

# NURSING (NURS)

## **NURS 199 Introduction to Nursing (1 credit)**

Restriction(s): Bachelor of Science in Nursing (BSN) majors only; not for students in the RN to BSN program. This course is designed to support students as they begin their studies in the professional discipline of nursing at Montclair State University. Lectures, discussions, and class assignments introduce students to the University and School's mission, vision, values, policies, and the profession's expectations of nursing students. Students are oriented to services offered by the University and the School in the development of skills necessary for academic success. Topics include study habits, test taking, mindfulness, stress management, and interpersonal relationships. Meets Gen Ed - New Student Seminar.

## **NURS 200 Pathophysiology (3 credits)**

Prerequisite(s): BIOL 244, BIOL 245 and CHEM 114; and BIOL 255 may be taken as prerequisite or corequisite; departmental approval. Restriction(s): Admission into the School of Nursing; not for students in the RN to BSN program. This course is designed to build upon prerequisite knowledge of human anatomy and physiology and biochemistry to systematically investigate how disease and injury disrupt the normal functions of cells, tissues, organ systems, and ultimately individual's ability to function within the environment. Emphasis is placed on linking concepts that address the etiology of physiologic disturbance, divergence from normal function, clinical manifestations of altered homeostasis, and pharmacologic interventions. Special fee.

## **NURS 210 Professional Nursing (4 credits)**

Restriction(s): Admission into the School of Nursing; not for students in the RN to BSN; NURS 199, BIOL 244, BIOL 245, PSYC 101, CHEM 114 and STAT 109; departmental approval. This didactic and simulation laboratory course is designed to introduce professional nursing which is focused on caring, being whole, and being healed in specific contexts and relationships (Watson & Hills, 2011). Students are exposed to the conceptual model which describes nurses engagement in healing using the nursing process to diagnose and treat human responses to actual or potential physical and emotional health problems, through case finding, health teaching, health counseling, and provision of care that supports or restores life and wellbeing. The nurse's scope of practice, including independent and collaborative functions is examined. Students apply beginning nursing care skills for efficient, safe, compassionate, and person-centered care using simulation. Special fee.

## **NURS 220 Human Growth and Development Across the Lifespan (3 credits)**

Prerequisite(s): For BSN Students - Admission to the School of Nursing; successful completion of NURS 199 and PSYC 101, and departmental approval; For RN students - Admission to the RN to BSN program and departmental approval. This course provides an overview of major concepts, theories, and research related to human development through the lifespan from the prenatal period to the end of life. Factors and environmental conditions that influence individual and family function are explored. Meets Gen Ed - Interdisciplinary Studies.

## **NURS 230 Pharmacology (3 credits)**

Prerequisite(s): BIOL 244, BIOL 245 and CHEM 114; and BIOL 255, NURS 200 and NURS 210 may be taken as prerequisite or corequisite; departmental approval. Restriction(s): Admission into the School of Nursing; not for students in the RN to BSN program. This course is designed to examine pharmacological concepts relevant to the provision of care for diverse populations across the lifespan and health illness continuum. Building upon the sciences of biology, anatomy, physiology, and pathophysiology this course uses pharmacotherapeutic principles to classify medications currently used to treat and prevent common diseases. Emphasis is placed on the mechanism of action, therapeutic effect, side effects, interactions, and toxicities of commonly used agents. Genetic, genomic and economic implications are discussed. Registered nurses' professional accountability for ethical and legal practice, patient safety, effective communication techniques, and patient and family caregiver education are presented. Special fee.

## **NURS 240 Health Assessment for Diverse Populations: Didactic and Practicum (4 credits)**

Prerequisite(s): BIOL 244 and BIOL 245; and NURS 200, NURS 210 and NURS 220 may be taken as prerequisite or corequisite; departmental approval. Restriction(s): Admission into the School of Nursing; not for students in the RN to BSN program. This didactic and clinical course applies the nursing process to health, physical, and psychosocial assessment. Students use therapeutic communication, knowledge of growth and development, and normal physiology, to document a culturally sensitive person-centered comprehensive health assessment for simulated persons across the lifespan. Critical thinking skills are employed to identify risk factors and social determinants that impact health status, safety, and the teaching learning process for individuals and families. Students acquire basic competency in cognitive, psychomotor, and behavioral skills required to perform a comprehensive health assessment. Special fee.

## **NURS 315 Family Centered Care of Adults and Elderly: Didactic and Practicum (6 credits)**

Prerequisite(s): NURS 210, NURS 230, and NURS 240; and departmental approval. Restriction(s): Admission into the School of Nursing. This didactic and practicum course examines the provision of culturally congruent person and family-centered nursing care for adult and elderly populations across the health illness continuum. This course focuses on the nurse's role in: health promotion, disease and injury prevention, risk reduction, restoration of health, management of acute and chronic illnesses, and end of life care. Emphasis is placed on the provision of safe, quality nursing care that maximizes transprofessional communication and outcomes using best evidence for practice. Consideration is given to ethical, legal, spiritual, psychosocial, lifestyle, and cultural factors that influence health care decisions among diverse populations. Calculation and administration of medications, aseptic technique, therapeutic communication, and patient education are prioritized in this course to maximize safety and quality outcomes. Special fee.

**NURS 316 Family Centered Care of Adults and Elderly II: Didactic and Practicum (6 credits)**

Prerequisite(s): NURS 315. Restriction(s): Clearance for clinical agency completed prior to semester start date. This didactic and practicum course is designed to further develop the student's attainment of the understanding of the role of the professional nurse, by utilizing culturally congruent person and family centered nursing care for adult and elderly populations across the health illness continuum. This course focuses on the nurse's role providing care, disease and injury prevention, risk reduction, restoration of health, management of complex acute and chronic illnesses, and end of life care. Emphasis is placed on the provision of safe, quality nursing care that maximizes transprofessional communication and the ability to function as an active member of the interdisciplinary health care team. Students continue to develop their knowledge to provide safe, evidenced-based care. Students will participate in simulation and clinical practice. Special fee.

**NURS 325 Care of the Childbearing Family: Didactic and Practicum (6 credits)**

Corequisite(s): NURS 335. Prerequisite(s): NURS 230, NURS 240 and NURS 315; departmental approval. Restriction(s): Admission into the School of Nursing. This didactic and practicum course provides students with the knowledge required to assess risk, develop, implement, and evaluate plans of care across the health-illness continuum for culturally diverse childbearing families during prenatal, intrapartum, and postpartum periods. Students critically consider the implications of physiologic, genetic, economic, technological, cultural, nutrition, and environmental factors on childbearing and reproductive health. Health promotion, disease, injury prevention, risk reduction, restoration of health, and end of life issues are examined from a local and global perspective. Students apply best evidence to develop nursing diagnoses, plan, implement, and evaluate therapeutic interventions for women, infants, and families. Safety in the calculation and administration of medications, aseptic technique, therapeutic communication, teaching learning, ethical, legal, spiritual, and psychosocial. Special fee.

**NURS 328 Ethical and Legal Aspects of Health Care (3 credits)**

Corequisite(s): NURS 316. Restriction(s): Pre-licensure BSN degree nursing program. This course explores the underlying historical, philosophical, and theoretical perspectives in ethics and the law from a biomedical perspective. Students will critically examine professional practice issues as it relates to cultural, social, and political aspects of healthcare. Topics will include multidisciplinary scope of practice, state and federal practice regulations, risk management/malpractice and relevant ethical and legal issues in health care. Satisfies SEEDS Ethical Inquiry student learning outcome in alignment with Social Justice and Equity value.

**NURS 335 Family Centered Care of Infants, Children and Adolescents: Didactic and Practicum (6 credits)**

Corequisite(s): NURS 325. Prerequisite(s): NURS 230, NURS 240 and NURS 315; and departmental permission. Restriction(s): Admission into the School of Nursing. This didactic and practicum course examines the continuum of health and illness among children, and adolescents within the context of family and community. The nurse's role as a member of the transprofessional team in health promotion, disease and injury prevention, risk reduction, restoration of health, and palliative care is explored. Students critically consider the implications of physiologic, genetic, economic, technological, cultural, nutrition, and environmental factors that influence infants, children, and adolescents' health. Consideration is given to the unique ethical, legal, spiritual, psychosocial, and cultural factors that influence nursing care for pediatric populations. Students learn to use standardized instruments to assess developmental milestones, growth and development, and implement the nursing process. Safety in the calculation and administration of medications, therapeutic communication, teaching learning, and psychosocial processes are explored. Special fee.

**NURS 340 Information Technology and Nursing Practice (3 credits)**

Prerequisite(s): For BSN Students - Admission to the School of Nursing; successful completion of STAT 109 and NURS 240, and departmental approval; For RN students - Admission to the RN to BSN program and departmental approval. This course introduces systematic application of information science and technology to the provision of person-centered care and leadership in health care systems. The use of information technology to evaluate programs of care, quality improvement initiatives, financial decision-making, and selection of patient care technology is explored. Ethical, regulatory, safety, and legal implications related to the use of information technology systems are examined.

**NURS 350 Evidence Based Practice in Nursing (3 credits)**

Prerequisite(s): For BSN Students - Admission to the School of Nursing; successful completion of STAT 109 and NURS 240 and NURS 340, and departmental approval; For RN students - Admission to the RN to BSN program and departmental approval. This course examines the impact of transprofessional communication and collaboration on person centered care, population health, and health system outcomes. Principles of teamwork and the nurse's role across healthcare settings are explored. Topics include team formation, leadership, decision making, conflict management, policy development, and the role of the team in improving quality and safety.

**NURS 405 Family Centered Behavioral Health: Didactic and Practicum (6 credits)**

Prerequisite(s): NURS 315, NURS 325 and NURS 335; departmental approval. Restriction(s): Admission into the School of Nursing. This didactic and practicum course examines the provision of culturally congruent family-centered psychiatric mental health nursing care for children, adolescents, adults, and the elderly in the context of family and community. The nurse's role in health promotion, disease prevention, risk reduction, restoration of health, acute, and chronic disease management is explored. Students examine factors that contribute to development, expression, and alteration in mental health, including genetics, brain function, developmental level, social, and physical environments. Students apply best evidence to the nursing process to maximize transprofessional communication, safety, and outcomes. Safety in the calculation and administration of medications, therapeutic communication, and family centered education are prioritized. Consideration is given to ethical, legal, spiritual, psychosocial, physical, lifestyle, personal preferences, and cultural factors that influence decision-making. Special fee.

**NURS 406 Genetics and Genomics for Clinical Nursing (3 credits)**

Prerequisite(s): For BSN Students - Admission to the School of Nursing; BIOL 244 and BIOL 245 and NURS 200, and departmental approval; For RN students - Admission to the RN to BSN program and departmental approval. The purpose of this course is to build upon knowledge of human anatomy and physiology, pathophysiology, and the nursing process to systematically understand the implications of genetic and genomic concepts across the life-span beginning with preconception. Case studies, current events, and legislation are examined from the perspectives of nursing, science, technology, law, ethics, spirituality, and personal beliefs as a basis for integrating theory and shared decision making for evidence based practice. Equivalent course NURS 305 effective through Spring 2019.

**NURS 410 Leadership in Nursing: Theory and Application (3 credits)**

Restriction(s): Completion of an accredited nursing program and licensure as a Registered Nurse or departmental approval. This didactic course is designed to examine leadership from both theoretical and applied perspectives. Theories of leadership are examined to provide nurses skills needed to manage patient care, facilitate, educate, and participate in interdisciplinary teams within the complex health delivery system. Emphasis is placed on the nurse's role as a leader, stakeholder, and member of the interdisciplinary healthcare team in the provision of safe quality care according to established metrics.

**NURS 415 Nursing Leadership: Theory and Practicum (6 credits)**

Prerequisite(s): NURS 315, NURS 325, NURS 335, NURS 350, NURS 405, NURS 430 and NURS 450; and departmental approval. Corequisite(s): NURS 420. Restriction(s): Admission into the School of Nursing. This didactic and practicum course examines leadership from both theoretical and applied perspectives. Students develop their own leadership style while exploring contemporary leadership theories across disciplines. Students practice leadership skills through clinical and laboratory experiences. Leadership self-assessment based on theory, standardized assessment instruments, and observation are conducted during live and simulated clinical experiences. Emphasis is placed on the nurse's role as a leader, stakeholder, and member of the transprofessional healthcare team in the provision of safe, quality care according to established metrics. Special Fee.

**NURS 420 Transprofessional Communication Collaboration (3 credits)**

Prerequisite(s): For BSN Students - Admission to the School of Nursing; successful completion of NURS 315, NURS 325, NURS 335, NURS 350 and NURS 405; and departmental approval; For RN students - Admission to the RN to BSN program and departmental approval. This course examines the impact of transprofessional communication and collaboration on person centered care, population health, and health system outcomes. Principles of teamwork and the nurse's role across healthcare settings are explored. Topics include team formation, leadership, decision making, conflict management, policy development, and the role of the team in improving quality and safety.

**NURS 432 Population and Global Health: Didactic and Practicum (4 credits)**

Restriction(s): Admission to the Post-licensure track of the BSN program. This didactic/clinical course explores the impact of population and global issues on the health of individuals, families, and communities. The role of the community health nurse is examined using principles of epidemiology, transcultural communication, environmental concern, health care management, and resource allocation. Levels of prevention are explored. Community assessment, epidemiological, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in a community setting.

**NURS 435 Population and Global Health: Didactic and Practicum (6 credits)**

Corequisite(s): NURS 450. Prerequisite(s): NURS 315, NURS 325, NURS 335 and NURS 405; and departmental approval. Restriction(s): Admission to the Pre-licensure track of the BSN program. This didactic/clinical course explores the impact of population and global issues on the health of individuals, families, and communities. The role of the community health nurse is examined using principles of epidemiology, transcultural communication, environmental concern, health care management, and resource allocation. Levels of prevention are explored. Community assessment, epidemiologic, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in a community setting. Special fee.

**NURS 440 Integration Practicum (5 credits)**

Restriction(s): Completion of an accredited nursing program and licensure as a Registered Nurse or departmental approval. This didactic/practicum provides students the opportunity to explore and implement the theories and components of leadership, evidence-based practice, communication, and scholarship. Students synthesize BSN coursework to demonstrate advanced competencies in collaboration with a clinical mentor. This course serves as basis for the development of short and long term goals and life long professional development.

**NURS 450 Nursing Scholarship (3 credits)**

Prerequisite(s): For BSN Students - Admission to the School of Nursing, NURS 340 and NURS 350, and departmental approval; For RN students - Admission to the RN to BSN program and departmental approval. This course explores nursing scholarship. Forums for disseminating research, clinical innovation, quality improvement and evidence based practice initiatives are evaluated. Students demonstrate skills required for professional publication and presentation. Topics include types of scholarship, steps in the writing process, abstract submission, manuscript preparation, peer review, presentation, and publication. Ethical implications of authorship and working with co-authors are qualified.

**NURS 465 Integration (6 credits)**

Prerequisite(s): NURS 315, NURS 325, NURS 335, NURS 350, NURS 405 and NURS 430; and departmental approval. Restriction(s): Admission into the School of Nursing. This didactic and practicum course fosters critical thinking and data analysis skills in the provision of person and family centered outcome-based care for individuals with complex health care needs across the lifespan and health illness continuum. Students examine data from the clinical practicum as a basis for reflection on clinical judgment and reasoning, priority-setting, time management, transprofessional collaboration, communication, and education. Identifying and implementing conflict resolution strategies for ethical and legal dilemmas that occur in clinical practice are addressed. Social justice and determinants of health including access to care, policy, equity, racism, sexism, and ageism are evaluated in relation to health outcomes. The impact of psychosocial, biologic, genetic, financial and cultural factors in the selection and implementation of therapeutic interventions and care outcomes are critically appraised. Special fee.

**NURS 498 Independent Study in Nursing (1-6 credits)**

Prerequisite(s): Departmental permission. Individual project in a timely and significant area of Nursing. May be repeated for a maximum of 6 credits.

**NURS 500 Issues Affecting Health Care and Health Policy (3 credits)**

Restriction(s): Admission to the MSN program. This course analyzes health care system issues, policies, and trends that impact nursing practice. Issues including reimbursement, pay for performance, capitation, quality, and safety are explored from historical, political and developmental perspectives. Conflicts that arise between economic and clinical priorities are examined. Trends, strategies, and mechanisms that enhance the delivery of high quality nursing care will be discussed. The course will focus on these matters as they affect education and scope of practice.

**NURS 501 Fundamentals of Professional Nursing (4 credits)**

Restriction(s): Admission to Pre-licensure MSN degree track. This didactic and simulation laboratory course is designed to introduce professional nursing which is focused on caring, being whole, and being healed in specific contexts and relationships (Watson & Hills, 2011). Students are exposed to the conceptual model which describes nurses engagement in healing using the nursing process to diagnose and treat human responses to actual or potential physical, emotional, and spiritual health problems, through case finding, health teaching, health counseling, and provision of care that supports or restores life and well-being. The nurse's scope of practice, including independent and collaborative functions is examined. Students apply beginning nursing care skills for efficient, safe, compassionate, and person-centered care using simulation based experiences. Special fee.

**NURS 502 Introduction to Care Coordination and Transition Management (3 credits)**

Restriction(s): Admission to Pre-licensure MSN degree track. Care coordination and transition management are needed to produce optimal person centered outcomes, decrease the cost of care, and ensure the effective utilization of healthcare services. The person's treatment goal for treatment and its outcomes form the basis for team - based decision making. This course focuses on the use of care coordination and transition management from a nursing perspective within the interprofessional health care team. This course examines the functions of care coordination and transition management, the need for these services, common challenges, goals, philosophies, and guiding principles. The critical steps in the care coordination process are introduced in relation to outcomes for providers, members, and payer organizations.

**NURS 503 Principles of Pathophysiology (3 credits)**

Restriction(s): Admission to pre-licensure MSN degree program with a concentration in Care Coordination and Transition Management. This course systematically investigates the disruption to normal functions of cells, tissues, organ systems, and individual's ability to function caused by disease and injury. This course analyzes the mechanism(s) of production of the symptoms and signs of different disease syndromes. Emphasis is placed on linking concepts that address the etiology of physiologic disturbance, divergence from normal function, clinical manifestations of altered homeostasis, and pharmacologic interventions. Students understand the mechanism(s) underlying the disease and its clinical manifestations to assist in the development of therapeutic planning. Special fee.

**NURS 505 Advanced Pathophysiology (3 credits)**

Restriction(s): Admission to Post-licensure MSN program in Direct Care concentration and Pre-licensure MSN program. This course systematically investigates the disruption to normal functions of cells, tissues, organ systems, and individual's ability to function caused by disease and injury. Advanced practice nurses understand the connection between signs and symptoms various conditions related to the alteration in normal physiology. This course analyzes the mechanism(s) of production of the symptoms and signs of different disease syndromes. Students understand the mechanism(s) underlying the disease and its clinical manifestations to assist in the development of therapeutic planning. Appropriate screening and diagnostic laboratory evaluative methods are explored. Special fee.

**NURS 510 Informatics and Data Management (3 credits)**

Restriction(s): Admission to the MSN program. This course uses and evaluates information systems, technology and patient care technology supportive of clinical and administrative decision-making. There is a focus on technology relevant to patient care, care systems, and quality improvement. Data management topics to be explored include identified outcomes linked to measures, variables, and data sources. Additional topics include the collection of data for the purpose of measuring outcomes; appropriate statistical methods for determining the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders.

**NURS 515 Advanced Pharmacology (3 credits)**

Restriction(s): Admission to Post-licensure MSN program in Direct Care concentration and Pre-licensure MSN program. This course prepares advanced practice nurses to accurately describe, administer, and counsel individual's safe medication regimens. Medication prescriptive authority within scope of practice is examined. Pharmacologic principles, pharmacokinetics, mechanism of action of frequently prescribed drug classes will be discussed in relation to physiologic systems. Drug seeking, substance abuse, diversion, and issues of polypharmacy for particular populations are explored. Special fee.

**NURS 516 Principles of Pharmacology (3 credits)**

Restriction(s): Admission to the Prelicensure MSN Degree program with a concentration in Care Coordination and Transition Management. This course is designed to examine pharmacological concepts relevant to the provision of care for diverse populations across the lifespan and health illness continuum. Building upon the sciences of biology, anatomy, physiology, and pathophysiology, this course uses pharmacotherapeutics principles to classify medications currently used to treat and prevent common diseases. Emphasis is placed on the mechanism of action, therapeutic effect, side effects, interactions, and toxicities of commonly used agents. Genetic, genomic and economic implications are discussed. Registered nurses' professional accountability for ethical and legal practice, patient safety, effective communication techniques, and patient and family caregiver education are presented. Drug seeking, substance abuse, diversion, and issues of polypharmacy for particular populations are explored.

**NURS 520 Nursing Research and Evidence Based Practice (3 credits)**

Restriction(s): Admission to the MSN program. This course is designed to provide advanced practice nurses the skill to use research evidence in decisions related to clinical practice. Students formulate practice-based questions, search databases to identify evidence, and evaluate the quality of research. Students examine the application of the evidence in clinical practice to improve the provision and quality of care. Ethical considerations in conduct of research and practice change are explored.



**NURS 524 Principles of Health Assessment (4 credits)**

Restriction(s): Admission to the Prelicensure MSN Degree program with a concentration in Care Coordination and Transition Management. This didactic and clinical course applies the nursing process to health, physical, psychosocial, and cultural assessment skills necessary for developing a comprehensive database, clinical decision making, and diagnostic reasoning. Students use therapeutic communication, knowledge of growth and development, and normal physiology to document a culturally sensitive person-centered comprehensive health assessment for simulated persons across the lifespan. Critical thinking skills are employed to identify risk factors and social determinants that impact health status, safety, and the teaching learning process for individuals and families. Students acquire essential cognitive, psychomotor, and behavioral competencies to perform a comprehensive health assessment.

**NURS 525 Advanced Health Assessment (4 credits)**

Restriction(s): Admission to Post-licensure MSN program in Direct Care concentration and Pre-licensure MSN program. The course presents the theoretical and clinical principles of advanced health assessment. Emphasis is placed on the physical, psychosocial, and cultural assessment skills necessary for developing a comprehensive database, clinical decision making, and diagnostic reasoning. Application of advanced health assessment skills necessary for performing a comprehensive physical examination of individuals within the context of family and community across the lifespan are explored. A plan of care is developed based on the nursing process. Special fee.

**NURS 535 Genetics and Genomics (3 credits)**

Restriction(s): Admission to Post-licensure MSN program in Direct Care concentration and Pre-licensure MSN program. This course explores the field of genetics and genomics and implications for advanced nursing practice. Knowledge of genetics and genomics is essential for health care providers in evaluating needs of individuals and families. The course will review principles of molecular biology in relation to the clinical basis of human genetics and genomics in the provision of clinical care for persons and families across the healthcare continuum.

**NURS 600 Nursing Education: Assessment and Evaluation (3 credits)**

Restriction(s): Admission to Post-licensure MSN track with concentration in Nursing Education. This course assesses theories and strategies of measurement and evaluation as they apply to nursing education. Theories of measurement and evaluation are combined with outcomes based approaches to promote safe, effective professional nursing practice.

**NURS 601 Care Coordination for Adults and Elderly I: Didactic and Practicum (6 credits)**

Restriction(s): Admission to Pre-licensure MSN degree track. This didactic and practicum course examines the provision of culturally congruent person and family centered nursing care for adult and elderly populations across the health illness continuum. This course focuses on the nurse's role providing and coordinating health promotion, disease and injury prevention, risk reduction, restoration of health, management of acute and chronic illnesses, and end of life care. Emphasis is placed on the provision of safe, quality nursing care that maximizes transprofessional communication and outcomes using best evidence for practice. Consideration is given to ethical, legal, spiritual, psychosocial, lifestyle, and cultural factors that influence health care decisions among diverse populations. Calculation and administration of medications, aseptic technique, therapeutic communication, and patient education are prioritized in this course to maximize safety and quality outcomes. Special fee.

**NURS 602 Care Coordination: Childbearing Family (6 credits)**

Restriction(s): Admission to Pre-licensure MSN degree track. This didactic and practicum course provides students with the knowledge required to assess risk, develop, implement, and evaluate plans of care across the health-illness continuum for culturally diverse childbearing families during prenatal, intrapartum, and postpartum periods. Students critically consider the implications of physiologic, genetic, economic, technological, cultural, nutritional, and environmental factors on childbearing and reproductive health. Health promotion, disease, injury prevention, risk reduction, restoration of health, and end of life issues are examined from a local and global perspective. Students apply best evidence to develop nursing diagnoses, plan, implement, and evaluate therapeutic interventions during the prenatal, intrapartum and postpartum periods. Safety in the calculation and administration of medications, aseptic technique, therapeutic communication, teaching learning, ethical, legal, spiritual, and psychosocial processes are explored.

**NURS 603 Care Coordination for Infants, Children, and Adolescents: Didactic and Practicum (6 credits)**

Restriction(s): Admission to Pre-licensure MSN degree track. This didactic and practicum course examines the continuum of health and illness among infants, children, and adolescents within the context of family and community. The nurse's role as a member of the transprofessional team providing and coordinating health promotion, disease and injury prevention, risk reduction, restoration of health, and palliative care is explored. Students critically consider the implications of physiologic, genetic, economic, technological, cultural, nutrition, and environmental factors that influence infants, children, and adolescents' health. Consideration is given to the unique ethical, legal, spiritual, psychosocial, and cultural factors that influence nursing care for pediatric populations.

**NURS 604 Care Coordination for Family Centered Behavioral Health: Didactic and Practicum (6 credits)**

Restriction(s): Admission to Pre-licensure MSN degree track. This didactic and practicum course examines the provision of culturally congruent family centered psychiatric mental health nursing care for children, adolescents, adults, and the elderly in the context of family and community. The nurse's role providing and coordinating health promotion, disease prevention, risk reduction, restoration of health, acute, and chronic disease management is explored. Students examine factors that contribute to development, expression, and alteration in mental health, including genetics, brain function, developmental level, social, and physical environments. Students apply best evidence to the nursing process to maximize transprofessional communication, safety, and outcomes. Safety in the calculation and administration of medications, therapeutic communication, and family centered education are prioritized. Consideration is given to ethical, legal, spiritual, psychosocial, physical, lifestyle, personal preferences.

**NURS 605 Context of Healthcare for Nursing Leadership (3 credits)**

Restriction(s): Admission to Post-licensure MSN track with concentration in Nursing Administration. This course examines the scope and status of professional roles and responsibilities of nurses prepared to assume accountability for quality care outcomes; navigate and integrate care services across the healthcare system; collaborate with and build transprofessional care teams; design innovative nursing practices; and facilitate the translation of evidence into practice. This course focuses on personal leadership, associated skills, and knowledge to practice in a leadership capacity. Course activities focus on understanding the forces driving the contemporary and continuously changing healthcare environment.

**NURS 606 Population and Global Health: Didactic and Practicum (6 credits)**

Restriction(s): Admission to Pre-licensure MSN degree track. This didactic/clinical course explores the impact of population and global issues on the health of individuals, families, and communities. The role of the community health nurse is examined using principles of epidemiology, transcultural communication, environmental concern, health care management, and resource allocation. Levels of prevention are explored. Community assessment, epidemiologic, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in a community setting. Special fee.

**NURS 607 Care Coordination for Adults and Elderly II: Didactic and Practicum (6 credits)**

Prerequisite(s): NURS 601. Restriction(s): Pre-licensure MSN students. This didactic and practicum course is designed to further develop the student's attainment of the understanding of the role of the Professional Nurse as Care Coordinator, by utilizing culturally congruent person and family centered nursing care for adult and elderly populations across the health illness continuum. This course focuses on the nurse's role providing and coordinating health promotion, disease and injury prevention, risk reduction, restoration of health, management of acute and chronic illnesses, and end of life care. Emphasis is placed on the provision of safe, quality nursing care that maximizes transprofessional communication and the ability to function as an active member of the interdisciplinary health care team. Students continue to develop their knowledge to provide safe, evidenced-based care. Students will participate in simulation and clinical practice.

**NURS 608 Research Ethics (3 credits)**

Restriction(s): Admission to Post-licensure MSN track with concentration in Clinical Research. This course will examine the ethical conduct of research. Ethical issues that researchers may encounter are discussed in relation to utilization of applicable guidelines. Topics include data fabrication, data falsification, plagiarism, conflicts of interest, data management, collaborative research, authorship and publication, peer review, animal experimentation, and human subject's research. The course is designed to meet NIH requirements for training in the responsible conduct of research.

**NURS 610 Nursing Education: Curriculum Development (3 credits)**

Restriction(s): Admission to Post-licensure MSN track with concentration in Nursing Education. The process and elements of curriculum development needed for the role of educator in academic and clinical settings are explored. Factors related to content and organization of curricula are examined. Students design and evaluate a curriculum appropriate for use in academic or clinical settings. Curriculum frameworks, philosophies, objectives, and course content essential to health care education are explored. Legal and ethical issues affecting curriculum development are examined.

**NURS 615 Resource Utilization and Development (3 credits)**

Restriction(s): Admission to Post-licensure MSN track with concentration in Nursing Administration. This course examines nursing's contribution to revenue and financial stability of healthcare systems. Students are introduced to the budgeting process, personnel allocation, staff development, and other financial aspects of the healthcare system. The role of the nurse leader related to resource utilization is explored.

**NURS 618 Clinical Research Coordination (3 credits)**

Restriction(s): Admission to Post-licensure MSN track with concentration in Clinical Research. This course will examine the knowledge and skills necessary for managing a research study or program that is compliant with the protocol, federal regulations, and institutional policies. Topics include ethical conduct of research, roles and responsibilities, defining and identifying health disparities, and working with the Institutional Review Board. Informed consent, adverse events, protocol deviation and quality assurance are explored. Students are prepared to collect and analyze data.

**NURS 620 Nursing Education: Teaching Methods Seminar and Practicum (3 credits)**

Restriction(s): Admission to Post-licensure MSN track with concentration in Nursing Education. This didactic and practicum experience will engage instructional strategies to enhance interdisciplinary learning experiences in health professions education. Instructional methods will include collaborative educational models, small and large group teaching, team-based, interactive and experiential case-based learning. Techniques will include the use of simulation, bedside teaching with a focus on educator behaviors that enhance learner's success. Participants will integrate technology into instruction to develop health professions curricula which affect the learning environment. Practicum experience will engage the student to effectively plan for the use of the instructional technology. Evidence of participants' knowledge and application of course topics will be captured in a professional portfolio. Students will complete both the didactic component and 60 practicum hours.

**NURS 625 Program Planning and Evaluation (3 credits)**

Restriction(s): Admission to Post-licensure MSN track with concentration in Nursing Administration. This course focuses on the leadership role of the nurse administrator in program planning and evaluation. Students examine the social, cultural, environmental, political, and economic contexts of health promotion and illness prevention policies and programs. Characteristics of effective interventions are explored. The process of planning, implementing, and evaluating health promotion programs in a variety of settings will be examined from a nursing perspective. Proposals for health promotion or illness prevention programs with an evaluation plan will be developed.

**NURS 628 Special Topics in Clinical Research Trials (3 credits)**

Restriction(s): Admission to Post-licensure MSN track with concentration in Clinical Research. This course examines the clinical research coordinator role and responsibilities in relation to the interprofessional research team, the study protocol, the Goals of Good Clinical Practice and International Council on Harmonization guidelines, and Federal Regulations. Established standards are applied in the clinical setting under the supervision of clinical faculty/preceptors. Students will complete both the didactic component and 60 practicum hours.

**NURS 635 Strategic Management Practicum (4 credits)**

Restriction(s): Admission to Post-licensure MSN track with concentration in Nursing Administration. Students explore dimensions of leadership, knowledge and skills required to fulfill the role of nurse leader. Leadership styles and self-assessments are explored to create a professional development plan. Mentoring in a practicum experience affords opportunities to cultivate requisite interpersonal, leadership, advocacy, and planning skills necessary for the nurse administrator. Students will complete both the didactic component and 60 practicum hours.

**NURS 640 Nursing Synthesis Capstone Project (4 credits)**

Restriction(s): Admission to the MSN program. Synthesizing concepts from prior coursework, students will immerse in the concentration area and develop a portfolio that demonstrates competency in the Master's Essentials (AACN, 2011). This is a precepted field experience, guided by an expert in the concentration and a University faculty member. Students will complete both the didactic component and 90 practicum hours.

**NURS 641 Nursing Synthesis Coordination Capstone (6 credits)**

Corequisite(s): NURS 604. Prerequisite(s): NURS 606 and NURS 607. Restriction(s): This is the final course in the pre-licensure MSN degree program. Synthesizing concepts from prior coursework, students will immerse in care coordination and transition management and generalist nursing practice to demonstrate competency in the Master's Essentials (AACN, 2011). Students will complete both the didactic component and 150 practicum hours. The clinical immersion program consists of a series of structured learning experiences designed to promote transition from the student to the first professional nursing role. Students provide nursing care in structured health care settings to individuals and groups as fully integrated members of the health care team.

**NURS 650 Independent Study in Post Licensure Graduate Nursing (1-4 credits)**

Prerequisite(s): Departmental Approval. Restriction(s): Post-licensure MSN degree students only. Written permission of the Post-licensure MSN director, advisor and course instructor must be secured prior to enrolling in this course. Under faculty guidance and supervision, this seminar or practicum course allows post-licensure MSN students to explore areas in their nursing concentration to further expand their knowledge and expertise in this specialty.

**NURS 680 Substance Use Disorders: Diagnosis to Recovery 1 (3 credits)**

This course delivers a comprehensive overview of substance use disorders from diagnosis to recovery. The course follows this continuum from use and dependency to abuse and recovery. It delves into the role of the healthcare professional working with patients, families, and communities, identifying the most recent cutting-edge interventions in Substance Use Disorder (SUD), the legal and ethical issues, the impact of institutional racism, and the need for community education, resources, and overdose prevention.