From: Diao, Yuanan
Sent: Monday, October 29, 2012 11:58 AM
To: Kennerly, Susan
Subject: RE: Revision in the Adult Health Nurse Practitioner Concentration

Kennerly, Susan

Dear Susan,

Prof. Dmochowski has been teaching this class. In the past the spring enrollment has been at around 30 students. The addition of 6 students is stretching to his limit. But the answer is yes. If you need me to write a formal letter of consultation, let me know.

Yuanan

From: Kennerly, Susan **Sent:** Monday, October 29, 2012 11:33 AM **To:** Diao, Yuanan **Cc:** Kennerly, Susan **Subject:** Revision in the Adult Health Nurse Practitioner Concentration

Hi Dr. Diao. I am writing to ask for your feedback regarding the School of Nursing's plans to revise its Adult Health Nurse Practitioner concentration. This concentration has had admissions on hold since 2010. It is our goal to refocus the concentration which will now emphasize the Adult Gerontology Acute Care Nurse Practitioner role and to admit 6 students each year beginning in Fall of 2013. These students will be enrolling in STAT 6127—Introduction to Biostatistics during spring semesters. I would appreciate your response as to whether or not you believe your department can support the addition of these students to STAT 6127.

Thanks very much for your consideration and response.

Susan Kennerly, PhD, RN, CNE, WCC Professor and Associate Director of Graduate Division School of Nursing, CHHS \ Office # 420 UNC Charlotte \ 9201 University City Blvd \ Charlotte, NC 28223-0001 CONTACT Information: email skenner2@uncc.edu Phone 704-687-7972 \ Fax 704-687-6017

RESPONSE FROM THE DEPARTMENT OF BIOLOGY

From:	Martin Gunter Klotz <mklotz@uncc.edu>
Sent:	Monday, October 29, 2012 1:48 PM
To:	Kennerly, Susan
Subject:	Re: Revision of Adult Health Nurse Practitioner Concentration

Kennerly, Susan

Hi Susan,

I have communicated with my faculty involved in the teaching of BIOL 6274 and the consensus opinion is that this limited increase should not affect the effectiveness of teaching this course. Therefore, I can extend my support for this curricular development on behalf of the Biology department.

Best regards, Martin

Martin G. Klotz, PhD | Professor & Chair, Department of Biology University of North Carolina | 246A Woodward Hall 9201 University City Blvd.| Charlotte, NC 28223, USA

http://biology.uncc.edu | 704-687-8686 (desk), ~3128 (fax)
http://mgkmicro.com | 704-687-5465 (office); ~5389 (lab)
http://www.frontiersin.com/microbiology/about

On Oct 29, 2012, at 11:36 AM, Kennerly, Susan wrote:

Hi Dr. Klotz. I am writing to ask for your feedback regarding the School of Nursing's plans to revise its Adult Health Nurse Practitioner concentration. This concentration has had admissions on hold since 2010. It is our goal to refocus the concentration which will now emphasize the Adult Gerontology Acute Care Nurse Practitioner role and to admit 6 students each year beginning in Fall of 2013. These students will be enrolling in BIOL 6274—Advanced Human Pathophysiology during fall semesters. I would appreciate your response as to whether or not you believe your department can support the addition of these students to BIOL 6274.

Thanks very much for your consideration and response.

Susan Kennerly, PhD, RN, CNE, WCC Professor and Associate Director of Graduate Division School of Nursing, CHHS \ Office # 420 UNC Charlotte \ 9201 University City Blvd \ Charlotte, NC 28223-0001 CONTACT Information: email skenner2@uncc.edu Phone 704-687-7972 \ Fax 704-687-6017

APPENDIX E: STUDENT LEARNING OUTCOME ASSESSMENTS

UNC CHARLOTTE

2012-13 Student Learning Outcomes Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand-alone minor, and distance education program offered online only.)

College: College of Health and Human Services

Department: School of Nursing

Name of Degree: MSN – Advanced Clinical Nursing; Nurse Practitioner Across the Lifespan (Family Nurse Practitioner and Adult Gerontology Acute Care Nurse Practitioner Concentrations)

Reflection on the Continuous Improvement of Student Learning
1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.   2. Were all of the changes implemented? If not, please explain.   3. What impact did the changes have on student learning?
1. During the 2011-2012 academic years, title of major was changed to conform to the national titling changes for Advanced Practice Registered Nurses (APRN) outlined in Consensus Agreement document (2008) and recommended by the NC Board of Nursing. New title is Nurse Practitioner across the Lifespan, which encompasses the Family Nurse Practitioner and Adult Gerontology Acute Care Nurse Practitioner Concentrations. The SLOs were revised in fall 2012 to include the Adult Gerontology Acute Care Nurse Practitioner Concentration.

Student Learning Outcome 1   (knowledge, skill or ability to be assessed)
Students participate in the process of interpretation of research and translation of research into practice for Nurse Practitioners.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

SLO was changed to target the Nurse Practitioner subpopulation (NUAC) of the MSN degree. While the overall learning outcome for all three MSN majors is the same, the nurse practitioner subpopulation uses specific assessment tools related specifically to nurse practitioner knowledge. Performance Measures change to reflect specialty-specific learning outcomes.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

In nursing, MSN students must learn to perform the steps of how to interpret research and participate in translation of research into practice.
1. Students propose an appropriate mentored research, evidence based performance, or educational project to be completed under supervision of mentor (Direct). (Criteria for approval attached).
2. Students write two drafts of manuscript about their mentored research, evidence based performance, or educational project (Direct). (Grading criteria attached).
3. Graduation in 6 months after completion of capstone project (Indirect).

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. Every fall semester: NURS 6601 Synthesis in Advanced Nursing Practice I. Faculty review and assess mentored research, evidence based performance, or educational project.
2. Every spring semester NURS 6602 Synthesis in Advanced Nursing Practice II. Faculty review and assess the first and second drafts of manuscript.
3. Graduation within 6 months after completion of capstone project. Associate Director of SON for Graduate Division compares graduation date with completion of NURS 602.

At the end of each course, faculty completes an assessment of the course and submits this SON Course Evaluation form to SON Graduate Curriculum Committee for review. Changes in the nurse practitioner course methods, textbooks, specific content of course are proposed by Nurse Practitioner faculty. Changes that require changes to objective are processed through the usual curriculum approval mechanisms in the SON.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome <u>and</u> the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric. (*Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)
95% of students are expected to achieve a score of 80% (B grade) on proposal of mentored research, evidence based performance, or educational project.   90% of students are expected to achieve a score of 80% (B grade) on second draft of manuscript.   95% of students are expected to graduate within 6 months after completion of mentored research, evidence based performance, or educational project.

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data	
1. 100% of 17 students achieved a score of 80% or higher on proposed mentored research, evidence based performance, or educational project. 2. 100% of 17 students achieved a score of 80% on second draft of manuscript. 3. 94.2% of 17 students graduated within 6 months after completion of mentored research, evidence based performance, or educational project.		

Plans for 2013-14: Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Assessment Lead's Comments on Student Learning Outcome 1:

Student Learning Outcome 2   (knowledge, skill or ability to be assessed)
Students will demonstrate knowledge of the legal and ethical basis of practice as a Nurse Practitioner and participate in professional organizations.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

SLO was changed to target the Nurse Practitioner subpopulation (NUAC) of the MSN degree. While the overall learning outcome for all three MSN majors is the same, the nurse practitioner subpopulation uses specific assessment tools related specifically to nurse practitioner knowledge. Performance Measures changes to reflect specialty-specific learning outcomes.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

1. Submission of IRB application for mentored research, evidence based performance project, or educational project by due date. Purpose is to ensure that research is consistent with long-standing ethical principles and federal, state and university regulations (Direct). (Assignment attached).
2. Annual survey one year after graduation; specifically question requesting information about membership in a professional organization (Indirect). (Specific question attached).

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. Every fall semester: NURS 6601 Synthesis in Advanced Nursing Practice I. IRB Application Assignment. Faculty review confirmation of completed IRB tutorial, copy of signed committee form, and approve IRB application. At the end of the semester, faculty submits a Course Evaluation form to SON Graduate Curriculum Committee that documents faculty evaluation of course and student learning outcomes. Any recommended changes that require changes to objectives are processed through the usual curriculum approval mechanisms in the SON.
2. Every September, Office of Associate Dean in the College of Health and Human Services distributes One Year Post-Graduation Survey to all CHHS graduates from the previous August, December and May.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric. (*Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

1. 95% of students achieve 80% on IRB application for mentored research, evidence based performance project, or educational project by due date. Syllabus requires a minimum B grade for all assignments. 80% is minimum score for B grade.
2. 80% of students responding to survey one year after graduation expected to report

membership in a professional organization (Indirect).

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data	
1. 100% of 17 students achieve 80% on IRB application mentored research, evidence based performance, or educational project by due date. 2. 100% of 3 respondents report membership in a professional organization.		

Plans for 2013-14: Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Assessment Lead's Comments on Student Learning Outcome 2:

Student Learning Outcome 3
(knowledge, skill or ability to be assessed)

Students will be able to synthesize knowledge from biological sciences, social sciences, medicine, and advanced nursing to inform their practice as Nurse Practitioners.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

SLO was changed to target the Nurse Practitioner subpopulation (NUAC) of the MSN degree. While the overall learning outcome for all three MSN majors is the same, the nurse practitioner subpopulation uses specific assessment tools related specifically to nurse practitioner knowledge. Performance Measures changes to reflect specialty-specific learning outcomes.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome <u>and</u> explain how it assesses the desired knowledge, skill or ability. <u>A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.</u>

1. Development of professional poster or PowerPoint presentation describing results of mentored research, evidence based performance, or educational project (Direct). (Poster creation assignment and grading criteria attached).
2. Presentation of professional poster at local or regional professional meeting (Direct). (Poster Presentation assignment and grading criteria assignment attached).
3. Graduation within 6 months of completion of mentored research, evidence based performance, or educational project (Indirect).

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. Every spring semester NURS 6602 Synthesis in Advanced Nursing Practice II. Faculty assesses the student's poster and provides feedback per Poster Creation assignment and grading criteria.
2. Every spring semester NURS 6602 Synthesis in Advanced Nursing Practice II. Faculty assesses and grade poster per Poster Presentation assignment and grading criteria and verify participation in professional meeting by personal observation or external verification.
3. Graduation within 6 months after completion of mentored research, evidence based performance, or educational project.

At the end of each course, faculty submits Course Evaluation form to SON Graduate Curriculum Committee that documents faculty evaluation of course and student learning outcomes. Changes in the nurse practitioner course methods, textbooks, specific content of course are proposed by Nurse Practitioner faculty. Changes that require changes to objectives are processed through the usual curriculum approval mechanisms in the SON.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome <u>and</u> the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric. (*Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.

1. 95% of students expected to achieve a score of 80% on professional poster or PowerPoint presentation describing results of mentored research, evidence based performance, or educational project. Syllabus requires a minimum B grade for all assignments. 80% is minimum score for B grade.
2. 95% of students expected to present already graded poster or PowerPoint presentation at local or regional professional meeting and complete self-assessment with documentation of conference title.

3. 95% of students expected to graduate within 6 months of completion of mentored research, evidence based performance, or educational project.

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data	
1. 100% of 17 students achieved a score of 80% on professional poster or PowerPoint presentation. 2. 100% of 17 students presented poster or PowerPoint presentation at professional meeting. 3. 95% of 17 students graduated within 6 months of completion of project.		

Plans for 2013-14: Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Assessment Lead's Comments on Student Learning Outcome 3:

Student Learning Outcome 4
(knowledge, skill or ability to be assessed)

Students provide competent Advanced Practice Nursing care (adheres to FNP standards of care) to diverse populations of patients.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

SLO was changed to target the Nurse Practitioner subpopulation (NUAC) of the MSN degree. While the overall learning outcome for all three MSN majors is the same, the nurse practitioner subpopulation uses specific assessment tools related specifically to nurse practitioner knowledge. Performance Measures changes to reflect specialty-specific learning outcomes.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

1. An Evaluation of a Nurse Practitioner Student Form is completed by each student and Care Provider functioning in a direct supervisory capacity. Completed forms forwarded to instructor of course (Direct). Form attached.
2. After graduation, pass the national certification exam offered by either the American Association of Nurse Practitioners (AANP http://www.aanpcertification.org/ptistore/control/index) or the American Nurses Credentialing Center (ANCC http://www.nursecredentialing.org/Certification.aspx) (Direct). Only after passing the Certification Exam is the student considered sufficiently competent to seek licensure as an Advance Practice Registered Nurse (APRN) to practice as a Nurse Practitioner. The purpose of the certification is to assure the public that an individual has mastered a body of knowledge and acquired skills in a particular specialty.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. Every summer NUNP 6403 Advanced Critically Ill Adults Practicum and the Internship in Family Health Nursing is available to the respective nurse practitioner student group. The care provider in the care setting provides direct supervision of the student. Faculty receives feedback about performance from the Care Provider who directly supervises the student. The clinical preceptor completes the Clinical Performance Evaluation of a Nurse Practitioner form and forwards it to the faculty member. At the end of the course, faculty assesses course production and submits a Course Evaluation form to SON Graduate Curriculum Committee that documents faculty evaluation of course and student learning outcomes. Changes in clinical teaching methods or curriculum content are proposed by clinical faculty. Changes that require changes to objectives are processed through the usual curriculum approval mechanisms in the SON.
2. After August graduation, students register and pay for national exam. Faculty monitor Board of Nursing APRN pass rates for trends and clinical problem areas. Curriculum and content of program is reviewed annually and any changes to objectives are processed through the usual curriculum approval mechanisms in the SON.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric. (*Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.

1. 95% of students expected to achieve 80% for NUNP 6400 Internship in Family Health Nursing or for the NUNP 6403 Advanced Critically Ill Adults Practicum. Catalog states that students must achieve a B grade in all NUNP courses. For clinical evaluations, a

pass means that the student earned a B grade. 80% is the minimum score for a B grade.
2. 95% of students who sit for national certification exam are expected to pass on first attempt.

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data	
1. 100% of 17 students who enrolled in NUNP 6400 Internship in Family Health Nursing during summer 2011 achieved 80%. 2. 100% of 17 students who sat for national certification exam by March 2012 passed on the first attempt.		

Plans for 2013-14: Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Assessment Lead's Comments on Student Learning Outcome 3:

Copy and paste the format above for additional student learning outcomes as needed.

Assessment Lead's Overall Comments

College of Health and Human Services

health.uncc.edu *Dean:* *Dr. Nancy Fey-Yensan* **Associate Dean:** *Dr. Jane Neese*

In the College of Health and Human Services at the University of North Carolina at Charlotte, students and faculty help chart the course for healthcare and social services throughout the region. With excellence in educational programs, research, community service, and clinical practice, the college plays an important role in developing and implementing high quality healthcare and social service practices. As an interdisciplinary college, many opportunities exist for student and faculty collaboration in teaching and research. Within the college's diverse graduate curricula, faculty and student research also is a key component to successful student-learning outcomes. Additionally, the college incorporates information technology standards in all courses and offers online learning opportunities in many of its graduate programs.

Graduate Degree Programs
• Doctor of Philosophy in Health Services Research
• Master of Science in Clinical Exercise Physiology
• Master of Health Administration
• Professional Science Master's in Health

Informatics

> *(see College of Computing and Informatics section)*

• Master of Science in Nursing: Community/Public Health Nursing
• Master of Science in Nursing: Nurse Practitioner Across the Lifespan
• Master of Science in Nursing: Nurse Educator
• Master of Science in Nursing: Nurse Administrator
• Master of Science in Nursing: Nurse Anesthesia Across the Lifespan
• Master of Science in Public Health
• Master of Social Work

Graduate Non-Degree Programs
• Graduate Certificate in Community Health
• Graduate Certificate in Nursing Administration
• Graduate Certificate in Nursing Education
• Post-Master's Certificate in Nurse Anesthesia Across the Lifespan
• Post-Master's Certificate in Nurse Practitioner Across the Lifespan

The master's programs in the School of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. The Nursing Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA). The Master of Science in Clinical Exercise Physiology is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through January 2014. The Master of Health Administration program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). The MSPH in the Department of Public Health Sciences is accredited by the Council on Education for Public Health (CEPH) through June 2014.

Clinical Exercise Physiology

• **M.S. in Clinical Exercise Physiology**

Department of Kinesiology
Belk Gym 226A
704-687-0873
kinesiology.uncc.edu

Graduate Program Coordinator
Dr. Peter Magnusson

Graduate Faculty
Susan T. Arthur, Assistant Professor Scott Gordon, Department Chair and Associate
   Professor Reuben Howden, Assistant Professor Peter Magnusson, Professor Trudy Moore-Harrison, Lecturer Michael J. Turner, Associate Professor Tricia H. Turner, Associate Professor Erik A. Wikstrom, Assistant Professor

MASTER OF SCIENCE IN CLINICAL EXERCISE PHYSIOLOGY

The Master of Science in Clinical Exercise Physiology is a CAAHEP-accredited program that is designed to prepare students to become Registered Clinical Exercise Physiologists. Clinical Exercise Physiologists are employed in inpatient and outpatient clinical/rehabilitation settings (e.g. Cardiopulmonary Rehab programs), general wellness/fitness commercial and corporate settings, and industrial settings that provide healthcare services for both diseased and healthy populations. Through a blend of classroom instruction and clinical experience, the degree program teaches a wide variety of specific healthcare skills, knowledge, and behaviors within the cardiovascular, pulmonary, metabolic, neoplastic, musculoskeletal, neuromuscular, and immunologic practice areas. In addition to preparing the graduate student for the RCEP certification, the MS-CEP program offers research opportunities in basic and applied science, which is attractive for graduates interested in research career fields. **A complete sequence of courses can be found at kinesiology.uncc.edu.**

Additional Admissions Requirements
1) Satisfactory scores on either the Graduate Record Examination (GRE)
2) Cumulative GPA of 3.0 or better in all college coursework completed in the Junior and Senior year of their undergraduate program
3) Successful completion (grade of C or above) of a minimum of 4 credit hours of Anatomy and Physiology, 3 credit hours of Exercise Physiology,

Degree Requirements
The program requires a minimum of 36 semester hours of graduate credit including 24 hours of core courses, a minimum of 3 hours of Clinical Practicum, 6 hours of electives, and 3 hours of either Thesis or additional elective course.

Assistantships
Positions as a graduate assistant or teaching assistant may be available. Grant funded assistantships may be available as well. Students seeking assistantships should contact the Graduate Coordinator of the Clinical Exercise Physiology program. In general, graduate assistantship awards for the academic year are made by the preceding April 15.

Clinical Practicum
As a part of the curriculum, each student must complete, *at a minimum,* 3 hours of Clinical Practicum. Each Practicum credit is equivalent to 200 clinical hours. Clinical practicum usually begins in the third semester of the student's program and are arranged through the Practicum Supervisor within the Department of Kinesiology.

Core Courses (24 hours)
KNES 5232 Physiology of Human Aging (3) KNES 6120 Advances in Clinical Exercise Physiology (3) KNES 6121 Clinical Practice in Exercise Physiology
(3) KNES 6134 Exercise Prescription for Cardiopulmonary and Metabolic Disorders (3) KNES 6280 Advanced Exercise Physiology (3) KNES 6285 Advanced Cardiopulmonary Physiology
(3) KNES 6292 Exercise Prescription for Musculoskeletal

Disorders (3) NURS 6160 Research Methods in Health Professions
(3)

Clinical Practicum (3-6 hours)
   KNES 6490 Advanced Practicum in Clinical Exercise Physiology (1) (taken 3 times)

Capstone Experience (student is required to complete one of two options) (3 hours)
OPTION A: KNES 6900 Graduate Thesis (3)
OPTION B : One Elective Course (3) AND
   satisfactory completion of comprehensive
   examination

Elective Courses (at least 6 hours)
KNES 6260 Clinical Exercise Nutrition (3) KNES 6469 Directed Independent Study (3) KNES 6899 Special Topics in Exercise Physiology (3) HLTH 6202 Community Epidemiology (3) HLTH 6222 Methods in Community Health (3) BIOL 5171 Cell Physiology (3) BIOL 5199 Molecular Biology (3) BIOL 5260 Population Genetics (3) BIOL 6273 Advanced Human Physiology (3) BIOL 6274 Pathophysiology (3)

Capstone Experience
By the end of year one, each student is required to select either a research thesis or choose an elective course for 3 credit hours and schedule to take the comprehensive examination through the Graduate Coordinator. The comprehensive examination is taken at the last month of the curriculum. If a student selects a research thesis, then the student is responsible for organizing a committee of three faculty members (and an outside community person if appropriate) to supervise, monitor and evaluate the project.

Advising
Upon acceptance into the program, an academic advisor is assigned to each student. Students are expected to meet with their advisors on a regular basis to plan their progression through their program of study. Any course substitution must be approved by the academic advisor.

Research Opportunities/Experiences
A range of research opportunities exist in the Department of Kinesiology for qualified students. Students are encouraged to become engaged in the research focus of the department.

Tuition Waivers
Tuition waivers may be available through a variety of sources. Students interested in pursuing tuition waivers should contact the Graduate Coordinator in the semester *prior* to enrolling for courses.

Financial Aid/Financial Assistance
A wide range of opportunities for financial aid/assistance is available to qualifying students, which may be accessed through the financial aid office. See the financial information section of this graduate catalog for more information on the opportunities that are available, and how to contact the financial aid office.

Program Certifications/Accreditations
Completion of the clinical exercise physiology specialty qualifies the graduate to take the Clinical Exercise Physiology Registry Examination (RCEP) administered by the American College of Sports Medicine.

COURSES IN CLINICAL EXERCISE PHYSIOLOGY/KINESIOLOGY (KNES)

KNES 5232. Physiology of Human Aging. (3)
Focuses on the normal physiological alterations that occur as the human progresses from a young adult to the latter stages of life. Special attention is given to interventions commonly promoted to combat the physiological changes that result from aging. *(Fall)*

KNES 6120. Advances in Clinical Exercise Physiology.
(3) This course introduces students to concepts and topics associated with Clinical Exercise Physiology, including areas of practice in Clinical Exercise Physiology and professional development. *(Fall)*

KNES 6121. Clinical Practice in Exercise Physiology.
(3) Knowledge and skills required in the clinical setting including operational standards, examination of current drug therapies, and legal and social considerations related to practice as a Clinical Exercise Physiologist. *(Fall)*

KNES 6134. Exercise Prescription for Cardiopulmonary and Metabolic Disorders. (3)
Study of responses and adaptations to exercise, assessment techniques, exercise prescription, leadership and programming. *(Spring)*

KNES 6260. Clinical Exercise Nutrition. (3)
Principles of nutrition, dietary guidelines, dietary relationships to diseases and health, special populations, computerized dietary analysis. *(On demand)*

KNES 6280. Advanced Exercise Physiology. (3)
Advanced study of the functioning of physiological systems during exercise with emphasis on current literature and research. (*Spring)*

KNES 6285. Advanced Cardiopulmonary Physiology. (3) This course is designed to develop a thorough understanding of cardiovascular physiology, ECG interpretation, and health-related applications. This course examines in detail, the various parameters of the cardiovascular system, the implication of disease and structural abnormalities to these parameters, and the relationship of cardiovascular function to exercise adaptation. Emphasis will be placed on usage of the information in the clinical setting. *(Spring)*

KNES 6292. Exercise Prescription for Musculoskeletal Disorders. (3) Advanced study of the clinical applications of common therapeutic modalities and rehabilitation in the treatment of athletic related injuries. *(Summer)*

KNES 6490. Advanced Practicum in Clinical Exercise Physiology. (1) Prerequisite: Permission of instructor. Acquisition and application of knowledge, skills, and abilities necessary for the Registered Clinical Exercise Physiologist while gaining experiential hours in an appropriate clinical setting. Three (3) credit hours of Advanced Practicum are required for graduation; this course may be repeated for up to 6 credit hours. *(Every semester)*

KNES 6469. Directed Independent Study. (1-3) Directed study in areas of specialization in Clinical Exercise Physiology and related fields. *Graded on a Pass/Unsatisfactory basis. (Every semester)*

KNES 6899. Special Topics in Kinesiology. (1-6) Topics and special problems related to issues, practices or sufficient trends in Kinesiology. Institutes, workshops, seminars and independent studies. Course may be repeated for credit as topics vary. *(Every semester)*

KNES 6900. Research and Thesis in Kinesiology. (3) Prerequisite: Satisfactory completion of research design course; completion of at least 24 hours of graduate program; permission of instructor overseeing thesis research. Design, implementation, presentation, and evaluation of an approved research project in student's specialty area. The applied project is of the student's own design under the supervision of an advisor and graduate committee. *Graded on a Pass/Unsatisfactory basis. (Every semester)*

Health Administration

• Master of Health Administration (MHA)

Department of Public Health Sciences

431 College of Health and Human Services 704-687-7191 publichealth.uncc.edu

Interim Graduate Program Coordinator
Michael E. Thompson, DrPH, MS, Associate Professor

Program Administrator
Melissa Smith, MSPH

Graduate Faculty
Christopher Blanchette, Ph.D., Adjunct Associate Professor William P. Brandon, Ph.D., CPH, Adjunct Professor Larissa R. Brunner Huber, Ph.D., Associate Professor James N. Laditka, DA, Ph.D., Associate Professor Sarah B. Laditka, Ph.D., Associate Professor Crystal N. Piper, M.H.A., M.P.H., Ph.D., Assistant Professor Elena Platonova, Ph.D., Assistant Professor James Studnicki, Ph.D., Professor Rosemarie Tong, Ph.D., Adjunct Professor

Adjunct Faculty
Peggy Burke, M.B.A., Associate Graduate Faculty John D. Carew, Ph.D., Associate Graduate Faculty David Dougherty, M.B.A., Associate Graduate Faculty Agnes Ozelkan, Ph.D., Instructor, UNC Charlotte Angela Sanford, M.B.A., M.S.A., Associate Graduate Faculty Jon Studnek, Ph.D., Associate Graduate Faculty Stephen L. Wagner, Ph.D., Associate Graduate Faculty

MASTER OF HEALTH ADMINISTRATION (MHA)

The Master of Health Administration (MHA) degree prepares students for exciting careers in health services management for a variety of health related institutions in an evolving healthcare delivery system. Structured to meet the highest professional and accreditation standards the program is designed to address the needs of current healthcare managers, clinical professionals who anticipate future administrative responsibilities, and pre-professionals who wish to prepare for an entry-level career in healthcare administration.

The Master of Health Administration is a 51 hour degree program. Students take 45 hours of core courses including a 3 credit hours internship, and 6 hours of elective courses. Administratively located within the Department of Public Health Sciences, it is an interdisciplinary program with courses taught by faculty from the College of Liberal Arts & Sciences, the Belk College of Business and the College of Health and Human Services. The Master of Health Administration degree program is fully accredited by the Commission on Accreditation of Healthcare Management Education (CAHME); and the Department of Public Health Sciences is a member of the Association of University Programs in Health Administration.

Students may enroll in the Master of Health Administration program on a full-time or part-time basis. Classes are scheduled primarily in the evenings at the UNC Charlotte main campus and at UNC Charlotte Center City.

Master's prepared health service managers may work as chief or executive administrators, assistants to chief executives, or as directors and mangers of departments and units. Examples of the settings where MHA graduates work include: hospitals and hospital systems, physician practices and clinics, long term care facilities, managed care organizations, consulting firms, pharmaceutical and biotechnology companies, local/state/federal health agencies, health insurance companies, and medical supply and equipment manufacturers.

Additional Admission Requirements

To be considered for admission to graduate study in health administration, a student must present the following requirements in addition to those required by the Graduate School. 1) Acceptable scores on the verbal and quantitative
portions of the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT). 2) An essay describing the applicant's experience
and objective in undertaking graduate study in health administration. 3) Basic computer skills including word processing
and use of spread sheets.

Applicants with a variety of undergraduate degree specializations have the potential to be successful in the program. Individuals with records of high quality professional experience who do not fulfill the formal requirements should discuss with the Graduate Coordinator of the Health Administration Program other factors that may have a bearing on admission.

Degree Requirements

Courses

Each student is required to complete 45 hours (15 courses including the Internship) in the core curriculum. These courses offer a basic body of knowledge, skills, and values relevant to health services administration. Additionally, students will select 6 credit hours (2 graduate courses) in elective studies. A student may choose to use the two elective courses to complete a thesis. Students are encouraged to select courses that meet individual professional needs. Electives are available in several areas including health information technology, management specialties, long term care, community health, and non-profit organization.

Core Courses (45 hours) HADM 6100 Introduction to the US Healthcare
System (3) HADM 6104 Health and Disease (3) HADM 6108 Decision Analysis in Healthcare (3) HADM 6116 Accounting for Healthcare Management (3) HADM 6120 Health Economics (3) HADM 6124 Marketing in Healthcare (3) HADM 6128 Human Resources Management (3) HADM 6134 Quality and Outcomes Management in Healthcare (3) HADM 6138 Healthcare Finance (3) HADM 6142 Health Policy Development (3) HADM 6145 Organization Behavior in Healthcare (3) HADM 6146 Information Resources Management (3) HADM 6150 Health Law and Ethics (3) HADM 6154 Strategic Management of Health Services Organizations (3)
HADM 6400 Internship (3)

Sample Electives (6 hours)
HADM 6200 Health Insurance and Managed Care (3) HADM 6212 Health, Aging and Long Term Care (3) HADM 6216 Long Term Care Administration (3) HADM 6204 Trends and Issues in Health Administration (3) GRNT 6211 Administration of Aging Programs (3) SOCY 6138 Social Organization of Healthcare (3)

Assistantships

Positions as a graduate administrative assistant may be available. Grant funded assistantships may be available as well. Students seeking assistantships should contact the Office Assistant assigned to the Department of Public Health Sciences.

Internships

Each student in the program is required to demonstrate professional experience in the healthcare delivery system through an approved internship. HADM 6400 (Internship) is graded on a Pass/Unsatisfactory basis.

Note: A criminal background check and drug screen are among the internship requirements. Students who fail these screening measures and who are unable to be placed in an internship face dismissal from the program.

Electives

Students will enroll in two elective courses and are encouraged to select courses that will complement their professional interest and educational goals. Elective courses are offered each semester by the Health Administration program or may be selected from other graduate programs to meet particular student interest.

Advising

Each student is assigned a faculty advisor. In addition, the MHA Coordinator serves as the back-up advisor for all students. Students are expected to meet with their advisor on a regular basis to plan their progression through their program of study. Any course substitutions and selection of electives must be endorsed by the advisor and approved by the MHA Coordinator in writing.

Thesis

Students may elect a two-course thesis sequence to produce and defend independent research relevant to health services administration that demonstrates a contribution to professional knowledge through systematic investigation. This course requires permission of the graduate faculty member who would direct the study as well as permission of the MHA Coordinator prior to registration.

Financial Aid/Financial Assistance

A wide range of opportunities for financial aid/assistance is available to qualifying students, which may be accessed through the financial aid office. See the Financial Information section of this *Graduate Catalog* for more information on the opportunities that are available, and how to contact the financial aid office.

COURSES IN HEALTH ADMINISTRATION (HADM)

HADM 6000. Topics in Health Administration. (3) Intensive study of a topic in health administration. The topic of investigation may vary from semester to semester. May be repeated for credit. *(On demand)*

HADM 6100. Introduction to the US Healthcare System. (3) Cross-listed as HCIP 6100 and MPAD 6172. Overview of healthcare delivery in the United States including organizational structures, financing mechanisms and delivery systems, with particular attention to program formation. *(Fall or Spring) (Evenings)*

HADM 6104. Health and Disease. (3) Cross-listed as HCIP 6104. Principles and methods of epidemiology including definitions and models of health, illness, and disease; modes of transmission of clinically important infectious agents; risk factors and chronic diseases; and insights into existing studies and paradigms of health promotion and disease prevention. *(Fall or Spring) (Evenings)*

HADM 6108. Decision Analysis in Healthcare. (3) Cross-listed as HCIP 6108. The study of selected quantitative management tools useful in the analysis of managerial decisions. Includes a review of basic descriptive and inferential statistics, applied probability distributions, forecasting methods, statistical process control, queuing, transportation and assignment modeling, and linear programming. The emphasis is on applying quantitative decision making methods to the operational problems facing healthcare organizations. Familiarity with computers and computer software will be important for success in this course. *(Fall or Spring) (Evenings)*

HADM 6116. Accounting for Healthcare Management. (3) Basic concepts and techniques of collecting, processing and reporting financial information relevant to healthcare institutions. Emphasizes a conceptual understanding of financial accounting, technical tools of cost accounting, including budget preparation and analysis, and interpretation of financial statements. *(Fall or Spring) (Evenings)*

HADM 6120. Health Economics. (3) Examination of the economic context of health services delivery and policies, and application of economic concepts to the healthcare sector including supply and demand, elasticity, regulation, competition, and cost effectiveness analysis. *(Fall or Spring) (Evenings)*

HADM 6124. Marketing in Healthcare. (3) Provides an in-depth understanding of the essential concepts of marketing and their application to healthcare. Students gain a working knowledge of marketing tools and how to use them in the context of healthcare. Students build practical applied skills in analyzing healthcare marketing problems and developing healthcare marketing programs and strategies. Students also expand their understanding of the differences and similarities between health services and social marketing. *(Fall or Spring) (Evenings)*

HADM 6128. Human Resources Management. (3)
Examines human resources management as it applies to health services institutions, including compensation benefits, personnel planning, recruitment, selection, training and development, employee appraisal and discipline, union-management relations, and quality management. *(Fall or Spring) (Evenings)*

HADM 6134. Quality and Outcomes Management in Healthcare. (3) Cross-listed as HCIP 6134. Examination of the concepts and practices of quality management, performance improvement, and assessment of outcomes in healthcare delivery settings. Designed to provide an in-depth understanding of basic concepts and frameworks and of their applicability and relevance in specific situations. Examples of topics to be covered include: process reengineering, service improvement, continuous quality improvement, accreditation standards, patient satisfaction, outcome measurement, teamwork, and case management. *(Fall or Spring) (Evenings)*

HADM 6138. Healthcare Finance. (3)
Prerequisite: HADM 6116. Fundamental financial management concepts and tools for healthcare institutions, including financial statements and attributes, capital acquisition and allocation, investment analysis, capital and cash flow management, and contractual relationships. *(Fall or Spring) (Evenings)*

HADM 6142. Health Policy Development. (3)
Cross-listed as MPAD 6174. Prerequisite: HADM 6100/MPAD 6172. Examination of the formulation, adoption and implementation of public policy for health services delivery and healthcare through federal, state, and local political processes. *(Fall or Spring) (Evenings or Weekends)*

HADM 6145. Organization Behavior in Healthcare. (3) Introduction to organizational theory with applications to healthcare systems, including organizational design and inter-organizational networks/alliances. Examination of communication and leadership skills development, including conflict, labor, and dispute management. *(Fall or Spring) (Evenings)*

HADM 6146. Information Resources Management.
(3) Cross-listed as HCIP 6146 and NURS 6162. A study of the use of information management to improve the delivery of healthcare. Information resource management includes methods and practices to acquire, disseminate, store, interpret, and use information to provide healthcare in a more efficient, effective and economical manner. Emphasis is placed upon information as central to the ongoing operations and strategic decisions of healthcare organizations. *(Fall or Spring) (Evenings)*

HADM 6150. Health Law and Ethics. (3) Cross-listed as HCIP 6150. Analysis of ethical and bioethical problems confronting healthcare delivery systems. Selected legal principles and their application to the healthcare field, including corporate liability, malpractice, informed consent, and governmental regulation of health personnel and health facilities. *(Fall or Spring) (Evenings or Weekends)*

HADM 6154. Strategic Management of Health Services Organizations. (3) Prerequisites: All core courses except HADM 6146 and HADM 6150. Analysis of strategic planning, managing and marketing concepts, techniques and tools within the healthcare industry, including organizational capability analysis and business plan development. *(Fall or Spring) (Evenings)*

HADM 6200. Health Insurance and Managed Care. (3) Fundamentals of managed healthcare systems, including risk arrangements, compensation, incentives, quality assurance, financing, and public programs. *(On demand)*

HADM 6204. Trends and Issues in Health Administration. (3) Cross-listed as MPAD 6176. Examination of current issues confronting healthcare managers and an assessment of programs and management responses to emerging trends in the healthcare filed, including delivery systems, marketing/competition, financing, and/or epidemiological changes. *(On demand)*

HADM 6208. Research Methods for Healthcare Administration. (3) Prerequisite: undergraduate statistics course. Study of selected statistical techniques useful in the analysis of managerial decisions and interpretation and evaluation of research. Introduction to systems analysis and selected operations research techniques as applied to problem solving and decision making in healthcare institutions. *(Fall or Spring) (Evenings or Weekends)*

HADM 6210. Medical Practice Management. (3)
Cross-listed as HCIP 6330. A comprehensive study of medical practice management and the issues, tools, and techniques to resolve those issues. Provides the student with an understanding of the financial and regulatory issues that influence today's medical practice with an insight into the cultural, human resource, and governance issues that make physician practices unique among healthcare organizations.
(On demand)

HADM 6212. Health, Aging, and Long Term Care. (3)
Overview of the health status of an aging U.S.

population, with a focus on long-term care. Topics include: demographics of an aging society, health status of older people, societal values related to aging and long-term care, informal care giving, the formal service provision system, relevant public policies, and challenges for the future. *(Fall or Spring) (Evenings)*

HADM 6216. Long Term Care Administration. (3)
Overview of the long-term care system, with an emphasis on older persons. Class content includes the exploration of issues surrounding the provision of long-term care, identification of the various components of the long-term care system, and discussion of the role of health administration within the long-term care system. *(Fall or Spring) (Evenings or Weekends)*

HADM 6400. Health Administration Internship. (3)
Cross-listed as HCIP 6400. Prerequisite: HADM 6100 and 15 additional hours of core course requirements. Offers administrative experience in a healthcare setting for students. The initial assumption is made that students participating in the internship experience have had limited hands-on exposure to healthcare administration. *Graded on a Pass/Unsatisfactory basis. (Fall, Spring, Summer)*

HADM 6800. Health Administration Independent Study. (1-3) Guided individual study in an issue related to health administration arranged with a faculty member or supervised experience in an administrative setting in a program or entity within the healthcare delivery system. *Graded on a Pass/Unsatisfactory basis.* May be repeated for credit. *(On demand)*

HADM 6999. Health Administration Thesis. (3)
Production of independent research relevant to health administration which demonstrates contribution to professional knowledge through systemic investigation. *Graded on a Pass/In Progress basis. (Fall, Spring, Summer)*

Health Services Research

• Ph.D. in Health Services Research

College of Health and Human Services
704-687-7035
health.uncc.edu

Graduate Program Interim Director
Dr. Yvette Huet

Graduate Teaching Faculty
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PH.D. IN HEALTH SERVICES RESEARCH

This interdisciplinary program in Health Services Research includes coursework in biostatistics, health economics, healthcare organizational structures and processes, epidemiology, health policy, personal behaviors, and social factors that affect access to healthcare, quality and cost of healthcare, and health outcomes. Graduates are prepared to conduct interdisciplinary research utilizing quantitative methods supplemented with qualitative methods to advance knowledge to support innovations in healthcare delivery systems and health policy. All students are required to complete a series of core and special emphasis courses individually developed between the student and their advisor. The cornerstone of the program is the student's dissertation, which is expected to be a significant contribution based on original and independent research leading to publications in peer reviewed, indexed journals. Graduates are prepared to work in healthcare delivery systems, academia, or government positions.

Additional Admission Requirements
In addition to the general requirements for admission to the graduate school, the following are required for study in the Ph.D. Program in Health Services Research:

Degree Requirements

Examination (GRE)

2) Cumulative GPA of 3.0 or better in all college coursework completed in the Junior and Senior year of their undergraduate program

3) Successful completion (grade of C or above) of a minimum of 4 credit hours of Anatomy and Physiology, 3 credit hours of Exercise Physiology, 3 credit hours of Exercise Prescription, and 3 credit hours of Statistics

1) Master's Degree from an accredited university in a health-related field

2) An overall graduate grade point average (GPA) of at least 3.5 out of 4.0 from an accredited graduate program

3) Minimum score of 500/153 on the verbal and a minimum score of 500/144 on the quantitative sections of the Graduate Record Examination (GRE); and a minimum score of 4.0 on the analytic section of the GRE

4) Completed at least one graduate level course with a grade of B or above in each of the following areas:
   a. Statistics or biostatistics
   b. Health policy
   c. Epidemiology
   Note: Applicants will be considered for admission if they have not completed one or more of the above three prerequisite graduate courses. Admitted students lacking any of these courses are able to be admitted; however, the prerequisite courses must be successfully completed before enrolling in the corresponding doctoral level course. Master's level courses in these areas that are taken to fulfill the prerequisite requirements are not counted toward the 64 credit total for the Ph.D.

The Ph.D. acknowledges the value of coursework for background and preparatory to conducting research. This program emphasizes courses in research methods and analysis, as well as experiences working with faculty on research to support the development of research skills in order to carry out the dissertation on a significant research problem in the area of health services research.

Total hours required
The program requires 64 post-master's credit hours. Because of the interdisciplinary nature of the program, all students will be required to take the general curriculum that includes a sequence of core courses as shown below.

Interdisciplinary Theoretical Base: 15 semester hours. Includes Introduction to Health Services Research, Health Policy, Economics of Health and Healthcare, Healthcare Systems and Delivery, and Analytical Epidemiology. There is a prerequisite of a Master's level course in Epidemiology for the Analytical Epidemiology course and a Master's level course in Health or Social Policy for the Health Policy course. If not completed before admission, these courses must be completed before the student takes the course for which each is a prerequisite. These courses cannot be applied toward the Area of Interest requirement.

Methods and Methodological Issues: 25 semester hours. Includes Applied Biostatistics: Regression, Design of Health Services Research, Applied Biostatistics: Multivariate, Advanced Data Analysis for Health Services Research, Advanced Design of Health Services Research, Large Data Sets and Health Services Research, Seminar in Grant Proposal Writing, Program Evaluation, Outcomes and Quality and a seminar in Research Ethics. Additionally, six semester hours in an Area of Interest. Students each develop a set of courses in a chosen area of interest that is designed mutually with their advisor. These courses may be at the Master's or Doctoral level in areas such as research methods, mental health, gerontology, public policy, or health disparities.

Dissertation: 18 semester hours.

Proportion of Courses Open Only to Doctoral Students
Health Services Research Program courses are only open to doctoral students, except with written approval of the instructor and the Director. Students from other university doctoral programs may enroll.

Grades Required
A student must maintain a cumulative average of 3.0 in all coursework taken in the program. The seminars will be graded on a Pass/Unsatisfactory basis and therefore will not be included in the cumulative average. An accumulation of two C grades will result in termination of the student's enrollment in the doctoral program. A second failure in any of the following results in dismissal from the program the candidacy examination; the dissertation proposal defense;

or final dissertation defense.   If a student makes a grade of *U* or *NC* on any course, enrollment will be terminated. A doctoral student whose enrollment has been terminated because of grades is ineligible to register in any semester or summer session.

Amount of Transfer Credit Accepted

Only courses with grades of A or B may be accepted for transfer credit. With approval of the student's advisor, the Doctoral Program Director and the Doctoral Program Committee, a maximum of six hours of transfer credit for post-Master's coursework earned at a regionally or nationally accredited university within the previous five years will be accepted. The date for the first of these courses will become the starting date for the 8-year period for completing the Ph.D. degree.

College of Health and Human Services Seminars
Doctoral students are expected to attend seminars sponsored by the College.

The Dissertation Process

1) The student selects a dissertation Chair. The Chair must be a member of the HSR Ph.D. Program Faculty, or a member of the HSR Ph.D. Participating Faculty with a co-Chair who is a member of the Program Faculty. Students should consult with their faculty advisor and the Program Director as they develop their plans for selecting the dissertation committee chair, and for forming the dissertation committee. The student should work closely with the Chair on identifying other committee members, and typically should approach other faculty about serving on the committee only after consulting with the Chair.

2) Select Dissertation Committee. Must be at least 5 members. Four must be from the HSR Ph.D. Program Faculty or Participating Faculty (one of whom is the Chair). The student submits the form, "Appointment of Doctoral Committee." The Graduate School appoints the 5th member. The five members of the dissertation committee will serve as the student's committee for the refinement of the dissertation topic, the development and defense of the dissertation proposal, the development of the dissertation, and dissertation defense.

3) The Chair of the dissertation committee and the student together select the dissertation topic. The Chair is responsible to ensure that all members of the committee are actively involved and agree to the direction and the specifics of the proposal (e.g., data, methods). Ensuring this involvement and agreement is a major goal of the Topic Approval Meeting. When the Chair approves the topic and approach to the dissertation, the student schedules the Topic Approval Meeting with the Dissertation Committee. The student submits a 23 page description of the dissertation plan to the Dissertation Committee at least 2 weeks prior to the Topic Approval Meeting. This single-spaced description of the topic includes the following sections: (1) Specific Aims, (2) Background and Significance, (3) Research Design and Methods. The topic approval meeting is not typically open to visitors. Students will present a brief oral summary of: the dissertation topic, the context of related research literature, data and methods, and implications for policy and practice, followed by questions and discussion among the committee and the student. The topic approval meeting may be repeated as needed.

4) Following the Topic Approval, the student writes the dissertation proposal and prepares for the Oral Proposal Defense. The proposal is written in the form of a grant proposal. The student is expected to use NIH PHS398 format, except that she or he is not required to use the NIH forms, and that the proposal does not require preliminary data, biographical sketches, letters of collaboration, or budgets. Thus, the proposal includes the following standard NIH sections:

   a) Specific Aims b) Background and Significance c) Research Design and Methods d) Human Subjects

The entire proposal (not including the Literature Cited section) is limited to 15 single-spaced pages (12 point font). At the discretion of the Chair, additional material may be included in appendices, such as additional details about the analysis, table shells, and so forth. However, it is the expectation of the HSR Ph.D. program that the central elements of the dissertation proposal should be embodied in the 15 page maximum. This requirement is designed to ensure that students have experience writing the dense prose required for a successful grant narrative. It also provides a narrative that is appropriate for submission for funding the dissertation work. All members of the committee must receive the full proposal at least 2 weeks before the Proposal Defense.

Oral Defense of the Dissertation Proposal

5) The submission of the proposal is followed by the Oral Proposal Defense. In the HSR Ph.D. program, the Oral Proposal Defense is open to HSR Ph.D. faculty and HSR Ph.D. students. The student must provide the title of the proposed dissertation, and the date, time, and location of the Oral Proposal Defense to the Program Director no later than two weeks prior to the Oral Proposal Defense.

The student should prepare a PowerPoint presentation approximately 20 minutes in length summarizing the research proposal. Following the student's presentation, the committee will ask questions about the research plan. The student will be excused from the meeting to permit the committee to discuss the merits of the proposal, after which the student will return to the meeting to receive the committee's comments and required modifications to the research plan. After successful completion of the Oral Proposal Defense, the student submits two forms, "Graduate School Petition for Topic Approval" and "Application for Admission to Candidacy."

Advancement to Candidacy

A doctoral student advances to candidacy after the dissertation topic and approach has been approved by the student's advisory committee and the Dean of the Graduate School. NOTE: Completing Step 3 above, the topic approval meeting, does not constitute advancement to candidacy. Advancement to candidacy requires approval of both the topic and the detailed dissertation plan at the time of the oral proposal defense, including any required plan for the protection of human subjects. **If Human Subjects are involved, the Petition for Topic Approval requires the attachment of the IRB approval**.

In addition to the oral examination on the dissertation proposal, the Qualifying Examination includes an oral examination on the HSR Ph.D. student's doctoral portfolio. The doctoral portfolio presents all work completed by the student in the program, including:

- A detailed cover letter.
- Current curriculum vitae.
- Papers completed during courses taken in the HSR Ph.D. program.
- Research papers published or in press since admission to the program.
- Abstracts representing research presented at professional conferences since admission to the program.
- A professional personal statement (typically 2 to 3 pages) covering, at a minimum, the student's research focus area(s), and the student's 2- to 3-year research plan.

- Additional manuscripts under development.
- Syllabi developed by the student since admission to the program (where relevant).
- Student and faculty evaluations of the HSR Ph.D. student's teaching (where relevant).
- A statement of teaching philosophy (where relevant to the student's career plan).

Retake of the Qualifying Examination

A student who fails to complete the Oral Proposal Defense / Qualifying Examination satisfactorily may be given the opportunity to revise components of the research proposal and/or the doctoral portfolio under the direction of the Chair and/or to repeat the Oral Proposal Defense, at the discretion of the Dissertation Committee; a second failure results in dismissal from the Ph.D. program.

HSRD 8801: Dissertation Research (18 Credits)

Completion of the dissertation is the final component of the doctoral degree. A doctoral dissertation must demonstrate the candidate's ability to conceive, design, conduct, and interpret independent, original, and creative research, and must make a unique contribution to knowledge in the field of health services research. Under the direct supervision of the Dissertation Committee Chairs, students are encouraged to consult regularly with their Dissertation Committee members during the planning, conducting, and writing of the dissertation. The dissertation defense is a public defense. Notice of the location and time will go to the campus community.

Following the approval of the dissertation topic and advancement to doctoral candidacy, students are required to maintain continuous enrollment in HSRD 8801for dissertation study until work is completed. Continuous enrollment begins in the semester after the dissertation topic is approved.

Evaluation

A student must maintain a cumulative average of 3.0 in all coursework taken in the program. The seminars will be graded on a Pass/Unsatisfactory basis and therefore will not be included in the cumulative average. An accumulation of two C grades will result in termination of the student's enrollment in the doctoral program. Students will be allowed to repeat the Candidacy Exam, proposal defense, dissertation defense only once. A second failure of the candidacy examination, the dissertation proposal defense, or the final dissertation defense will result in dismissal from the program. If a student makes a grade of U or *NC* on any course, enrollment will be terminated. A doctoral student whose enrollment has been terminated due to inadequate grades is ineligible to register in any semester or summer session. Please also see the section of the *Graduate Catalog* on Academic Regulations.

UNC Charlotte Residency Requirement
The student must satisfy the UNC Charlotte residency requirement for the program by completing 21 credit hours. Residence is considered to be continuous if the student is enrolled in one or more courses in successive semesters until 21 hours are earned.

Time Limits for Completion
All requirements for the degree must be completed within 8 years after the first registration as a doctoral student or the registration for any course transferred into the program toward degree requirements. The student must receive admission to candidacy within 6 years after admission to the program and complete all requirements within 6 years of admission to candidacy for the Ph.D. degree. These time limits are maximums; students will be typically expected to complete the degree requirements within 5 years.

COURSES IN HEALTH SERVICES RESEARCH (HSRD)

HSRD 8000. Topics in Health Services Research. (14) Prerequisite: Full graduate standing in the Ph.D. in Health Services Research program or permission of the instructor. Study of selected topics in health services research. May be repeated for credit. (Graded on a Pass/Unsatisfactory basis only). *(On demand)*

HSRD 8001. Introduction to Health Services Research. (3) Introductory course in models, theoretical frameworks and key components of health services research. Historical development of health services research will be traced. An in-depth study of social determinants of health will be explored. *(Fall)*

HSRD 8002. Healthcare Systems and Delivery. (3)
Prerequisite: Enrollment in the Ph.D. in Health Services Research program or permission of the instructor. Doctoral seminar to provide a theoretical and empirical basis for understanding major organizational, delivery, and financing structures and related health outcomes comprising present day healthcare in the United States and globally. Evidence from health services research studies will be discussed as part of the identification of key areas for future research. *(Fall)*

HSRD 8003. Analytic Epidemiology. (3) Cross-listed as HCIP 6260, HLTH 6260, and PPOL 8665. Pre- or corequisite: a graduate introductory course in epidemiology such as HLTH 6202 or HADM 6104. Principles and methods of studying advanced epidemiology, with emphasis on the analytic approach. Includes: advanced techniques in the establishment of disease causation in groups and communities. Such topics are risk assessment, environmental exposures, stratification and adjustment, and multivariate analysis in epidemiology are covered. Emphasis is also placed on quality assurance and control and communicating results of epidemiological studies in professional publications and settings. *(Alternate years)*

HSRD 8004. Economics of Health and Healthcare.
(3) Cross-listed as ECON 6260 and PPOL 8667. Prerequisite: Enrollment in the interdisciplinary Ph.D. in Health Services Research program or the Ph.D. in Public Policy program, or permission of the instructor. Uses economic theory and econometrics to analyze the functioning of the healthcare sector and appropriate public policy. Topics include: how markets for medical care differ from other markets, the demand for medical care, the demand and supply of health insurance, the role of competition in medical markets, managed care, managed competition, and the role of the public sector in regulating and financing healthcare. The topic list is flexible and student input will be solicited and welcomed.
(Alternate years)

HSRD 8005. Health Policy. (3) Cross-listed as PPOL 8663. Prerequisites: Full graduate standing in the Ph.D. in Public Policy or Health Services Research programs and a graduate level course providing an adequate introduction to the U.S. healthcare system such as HADM 6112, MPAD 6172, or permission of the Instructor. Examines the formulation, adoption, implementation, and evaluation of health policy at national, state, and local levels through extensive readings in relevant health and policy literatures.
(Alternate Spring)

HSRD 8101. Design of Health Services Research.
(3) Prerequisite: Master's level Applied Biostatistics course or equivalent. This course will provide an overview of quantitative and qualitative methods as applied to design and analysis of health services research problems. Qualitative topics: overview of philosophies of qualitative inquiry, characteristics of qualitative research design, managing qualitative data, and qualitative methods. Quantitative topics: categories and levels of quantitative research, characteristics of a good research design, relationship between theory and research, selection process for measurement tools, power analysis, sampling techniques, design sensitivity, and human subject protection. Open only to students admitted to the Ph.D. program in Health Services Research or permission of instructor. *(Fall)* **HSRD 8102. Advanced Design of Health Services Research. (3)** Prerequisite: HSRD 8101. Corequisite: HSRD 8110 or STAT 8110. This course will provide an overview of advanced quantitative methods as applied to design and

analysis of health services research problems. Topics include: cost-effectiveness analysis, missing data, endogenous variables, panel data methods, and duration analysis. Other current topics in the design and analysis of health services research will also be considered. Open only to students admitted to Ph.D. Health Services Research program or permission of the instructor. *(Spring)*

HSRD 8103. Large Data Sets and Health Services Research. (3) Prerequisites: HSRD 8102; HSRD 8111 or STAT 8111; and enrollment in the Ph.D. in Health Services Research program or permission of the instructor. Health quality and outcomes issues addressed through secondary data analysis using large, public data sets will be examined. Issues related to secondary analysis and drawing items from multiple data sets will be discussed. Analytical techniques such as adjustments for missing data, transformations of data, and risk adjustment will be applied using public data sets. *(Spring)*

HSRD 8104. Healthcare Program Evaluation, Outcomes, and Quality. (3) Corequisite: STAT 8110, HSRD 8110, or permission of the instructor. Introductory course in evaluation research in healthcare settings. Emphasis is on conceptual, methodological, organizational, political, and ethical problems in evaluating programs. Tasks of identifying quality and outcome indicators, choosing methods, assessing feasibility, assuring quality data, addressing population and program diversity, project management, and incorporating context into reports of findings are also examined. *(Alternate years)*

HSRD 8106. Advanced Data Analysis for Health Services Research. (3) Prerequisite: Enrollment in the Ph.D. in Health Services Research program or permission of the instructor. This course provides students with skills that will enable them to efficiently conduct advanced health services research with complex and multiple health-related databases. *(Alternate years)*

HSRD 8110. Applied Biostatistics: Regression. **(3)** Cross-listed as STAT 8110. Prerequisites: Graduate level Introduction to Biostatistics or approved Statistics course; basic knowledge of statistical software; or permission of the instructor. To understand and apply concepts and principles of regression based statistical methods (regression, linear models, logistic regression, Poisson regression) to health related studies. Selection of appropriate methods for analysis, development of skills to conduct the analysis of the data and capability to write in scientific language the results of the study will be studied. *(Spring)*

HSRD 8111. Applied Biostatistics: Multivariate Methods. (3) Cross-listed as STAT 8111. Prerequisites: HSRD 8110, STAT 8110, or permission of the instructor. Includes study of the concepts, principles and statistical methods of analysis of discrete and continuous multivariate data. Students will learn to use the most popular methods of multivariate data reduction, classification and clustering such as principal components, factor analysis and canonical correlation analysis. Design issues, verification of the assumptions and interpretation of the results will be discussed. Skills for concise presentation of the results of statistical analysis will be developed. *(Fall)*

HSRD 8612. Seminar in Grant Proposal Writing. (3)
Prerequisite: Enrollment in the Ph.D. in Health Services Research program or permission of the instructor. Seminar to develop a grant proposal using existing funding mechanisms from governmental or private funding agencies. This course uses a step-wise approach to writing all major sections of a grant proposal. Proposal development will also familiarize students with governmental guidelines, grant submissions and the peer review process.

HSRD 8800. Independent Study in Health Services Research. (1-6) Prerequisite: Full graduate standing in the Ph.D. in Health Services Research program or permission of the instructor. *Graded on a Pass/Unsatisfactory basis.* May be repeated for credit. *(On demand)*

HSRD 8801. Dissertation Research. (1-9)
Prerequisite: Passage of comprehensive examination and approval of dissertation topic by student's advisory committee. Investigation of a topic in health services research which makes a substantial addition to the field. Maximum of 18 hours allowed under this course designation. *Graded on a Pass/Unsatisfactory basis. (Fall, Spring, Summer)*

HSRD 8881. Seminar in Research Ethics. (1)
Prerequisite: Enrollment in the Ph.D. in Health Services Research program. Examination of ethical issues related to human subjects research with an emphasis on health services research including review of prominent scientific misconduct cases; federal and local (IRB) regulations, processes and procedures; and possible ethical issues with specific types of research (clinical trials, international research, research with existing data, collaborative research). *Graded on a Pass/Unsatisfactory basis. (Alternate years)*

Nursing

- **Master of Science In Nursing (MSN)**
- **Graduate Certificates**
- **Post-Master's Certificates**

School of Nursing
449 College of Health and Human Services 704-687-7952 nursing.uncc.edu

Graduate Program Directors
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    Program Sharon MacKinnon, MSN, Lecturer Kristen Montgomery, Ph.D., Assistant Professor Jane Neese, Ph.D., Associate Professor Mary Nies, Ph.D., Professor Laura Talbot, Ph.D., Professor Lucille Travis, Ph.D., Professor Meredith Troutman, Ph.D., Associate Professor

MASTER OF SCIENCE IN NURSING (MSN)

The Commission on Collegiate Nursing Education (CCNE) accredited Master of Science in Nursing degree is designed to prepare nurses for advanced practice in Nurse Anesthesia Across the Lifespan, Advanced Clinical Nursing, or Systems/Populations Nursing. Active specialties in Advanced Clinical Practice include Nurse Practitioner Across the Lifespan. Inactive specialties include Psychiatric Mental Health Nursing. Specialties in Systems/Population include Community/Public Health Nursing; Nurse Administrator; and Nurse Educator. Two post-master's certificates are available: Nurse Anesthesia Across the Lifespan and Nurse Practitioner Across the Lifespan. Two graduate certificates are available: Nurse Administrator and Nurse Educator. Offerings of specific specialties are dependent on sufficient enrollment. Each specialty is individually described.

Program Accreditation
The MSN Program is accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates of the program will be eligible to take the American Nurses Credentialing Center (ANCC) advanced examination for relevant specialties and/or other professional certification exams. The Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA) and graduates will be eligible to take the American Association of Nurse Anesthetist Certification exam.

Majors
• Nurse Anesthesia Major
o   Nurse Anesthesia Across the Lifespan
• Advanced Clinical Nursing Major
- o   Adult Gerontology Acute Care Nurse Practitioner
- o   Adult Psychiatric Mental Health Nursing

    (offered on demand)
    o   Nurse Practitioner Across the Lifespan

    • Systems/Population Nursing Major
- o   Nurse Administrator
- o   Community/Public Health Nursing
- o   Nurse Educator

Additional Admission and Progression Requirements for the MSN degree
In addition to the general requirements for admission to the Graduate School, the following are required for graduate study in Nursing *(see additional requirements for specific major)*:

1) Current unrestricted licensure as a Registered Nurse. Current license in North Carolina or a compact state or the state identified by faculty for clinical practice before enrollment.
2) Baccalaureate degree from an accredited university. If the degree is not in Nursing and courses in Research, Leadership/Management, Aging and Health and Community Health are lacking, they will be required as part of the program of study.

3) Satisfactory performance on the Graduate Record Examination or the Miller Analogies Test or a previous Graduate degree with documentation of test scores.
4) One year of professional nursing practice is recommended.
5) An essay (statement of purpose) describing the applicant's experience and objective in undertaking graduate study in the chosen specialty. 6) Overall GPA of at least 3.0 in the last degree earned.
7) Completion of a statistics course with a grade of C or above.
8) See specialty track admission requirements for application dates that vary from those published by the Graduate School.

Degree Requirements

The MSN degree requires completions of 36 to 67 graduate credit hours, depending on the specialty. All specialties require a Capstone Project or Thesis. Specific requirements and prerequisites for each specialty are listed below. Most specialties are designed to accommodate full-time and part-time students, and many classes are held in the late afternoon or evening.

Up to a total of six graduate semester credit hours may be accepted from another accredited institution or from a post-baccalaureate program at UNC Charlotte. All courses must be approved prior to transfer by the student's advisor, the Associate Director of the Graduate Division, and the Dean of the Graduate School. All coursework, including accepted transfer credits, must be completed within a six-year period just prior to graduation.

Assistantships

A limited number of graduate assistantships are available. Information is available in the School of Nursing, and from the Associate Dean for Academic Affairs, College of Health and Human Services.

Additional Financial Aid

Scholarships from the North Carolina Nurse Scholars Program – Master's Program (M-NSP) are available to part-time or full-time students admitted to the nursing program for up to two years of study. The M-NSP scholarships are competitive and preference will be given to full-time students. Awards are not based on financial need. The application deadline is early May. Further information and application forms are available on the School of Nursing webpage for Student Resources or in the College of Health and Human Services Advising Center.
A limited number of Professional Nurse

Traineeships are available to full-time nurse practitioner students. The traineeship awards fund a portion of tuition and fees. Students in the nurse anesthesia major are eligible for Nurse Anesthesia Traineeships. Further information and application forms are available from the School of Nursing.

Early-Entry Program for the Master of Science in Nursing

The RN-MSN program is designed for the outstanding student who wants to pursue an accelerated path to the MSN. Applicants must meet all admission requirements for the RN-to-BSN as well as the selected graduate program. A student makes application directly to the Graduate School with the appropriate fee simultaneously with the application to the RN-to-BSN program. Tuition rates for courses are based on the academic status of students, not on the undergraduate or graduate level of the course. As soon as students enroll in a graduate course, their academic status becomes graduate level. This changes the tuition charges from undergraduate to graduate for all courses taken in the RN-to-BSN program as well as the courses in the MSN program.

The following additional application criteria apply to Early-Entry MSN applicants:

1) Meets all criteria for admission to the RN-to-BSN Program (all prerequisites taken).
2) Satisfactory performance on the Graduate Record Examination or the Miller Analogies Test or a previous Graduate degree with documentation of test scores.
3) One year of professional nursing practice is recommended.
4) An essay (statement of purpose) describing the applicant's experience and objective in undertaking graduate study in the chosen specialty.
5) The program of study will substitute ten credits from the MSN for the BSN program. NURS 6160 (Research in Nursing and Health Professions) will be substituted for NURN 4900 (Research in Nursing Practice); NURS 6115 (Health Policy and Planning in the U.S.) will be substituted for NURN 4201 (Information Technology: Applications in Healthcare), NURS 6101 (Theoretical Basis for Nursing Practice) will be substituted for NURN 3103 (Concepts of Professional Science); and one additional graduate course will be substituted for the Nursing Elective. These ten credits will apply to both programs. Credit hours for NURN 3103 are awarded upon successful completion of NURN 4450.

6) Progression in the MSN program is provisional upon evidence of successful completion of the BSN with a GPA of 3.0 in the RN-to-BSN program. (If only the BSN degree is awarded, any graduate-level credit hours taken as part of the combined curriculum become part of the BSN degree and are not eligible for transfer into an MSN degree program.)

7) Students graduate with a BSN and then a MSN 8) Nurse Anesthesia Across the Lifespan does not admit Early-Entry students.

Nurse Anesthesia

MASTER OF SCIENCE IN NURSING

(MSN) - NURSE ANESTHESIA ACROSS THE LIFESPAN

The Nurse Anesthesia Across the Lifespan specialty is offered in conjunction with Carolinas Medical Center, and is also accredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA). It provides both the theory and clinical practice required to qualify to take the national certifying examination upon graduation. The program consists of 67 semester credit hours and can be completed in 27 months of full-time study. In addition to MSN core courses, students complete cognate and clinical courses in nurse anesthesia. Clinical experiences are offered at Carolinas Medical Center and other affiliated sites.

Additional Admission Requirements

In addition to the requirements of the Graduate School and College, applicants to the Nurse Anesthesia Across the Lifespan program must have:

1) Baccalaureate degree in nursing (BSN) from an accredited nursing program. 2) A grade point average (GPA) of 3.0 on a 4.0 scale for all undergraduate work after high school
3) A grade point average of 3.0 on a 4.0 scale for all basic undergraduate science courses (Chemistry, Biology, Anatomy and Physiology, Pathophysiology, and Microbiology).
4) Satisfactory performance on the Graduate Record Exam (GRE); a score of 293 on the revised GRE or 950 on the old GRE is preferred (MAT scores are not accepted).
5) A minimum of 18 months of current full time critical care experience with adult clients prior to matriculation.
    a) Acceptable experience includes: Intensive Care Unit, Coronary Care Unit, Trauma Intensive Care Unit, Neuro Intensive Care Unit, Surgical Intensive Care Unit, Cardio-vascular Intensive Care Unit.
    b) Experiences not acceptable include: Flight Team, Emergency Room, Pediatric Intensive Care Unit, Neonatal Intensive Care Unit, and Post Anesthesia Care Unit.

6) Current certification in Basic Cardiac Life Support, Advanced Cardiac Life Support, and Pediatric Life Support with documentation provided only to Carolinas Medical Center Nurse Anesthesia Clinical Program.
7) Statement of Purpose in application packet limited to a single page.
8) Applicants who meet the academic admission requirements will be eligible to be invited for an interview with the Clinical Program Admissions Committee. a) Interviews are conducted twice a year: November and February. b) All application materials must be submitted to the Graduate School and the Nurse Anesthesia program no later than six weeks prior to the interviews. For November interviews, the deadline is October 1; for February interviews, the deadline is January 15.
9) The application process requires two applications – one to UNC Charlotte and one to Carolinas Medical Center. Only after a successful interview, will the applicant be admitted.

Degree Requirements

The program requires completion of 67 semester hours in approved courses including:

Core Courses (19 hours)

NURS 6101 Theoretical Basis for Nursing Practice (3) NURS 6115
Health Policy and Planning in the U.S. (3) NURS 6160
Research in Nursing and the Health Professions (3)
NURS 6230 Health Assessment and Diagnostic Reasoning for Advanced Practice (3)
NURS 6430 Health Assessment and Diagnostic Reasoning for Advanced Practice Practicum (1)
STAT 6127 Introduction to Biostatistics (3)
BIOL 6273 Advanced Human Physiology (3)

Specialty Courses (48 hours)

NUAN 6151 Principles of Nurse Anesthesia I (3)
NUAN 6152 Principles of Nurse Anesthesia II (3)
NUAN 6153 Principles of Nurse Anesthesia III (3)
    NUAN 6154 Pharmacology of Non-Anesthetic Agents (4)
NUAN 6155 Pharmacology of Anesthetic Agents (4)
    NUAN 6156 Applied Physics and Chemistry in Nurse Anesthesia (3)

NUAN 6157 Applied Pathophysiology in Nurse Anesthesia I (3) NUAN 6158 Applied Pathophysiology in Nurse Anesthesia II (3) NUAN 6171 Professional Aspects of Nurse Anesthesia I (1) NUAN 6172 Professional Aspects of Nurse Anesthesia II (1) NUAN 6485 Clinical Residency in Nurse Anesthesia I (5) NUAN 6486 Clinical Residency in Nurse Anesthesia II (5) NUAN 6487 Clinical Residency in Nurse Anesthesia III (5) NUAN 6489 Clinical Residency in Nurse Anesthesia IV (5)

Application Process

The application process requires two applications – one to UNC Charlotte and one to Carolinas Medical Center.

1) The UNC Charlotte application is completed online and information can be obtained from:

Graduate Admissions
UNC Charlotte 210 Cato
Hall 9201 University City
Blvd. Charlotte, NC
28223-0001 704-687-5503
(phone) 704-687-7254
(fax)
graduateschool.uncc.edu

2) The Carolinas Medical Center application forms and materials can be obtained from:

Carolinas Medical Center
Nurse Anesthesia
Program P.O. Box 32861
Charlotte, NC 28232-2861
704-355-2375 (Phone)
704-355-7263 (Fax)
carolinasmedicalcenter.org/body.cfm?id=1662

POST-MASTER'S CERTIFICATE IN NURSE ANESTHESIA ACROSS THE LIFESPAN

The post-master's certificate (52 graduate credit hours) will be awarded to students who have completed a Master of Science in Nursing (MSN) from an accredited program and wish to function as a Certified Registered Nurse Anesthetist (CRNA). The full-time course of study plan allow for certificate completion within 27 months. Courses must be taken in the order outlined in the master's curriculum. In addition the student must complete all requirements outlined by the Council on Certification of Nurse Anesthetists (CCNA).

Additional Admission Requirements

In addition to the requirements of the Graduate School and College, applicants to the Nurse Anesthesia Across the Lifespan program must have:

1) Current unrestricted licensure as a Registered Nurse, current license in North Carolina or a compact state or the state identified by faculty for clinical practice before enrollment

2) Master's degree in Nursing from an accredited program

3) Evidence of a GRE score. Score of 293 on the revised GRE or 950 on the old GRE is preferred (MAT scores are not accepted)

4) Application to CMC accompanied by current fee

5) An essay (statement of purpose) in application package describing the applicant's experience and objective in undertaking certificate study

6) For the three letters of recommendation required by the Graduate School, all must be from persons familiar with the applicant's professional qualifications, such as clinical manager or supervisor, academic professor, or physician.

7) A grade point average (GPA) of 3.0 on a 4.0 scale for all undergraduate work after high school

8) A grade point average of 3.0 on a 4.0 scale for all basic undergraduate science courses (Chemistry, Biology, Anatomy and Physiology, Pathophysiology, and Microbiology)

9) Current certification in Advanced Cardiac Life Support (ACLS), Basic Cardiac Life Support (BCLS), Pediatric Advanced Life Support (PALS)

10) A minimum of 18 months of current full time critical care experience with adult clients prior to matriculation a) Acceptable experience includes: Intensive Care Unit, Coronary Care Unit, Trauma Intensive Care Unit, Neuro Intensive Care Unit, Surgical Intensive Care Unit, Cardiovascular Intensive Care Unit b) Experiences not acceptable include: Flight Team, Emergency Room, Pediatric Intensive Care Unit, Neonatal Intensive Care Unit, and Post Anesthesia Care Unit

11) Completion of an Advanced Human Physiology within the past 3 years

12) Applicants who meet the academic admission requirements will be eligible to be invited for an interview with the Clinical Program Admissions Committee. Only after a successful interview will the applicant be admitted. a) Interviews are conducted twice a year: November and February.

b) All application materials must be submitted to the Graduate School and the Nurse Anesthesia program no later than six weeks prior to the interviews. The final application deadline is January 15.

13) The application process requires two applications – one to UNC Charlotte and one to Carolinas Medical Center. Only after a successful interview, will the applicant be admitted.

Certificate Requirements Core

Courses (4 hours)
NURS 6230 Health Assessment and Diagnostic Reasoning for Advanced Practice (3)

NURS 6430 Health Assessment and Diagnostic Reasoning for Advanced Practice Practicum (1)

Specialty Courses (48 hours)
NUAN 6151 Principles of Anesthesia I (3)
NUAN 6152 Principles of Anesthesia II (3)
NUAN 6153 Principles of Anesthesia III (3)
NUAN 6154 Pharmacology of Non-Anesthetic Agents (4)
NUAN 6155 Pharmacology of Anesthetic Agents (4)
NUAN 6156 Applied Physics and Chemistry in Nurse Anesthesia (3)
NUAN 6157 Applied Pathophysiology in Nurse Anesthesia I (3)
NUAN 6158 Applied Pathophysiology in Nurse Anesthesia II (3)
NUAN 6171 Professional Aspects of Nurse Anesthesia I (1)
NUAN 6172 Professional Aspects of Nurse Anesthesia II (1)
NUAN 6485 Clinical Residency in Nurse Anesthesia I (5)
NUAN 6486 Clinical Residency in Nurse Anesthesia II (5)
NUAN 6487 Clinical Residency in Nurse Anesthesia III (5)
NUAN 6489 Clinical Residency in Nurse Anesthesia IV (5)

Application Process
The application process requires two applications – one to UNC Charlotte and one to Carolina Medical Center.

1) The UNC Charlotte application is completed online and information can be obtained from:

Graduate Admissions UNC Charlotte 210 Cato Hall 9201 University City Blvd. Charlotte, NC 28223-0001

704-687-5503 (phone) 704-687-7254 (fax) graduateschool.uncc.edu

2) The Carolinas Medical Center application forms and materials can be obtained from:

Carolinas Medical Center Nurse Anesthesia Program P.O. Box 32861 Charlotte, NC 28232-2861 704-355-2375 (phone) 704-355-7263 (fax) carolinasmedicalcenter.org/body.cfm?id=1662

Applicants who meet academic admission requirements will be eligible to be invited for an interview with the Admission Committee. Interviews are conducted in Late October/November, January, and April. The application process requires two applications – one to UNC Charlotte and one to Carolinas Medical Center to be submitted no later than six weeks prior to the interviews.

Advanced Clinical Specialties

ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP)

These advanced practice registered nurses will be prepared to function as Adult Gerontology Acute Care Nurse Practitioners (AGACNP). Adult Gerontology Acute Care Nurse Practitioners provide evidence-based care toacutely ill adults with urgent and emergent complex health issues and critically ill adults with life threatening, rapidly changing physiological and pathophysiological conditions. Graduates with this concentration will be eligible to take the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioner (AANP) examination for Adult Gerontology Acute Care Nurse Practitioners.

Additional Admission Requirements
1) Unencumbered license as a Registered Nurse in North Carolina
2) BSN degree from nationally accredited program.
3) Total score of293 on the revised GRE or 950 on the old verbal and quantitative portions is required. Millers Analogy Test is not accepted.
4) One year of professional nursing practice in acute/critical care

5) Overall GPA of 3.0 on a 4.0 scale in the last degree and in the last 60 hours of nursing coursework
6) Completion of an undergraduate statistics course with a grade of C or better.
7) Statement of purpose in application packet should explain the applicant's career goal in relation to acute/critical care practice. Purpose statement should not exceed two double-spaced pages.
7) References should be from professional colleagues and should speak to clinical knowledge and expertise and one's ability to function a member of the healthcare team. At least one reference from a supervisory person is preferred.

Students are admitted annually for entry in the fall with applications due to the Graduate School by February
15.

Degree Requirements
The program requires completion of 47 semester credit hours in approved courses including:

Core Courses (9 hours)
NURS 6101 Theoretical Basis for Nursing Practice (3)
NURS 6160 Research in Nursing and Health Professions (3)
NURS 6115 Health Policy and Planning in the U.S. (3)

Cognate Courses (6 hours)
STAT 6127 Introduction to Biostatistics (3) BIOL 6274 Pathophysiology (3)

Advanced Clinical Core (9 hours)
NURS 6220 Pharmacotherapeutics in Advanced Nursing Practice (3)
NURS 6230 Health Assessment and Diagnostic Reasoning for Advanced Practice (3)
NURS 6430 Health Assessment and Diagnostic Reasoning for Advanced Practice Practicum (1)*

AGACNP Specialty Courses (20 hours)
NUNP 6250 Advanced Primary Care and Health Promotion of Adults (3)
NUNP 6401 Advanced Care and Health Promotion Adults Practicum (2)*
NUNP 6202 Complex Healthcare Management of Adults (3)
NUNP 6203 Advanced Care of Critically Ill Adults (3)
NUNP 6402 Advanced Practice Nursing in Complex Care Practicum (4)*
NUNP 6403 Advanced Care of Critically Ill Adults Practicum (4)*

Synthesis Project or Thesis (3 hours)
NURS 6601 Synthesis and Integration in Advanced Nursing Practice I (1)
NURS 6602 Synthesis and Integration in Advanced Nursing Practice II (2)
OR NURS 6962 Thesis (3)
Clinical Course that requires 60 hours practice for each 1 credit hours

Additional Degree Requirements
1) A minimum of 600 hours of supervised clinical experience as a Nurse Practitioner student is required.
2) Students may receive no more than one C grade in any graduate course. The second C will result in suspension from the program.
3) In order to progress in the specialty, a grade of B or better is required in the following courses:
• BIOL 6274 Pathophysiology
• NURS 6220 Pharmacotherapeutics in Advanced Nursing Practice (3)
• • NURS 6230 Health Assessment and Diagnostic Reasoning for Advanced Practice (3)
• NURS 6430 Health Assessment and Diagnostic Reasoning for Advanced Practice Practicum (1)*

• All required courses with a NUNP prefix 4) Faculty advising is required.

Research Opportunities
Students who choose to do so will have the opportunity to serve as Research Assistants on faculty research projects. Students will have an opportunity to choose a mentored research experience in their Synthesis courses.

POST-MASTER'S CERTIFICATE IN ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP)
The Post-Master's Certificate consists of specialty courses in advanced practice nursing (18 graduate credit hours). This certificate program will prepare nurses holding master's degrees in nursing to enter advanced practice nursing as an adult gerontology acute care nurse practitioner. Nurses already certified as Psych NPs, Women's Health or Pediatric NPs will be evaluated for possible exclusion of respective specialty courses and practica from their program. The recipients of this certificate will be eligible to take the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP) examination for Adult Nurse Practitioners. Coursework must be completed within four years and a 3.0 (B) grade point average is required.

Admission Requirements:
1) A master's degree in nursing from a nationally accredited nursing program

2) Unencumbered North Carolina License as a Registered Nurse
3) Official transcripts from a Master's degree
4) Total score of 293 on the revised GRE or 950 on the old GRE on verbal and quantitative portions is required.
5) Overall GPA of 3.0 on a 4.0 scale in the MSN degree.
6) Statement of purpose in application packet should explain the applicant's career goal in relation to acute/critical care practice. Ppurpose statement should not exceed two double-spaced typed pages.
7) References should be from professional colleagues and should speak to clinical knowledge and expertise and one's ability to function as a member of the healthcare team. At least one reference from a supervisory person is preferred.
8) Graduate Health Assessment course equivalent within the last 5 years**

9) Graduate Pharmacology course equivalent within the last5 years**
   10) Graduate Pathophysiology within the last 5 years**

**Nurses certified as Adult or Family nurse practitioners, Psych nurse practitioners, or Pediatric nurse practitioners may have these courses waived from the admission requirements after assessment of transcripts.

Certificate Requirements:
NUNP 6202 Complex Healthcare management of Adults (3)
NUNP 6203 Advanced Care of Critically Ill Adults (3)
NUNP 6250 Advanced Primary Care and Health Promotion of Adults (3)
NUNP 6401 Advanced Care and Health Promotions Adults Practicum (2)***
NUNP 6402 Advanced Practice Nursing in Complex Care Practicum (4)***
NUNP 6403 Advanced Care of Critically Ill Adults Practicum (4)***
Note: Nurses with other backgrounds will be evaluated on an individual basis

 ***Clinical Course that requires 60 hours practice for each 1 credit hour

Students are admitted annually for part-time study with entry in the summer . Applications are due to the Graduate School by February 15.
Plan of study will be individualized based on course availability.

NURSE PRACTITIONER ACROSS THE LIFESPAN

This specialty leads to a MSN with a specialty in

Nurse Practitioner Across the Lifespan. These Advanced Practice Registered Nurses (APRN) will be prepared to function as Nurse Practitioners providing primary care to families across the lifespan. The graduates of this program will be eligible to take the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP) examination for Nurse Practitioner Across the Lifespan certification.

Additional Admission Requirements
   1) Unencumbered license as a Registered Nurse in North Carolina
         2) BSN degree from nationally accredited program is preferred. If the baccalaureate is not in nursing, the following courses from the RN to BSN program (or their equivalent) are required: NURN 4100 Aging and Health NURN 3108 Health Assessment for Nurses with Lab NURN 4203 Leadership in Nursing Practice NURN 4440 Community Health Nursing NURN 4900 Research in Nursing Practice
   3) Total score of 293 on the revised GRE or 950 on the old GRE on verbal and quantitative portions or a score of 400 on the Miller Analogy Test is preferred. Applicants with scores less that those designated may be considered based on the total application profile.
   4) One year of professional nursing practice following completion of an RN program.
   5) Overall GPA of 3.0 on a 4.0 scale in the last degree and in the last 60 hours of coursework.
   6) Statement of purpose in application packet should explain the applicant's career goal in relation to primary care and family practice.
   7) References should be from professional colleagues and should speak to clinical knowledge and expertise and one's ability to function a member of the healthcare team. At least one reference from a supervisory person is preferred.

Students are admitted annually in the Fall, with applications due to the Graduate School by January
15. Students who wish to enroll in courses during the summer prior to matriculation should apply for Summer I admission.

Degree Requirements
The program requires completion of 46 semester credit hours in approved courses.

Core Courses (9 hours)
NURS 6101 Theoretical Basis for Nursing Practice (3)
    NURS 6160 Research in Nursing and Health Professions (3)
NURS 6115 Health Policy and Planning in the U.S. (3)

Cognate Courses (6 hours)
STAT 6127 Introduction to Biostatistics (3) BIOL 6274 Advanced Human Pathophysiology (3)

Advanced Clinical Core (7 hours)
NURS 6220 Pharmacotherapeutics in Advanced Nursing Practice (3)

NURS 6230 Health Assessment and
    Diagnostic Reasoning for Advanced
    Practice (3)
NURS 6430 Health Assessment and Diagnostic
    Reasoning for Advanced Practice Practicum
    (1)*

FNP Specialty Courses (21 hours)

NURS 6210 Family Health In Advanced
    Practice Nursing (2)
NUNP 6250 Advanced Primary Care and
    Health Promotion of Adults (3)
NUNP 6450 Advanced Primary Care and
    Health Promotion of Adults Practicum (2)*
NUNP 6240 Advanced Primary Care
    Reproductive Health (3)
NUNP 6440 Advanced Primary Care
    Reproductive Health Practicum (2)*
NUNP 6260 Advanced Primary Care of Children
    and Adolescents (3)
NUNP 6460 Advanced Primary Care of Children
    and Adolescents Practicum (2)*
NUNP 6400 Internship in Family Health Nursing (4)*

Synthesis Project or Thesis (3 hours)

NURS 6601 Synthesis and Integration in
    Advanced Nursing Practice I (1)
NURS 6602 Synthesis and Integration in
    Advanced Nursing Practice II (2)
OR NURS 6962 Thesis (3)

Additional Degree Requirements

1) A minimum of 600 hours of supervised clinical
    experience as a Nurse Practitioner is required.
2) Students may receive no more than one C grade
    in any graduate course. The second C will
    result in suspension from the program.
       3) In order to progress in the
          specialty, a grade of B is
          required in the following
          courses: a) BIOL 6274
          Advanced Human
          Pathophysiology (3) b) NURS
          6220 Pharmacotherapeutics in
          Advanced Nursing Practice (3)
          c) NURS 6230 Health
          Assessment and Diagnostic
          Reasoning for Advanced
          Practice
        (3)
     d) NURS 6430 Health Assessment and
        Diagnostic Reasoning for Advanced
        Practice Practicum (1)*
     e) All required courses with a NUNP prefix.
4) Faculty advising is required.

*Clinical Course that requires 60 hours practice
for each 1 credit hours*

Research Opportunities

Students who choose to do so will have the
opportunity to serve as Research Assistants on
faculty research projects. Students will have an
opportunity to choose a mentored research
experience in their Synthesis courses.

POST-MASTER'S CERTIFICATE IN NURSE PRACTITIONER ACROSS THE LIFESPAN

The 21 credit certificate consists of specialty courses
in advanced practice nursing. This certificate
program will prepare nurses holding master's
degrees in nursing to enter advanced practice
nursing as a nurse practitioner. Nurses already
certified as Psych NPs, Women's Health or Pediatric
NPs will be evaluated for possible exclusion of
respective specialty courses and practica from their
program.   The recipients of this certificate will be
eligible to take the American Nurses Credentialing
Center (ANCC) or the American Academy of Nurse
Practitioner (AANP) examination for Nurse
Practitioner Across the Lifespan certification.
Coursework must be completed within four years and
a 3.0 (B) grade point average is required.

Admission Requirements

    1) A master's degree in nursing from a nationally
accredited nursing program 2) Written application to
graduate admissions 3) Unencumbered North
Carolina License as a
Registered Nurse 4) Official transcripts from the
Master's degree. 5) Graduate Health Assessment
course equivalent
   within the last 3 years** 6)
   Graduate Pharmacology course
   equivalent within the last 3 years**
   7) Graduate Pathophysiology
   within the last 3 years**

***Nurses certified as adult nurse practitioners,
women's health nurse practitioners, or pediatric
nurse practitioners may have these courses waived
from the admission requirements after assessment of
transcripts.*

Certificate Requirements

    NUNP 6240 Adv Primary Care
    Reproductive Healthcare (3)***
    NUNP 6250 Advanced Primary
    Care and Health Promotion of
    Adults (3)** NUNP 6260
    Advanced Primary Care of
    Children and
Adolescents (3)**** NUNP 6400 Internship in Family
Health Nursing (4) NUNP 6440 Advanced Primary
Care Reproductive
  Healthcare Practicum (2)*** NUNP 6450
  Advanced Primary Care and Health
  Promotion of Adults Practicum (2)**
  NUNP 6460 Advanced Primary Care of
  Children and Adolescents Practicum
  (2)****

NURS 6210 Family Health in Advanced
   Practice Nursing (2)

**Nurses certified as Adult nurse practitioners will not be required to take these courses. ***Nurses certified as Women's Health nurse practitioners will not be required to take these courses. ****Nurses certified as Pediatric nurse practitioners will not be required to take these courses

NOTE: Nurses with other backgrounds will be evaluated on an individual basis

Students are admitted annually in the fall with applications due to the Graduate School by February
15.

MASTER OF SCIENCE IN NURSING (MSN): ADULT PSYCHIATRIC MENTAL HEALTH
(specialty offered on demand)

The Adult Psychiatric Mental Health Clinical Nurse Specialist track focuses on the role of the advanced practice PMHN in the assessment and management of individuals, groups, and communities. Graduates of this program will be prepared to complete requirements for certification as a Clinical Specialist in Adult Psychiatric and Mental Health Nursing.

Additional Admission Requirements
1) A Graduate Record Exam (GRE) (score of 500 on each of 2 of the 3 sections) or the Miller Analogy (MAT) (score of 400 or above) is required
  2) Rolling admissions: applicants may apply any time 3) A GPA of at least 3.0 on the last 60 semester hours 4) Computer competency

Degree Requirements
This program requires 43 semester hours as follows:

Core Courses (15 hours)
NURS 6101 Theoretical Basis for Nursing Practice (3) NURS 6115 Health Policy and Planning in the U.S.
     (3) NURS 6160
  Research in Nursing
  and Health Professions
  (3)
NURS 6210 Family Health in Advanced
   Practice Nursing (2)

Specialty Courses (22 hours)
  NURS 6220 Pharmacotherapeutics
    for Advanced Nursing Practice (3)
    NURS 6230 Advanced Health
    Assessment and Diagnostic

   Reasoning (2)
NURS 6430 Advanced Health Assessment Practicum
  (1) NUMH 6200 Psychiatric Mental Health Theories and Constructs of Mental Healthcare (3) NUMH 6130 Advanced Psychiatric Mental Health Nursing Practice with Individuals (2)
    NUMH 6430 Practicum in Advanced Practice Psychiatric Mental Health Nursing with Individuals (2)
    NUMH 6135 Advanced Psychiatric Mental Health Nursing Practice with Groups and Communities (2)
    NUMH 6435   Practicum in Advanced Practice Psychiatric Mental Health Nursing with Groups and Communities (2)
    NUMH 6201 Seminars in Advanced Practice Psychiatric Mental Health Nursing (1) NUMH 6401 Internship in Advanced Psychiatric Mental Health Nursing Practice (4)

Cognate Courses (6 hours)
STAT 6127 Introduction to Biostatistics (3) BIOL

   Examination (GRE)
   2   Cumulative GPA of 3.0 or better in all college
)
     coursework completed in the Junior and Senior

6273 Advanced Human Physiology (3)

Additional Degree Requirements

Systems/Populations Specialties

MASTER OF SCIENCE IN NURSING (MSN): NURSE ADMINISTRATOR
(distance education)

This specialty will prepare nurses for advanced practice in administrative roles such as Nurse Executive, Nurse Manager, Quality Improvement Manager, Ambulatory Care Manager or other system level nursing positions in community agencies, healthcare facilities, health departments and schools of nursing. Graduates will meet the educational requirements for the American Nurses Credentialing Center (ANCC) certification in Nursing Administration or Nursing Administration Advanced (CNAA).

Additional Admission Requirements
    1) Score on GMAT may be considered in lieu of the
GRE or MAT 2) Graduation from a post secondary level Nursing
Program (United States RN Registration not required)

Degree Requirements
This program requires completion of 36 semester credit hours in approved courses including:

Core Courses (9 hours)
NURS 6101 Theoretical Basis for Nursing Practice (3) NURS 6160 Research in Nursing and Health Professions (3) NURS 6115 Health Policy and Planning in the U.S. (3)

System Core Courses (6 hours)
NURS 6211 Health Disparities and Nursing (3)
- OR -
NURS 6090 Selected Topics (Study Abroad) NURS 6212 Program Improvement and Evaluation (3)

Specialty Courses (18 hours)
  NURS 6185 Theory and Application in the Organizational Behavior to Nursing Systems (3) NURS 6187 Health Informatics and Financial Management for Nurses (3) NURS 6188 Strategic Planning and Decision Making
   in Nursing (3) NURS 6301 Curriculum Planning and Instruction (3) NURS 6485 Advanced Practicum in Nursing
      Administration and Leadership (3) NURS 6303 Instructional Technology in Nursing Education (3)
- OR -
NURS 6302 Trends and Issues in Nursing Education (3)

Capstone Course (3 hours)
NURS 6601 Synthesis in Advanced Nursing Practice I
(3)
NURS 6602 Synthesis in Advanced Nursing Practice II (3)

 Examination (GRE)
 2 Cumulative GPA of 3.0 or better in all college
)
     coursework completed in the Junior and Senior year of their undergraduate program
 3 Successful completion (grade of C or above) of
) a
     minimum of 4 credit hours of Anatomy and Physiology, 3 credit hours of Exercise Physiology,
     3 credit hours of Exercise Prescription, and 3
     credit hours of Statistics
 1 Master's Degree from an accredited university
) in
     a health-related field
 2 An overall graduate grade point average (GPA)
) of
     at least 3.5 out of 4.0 from an accredited

- OR -
NURS 6962 Thesis (3)

Additional Degree Requirements

listed by Distance Education online at distanceed.uncc.edu.

GRADUATE CERTIFICATE: NURSE ADMINISTRATOR
(distance education)

The Certificate in Nursing Administration is designed for nurses who hold a bachelor's degree and desire to enhance their administrative skills and advanced practice nurses with master's degree who desire additional knowledge to be competitive in managing personnel or groups.

The Nursing Administration Certificate program of study consists of specialty courses in nursing administration (12 graduate credit hours). Students will complete four specialty courses. The certificate can be completed in one year through part-time

     Examination (GRE)
 2 Cumulative GPA of 3.0 or better in all college
)
     coursework completed in the Junior and Senior year of their undergraduate program
 3 Successful completion (grade of C or above) of
) a
     minimum of 4 credit hours of Anatomy and Physiology, 3 credit hours of Exercise Physiology,
     3 credit hours of Exercise Prescription, and 3
     credit hours of Statistics
 1 Master's Degree from an accredited university
 ` .
study.

Admission Requirements

Certificate Requirements (12 hours)
NURS 6185 Theory and Application in the Organizational Behavior to Nursing Systems (3)
NURS 6187 Health Informatics and Financial Management for Nurses (3)
NURS 6188 Strategic Planning and Decision Making in Nursing (3)
NURS 6212 Program Improvement and Evaluation (3)

Additional Certificate Requirements
1) Completion of 12 hours of required coursework within four years
2) Students must maintain a minimum 3.0 (B) GPA in their graduate courses and may not accumulate more than two C grades
3) Access to a computer with minimum requirements for online courses. Current minimum computer hardware specifications are listed by Distance Education online at distanceed.uncc.edu

NURSE EDUCATOR (NE)
(distance education)

This specialty focuses on preparing nurses for advanced practice as a Nurse Educator in a selected area of expertise. Students declare their specialty in their application and develop a portfolio from their graduate work demonstrating their expertise. Graduates are prepared for academic positions teaching nursing at the entry into practice or RN-BSN levels. Graduates who have two years of full-time teaching experience will be prepared to take the NLN certification exam for Nurse Educators.

Additional Admission Requirement
In the essay, include a description of a selected area of specialization in nursing practice. It is expected that the student will develop a portfolio demonstrating expertise in a specialization during this program of study.

Degree Requirements
This program requires completion of 39 semester credit hours in approved courses. Including:

Core Courses (12 hours)
NURS 6101 Theoretical Basis for Nursing Practice (3) NURS 6160 Research in Nursing and Health
   Professions (3) NURS 6115 Health Policy and Planning in the U.S.
   (3) STAT 6127 Introduction to Biostatistics (3)

System Core Courses (6 hours)
NURS 6211 Health Disparities and Nursing (3)
- OR -
NURS 6090 Selected Topics (Study Abroad) NURS 6212 Program Improvement and Evaluation (3)

Specialty Courses (18 hours)
NURS 6495 Clinical Nurse Specialist Practicum (3) NURS 6301 Curriculum and Instruction in Nursing
   Education (3) NURS 6302 Trends and Issues in Nursing Education
   (3) NURS 6303 Instructional Technology in Nursing
   Education NURS 6304 Teaching Nursing Practicum (3) Approved Elective (3)

Capstone Course (3 hours)
NURS 6601 Synthesis in Advanced Nursing Practice I
   (1)
NURS 6602 Synthesis in Advanced Nursing
   Practice II (2)
- OR -
NURS 6962 Thesis (3)
   Additional Degree Requirements

GRADUATE CERTIFICATE: NURSE

Examination (GRE)
2 Cumulative GPA of 3.0 or better in all college
)
   coursework completed in the Junior and Senior year of their undergraduate program
3 Successful completion (grade of C or above) of
) a
   minimum of 4 credit hours of Anatomy and Physiology, 3 credit hours of Exercise Physiology,
   3 credit hours of Exercise Prescription, and 3
   credit hours of Statistics
1 Master's Degree from an accredited university
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EDUCATOR
(distance education)

The Graduate Certificate in Nursing Education is designed to prepare nurses who have a BSN or MSN to become educational leaders in academic and clinical settings. This certificate consists of four courses, for a total of twelve semester hours and can be completed within one calendar year. The Graduate Certificate provides students with the coursework needed to enhance the student's professional teaching skills.

Admission Requirements
   1) A BSN or Master of Science in Nursing (MSN) degree from a nationally accredited program 2) Current unrestricted licensure as a Registered Nurse
   3) An essay (statement of purpose) in application packet that includes a description of a selected area of specialization in nursing practice. It is expected that the student will develop a portfolio demonstrating expertise in a specialization during this program of study.
   4) Three letters of professional recommendation

Certificate Requirements (12 hours)
NURS 6301 Curriculum and Instruction in Nursing Education   NURS 6302 Trends and Issues in Nursing Education NURS 6303 Instructional Technology in Nursing
   Education NURS 6304 Teaching
   Practicum in Nursing Education

Additional Certificate Requirements
   1) A total of 15 hours of supervised classroom teaching experience, individually arranged, is required
2) Access to computer within minimum requirements for online courses. Current minimum computer hardware specifications are listed by Distance Education online at

MASTER OF SCIENCE IN NURSING (M.S.N.): COMMUNITY/PUBLIC HEALTH NURSING *(distance education)*

The Community/Public Health Nursing specialty prepares nurses to assume leadership in assessing communities and populations, identifying high risk groups, and in partnership with communities, consumers, and stakeholders, developing culturally sensitive, acceptable and realistic community based nursing services.

Graduates are expected to demonstrate PHN Competencies and characteristics of practice identified by the Quad Council (2004). Upon graduation, individuals will be qualified to sit for the exam leading to Board Certification by the American Nurses Credentialing Center (ANCC) as an Advanced Public Health Nurse.

Degree Requirements
This specialty requires completion of 38 semester credit hours in approved courses including:

Core Courses (9 hours)
NURS 6101 Theoretical Basis for Nursing Practice (3) NURS 6160 Research in Nursing and Health Professions (3) NURS 6115 Health Policy and Planning in the U.S.
(3)

Cognate Courses (9 hours)
HLTH 6202 Community Epidemiology (3)
STAT 6127 Introduction to Biostatistics (3) One Guided Elective (3)

System Core Courses (6 hours)
NURS 6211 Health Disparities and Nursing (3)
- OR -
NURS 6090 Selected Topics (Study Abroad) NURS 6212 Program Improvement and Evaluation (3)

Specialty Courses (11 hours)
NURS 6180 Community/Public Health Nursing (3) NURS 6480 Internship I (3) NURS 6481 Internship II (3) NURS 6210 Family Health in Advanced Practice
Nursing (2)

Capstone Course (3 hours)
NURS 6601 Synthesis in Advanced Nursing Practice I
(1)
NURS 6602 Synthesis in Advanced Nursing Practice II (2)
- OR -
NURS 6962 Thesis (3)

Additional Degree Requirements

COURSES IN NURSING

Examination (GRE)
2) Cumulative GPA of 3.0 or better in all college

coursework completed in the Junior and Senior year of their undergraduate program
3) Successful completion (grade of C or above) of a
minimum of 4 credit hours of Anatomy and Physiology, 3 credit hours of Exercise Physiology,
3 credit hours of Exercise Prescription, and 3

credit hours of Statistics
1) Master's Degree from an accredited university in
a health-related field
2) An overall graduate grade point average (GPA) of

Nurse Anesthesia (NUAN)

NUAN 6151. Principles of Nurse Anesthesia I. (3) Corequisite: NUAN 6156. Overview of the principles, techniques and equipment necessary for the administration of anesthesia for the general surgical client. (*Fall)*

NUAN 6152. Principles of Nurse Anesthesia II. (3) Prerequisite: NUAN 6151. Provides nurse anesthesia students with specific techniques of nurse anesthesia practice for selected clients. (*Spring)*

NUAN 6153. Principles of Nurse Anesthesia III. (3) Prerequisite: NUAN 6152. Advanced nurse anesthesia practice for selected patients. (*Summer)*

NUAN 6154. Pharmacology of Non-Anesthetic Agents. (4) Prerequisite: NUAN 6156. An exploration of pharmacological concepts and clinical application of non-anesthetic drugs and adjunct agents commonly used in the anesthetic arena. (*Spring)*

NUAN 6155. Pharmacology in Anesthetic Agents. (4) Corequisite: NUAN 6156. An exploration of the pharmacological concepts and clinical application of anesthetic drugs. *(Fall)*

NUAN 6156. Applied Physics and Chemistry in Nurse Anesthesia. (3) Prerequisite: Admission to the major. Basic laws and principles of physics, inorganic, organic, and biochemistry as they apply to the clinical practice of nurse anesthesia. (*Fall)* **NUAN 6157. Applied Pathophysiology in Nurse Anesthesia I. (3)** Prerequisite: BIOL 6273. A study of basic concepts of the pathophysiologies of the nervous, respiratory, cardiac, renal, and endocrine

systems with emphasis on their anesthetic
implications. (*Spring)*

NUAN 6158. Applied Pathophysiology in Nurse Anesthesia II. (3) Prerequisite: NUAN 6157. A study of advanced concepts of the pathophysiologies of the nervous, respiratory, cardiac, and hepatobiliary systems, emphasizing anesthetic implications and management. (*Fall)*

NUAN 6171. Professional Aspects of Nurse Anesthesia I. (1) Corequisites: NUAN 6153 and NUAN 6485. Overview of the professional aspects of nurse anesthesia practice including history of the profession and professional associations, legal aspects, risk management, and the professional role.
(Fall)

NUAN 6172. Professional Aspects of Nurse Anesthesia II. (1) Prerequisite: NUAN 6171. Corequisite: NUAN 6486. Overview of the professional aspects of nurse anesthesia practice including economic considerations, political challenges, evolving role in the health care system, administrative responsibilities, practice regulations, and ethical principles. *(Spring)*

**NUAN 6485. Clinical Residency in Nurse Anesthesia
I. (5)** Prerequisite: NUAN 6153 and satisfactory completion of Clinical Orientation. Clinical application of didactic material from the nurse anesthesia curriculum through beginning level practice in the role of a nurse anesthetist. Conferences during the clinical residency provide opportunities to review current research and practice issues. *Graded on a Pass/Unsatisfactory basis. (Fall)*

**NUAN 6486. Clinical Residency in Nurse Anesthesia
II. (5)** Prerequisite: NUAN 6485. Continuation of the clinical application of didactic material from the nurse anesthesia curriculum with focus on utilization of additional anesthesia techniques and increased skills development. Conferences during the clinical residency provide opportunities to review current research and practice issues. *Graded on a Pass/Unsatisfactory basis.* (*Spring)*

**NUAN 6487. Clinical Residency in Nurse Anesthesia
III. (5)** Prerequisite: NUAN 6486. Incorporation of the content of the nurse anesthesia curriculum with opportunities to begin synthesis of all didactic material and techniques for efficient clinical practice. Conferences during the clinical residency provide opportunities to review current research and practice issues. *Graded on a Pass/Unsatisfactory basis.* (*Summer)*

**NUAN 6489. Clinical Residency in Nurse Anesthesia
IV. (5)** Prerequisite: NUAN 6487. Final residency for synthesis of all didactic material and techniques of nurse anesthesia clinical practice, promotion of professional practice, and preparation of the student for national certification examination. Conferences during the clinical residency provide opportunities to review current research and practice issues. *Graded on a Pass/Unsatisfactory basis.* (*Fall)*

Mental Health Nursing (NUMH)

NUMH 6130. Advanced Psychiatric Mental Health Nursing Practice with Individuals. (2) Prerequisite: NUMH 6200. Corequisite: NUMH 6430. Provides a framework for the examination and application of the therapeutic process by advanced psychiatric mental health nurses with emphasis on theories from nursing as well as psychiatric, behavioral, and cultural sciences. Focuses on the development of the advanced psychiatric mental health nurse in a managed care or traditional healthcare environment as an individual therapist. *(On demand)*

NUMH 6135. Advanced Practice Psychiatric Mental Health Nursing Practice with Groups and Communities. (2). Prerequisites: NUMH 6130 and 6430. Corequisite: NUMH 6435. Examination of the therapeutic process of advanced psychiatric mental health nursing with emphasis on groups and communities. Focuses on development of the roles of the advanced practice nurse in a managed care and traditional mental healthcare environment as a group therapist in the promotion of mental health in community settings. *(On demand)*

NUMH 6200. Psychiatric Mental Health Theories and Constructs of Mental Healthcare. (3) Pre-or corequisite: NURS 6101. Examination of theoretical frameworks underlying the practice of advanced psychiatric mental health nursing. Integration of biological, psychological, sociological and nursing theories into the student's individual theoretical framework for practice. *(On demand)*

NUMH 6201. Seminars in Advanced Practice Psychiatric Mental Health Nursing. (1) Prerequisites: NUMH 6135 and 6435. Corequisite: NUMH 6401. Focuses on the components and professional issues of the advanced practice psychiatric mental health nurse in the care of the individuals, groups, and communities. Professional practice issues will be addressed. One hour of seminar/case presentation. *(On demand)* **NUMH 6401. Internship in Advanced Practice Psychiatric Mental Health Nursing. (4)** Prerequisite: NUMH 6135 and NUMH 6435. Corequisite NUMH 6201. Focuses on the application of the advanced practice psychiatric mental health nurse's role in the care of the individuals, groups, and communities. Professional practice issues will be addressed with preceptors and faculty. *240 clinical practice hours. (On demand)*

NUMH 6430. Practicum in Advanced Practice Psychiatric Mental Health Nursing with Individuals.
(2) Prerequisites: NUMH 6200. Corequisite: NUMH 6130. Application of the individual psychotherapeutic process incorporating therapeutic modalities from nursing as well as psychiatric, behavioral, and cultural sciences in selected clinical experiences. Clinical seminar, clinical conference, and faculty/peer supervision provide opportunities for development of the advanced practice psychiatric mental health nurse in a managed care or traditional healthcare environment. *120 clinical practice hours. (On demand)*

NUMH 6435. Advanced Psychiatric Mental Health Nursing Practice with Groups and Communities Practicum. (2) Prerequisites: NUMH 6130 and 6430. Corequisites: NUMH 6135. Examination and application of the therapeutic process with emphasis on groups and communities. Clinical seminar, clinical experience and supervision, provide opportunity for development of the advanced practice psychiatric mental health nurse as a group therapist and in promotion of mental health in community settings in a managed care and traditional healthcare environment. *120 clinical practice hours. (On demand)*

Nurse Practitioner (NUNP)

NUNP 6202. Complex Healthcare Management of Adults. (3) Prerequisite: NUNP 6250. This course is designed to provide students with the opportunity to integrate knowledge from advanced assessment, pathophysiology, pharmacotherapeutics, theory and research to provide the advanced practice nurse with the requisite skills in the management of acutely ill adults in a variety of settings. Emphasis is placed on the use of diagnostic reasoning skills in the assessment, diagnosis, and plan of care including pharmacological, and non-pharmacological management of acutely ill adults with urgent and emergent complex health issues. Application of models and theories to guide advanced nursing practice and planned evidence-based care of the adult with acute and/or chronic illness is expected. (*On campus*)

NUNP 6203 Advanced Care of Critically Ill Adults.
(3) Pre-requisites: NUNP 6202; NUNP 6250. This course is designed to provide students with the opportunity to integrate knowledge from advanced assessment, pathophysiology, pharmacotherapeutics, theory, and research to provide the advanced practice nurse with the requisite skills in the management of critically ill adults in a variety of environments. Emphasis is placed on the use of diagnostic reasoning skills in the assessment, diagnosis, and plan of care including pharmacological and non-pharmacological

management of critically ill adults with life threatening, rapidly changing physiological and pathophysiological conditions. Application of models and theories to guide advanced nursing practice and planned evidence-based care of adult with critical illness is expected in order to promote quality outcomes (240 supervised clinical hours). *(Spring) (Evening) (On* campus)

NUNP 6240. Advanced Primary Care Reproductive Health. (3) Prerequisites: NURS 6220, NURS 6230, and NURS 6430. Pre- or corequisite: NUNP 6250.
Focuses on the role of the nurse practitioner in the primary care of family members in the reproductive stages. Uses a developmental approach to provide knowledge needed for advanced understanding and care of common health concerns related to the reproductive organs, including the genitourinary, and reproductive cycles of men and women. Concepts of health promotion, health maintenance, cultural competence and environmental variations are integrated throughout the course. *(Fall)*

NUNP 6250. Advanced Primary Care and Health Promotion of Adults Across the Lifespan. (3)
Prerequisites: NURS 6230, NURS 6430, and NURS 6220. This course will build on knowledge of advanced assessment, pathophysiology, pharmacotherapeutics, and theory and research to provide the advance practice nurse with the framework to manage adults with chronic illness in the healthcare settings. Emphasis is placed on a wellness focus in the care of adults throughout the life span with common reoccurring acute illnesses and stable chronic conditions. Models of health promotion, disease prevention, health education and wellness will be used to guide the advanced practice nurse in assessing, diagnosing and planning care for adults. The case study approach will be used as a framework to implement the diagnostic reasoning and clinical decision making process. (*Fall*)

NUNP 6260. Advanced Primary Care of Children and Adolescents. (3) Prerequisites: NURS 6220, 6230, and 6430; NUNP 6250 and 6450. Corequisite: NUNP 6460. Focus is on the role of the family nurse practitioner in the primary care of families with children and adolescents. The course uses a developmental approach to providing knowledge needed for advanced clinical decision making related to children with common health problems including acute episodic illness and stable chronic disease. Concepts of health promotion and maintenance and cultural and environmental variables are integrated throughout. *(Spring)*

NUNP 6400. Internship in Family Health Nursing. (4)
Prerequisites: NUNP 6240, 6250, and 6260. Role of the family nurse practitioner in the assessment and management of the health of individuals and families

across the lifespan. Implementation of clinical decision making skills in family health promotion and management of acute episodic and stable chronic conditions and consideration of professional practice issues. Includes one credit hour of seminar/case presentation and three credit hours of clinical practice (240 clinical hours). (*Summer)*

NUNP 6401. Advanced Care and Health Promotion Adults Practicum. (2) Pre- or corequisites: NUNP 6250. Emphasis on the role of the advanced practice nurse in promoting healthy life-styles to prevent or minimize the effects of chronic illness. Students will incorporate critical thinking and diagnostic reasoning in assessing, diagnosing, monitoring, coordinating, managing outcomes and communicating healthcare findings of adults and their families in ambulatory care settings (120 supervised clinical hours). *(On campus*)

NUNP 6402. Advanced Practice Nursing in Complex Care Practicum. (4) Pre- or corequisite: NUNP 6202. This clinical course focuses on treatment and outcome management of acutely ill clients with multi-system problems. Emphasis on the role of the advanced practice nurse in helping acutely ill adults manage the effects of urgent and emergent complex health issues and achieve quality outcomes. (240 supervised clinical hours). (*On campus*)

NUNP 6403. Advanced Care of Critically Ill Adults Practicum. (4) Prerequisite: NUNP 6402. This clinical course focuses on outcome management of critically ill adultswith life threatening, rapidly changing physiological and pathophysiological conditions. Emphasis is on the role of the advanced practice nurse in developing, implementing and evaluating advanced care of critically ill adults. Clinical experiences are designed to provide opportunities for application of evidence-based practice in management and delivery of evidence-based care for achievement ofquality outcomes in a variety of care environments (240 supervised clinical hours). *(On campus)*

NUNP 6431 Advanced Acute Care Skills Lab. (1) Pre-requisite or corequisite: NURS 6230; NURS 6430. This clinical practicum is designed to provide an opportunity for students to learn and practice commonly encountered advanced critical care skills required for performing assessments and technical procedures on acutely and critically ill adults (60 lab/clinical hours). *(Summer) (Day) (On Campus)*

NUNP 6440. Advanced Primary Care Reproductive Health Practicum. (2) Pre- or corequisite: NUNP 6240. This clinical course is designed to provide the family nurse practitioner student with the opportunity to manage the reproductive and GU care in primary care settings. The course uses a developmental approach to increase competence in providing care to clients from diverse backgrounds. The focus is on the synthesis of knowledge from the physical and psychosocial sciences to formulate advanced clinical decisions effective in reproductive healthcare (120 supervised clinical hours). *(Spring)*

NUNP 6450. Advanced Primary Care and Health Promotion of Adults Practicum. (2) Pre- or corequisite: NUNP 6250. This clinical course is designed to provide family nurse practitioner students the opportunity to manage the healthcare of adults in primary care settings. The course uses a developmental approach to manage the care of adults from diverse backgrounds. The focus is on the synthesis of knowledge from the physical and psychosocial sciences to formulate advanced clinical decisions effective in the healthcare of adults and their families (120 supervised clinical hours). *(Fall)*

NUNP 6460. Advanced Primary Care of Children and Adolescents Practicum. (2) Prerequisites: NURS

6220, 6230, and 6430; NUNP 6250 and 6450. Corequisite: NUNP 6260. This clinical course is designed to provide family nurse practitioner students the opportunity to manage the healthcare of children and adolescents in primary care settings. The course uses a developmental approach to guide management of the healthcare of children and adolescents from diverse backgrounds. The focus is on the synthesis of knowledge from the physical and psychosocial sciences to formulate advanced clinical decisions effective in the healthcare of children and adolescents and their families (120 clinical hours). *(Spring)*

Nursing (NURS)

NURS 6090. Selected Topics in Nursing. (1-3) Prerequisite: Permission of instructor. Topics to be chosen from the specialties of nursing. May be repeated for credit as topics vary. No more than six hours of topics and/or independent study course credit in nursing may be applied toward degree requirements. (*Fall, Spring*)

NURS 6100. Chronic Illness Concepts and Theories for Advanced Nursing Practice. (3) Pre- or corequisite: NURS 6101. Focus on contemporary chronic illness concepts and theories relevant to individuals and families coping with long-term health deviations and their impact on society. Emphasis on knowledge and skills needed for advanced nursing practice. (*On demand)*

NURS 6101. Theoretical Basis for Nursing Practice.
(3) Philosophical foundations and knowledge development in nursing. Evaluation of theories, models and their relationships to practice.
(*Spring, Summer)*

NURS 6115. Health Policy and Planning in the U.S.
(3) Prerequisite: Graduate standing. Overview of the organization and financing of the healthcare delivery system in the United States. Analysis of healthcare policy, financing, political trends, ethical, and professional issues, including the theoretical underpinning of health policy making, the empirical thrusts of policy analysis and research, and the relationship between health policy making and political process in the practice of nursing and healthcare. (*Fall, Summer) (Evenings)*

NURS 6150. Health of Immigrant Populations in the United States. (3) This course examines the health of immigrant populations within the context of a nation of origin, the process of migration, and resettlement experiences. Explores theoretical. frameworks that may explain socialization of groups to surrounding societies. Examines selected traditional healing modalities and essential components of culturally competent healthcare practice. (*On demand) **NURS 6160. Research in Nursing and Health Professions. (3)** Methods of

inquiry for research will be explored and critiqued nursing and the health professions. Emphasis is on translational research for evidence based developing skills useful for conducting and evaluating research, using research in practice and program evaluation. *(Fall, Spring, Summer)*

NURS 6162. Information Resource Management. (3)
Cross-listed as HADM 6146 and HCIP 6146. Adaptation of technological innovation (Informatics) to the field of nursing, including theoretical and applied computer utilization, patient acuity and quality assurance components to the professional practice of nursing. *(On demand)*

NURS 6175. Nursing Informatics. (3) Adaptation of technological innovation (Informatics) to the field of nursing, including theoretical and applied computer utilization, patient acuity and quality assurance components to the professional practice of nursing. (*On demand*)

NURS 6180. Community/Public Health Nursing Theory and Practice. (3) This course examines how population-based theories and practice inform advanced practice community/public nursing in communities and schools. It focuses on core public health functions and competencies, public health law and ethics, the role of C/PHN in influencing public health policies, Healthy People goals and objectives, and collaboration with communities to assess, plan, develop, implement, and evaluate culturally competent health promotion programs. *(Spring, Even years)*

NURS 6185. Theory and Application in the Organizational Behavior to Nursing Systems. (3)
Prerequisite: NURS 6101 or permission of the instructor. Examination of organization theory, management theory and their applications to critical nursing administrative leadership issues. Standards and Frameworks of competencies in Nursing Administration are reviewed as guidelines for career development. Evidence-based management and promotion of a culture of safety is explored as a basis for health related organizational development. (3) *(Summer, Odd years)*

NURS 6187. Health Informatics and Financial Management for Nurses. (3) Prerequisite: NURS 6101 or permission of the instructor. Pre- or corequisite: NURS 6185. This course emphasizes the managerial aspects of health administration finance that nurse managers need in order to interact with the information technology applications utilized in financial and budgeting systems. Increasingly financial decisions are influenced by information gathered using multiple media and resources. Budget and internal control, including auditing concepts and techniques are introduced as management control techniques. The following financial methods are presented as decision models for creating a culture of safety: forecasting, capital budgeting, and capital access. In addition, the managerial implications of cost analysis, cost behavior, capital investment decisions, equity and debt financing, and lease/purchase decisions are included. *(Summer, Odd years)*

NURS 6188. Strategic Planning and Decision Making in Nursing. (3) Prerequisites: NURS 6101 and NURS 6160; or permission of the instructor. Pre- or corequisite: NURS 6185. Topics will cover strategic decision making and problem solving theories and techniques for analysis and forecasting with attention to the processes and context of the situation. Strategic planning addresses identifying system vulnerabilities in building safety and resilience in an organization. Students will learn to apply selected descriptive and inferential statistical quantitative management tools useful in the analysis of managerial decisions and how to interpret findings. Avoiding common decision errors that occur because of faulty, ingrained mental models will be explored. *(Fall, Odd years)*

NURS 6206. Health Assessment for School Nurses.
(3) Provides the knowledge and skills for school nurses to incorporate concepts from growth and development in a comprehensive health assessment of diverse children and adolescents. The focus is on identifying normal parameters and providing health promotion interventions. (3) *(On demand)*

NURS 6207. Care of the Child and Adolescent in Schools. (3) Prerequisite: NURS 6206. Provides the knowledge and skills for needed by advance practice C/PHNs to manage the health of children and adolescents in schools. Builds on knowledge base of child and adolescent growth and development. Concepts of health promotion, family theory, behavioral health, culture and environmental health are integrated throughout the course. *(On demand)*

NURS 6210. Family Health in Advanced Practice Nursing. (2) An overview of the family as the basic unit of advanced nursing care. Focuses on strategies of family assessment, family empowerment, and family health promotion. Includes reviews of relevant theories, concepts and research for the assessment and management of family health and the analysis of the socio-cultural context of families. (*Spring) (Online)*

NURS 6211. Health Disparities and Nursing. (3)
Examines various theoretical frameworks relative to interactions of ethnic heritage, cultural environment, and social/racial stratification, and development of cultural competence in Advanced Nursing Practice. It examines ethical, legal, regulatory standards that inform advanced practice and evaluates alternative strategies that nurses in advanced practice can use to provide culturally competent interventions to diverse populations, patients, organizations, and communities. *(Fall)*

NURS 6212. Program Improvement and Evaluation.
(3) Focuses on planning, evaluating, and improving health programs. Includes steps in problem analysis and needs assessment, logistics of program management and implementation, evaluation, and quality improvement within systems and community oriented advanced nursing practice. *(Spring)*

NURS 6220. Pharmacotherapeutics in Advanced Nursing Practice. (3) Principles of pharmacology and drug therapy for advanced nursing practice including legal and social considerations related to prescriptive authority and prescribing patterns. Satisfies NC Board of Nursing requirements for nurse practitioner. (*Fall) (Evening) (On campus)*

NURS 6230. Health Assessment and Diagnostic Reasoning for Advanced Practice. (3) Pre- or corequisite: BIOL 6274. Corequisite: NURS 6430. Provides the knowledge and skills necessary for advanced practice nurses to synthesize concepts from nursing and the biopsychosocial sciences in the comprehensive health assessment of adults and children. The diagnostic reasoning process, differential diagnosis, advanced health evaluation techniques, laboratory tests, diagnostic studies and interpretation and evaluation of findings are incorporated into the course. (*Spring*) (Day) (On campus)

NURS 6275. Health Promotion, Nutrition, and Wellness for Older Adults. (3) Cross-listed as GRNT 6275. Prerequisite: Graduate standing or permission of the instructor. Explores self-care measures and health promotion practices with an emphasis on nutrition, that promote a healthy lifestyle. Topics include: principles of teaching and learning adapted to diverse older adults' needs and learning styles. Common barriers to healthcare and appropriate nutrition in older adults are also examined. Current findings from research will be integrated throughout the course. A foundational knowledge of human development is expected. *(Summer, Even years) (Online)*

NURS 6301. Curriculum and Instruction in Nursing Education. (3) Theories and principles of adult learning. Curriculum/course planning, design, implementation, and evaluation. Creative teaching approaches and technologies. Evaluation of student learning, including test construction. Teaching/ learning/evaluation in the clinical setting. *(Spring) (Online)*

NURS 6302. Trends and Issues in Nursing Education.
(3) Examination of current trends and issues that nursing educators face: faculty roles and responsibilities, student diversity, student roles and responsibilities, scholarship of teaching, leadership in nursing education, evaluation of teaching effectiveness, curriculum evaluation/accreditation, and legal and ethical issues. (*Summer*) *(Online)*

NURS 6303. Instructional Technology in Nursing Education. (3) Introduction to instructional design using a variety of computer and technology-based media. The focus is on assisting students to gain skills in choosing appropriate instructional technologies in enhancing learning in both traditional and clinically-based educational settings. *(Summer) (Online)*

NURS 6304. Teaching Practicum in Nursing Education. (3) Prerequisites: NURS 6301, 6302, and 6303. Guided experience with a master teacher in nursing for classroom and clinical teaching and evaluation, planned in the student's locale by student and faculty, plus on-line discussion forum. Design of a teaching portfolio. Design, implementation, and evaluation of course/class/clinical content. *(Fall)*

NURS 6430. Advanced Health Assessment Practicum. (1) Pre- or corequisite: BIOL 6274. Corequisite: NURS 6230. This clinical practicum is designed to provide an opportunity for students to practice advanced health assessment skills on clients across the lifespan. Comprehensive health histories and physical examination techniques are used to complete a database on clients to formulate differential diagnoses and make advanced clinical decisions (60 lab/clinical hours). *(Spring)*

NURS 6480. Community/Public Health Nursing Internship I. (3) Pre- or corequisites: NURS 6180, HLTH 6202, NURS 6211, and NURS 6212. Corequisite: NURS 6601. Internship I is the first of a two-semester clinical course for students in population or school nursing options. It is competency-based and is designed to reflect population-based advanced practice nursing in multiple settings. Students work under direct supervision of an assigned MSN-prepared preceptor to assess the need for a project and then to design an intervention. The internship builds on knowledge and skills from prior courses in the program. Placement with a preceptor is determined individually in consultation with the student (180 clinical hours).
(Fall, Odd years)

NURS 6481. Community/Public Health Nursing Internship II. (3) Prerequisite: NURS 6480 and NURS

6601. Internship II is the second of a two-semester clinical course that builds on knowledge and skills from prior courses in Community/Public Health Nursing. It is competency-based and is designed to reflect population-based practice in multiple settings. Students work under direct supervision of an assigned MSN-prepared preceptor to assess the need for a project and then to design an intervention. Placement continues with the same preceptor from Internship I (180 clinical hours). *(Spring, Even years)*

NURS 6485. Advanced Practicum in Nursing Administration and Leadership. (3) Prerequisite: NURS 6185. This practicum provides a guided administrative experience in a health related agency. Designed as a course where students synthesize nursing research, practice and theory in a project for improving the culture of safety under the supervision of a selected preceptor (180 clinical hours). *(Spring, Even years)*

NURS 6495. Clinical Nurse Specialist Practicum. (3)
This clinical course emphasizes clinical nurse specialist practice. Students advance their clinical nursing expertise within a chosen specialty including the integration and application of client assessment and management skills in diverse settings. They gain an understanding of the role of the CNS including the prevention and treatment of illness and promotion of health within the care of individuals, families, groups and communities. *(Fall)*

NURS 6601. Synthesis in Advanced Nursing Practice
I. (1) The course sequence NURS 6601 and 6602 is taken in the last year of the student's program of study. Emphasis is on synthesizing theory, research and practice through a project that involves collaboration with faculty and possibly a health related agency. Over two semesters students design

and conduct a mentored research, educational or program improvement / community capacity building project. This clinical course focuses on the planning, internal approval and development phase. *(Fall)*

NURS 6602. Synthesis in Advanced Nursing Practice
II. (2) Prerequisite: NURS 6601. The course sequence NURS 6601 and NURS 6602 is taken in the last year of the student's program of study. Emphasis is on synthesizing theory, research and practice through a project that involves collaboration with faculty and possibly a health related agency. Over two semesters, students design and conduct a mentored research, educational or program improvement/ community capacity building project. This course focuses on the implementation and dissemination phases. *(Spring)*

NURS 6661. Research Seminar. (2)
Prerequisites: NURS 6160 and graduate statistics. Application of inquiry methods to nursing problems including systematic observation and critical analysis of research methods. Submission of a written research or project proposal is required. (*On demand)*

NURS 6895. Independent Study. (1-3) Guided individual study in topics or issues related to nursing arranged with a faculty advisor. May be repeated for credit. No more than six hours of topics and/or independent study courses may be counted toward degree requirements. (*Fall, Spring, Summer)*

NURS 6962. Thesis. (1-3) Prerequisite: NURS 6160. Production of a piece of nursing research of investigation of a problem relevant to nursing which demonstrates contribution to professional knowledge through systematic investigation and participation in the process of peer reviewed research. (*On demand)*

Public Health

- **Master of Science in Public Health (MSPH)**
- **Graduate Certificate in Community Health**

Department of Public Health Sciences
431 College of Health and Human Services 704-687-8742 publichealth.uncc.edu

Graduate Program Coordinator
Michael E. Thompson, DrPH, MS, Associate Professor

Graduate Faculty
Ahmed A. Arif, MD, Ph.D., CPH, Associate Professor Bruce Arrigo, Ph.D., Adjunct Professor Linda A. Berne, Ed.D., Professor Emeritus Christopher Blanchette, Ph.D., Adjunct Associate Professor Deborah S. Bosley, DA, Adjunct Associate Professor William P. (Bill) Brandon, Ph.D., CPH, Adjunct Professor Jacek Dmochowski, Ph.D., Adjunct Associate Professor Andrew Harver, Ph.D., Professor Larissa R. Brunner Huber, Ph.D., Associate Professor James N. Laditka, DA, Ph.D., Associate Professor Sarah B. Laditka, Ph.D., MA, MBA, Associate Professor Mary Ann Nies, Ph.D., RN, FAAN, FAAHB, Adjunct Professor Crystal N. Piper, Ph.D., MPH, MHA, Assistant Professor Elena Platonova, Ph.D., Assistant Professor Sharon Portwood, Ph.D., Professor Gerald Pyle, Ph.D., Emeritus Professor Elizabeth Racine, DrPH, RD, Associate Professor Teresa Scheid, Ph.D., Adjunct Professor James Studnicki, ScD, MBA, MPH, Professor Rosemarie Tong, Ph.D., Adjunct Professor Jennifer Troyer, Ph.D., Adjunct Associate Professor Jan Warren-Findlow, Ph.D., Associate Professor

Adjunct Faculty
Matthew Belles, MS, Adjunct Lecturer Thomas H. Blackwell, MD, FACEP, Associate Graduate Faculty Lisa Bryan, MS, Associate Graduate Faculty John D. Carew, Ph.D., Adjunct Assistant Professor Cynthia Cassell, Ph.D., Adjunct Assistant Professor Jennifer Ersek, MSPH, Associate Graduate Faculty Mark Alexander Hirsch, Ph.D., Adjunct Associate Professor C. Thomas Humphries, MD, Adjunct Assistant Professor LaTonya Keener, MS, Associate Graduate Faculty Susan G. Kelsey, Ph.D., Adjunct Assistant Professor Michael P. Kennedy, MGA, MPH, CHES, Associate Graduate Faculty Tammy M. Lampley, Ph.D., Associate Graduate Faculty Maria K. Long, MS, Associate Graduate Faculty Ayana T. Moore, Ph.D., RAC, Adjunct Assistant Professor Maeve O'Connor, MD, FAAAI, Adjunct Assistant Professor Susan Reif, Ph.D., MSW, Adjunct Assistant Professor Rachel Seymour, Ph.D., Adjunct Assistant Professor Jon Studnek, Ph.D., Adjunct Assistant Professor Amanda Tanner, Ph.D., MPH, Adjunct Assistant Professor Janice Williams, MSED, Associate Graduate Faculty

MASTER OF SCIENCE IN PUBLIC HEALTH (MSPH)

The Master of Science in Public Health (MSPH) program prepares graduate students to apply core principles of public health education within a variety of community settings and to advance the public health profession. The program values professional and academic integrity and ethics, collegiality, engagement with the community, and responsiveness and innovation in its pursuit of attaining the highest possible standards of health and well-being. Students develop specialized skills to assess health behavior and to design, deliver, and evaluate health promotion, risk prevention, and risk reduction services. The MSPH program consists of core content courses as well as research and practical experiences through a capstone project and a required internship. The program prepares students to provide leadership in a variety of settings, including health-related agencies and organizations, hospitals, local and state public health departments, academic research centers and institutes, corporate disease management and wellness programs, non-profit agencies, and healthcare businesses and industries.

Program Goals
The MSPH Program achieves its mission through a set of complementary and reinforcing instructional, research, service, and diversity goals that reflect the program's values and provide a framework for defining, assessing, and evaluating both students and the curriculum.

Goal 1 (instructional): Provide public health students with knowledge, skills, and abilities to become effective practitioners and researchers through educational activities, a course of study, and related internship experiences.

Goal 2 (research): Develop new knowledge and innovative re-conceptualizations of theories that improve the effectiveness and efficiency of public health services and contribute to the development, implementation, and evaluation of public health practice, with a primary focus on the Charlotte region.

Goal 3 (service): Promote collaborations with community partners and stakeholders through faculty and students, helping to lead the development of the public health profession in the Charlotte region.

Goal 4 (service): Foster participation in local, regional, and national/international organizations that advance the public health profession.

Goal 5 (diversity): Address the health and public health workforce needs of a dynamic, emerging urban environment and its increasingly diverse population.

Additional Admissions Requirements

1) Acceptable scores on both the verbal and quantitative portions of the Graduate Record Examination (GRE). Scores from the Medical College Admission Test (MCAT) may be substituted for the GRE.

2) Undergraduate major or coursework that prepares students for graduate work.

3) Submission of official scores on the Test of English as a Foreign Language (TOEFL), the Michigan English Language Assessment Battery (MELAB) or the International English Language Testing System (IELTS), if English is not the applicant's native language and he or she has not earned a post-secondary degree from a U.S. institution. Required is either a minimum score of 557 on the paper-based TOEFL, a minimum score of 220 on the computer based TOEFL, a minimum score of 83 on the Internet based TOEFL, a minimum score of 78 percent on the MELAB, or a minimum total score of 6.5 on the IELTS. Applicants from certain countries are exempt from the English language proficiency requirement.

Degree Requirements
The curriculum leading to the Master of Science in Public Health degree requires a minimum of 45 semester hours of graduate credit including 21 hours of core courses, an internship experience (3 credit hours), a capstone thesis (6 credit hours) or project (3 credit hours), the completion of a specialty area (9 credit hours), and electives (6-9 credit hours). While the program can be completed within two academic years (4 semesters), 5 semesters is the expected time to completion for full-time students. Part-time students are expected to complete the program within 5 years (10 semesters).

Core Requirements (21 hours)
HLTH 6201 Social and Behavioral Foundations of Public Health (3) HLTH 6202 Community Epidemiology (3) HLTH 6203 Public Health Data Analysis (3) HLTH 6204 Public Health Research Methods (3) HLTH 6205 Environmental Health (3) HLTH 6206 Health Services Administration (3) HLTH 6207 Community Health Planning and
Evaluation (3)

Additional Requirements (24 hours)
HLTH 6471 Public Health Internship (3) HLTH 6900 Research and Thesis in Public Health (6)
OR HLTH 6901 Public Health Capstone Project (3) Specialty Area (9 hours) Electives (6-9 hours)

Specialty Area*Community Health Practice (9 hours):
HLTH 6220 Health Behavior Change (3) HLTH 6221 Community Health (3) HLTH 6222 Methods in Community Health (3)

*Based on student interest, course availability, and program goals, the Graduate Coordinator may approve (in advance) another set of related courses to fulfill the specialty area requirement provided core program competencies are still met.

Assistantships
Positions as a graduate administrative assistant may be available. Research assistantships may be available as well, and are competitively awarded. Students seeking assistantships should contact the Program Coordinator in the Department of Public Health Sciences for additional information.

Internships
The internship is an intensive, supervised experience and is required for all students. Students assume a professional role in a community health setting and demonstrate the ability to apply research and theory in a field-based setting, and to assume leadership roles. Internship experiences are designed and approved in concert with the Program Coordinator or other faculty advisor. Students register for HLTH 6471 (3 hours) during the internship period. *Note: A criminal background check and drug screen are among the internship requirements. Students who fail these screening measures and who are unable to be placed in an internship face dismissal from the program.*

Capstone Experiences

Each student is required to complete either a capstone thesis or project. In all cases, the capstone experience must be of the student's own design, demonstrate independent learning, and originate under the supervision of a faculty advisor and at least two additional graduate faculty committee members.

Advising

Upon acceptance into the program an academic advisor is assigned to each student. Students are expected to meet with their advisors on a regular basis to plan their progression through their program of study. The Program Coordinator must approve, in writing, all course substitutions. Each student also must assemble a graduate committee for development and evaluation of the capstone thesis or project. Members of the committee include the student's capstone advisor and at least two other graduate faculty members who represent major areas of concentration in the student's program.

Program Certifications/Accreditations

The MSPH Program is fully accredited by the Council on Education for Public Health (CEPH) and a member of the Association of Accredited Public Health Programs. Students completing the MSPH Program are eligible to sit for the Certified in Public Health (CPH) credentialing exam administered by the National Board of Public Health Examiners. Students completing the MSPH community health practice specialty area are eligible to take the Certified Health Education Specialist (CHES) examination administered by the National Commission for Health Education Credentialing (students completing alternate specialty areas also might be eligible to sit for the CHES).

Research Opportunities/Experiences

A range of research opportunities exists in the Department of Public Health Sciences and in the College of Health and Human Services for students to conduct both independent and collaborative research projects.

Tuition Waivers

Tuition waivers are available to some students with assistantships.

Financial Aid/Financial Assistance

Financial aid and assistance is available to qualifying students, which may be accessed through the financial aid office. See the financial information section of this *Graduate Catalog* for more information on the opportunities that are available, and how to contact the financial aid office.

GRADUATE CERTIFICATE IN COMMUNITY HEALTH

The Graduate Certificate Program in Community Health contributes to the preparation of community and public health practitioners to take the Certified Health Education Specialist (CHES) examination. The Certificate also is available to students who wish to complement an existing degree in a health profession (for example, nursing or social work), or who wish to explore a career in public health. Completion of the certificate program does not provide admission to the MSPH degree program.

Admission Requirements

Students are admitted to the Graduate School in a special category for certificate programs. See general information on admission to graduate certificate programs elsewhere in this catalog.

Certificate Requirements

The program leading to a Graduate Certificate in Community Health requires a minimum of 15 semester hours of graduate credit including 6 hours of core courses, a restricted elective course (3 credit hours), and two additional elective courses (6 credit hours). Students should plan their program of study in consultation with the Graduate Coordinator.

Core Courses (6 hours)

HLTH 6207 Community Health Planning and Evaluation (3) HLTH 6220 Health Behavior Change (3)

Restricted Elective Course (3 hours)

(Choose One Course)
HLTH 6201 Social and Behavioral Foundations of Public Health (3) HLTH 6221 Community Health (3)

The remaining six (6) credits are chosen by the student in consultation with the Program Coordinator and faculty from among available departmental offerings. Courses from outside the Department of Public Health Sciences may be substituted with written permission of the Coordinator.

Transfer credits are not accepted in the Certificate program.

COURSES IN PUBLIC HEALTH (HLTH)

HLTH 5124. Safety Through the Life Span. (3) Introduction to accident/injury prevention emphasizing personal responsibility for healthcare with a focus on psycho-social development and a wellness approach to safety management *(On demand)*

HLTH 5126. Adolescent Sexuality and Family Life Education. (3) Designed for teachers, counselors, school nurses, administrators and others responsible for family life education programs in school, with focus on adolescent sexuality issues. *(On demand)*

HLTH 5130. Applied Nutrition for Today's Consumer. (3) Principles of nutrition, dietary guidelines, dietary relationships to diseases and health, special populations, computerized dietary analysis. *(On demand)*

HLTH 5136. Health Product and Service Consumerism. (3) Teaching methodology, knowledge and skills for affecting appropriate health behaviors through emphasis on the individual consumer at the health marketplace. *(On demand)*

HLTH 6000. Special Topics in Public Health. (1-4) Courses in selected topics and advanced studies in public health. May be repeated for credit as topics vary. Lecture hours will vary with the courses taught. (*On demand*)

HLTH 6090. International Comparative Health Systems. (3) Cross-listed as NURS 6090 and SOWK 7090. A study tour to explore the cultures, social, and healthcare systems outside the United States. Participants will visit a variety of healthcare sites and attend presentations by practitioners and educators. They will have opportunities to interact with people from the host countries and visit a variety of cultural and historic sites. *(On demand)*

HLTH 6101. International Health. (3) Principles and methods of studying international health, including historical background, sources and problems associated with health data, the social context, the role of government and non- government agencies, health in relation to environment and development, international health projects, defining the international health sector, infectious disease problems, and the practice of international health. *(On demand)*

HLTH 6153. Worksite Health Promotion. (3) An exploration of the practices of promoting health in various settings for a variety of consumers. *(On demand)*

HLTH 6155. Health Risk Reduction and Disease Prevention. (3) Personal/professional management of risk factors and lifestyle intervention processes for leading causes of mortality and morbidity. *(On demand)*

HLTH 6201. Social and Behavioral Foundations of Public Health. (3) Prerequisite: MSPH or COHP student, or instructor permission. Introduction to concepts and theories from the social and behavioral sciences relevant to public health practice and research. Effects of selected social and psychological factors including demographic, socioeconomic and life style indicators on health. (*Spring*)

HLTH 6202. Community Epidemiology. (3) Cross-listed as HADM 6104. Prerequisite: MSPH or COHP student, or instructor permission. Principles and methods of epidemiology including definitions and models of health, illness and disease; modes of transmission of clinically important infectious agents; risk factors and chronic diseases; and insights into existing studies and paradigms of health promotion and disease prevention. (*Fall*)

HLTH 6203. Public Health Data Analysis. (3) Prerequisite: MSPH or COHP student, or instructor permission. A foundations graduate course designed to develop understanding and skill in data analysis and interpretation in research related to public health. Students will have opportunities to develop basic skills in data analysis, computer use, data interpretation, and the presentation/communication of results. (*Fall*)

HLTH 6204. Public Health Research Methods. (3) Prerequisite: MSPH or COHP student, or instructor permission. An introductory graduate course designed to expose students to the processes and techniques necessary to conduct relevant social and behavioral science research in public health. The course explores the fundamental concepts of research design, sampling, data collection, and data analysis. Students will develop understanding and proficiency in commonly used public health measurement procedures and techniques, and how to estimate the adequacy of those procedures for communities and populations. (*Fall*)

HLTH 6205. Environmental Health. (3) Prerequisite: MSPH or COHP student, or instructor permission. Contemporary environmental factors including biological, physical, and chemical factors which affect the health of a community. Traditional elements of environmental health, including the control of infectious diseases, toxicology, and environmental health policy and practices at local, state, and federal levels. (*Spring*)

HLTH 6206. Health Services Administration. (3) Cross-listed as HADM 6145. Prerequisite: MSPH or COHP student, or instructor permission. Introduction to organizational theory with applications to healthcare systems, including organizational design and inter-organizational networks and alliances. Examination of communication and leadership skills development, including conflict, labor and dispute management. *(Fall)*

HTLH 6207. Community Health Planning and Evaluation. (3) Prerequisite: MSPH or COHP student, or instructor permission. The use of community and behavioral analysis as a basis for establishing program goals and objectives, for determining appropriate methods to study health-related interventions, for carrying out planned intervention programs, and for evaluating behavioral change outcomes. (*Spring*)

HLTH 6220. Health Behavior Change. (3). Prerequisite: MSPH or COHP student, or instructor permission. Assessment of psychosocial, cultural and situational factors in the voluntary behavior change process; theories of health behavior. *(Fall)*

HLTH 6221. Community Health. (3) Prerequisite: MSPH or COHP student, or instructor permission. The nature of communities as social systems. Principles and practices relevant to community health. (*Spring*)

HLTH 6222. Methods in Community Health. (3) Prerequisites: MSPH or COHP student; HLTH 6204 or instructor permission. Methods based on the ecological model of health for planning community health interventions including strategies directed at policy, community, institutional, inter- and intrapersonal levels. *(Fall)*

HLTH 6224. Measurement in Health Sciences. (3) Prerequisites: MSPH or COHP student; HLTH 6204 or instructor permission. The purpose of this course is to educate students on applied measurement techniques used in the health sciences. The skills obtained from this course will be useful in health related program evaluations, testing of models of health theories, development of health surveys, and health needs assessments. It includes an exploration of methods for establishing reliability and validity estimates. *(On demand)*

HLTH 6260. Analytic Epidemiology. (3) Cross-listed as HCIP 6260, HSRD 8003, and PPOL 8665. Prerequisites: MSPH or COHP student, and HLTH 6202 with a grade of B or above. Principles and methods of studying advanced epidemiology, with emphasis on the analytic approach. Includes: advanced techniques in the establishment of disease causation in groups and communities. Such topics as risk assessment, environmental exposures, stratification and adjustment, and multivariate analysis in epidemiology are covered. Emphasis is also placed on quality assurance and control and communicating results if epidemiological studies in professional publications and settings. *(Spring)*

HLTH 6262. Public Health Data Analysis II. (3) Prerequisites: MSPH or COHP student; HLTH 6203. This course provides the foundation skills for advance statistical methods used in the analysis of epidemiological and public health data. The course emphasizes developing advanced data analysis skills using real life data. Topics covered include multiple linear regression, logistic regression, Poisson regression, survey data analysis, and survival data analysis. *(On demand)*

HLTH 6346. Evaluation of Community Health Programs. (3) Prerequisites: MSPH or COHP student; HLTH 6207 or permission of the instructor. The purpose of this course is to teach students methods for evaluating community health programs. Students will learn and apply various evaluation techniques including formative, retrospective, and monitoring; survey and trend analysis; application of experimental and quasi-experimental design; triangulation of data; and evaluation report development. (*On demand*)

HLTH 6471. Public Health Internship. (3) Prerequisites: MSPH student having completed 18 or more graduate credit hours and permission of the Graduate Coordinator. Intensive, supervised experience in the practice of public health in community settings. *Pass/Unsatisfactory* or *IP* grading only. (*Fall, Spring, Summer*)

HLTH 6600. Seminar in Public Health. (1-6) Prerequisite: Permission of instructor. Seminar in selected current topics and advanced studies in public health. May be repeated for credit as topics vary. *(On demand)*

HLTH 6800. Tutorial in Public Health. (1-3) Prerequisite: Permission of instructor. Directed study in areas of specialization in public health and related fields. Maximum credit toward degree: three hours. *Pass/Unsatisfactory* or *IP* grading only. (*Fall, Spring, Summer*)

HLTH 6900. Research and Thesis in Public Health. (1-6) Prerequisites: MSPH student having completed at least 18 hours of graduate program (including HLTH 6201 through HLTH 6205), and permission of the Graduate Coordinator. A capstone synthesis course in which the candidate demonstrates independent learning thorough application of public health research skills to solve a problem or hypothesis. The thesis is of the student's own design conducted under the supervision of an advisor and graduate committee. *Pass/Unsatisfactory or IP grading only. May be repeated for credit up to a maximum of 6 credits.* (*Fall, Spring, Summer*)

HLTH 6901. Public Health Capstone Project. (1-3)
Prerequisites: MSPH student having completed at least 18 hours of graduate program (including HLTH 6201 through HLTH 6205), and permission of the Graduate Coordinator. A capstone synthesis course in which the candidate demonstrates independent learning thorough application of public health research skills to a problem or opportunity in a community health setting with a target population. The project is of the student's own design conducted under the supervision of an advisor and graduate committee. *Pass/Unsatisfactory or IP grading only. May be repeated for credit up to a maximum of 3 credits.* (*Fall, Spring, Summer*)

Social Work

• Master of Social Work (MSW)

Department of Social Work
College of Health and Human Services 704-687-7938 socialwork.uncc.edu

Graduate Program Coordinator
TBD

Graduate Faculty
Suzanne Boyd, Associate Professor John Doherty, Lecturer Mark Ezell, Interim Department Chair and Professor Robert Herman-Smith, Assistant Professor Shanti Kulkarni, Associate Professor Olethia Lee, Associate Professor Sue Marchetti, Lecturer and Coordinator of Field
Education Terri Matthews, Lecturer Susan McCarter, Assistant Professor Diana Rowan, Assistant Professor Jeffery Shears, Associate Professor Marye L. Thomas, Assistant Professor

MASTER OF SOCIAL WORK

The Master of Social Work (MSW) degree prepares students for advanced social work practice with individuals, families, and small groups in a variety of public, voluntary, and proprietary human service settings. Graduates are skilled in addressing the many social and individual problems of society—especially for those who constitute membership in low income, vulnerable, and historically oppressed groups.

The course of **Full-Time Program** takes four semesters and requires 60 hours of course and field work beyond the bachelor's degree from an accredited college or university. The first practicum starts in the Fall semester of the first year and continues through Spring semester. Students intern on Mondays and Tuesdays for 16 hours per week. The second practicum spans fall and spring semesters of the second year, and is served on Mondays, Tuesdays, and Wednesdays for 24 hours per week.

The **Extended Program** is comprised of 60 credit hours over a three year period. There is no practicum the first year; the first practicum starts in fall of the second year and continues through spring at 16 hours per week. The second practicum, which is 24 hours per week, is completed in the fall and spring of the third year.

The **Advanced Standing Program** is available for eligible students with a Bachelor of Social Work (BSW), and consists of 42 hours of course and field work, spanning over one calendar year of full-time study (Summer, Fall, and Spring semesters). The UNC Charlotte MSW degree is fully accredited by the Council on Social Work Education, the national accrediting organization for social work education programs.

The MSW curriculum concentration is in Advanced Interpersonal Practice which is centered in advanced social work practice with individuals, families, and small groups. In addition, students also select a Field of Practice Emphasis from one of three areas— Health/Mental Health; Families and Children; or Aging—to further deepen their expertise in interpersonal practice. The second field placement and electives are generally related to the chosen Field of Practice. Graduates are employed in a range of human service settings, including youth and family agencies, child and adult protective services, schools, area mental health agencies, substance abuse centers, healthcare settings, and neighborhood service centers.

Additional Admission Requirements
Full-time and extended study students begin in the Fall semester. Advanced Standing students begin in May. The department admits students to the MSW program once a year. The deadline for all application materials is February 1. Admission is selective. In addition to the general requirements for admission to the Graduate School, applicants for the MSW program are required to submit:

1) **Minimum 3.25 GPA for the last two years and**
    3.0 GPA overall for undergraduate work.
    Advanced standing students must have a BSW degree from a Council on Social Work Education (CSWE) accredited program within the past five years and have a 3.5 GPA in the last four years of study.
2) **Acceptable scores on the GRE.** In 2011 a new GRE, including a new scoring system, began to be used. We indicate acceptable scores below using the new scoring system. Since it is likely that acceptable scores will change as time passes and more data are available, applicants are encouraged to consult the Department's webpage for updates on minimally acceptable GRE scores. The total quantitative and verbal scores should be in the range of 300. Marginal GRE scores may be offset by other exceptionally strong components of the application. Applications with total scores below 280 are considered marginal but would not prohibit the applicant from consideration.
3) **Liberal Arts foundation.** Students must present evidence of having a liberal arts foundation for MSW study. Courses in statistics and human biology are required. In addition, transcripts may be evaluated for a liberal arts foundation with courses in the humanities, the social and behavioral sciences, and the physical sciences, for example.
4) **Personal Essay.** Social work applicants should submit a Personal Essay and a Résumé in place of the Statement of Purpose Form required by the Graduate School. (See #5 below for instructions on the Résumé). The Personal Essay should be five pages in length and must include the following: a) Please discuss your reasons for seeking admission to UNC Charlotte's MSW Program. b) Are you interested in Full-time, Extended-study, or Advanced Standing? How will you manage your schedule and resources to meet the demanding program requirements and attend to self care? c) How are your personal career interests congruent with the UNC Charlotte MSW program? d) The Social Work Program values diversity in its student population. Diversity may be defined in terms of race, age, ethnicity, gender, sexual orientation, religion, unique skills, or life experiences. What personal characteristics, unique skills, or life experiences will you bring to the program? e) Social workers practice with individuals from historically oppressed and diverse groups. Will people from particular groups be challenging for you to work with, either because of your personal values and/or attitudes? How will you handle this? f) Describe a time when you were given critical feedback. What was your reaction to that experience? What did you learn about yourself? g) As a prospective graduate student, what strengths and skills do you bring to the program? What do you identify as your areas of growth? h) Describe a time when you offered help to someone else (other than a family member). Explain your reaction. What did you learn about yourself? i) Your signature and date.
5) **Résumé.** The résumé is an addendum to the Personal Essay, and it should outline the applicant's educational, work, and volunteer experience, and special skills or attributes. The attachment should be no more than two pages and should be in résumé format. Be sure the résumé includes all of the following: a) Personal data

i. Name, address, phone number, email address b) Educational experience
    i. Institutions and the dates you attended
    ii. Your academic degrees awarded, including majors and minors c) Work experience
        i. List all positions in chronological order (beginning with most recent) with a 2-3 line job description for each
        ii. Include all beginning and ending dates for each position
        iii. Identify if a MSW or a BSW level social worker supervised you
        iv. Indicate whether the position was full-time or part-time d) Volunteer experience
            i. List all positions in chronological order (beginning with most recent) with a 2-3 line job description for each
            ii. Include all beginning and ending dates for each position and the number of hours per week of volunteer time
            iii. Identify if an MSW- or a BSW-level social worker supervised you
    e) Professional affiliations and honors from school, profession, or community
        i. List any memberships in professional organizations and service groups
        ii. List any offices held in these organizations
        iii. Add honors or special awards received
6) **Letters of Recommendation.** Each applicant should provide three letters of recommendation. For recent graduates, at least two letters must be from faculty members. For applicants who have been out of the education system for five or more years, letters should be from employment or volunteer supervisors. Ideally, references will be written by MSW social workers or others who can speak to your suitability for the MSW.

The professionals providing references for you must complete two items: 1) an online recommendation form; and 2) a narrative letter (see below). The Office of Graduate Admissions will email the link to the online form to the person providing the reference. Applicants should notify references that the UNC Charlotte MSW program requires <u>both</u> the Graduate School form checklist

and a narrative letter uploaded onto the form. This letter should be submitted on business stationery, and it should identify the writer's title and educational credentials.

For Advanced Standing students, one letter should be written by your agency field instructor or University field liaison. Advanced Standing applicants are asked to send a copy of their final field evaluation to <u>castasie@uncc.edu</u> prior to enrollment.

Applicants should be sure to inform those writings letters of recommendation to not only describe aptitude for graduate education, but also cover the following items:
    a) Volunteer or work activities and duties b) Skills and values relevant to social work practice with diverse populations c) Enthusiasm for learning d) Responses to supervision and critical feedback e) Ability to collaborate with others f) Overall strengths and challenges relevant to graduate study 7) **Interview.**
Applicants may be required to participate in an interview process.

Upon acceptance to the program, students will be asked to complete an Intent to Enroll Form and a Field Application Form. Because some field placement agencies serving vulnerable populations exclude personnel with criminal convictions, students entering the program may be subject to a criminal history inquiry. Many agencies require drug testing as well.

Degree Requirements
NOTE*: In order to ensure that social work services remain of high quality and relevant to an ever-changing clientele, the MSW Curriculum is being revised. Revisions are also necessary to maintain accreditation with the Council on Social Work Education. Be sure to visit the Department of Social Work's website (socialwork.uncc.edu) to read the most up-to-date curriculum information.*

Full-Time Program (2 years)

First Year Curriculum
SOWK 6101 Human Behavior and the Social Environment I: Individuals, families, and small groups (3)
SOWK 6111 Social Welfare Policy I: Historical and Policy Context of Social Work Practice (3)
SOWK 6112 Social Welfare Policy II: Theory, Policy, and Analysis of Social Welfare Policy and Programs in the United States (3)

SOWK 6121 Social Work Practice I: Theories and skills in practice with individuals, families, groups (3) SOWK 6131 Social
Work Research I:
Introduction to social
science research methods
(3)
SOWK 6202 Human Behavior and the Social Environment II: Groups, organizations, communities (3)
SOWK 6222 Social Work Practice II: Theories and skills in practice with groups and communities (3)
SOWK 6232 Social Work Research II: Philosophies and methods of evaluating social work practice and programs (3)
  SOWK 6441 Practicum I: Application of foundation knowledge, values, and skills to practice setting (3) SOWK 6442 Practicum II: Application of foundation knowledge, values, and skills to practice setting (3)

Second Year Curriculum
SOWK 7103 Human Behavior and the Social Environment III: Theories of mental illness, DSM-
(3)
SOWK 7123 Advanced Interpersonal Practice with Individuals: Evaluation and intervention methods
(3)
SOWK 7124 Advanced Interpersonal Practice with Families: Diversity among family systems, intervention models (3)
SOWK 7125 Advanced Interpersonal Practice with Small Groups: Group development and facilitation methods (3)
  SOWK 7443 Practicum III: Application of advanced knowledge, values, and skills to practice setting (4) SOWK 7444 Practicum IV: Application of advanced knowledge, values, and skills to practice setting (5) SOWK 7651 Field of Practice Seminar: Study of theory and practice issues of student's specialty (3) Two Field of Practice Electives selected according to the student's specialty* (6)

Extended Study Program (3 years) First Year Fall
SOWK 6101 Human Behavior and the Social Environment I: Individuals, families, and small groups (3)
SOWK 6111 Social Welfare Policy I: Historical and Policy Context of Social Work Practice (3)

First Year Spring
SOWK 6112 Social Welfare Policy II: Theory, Policy, and Analysis of Social Welfare Policy and Programs in the United States (3)
SOWK 6202 Human Behavior and the Social Environment II: Groups, organizations, communities (3)

First Year Summer
One social work-related elective (3)

Second Year Fall
  SOWK 6121 Social Work Practice I: Theories and skills in practice with individuals, families, groups
 (3) SOWK 6131 Social
Work Research I:
Introduction to social
science research methods
(3)
  SOWK 6441 Practicum I: Application of foundation knowledge, values, and skills to practice setting.
(3)

Second Year Spring
  SOWK 6222 Social Work Practice II: Theories and skills in practice with groups and communities (3)
SOWK 6232 Social Work Research II: Philosophies and methods of evaluating social work practice and programs (3)
SOWK 6442 Practicum II: Application of foundation knowledge, values, and skills to practice setting (3)

Second Year Summer
  SOWK 7103 Human Behavior and the Social Environment III: Theories of mental illness, DSM-
(3)
  One Field of Practice Elective selected according to the student's specialty (3)

Third Year Fall
  SOWK 7123 Advanced Interpersonal Practice with Individuals: Evaluation and intervention methods
(3)
  SOWK 7125 Advanced Interpersonal Practice with Small Groups: Group development and facilitation methods (3)
SOWK 7443 Practicum III: Application of advanced knowledge, values, and skills to practice setting (4)

Third Year Spring
  SOWK 7124 Advanced Interpersonal Practice with Families: Diversity among family systems, intervention models (3)
  SOWK 7651 Field of Practice Seminar: Study of theory and practice issues of student's specialty (3) SOWK 7444 Practicum IV: Application of advanced knowledge, values, and skills to practice setting (5)

Advanced Standing Curriculum (one full year) First Year Summer
SOWK 6323 Advanced Interpersonal Practice (3)
SOWK 6313 Advanced Social Welfare Policy (3)
SOWK 6232 Research II (3) SOWK 6343 Advanced Social Work Practicum (3)

Second Year Fall and Spring

Enroll in all of the Second Year Full-Time Program Curriculum courses listed above.

Electives

Electives may be taken any time after matriculation into the Program. Electives may be from outside the department, but must have a social work relevance. At least one elective must relate to the student's Field of Practice Emphasis. The Department of Social Work offers different elective topics each year, depending on the expertise of the faculty and student interests. As such, the department cannot guarantee which electives will be offered. Electives must be approved by the student's MSW faculty advisor prior to registration.

The Field Placement

Field placements are assigned from a variety of agencies and practice settings approved by the UNC Charlotte Social Work Field Office. Field Instructors, approved by the Department, guide the student through learning experiences, coordinating field experiences with the concurrent classroom coursework. The first year of field placement focuses on foundation practice skills. The second year of placement, in a different setting, focuses on advanced practice within the student's Field of Practice Emphasis area. Advanced Standing placements will reflect second year placement goals.

State Certification

Graduates of the MSW Program are eligible to pursue North Carolina State Licensure/Certification at three levels: Licensed Clinical Social Worker, Certified Master Social Worker, and Certified Social Work Manager. Licensure/certification is managed by the North Carolina Certification Board for Social Work. Additional information on The Board may be found online at ncswboard.org.

Financial Assistance

Paid internships and assistantships are limited. Visit socialwork.uncc.edu for more information.

COURSES IN SOCIAL WORK (SOWK)

SOWK 6101. Human Behavior and the Social Environment I. (3) Overview of theories related to human behavior with an emphasis on individuals and families, small groups, organizations and communities. Systems theories and theories related to disenfranchised groups including feminist theories are also integrated throughout the course. *(Fall)*

SOWK 6111. Social Welfare Policy I: Historical and Policy Context of Social Work Practice. (3) The development of social work practice theories is presented in the context of the historical evolution of society and specifically social policy. The interaction between social work's professional aspirations, public and private social welfare policy, and the development of practice theories is emphasized. Particular attention is paid to the current trend toward privatization of social welfare services and the effect this is having on social work practice and social workers' career paths and prospects. *(Fall)*

SOWK 6112. Social Welfare Policy II: Theory, Philosophy and Analysis of Social Welfare Policy and Programs in the United States. (3) Prerequisites: SOWK 6111 and SOWK 6121. This course focuses on the policy making process, policy analysis and implications of policy for program design and service delivery. The course will provide an overview of current policies guiding social work practice in major areas of social welfare service delivery. *(Spring)*

SOWK 6121. Social Work Practice I: Individuals, Families, and Groups. (3) The first course in a two-course foundation practice sequence. Introduces foundation skills and theories of culturally competent social work practice with individuals, families, and groups. Develops the ecological systems perspective of practice with an emphasis on client strengths and problem-solving processes within a context of adherence to social work values and ethics. *(Fall)*

SOWK 6131. Social Work Research I. (3) Prerequisite: An upper division introductory statistics course. First of two courses in the research foundation curriculum. Introduction to social science research methods and their relevance to social work. Preparation to critically read research studies and produce applied research expected in social agencies. *(Fall)*

SOWK 6202. Human Behavior and the Social Environment II. (3) Prerequisite: SOWK 6101. Overview of theories related to human behavior with an emphasis on various theories of small groups, organizations and communities. System theories, social construction theories, and theories related to disenfranchised groups such as feminist theories and non-western, non-English speaking systems of thought are also integrated throughout the course. *(Spring)*

SOWK 6222. Social Work Practice II: Organizations and Communities. (3) Prerequisite: SOWK 6121. The second course in the foundation practice sequence. Introduces foundation skills and theories of culturally competent social work practice with organizations and communities. Areas of focus include leadership development in nonprofit organizations and collaborative approaches to building and strengthening neighborhoods. *(Spring)*

SOWK 6232. Social Work Research II: Practice and Program Evaluation. (3) Prerequisite: SOWK 6131. The second course in the foundation research sequence. Introduction to a range of philosophies, methods, and activities involved in evaluation of professional social work practice and of social service programs. Both quantitative and qualitative approaches are explored. *(Spring)*

SOWK 6313. Advanced Social Welfare Policy. (3)
Prerequisite: Admission to the Advanced Standing Program. This course introduces the subject area of social welfare policy as a central concern of the social work profession. Policies and programs designed to deal with personal and societal disruptions that result from social and economic changes are presented in historical context. The theory, philosophy, and research basis of current policies in the areas of aging, family and child welfare, health, mental health, and poverty and public welfare are presented. The policy making process, policy analysis, and implications of policy for program design, service delivery, and for social work practice are discussed. *(Summer)*

SOWK 6323. Advanced Interpersonal Practice. (3)
Prerequisite: Admission to the Advanced Standing Program. Designed for advanced standing students, this course has an integrated twofold purpose. First, it offers an overview of social work practice with individuals, families, small groups, and organizations and communities that solidifies student understanding of foundation practice theory and methods. Second, it builds upon foundation theory and methods by introducing students to the Program's advanced practice conceptualization of interpersonal practice and the related fields of practice emphases. Students will develop a basic understanding of interpersonal practice with individuals, families, and small groups and how foundation theory and methods can prepare them for the study of interpersonal practice within a selected field of practice emphasis. *(Summer)*

SOWK 6343. Advanced Social Work Practicum and Seminar. (3) Prerequisite: Admission to the Advanced Standing Program. Designed for advanced standing students, this field internship course has an integrated twofold purpose. First, it solidifies student's preparation in foundation social work practice methods and skills with individuals, families, small groups, and organizations and communities. Students will demonstrate their understanding of foundation theories and concepts by applying practice methods and skills across systems and with diverse clients. They will demonstrate the ability to accurately assess client systems, formulate and carry out plans of intervention, and evaluate the effectiveness of practice. Second, students will develop an emerging understanding of interpersonal practice with individuals, families, and small groups and how foundation practice theories and methods can prepare them for utilizing interpersonal practice methods within a selected field of practice emphasis.
(Summer)

SOWK 6441. Social Work Practicum I. (3) Pre- or corequisite: SOWK 6121 and SOWK 6101. The foundation field practicum prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor. *(Fall)*

SOWK 6442. Social Work Practicum II. (3)

Continuation of SOWK 6441. *(Spring)*

SOWK 6635. The Social Context of Mental Health.
(3) Cross-listed as SOCY 6635, PSYC 8636, and PPOL 8636. Prerequisite: Admission to graduate program or permission of instructor. This course draws upon contributions from the field of psychiatry, psychology, social work, and anthropology. The focus is on mental health and illness it is social context, with an emphasis on the relationship between social structure and mental health/disorder. We will examine the social factors which shape psychiatric diagnosis, the effects of socio-demographic variables on mental health, and the role of social support and stress for different groups. The course also examines the organization, delivery, and evaluation of mental health services, and mental healthcare policy. *(Every other year)*

SOWK 6895. Directed Independent Study. (1-6)
Prerequisite: Permission of the department and instructor to be obtained in the semester preceding the semester in which the course is to be taken. Guided individual study in topics related to Social Work that are not offered in the MSW curriculum or available through elective courses in other graduate programs at UNC Charlotte. May be repeated for credit for different topics. *(Fall, Spring, Summer)*

SOWK 7090. Special Topics in Social Work. (3) A topics course that is only available for graduate credit. May be repeated for credit for different topics. *(Fall, Spring, Summer)*

SOWK 7103. Human Behavior and the Social Environment III. (3) Prerequisite: SOWK 6202. Overview of theories related to mental health and mental illness. Content on the responsible use of the Diagnostic and Statistical Manual of the American Psychiatric Association. Social Construction theories and theories related to deviance and social control will be emphasized. *(Fall)*

SOWK 7123. Advanced Interpersonal Practice with Individuals. (3) Prerequisite: SOWK 6222. As a part of a three- course advanced practice sequence the focus of this course is on multi-theoretical and multi-method approaches for advanced interpersonal practice with individuals. Emphasis is on in-depth assessment, intervention, and evaluation of services with attention to time-limited and empirically supported methodologies. *(Fall)*

SOWK 7124. Advanced Interpersonal Practice with Families. (3) Prerequisite: SOWK 6222 or 6323. As a part of a three course advanced practice sequence the focus of this course is on multi-theoretical and multi-method approaches for advanced interpersonal practice with families. Diversity among family systems and time-limited intervention models for social work practice with families are emphasized. *(Spring)*

SOWK 7125. Advanced Social Work Practice with Groups. (3) Prerequisite: SOWK 6222. As a part of a three course advanced practice sequence the focus of this course is on multi-theoretical and multi-method approaches for advanced interpersonal practice with small groups. Emphasis is on various approaches to group development and facilitation including social change, therapeutic factors, leadership, composition, contracting, goal setting, and evaluation. *(Fall)*

SOWK 7443. Social Work Practicum III. (6)
Prerequisite: SOWK 6442. Corequisite: Enrollment in at least one advanced social work practice class (SOWK 7123, SOWK 7124, or SOWK 7125). Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. *(Fall)*

SOWK 7444. Social Work Practicum IV. (3)
Prerequisite: SOWK 7443. Corequisite: Enrollment in at least one advanced social work practice class (SOWK 7123, SOWK 7124, or SOWK 7125). Continuation of SOWK 7443. *(Spring)*

SOWK 7651. Field of Practice Seminar. (3)
Prerequisite: Student must be in the last semester of the MSW curriculum. This is a capstone course in which the student prepares a comprehensive paper describing the major historical and current theories, philosophies, and research issues of social work practice, policy, and human behavior in the social environment, related to the field of practice in which the student has indicated a specialization. The student will be expected to present sections of the paper at least twice during the semester. *(Spring)*

SOWK 7627. Seminar in Advanced Practice: Supervision and Staff Training. (3) Prerequisite: Student must be in the last semester of the MSW curriculum. Students may choose to satisfy their social work elective requirement with this course. This seminar is for students who anticipate working in traditional social welfare organizations in the public or private sectors. The focus of this seminar is on knowledge and skills that a social worker will need to succeed in practice in large organizations. Included is content on supervision, staff training and development, and the role of the professional in large organizations. *(Spring)*