



AMERICAN
UNIVERSITY
OF BEIRUT

Rafic Hariri School of Nursing
(HSON)
Graduate

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Historical Background

The School of Nursing, founded in 1905, was the first nursing school in the Middle East. The five-year bachelor of science in nursing program, established in 1936, was replaced by a four-year program in 1964 leading to the degree of bachelor of science in nursing. Students entering the school as sophomores graduate in three calendar years. The RN-BSN program was reactivated and launched in 2003. The master of science in nursing (MSN) program was launched in 2003. The bachelor of science in nursing program (BSN) and the MSN program are registered by the Department of Education of New York State, HEGIS codes 1203.00 and 1203.10, respectively. The BSN and the MSN programs are accredited by CCNE, the Commission on Collegiate Nursing Education, in the USA. The AUB School of Nursing is the first school of nursing outside the US territories to be accredited by CCNE. The PhD program, also registered in New York with HEGIS code 1203.12, was launched in the academic year 2018-19. The Rafic Hariri School of Nursing became the seventh independent faculty at AUB, on September 1, 2018.

Accreditation

The baccalaureate and master's nursing degree programs at the Hariri School of Nursing (HSON) are accredited by the Commission on Collegiate Nursing Education (CCNE) since 2007. HSON was the first nursing school outside US territories to have its BSN and MSN programs accredited in 2007. The programs are assessed by CCNE based on four standards: Mission and Governance, Institutional Commitment and Resources, Curriculum and Teaching and Learning Practices, and Assessment and Achievement of Program Outcomes. CCNE is officially recognized by the US Secretary of Education as a national autonomous accrediting agency, contributing to the improvement of the public's health, encouraging continuing self-assessment by nursing programs, and supporting continuing growth and improvement of nursing education. Being accredited by CCNE, ensures the quality and integrity of baccalaureate and graduate programs at HSON, in addition to effective educational practices. The most recent accreditation renewal by CCNE for HSON was in 2022 for a period of 10 years till 2032.

Mission

The mission of the School of Nursing is to promote and maintain the highest educational standards of excellence, integrity and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to grow into competent nurses guided by ethical principles, who respect cultural diversity while coordinating and delivering high quality and compassionate nursing care in Lebanon and the region. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles. It is based on the use and generation of research-based knowledge to guide practice. The PhD program in nursing aims to provide rigorous training for research careers in nursing and healthcare. The program is intended to produce research scientists who will make significant and original contributions to nursing practice, health promotion, health maintenance, population health, and healthcare delivery. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech.

Vision

The Rafic Hariri School of Nursing aspires to become the leading school of nursing in Lebanon and the region, nationally and internationally recognized for excellence in education, research, and service. The school is committed to offering cutting-edge, culturally relevant, and internationally recognized graduate and undergraduate education. Such education would foster lifelong learning and scholarship, develop leaders in nursing and healthcare, and attract a competent and culturally diverse student body.

Master of Science in Nursing (MSN) Programs

The School of Nursing offers five tracks:

- > Adult-Gerontology Clinical Nurse Specialist
- > Psychiatric Mental Health Clinical Nurse Specialist
- > Community and Public Health Nursing
- > Nursing Administration and Management (this program is offered in a blended format, partly face to face and partly online)
- > Pediatric Clinical Nurse Specialist

Both thesis and non-thesis options are available for all tracks. The program admits full-time and part-time students. They need to complete all program requirements within a maximum period of four years. Extension beyond the maximum allowed period of study requires approval of the Graduate Studies Committee of the school.

Admissions

Applicants are eligible for consideration for admission to the master of science in nursing (MSN) program if they fulfill the following AUB admission requirements for graduate studies:

- > A bachelor's degree in nursing from AUB or its equivalent from another recognized institution, with a cumulative undergraduate average of at least (GPA: 3.0) and an undergraduate GPA of at least 3.3 in the major field of study (nursing).

Refer to the Admissions section of the Graduate Catalogue for further details regarding the Readiness for University Studies in English (RUSE). In addition, HSON requires the following criteria:

- > A license to practice nursing from country of residence.
- > Evidence of knowledge and competence in physical assessment skills (except for the nursing administration and management track).
- > At least one year of work experience in nursing for the clinical tracks, community and public health, and the online diplomas.
- > At least two years of work experience for the MSN in nursing administration and management.
- > Interviews will be required based on the applicants' background and based on a recommendation of the Graduate Studies Committee.
- > Applicants may apply to three tracks of their choice (first choice, second choice, third choice). The school takes these options into consideration most of the time. Occasionally, however, students may not be assigned to their first choice if the number of applicants of the track is fewer than 6 as per the policy (refer to the Faculty Workload Policy: Factors relevant to the definition of and deviation from teaching and teaching load).

The MSN program admits applicants once per year in the fall term, except for the blended MSN in nursing administration and management track, which accepts applicants in fall and spring.

Special non-degree seeking applicants willing to register for graduate nursing courses may do so in fall or spring terms. However, they need to be approved by the HSON Graduate Studies Committee.

Applicants who fail to meet any of the admission requirements but who, in the opinion of the faculty, demonstrate potential capacity to fulfill the graduate program requirements, are admitted on probation. For example: applicants with a cumulative undergraduate GPA of at least 3.0 but less than GPA of 3.3 in the major field (nursing) may be conditionally admitted as graduate students on probation.

General Rules and Regulations

Master's Degree Graduation Requirements

All recommendations for graduation are made by a vote of the faculty upon the recommendation of the HSON Graduate Studies Committee. To be eligible for graduation from the MSN program, the student must have:

- > Passed all required courses with a minimum grade of (C+) per course.
- > Achieved a cumulative GPA of at least 3.3.
- > Completed the total number of credits required in the track of study.
- > Passed the comprehensive examination.
- > Completed the requirements for the thesis or project.
- > Met the residency requirements as stated in the General University Academic Information section.
- > Applied for graduation.

Transfer of Credits

Refer to Credit Transfer section under the General University Academic Information.

Supervision, Courses, and Grades

Graduate students are assigned academic advisers to guide and help in planning their course of study, as stipulated by the graduate curriculum. Non-nursing courses relevant to the students' areas of specialty can be taken as electives with the approval of the academic advisers.

For students working towards a thesis, a full-time faculty member is assigned as an adviser and chairperson of the thesis committee. The thesis adviser and two committee members must be of professorial rank.

Graduate-level courses in nursing are numbered 500 and above. The minimum passing grade for a graduate course is (C+). However, students are required to maintain a cumulative average of at least B+ (GPA: 3.3). Students who are absent without excuse from more than one third of the number of sessions in any course, who fail to sit for scheduled examinations, or who fail to fulfill course requirements, will be given a failing grade equal or below (C) or (F) for graduate courses. Results of tutorial courses, NURS 610, comprehensive exam, residencies, projects, or theses will be reported as pass (P) or fail (F).

Students admitted with curriculum deficiencies may need to register for prerequisite undergraduate courses; such courses do not carry any graduate credit. The minimum passing grade for a prerequisite course is (C+).

Probation and Dismissal

Students admitted on probation must complete 9 credits of graduate level courses within the first two terms of graduate studies, pass all courses, and attain a minimum cumulative GPA of 3.3 to achieve regular status.

Refer to Academic Standing of Student Working for a Master's Degree section under General University Academic Information.

Comprehensive Examination

Students must pass the comprehensive examination after completion of most of the course requirements for the MSN degree.

The Graduate Studies Committee of the School of Nursing sets the time of the examination offered twice per year, once in the fall and once in the spring term. Students planning to take the comprehensive exam must register for the comprehensive exam course NURS 526 (0 credit) in the term during which they are planning to sit for the exam.

The purpose of the examination is to ascertain the students' knowledge of their field of specialization. Students who do not pass the comprehensive examination may take it a second time in the following term. Students who are unable to pass a program's comprehensive exam twice are dropped from the graduate program.

For more information, refer to Comprehensive Examination section, under General University Academic Information.

Thesis/Project

Students may opt for a three-credit project (NURS 598) or a thesis-based project (NURS 599). Students who opt for a three-credit project need to register for a three-credit elective coursework in a related area.

Students need to submit a concept note not exceeding 350 words to the Graduate Studies Committee for approval of the topic and thesis/project committee members four months before the defense date. Once approved, students can proceed with the thesis/project work.

Part-time students must pass the comprehensive examination and complete all course requirements for the MSN degree before registering for the thesis/project. Full-time students are allowed to submit their concept note to Graduate Studies Committee in the same term as the comprehensive exam, however the approval is provisional pending passing the exam. Thesis/project is overseen by the thesis/project committee. Students must ensure that the final thesis/project manuscript conforms to the guidelines outlined in the University Thesis Manual found in the library. Theses not conforming to the manual requirements will not be accepted.

Master's Thesis Committee

The thesis committee should be composed of at least three members approved by the faculty Graduate Studies Committee. It is advisable that the thesis committee includes one member from outside the School of Nursing (who can also be from an institution outside AUB). All committee members should hold professorial rank. The thesis committee approves the thesis topic, oversees the research protocol, and participates in the thesis defense. Students must defend the thesis proposal to the Master's Thesis Committee for approval prior to proceeding with the thesis work.

Master's Project Committee

The Master's Project Committee should be composed of at least two members. It is a must that the first reader of the project committee member holds a professorial rank. The second reader can hold a clinical/administrative position (Non-PhD, such as CNS) or be an academic associate or adjunct faculty with expertise in the area of research.

For more information, refer to Supervision of Master's Thesis or Project section under General University Academic Information. Refer also to the Graduate Student Handbook of the School of Nursing regarding guidelines for projects and theses.

Thesis/Project Defense

Refer to Thesis Defense and Project Defense sections under General University Academic Information.

Deposit of Thesis/Project in the Library

Refer to Thesis Defense and Project Defense sections under General University Academic Information.

Curriculum for Master of Science in Nursing

Core Courses		Lecture Hrs./ Week	Clinical Hrs./ Week	Credit Hrs.
NURS 500	Theories, Concepts and Ethical Frameworks for Advanced Nursing Practice	2	0	2
NURS 501	Advanced Nursing Practice: Scope and Roles	2	0	2
NURS 530	Statistical Reasoning and Application in Nursing Research	1	2	2
NURS 502	Advanced Nursing Research	3	0	3
NURS 527	Systems Approach to the Development and Evaluation of Health Care Services	3	0	3
NURS 610	Advanced Searching of the Scientific Literature	1	0	0

Concentration Courses		Lecture Hrs./ Week	Clinical Hrs./ Week	Credit Hrs.
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Adult Gerontology Clinical Nurse Specialist Track				
NURS 503	Advanced Health Assessment	2	3	3
NURS 504	Advanced Pathophysiology	3	0	3
NURS 505A	Advanced Practice in Adult-Gerontology I	2	8	4
NURS 505B	Advanced Practice in Adult-Gerontology II	2	8	4
NURS 506	Advanced Practice in Adult-Gerontology III (Clinical residency)	0	16	4
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
Elective	-	3	0	3

Nursing Administration and Management Track (offered as a blended program)				
NURS 507	Essentials of Nursing Administration Management	2	0	2
NURS 508	Advanced Practice in Nursing Administration	0	16	4
NURS 531	Practical Applications of Budgeting Nursing	1	0	1
NURS 525	Leadership Theories and Application Nurse Managers	3	0	3
NURS 520	Managing Quality with Teams	3	0	3
NURS 533	Advanced Learning & Health Informatics	3	0	3
NURS 545	Human Resources Management in Health Care Organizations	3	0	3
Elective	-	3	0	3

Psychiatric Mental Health Clinical Nurse Specialist Track				
NURS 503A	Advanced Health Assessment for Mental Health	1	0	1
NURS 504	Advanced Pathophysiology	3	0	3
NURS 512	Advanced Psychiatric and Mental Health Assessment	1	3	2
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
NURS 516	Psychopathology and Human Behavior	3	0	3
NURS 517	Models of Treatment-Psychotherapy (Bio-Behavioral Nursing Interventions)	1	6	3
NURS 518	Group and Family Psychotherapy	1	6	3
NURS 519	Clinical Residency in Acute Psychiatric Care	0	16	4
Elective	-	3	0	3

Community and Public Health Nursing Track				
NURS 503	Advanced Health Assessment	2	3	3
NURS 504	Advanced Pathophysiology	3	0	3
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
EPHD 300	Principles of Epidemiology	1	1	2
NURS 522	Principles and Practice of Community Health Nursing	2	3	3
NURS 523	Advanced Community Assessment	2	3	3
NURS 524	Clinical Residency in Community Health care	0	16	4
Elective	-	3	0	3

Pediatric Clinical Nurse Specialist Track				
NURS 503	Advanced Health Assessment	2	3	3
NURS 504A	Complex Topics in Pathophysiology	3	0	3
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
NURS 532A	Nursing care of acute and chronic conditions in Pediatrics	2	0	2
NURS 532B	Pediatrics Practicum	0	8	2
NURS 534A	Updates and innovations in Neonatology and Pediatrics	2	0	2
NURS 534B	Pediatrics and Neonatology practicum	0	8	2
NURS 535	Residency in Pediatric Nursing	0	16	4
Elective	-	3	0	3

Thesis/Project				
NURS 599	Thesis	6	-	6
NURS 598	Project	3	-	3
Elective	Elective	3	-	3

Comprehensive Course				
NURS 526	Comprehensive exam	0	-	0

NURS 610 is a zero-credit course on advanced searching of the scientific literature offered to PhD students. All new MSN students ought to take this course in fall of their first year.

The School of Nursing also offers online diploma courses that cover nursing issues of interest to students in various regular tracks. These courses can be counted towards the elective credits.

Course Descriptions

MSN Courses

NURS 500 Theories, Concepts, and Ethical Frameworks for Advanced Nursing Practice 2.0; 2 cr.

This course introduces students at an advanced level to conceptual resources for advanced nursing practice. The course is organized around four themes: conceptions of science and nursing knowledge; antecedents and applications of theories relevant to nursing practice; healthcare ethics; and nursing and politics. The course focuses on the application of conceptual models to current and future nursing practice.

NURS 501 Advanced Nursing Practice: Scope and Roles 2.0; 2 cr.

This course provides students with knowledge related to advanced practice roles and competencies. Students develop a vision and structure for Advanced Nursing Practice that includes the Consensus Model for Advanced Practice Registered Nurse, regulation, credentialing and emerging professional issues. The course concentrates on the foundations and philosophy of care in different specialties and healthcare settings.

NURS 502 Advanced Nursing Research 3.0; 3 cr.

This course focuses on research designs and analysis of multiple variables. The philosophy and principles of scientific inquiry, research design, sampling, techniques of data collection, ethics, and incorporating research into practice are discussed with emphasis for nursing. Critical evaluation of research articles will be covered. Content will be discussed in terms of clinical nursing research problems. The utilization of research findings to promote evidence-based practice will be emphasized. The course culminates with the students' research proposal paper.

NURS 503 Advanced Health Assessment 2.3; 3 cr.

This course focuses on the advanced comprehensive assessment of individuals across the life span using a case-based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, psychosocial and physical assessment, and diagnostic reasoning.

NURS 503A Advanced Health Assessment for Mental Health 1.0; 1 cr.

This theory course focuses on the comprehensive health assessment of clients using a bio-psycho-social approach. Mental health students will build on their knowledge and skills in clinical interviewing, focused history taking, and critical analysis of client data to identify actual and potential health problems. The focus will be on the differential diagnosis of various case presentations with organic and psychological etiologies.

NURS 504 Advanced Pathophysiology 3.0; 3 cr.

This is a course in advanced pathophysiology related to acute and chronic illnesses experienced by adults and older adults. Emphasis is placed on pathophysiologic nursing phenomena experienced across diseases, and their manifestations and assessment measures. Case studies are used to illustrate application to advanced nursing practice. This course is a prerequisite for the PHRM 314.

NURS 504A Complex Topics in Pathophysiology 3.0; 3 cr.

Students will take Pathophysiology (NURS 504) for 2 credits with the students from the other tracks and an additional 1 credit that will address diseases and conditions unique to neonates and children.

NURS 505A Advanced Practice in Adult-Gerontology I 2.8; 4 cr.

This course builds on NURS 504 and NURS 503, and includes a theoretical and clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of adults and older adults with a spectrum of health problems, specifically on chronic health problems. Health promotion and risk reduction strategies are also addressed.

Prerequisite: NURS 503. Corequisite: NURS 504.

NURS 505B Advanced Practice in Adult-Gerontology II 2.8; 4 cr.

This course addresses advanced nursing practice in the acute care of adults and older adults and includes a theoretical and clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of adults and older adults with acute and critical care conditions. Prerequisites: NURS 503 and NURS 504.

NURS 506 Advanced Practice in Adult-Gerontology III 0.16; 4 cr.

This is a practicum in which students apply content learned in NURS 503, NURS 504, NURS 505A, and NURS 505B, and use concepts learned in NURS 501 and PHRM 314 in the advanced management of adult and older adult clients with various illnesses. Interdisciplinary collaboration, research utilization, educational activities and case management are emphasized in a specialty area of practice. Prerequisites: NURS 505A, NURS 505B and PHRM 314.

NURS 507 Essentials of Nursing Administration and Management 2.0; 2 cr.

This course introduces management concepts and techniques. It focuses on three core topics: roles and responsibilities of managers, leading organizational effectiveness and strategic planning. The focus is on using management models and concepts to work towards improved organizational effectiveness. Case studies of organizational problems provide the basis for group practical work.

NURS 508 Advanced Practice in Nursing Administration 0.16; 4 cr.

This practicum focuses on developing advanced management and administrative nursing skills in hospitals and primary healthcare settings. Prerequisite: NURS 507.

NURS 508D Nursing Administration Residency 1.0; 1 cr.

This residency course will give students the chance to explore the nurse administrator's role in contemporary healthcare organizations. As a basis for developing a culture of excellence, quality, and safety, students will develop practical understanding of organizational structure, management functions, professional ethics, and policy within a specialty area related to the role of nurse administrator.

NURS 512 Advanced Psychiatric and Mental Health Assessment 1.3; 2 cr.

This course focuses on the advanced comprehensive mental health assessment of individuals using a case-based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, mental status examination and diagnostic reasoning. Students perform comprehensive assessment and D.S.M. IV diagnoses on adult populations.

NURS 516 Psychopathology and Human Behavior 3.0; 3 cr.

This theory course examines the effects and/or sequels of alterations in selected biobehavioral processes in the adult human suffering from illnesses with critical onsets and long-term unstable conditions. It focuses on the study of the brain and behavior and the neurological, physiological and biochemical foundations of cognition, mood and affect. Students will be exposed to advanced assessment skills, selected theories and research to identify complex psychiatric disorders and interventions utilizing case studies.

NURS 517 Models of Treatment-Psychotherapy (Bio-behavioral Nursing Interventions) 1.6; 3 cr.

In this course, students learn the models of treatment of psychiatric and mental health disorders, and become trained on psychotherapeutic interventions in acute settings. Theories on individual psychotherapy, crisis intervention, group and family therapy are covered. This course has a clinical component where students do practicum in a psychiatric care department. Students learn the application of acquired knowledge in the field of practice and start to practice their role.

NURS 518 Group and Family Psychotherapy 1.6; 3 cr.

This course is complementary to the "Models of Treatment" course, and it focuses on group and family psychotherapeutic interventions. Students synthesize knowledge of theories in the provision of care to groups and families with complex psychiatric problems. Family and group intervention strategies are discussed in a variety of settings. Students explore the practice of these interventions in psychiatric care departments.

NURS 519 Clinical Residency in Acute Psychiatric Care 0.16; 4 cr.

The purpose of this clinical practicum course is to provide opportunities for students to apply the content learned from courses. Students will use assessment skills, selected theories and research to identify complex health problems and interventions for diverse populations. The focus is on advanced case management and practice of the role, which is further developed as students integrate theory and practice skills in acute and chronic or community settings. Students will spend 224 clinical hours under the supervision of a preceptor.

NURS 520 Managing Quality with Teams 3.0; 3 cr.

This course addresses theory and application of quality teams; their composition, purposes, function and decision-making tools. Process improvement team and the use of mapping processes for process improvement are a main focus.

NURS 522 Principles and Practice of Community Health Nursing 2.3; 3 cr.

This course introduces concepts and issues relevant to the advanced practice of public and community health nursing. Areas of focus include health promotion, management of chronic disease and health education. The course will use case studies in class and field work in the community.

NURS 523 Advanced Community Assessment and Interventions 2.3; 3 cr.

This course focuses on nursing assessment of the health of communities using a case-based approach. Students are provided with advanced knowledge and skills in population and individual needs assessment and community-based interventions. Clinical experience will be provided.

NURS 524 Clinical Residency in Public and Community Health Care 0.16; 4 cr.

The purpose of this clinical course is to provide students with opportunities to apply content learned in community courses, with a focus on advanced case management and health promotion. Assessment skills, theories and research will be utilized in identifying health problems and planning community interventions. Prerequisites: NURS 522 and NURS 523.

NURS 525 Leadership Theories and Applications for Nurse Managers 3.0; 3 cr.

The aim of this course is to promote familiarity with critically thinking about and applying evidence-based theories of leadership in nursing settings. The course encourages a reflective and analytical approach to cultivating effective personal leadership behaviors. The course introduces the full spectrum leadership model, examines its transformational leadership components in depth, and explores similarities and differences between transformational leadership and related leadership theories.

NURS 526 Comprehensive Exam 0 cr.

Comprehensive Exam.

NURS 527 Systems Approach to the Development and Evaluation of Health Care Services 3.0; 3 cr.

The purpose of this course is to introduce students to the development and implementation of health service programs/projects intended to improve healthcare, practice and health system outcomes. The course addresses assessment of contemporary issues affecting health, such as the epidemiology of diseases, healthcare policies; and sociocultural, geopolitical and economic issues. It focuses on the theory and practice of planning from a system's perspective and introduces conceptual approaches and techniques of program evaluation. Students will prepare a project plan as part of the course.

NURS 530 Statistical Reasoning and Application in Nursing Research 1.2; 2 cr.

This class introduces students to the basic concepts and applications of statistics for nursing research and explains how to carry these applications using SPSS. The primary objective of the course is to provide students with the skills necessary to understand basic statistical analyses and carry out those analyses using SPSS. Descriptive, bivariate, and linear multiple regression are covered.

NURS 531 Practical Applications of Budgeting in Nursing 1.0; 1 cr.

This course focuses on practical applications of concepts in budgeting and basic financial management. Participants will learn to develop a budget and evaluate the financial status of a department or operating unit and determine what, if any, corrective actions need to be taken. The course presents various analytical methods for management decision-making, including variance analysis and break-even analysis.

NURS 532A Nursing Care of Acute and Chronic Conditions in Pediatrics 2.0; 2 cr.

This course will integrate advanced concepts of growth and development, anticipatory guidance, therapeutic communication, cultural variations in family structure, and health promotion strategies in a practice setting.

NURS 532B Pediatrics Practicum 0.8; 2 cr.

Under the guidance of an advanced practice pediatric or neonatal nurse or a physician, students will develop sophisticated clinical reasoning, advanced ethical practice, and integrate care within complex healthcare delivery systems that serve acutely ill children and their families.

NURS 533 Advanced Health and Nursing Informatics 3.0; 3 cr.

This course will help participants acquire a foundational and practical understanding of the fast-evolving discipline of health informatics. It introduces health informatics concepts and competencies utilized in nursing care and practice. The course examines the use of digital tools to foster engagement of patients, families, and consumers in their healthcare. Emphasis is also placed on how Electronic Health Records (EHRs) and Personal Health Records (PHRs) can facilitate health information exchange.

NURS 534A Updates and innovations in Neonatology and Pediatrics 2.0; 2 cr.

This seminar course will explore current and emerging issues in neonates. Emphasis will be placed on scholarly inquiry, use of sophisticated informatics, skills and discussion. Prerequisites: NURS 532A, NURS 532B.

NURS 534B Pediatrics and Neonatology Practicum 0.8; 2 cr.

This is a continuation of the pediatrics practicum. Under the guidance of an advanced practice pediatric or neonatal nurse or a physician, students will develop sophisticated clinical reasoning, advanced ethical practice, and integrate care within complex healthcare delivery systems that serve acutely ill neonates, infants, children and their families. Prerequisite: NURS 532B.

NURS 535 Residency in Pediatric/Neonatal Nursing 0.16; 4 cr.

Under the guidance of an advanced practice pediatric or neonatal nurse specialist or a physician, students will develop sophisticated clinical reasoning, advanced ethical practice, and integrate care within complex healthcare delivery systems that serve acutely ill neonates, children, and their families. Students will also get experience in the various roles of the clinical nurse specialist (coaching and education, research, leadership, and consultation).

NURS 536 Introduction to Curriculum Design and Clinical Education in Nursing 3 cr.

This course strengthens learners' knowledge and skills in the field of nursing education. It introduces learners to core curriculum concepts and the various forces influencing nursing education. The role of the nurse educator in both classrooms and healthcare settings is discussed in depth. Clinical education as the means to prepare nurses for the complex professional roles is explored with emphasis on the educator's responsibility to plan and select authentic learning experiences with an interdisciplinary and interprofessional focus.

NURS 537 Innovative Teaching and Learning: Role of Mentors and Coaches 3 cr.

This course is designed to facilitate learners' understanding and implementation of innovative teaching strategies that promote learning in healthcare education. The course focuses on enhancing innovative ways of developing critical thinking and clinical reasoning in applying new knowledge and skills in professional practice. Learners will be introduced to mentoring and coaching that focus on experiential and student-centered learning, building capacity in others, and facilitating intentional and reflective practice. Further, the role and influence of reflection on one's teaching practice is explored.

NURS 538 Assessing and Evaluating Learning and Competence in Nursing 3 cr.

This course introduces the concept of assessment and evaluation of learning, its purposes and strategies for learners interested in developing skills in nursing education and continuing education. The course focuses on methods of assessing student/participant learning outcomes and evaluating educational/training offerings and programs at the pre-service and professional development levels. Included in the course are principles, purposes, and strategies of classroom assessment, clinical instruction, and clinical competence. The course addresses the role and influence of nurse educators in the application, interpretation, and communication of assessment findings. Background information about program evaluation and benefits are described, along with an explanation of processes of conducting various evaluation strategies.

NURS 539 Project: Course/Program Design 3 cr.

These 3 credits concluding course provides learners with opportunities to apply teaching and assessment theories in various settings, such as schools of nursing and nursing staff development/educational centers or institutions. The project solicits the four major components of the nurse educator role: course/curriculum design; classroom and clinical instruction; mentoring and coaching; and assessment and evaluation of learners' competence in nursing, and in course/program. Emerging from an educational needs assessment at the facility of interest, the learner will proceed with developing the project which can take the form of a continuing education course or a program. Integrated in the project will be the syllabus, the implementation process, and the various means of educational assessments and project evaluation.

NURS 545 Human Resources Management in Health Care Organizations 3 cr.

This course highlights the key roles, values, and benefits of managing human capital in health care organizations. Students will be exposed to the HR policies, processes, and procedures related to the primary and secondary functions of HR Management including manpower planning and staffing, learning and development programs, total remunerations, managing employee relations and personnel administration, in addition to ensuring occupational safety and security, promoting a healthy and productive work environment, building positive relations, identifying HR Metrics, managing risks and protecting employee personal data. The course will also focus on linking human resources practices to organizational strategy and performance.

NURS 598 Project 3 cr.

Special projects directed towards acquiring skills needed in the development of programs relevant to nursing care within the students' areas of interest. Projects vary depending on the track of study. Prerequisite: Comprehensive and residency.

NURS 599 Thesis 6 cr.

Thesis. Prerequisite: Comprehensive and residency.

Doctor of Philosophy (PhD) in Nursing

General Information

The PhD in nursing program provides rigorous training in scholarship and research. Graduates are prepared for careers as university academics, research scientists, educators and leaders of healthcare systems. The program contributes to building the capacity of the health workforce in Lebanon and the region.

The PhD program focuses on the following areas of research and beyond:

- > Healthcare systems research
- > Biobehavioral research in health and illness
- > Determinants of health and disease in individuals, families, and communities
- > Stress and coping
- > Health promotion and risk reduction research

Program Learning Outcomes

Students are expected to:

- > Demonstrate theoretical and empirical expertise in a current area of study in their discipline.
- > Produce original and independent research in a priority area of healthcare that contributes to knowledge in their discipline.
- > Analyze qualitative and/or quantitative information while conducting research related to their graduate program.
- > Apply professionalism and ethical research conduct in their discipline.
- > Demonstrate scholarly communication skills to disseminate research findings in scientific oral and written format.
- > Employ teaching activities based on student learning related to their discipline.

Admission Requirements

Admission requirements and procedures as outlined in the AUB Graduate Catalogue are followed. The PhD is a 3-4-year program, with a maximum of five years permitted for its completion. Admission to the program is on a competitive basis. To be eligible for admission, applicants should have an outstanding academic record, demonstrate a genuine interest in contributing to improving healthcare outcomes, hold a master's degree in nursing from a recognized institution, with a minimum cumulative GPA 3.7 or its equivalent, and have satisfactory GRE results. Applicants with a non-nursing master's degree will be considered on a case-by-case basis and may be required to take prerequisite courses prior to enrolling in the PhD program. Only holders of master's degree in nursing or a related field will be considered for admission into the program.

PhD Program Requirements

The PhD program requires a minimum of 48 credit hours of coursework beyond the master's degree, including the PhD thesis work. The coursework consists of a minimum of 18 credits of core courses, 6 credits of electives and 24 credits of PhD thesis work.

Candidacy Requirements

All students admitted to the PhD program must register for the Qualifying Exam Part I: Comprehensive Exam and the Qualifying Exam Part II: Defense of Thesis Proposal. Refer to both qualifying exams sections under the General University Academic Information of this catalogue.

Admission to Candidacy

Refer to the Admission to Candidacy paragraph under the General University Academic Information section of this catalogue.

Thesis Requirements

In partial fulfillment of the requirements for the degree of doctor of philosophy, students must submit a thesis that is expected to make a significant and original contribution to their field of research. The research work is to be carried out under the supervision of a full-time faculty member of the Hariri School of Nursing. Faculty members will provide co-mentoring from FHS, FM, and adjunct faculty from partner universities from the US and Europe, as needed.

Thesis requirements follow AUB regulations outlined in the graduate catalogue. More information about the PhD Thesis Committee, the thesis defense and the residency requirements can be found in the General University Academic Information section of this catalogue.

Graduation Requirements

Refer to the General University Academic Information section of this catalogue.

Curriculum for PhD in Nursing

Year	Fall Term	Credits	Spring Term	Credits
Year 1	NURS 601 Philosophical and Theoretical Perspectives in Nursing Science	3	NURS 602 Quantitative Research Designs	3
	NURS 605 Bivariate Analysis and Linear Regression	3	NURS 603 Ethical issues in Health Research	1
	NURS 606 Qualitative Research	2	NURS 604 Measurement in Health Research (equivalent to EPHD 411)	3
	NURS 610 Advanced Searching of the Scientific Literature	0		
Total		8		7
Year 2	NURS 609 Research Seminar	0	NURS 607 Multivariate Analysis, Causal Modeling and Factor Analysis (equivalent to EPHD 410)	3
	EDUC 401 Teaching in Higher Education Theory I	0	NURS 608 Scholarship in Nursing	0
	Qualifying Exam I	0	EDUC 402 Teaching in Higher Education – Theory II & Practicum	0
	Elective	3	NURS 982 PhD Thesis	3
	Elective	3		
Total		6		6
Years 3 & 4	Qualifying Exam II	0	NURS 983 - 987 PhD thesis	21

Course Descriptions

PhD Courses

NURS 601 Philosophical and Theoretical Perspectives in Nursing 3 cr.

This course considers, at an advanced level, fundamental issues in the conception of knowledge in nursing. Patterns of knowing and their philosophical origins are considered as a basis for empirical nursing research. Strategies for identifying, synthesizing and applying theoretical perspectives when designing research studies are examined. Theory and model development will be addressed.

NURS 602 Quantitative Research Designs 3 cr.

In this course, students examine the full range of designs from descriptive to experimental for answering various research questions. Design and sampling considerations to enhance rigor, internal and external validity are analyzed. The relationships between design, measures, and statistical analyses will be examined. Ethical issues related to the conduct of research are addressed. Critical analysis of published research serves as a forum for applying knowledge.

NURS 603 Ethical Issues in Health Care Research 1 cr.

This course examines selected ethical and scientific integrity issues and the role of scientists in society in the conduct of healthcare research. These issues will be addressed at each stage of the research process; from identifying research questions, designing research studies, recruiting and consenting participants, data collection, and analysis to writing research reports and scholarly publications. This course complements philosophical and theoretical perspectives in nursing.

NURS 604 Measurement in Health Research 3 cr.

This course covers theories and principles of measurement paradigms in health research. This involves designing, testing, and evaluating instruments for measuring nursing phenomena in a variety of clinical, educational, and health services research settings. Measurement theories and frameworks will be used to guide methods used for psychometric testing of instruments used in nursing and health research. May be replaced by EPHD 411 offered in PhD in epidemiology.

NURS 605 Bivariate Analysis and Linear Regression 3 cr.

This course covers exploratory data analysis for univariate observations with single or multiple covariates, followed by regression methods and diagnostics with a focus on multiple linear and logistic regression. The primary objective of the course is to provide students with the skills necessary to understand regression analyses and carry out those analyses using SPSS.

NURS 606 Qualitative Research 2 cr.

This course explores the development and application of qualitative research designs and methods in nursing. It considers a broad array of approaches, from exploratory narratives to focused-comparison case studies, for investigating plausible research questions. Mixed methods research is also addressed.

NURS 607 Multivariate Analysis, Causal Modeling, Factor Analysis 3 cr.

This course introduces multivariate techniques currently used in nursing research. Topics include multivariate analysis of variance, causal modeling, cluster analysis, and factor analysis. The emphasis will be on the implementation of these techniques using SPSS, including data preparation and checking assumptions, and on interpretation. May be replaced by EPHD 411 offered in PhD in epidemiology.

NURS 608 Scholarship in Nursing: Grant Writing, Systematic Reviews, Preparing Publications 0 cr.

This seminar provides the foundation for the development of a program of research. Students acquire skills needed for writing grant proposals, synthesizing literature in their area of interest and writing for publication.

NURS 609 Research Seminar 0 cr.

This course examines specific topics in chronic illness and health services research. Faculty and students will present their research in various areas of specialty.

NURS 610 Advanced Searching of the Scientific Literature 0 cr.

This course is offered in a workshop format to provide graduate students with the skills needed to efficiently and effectively search the scientific literature in order to answer specific research questions. The course includes a didactic component and hands-on sessions on literature search. This course is required of all MSN students, to be taken in the fall term of the first year.

NURS 980 Qualifying Exam Part I: Comprehensive exam 0 cr.

Qualifying Exam Part I: Comprehensive exam.

NURS 981 Qualifying Exam II: Defense of Thesis proposal 0 cr.

Qualifying Exam II: Defense of Thesis proposal.

NURS 982 PhD Thesis 3 cr.

All doctoral students will complete a research residency to strengthen their research skills. Students, with the help of their advisers, will identify the term during which they wish to complete their research residency. During the research residency, students can work on their proposals with a faculty mentor and get involved in writing grants, collecting and analyzing data, and publications. The requirements of this residency are to be achieved as part of NURS 982.

NURS 983 PhD Thesis 6 cr.

The nursing PhD thesis courses are NURS 982 through NURS 987. Students must register for the 3-credit NURS 982 (research residency) course, plus any combination from the remaining courses as long as they complete a total of 24 thesis credits.

NURS 984 PhD Thesis 6 cr.

The nursing PhD thesis courses are NURS 982 through NURS 987. Students must register for the 3-credit NURS 982 (research residency) course, plus any combination from the remaining courses as long as they complete a total of 24 thesis credits.

NURS 985 PhD Thesis 6 cr.

The nursing PhD thesis courses are NURS 982 through NURS 987. Students must register for the 3-credit NURS 982 (research residency) course, plus any combination from the remaining courses as long as they complete a total of 24 thesis credits.

NURS 986 PhD Thesis 3 cr.

The nursing PhD thesis courses are NURS 982 through NURS 987. Students must register for the 3-credit NURS 982 (research residency) course, plus any combination from the remaining courses as long as they complete a total of 24 thesis credits.

NURS 987 PhD Thesis Defense 0 cr.

The nursing PhD thesis courses are NURS 982 through NURS 987. Students must register for the 3-credit NURS 982 (research residency) course, plus any combination from the remaining courses as long as they complete a total of 24 thesis-credits.

Online Diplomas

HSON offers two types of online diplomas: academic and professional. For graduate academic diplomas, students should have an undergraduate bachelor's degree (or its equivalent from AUB or other recognized institutions of higher learning) with a GPA of at least 3.0 (or standardized equivalent from other institutions of higher learning). Applicants who do not meet the minimum undergraduate average requirement but appears to have reasonable potential for academic success, for example as manifested by relevant practical experience or high scores on relevant standardized exams, may be admitted based on justified recommendation.

For graduate professional diplomas, the same admission requirements apply as for graduate academic diplomas but without a minimum constraint on the undergraduate average.

For both graduate professional and graduate academic diplomas, student admission recommendations require the approval of the Faculty Graduate Studies Committee (FGSC).

The following are currently being offered:

- > Online Academic Diploma in Nursing Administration and Management
- > Online Professional Diploma in Nursing Education
- > Online Professional Diploma in Analytics Informed Healthcare Quality
- > Online Professional Diploma in Adult Critical Care Nursing

Online Graduate Diploma (Academic) in Nursing Administration and Management

HSON offers a one-year graduate academic online diploma in nursing administration and management.

The program mainly targets working nurses who desire to enhance their administrative skills to possibly obtain a nursing management position in hospitals or primary healthcare settings.

This education opportunity will help in gaining a “stand-alone” graduate diploma or can serve as a “step up” to a master of science in nursing administration and management at HSON.

The program will support the unique needs of working nurses who want to advance their career while continuing to work full-time.

Admission Requirements

BSN degree or its equivalent from an accredited/recognized institution. GPA of at least 3.0, with an undergraduate GPA of at least 3.2 in nursing major courses. Satisfactory scores on the English Entrance Exam (EEE) or Test of English as a Foreign Language (TOEFL), as per AUB admission requirements for graduate studies. License to practice nursing from country of residence. Two years of work experience in nursing.

Curriculum and Academic Plan

The online academic diploma in nursing administration and management requires 13 graduate-credits. These credits include five concentration courses (12 cr.) and a practicum (1cr.). Students can register for 6 credits per term and finish in one year. Students should complete the following courses required for the program:

Term	Course Number	Course Title	Lecture Hrs./ Week	Clinical Hrs./ Week	Credit Hrs.
Fall	NURS 507	Essentials of Nursing Administration and Management	2	0	2
	NURS 531	Practical Applications of Budgeting in Nursing	1	0	1
	NURS 520	Managing Quality with Teams	3	0	3
Spring	NURS 525	Leadership Theories and Applications for Nurse Managers	3	0	3
	NURS 533	Advanced Health and Nursing Informatics	3	0	3
	NURS 508A	Residency in Nursing Administration	0	4	1
Total Credits					13

Online Graduate Professional Diploma in Nursing Education

The online professional graduate diploma in nursing education focuses on professional development of competent nurses to teach in various healthcare settings and nursing programs. It is a comprehensive and flexible educational program designed to equip experienced nurses with the necessary knowledge and skills to become effective nurse educators.

The program provides a 12-credit program that focuses on knowledge and skills required for the nurse educator role. The courses are:

- Introduction to Curriculum Design and Clinical Education in Nursing
- Innovative Teaching and Learning: Role of Mentors and Coaches
- Assessing and Evaluating Learning and Competence in Nursing
- Course/Project Design

The program is offered online, so learners have the flexibility to complete the requirements of each course at their own convenience without disrupting their work and life commitments. The curriculum culminates in an intensive individualized workshop in which the learner collaborates with a senior educator from academia or service to implement the role.

Admission Requirements

BSN degree or its equivalent from an accredited/recognized institution. Satisfactory scores on the English Entrance Exam (EEE) or Test of English as a Foreign Language (TOEFL), as per AUB admission requirements for graduate studies. License to practice nursing from country of residence. One year of work experience in nursing.

Learning Outcomes

Upon completion of the diploma, students will be able to:

1. Develop nursing or health-related courses or continuing education offerings aligned with expectations of the role.
2. Incorporate diverse instructional approaches relevant to learners' needs and context of application.
3. Use various strategies in assessing and evaluating learning in the cognitive, psychomotor, and affective domains.
4. Evaluate the effectiveness of instructional and training strategies in achieving learning outcomes.

Curriculum and Academic Plan

Term	Course Number	Course Title	Lecture Hrs./ Week	Clinical Hrs./ Week	Credit Hrs.
Fall	NURS 536	Introduction to Curriculum Design and Clinical Education in Nursing	6	0	3
	NURS 537	Innovative Teaching and Learning: Role of Mentors and Coaches	6	0	3
Spring	NURS 538	Assessing and Evaluating Learning and Competence in Nursing	6	0	3
	NURS 539	Project/Internship: Course/ Program Design	0	0	3
Total Credits					12

Online Professional Diploma in Analytics-Informed Healthcare Quality

Description

The online graduate professional diploma in analytics-informed healthcare quality provides participants/ healthcare professionals with analytics-informed knowledge and practical skills, and empowers them to drive quality improvement efforts contributing to the overall success of the healthcare system. Housed at the Hariri School of Nursing (HSON), Faculty of Health Sciences, and Olayan School of Business at the American University of Beirut, this diploma offers a deep understanding of complex healthcare quality issues, including the use of analytics to improve quality. The program aligns with the core principles of healthcare quality, emphasizing patient safety, improved outcomes, cost-effectiveness, patient experience, accountability, and continuous improvement.

This 12-credit program comprises four core courses and a capstone project. It accommodates both full-time and part-time students, with completion in 10 or 20 months, respectively. Students commit 6 to 12 hours per week to course engagement, offering flexible and interactive curriculum delivery.

Program Learning Outcomes

After completing the program, the participants will:

1. Develop a comprehensive understanding of how to use analytics and data-driven acumens to enhance organization performance in terms of healthcare quality, patient safety, staff performance, and patient outcomes.
2. Demonstrate skills in identifying and selecting relevant key performance indicators, assess healthcare processes, and implement evidence-based strategies for quality improvement.
3. Participate in data-driven initiatives, driving positive changes in healthcare practices, operational efficiency, and patient safety.
4. Develop the ability to interpret and communicate data findings effectively, facilitating informed decision-making and fostering a culture of continuous quality improvement within healthcare organizations.

Courses

The online graduate professional diploma in analytics-informed healthcare quality, requires the successful completion of 12 credits, which are distributed into four core courses and a capstone project. The capstone project entails applying concepts learned in these courses to real-world settings at AUBMC and similar healthcare organizations, both nationally and internationally.

Courses	# Credits	Faculty
1. Building a Culture of Safety and Quality	2-credit course	FHS

2. Team-led Quality Management (Exists, pathway to Masters)	3-credit course	HSN
3. Empowering Healthcare Through Data-Driven Insights	3-credit course	OSB
4. Engaging Staff in Redesigning Care Processes Through Data Analytics	3-credit course	HSN, FHS, and OSB
5. Capstone project	1-credit course	

Online Professional Diploma in Adult Critical Care Nursing

Description

Registered Nurses [RNs] working in critical care oversee the care of the most vulnerable patient population. They are charged with vigilantly monitoring, assessing, and treating the critically ill patients while advocating for their rights and supporting their families. The adult critical care nursing online diploma program is a specialized, fully online program that offers a flexible, professional development opportunity by enabling you to access continued learning regardless of your location, shift pattern or other commitments. Designed with flexibility in mind, this online format allows you to balance your professional and personal commitments while receiving a world-class education from experienced faculty.

The adult critical care nursing online diploma program is designed for RNs who wish to advance their careers by gaining expert knowledge and skills in the high-stakes environment of adult critical care. This program provides you with the foundational and advanced expertise required to thrive in these fast-paced, high-pressure environments.

This 12-credit professional diploma program builds upon the knowledge gained in undergraduate courses as well as through clinical practice. The content is organized around the nursing process framework and the bio-psychosocial dimensions of human beings. Areas of emphasis include advanced assessment in critical illness; ethical and psychosocial issues related to critical illness; management of critically ill adults with cardiovascular, respiratory, neurologic, metabolic, and renal problems, as well as emergency nursing care.

Program Learning Outcomes

Upon completion of this professional diploma program, participants will be able to:

1. Develop an in-depth understanding of the pathophysiology of critical illness and injury.
2. Analyze and monitor assessment data for patients with complex, multi-system problems in order to anticipate early deterioration in patients' conditions, establish priorities and plan interventions.
3. Demonstrate knowledge of evidence-based guidelines and practices for the management of critically ill patients with cardiovascular, respiratory, neurologic, metabolic, gastrointestinal, renal, and other emergency acute problems.
4. List pharmacological and non-pharmacological treatment modalities in critical care.
5. Appraise the ethical considerations and communication strategies in critical care settings.

6. Apply critical thinking and decision-making skills in high-pressure situations.
7. Practice evidence-based care with a focus on patient safety and quality improvement.
8. Critically evaluate and apply research findings to improve clinical practice in critical care.

Courses

This diploma consists of 6 required courses for a total of 12 credits. There is one optional credit of clinical [equivalent to 60 hours] that can be done in your country of residence and based on an area you would like to gain more hands-on experience in.

Courses	# Credits
Course 1 - Foundations of Critical Care Module 1. Global Concepts in Critical Care Module 2. Special Populations in Critical Care	2-credit course
Course 2 - Caring for Patients with Acute Cardiovascular Disorders Module 1. Dysrhythmia Interpretation and Management Module 2. Hemodynamic Monitoring Module 3. Acute Coronary Syndrome and Complications Module 4. Acute Cardiomyopathy Module 5. Shocks	3-credit course
Course 3 - Caring for Patients with Acute Pulmonary Disorders Module 1. Acute Respiratory Failure Module 2. Pleural Space Abnormalities Module 3. Managing the Ventilated Patient	2-credit course
Course 4 - Caring for Patients with Acute Neurological Disorders Module 1. Assessment and Monitoring Module 2. Strokes Module 3. Traumatic Brain and Spinal Cord Injuries	2-credit course
Course 5 - Caring for Patients with Emergency and Trauma Module 1. Triage Module 2. Non-Trauma Emergencies Module 3. Trauma Related Emergencies Module 4. Emergency Preparedness Plans	2-credit course
Course 6 - Caring for Patients with Other Acute Critical Illnesses Module 1. Acute Gastrointestinal Disorders Module 2. Acute Kidney Disorders Module 3. Acute Endocrine Disorders Module 4. Acute Hematological Disorders	1-credit course
Optional Clinical Residency	1 credit – 60.0 hours

Course Descriptions

1- Building a Culture of Safety and Quality – 2 credits

This course ensures quality practices that are reliant on the capacity development of the human resource providing the health services, most notably the nursing team. For that, this course prepares healthcare providers to speak the same language and appreciate the importance of using data analytics in informing the evaluation and improvement of care processes. Building this culture of the working team and securing a collegial and safe practice environment, coupled with an informative evidence-based learning system shall safeguard an effective and efficient patient centered health system.

2- Managing Quality with Teams – 3 credits

This course is designed to prepare healthcare providers to meet the challenge of effectively managing patient care units and health services while focusing on use of the quality team approach to improve work processes and effectiveness. Emphasis is placed on total quality management and continuous improvement concepts, approaches, and tools; designing effective project teams; and decision-making tools to achieve quality results. Risk management and service outcomes measures are addressed as measures to assure quality care and achieve patient safety goals and organizational outcomes.

3- Empowering Healthcare Through Data-Driven Insights – 3 credits

This course is designed for healthcare professionals aiming to harness data's power for transformative insights in healthcare. From grasping data's fundamental role in healthcare operations to unleashing untapped potential in data-driven decision-making, participants will receive an accessible, non-technical introduction to healthcare analytics and digital strategies. Specifically, participants will explore data-driven approaches in enhancing patient care, improving healthcare delivery, and fostering innovation in service. Real-world examples will be highlighted throughout the course, equipping healthcare professionals with valuable insights to make informed decisions. By the end of this course, participants will be empowered with a newfound appreciation for data's role in healthcare and the knowledge to navigate the data landscape effectively, improving patient outcomes, ensuring quality accountability, and advancing healthcare delivery.

4- Engaging Staff in Redesigning Care Processes Through Data Analytics – 3 Credits

This 3-credit course focusses on engaging staff in the use of data analytics in redesigning healthcare service processes. It will include principles of redesigning healthcare and utilization of eHealth and data analytics to improve effectiveness and quality in healthcare services. The course covers staff engagement approaches as key factors for successful development and implementation of quality and performance improvement initiatives based on digital decision support systems. During the course, the students will be guided by mentors from different faculties in developing a proposal that addresses real time redesign of a healthcare service with staff engagement in selected data-driven quality initiatives. The proposal will be the base for the program capstone project.

5- Capstone Project – 1 credit

Work individually or in small groups to utilize analytics in identifying gaps in quality and propose evidence-based solutions in real context.

Online Certificate

Online Certificate in Adaptation and Validation of Research Instruments

Description

This program provides participants with the skills to adapt, validate, and culturally tailor research instruments for diverse populations. Also, it will deepen their expertise in applying rigorous psychometric methods to ensure the reliability and validity of instruments used in health studies, social sciences, psychology, quality of life studies, and education. By mastering the principles of adaptation and validation, participants will be able to confidently assess the accuracy and relevance of tools across different cultural contexts.

Successful completion of the online professional certificate in adaptation and validation of research instruments program requires 6 credits offered through two comprehensive courses, each to be delivered over seven weeks. The program offers asynchronous learning, with one live Q&A session for real-time interaction and guidance each week. Delivered in a collaborative format, the courses are co-taught by expert instructors, ensuring a rich and engaging learning experience. Participants will have the opportunity to work on assignments and case studies that simulate real-world challenges, allowing them to apply theoretical concepts in practical contexts using statistical software (SPSS and the R project).

Program Learning Outcomes

After completing Course1 of the program, the participants will:

1. Demonstrate a clear understanding of the selection, application, and evaluation of research instruments, with an emphasis on assessing their cultural validity and appropriateness for diverse populations.
2. Perform translation and back-translation of research instruments, identifying and resolving discrepancies.
3. Refine research instruments, ensuring that they accurately and consistently measure the intended constructs.
4. Conduct cognitive interviews to evaluate the comprehensibility and relevance of translated research instruments.
5. Perform pilot test on the pre-final version by critically analyzing the feedback and preliminary data collected, and make necessary revisions to enhance the instrument's clarity, reliability, and cultural relevance.
6. Integrate ethical considerations into the adaptation and use of research instruments, Including issues related to the responsible reporting of findings.
7. Design cognitive interviews to assess the comprehensibility and relevance of translated research instruments.

After completing Course 2 of the program, the participants will:

8. Demonstrate a clear understanding of fundamental psychometric principles, including different types of validity (e.g., content, construct, criterion) and reliability (e.g., test-retest, inter-rater, internal consistency).
9. Apply appropriate statistical techniques, such as reliability analysis and factor analysis, to assess the validity and reliability of research instruments using statistical software (e.g., SPSS and R).
10. Critically evaluate the psychometric properties of existing research instruments, identifying strengths, weaknesses, and areas for improvement.
11. Apply psychometric analysis techniques in various research contexts, considering cultural and contextual factors that may influence the validity and reliability of instruments.
12. Effectively communicate the results of psychometric analyses to both technical and non-technical audiences, ensuring that the implications for research and practice are well understood.

Courses

The online graduate professional diploma in analytics-informed healthcare quality, requires the successful completion of 6 credits, which are distributed into two courses.

Courses	# Credits
1. Translation and Cultural Adaptation of Research Instruments	3-credit course
2. Psychometric Evaluation of Research Instruments	3-credit course



AMERICAN
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Rafic Hariri School of Nursing
(HSON)

Graduate