



COMMISSION ON  
COLLEGIATE NURSING  
EDUCATION

655 K STREET NW  
SUITE 750  
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

June 14, 2021

Jane Marie Kirschling, PhD, RN, FAAN  
Dean and Professor  
School of Nursing  
University of Maryland  
655 West Lombard Street, Suite 505  
Baltimore, MD 21201-1579

Dear Dr. Kirschling:

The Substantive Change Review Committee (SCRC) of the Commission on Collegiate Nursing Education (CCNE) acted to accept the substantive change notification submitted on January 26, 2021 by the nursing unit at the University of Maryland. The substantive change notification is in regards to the addition of an early exit option for the baccalaureate program and Clinical Nurse Leader track in the master's program, effective Fall 2020.

As a reminder, all programs are expected to comply with the [standards and procedures](#) that are in effect throughout the period of accreditation. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are described further in the [Procedures for Accreditation of Baccalaureate and Graduate Nursing Programs](#) (2019).

Thank you for providing CCNE with the substantive change notification. Please do not hesitate to contact Elizabeth Siphron, CCNE Accreditation Manager, at 202-887-6791 x272 or [esiphron@ccneaccreditation.org](mailto:esiphron@ccneaccreditation.org), if you have questions or need assistance.

Sincerely,

Elizabeth Ritt, EdD, MSN, RN, NEA-BC, CNE  
Chair, Board of Commissioners



UNIVERSITY of MARYLAND

January 26, 2021

Mary Jane S. Hanson, PhD, CRNP, CNS, FNP-BC, ACNS-BC, FAANP  
Chair  
CCNE Substantive Change Review Committee  
655 K Street, NW, Suite 750  
Washington, DC 20001

Dear Dr. Hanson:

The University of Maryland School of Nursing (UMSON) responded to Maryland Governor Larry Hogan's request again to provide additional nurses to combat the COVID-19 pandemic by providing an early-exit option for our entry-into practice BSN and MSN Clinical Nurse Leader graduating students who met the attached criteria for the fall 2020 semester. We were able to grant this early-exit option to 151 of our graduating entry-into practice students who had met their program outcomes in advance of their graduation December 17th, 2020 and could be mobilized to join the workforce as nursing graduates.

Please see the enclosed Substantive Change Notification Regarding the Early-Exit Option reflecting a temporary yet substantive change to Element III-I, Evaluation of Student Performance, from when CCNE last evaluated our programs. We continue to comply with the Commission on the Collegiate Nursing Education (CCNE) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, Amended August 27, 2018.

If you have any question, please do not hesitate to contact us.

Sincerely,

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Attachments: BSN Early Exit Option and CNL Early Exit Option

## Substantive Change Cover Sheet

Regardless of which program(s) are affected by the substantive change, please identify all baccalaureate, master's, Doctor of Nursing Practice, and post-graduate APRN certificate tracks offered by the nursing unit. For each track, list current enrollment data. The institution may add or delete rows in the following tables as necessary.

### Baccalaureate Program

The institution does not offer a baccalaureate degree program in nursing.

*Only include nursing students (not pre-nursing students).*

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Generic/Traditional/Pre-licensure	1952	699	Baltimore & Shady Grove
RN-BSN/Post-licensure	1950	141	Online
RN to MSN	1993	7	Online

### Master's Program

The institution does not offer a master's degree program in nursing.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Nurse Informatics	1988	120	Baltimore and Online
Clinical Nurse Leader	2005	230	Baltimore
Community/Public Health	2006	30	Baltimore
Health Services Leadership and Management	2005	138	Baltimore and Online
HSLM MSN/MBA Dual Degree Option	2005	31	Online

### Doctor of Nursing Practice Program

The institution does not offer a Doctor of Nursing Practice program.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Family Nurse Practitioner	2014	155	Baltimore & Shady Grove
Pediatric NP Primary Care	2014	43	Baltimore
Pediatric NP Acute Care	2014	27	Baltimore
Neonatal Nurse Practitioner	2015	26	Baltimore
Psychiatric/Mental Health NP, Family	2014	37	Baltimore
Post-Master's to DNP	2006	71	Baltimore
Adult & Gerontology Acute Care NP/Clinical Nurse Specialist	2014	78	Baltimore
Adult and Gerontology Primary Care NP	2014	62	Baltimore
Nurse Anesthesia	2014	85	Baltimore

## Post-Graduate Advanced Practice (APRN) Certificate Program

The institution does not offer a Doctor of Nursing Practice program.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Family Nurse Practitioner	2017	0	Baltimore & Shady Grove
Pediatric NP Primary Care	2017	0	Baltimore
Pediatric NP Acute Care	2017	0	Baltimore
Neonatal Nurse Practitioner	2020	0	Baltimore
Psychiatric/Mental Health NP, Family	2017	0	Baltimore
Adult & Gerontology Acute Care NP/Clinical Nurse Specialist	2017	0	Baltimore
Adult and Gerontology Primary Care NP	2017	1	Baltimore
Nurse Anesthesia	2020	0	Baltimore

*Please note: This cover sheet cannot be used for the submission of self-study documents or continuous improvement progress reports.*





University of Maryland School of Nursing  
Entry-Into-Practice BSN COVID-19 Early-Exit Plan  
November 19, 2020

In response to the COVID-19 pandemic, Maryland Gov. Larry Hogan's request, and our own situational awareness of our students' readiness, UMSON will provide an early exit for entry-into-practice Bachelor of Science in Nursing (BSN) students who are scheduled to graduate on December 17, 2020, from the University of Maryland, Baltimore as detailed below:

1. Successful fall 2020 graduates will be given an early exit from the BSN program as early as November 30, 2020, dependent upon completion of NURS 418 elective coursework.
2. Students may continue accessing all UMSON and UMB services (Student Success Center, Blackboard, student health services, student counseling, V-Sim, Kaplan, etc.), as they are still enrolled until graduation on December 17, 2020.
3. Grades will be given in Leadership and Clinical Practicum (NURS 429) and Public Health: Population-Focused Nursing Care (NURS 421) as reflected by the student's achievement as of November 30, and any remaining requirements for NURS 418 elective courses should be successfully completed to allow early exit as early as November 30 (Appendix A).
4. All grades must be passing (C or better) and other graduation requirements met.
5. A notation will be made on the student's transcript that they received an early exit to respond to the pandemic.
6. Once program requirements are completed, the UMSON Office of the Registrar and Student Placements will provide a letter to successful students indicating that they have met the program requirements early due to the COVID-19 pandemic and that they must ensure their employer allows them to be available for the required Kaplan review scheduled for December 14 - 16, 2020, so they can be certified to sit for the NCLEX-RN exam. Failure to complete the review course will make graduates ineligible to sit for the NCLEX-RN exam.
7. Students will receive communications about the need to focus on preparing for the NCLEX-RN exam.
8. Students are strongly encouraged to take the NCLEX-RN exam as soon as possible.

## APPENDIX A

### University of Maryland School of Nursing Entry-Into-Practice BSN Plan of Study

Course Number/Title	Credits
<b>First Semester</b>	
NURS 310: Professional Role of the Registered Nurse	3
NURS 314: Physiologic and Pharmacologic Considerations for Health Promotion	4
NURS 316: Research and Evidence-based Practice	3
NURS 317: Fundamentals of Nursing Care in the Context of Older Adults	3
NURS 319: Health Assessment	3
<b>Total</b>	<b>16</b>
<b>Second Semester</b>	
NURS 324: Pathopharmacology in Adults	3
NURS 327: Medical-Surgical Nursing in the Adult Population	7
NURS 329: Psychiatric Mental Health Nursing	5
<b>Total</b>	<b>15</b>
<b>Third Semester</b>	
NURS 410: Health Care Delivery System and Informatics	2
NURS 411: Infant, Child, and Adolescent Nursing	5
NURS 414: Complex Nursing Care of Patients with Co-Morbid Conditions	3
NURS 417: Maternity, Newborn and Women's Health Nursing	5
<b>Total</b>	<b>15</b>
<b>Fourth Semester</b>	
NURS 421: Public Health: Population-Focused Nursing Care	5
NURS 429: Leadership and Clinical Practicum	7
NURS 418: Nursing Elective	3
<b>Total</b>	<b>15</b>
<b>Total Program Credits</b>	<b>61</b>
<b>General Education &amp; Prerequisite Courses</b>	<b>59</b>
<b>Total Credits for BSN Option</b>	<b>120</b>

University of Maryland School of Nursing  
 Clinical Nurse Leader Master's Option COVID-19 Early-Exit Plan  
 November 19, 2020

In response to the COVID-19 pandemic, Maryland Gov. Larry Hogan's request, and our own situational awareness of our students' readiness, UMSON will provide an early-exit option for selected Clinical Nurse Leader (CNL) master's students who are scheduled to graduate on December 17, 2020, from the University of Maryland, Baltimore.

1. For fall 2020 graduates, students who achieved a 3.3 GPA as of August 2020 may take advantage of the early-exit option. All course and degree requirements must be completed by December 2 to exit early. This option is voluntary.
2. To fulfill the requirements of the MS CNL degree, students must complete the revised scholarly paper comprehensive exam process (Appendix A).
3. Students will complete the practicum aspect of CNL Emphasis Practicum (NURS 523) based on the approach below to meet the practicum competencies with a minimum of 100 in-person patient care hours and supplemental virtual simulation activities.
4. For students who volunteer for the early-exit option, grades will be given in CNL Clinical Emphasis Practicum (NURS 523) and Community and Public Health Nursing (NURS 508) as reflected by the student's achievement as of December 2, when all course and program requirements will be satisfied.

Graded Deliverable	Original Due Date	Revised Deliverable	New Proposed Due Date
<b>5P Presentation (7%)</b>	11/24-12/2	Faculty Directed	11/24-12/2
<b>CCPS 2 (20%)</b>	11/24-12/2	Faculty Directed	11/24-12/2
<b>Final (15%) + Journal (3%)</b>	11/25-29	Included in Session B Exam	11/25-29
<b>Predictor Exam (3%)</b>	12/1	Scheduled 12/1	12/1
<b>NCLEX Remediation (7%)</b>	11/24	NCLEX Remediation Pilot (Stoudt/Martin)	11/24-12/2
<b>Poster Presentation (25%)</b>	12/8	Abstract for Final Paper 25%	11/24-12/2

5. Grades will also be given for plan of study graduate courses inclusive of N508, N736, N782, and N795 for students who choose the early-exit option (Appendix B). Students will notify specific course faculty of their intention to exit early and must successfully complete all fall 2020 courses to participate in the early-exit option.
6. Students may continue accessing UMSON and UMB services (Student Success Center, Blackboard, student health services, counseling, V-Sim and Kaplan, etc.), given they are still enrolled until graduation on December 17, 2020.
7. Students must meet all course and graduation requirements to exit early. A notation will be made on students' transcripts that they received an early exit to respond to the pandemic.
8. The UMSON Office of the Registrar and Student Placements will provide a letter to early-exit students that they have met the program requirements early due to the COVID-19 pandemic and that they must ensure their employer allows them to be available for the required Kaplan review scheduled for December 14 - 17, 2020, so they can be certified to sit for the NCLEX-RN exam. Failure to complete the review course will make graduates ineligible to sit for the NCLEX-RN exam.
9. CNL Emphasis Practicum faculty will be available to provide additional information and the necessary deliverables for the early-exit option.
10. All students are strongly encouraged to take the NCLEX-RN exam as soon as possible.

## APPENDIX A

### Revised Guidelines for Scholarly paper: Fall 2020

To best support both students and faculty readers in the closing weeks of this **Fall 2020** semester, the administrative leadership team has worked closely with the graduate school to modify graduation requirements for the comprehensive exam for this Fall 2020 semester.

**Students, in consultation with their readers and Dr. Lessans the program director, have the option of completing their scholarly paper as originally conceived and planned OR submitting their paper as outlined in the revised guidelines.** While many students have already completed their scholarly paper and/or are in the final stages of completion this option is available to all students whether or not they choose to opt into an early graduation date and early entry into the emergency workforce.

#### **This modified comprehensive exam finished product must include these elements:**

- Complete evidence review tables inclusive of the evidence appraisal review and evidence grade for all included articles intended to support the scholarly paper.
- A single page summary inclusive of a brief introduction to the selected topic with background and significance, one selected recommendation for practice change with implications for CNL practice.
- The paper should include a running head and cover page and follow APA guidelines as outlined in the 6<sup>th</sup> edition of the APA style guide.

Additional instructions for students and readers:

- Students-You must notify the Office of Academic Deans at the NRSGraduate email address by Friday, **November 27, 2020** your intention to either meet the modified or existing comprehensive exam guidelines.
- Students- your scholarly paper option decision should be made in consultation with your reader.
- Students-the final paper is be turned in through the SafeAssign final draft portal located in the CNL Scholarly paper blackboard community page. The SafeAssign draft portal is available and can be reset for draft resubmissions.
- Readers- you can locate SafeAssign results through the same SafeAssign portal located in the CNL Scholarly paper blackboard community page.
- Readers-for students choosing to complete the revised scholarly paper process please use the modified comprehensive exam, non-thesis option form- to indicate your review inclusive of your signature. This signed document is returned to the student.
- Student- Turn in only your reader signed comprehensive exam form to the Office of Academic Deans at [NRSGraduate@umaryland.edu](mailto:NRSGraduate@umaryland.edu)
- Students- because your scholarly paper work informs the poster dissemination activity in N523 we have modified the graded course activity. Details about this new graded activity can be located in the N523 blackboard course.

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Readers- Thank you for your continued support of the Clinical Nurse Leader program, with special appreciation for flexibly supporting this cohort of graduating students in extraordinary times. Please direct any specific questions or concerns to Dr. Sherrie Lessans, specialty director for the CNL option. [lessans@umaryland.edu](mailto:lessans@umaryland.edu)



## APPENDIX B

### MS Clinical Nurse Leader Course Overviews

**Course Title: NURS 501 – Pathophysiological and Pharmacological Bases for Nursing Practice**

**Credits: 5**

**Course Overview:** This course focuses on the disruptions of physiological systems that immediately or ultimately produce disease states and on the use of drugs to prevent or ameliorate those disruptions. Patient and population specific factors that affect the likelihood of success of a particular drug therapy or that increase the danger from untoward effects are integrated throughout the course. Students learn medication dose calculation and the legal and regulatory issues related to medication development and approval are discussed. Students apply previously acquired knowledge in human anatomy and physiology as well as other basic sciences.

**Course Title: NURS 503 - Health Assessment Across the Lifespan**

**Credits: 3**

**Course Overview:** This course provides the nursing student with the knowledge and skills necessary to assess individual health as a multi-dimensional, balanced expression of bio-psycho-social-cultural well-being. Course content will reflect a functional health and systems approach to a holistic nursing assessment of humans through all developmental stages. Comprehensive bio-psycho-social-cultural assessment approaches will be introduced to allow students to assess the actual and anticipated impact of environmental influences and other risk factors upon individual health.

**Course Title: NURS 505 – Introduction to Professional Nursing Practice**

**Credits: 4, Clinical hours: 45**

**Course Overview:** This lecture, laboratory, clinical and seminar course introduces students to the concepts of contemporary professional nursing. The student is guided in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication and therapeutic skills necessary to address the common needs and responses of persons experiencing various health states. Students are introduced to basic concepts fundamental to understanding and functioning in the Clinical Nurse Leader role within a microsystem.

**Course Title: NURS 507 – Introduction to Nursing and the Clinical Nurse Leadership Role**

**Credits: 3**

**Course Overview:** This course provides an overview of the nursing profession with an emphasis on the role of the Clinical Nurse Leader as an entry-level master's prepared professional nurse clinician. Course content builds on the *American Association of Colleges of Nursing (AACN) Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice*. Students will gain knowledge of the development of the CNL role within the profession and educational patterns in nursing. Students will gain knowledge of the development of the CNL role within the profession and educational patterns in nursing. The scope of practice of the CNL and its potential impact on patient care will be explored along with major issues and trends in nursing. The course will introduce students to CNL role concepts including lateral integration of care, case management, risk anticipation, outcome assessment, patient education and others. The legal and ethical contexts of nursing practice and quality improvement will be introduced and explored relative to CNL practice. Special emphasis will be placed on the introduction of patient care and leadership concepts and the development of basic skills and competencies in a problem solving, decision-making, group dynamics, coordination, delegation, collaboration, interdisciplinary communication, and advocacy.

**Course Title: NURS 508 – Community and Public Health Nursing**

**Credits: 4 – 2 Didactic, 2 Clinical (90 hours)**

**Course Overview:** This course is framed by a public health nursing practice model which links nursing with core public health functions and essential public health services. It provides the foundational principles of community and public health nursing using theory, community and population assessment skills, and the application of evidence-based interventions and evaluation to communities and at risk-groups to improve health outcomes. This course includes a 2 credit (90 hour) practicum experience to practice the application of these principles. Federal, state and local public health priorities are examined to illustrate the nursing process for the care of communities and populations. Ethical principles and the concept of social justice and culturally competent care are incorporated into the course by analyzing the origins of health disparities especially in cases of vulnerable populations and designing interventions that are tailored to address these disparities. The historical, current, and future role of nurses who care for populations by empowering individuals, families, and communities, is critically analyzed.

**Course Title: NURS 509 - Maternal and Newborn Nursing: Maternity, Newborn, Women's Health, a Family Perspective**

**Credits: 5 – 3 Didactic, 2 Clinical (90 hours)**

**Course Overview:** This didactic and clinical course provides a foundation for the Clinical Nurse Leader (CNL) student in the nursing care of women, newborns and families through classroom, seminar and clinical experiences. An evidence-based practice approach is used and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of caring for women, newborns, and families throughout the lifecycle. Course content includes patient and family centered care and examination of current societal and technological trends that influence the health of women and families. Students apply theory in clinical practice through nursing care experiences with women, newborns, and families in a variety of inpatient and outpatient settings. The role of CNLs in care coordination of women, infants and families will be explored.

**Course Title: NURS 511 – Psychiatric Mental Health Nursing**

**Credits: 5 – 3 Didactic, 2 – Clinical (90 hours)**

**Course Overview:** This course provides a basic understanding of psychiatric and mental health nursing principles through classroom instruction and clinical experience for the Clinical Nurse Leader (CNL) student. Didactic and clinical experiences provide students with knowledge of the influence on mental health populations of multiple factors including environmental, cultural, social justice, ethical, and legal. Current theory, psychopharmacology, genomics and biological foundations of psychiatric disorders are introduced, with an emphasis on nursing intervention. Within the context of the nursing process, the foundations of a therapeutic relationship, the therapeutic use of self and reflective practice are emphasized. Students are encouraged to incorporate stress reduction skills and a nursing philosophy that embraces diversity, inclusion, and respectful sensitivity of others. The course incorporates CNL role concepts and competencies and their application to psychiatric nursing practice. Leadership and teaching-learning skills, patient care technologies, information systems and communication devices are used in the clinical setting. Advocacy and collaboration with the multidisciplinary team are emphasized.

**Course Title: NURS 514 – Adult Health Nursing**

**Credits: 6 – 3 Didactic, 3 Clinical (135 hours)**

**Course Overview:** This course provides didactic and clinical learning experiences that will enable the CNL students to provide nursing care to clients across the adult life span who are experiencing a variety of complex, acute, and chronic health problems. The learning focus is on developing problem recognition and priority setting skills as well as integrating best practice interventions into care of the adult health patient and their family. Course content includes application of pathophysiology and psychosocial concepts in a model of patient and family centered care. There is an emphasis on integration of CNL

competencies including risk management, microsystem patient outcome management, and supporting improved lateral integration of care.

**Course Title: NURS 517 – Pediatric Nursing: Nursing Care of Infants, Children, Adolescents and their Families**

**Credits: 5 – 3 Didactic, 2 Clinical (90 hours)**

**Course Overview:** This didactic and clinical course introduces the Clinical Nurse Leader (CNL) student to family-centered care in the pediatric setting and how this care modality facilitates the health and well-being of infants, children, and adolescents. The student is guided in synthesizing theory with clinical practice and in the development of cognitive, psychomotor, communication (reflective), and therapeutic skills necessary to address the needs and responses of the pediatric patient and family across the wellness-illness continuum. The development of mutuality and partnerships between the CNL and the family unit will be explored. The coordination, supervision, and delegation of care by the CNL within the pediatric milieu will be examined as related to cost effective, outcome driven care. Clinical opportunities are provided through a variety of in-patient and community experiences that develop and enhance the student's assessment skills, critical thinking, problem solving approaches and risk assessment strategies.

**Course Title: NURS 523 – Clinical Nurse Leader Emphasis Practicum**

**Credits: 8 – 6 Clinical, 2 Clinical Conference**

**Course Overview:** This precepted clinical immersion course, taken the final semester of the Clinical Nurse Leader (CNL) program of study, facilitates the transition from nursing student to CNL graduate. The student is expected to synthesize theory with clinical practice and continue to refine cognitive, psychomotor, communication (reflective), and therapeutic skills necessary to address the needs and responses of patients and families across the wellness-illness continuum. The coordination, supervision, and delegation of care by the CNL will be examined as related to cost effective, outcome driven care. Effective teamwork, risk assessment and interdisciplinary collaboration are emphasized. Organizational competencies, including application of leadership principles in complex adaptive health care delivery organizations are examined and implemented as appropriate. Working with a clinical preceptor the student will develop, implement and evaluate objectives specific to their specialty that reflect clinical competencies, diversity, inclusion and advocacy.

**Course Title: NURS 625 – Introduction to Gerontological Nursing**

**Credits: 2**

**Course Overview:** This course is designed to provide CNL students with the opportunity to systematically explore concepts relevant to successful aging. Emphasis is placed on normal psychosocial and physiologic factors rather than the pathological changes associated with aging. Issues that affect the delivery of health services and gerontological nursing care are critically discussed. Social and cultural aspects of aging in our society are explored. Aging-related research findings for clinical practice are analyzed. Nursing strategies aimed at health promotion and successful aging are developed.

**Course Title: NRS 736 – Technology Solutions for Generating Knowledge in Health Care**

**Credits: 3**

**Course Description:** This introductory course builds knowledge, skills and abilities necessary to work in an information technology enabled health care environment. It focuses on the analysis and application of information technologies that support the provision of care including social context, availability of technology, and type of information along with social –technical, legal, regulatory and ethical concerns. Emerging technologies and contemporary issues are highlighted.

**Course Title: NRS 780 – Health Promotion and Population Health**

**Credits: 3**

**Course Overview:** This core course is designed to examine the determinants of health and distribution of disease. Epidemiological, demographic and environmental data, national reports and surveys, and legislation are used to assess trends and establish priorities to improve the health status of the population. The course focuses on the leading causes of death and disability as well as key issues in infectious disease, behavioral health, and environmental and occupational health. It addresses the importance of health disparities, cultural competence and social justice in developing health promotion and disease prevention programs. Models and theories for behavior change and program planning, health communication strategies, and the role of health policy are emphasized in developing and evaluating high risk and population-based interventions to improve the health status of the population.

**Course Title: NRS 782 - Health Systems & Health Policy: Leadership & Quality Improvement**

**Credits: 3**

**Course Overview:** This core course is designed to provide an analysis of health care delivery and policy trends and their effects on organization of clinical and health systems. The course investigates the policy, regulatory, financial, technological and social dynamics that lead to quality improvement and patient safety impacting health care organizations, health care professionals, and patient populations. Leadership strategies are explored that influence decisions at both the practice-level and systems-level. Emphasis is placed on the role of nurses in developing and implementing initiatives to improve quality and cost-effectiveness of care and demonstrate sensitivity to diverse organizational cultures and populations.

**Course Title: NRS 790 - Methods for Research and Evidence Based Practice**

**Credits: 3**

**Course Overview:** This course provides essential tools to critically evaluate and apply research evidence to nursing practice using an evidence-based practice approach. Students become critical consumers of research by identifying the evidence to support decision making, performing in-depth review and synthesis, rating the strength of the evidence, and identifying recommended practice changes, if indicated. Skills in quantitative reasoning are strengthened through critical review of research design and basic statistics. The students analyze frameworks that transform research into practice through the use of research outcomes, methods and planned change processes. The best practice evidence from systematic research is applied to current health care delivery phenomena. Students utilize analytical methods in the development of best practices and practice guidelines that facilitate the evaluation of systems of care and improve patient outcomes.

**Course Title: NRS 795 - Biostatistics for Evidence-based Practice**

**Credits: 3**

**Course Overview:** This course extends basic statistics competencies by providing a working knowledge of common descriptive and inferential statistics used in evidence-based practice, including chi-square, t-test, ANOVA, correlation, and regression. Both hypothesis testing and effect size estimation are emphasized. An applied approach is taken where students conduct analyses using illustrative datasets and common analytical software for generating, evaluating, and using evidence. Accurate and concise reporting of results in text, tabular, and graphical form is emphasized.