



School of Nursing



School of Nursing

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Adjunct Professor Emerita: Carole Blair

Adjunct Clinical Professor Emerita: Judith Treistman

Adjunct Professors: George Tortora, Stephen Vitkun

Adjunct Clinical Associate Professor: Virgeline Bowie

Adjunct Clinical Assistant Professors: Lynn Adams, Susan Aiello, Rebekah Alpert, Gloria Barbera, Sabra Boughton, Jonathan Briggs, Diana Brown, Karen Burgess, Janet Byrnes, Theresa Manning-Carter, Linda Cimino, Maria Colandrea, Marilyn Conner, Margaret Culhane, Kathleen Culver, Eileen Daley, Michelle Davi, Lynn Davis, Laura DeSimone, Sharon Doyle, Robert Fritts, Linda Ekert, Nora Geiser, Joan Torp Genco, Kathleen Gorman, Theresa Grimes, Judith Hamann, Susan Kenney Hamill, Thomas Harrison, Marybeth Heyden, Nancy Hill, Patricia Jacobowitz, Erica Keller, Mary Beth Koslap-Petraco,

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Adjunct Clinical Instructors: Debbie Fitzgerald, Renee Ennis, Arlene M. Fitzmaurice, Karin Ganetis, Margaret Kelly, Karen Kelly-Sproul, Jennifer Leonardi, Margaret Stolz, Linda Vlay, Colleen Walsh-Irwin

Adjunct Clinical Lecturers: Andrea Carson, Harriet Hellman, Colleen Walsh-Irwin, Jennifer Leonardi, Jean Lewis, Rita Lincoln, M. Veronica McKinnon, Kathleen Monahan, Peter Monsen, Jean Mueller, Margaret Stolz, Linda Vlay

Adjunct Lecturers: Karen Halpern, Mary Jane Johnson, Peter Monsen

The School of Nursing (SON) offers three degree programs: a Bachelor of Science (B.S.) with a major in nursing, a Master of Science (M.S.) with a major in nursing and a Doctor of Nursing Practice (D.N.P.). The undergraduate curriculum prepares generic students to become knowledgeable participants in the delivery of comprehensive healthcare within hospitals, other healthcare agencies and community settings through upper division Basic Baccalaureate programs (B.B.P.) and Accelerated Bachelor of Science programs (A.B.S.). Registered nurses can complete their baccalaureate degree (B.S.) through the registered nurse baccalaureate program (R.N.B.P.) or select the B.S./M.S. option to complete both the undergraduate and graduate degrees in nursing.

The Master of Science degree prepares students for advanced practice roles as nurse practitioners and clinical nurse specialists in adult health which could include primary, acute and critical care, child health, perinatal and women's health, neonatal health, community and mental health, family health/primary care, and as nurse midwives.

The School of Nursing offers an advanced graduate certificate program for nurses with masters degrees to continue their education by preparing for advanced practice as nurse practitioners in adult health which could include primary, acute and critical care, child health, perinatal and women's health, neonatal health, community and mental health, family health/primary care, and as nurse midwives.

The Doctor of Nursing Practice (D.N.P.) has been developed by members of the American Association of Colleges of Nursing in collaboration with the leadership of specialty organizations and the National Organization of Nurse Practitioner Faculties as nursing's response to the growth of scientific knowledge in the discipline and the growing complexity of healthcare. It is meant to be the highest level of education for clinical practice in nursing and differs substantially from other models of doctoral education.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), (202)-887-6791 and the American College of Nurse-Midwives (ACNM) Division of Accreditation
8403 Colesville Road, Ste. 1550
Silver Spring, MD 20910-6374
Phone (240) 485-1800; Fax (240) 485-1818
info@acnm.org www.midwife.org

Mission Statement

The mission of the School of Nursing is to provide accessible, high quality undergraduate, graduate, and related nursing education to geographically dispersed students representative of all segments of the population. The mission will be accomplished through innovative programs that reflect the need and current trends of society while promoting continuing professional growth.

Philosophy

Nursing education is based on a commitment to meet the healthcare needs of a complex and culturally diverse society. Such education begins with a comprehensive understanding of human interaction with the environment through a synthesis of the arts, sciences, humanities, and life experience. The faculty believes that education is a shared undertaking, wherein the faculty role is that of facilitators and learner is an active

participant in obtaining knowledge. Ongoing data collection, evaluation, and change, based on sound rationale, are inherent components of the educational program.

The faculty believes that nurses must be prepared to initiate and facilitate change in the world's evolving healthcare environment through communication, collaboration, negotiation and leadership. Graduates are prepared to provide patient care, recognizing its contextual nature, and to adapt evidence-based guidelines to novel circumstances utilizing analytical skills.

The faculty believes that professional nursing practice involves a systematic process of data collection, assessment, diagnosis, intervention, evaluation, and ethical sensitivity based upon a sound body of knowledge. The role of the professional nurse is multifaceted and innovative, requiring competencies in primary, secondary, and tertiary care for participation in a wide variety of settings. Health policy, scientific and cultural competence, and principles of social justice are integrated in nursing action.

The philosophy that guides baccalaureate education also guides graduate education. The faculty believes that nurses must be prepared for complex roles in which they function as direct providers of healthcare and participate as managers, consultants, educators, and researchers. Relationships among faculty, other clinical experts, preceptors and students facilitate the integration of theory, research, and clinical application in the curriculum. Nursing education at Stony Brook University reflects the reality of practice while preparing students with the knowledge to provide, transform and direct healthcare across a variety of settings.

Goals

- Educate a diverse population of students for professional nursing practice in a variety of settings
- Provide educational access to geographically dispersed students through innovative programs and evolving technologies
- Contribute to the scholarly development of the profession through integration of theory, research and clinical practice
- Provide an educational foundation to promote cultural competence, ethical sensitivity, leadership and life-long learning
- Prepare for global improvement of healthcare through individual, collaborative and interdisciplinary efforts
- Provide an environment and infrastructure that supports faculty teaching, scholarship, research, service and practice
- Provide a mechanism for continuous program assessment, outcomes evaluation and improvement

Bachelor of Science Program Objectives

Upon completion of the program the student will be able to:

1. Utilize nursing processes to provide health promotion, health maintenance and restoration of diverse populations of patients.
2. Use theory to conceptualize health responses of diverse population of patients.
3. Apply research findings to improve nursing practice.

4. Apply principles of leadership and management in nursing and healthcare delivery.
5. Demonstrate accountability for quality improvement in nursing practice.
6. Participate in interdisciplinary collaboration to improve healthcare and health outcomes through advocacy, activism and change.
7. Demonstrate ethical and social responsibility.
8. Demonstrate continuous professional development

Master of Science Program Objectives

Upon completion of the program, the student will be able to:

1. Provide first contact and/or continuing healthcare for diverse populations of patients.
2. Apply theory to provide evidence-based clinically competent care.
3. Utilize research process and methods for analyzing healthcare and outcomes.
4. Distinguish the difference between leadership and management.
5. Contribute to the continuous improvement of health-care systems.
6. Synthesize knowledge obtained from nursing and related sciences for application to clinical practice to promote the global improvement of healthcare.
7. Promote ethical and social responsibility for quality healthcare.
8. Pursue advanced professional development.

Doctoral Program Objectives

Upon completion of the program, the student will be able to:

1. Analyze scientific data related to healthcare models and strategies that affect population health.
2. Maintain accountability for quality healthcare by evaluating methods which improve complex healthcare delivery systems.
3. Synthesize relevant findings from evidence for practice to improve healthcare outcomes.
4. Employ leadership skills for interprofessional collaboration that improve patient and population health outcomes.
5. Utilize information systems technology to evaluate outcomes of care, care systems, and quality management.
6. Integrate knowledge from nursing and other sciences as the foundation for the highest level of advanced nursing practice.
7. Participate in development and implementation of healthcare policies that promote ethical and social responsibility.
8. Evaluate clinical competence and organizational skills appropriate to area of specialization through life-long learning and reflection.

Pre-Admission Information

Pre-Admission information about programs and admission requirements in the SON are offered on the Web site under the Office of Student Affairs (www.nursing.stonybrook.edu). Information sessions are held in the School of Nursing, with

dates and times posted on the Web site. Due to limited seating, registration to attend a specific session must be made by calling (631) 444-3200 (select option “8”).

Applications

The School of Nursing requires all applications to the various programs to be complete and submitted online by the published deadlines for each program in order to be considered for review by the AAS (Admissions and Academic Standards) Committee. A personal interview may be required of qualified applicants. All applicants who have submitted completed applications will be notified of the decision regarding their application. Information regarding application to SON programs may be found at www.nursing.stonybrook.edu

Admission to the nursing program is highly competitive. Meeting minimum criteria for admission does not guarantee acceptance. The School of Nursing reserves the right to make final decisions based upon the applicant pool each year.

Non Matriculated Students

A non-matriculated student admitted to the School of Nursing may take selected courses up to six credits by permission. Permission must be granted through the Office of Student Affairs.

Completion of all programs is required within a five-year period from admission.

Student Advisement

All students are assigned an academic advisor who is responsible for ongoing academic counseling. Students are required to meet with their advisor before each registration period, at mid-term, and at the end of each term. It is expected that all students will follow the prescribed program and/or pathway. If any variation is needed or requested, students must contact their academic faculty advisor regarding any potential change. If approved, a revised pathway will be required and submitted to the Office of Student Affairs to facilitate course(s) registration.

Tuition and Fees*

For detailed information about tuition and fees, see the “Financial Information” section in this Bulletin. A Distance Learning fee is assessed in addition to University tuition and fees* as follows.

Fall	\$236
Spring	\$236
Summer	\$150

D.N.P. Tuition

The tuition will be charged per credit for NYS residents (\$476 per credit) and out-of-state residents (\$762 per credit). Additional University fees may be charged as appropriate.

*All fees are subject to change without notice.

Financial Aid

Some financial aid programs are administered by the University, others by federal and state agencies to which the student applies directly. The Office of Student Services is located in the Health Sciences Center, Level 2, Room 271; the telephone number is (631) 444-2111 or e-mail hscstudentservices@stonybrook.edu. For additional information on financial aid, visit www.uhmc.sunysb.edu/studserv.

Grading Policy

The School of Nursing follows the grading policies stated in this Bulletin with the following exceptions:

1. Grades of C- or less are not considered passing on any level of study.
2. Grades below C result in academic review for possible termination.
3. Students receiving an incomplete grade may be required by faculty to register for a varying number of credits in continuing coursework.
4. S/U may be assigned to select courses.

A C- is considered a failing grade in the School of Nursing.

Academic Sanctions

The criteria for students to maintain enrollment in good standing in the School of Nursing are satisfactory performance in all academic and clinical components of the program. Failure to meet standards for academic progression may result in an academic sanction.

Warning Unsatisfactory performance shown by unsatisfactory grades, academic and/or clinical dishonesty, or unprofessional behavior.

Jeopardy Final grade below C in any required course or a cumulative GPA below 2.0 for undergraduates; cumulative GPA below 3.0 for graduates; failure to comply with faculty recommendations following academic warning; academic and/or clinical dishonesty, or unprofessional behavior.

Deceleration An interruption in the normal progression through the clinical sequence of courses in any of the nursing programs. Deceleration may be recommended in specific student situations.

Suspension A mandated temporary leave initiated by the faculty or the clinical instructor/preceptor while questionable actions of a student are being investigated by the Admissions and Academic Standards Committee.

Termination is a mandated expulsion of the student from the nursing major as determined by the Dean. A student may be terminated from the nursing program for any of the following circumstances:

1. As a result of an unresolved academic warning or jeopardy
2. As a result of a substantiated suspension
3. As a result of failure to register for two (2) consecutive semesters.

Academic Integrity

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Academic dishonesty can range from simple breach of class or University guidelines, such as using a cell phone in an exam, to very serious cases, which may result in expulsion. Academic dishonesty shall be defined as misrepresentation of authorship or in any fashion falsifying part or all of any work submitted or intended to be submitted for academic credit. Such misrepresentation or falsification includes, but is not limited to, the use of supportive documentation, mechanical aids, mutual cooperation not authorized by faculty, plagiarism or theft of academic materials.

The principles of academic dishonesty also apply to those courses taken during the clinical phases of any program which are taken for credit or otherwise required for completion of the program. Owing to the critical nature of such requirements and student responsibility for the welfare of patients and agencies providing healthcare, academic dishonesty is further defined to include falsification of patient or agency records, violating accepted codes of professional ethics, or engaging in activities which might endanger the health or welfare of patients. If a student is found guilty of academic dishonesty, he or she may be suspended or terminated from the program with the concurrence of the Dean.

Scholarly and Scientific Misconduct

While most cases of academic dishonesty fall under the jurisdiction of the judiciary committees, students involved in allegations of scholarly or scientific misconduct as defined below are subject to the campus policy and procedure for investigating such allegations as filed in compliance with the requirements of the Public Health Service's Office of Research Integrity.

Scholarly and scientific misconduct are defined as:

Fabrication, falsification, plagiarism, or other serious deviation from accepted practices in proposing, carrying out, or reporting results of scholarly activities.

Appeals

The School of Nursing's policies on appeals on academic issues are initiated with the academic advisor and processed through the Committee on Admissions and Academic Standards. If further action is needed, students are advised via that committee. Students appealing a decision by the committee may appeal in writing to the Dean within two weeks after being notified of the decision.

Clinical Practice Responsibilities

To participate in clinical experiences, students must submit the following: a completed health form; record of immunizations and titers; health insurance card; Basic Life Support and

malpractice insurance \$1 million/\$3 million and R.N. licensure/re-registration where applicable.

Students in the Registered Nurse Baccalaureate Program and Masters program must submit a copy of and maintain a current R.N. license. New York State applicants must submit a copy of the current NYS Infection Control Certificate. Students in the Masters program must submit Student Nurse Practitioner or Midwife Malpractice Insurance of \$1 million/\$3 million. All students must submit yearly renewals of their R.N. license, malpractice insurance, Basic Life Support and health form.

Students must adhere to clinical dress code and school of nursing identification policy. Id badges must be worn at all times while participating in class and clinical experiences. Clinical placements may depend on successful preceptor/ student interview. Some clinical agencies may have additional requirements. Students are responsible for arranging personal transportation to and from the clinical site.

Technical Standards for Admission and Retention

The Stony Brook University School of Nursing faculty has specified technical standards critical to the success of students in any Stony Brook University nursing program. Qualified applicants are expected to meet all academic admission criteria, as well as these technical standards, appropriate to their program of study.

Observation

The applicant/nursing student must be able to participate actively in all classroom, clinical, and laboratory exercises. The applicant/nursing student must be able to assess and comprehend the condition of all patients assigned to her or him. Such observation and information acquisition usually requires the functional use of visual, auditory, olfactory, and somatic senses.

Communication

The applicant/nursing student must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty, staff, and all members of the healthcare team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.

Sensory/Motor

The applicant/nursing student must be able to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions for the purpose of demonstrating competence to safely engage in the practice of nursing. The applicant/nursing student must have sufficient motor function to elicit information from patients and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

Intellectual-Conceptual, Integrative, and Quantitative Abilities

The applicant/nursing student must be able to measure, calculate, analyze, synthesize, and evaluate to engage completely in the safe practice of nursing.

Behavioral and Social Attributes

The applicant/nursing student must have the emotional health to fully use her or his intellectual ability, exercise good judgment, and complete all responsibilities attendant to the diagnosis and care of patients. The practice of nursing requires applicants/nursing students to be able to develop mature, sensitive, and effective relationships with patients and colleagues. To provide safe patient care applicants/nursing students must possess characteristics of adaptability, flexibility, and be able to function in the face of uncertainty.

The healthcare environment requires applicants/nursing students to be able tolerate physical and emotional stress and continue to function effectively and efficiently. She/he must have a high level of compassion for others, motivation to serve, integrity, and a consciousness of social values.

Candidates and students must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.

Technical Specifications for On-Site and Distance Education Programs

Computer and Data Communication Requirements

All students, both on-site and distance, will have selected courses, many of which are available primarily by computer. Each student entering the School, both on-site and distance, must have access to a Windows-based computer, which they are responsible to maintain. The following is a detailed description of the computer hardware, software, and data communication requirements. Please take the time to familiarize yourself with these requirements to assure that your computer system fully meets them.

Hardware Requirements

Most current Microsoft Windows-based computers, including those purchased within the past three to five years, will well exceed the minimum computer requirements listed below. Should you be considering the purchase of a new computer, it is strongly recommended that you consider the purchase of Windows-based notebook computer with wireless connectivity, which will enable you to take advantage of future advances in wireless connectivity provided by the School.

- Microsoft Windows-based computer with a Pentium III or greater processor required
- 256 megabytes of memory (RAM) or greater required
- Multimedia system including DVD preferred, CD-ROM required, sound card, speaker, and/or headphones required
- Minimum 1 gigabyte hard drive with 500 megabytes available for School supplied software
- Super VGA monitor
- Mouse or pointing device

- 56K modem if dial-up Internet service is to be used
- Printer optional (inkjet or laser)

Please Note: Macintosh computers are not supported. Also, some models of inexpensive inkjet printers lack sufficient on-board memory and do not print graphics well.

Software Requirements

- Windows XP is recommended for new purchases. Other versions of Windows, including Vista are supported
- MS Word, PowerPoint required; current version MS Office 2007 recommended; MS Office XP acceptable; MS Office 2000 and 97 are not supported
- Internet browser software: current versions Microsoft Internet Explorer and Mozilla Firefox acceptable; Netscape Navigator and AOL browsers are not supported
- Adobe Acrobat Reader software version 7.0 or higher
- Virus scanning software highly recommended, such as Norton or McAfee

Please Note: Current versions of MS Office and Symantec anti-virus can be obtained free from Campus. See School of Nursing web page for further detail. Availability may vary.

Internet Connection

An Internet connection is required from an Internet Service Provider (ISP) or cable company.

Please Note: It is strongly recommended that students use their own computers and do not share a computer with others when completing the Distance Education Program. Students are required to maintain their computer hardware and operating systems in proper functioning order.

Awards, Scholarships, and Honors

Degree candidates may receive school or departmental awards for superior performance upon recommendation of the faculty.

Dean's List

Each semester, part-time students must have completed at least six credits of letter-grade work in order to be considered.

Degrees with Distinction

School of Nursing undergraduate students are eligible for Degrees with Distinction. Degrees with Distinction are conferred on candidates for the Bachelor of Science degree who have completed at least 55 credits at Stony Brook, excluding special examination and waiver credit, (or 43 credits for Registered Nurse Baccalaureate students), and who attain the requisite grade point average (determined by the registrar). The levels of distinction are *summa cum laude*, *magna cum laude*, and *cum laude*, and constitute approximately the 98th percentile, the 93rd percentile and the 85th percentile, respectively.

The grade point average cutoffs for the three levels of distinction are: *summa cum laude*, 3.85; *magna cum laude*, 3.70; and *cum laude*, 3.50.

Attainment of a degree with distinction is indicated on the student's diploma and permanent academic record.

Honor Society

The Kappa Gamma Chapter of Sigma Theta Tau International was chartered in 1988 and is the honor society for the School of Nursing. Graduate and Undergraduate students are eligible based upon criteria as established by Sigma Theta Tau International Inc.

Scholarships and Awards

School of Nursing graduating students are eligible to apply for, or may be nominated by the School of Nursing Awards Committee, to receive University awards as they are applicable. School of Nursing students have frequently received the Distinguished Community Service Award. (Refer to the "Academic Regulations and Procedure" section at the beginning of this Bulletin for a complete list of available awards.

Helen Bang Award

Awarded to a student who has demonstrated potential for being an outstanding nurse in medical surgical clinical practice.

Yvonne Corrine Headley-Harmon Award

Awarded to a student who demonstrates community service and academic excellence.

Stony Brook Foundation Awards

Awarded to basic baccalaureate and registered nurse baccalaureate students graduating with the highest grade point average.

Dorothy Popkin Award

Awarded to a basic baccalaureate student who has demonstrated excellence in psychiatric/mental health nursing.

Health Sciences Undergraduate Award

Awarded to a junior student in the Health Sciences who demonstrates academic excellence and outstanding non-academic service activities on campus and in the community.

Sandra Shaw Student Nurse Practitioner Award

Awarded to a graduate student currently enrolled in clinical courses and maintaining a "B" average.

Dean's Award

Awarded to a graduating student that demonstrates overall excellence, and has contributed recognizably to the nursing program.

David Douglas Memorial Award

Awarded to a graduating nursing student who is or is related to a veteran and who has demonstrated academic excellence and service to the aging population.

Hugh J.B. Cassidy Award

Awarded to a graduating nursing student(s) who has demonstrated academic excellence and service to the aging population.

Ora James Bouey Scholarship

Bi-annual scholarship to undergraduate nursing students of African American and economically disadvantaged backgrounds. Students must maintain an overall GPA of 2.5.

Debbie Whitmore Award

Awarded to a student who demonstrates academic excellence, significant contribution to student life and athletics on campus and within the community.

Doretta Dick Award

Awarded to a graduating student(s) who showed excellence in scholarly writing.

Nursing Clubs/HSCSA Organizations

The Health Sciences Center Student Association (HSCSA) represents all HSC undergraduate students enrolled in the Schools of Health Technology and Management, Nursing, and Social Welfare. HSCSA sponsors numerous activities and programs during the year to meet the social and academic needs of students. It also promotes interprofessional understanding and education by fostering joint activities among students in the different health professions programs.

National Student Nurse's Association – Stony Brook Chapter

The mission of the National Student Nurse's Association-Stony Brook Chapter is to: organize, represent and mentor students preparing for initial licensure as registered nurses, as well as those enrolled in baccalaureate completion programs, convey the standards and ethics of the nursing profession, promote development of the skills that students will need as responsible and accountable members of the nursing profession, advocate for high quality health care, advocate for and contribute to advances in nursing education and develop nursing students who are prepared to lead the profession in the future.

New York Pre-Nursing Society

The Pre-Nursing Society was founded in 2003 by Roxanna Minero with the goal and intentions of educating students on the west side of Stony Brook's campus about Stony Brook's School of Nursing and the nursing profession. Participating students have the opportunity to become involved within the community, helping them to observe firsthand some of the roles of a nurse. Some of the volunteer services include, monthly visits to the Veteran's Nursing Home, the Walk for Beauty, the Special Olympics, Light the Night Walk, and the Lupus Walk.

Admission**Academic Requirements for Admission to Upper-Division Undergraduate Program**

Applicants to the nursing undergraduate program must achieve upper-division status (57 credits) with a cumulative grade point average of 2.5 to be admitted to the school. The school encourages applications from transfer students as well as applicants from Stony Brook University.

Interested students are advised to complete all general University requirements by the end of their second year of undergraduate work. Refer to "Requirements for the Bachelor's Degree" in this Bulletin for general requirements.

These include a minimum of 57 credits which must be earned prior to beginning the program. Students must have completed courses with a grade of C or higher in the following:

Required Courses	Credits
English Composition	3
Sociology	3
Psychology	3
Developmental Psychology	3
Microbiology	3-4
Anatomy and Physiology	6-8
Chemistry I	3-4
Chemistry II or any other science (e.g. Biology/Physics/Genetics)	3-4
Group Theory/Group Process/Social Psychology	2-3
Statistics	3
Arts and Humanities	9
Electives (must be non-nursing courses)	16
Total (minimum)	57

Recommended Courses

Introduction to Computers/Database
Physics
Anthropology
Political Science
Philosophy
Africana Studies

Required Documentation

This documentation must be received by the stated application deadline in order for the application to be considered.

- Three letters of recommendation
- Meet all Technical Standards for Admission and Retention
- Personal Statement
- Official transcripts from all colleges/universities
- Transcripts evaluated by World Education Services (WES), if applicable
- Paid application fee

Additional Admission Requirements

- Evidence of meeting University health requirements
- Evidence of health insurance
- Evidence of Student Nurse Malpractice insurance
- R.N. license required within 6 months of admission (required for clinical experience in the U.S.)
- Certification in Basic Life Support for Health Care Providers with AED

Progression Requirements, Junior to Senior Level

To advance to the senior level, students must have completed at least 84 credits, including all junior level courses of the applicable program (B.B.P. or R.N.B.P.) with grades of C or higher. Students must maintain a cumulative grade point average of 2.0.

Undergraduate Transfer Credit

- Five-year age maximum on courses with a grade of A or B only.
- May transfer up to a maximum of six credits toward another degree.
- Six credits transferred are not counted in GPA from Stony Brook University nor do they count toward residency requirements.

Graduation Requirements

All Health Sciences Center candidates for Bachelor of Science degree must satisfy all University graduation requirements, as well as the Health Sciences Center school requirements for the specific degree. At least 120 credit hours of passing work must have been completed for the Bachelor of Science degree. Each candidate must earn at least 39 credits in upper division courses (numbered 300 and higher) and have an overall cumulative grade point average of at least 2.0.

Basic Baccalaureate Programs (B.B.P.)

Two-Year Program

The nursing curriculum, concentrated in the upper division years leads to the Bachelor of Science Degree with a major in nursing. Students enter the program having completed two years of general education which must include program prerequisites.

Accelerated Bachelor of Science Program (A.B.S.)

The accelerated bachelor of science program is designed for students who have already completed a bachelor's degree, either at the State University of New York at Stony Brook or another comparable institution. The concentrated nurse curriculum leads to a Bachelor of Science degree with a major in nursing.

This second bachelor's degree draws on the prerequisite courses from the humanities and the natural and social sciences as a means of assisting the student to gain comprehensive knowledge of individuals and their responses to actual or potential health problems. Students are provided learning experiences focused on individuals, families, groups and communities. In addition, students are exposed to various models of professional nursing and healthcare. Stony Brook University Medical Center is used as a clinical site along with numerous community agencies.

Admission Requirements

- B.A. or B.S. degree
- Minimum GPA 2.8
- Prerequisite courses:
 - Anatomy and Physiology (6-8 credits)
 - Chemistry I (3-4 credits)
 - Chemistry II or another science e.g. Biology/Genetics/Physics (3-4 credits)
 - Microbiology (3-4 credits)

Registered Nurse Baccalaureate Program (including B.S./M.S. Option)

Program Overview

The Registered Nurse Baccalaureate Program curriculum, concentrated in the upper division, leads to the Bachelor of Science Degree with a major in nursing. Students enter the program with either an associate degree or diploma in nursing.

The upper-division nursing major draws on the lower-division prerequisite courses from the humanities and the natural and social sciences as a means of assisting the student to gain comprehensive knowledge of individuals and their responses to actual or potential health problems. Students are provided learning experiences focused on individuals, families, groups and communities. In addition, students are exposed to a variety of models of professional nursing and healthcare. Clinical experiences in a variety of agencies are designed to meet the individual needs of students.

Admission Requirements*

All courses required for admission must be completed prior to enrolling in the School of Nursing at Stony Brook. Official transcripts from each school attended must be submitted in order to transfer the minimum of 57 credits, with a minimum cumulative GPA of 2.5. Grades below C will not be transferred.

Recommended Courses

Introduction to Computers

Advanced Placement Nursing Credits (28) for R.N. Students ONLY

R.N. Baccalaureate students with a minimum of one year of experience, are required to submit a Clinical Practice Portfolio to be evaluated for 28 advanced placement credits

Clinical Practice Portfolio

R.N. Baccalaureate students and Master of Science students with a non-nursing bachelor's degree are required to submit a clinical practice portfolio that will be evaluated for academic credit (R.N. student) or validation of baccalaureate level nursing competencies (Master of Science student with a non-nursing bachelor's-degree). These students must have minimum one year full-time clinical experience.

The portfolio must contain, if applicable:

- Current R.N. License
- History of clinical practice employment
- Letter of Comment from Employer
- Professional/Personal development
- Copy of most recent performance evaluation
- Clinical Practice Portfolio Assessment Tool
- Paid Application Fee

*See list of required courses on page 160

Registered Nurse Baccalaureate to Masters Option

The program for registered nurses provides the opportunity for practicing nurses to apply for admission to the master's program while completing study for the bachelor's degree. Applicants must be fully matriculated in the Registered Nurse Baccalaureate Program and must apply for acceptance to the B.S./M.S. option after

- all admission and continuation requirements are complete (Clinical Practice Portfolio, R.N. license)
- a minimum of 14 credits of the Registered Nurse Baccalaureate Program have been completed with a minimum GPA of 3.0

Applications for the B.S./M.S. option may be obtained from and returned to the Office of Student Affairs, School of Nursing. Following acceptance to the master's program, registered nurse baccalaureate students may use elective credits to take a maximum of six credits in core curriculum requirements in the master's program while completing their baccalaureate degree.

Computer-Mediated Distance Education Programs

This innovative program utilizes our expert faculty, highly trained computer staff, and the power of Lotus Notes™ as an infrastructure to deliver all didactic coursework, in seven different Masters of Science Nurse Practitioner Specialties and Nurse Midwifery. In addition, the Registered Nurse Baccalaureate program is offered in a distance education format. These specialties include Adult Nurse Practitioner, Family Nurse Practitioner, Neonatal Nurse Practitioner, Pediatric Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner, Perinatal/Women's Health, and Nurse Midwifery. Our faculty utilizes a variety of teaching modalities that include: lectures, case studies, self-paced worksheets, graphics, links to specific Web sites, interviews, collaborative workshops and examinations. We also maintain many clinical site affiliations throughout the United States and Canada. For further information about our innovative distance education programs and how to get started, please call the Office of Student Affairs at (631) 444-3200 or visit: www.nursing.stonybrook.edu

Academic Requirements for Admission to the Master of Science Programs,* Post Masters Certificate Programs* and Masters Completion Programs*

Masters of Science Degree (Minimum 45 Credits)

- Baccalaureate degree with an upper division nursing major (Non-Nursing Bachelor of Science or low cumulative average see information on page 156.)
- Undergraduate grade point average of at least 3.0
- Three letters of recommendation
- Registered professional nurse licensure (required for clinical experience in the United States)
- Three credit undergraduate course in Health Assessment (grade C or better) by advisement

- Three credit undergraduate course in Statistics (grade C or better) by advisement
- Certification in Basic Life Support for healthcare providers (HCP/BLS)
- Evidence of meeting University health requirements
- Technical Standard for Admission and Retention - see below
- Evidence of health and malpractice insurance
- Letter of intent-personal statement

Post Master's Advanced Certificate Program (Minimum 18 Credits)

- Master's degree in Nursing from an accredited program
- Minimum of one year recent relevant experience in a clinical setting is recommended
- Three letters of recommendation
- Registered professional nurse licensure (required for clinical experience in the United States)
- Three credit undergraduate course in Health Assessment
- Letter of intent-personal statement
- Current vitae/resume
- Certification in Basic Life Support for healthcare providers ((HCP/BLS))
- Evidence of meeting University health requirements
- Evidence of health and malpractice insurance
- Technical Standard for Admission and Retention

Masters Completion Program

By individual advisement.

Graduate Applications with Non-Nursing Bachelor's Degrees (HSN-D)

Applicants to a master's program with a non-nursing bachelor's degree are required to submit a Clinical Practice Portfolio to be evaluated for baccalaureate-level nursing competencies.

- Cumulative GPA 3.0
- Statistics (3 credits undergraduate level) by advisement
- Health Assessment course (3 credits undergraduate level) by advisement

Graduate Transfer Credit

- Five-year age maximum on courses with a grade of A or B only.
- May transfer up to a maximum of six credits toward another degree.
- Six credits transferred are not counted in GPA from Stony Brook University nor do they count toward residency requirement.

Challenge Evaluation Process

Students wishing to challenge a course must obtain permission from the course coordinator/instructor and then file for challenge examination with the Office of Student Affairs.

- Incoming and continuing matriculated undergraduate and

*The School of Nursing reserves the right to change admission and program requirements to meet prevailing accreditation and registration requirements. Graduates of these programs are eligible to apply for New York State certification as well as national certification in their respective specialties.

graduate students in good standing are eligible to challenge course work up to seven (7) credits. All students must meet University residency requirements.

- Challenge credit will not be awarded if the student has:
 - a. Previously taken and filed the course
 - b. Previously used the course required for another degree.
- The grade to be recorded for a challenge evaluation will be entered as a letter grade. If the student fails a challenge evaluation, it will not become part of the student's record and the student will be required to enroll in the course being challenged.
- If the student is not satisfied with the grade received on a challenge evaluation, the student may elect to take the course for which the challenge evaluation is offered and replace the challenge evaluation grade with the grade earned in the course.
- An appropriate special designation by the Registrar should appear on the transcript for each course passed by the challenge evaluation awarding appropriate course credits.
- Challenge evaluation credits are not counted as part of semester credit load for the purposes of academic standing regulations.
- Challenge evaluation credits are not included in the residency requirement for receiving a degree from Stony Brook University.
- Each department within the School of Nursing has the authority to determine the courses that can be challenged and the evaluation method used to challenge them.
- Evaluation methods chosen by the department for challenge evaluation may include, but are not limited to, standardized state or national exams, departmental exams, and whenever appropriate, field performance, oral examinations, and other formats.
- Credits for challenge evaluation must be submitted to the Office of Student Affairs for approval and processing through the Office of Student Services to the Registrar.

Procedure to Apply for the Challenge Evaluation

- The student communicates with course faculty and/or chair of department responsible for the course prior to or early in the academic program in which the course is offered.
- Obtain a challenge application from the Office of Student Affairs.
- Challenge evaluation application (if approved) is completed by the student and signed by the Faculty/Chair.
- The student sends completed application to the Bursar with payment for the appropriate fee per credit. The Bursar's receipt must be attached to the challenge application.
- The challenge application, with receipt, will be returned to the School of Nursing, Office of Student Affairs, which forwards copy to the Department.
- Upon successful completion of the challenge evaluation, the course faculty submits the challenge examination report to the Office of Student Affairs.
- The Office of Student Affairs will forward a copy to the Office of Student Services for notation on the student's official University academic transcript.

Progression Requirements for the Master of Science Program

- Successful completion of all program required courses
- Maintenance of a cumulative GPA of 3.0 or better
- Satisfactory professional and ethical conduct
- Maintenance of current Registered Professional Nurse license during enrollment in clinical courses and health insurance requirements and malpractice insurance. Graduate students who do not meet the above standards are subject to the same academic sanctions, warning, jeopardy, suspension, and dismissal as the undergraduate students.

Continuing Professional Education

The School of Nursing's Continuing Professional Education Program has been established to meet the educational demands of a diverse local, national and international adult student population. Many programs are offered to help students meet their educational and career advancement goals.

Contact: Office of Continuing Professional Education

Phone: (631) 444-3481

www.nursing.stonybrook.edu

Undergraduate Bachelor of Science Upper-Division Curriculum 2-Year Program (HNIB2)

First year, fall semester (20 credits)

Course #	Title	Credits
HNI 301	Mathematics for Health Care	1
HBP 310/ HNC 310	Pathology	3
HNI 350	Perspectives in Nursing Education and Nursing Practice	2
HNI 364	Fundamental Concepts of Nursing Practice	10
HNI 370	Health Assessment	4

First year, spring semester (15 credits)

Course #	Title	Credits
HNI 362	Ecological Framework for Nursing Practice	2
HNI 363	Nutrition	1
HNI 373	Psychiatric Mental Health Nursing	6
HNI 374	Community Health Nursing	6
HBP 310/ HNC 310	Pathology (continuation)	0

Second year, fall semester (18 credits)

Course #	Title	Credits
HBH 330/ HNC 330	Fundamentals of Pharmacology I	2
HNI 440	Research in Nursing	2
HNI 463	Parent Child Health Nursing (Obstetrics)	6
HNI 464	Parent Child Health Nursing (Pediatrics)	6
	Elective	2

Second year, spring semester (18 credits)

Course #	Title	Credits
HNI 473	Adult Health Nursing	9
HNI 474	Capstone Nursing Practicum	3
HNI 479	Professional, Managerial, Legal, and Ethical Implications for Nursing Practice	3
HBH 331/ HNC 331	Fundamentals of Pharmacology II	3
	Total Upper Division Credits	71
	Transfer or Crossover Credits	57

**Undergraduate Bachelor of Science
1-Year Accelerated Program (HNIB1)****Professional Socialization**

Course #	Title	Credits
HNI 350	Perspectives in Nursing Education and Nursing Practice	2
HNI 362	Ecological Framework for Nursing Practice	2
HNI 440	Research in Nursing	2
HNI 479	Professional, Managerial, Legal, and Ethical Implications for Nursing Practice	3

Health Related Sciences

Course #	Title	Credits
HNI 301	Mathematics for Health Care	1
HBP 310/ HNC 310	Pathology	3
HBH 330/ HNC 330	Fundamentals of Pharmacology I	2
HBH 331/ HNC 331	Fundamentals of Pharmacology II	3
HNI 363	Nutrition	1

Clinical Nursing

Course #	Title	Credits
HNI 364	Fundamental Concepts of Nursing Practice	10
HNI 370	Health Assessment	4
HNI 373	Psychiatric Mental Health Nursing	6
HNI 374	Community Health Nursing	6
HNI 463	Parent Child Health Nursing (Obstetrics)	6
HNI 464	Parent Child Health Nursing (Pediatrics)	6
HNI 473	Adult Health Nursing	9
HNI 474	Capstone Nursing Practicum	3

**Undergraduate Registered Nurse
Baccalaureate Curriculum****HNC (On-Site) or HNC-Z (Distance Education)**

Course #	Title	Credits
HNC 300	Informatics in Nursing	2
HNC 302	Introduction to Computer Applications	1
HBP/HNC 310	Principles of Pathology	3

HBH/HNC 330	Fundamentals of Pharmacology I	2
HBH/HNC 331	Fundamentals of Pharmacology II	3
HNC 340	Novice to Expert	5
HNC 350	Perspectives in Nursing Education and Nursing Practice	2
HNC 370	Health Assessment	4
HNC 440	Research in Nursing	2
HNC 469	Nursing Practice Family and Community	5
HNC 470	Nursing Management Practicum OR	6
HNC 471	Nursing Management Practicum for B.S./M.S. Studies	3
HNC 479	Professional, Management, Legal and Ethical Implications for Nursing Practice	3
HNC 499	Clinical Epidemiology	2
	Clinical Practice Portfolio	28
	Electives*	5

B.S./M.S. Option

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG 532	Leadership and Management in Advanced Nursing Practice	2
HNG 577	Families: Theory and Intervention for Advanced Nursing Practice	3

**Master of Science Programs
Clinical Specialty Tracks****Nurse Practitioner/Clinical Nurse Specialist
Adult Health: Primary, Acute or
Critical Care Nursing****HNA (On-Site) or HNA-Z (Distance Education)**

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 515	Advanced Health Assessment Across the Life Span	4
HNG 519	Advanced Theory and Clinical Practice in Adult Health Nursing I	4
HNG 529	Advanced Theory and Clinical Practice in Adult Health Nursing II	5
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG 532	Leadership and Management in Advanced Nursing Practice	2
HNG 539	Advanced Theory and Clinical Practice in Adult Health Nursing III	5
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 549	Advanced Theory and Clinical Practice in Adult Health Nursing IV	5
HNG 577	Families: Theory and Intervention For Advanced Nursing Practice	3

*Elective offerings vary from semester to semester.

HBP 511	Clinical Pathobiology	3
Or		
HNG-588	Clinical Pathobiology	3
HNG 595	Departmental Research: Department of Adult Health Electives	3 3

Child Health Nursing HNK-Z (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG 532	Leadership and Management in Advanced Nursing Practice	2
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 577	Families: Theory and Intervention for Advanced Nursing Practice	3
HNG 504	Conceptual Framework for Parent Child Nursing	2
HNG 507	Parenting: Anticipatory Guidance	2
HNG 520	Selected Topics in Childhood Morbidity	3
HNG 525	Advanced Health Assessment Child Health	2
HNG 540	Clinical Pharmacology	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 594	Departmental Research: Department of Parent Child Health	3
HNG 518	Advanced Theory and Clinical Practice in Child Health Nursing I	4
HNG 528	Advanced Theory and Clinical Practice in Child Health Nursing II	4
HNG 538	Advanced Theory and Clinical Practice in Child Health Nursing III	5
HNG 548	Advanced Theory and Clinical Practice in Child Health Nursing IV Electives	4 3

Neonatal Health Nursing HNN-Z (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 504	Conceptual Framework for Parent Child Nursing	2
HNG 507	Parenting: Anticipatory Guidance	2
HNG 513	Advanced Health Assessment of the Neonate and Infant	2
HNG 522	Advanced Topics in Fetal and Neonatal Pathophysiology	3
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG 532	Leadership and Management in Advanced Nursing Practice	2
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 542	Neonatal Clinical Pharmacology	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 564	Advanced Theory & Clinical Practice in Neonatal Health Nursing II: Primary Care	3

HNG 569	for High Risk Infant Advanced Theory & Clinical Practice in Neonatal Health Nursing I: The Childbearing Family	3
HNG 577	Families: Theory and Intervention For Advanced Nursing Practice	3
HNG 578	Advanced Theory & Clinical Practice in Neonatal Health Nursing III: The High Risk Neonate I	7
HNG 579	Advanced Theory & Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II	7
HNG 594	Departmental Research: Dept. of Parent Child Health	3

Perinatal/Women's Health Nursing HNW (Distance Education)

Nursing Core Courses

Course #	Title	Credits
HNG 502	Advanced Theory & Role Development Computer Applications	1
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG 532	Leadership and Management in Advanced Nursing Practice	2
HNG 541	Statistical Methods & Scholarly Inquiry	3
HNG 543	Clinical Applications of Nursing Research	3
HNG 577	Families: Theory and Intervention for Advanced Nursing Practice	3

Departmental Requirements

Science

HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathobiology	3

Department Nursing Core

HNG 501	Primary Care	3
HNG 504	Conceptual Framework for Parent Child Nursing	2
HNG 507	Parenting: Anticipatory Guidance	2
HNG 531	Advanced Health Assessment of Women (Must be taken concurrently with HNG 514)	2

Clinical Nursing

HNG 514	Advanced Theory & Clinical Practice in Perinatal/Women's Health Nursing I (Must be taken sequentially)	4
HNG 524	Advanced Theory & Clinical Practice in Perinatal/Women's Health Nursing II (Must be taken sequentially)	4
HNG 534	Advanced Theory & Clinical Practice in Perinatal/Women's Health Nursing III (Must be taken sequentially)	5
HNG 554	Advanced Theory & Clinical Practice in Perinatal/Women's Health Nursing IV (Must be taken sequentially)	4

Total 45

Psychiatric/Mental Health Nursing HNM (On-Site) or HNM-Z (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 515	Advanced Health Assessment Across the Life Span	4
HNG 517	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing I	4
HNG 527	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing II	5
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG 532	Leadership and Management in Advanced Nursing Practice	2
HNG 537	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing III	5
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 547	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing IV	5
HNG 557	Clinical Perspectives of Neurophysiology	2
HNG 577	Families: Theory and Intervention For Advanced Nursing Practice	3
HNG 596	Departmental Research: Dept. of Family and Community Health in Psychiatric/Mental Health Nursing III Electives	3 4

Family Nurse Practitioner Program HNL-Z (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 515	Advanced Health Assessment Across the Life Span	4
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG 532	Leadership and Management in Advanced Nursing Practice	2
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 572	Advanced Theory & Clinical Practice in Family Health Nursing I	4
HNG 573	Advanced Theory & Clinical Practice in Family Health Nursing II	5
HNG 574	Advanced Theory & Clinical Practice in Family Health Nursing III	5
HNG 575	Advanced Theory & Clinical Practice in Family Health Nursing IV	5
HNG 577	Families: Theory and Intervention for Advanced Nursing Practice	3
HNG 588	Clinical Pathobiology	3
HNG 590	Selected Topics in Pathophysiology: Child Health	1

HNG 591	Selected Topics in Pathophysiology: Women's Health	1
HNG 592	Selected Topics in Pathophysiology: Adult Health	1
HNG 595	Departmental Research: Department of Adult Health	3

Master of Science Program**Nurse Midwifery HNE (Distance Education)****Nursing Core Courses**

Course #	Title	Credits
HNG 502	Advanced Theory & Role Development: Computer Applications	1
HNG 541	Statistical Methods & Scholarly Inquiry	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 577	Families: Theory & Intervention for Advanced Nursing Practice	3

Departmental Requirements Science

HNG 540	Clinical Pharmacology	3
HNG 588	Pathobiology	3

Midwifery Theory Core

HNG 555	Conceptual Frameworks in Midwifery I	2
HNG 556	Conceptual Frameworks in Midwifery II	2
HNG 558	Conceptual Frameworks in Midwifery III	2
HNG 559	Conceptual Frameworks in Midwifery IV	1

Advanced Nursing-Theory/Clinical Practice

HNG 501	Primary Care	3
HNG 531	Advanced Health Assessment of Women (Must be taken concurrently with HNG 581)	2
HNG 581	Midwifery I (Must be taken sequentially, I-IV)	2
HNG 585	Midwifery II	5
HNG 586	Midwifery III	5
HNG 587	Midwifery IV	5

Post-Master's Advanced Graduate Certificate Program**Adult Health Nursing HNA (On-Site) or HNA-Z (Distance Education)**

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 515	Advanced Health Assessment Across the Life Span	2-4
HNG 535	Theory and Role Transition in Advanced Nursing Practice	1
HNG 540	Clinical Pharmacology	3

HNG 592	Selected Topics in Pathophysiology: Adult Health	1
HBP 511	Clinical Pathobiology (by advisement) Available to On-site students only	3
HNG 588	Clinical Pathobiology (by advisement)	3
HNG 519	Advanced Theory and Clinical Practice in Adult Health Nursing I	4
HNG 529	Advanced Theory and Clinical Practice in Adult Health Nursing II	5
HNG 539	Advanced Theory and Clinical Practice in Adult Health Nursing III	5
HNG 549	Advanced Theory and Clinical Practice in Adult Health Nursing IV Electives by Advisement	5

Child Health Nursing HNK-Z (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 518	Advanced Theory and Clinical Practice in Child Health Nursing I	4
HNG 520	Selected Topics in Childhood Morbidity	3
HNG 525	Advanced Health Assessment Child Health	2
HNG 528	Advanced Theory and Clinical Practice in Child Health Nursing II	4
HNG 535	Theory and Role Transition in Advanced Nursing Practice	1
HNG 538	Advanced Theory and Clinical Practice in Child Health Nursing III	5
HNG 540	Clinical Pharmacology	3
HNG 548	Advanced Theory and Clinical Practice in Child Health Nursing IV Electives by Advisement	4

Perinatal/Women's Health Nursing HNW (Distance Education)

Course #	Title	Credits
HNG 501	Primary Care	3
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 504	Conceptual Framework for Parent Child Nursing	2
HNG 514	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing I	4
HNG 524	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing II	4
HNG 531	Advanced Health Assessment of Women	2
HNG 534	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing III	5
HNG 535	Theory and Role Transition in Advanced Nursing Practice	2
HNG 540	Clinical Pharmacology	3
HNG 554	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing IV	4
HNG 588	Clinical Pathobiology Electives by Advisement	3

Neonatal Health Nursing HNN-Z (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 513	Advanced Health Assessment of the Neonate and Infant (By Advisement)	
HNG 522	Advanced Topics in Fetal and Neonatal Pathophysiology	3
HNG 535	Theory and Role Transition in Advanced Nursing Practice	1
HNG 542	Neonatal Clinical Pharmacology	3
HNG 569	Advanced Theory and Clinical Practice in Neonatal Health Nursing I: The Childbearing Family (by advisement)	3
HNG 564	Advanced Theory and Clinical Practice in Neonatal Health Nursing II: Primary Care for High Risk Infant (by advisement)	3
HNG 578	Advanced Theory and Clinical Practice in Neonatal Health Nursing III: The High Risk Neonate I	7
HNG 579	Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II	7

Psychiatric/Mental Health Nursing HNM (On-Site) or HNMZ (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 515	Advanced Health Assessment Across the Life Span	4
HNG 517	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing I	4
HNG 527	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing II	5
HNG 535	Theory and Role Transition in Advanced Nursing Practice	1
HNG 537	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing III	5
HNG 540	Clinical Pharmacology	3
HNG 547	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing IV	5
HNG 557	Clinical Perspectives of Neurophysiology Electives by Advisement	2

Family Nurse Practitioner HNL-Z (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 515	Advanced Health Assessment Across the Life Span	4
HNG 590	Selected Topics in Pathophysiology: Child Health	1
HNG 591	Selected Topics in Pathophysiology: Women's Health	1
HNG 592	Selected Topics in Pathophysiology: Adult Health	1

HNG 535	Theory & Role Transition in Advanced Nursing Practice	1
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathobiology (by Advisement)	3
HNG 572	Advanced Theory & Clinical Practice in Family Health Nursing I	4
HNG 573	Advanced Theory & Clinical Practice in Family Health Nursing II	5
HNG 574	Advanced Theory & Clinical Practice in Family Health Nursing III	5
HNG 575	Advanced Theory & Clinical Practice in Family Health Nursing IV	5

Nurse Midwifery Program ACN/HNE-Z (Distance Education)

Course #	Title	Credits
HNG 501	Primary Care	3
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 531	Advanced Health Assessment of Women	3
HNG 540	Clinical Pharmacology	3
HNG 556	Conceptual Frameworks in Midwifery II	2
HNG 558	Conceptual Frameworks in Midwifery III	2
HNG 559	Conceptual Frameworks in Midwifery IV	1
HNG 576	Midwifery Clinical Applications II	1
HNG 581	Midwifery 1	2
HNG 585	Midwifery II	5
HNG 586	Midwifery III	5
HNG 587	Midwifery IV	5
HNG 588	Clinical Pathobiology	3

Master of Science Completion Programs Adult Health (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HBP 511	Clinical Pathobiology Available to On-site students only	3
HNG 519	Advanced Theory and Clinical Practice in Adult Health Nursing I	4
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG 532	Leadership and Management in Advanced Nursing Practice	2
HNG 540	Clinical Pharmacology	3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 577	Families: Theory and Intervention for Advanced Nursing Practice	3
HNG 588	Clinical Pathobiology	3
HNG 592	Selected Topics in Pathophysiology: Adult Health	1
HNG 595	Departmental Research: Department of Adult Health	3

Family Nurse Practitioner (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG 532	Leadership and Management in Advanced Nursing Practice	2
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 577	Families: Theory and Intervention for Advanced Nursing Practice	3
HNG 592	Selected Topics in Pathophysiology: Adult Health	1
HNG 540	Clinical Pharmacology	3
HNG 588	Clinical Pathobiology	3
HNG 572	Advanced Theory & Clinical Practice in Family Health Nursing I	4
HNG 595	Departmental Research: Department of Adult Health	3

Neonatal Health (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 507	Parenting: Anticipatory Guidance	2
HNG 522	Advanced Topics in Fetal and Neonatal Pathophysiology	3
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG 532	Leadership and Management in Advanced Nursing Practice	2
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 542	Neonatal Clinical Pharmacology	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 564	Advanced Theory & Clinical Practice in Neonatal Health	6
	Nursing II: Primary Care for High Risk Infant	
HNG 594	Departmental Research: Department of Parent Child Health	3

Nurse Midwifery (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 508	Conceptual Framework for Childbearing Women	2
HNG 521	Professional Issues in Midwifery Practice	1
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 546	Advanced Theory & Clinical Practice in Perinatal/Women's Health Nursing	4
HNG 594	Departmental Research: Department of Parent Child Health	3

Child Health-Pediatric Nurse Practitioner (Distance Education)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development:1 Computer Applications	1
HNG 504	Conceptual Framework for Parent Child Nursing	2
HNG 507	Parenting: Anticipatory Guidance	2
HNG 520	Selected Topics in Childhood Morbidity	3
HNG 530	Professional Issues in Advanced Nursing Practice	1
HNG-540	Clinical Pharmacology	3
	Clinical Nursing (By Advisement)	6
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 543	Applications of Clinical Nursing Research	3
HNG 594	Departmental Research: Department of Parent Child Health	3

Doctor of Nursing Practice (D.N.P.) Academic Progression:

D.N.P. students must maintain a GPA of 3.0

Year I	Course	Credits
Summer I	Nursing Informatics	3
	Theoretical Foundations	3
Summer II	Advanced Health Assessment	3
	Fall	Pathophysiology/Neurophysiology
	Advanced Practice Clinical I	4
Winter	Role Formation	2
Spring	Pharmacology	3
	Advanced Practice Clinical II	5
Year II	Course	Credits
Summer I	Research Methods & Scholarly Inquiry	3
	Leadership & Management	3
Summer II	Translational Research	3
Fall	Advanced Practice Clinical III	5
Spring	Advanced Practice Clinical IV	5
M.S. Coferral		Total 45
Year III	Course	Credits
Summer I	Doctoral Research Seminar	3
Summer II	Ethics Throughout the Lifespan	3
	Health Care Policy	3
Fall	Biostatistics	3
	Principles of Epidemiology	3
	D.N.P. Clinical Residency I	4 (2 clinical)
Winter	Genomics	3
Spring	Global Health & Social Justice	3
	D.N.P. Clinical Residency II	4 (2 clinical)
Summer I/II	Systems Theory	3
	D.N.P. Clinical Residency III	4 (2 clinical)
Fall	D.N.P. Clinical Residency IV	6 (3 clinical)
D.N.P. Coferral		Total 42

* Note: Students who had not taken an Informatics course for their M.S. degree will be required to take one for the Doctorate level. Check web-based HSC Bulletin for additional required non-credit courses.

Basic Baccalaureate Courses

Lower-Division Elective Courses

HNI 290 Introduction to Nursing

Introduces nursing to those planning a career in nursing, but are not yet enrolled in the School of Nursing.

2 credits, spring semester, faculty: community and mental health

Doctor of Nursing Practice (D.N.P.) Admission Criteria for Post Master's Applicants

The following are required for admission, unless otherwise noted:

1. Registered professional nurse licensure
2. National certification in an advance practice specialty (preferred)
3. Master's degree in Nursing from an accredited program
4. Graduate GPA 3.0
5. Relevant recent experience in nursing: minimum of one year required, two years preferred
6. Written statement of why applicant wishes to pursue a D.N.P. at Stony Brook and area of interest
7. Three letters of recommendation
8. Curriculum Vitae and supporting documents
9. Interview
10. Health Care Provider Basic Life Support certification, malpractice insurance, and current University and SON health requirements

Upper-Division Required Courses

HNI 301 Mathematics for Health Care

Emphasizes conversion, math and metric values used in nursing and health care.

1 credit, fall semester, junior year, faculty: adult health

HNI 350 Perspectives in Nursing Education and Nursing Practice

Historical, social, economic and political perspectives on the development of nursing education and practice in the United States. Examines health policy and the ethical, social and legal forces influencing the development of nursing and scope of practice.

2 credits, fall semester, junior year, faculty: adult health

HNI 360 Statistical Methods for Health Care

This introductory statistics course provides a basic understanding of statistical principles and their application to research underpinning evidence-based practice in health care. The course places an emphasis on practical application of data management, probability testing, statistics and statistical terminology as used to answer research questions and test hypotheses. A variety of case studies are used to allow introductory application of statistics to simple salient and researchable health care problems.

3 credits

HNI 362 Ecological Framework for Nursing Practice

Studies the relationship of people to environmental factors affecting health status and functioning. Explores wellness, health, and illness as expressions of life processes in interaction with the environment.

2 credits, spring semester, junior year, faculty: community and mental health

HNI 363 Nutrition

Introduces the basic elements of nutrition and normal and therapeutic diets. Assesses nutritional needs and problems of individuals, families, and communities across the life cycle. Emphasizes preventive teaching. Explores selected sociological and ecological implications.

1 credit, modules 4-5, junior year, faculty: adult health

HNI 364 Fundamental Concepts of Nursing Practice

Introduces the role of the nurse as a health care provider. Explores critical thinking and decision making in the nursing process. Includes concepts, principles, research findings and current knowledge in the psychological, social, behavioral and physical sciences, and the humanities, to build a conceptual base for professional practice. Focuses on client/ environment interactions throughout the life cycle and the fundamental skills necessary to provide therapeutic nursing interventions in a clinical setting.

10 credits, fall semester, junior year, faculty: adult health

HNI 370 Health Assessment

Emphasizes clinical decision making in assessing psychological and physiological health status of individuals throughout the life cycle. Culture, development, environment and support systems are assessed through interviewing, history taking, data collection and physical examination to derive nursing diagnoses, determine priorities and plan therapeutic nursing interventions.

4 credits, fall semester, junior year, faculty: adult health

HNI 373 Psychiatric Mental Health Nursing

Focus is on psychosocial nursing as a continuum of care during the development of children, adults and families in the psychiatric/mental health environment. Theoretical knowledge and clinical practice from the bio/psycho/social cultural model, nursing theories and current research findings are used to assist the student in establishing help as an integral aspect of the nurse-client environment relationship. Case studies and experiential based learning activities are provided to enhance analytical thinking and encourage independent decision-making.

6 credits, spring semester, junior year, faculty: community and mental health

HNI 374 Community Health Nursing

Focus is on developing skills in handling health problems of children, adults and families in community environments. Theoretical knowledge and clinical practice from the bio/psycho/social cultural model, nursing theories and current research findings are used to assist the student in establishing help as an integral aspect of the nurse-client environment relationship. Case studies and experiential based learning activities are provided to enhance analytical thinking and encourage independent decision-making.

6 credits, spring semester, junior year, faculty: community and mental health

HNI 382 Continuing Coursework

1-12 credits, S/U grading, faculty: School of Nursing

HNI 440 Research in Nursing

Introduces the language and process of scientific inquiry with a focus on nursing practice. Critical analysis of nursing research methods and application of findings.

Prerequisite: Junior level sequence of nursing courses

2 credits, fall semester, senior year, faculty: parent child health

HNI 463 Parent Child Health Nursing (Obstetrics)

Introduces the theoretical and clinical practice of nursing with multi-cultural parenting families. Builds on related disciplines in the sciences and the humanities and focuses the nursing process in the context of client, environment interaction.

6 credits, fall semester, senior year, faculty: parent child health

HNI 464 Parent Child Health Nursing (Pediatrics)

Introduces the theoretical and clinical practice of nursing with multi-cultural childrearing families. Builds on related disciplines in the sciences and the humanities and focuses the nursing process in the context of client, environment interaction.

6 credits, fall semester, senior year, faculty: parent child

HNI 473 Adult Health Nursing

Assessment, interventions in, and evaluation of human responses to complex health problems of individuals in middle and late adulthood.

9 credits, spring semester, senior year, faculty: adult health

HNI 474 Capstone Nursing Practicum

Theory and research findings are integrated in an intensive clinical practicum with the opportunity to actualize the professional nurse generalist role.

3 credits, spring semester, senior year, faculty: adult health

HNI 479 Professional, Managerial, Legal and Ethical Implications for Nursing Practice

Analyzes legal, economic, and political issues confronting the nurse manager in contemporary health care. Focuses on theory and principles of leadership.

Prerequisite: Senior status.

3 credits, spring semester, senior year, faculty: parent child

HNI 498 School of Nursing Full Time Enrollment for FALL Term

For students who are maintaining matriculation before the start date of the HSC program.

12 credits Lecture

HBH 330 Fundamentals of Pharmacology I

Covers the basic principles that underlie the action of drugs on physiological processes. These principles are applied to the specific action of drugs on the autonomic nervous system. In addition, the pharmacology of cardiovascular drugs are covered in detail.

2 credits, module 3, Dr. Prives

HBH 331 Fundamentals of Pharmacology II

A continuation of HBH 330. Covers the action of drugs on individual systems as well as drug-drug interactions emphasizing the mechanisms of action. Surveys therapeutic applications and adverse drug reactions.

Prerequisite: HBH 330

3 credits, modules 4-6, Dr. Prives

HBP 310 Pathology

A study of the basic mechanisms of disease and the pathophysiology of the important human illnesses. Primarily for Health Sciences Center students; others admitted with special permission.

3 credits, fall modules 3-6, Dr. Furie and M. Nuovo

Electives**HNI 366 Group Theory**

Designed to increase the student's understanding of the behavioral processes inherent in all groups. Emphasis is placed on the interaction between environmental factors, group members, and the group itself as it encounters its designated tasks. This course examines the role of history and culture in healing and medicine. The consideration and utilization of cultural practices and beliefs when designing health education programs will be stressed. This course examines the role of history and culture in healing and medicine. The consideration and utilization of cultural practices and beliefs when designing health education programs will be stressed. Prerequisite course for prospective R.N. and B.B.P. undergraduate students only.

2 credits, summer semester, faculty: community and mental health

HNI 376 Clinical Assistantship in Nursing Practice

Focuses on professional role development of the nurse in relation to people, environment interaction, promotion of health and includes 37 hours of preceptored clinical experience. Students receive wages as determined by the hospitals. Elective.

Prerequisite: Permission of instructor

3 credits, summer semester I, faculty: adult health

HNI 482 Directed Studies

A guided reading program with a selected member of the faculty.

Prerequisite: Permission of instructor

Variable credit and repetitive credit up to four, faculty: all departments

**Registered Nurse
Baccalaureate Courses****Upper-Division Required Courses****HNC 300 Nursing Informatics**

Designed to provide students with the knowledge and skills necessary for the areas of informatics and information management relevant to effective practice and research in nursing. It will develop use of information technologies in relation to the

care of patients, the administration of health care facilities, and the education of health care professionals and consumers.

2 credits

HNC 302 Introduction to Computer Applications

This course introduces the student to the fundamentals, knowledge and skills needed to be proficient in the use of a Windows based computer in a distance education environment.

1 credit

HNC 310 Pathology

Studies the basic mechanisms of disease and the pathophysiology of the important illnesses of man.

3 credits, faculty: adult health

HNC 330 Fundamentals of Pharmacology I

Covers the basic principles that underlie the action of drugs on physiological processes. The particular application to drugs acting on the autonomic nervous system are discussed in detail.

2 credits, summer and fall semesters, faculty: adult health

HNC 331 Fundamentals of Pharmacology II

A continuation of HNC 330. Covers the action of drugs on individual systems as well as drug-drug interactions emphasizing the mechanisms of action. Surveys therapeutic applications and adverse reactions.

Prerequisite: HNC 330

3 credits, spring and summer semesters, faculty: adult health

HNC 340 Novice to Expert

Provides the student with the opportunity to develop their professional role in nursing using the principals of critical thinking, communication, and decision-making.

5 credits, spring and summer semesters, faculty: adult health

HNC 350 Perspectives in Nursing Education and Nursing Practice

Historical, social, economic, and political perspectives on the development of nursing education and practice in the United States. Examines health policy and the ethical, social, and legal forces influencing the development of nursing and scope of practice.

2 credits, fall and spring semesters, faculty: adult health

HNC 360 Statistical Methods for Health Care

This introductory statistics course provides a basic understanding of statistical principles and their application to research underpinning evidence-based practice in health care. The course places an emphasis on practical application of data management, probability testing, statistics and statistical terminology as used to answer research questions and test hypotheses. A variety of case studies are used to allow introductory application of statistics to simple salient and researchable health care problems.

Prerequisite: Permission of instructor

3 credits, summer semester, faculty: parent child health

HNC 366 Group Theory

Designed to increase the student's understanding of the behavioral processes inherent in all groups. Emphasis is placed on the interaction between environmental factors, group members, and the group itself as it encounters its designated tasks.

Prerequisite: course for prospective R.N. and undergraduate students only

2 credits Lecture

HNC 370 Health Assessment

Emphasizes clinical decision making in assessing psychological and physiological health status of individuals throughout the lifecycle. Culture, development, environment and support systems are assessed through interviewing, history taking, data collection and physical examination to derive nursing diagnoses, determine priorities and plan therapeutic nursing interventions.

4 credits, fall, faculty: adult health

HNC 382 Continuing Coursework

Continuing Course Work

1-12 credits, S/U grading, faculty: School of Nursing

HNC 440 Research in Nursing

Introduces the language and process of scientific inquiry with a focus on nursing practice. Critical analysis of nursing research methods and application of findings.

2 credits, fall and summer semesters, faculty: parent child

HNC 450 Health Assessment

Emphasizes clinical decision making in assessing psychological and physiological health status of individuals throughout the lifecycle. Culture, development, environment, and support systems are assessed through interviewing, history taking, data collection, and physical examination to derive nursing diagnoses, determine priorities, and plan therapeutic nursing interventions.

Prerequisite: permission of instructor

4 credits Laboratory, Lecture

HNC 469 Nursing Practice Family and Community

Focus is on decision making relevant to health promotion, health maintenance and health restoration of individual families and communities within a multicultural society. Analytical thinking, communication and evidence based guidelines are necessary to develop and provide competent nursing care. Interventions for families and communities will be emphasized.

Prerequisites: successful completion of all professional socialization courses, satisfaction of advanced placement requirement and HNC 370, HBP 310

5 credits, fall and summer semesters, faculty: community and mental health

HNC 470 Nursing Management Practicum for B.S. Studies

Studies a selected health-related problem or concern and uses theories and research to design, test, and evaluate intervention strategies. Consultation with a faculty mentor and a pre-

ceptorial agreement are essential.

Prerequisites: successful completion of all other required courses and satisfactory faculty assessment of clinical competence for the selected focus of study

6 credits, fall, spring and summer semesters, faculty: all departments

HNC 471 Nursing Management Practicum for B.S./M.S. Studies

Studies a selected health-related problem or concern and uses theories and research to design, test, and evaluate intervention strategies. Consultation with faculty mentor and a preceptorial agreement are essential.

Prerequisites: successful completion of all other required courses and satisfactory faculty assessment of clinical competence for the selected focus of study; required for terminal course

3 credits, fall, spring and summer semesters, second year, faculty: all departments

HNC 479 Professional, Managerial, Legal and Ethical Implications for Nursing Practice

Analyzes legal, economic, and political issues confronting the nurse manager within the contemporary health care setting. Focuses on theory and principles of leadership.

3 credits, spring and summer semesters, faculty: parent child

HNC 499 Clinical Epidemiology - Population Based

An introduction to epidemiologic principles will be applied to major public health problems in the community.

2 credits, summer semester, faculty: adult health

Electives**HNC 482 Directed Studies**

An independent guided reading program with a selected member of the faculty.

Prerequisite: permission of instructor

Variable credit and repetitive credit up to four, all semesters, faculty: all departments

Master of Science Courses**All Tracks (Distance Education)****HNG 502 Advanced Theory and Role Development: Computer Applications**

This course introduces the student to computer applications in distributive learning. The purpose of this course is to provide the knowledge and skill necessary to adapt to a Lotus Notes distributive learning curriculum. The theory of adult education, role of the advanced practice nurse in life-long learning, and the mechanism by which learning can occur through the use of computer enhanced education will be discussed. Computer laboratory experience will be provided.

1 credit, fall and spring semesters

HNG 503 Nursing Informatics

This course will prepare the student to provide leadership in the selection, use, design, and evaluation of information systems. There will be a focus on analysis of data sets, unified nomenclatures, nursing taxonomies and health-care information systems.

3 credits, Lecture

Core Courses: All Tracks (Except Midwifery) (Distance Education)**HNG 530 Professional Issues in Advanced Nursing Practice**

This course is designed to enable the student to acquire the knowledge and skills needed to conceptualize a new advanced practice role in the discipline of nursing. Critical thinking skills will promote the identification and application of various theories to enable students to build a basis of power in a challenging health care environment.

1 credit, fall and spring semesters, faculty: all departments

HNG 532 Leadership and Management in Advanced Nursing Practice

Focuses on the leadership/management role of the nurse practitioner/clinical nurse specialist within the context of health care organizations and their environments.

2 credits, fall and spring semesters, faculty: parent child, adult health

HNG 540 Clinical Pharmacology (All Tracks)

Clinical applications of the major classifications of drugs. Emphasizes pharmacology and therapeutics. Addresses clinical correlations with applications to special populations using case studies. Prescription writing, patient compliance to drug therapy and application of this knowledge for special patient populations.

3 credits, fall and spring semesters

HNG 541 Statistical Methods and Scholarly Inquiry

This is the first of two courses designed to examine research in relation to advanced practice nursing. The course focuses on understanding how quantitative and qualitative research provide the scientific foundation of nursing and impact quality patient outcomes. Particular emphasis is placed on research methodologies, including both quantitative and qualitative designs. Student's analytical skills will be strengthened through critiques of statistical methods and qualitative analyses of health care related data.

3 credits Lecture

HNG 543 Applications of Clinical Nursing Research

This is the second of two courses designed to examine research in relation to practice and primary care delivery in nursing and health care. Particular emphasis is on gaining increased understanding of theories and the advantages and disadvantages of various research designs and methodologies. Current clinical nursing research will be used as examples. Students ability to critically analyze published research stud-

ies for relevance and implications for theory and clinical practice will be stressed.

Prerequisite: HNG 541

3 credits

HNG 577 Families: Theory and Intervention for Advanced Nursing Practice

This course is designed to provide a theoretical and conceptual framework for the NP/CNS in developing therapeutic interventions for individuals and their families. Adult and adolescent developmental theories, the major family theories and crisis intervention theory are examined. Selected family typologies are used to illustrate theoretical concepts. Emphasis is placed on assessment, interventions, and development of referral resources.

3 credits, fall and summer semesters, faculty: community and mental health

HNG 582 Continuing Course Work

1-12 credits, S/U grading, faculty: School of Nursing

Core Courses: Nurse Midwifery Program (Distance Education)**HNG 555 Conceptual Frameworks in Midwifery I**

There are four modules in this course, each providing a paradigm, or framework, for midwifery practice. The first module explores the paradigm of wellness, utilizing the tools of personal lifestyle assessment and examining the physiological and psychological human responses to stress. The second module introduces the construct of health, including concepts of health status, health behavior, and health promotion. Content will focus on the epidemiology of perinatal outcomes and will examine international and regional statistics. The third module introduces the theme of communication strategies, exploring the nurse-midwifery management process as a tool for practice, quality assurance, and collaboration. The fourth module explores the issues of diversity in society with a focus within the health care system.

2 credits Lecture

HNG 556 Conceptual Frameworks in Midwifery II

This course with three modules is designed to inform students about the profession of midwifery, especially the history and development of the profession and the contributions of the early midwives, the federal government and other "midwifery friendly" institutions in the United States. A discussion of the role of the federal government, especially the Children's Bureau and the Maternity Center Association, will also be presented. Module two presents the structure, function and major accomplishments of the American College of Nurse-Midwives (ACNM), along with the essential policies and documents of the organization. The student will participate in discussion of the different expressions of midwifery preparation for practice. Module three focuses on the philosophy of midwifery practice and how the care differs from other providers. This module analyzes the process of role transition from nurse to midwife, from novice to expert. The student will learn about the process of change, strategies to overcome resistance to change, and why the nurse midwife must act as a change agent. An introduction to the "evidence based" con-

cept that guides the practice of midwifery is also discussed. Module four discusses the various state to state legislative, licensure, and certification issues.

2 credits, faculty: parent child

HNG 558 Conceptual Frameworks in Midwifery III

The course is designed to facilitate an understanding of issues confronting the health care delivery system and its impact on individual practice. In addition, it is designed to transition the student into the realm of independent practice as a culturally-sensitive practitioner with the rudimentary tools for success in a variety of practice settings.

2 credits, faculty: parent child

HNG 559 Conceptual Frameworks in Midwifery IV

This course consists of community applications: students will bring the process of birth and/or the profession of midwifery to the attention of the public. This course will require that the student demonstrate knowledge of the principles of individual, group and community education. All required work should reflect an application of these principles as well as promulgation of the philosophy of midwifery. This course should be fun and help instill a sense of the responsibilities that we as midwives have beyond the provision of clinical care.

1 credit, faculty: parent child

HNG 577, HNG 541, HNG 543, HNG 540*

*These are also Midwifery core courses.

Child Health Required Courses (Distance Education)

HNG 504 Conceptual Framework for Parent Child Nursing

The course focuses on the critical analysis of the Parent Child Health advanced role specialization within the discipline of nursing. Through examination of current research and evolving conceptual models, students will examine how knowledge in the discipline of nursing and the specialization of Parent Child nursing has been generated, changed, validated, and organized into emerging paradigms. Broad viewpoints, values, and perspectives adopted by Parent Child theoreticians and researchers will be explored. The purpose of this course is to increase the knowledge base necessary for the advanced role specialization in Parent Child health within the discipline.

2 credits, summer semesters, faculty: parent child

HNG 507 Parenting: Anticipatory Guidance

This course critically examines issues, knowledge and skills which facilitate optimal parent child health outcomes. Concepts from humanities, health related and nursing sciences provide a knowledge based for parenting and parent education. Anticipatory guidance, as a therapeutic nursing intervention, will be the focus of the course.

2 credits, spring, summer semesters, faculty: parent child

HNG 518 Advanced Theory and Clinical Practice in Child Health Nursing I

The focus of this course is the development of critical thinking and clinical decision-making as essential components of the

advanced practice role. The major emphasis will be on analyzing and exploring common primary health problems of infants, children, and adolescents, and developing optimum client outcomes that promote cost-effective, quality health care within the context of a multicultural society. Health assessments will integrate the concepts, theories, and principles underlying advanced assessment, diagnosis, and management of common health problems of infants, children, and adolescents within the context of their families and communities. Knowledge of related health sciences, nursing theories, and research are drawn upon to further develop the framework for the advanced practice role.

4 credits, fall semester, faculty: parent child

HNG 520 Selected Topics in Childhood Morbidity

The course is designed to provide the graduate student preparing for an advanced practice role with a broad knowledge base of the physiological and pathophysiological changes that occur during the maturational process from conception through childhood. Emphasis will be placed on the maintenance of wellness and prevention of illness through nursing interventions, perinatal education, and anticipatory guidance.

3 credits, fall semester, faculty: parent child

HNG 525 Advanced Health Assessment Child Health

This course is designed to enable the student to refine and further develop clinical decision making skills while conducting health assessment of infants, children, and adolescents. Emphasis will be placed on assessment of the child's physical, emotional, and cognitive development within the context of the family and environment.

2 credits, fall, spring, summer semesters, faculty: parent child

HNG 528 Advanced Theory and Clinical Practice in Child Health Nursing II

This is the second of four sequential courses designed to expand and integrate concepts, theories, and principles underlying advanced assessment, diagnosis, and management of common health problems of children within the context of their families and communities. This course prepares students for the advanced practice role of the pediatric nurse practitioner/clinical nurse specialist in an environment conducive to analytic skills, clinical decision making and reflections on practice in a multi-cultural society. Clinical and evidence based research is drawn upon to further develop the framework for the advanced practice role.

Prerequisites: HNG 518*, HNG 525

Corequisites: HNG 504, HNG 520, HNG 540, HNG 577

4 credits, spring and summer semesters, faculty: parent child

* Must be taken prior to or concurrent with clinical courses

HNG 538 Advanced Theory and Clinical Practice in Child Health Nursing III

This is the third of four sequential courses and is designed to provide knowledge and analytical skills to meet the health care needs of children and families with chronic and or medically fragile conditions in a complex and culturally diverse society. There will be precepted clinicals that expose students to clinical decision making in collaborative practice environments. Health care management will be linked with evidence

based clinical research findings that promote optimal health care for children and families within complex interrelated health care systems.

Prerequisites: HNG 504, HNG 507, HNG 518, HNG 520, HNG 528, HNG 577, HNG 540, HNG 541

Corequisites: HNG 532, HNG 543

5 credits Clinical, Lecture

HNG 548 Advanced Theory and Clinical Practice in Child Health Nursing IV

This is the last of a series of four courses designed to provide students an opportunity to evaluate critically the role of the Pediatric Nurse Practitioner and Clinical Nurse Specialist in the care of children and their families. Care will be taken to integrate advanced nursing practice, leadership, management, research and expert clinical practice in diagnosing, treating, and managing children with particular health care needs. Concepts of clinical practice will be related to outcome based research.

Prerequisite: HNG 538

4 credits, spring and summer semesters, faculty: parent child

Perinatal/Women's Health Required Courses (Distance Education)

HNG 501 Primary Care

The student explores and analyzes common health problems as experienced by women from young adulthood through old age. Optimum client outcomes are emphasized in the development of client specific management plans. The clinical components of primary care are practiced in women's health care settings. An emphasis is placed on application of evidence-based screening guidelines.

3 credits

HNG 504 Conceptual Framework for Parent Child Nursing

The course focuses on the critical analysis of the Parent Child Health advanced role specialization within the discipline of nursing. Through examination of current research and evolving conceptual models, students will examine how knowledge in the discipline of nursing and the specialization of Parent Child nursing has been generated, changed, validated, and organized into emerging paradigms. Broad viewpoints, values, and perspectives adopted by Parent Child theoreticians and researchers will be explored. The purpose of this course is to increase the knowledge base necessary for the advanced role specialization in Parent Child health within the discipline.

2 credits, fall and summer semesters, faculty: parent child

HNG 507 Parenting: Anticipatory Guidance

This course critically examines issues, knowledge and skills which facilitate optimal parent child health outcomes. Concepts from humanities, health related and nursing sciences provide a knowledge based for parenting and parent education. Anticipatory guidance, as a therapeutic nursing intervention, will be the focus of the course.

2 credits, spring, summer semesters, faculty: parent child

HNG 514 Advanced Theory and Clinical Practice in Perinatal/Women's Health I

This is the first of four sequential courses focusing on advanced nursing practice specializing in perinatal/women's health throughout their life span focusing on gynecological health. Analytical thinking and clinical decision making within collaborative practice will be implemented so that therapeutic nursing interventions result in desired outcomes in the ambulatory care of women. Nursing theory and research for health promotion and management of women within the context of a multicultural society will be addressed. Realistic problems within a collaborative practice will be explored and developed to facilitate acquisition of skills in reasoning, problem solving, decision-making and critical reflections relevant to the specialization of Perinatal/Women's Health.

4 credits, fall semester, faculty: parent child

HNG 588 Clinical Pathobiology

This is a graduate course which uses the case study approach and focuses on the underlying principles of modern experimental pathology. Focuses on the clinical aspects of the body system, including relevant underlying biochemistry structure, or pathophysiology at the organ, tissue, cell or molecular end.

3 credits, fall semester, faculty: all

HNG 524 Advanced Theory and Clinical Practice in Perinatal/Women's Health II

This is the second of four clinical courses that will prepare the student to provide primary care to women during the child-bearing years. The conceptual frameworks of wellness, health promotion, and disease prevention, and the effective use of communication strategies in documentation, patient education, and advocacy will be emphasized. This course develops the paradigm of family-centered, community-based health care, which respects multicultural traditions and lifestyle variations. Students are prepared for the advanced practice role of the Perinatal/Women's Health Practitioner role in the provision of care to women from preconception through the prenatal, intrapartum, postpartum phase of childbearing. The normal neonate and breastfeeding content is also included in this course.

4 credits, spring semester, faculty: parent child

HNG 531 Advanced Health Assessment of Women

This course is designed to teach the psychomotor and management skills necessary for basic competency for entry into the outpatient setting. The skills taught in this course compliment and complete the didactic/theoretical component of Primary Care, Well-Woman Gynecological and The Antenatal clinical courses. This course introduces the basic psychomotor skills and knowledge critical for patient management in the outpatient setting.

Prerequisite: HNG 501

Corequisite: HNG 581

2 credits Clinical, Lecture

HNG 534 Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing III

This is the third of four sequential clinical courses designed to integrate nursing theory and research into the health promo-

tion and management of the high-risk perinatal family within the context of a multicultural society. Emphasis is placed on the prevention and early detection of reproductive risk, therapeutic nursing intervention and communication necessary to improve the quality of perinatal outcomes. The nursing process is utilized to manage high-risk reproductive and perinatal complications.

5 credits, fall semester, faculty: parent child

HNG 554 Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing IV

This is the culminating nursing practicum course designed to provide students with the opportunity to implement and critically evaluate the role of the nurse practitioner/clinical nurse specialist in women's health. Emphasis will be placed on the integration of advanced nursing practice, research, and leadership/management concepts in the clinical specialization. Issues in clinical practice related to the specialty area will be explored as well as the effect of therapeutic nursing interventions on patient/family outcomes.

4 credits, spring semester, faculty: parent child

Neonatal Health Required Courses (Distance Education)

HNG 504 Conceptual Framework for Parent Child Nursing

The course focuses on the critical analysis of the Parent Child Health advanced role specialization within the discipline of nursing. Through examination of current research and evolving conceptual models, students will examine how knowledge in the discipline of nursing and the specialization of Parent Child nursing has been generated, changed, validated, and organized into emerging paradigms. Broad viewpoints, values, and perspectives adopted by Parent Child theoreticians and researchers will be explored. The purpose of this course is to increase the knowledge base necessary for the advanced role specialization in Parent Child health within the discipline.

2 credits, fall and summer semesters, faculty: parent child

HNG 507 Parenting: Anticipatory Guidance

This course critically examines issues, knowledge and skills which facilitate optimal parent child health outcomes. Concepts from humanities, health related and nursing sciences provide a knowledge based for parenting and parent education. Anticipatory guidance, as a therapeutic nursing intervention, will be the focus of the course.

2 credits, spring, summer semesters, faculty: parent child

HNG 513 Advanced Health Assessment of the Neonate and Infant

This course will be centered on assessment of physical, behavioral and cognitive development of the neonate and infant within the context of their family and environment. Emphasis will be placed on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role.

2 credits, Available to Class 10 and beyond, faculty: parent child

HNG 522 Advanced Topics in Fetal and Neonatal Pathophysiology

This course is designed to provide the graduate student preparing for an advanced practice role in neonatal health with a broad knowledge base of the physiological and pathophysiological changes that occur during the maturational process from conception through infancy. Emphasis will be placed on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role.

3 credits, faculty: parent child

HNG 542 Neonatal Clinical Pharmacology

The course is centered on pharmacotherapeutic management of selected neonatal conditions with major emphasis on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role. Learners will explore and analyze pharmacologic issues relevant to the neonate and infant in the intensive care and primary care settings as well as potential consequences of maternal drug therapy on the fetus. Currency in knowledge of the principles of clinical and basic pharmacology is an essential prerequisite of this course.

3 credits

HNG 564 Advanced Theory and Clinical Practice in Neonatal Health Nursing II: Primary Care for High Risk Infant

This course focuses on the advanced assessment skills required to provide primary care to high-risk infants and their families within the context of a pluralistic society. The biological and psychosocial aspects are studied as a basis for nursing practice. Emphasis is placed on the role of the neonatal nurse practitioner in improving the provision of primary care and follow-up services to high-risk infants with the purpose of decreasing mortality and morbidity rates and improving the quality of life for these infants after discharged from the intensive care nursery.

3 credits, fall semester, faculty: parent child

HNG 569 Advanced Theory and Clinical Practice in Neonatal Health Nursing I: The Childbearing Family

This course focuses on the advanced assessment of the childbearing family. All components of this comprehensive assessment are integral to the development of differential diagnoses and management plans for high-risk neonates and their families and will form the foundation for clinical decision making required in the advanced practice role of the neonatal nurse practitioner. Parenting and the needs of the family in the context of a pluralistic society are emphasized.

3 credits, spring semester, faculty: parent child

HNG 578 Advanced Theory and Clinical Practice in Neonatal Health Nursing III: The High Risk Neonate I

This course focuses on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role in providing care to high-risk infants and their families in the acute care setting. Nursing theory and research for health promotion and management of

the neonate and family within the context of a pluralistic society will be explored.

7 credits, fall semester, faculty: parent child

HNG 579 Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II

This course focuses on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role in providing care to high-risk infants and their families in the acute care setting. The role of the neonatal nurse practitioner in improving the provision of care to high-risk infants with the purpose of decreasing mortality and morbidity rates and improving their quality of life is explored. Parenting and the needs of the family in the context of a pluralistic society are stressed.

7 credits, spring semester, faculty: parent child

Adult Health Required Courses (On Site and Distance Education)

HNG 515 Advanced Health Assessment Across the Life Span

Provides diagnostic reasoning and a regional approach to physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.

4 credits, faculty: adult health

HNG 519 Advanced Theory and Clinical Practice in Adult Health Nursing I

Clinical problem solving and decision making skills essential to assessing and diagnosing health status, health risks, illness and functional/dysfunctional health patterns of adults and their families. Resources, strengths, and limitations are used as a basis to collaborate with adult patient families and/or other health care providers to plan therapeutic interventions to promote, maintain or restore health.

Prerequisite: course in health assessment

Corequisites: HBP 511; HNG 530, HNG 540, HNG 588

4 credits, faculty: adult health

HNG 529 Advanced Theory and Clinical Practice in Adult Health Nursing II

Builds upon the diagnostic process to develop advanced clinical problem solving skills in diagnosing, treating, and managing a patient/family with health problems and dysfunctional patterns. Therapeutic interventions are planned to promote health, treat illness, manage chronic disease, and limit disabilities by enhancing problem solving and self care abilities of adults and their families.

Prerequisite: HNG 519

5 credits, faculty: adult health

HNG 539 Advanced Theory and Clinical Practice in Adult Health Nursing III

Emphasizes coordination, consultation, and interaction components of case management to promote, maintain, and/or restore health in groups of adult patients in acute and critical care settings. Clinical research is drawn upon to further develop the framework for the advanced practice role.

Prerequisites: HNG 529, HNG 540, HBP 511

5 credits, faculty: adult health

HNG 549 Advanced Theory and Clinical Practice in Adult Health Nursing IV

A capstone experience for students to be mentored by faculty in experiencing full enactment of the roles and functions of the NP, CNS. Students identify the patient populations with whom they plan to practice, negotiate for placement in a self selected practice setting, implement the roles and functions of NP, CNS, terminate and evaluate the terminal experience in advanced practice in adult health care.

Prerequisites: HNG 539

5 credits, faculty: adult health

HNG 588 Clinical Pathobiology

This is a graduate course which uses the case study approach and focuses on the underlying principles of modern experimental pathology. Focuses on the clinical aspects of the body system, including relevant underlying biochemistry structure, or pathophysiology at the organ, tissue, cell or molecular end.

3 credits, fall semester, faculty: all

HBP 511 Clinical Pathobiology

For graduate students who have obtained primary healthcare baccalaureate degrees through the case study approach. Covers the underlying principles of modern experimental pathology. Focuses on the clinical aspects of the body system, including relevant underlying biochemistry, structure, or pathophysiology at the organ, tissue, cell or molecular level.

Prerequisites: Undergraduate degree, healthcare experience, biochemistry or cell biology, anatomy and microbiology.

3 credits, fall and spring modules, Dr. Galanakis

Family Health Required Courses (Distance Education)

HNG 515 Advanced Health Assessment Across the Life Span

Provides diagnostic reasoning and a regional approach to physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.

4 credits, faculty: adult health

HNG 572 Advanced Theory and Clinical Practice in Family Health Nursing I

This is the first of four sequential clinical courses. The major emphasis is on clinical decision making and critical thinking. Students will explore and analyze common health problems as experienced by individuals and families across life spans.

Prerequisites: HNG 515, HNG 540, HNG 588

4 credits, faculty: adult health

HNG 573 Advanced Theory and Clinical Practice in Family Health Nursing II

This is the second of four sequential courses designed to develop advanced clinical decision making skills in diagnosing, treating illness, managing chronic disease and limiting disabilities by enhancing problem solving and self care abilities of

individuals across the life span.

Prerequisite: HNG 572

5 credits, faculty: adult health

HNG 574 Advanced Theory and Clinical Practice in Family Health Nursing III

This is the third course of four sequential advanced clinical courses. Coordination, consultation, and interaction components of case management are emphasized to promote, maintain, and/or restore health in families in primary care settings.

Prerequisite: HNG 573

5 credits, faculty: adult health

HNG 575 Advanced Theory and Clinical Practice in Family Health Nursing IV

This is the culminating course of the four sequential advanced clinical courses. It is designed to develop advanced clinical decision-making skills in diagnosing, treating, and managing an individual across the life span with health problems.

Prerequisite: HNG 574

5 credits, faculty: adult health

HNG 588 Clinical Pathobiology

This is a graduate course which uses the case study approach and focuses on the underlying principles of modern experimental pathology. Focuses on the clinical aspects of the body system, including relevant underlying biochemistry structure, or pathophysiology at the organ, tissue, cell or molecular end.

3 credits, fall

HNG 590 Selected Topics in Pathophysiology: Child Health

Focuses on pathophysiology and morbidity in children. Concepts relevant to implications and strategies for health promotion through nursing interventions, patient education and anticipatory guidance are discussed.

1 credit, faculty: adult health

HNG 591 Selected Topics in Pathophysiology: Women's Health

Focuses on the anatomic, physiologic and pathophysiologic changes that women experience throughout the developmental phases of their lifespan.

1 credit, faculty: adult health

HNG 592 Selected Topics in Pathophysiology: Adult Health

Focuses on pathophysiology and morbidity in adults. Concepts relevant to implications and strategies for health promotion through nursing interventions, patient education and anticipatory guidance are discussed.

1 credit, faculty: adult health

Psychiatric/Mental Health Nursing Required Courses

(On-Site and Distance Education)

HNG 515 Advanced Health Assessment Across the Life Span

Provides diagnostic reasoning and a regional approach to physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.

4 credits, spring, summer semesters, faculty: adult health

HNG 517 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing I

Provides a theoretical and conceptual foundation for the advanced practice of Psychiatric/Mental Health Nursing. The concept of mental health is based upon a comprehensive understanding of human interaction with the environment through a synthesis of arts, sciences, humanities, and life experience. Emphasis will be placed on the importance theory plays in defining knowledge necessary to assess human behavior, diagnose illness, and to implement and evaluate treatment related to psychopathology.

Prerequisite: HNG 515, HNG 557

Corequisite: HNG 557

4 credits, fall semester, faculty: community and mental health

HNG 527 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing II

Provides advanced knowledge and skills inherent in the diagnosis of mental disorders as related to etiology, psychopathology, practice, and research. A variety of treatment models, that provide a foundation for psychotherapeutic interventions will be explored, analyzed, and applied to meet the needs of a complex and culturally diverse society.

Prerequisites: HNG 515, HNG 517

5 credits, spring semester, faculty: community and mental health

HNG 537 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing III

Provides the knowledge and skills in the nursing diagnosis and therapeutic nursing interventions of mental disorders in special populations in a multicultural society. The variety of therapeutic roles for the NP/CNS in Psychiatric/Mental Health nursing will be analyzed to provide a framework for advanced practice.

Prerequisite: HNG 515, HNG 527

5 credits, fall semester, faculty: community and mental health

HNG 547 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing IV

Provides students with the opportunity to implement and evaluate the role of the nurse practitioner/clinical nurse specialist within the nursing discipline in a specialty area of their choice. Emphasis will be placed on integration of the advanced nursing practice role, nursing research, and the leadership component in the clinical specialization. Concepts of clinical practice as they relate to the specialty area in a culturally diverse society will be explored and analyzed so that thera-

peutic nursing interventions are linked with patient outcomes. Students will be expected to implement their role as advanced nurse practitioner, terminate and evaluate the experience.

Prerequisites: HNG 515, HNG 537

5 credits, spring semester, faculty: community and mental health

HNG 557 Clinical Perspectives of Pathophysiology/Neurophysiology

This course is based on the core concepts in Neurophysiology, which are integral to the clinical practice of advanced psychiatric mental health nurses. A major focus involves understanding the neurophysiological theories of major psychiatric/mental health disorders and neurological assessment.

Prerequisites: HNG 515, HNG 517, HNG 527, or permission of instructor

3 credits, fall semester, faculty: community and mental health

Nurse Midwifery Required Courses

HNG 501 Primary Care

The student explores and analyzes common health problems as experienced by women from young adulthood through old age. Optimum client outcomes are emphasized in the development of client specific management plans. The clinical components of primary care are practiced in women's health care settings. An emphasis is placed on application of evidence-based screening guidelines.

3 credits, faculty: parent child

HNG 531 Advanced Health Assessment of Woman

This course is designed to teach the psychomotor and management skills necessary for basic competency for entry into the outpatient setting. The skills taught in this course compliment and complete the didactic/theoretical component of Primary Care, Well-Woman Gynecological, and The Antenatal clinical courses. This course introduces the basic psychomotor skills and knowledge critical for patient management in the outpatient setting.

Prerequisite: HNG 501

Corequisite: HNG 581

2 credits Clinical, Lecture

HNG 581 Midwifery I

This is the first of four sequential courses, each containing the didactic content associated with the clinical practice of midwifery. Providing reproductive anatomy and physiology as a foundation, the course focuses on development of clinical decision making for the diagnosis and management of gynecologic care of women across the life-span. The course utilizes the conceptual frameworks of wellness, health promotion, and disease prevention. The course is designed to foster the effective use of communication strategies in documentation, client education, and advocacy for women. Effective coordination of care, integration of evidence-based practice, and application of bioethical principles of care are emphasized. This course develops the paradigm of family-centered, community-based health care, which respects multicultural traditions.

Prerequisite: HNG 501 (may be taken as a corequisite)

2 credits

HNG 585 Midwifery II

This course will introduce the student to the midwifery management process in the primary care of women during the antepartal period. The conceptual frameworks of wellness, health promotion, and disease prevention, and the effective use of communication strategies in documentation, client education, and advocacy will be emphasized. This course develops the paradigm of family-centered, community-based health care, which respects multicultural traditions and lifestyle variations. The purpose of this course is to assume responsibility for management of care of the pregnant woman within a family-centered, culturally sensitive context that all times preserves the normalcy of the physiological and developmental process of birth. Students will begin to provide "out-patient" care to women learning to provide both well woman gynecological and antenatal (prenatal) care during this course.

Prerequisites: HNG 501, HNG 581

5 credits

HNG 586 Midwifery III

This course emphasizes the normalcy of labor and birth as a physiologic and developmental process and prepares students to assume responsibility for management of care of the woman and fetus during the intrapartum period. The use of conceptual frameworks of wellness, health promotion, and disease prevention will be emphasized. Communication and collaborative strategies will be emphasized to build upon the strengths of families and communities and minimize technological intervention. The student will attend a three-day residency for advanced clinical skills as part of this course. The residency will provide the student with a safe environment in which s/he can practice skills that will be required in the intrapartum clinical setting.

Prerequisites: HNG 581, HNG 585, HNG 531

Corequisite: HNG 556

5 credits Clinical, Lecture

HNG 587 Midwifery IV

The organizing framework of this course is continuity of care, emphasizing family-centered, community-based health care and the normalcy of birth. This course prepares the midwife to assume responsibility for the management and care of the woman and neonate during the postpartum including maternal psychological adaptation, lactation and care of the newborn through the first six weeks of life. This course also introduces the student to the concept of out of hospital birth.

Prerequisites: HNG 581, HNG 585, HNG 531, HNG 556, HNG 586

Corequisite: HNG 558

5 credits Clinical, Lecture

Nurse Practitioner Post-Master's Program Required

Courses-All Tracks

HNG 515 Advanced Health Assessment Across the Life Span

Provides diagnostic reasoning and a regional approach to physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.

4 credits, fall semester, faculty: adult health/child health

OR

HNG 525 Advanced Health Assessment Child Health

This course is designed to enable the student to refine and further develop clinical decision making skills while conducting health assessment of infants, children, and adolescents. Emphasis will be placed on assessment of the child's physical, emotional, and cognitive development within the context of the family and environment.

2 credits, fall, spring, summer semesters, faculty: parent child health

HNG 535 Theory and Role Transition in Advanced Nursing Practice

Reviews and analyzes the historical and theoretical basis of nursing practice to assist in the projection of new applications and questions for the nurse practitioner role. Rationales and strategies for planning role transition and gaining identity as a nurse practitioner are developed through focused socialization dialogue. Advanced theoretical knowledge and critical thinking skills necessary to function as a nurse practitioner are reinforced. Ethical and health policy issues are explored as they relate to the advanced practice role.

1-2 credits, fall, summer semester, faculty: all tracks

HNG 540 Clinical Pharmacology

Clinical applications of the major classifications of drugs. Emphasizes pharmacology and therapeutics. Addresses clinical correlations with applications to special populations using case studies. Prescription writing, patient compliance to drug therapy and application of this knowledge for special populations.

Prerequisite: undergraduate pharmacology course or placement examination - HNG 519 or 518 or 513 or 517 or 514
Corequisite: HNG 529 or 528 or 527 or 523 or 524

3 credits, spring semester, faculty: adult health

Perinatal/Women's Health Required Courses in Specialty

HNG 514 Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing I

This is the first of four sequential courses focusing on advanced nursing practice specializing in perinatal/women's health throughout their life span focusing on gynecological health. Analytical thinking and clinical decision making within

collaborative practice will be implemented so that therapeutic nursing interventions result in desired outcomes in the ambulatory care of women. Nursing theory and research for health promotion and management of women within the context of a multicultural society will be addressed. Realistic problems within a collaborative practice will be explored and developed to facilitate acquisition of skills in reasoning, problem solving, decision making and critical reflections relevant to the specialization of Perinatal/Women's Health.

4 credits, fall semester, faculty: parent child

HNG 591 Selected Topics in Pathophysiology: Women's Health

Focuses on the anatomic, physiologic and pathophysiologic changes that women experience throughout the developmental phases of their life spans.

1 credit, fall, year, faculty: parent child

HNG 524 Advanced Theory and Clinical Practice in Perinatal/Women's Health II

This is the second of four clinical courses that will prepare the student to provide primary care to women during the child-bearing years. The conceptual frameworks of wellness, health promotion, and disease prevention, and the effective use of communication strategies in documentation, patient education, and advocacy will be emphasized. This course develops the paradigm of family-centered, community-based health care, which respects multicultural traditions and lifestyle variations. Students are prepared for the advanced practice role of the Perinatal/Women's Health Practitioner role in the provision of care to women from preconception through the prenatal, intrapartum, postpartum phase of childbearing. The normal neonate and breastfeeding content is also included in this course.

4 credits, fall semester, faculty: parent child

HNG 534 Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing III

This is the third of four sequential clinical courses designed to integrate nursing theory and research into the health promotion and management of the high-risk perinatal family within the context of a multicultural society. Emphasis is placed on the prevention and early detection of reproductive risk, therapeutic nursing intervention, and communication necessary to improve the quality of perinatal outcomes. The nursing process is utilized to manage high-risk reproductive and perinatal complications.

5 credits, spring semester, faculty: parent child

HNG 554 Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing IV

This is the culminating nursing practicum course designed to provide students with the opportunity to implement and critically evaluate the role of the nurse practitioner/clinical nurse specialist in women's health. Emphasis will be placed on the integration of advanced nursing practice, research, and leadership/management concepts in the clinical specialization. Issues in clinical practice related to the specialty area will be explored as well as the effect of therapeutic nursing interventions on patient/family outcomes.

4 credits, spring semester, faculty: parent child

Child Health

HNG 518 Advanced Theory and Clinical Practice in Child Health I

The focus of this course is the development of critical thinking and clinical decision making as essential components of the advanced practice role. The major emphasis will be on analyzing and exploring common primary health problems of infants, children, and adolescents and developing optimum client outcomes that promote cost-effective, quality health care within the context of a multicultural society. Health assessments will integrate the concepts, theories, and principles underlying advanced assessment, diagnosis, and management of common health problems of infants, children, and adolescents within the context of their families and communities. Knowledge of related health sciences, nursing theories, and research are drawn upon to further develop the framework for the advanced practice role.

4 credits, fall, spring, summer semesters, faculty: parent child

HNG 520 Selected Topics in Childhood Morbidity

The course is designed to provide the graduate student preparing for an advanced practice role with a broad knowledge base of the physiological and pathophysiological changes that occur during the maturational process from conception through childhood. Emphasis will be placed on the maintenance of wellness and prevention of illness through nursing interventions, perinatal education, and anticipatory guidance.

3 credits, fall, spring, summer semesters, faculty: parent child

HNG 525 Advanced Health Assessment Child Health

This course is designed to enable the student to refine and further develop clinical decision making skills while conducting health assessment of infants, children, and adolescents. Emphasis will be placed on assessment of the child's physical, emotional, and cognitive development within the context of the family and environment.

2 credits, fall, spring, summer semesters, faculty: parent child

HNG 528 Advanced Theory and Clinical Practice in Child Health Nursing II

This is the second of four sequential courses designed to expand and integrate concepts, theories, and principles underlying advanced assessment, diagnosis, and management of common health problems of children within the context of their families and communities. This course prepares students for the advanced practice role of the pediatric nurse practitioner/clinical nurse specialist in an environment conducive to analytic skills, clinical decision making, and reflections on practice in a multicultural society. Clinical and evidence-based research is drawn upon to further develop the framework for the advanced practice role.

Prerequisites: HNG 518, HNG 525

Corequisites: HNG 504, HNG 520, HNG 540, HNG 577

4 credits, fall, spring, summer semesters, faculty: parent child

HNG 538 Advanced Theory and Clinical Practice in Child Health Nursing III

This is the third of four sequential courses and is designed to provide knowledge and analytical skills to meet the health

care needs of children and families with chronic and or medically fragile conditions in a complex and culturally diverse society. There will be precepted clinicals that expose students to clinical decision making in collaborative practice environments. Health care management will be linked with evidence based clinical research findings that promote optimal health care for children and families within complex interrelated health care systems.

Prerequisites: HNG 504, HNG 507, HNG 518, HNG 520, HNG 528, HNG 577, HNG 540, HNG 541

Corequisites: HNG 532, HNG 543

5 credits, fall, spring, summer semesters, faculty: parent child

HNG 548 Advanced Theory and Clinical Practice in Child Health Nursing IV

This is the last of a series of four courses designed to provide students an opportunity to evaluate critically the role of the Pediatric Nurse Practitioner and Clinical Nurse Specialist in the care of children and their families. Care will be taken to integrate advanced nursing practice, leadership, management, research and expert clinical practice in diagnosing, treating and managing children with particular health care needs. Concepts of clinical practice will be related to outcome based research.

Prerequisite: HNG 538

4 credits, fall, spring, summer semesters, faculty: parent child

Adult Health

HNG 515 Advanced Health Assessment Across the Life Span

Provides diagnostic reasoning and a regional approach to physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.

4 credits, fall semester, faculty: adult health

HNG 519 Advanced Theory and Clinical Practice in Adult Health Nursing I

Clinical problem solving and decision making skills essential to assessing and diagnosing health status, health risks, illness and functional/ dysfunctional health patterns of adults and their families. Resources, strengths, and limitations are used as a basis to collaborate with adult patient families and/or other health care providers to plan therapeutic interventions to promote, maintain or restore health.

Prerequisite: course in health assessment

Corequisites: HBP 511, HNG 530, HNG 540, HNG 588

4 credits, fall semester, faculty: adult health

HNG 529 Advanced Theory and Clinical Practice in Adult Health Nursing II

Builds upon the diagnostic process to develop advanced clinical problem solving skills in diagnosing, treating, and managing a patient/family with health problems and dysfunctional patterns. Therapeutic interventions are planned to promote health, treat illness, manage chronic disease, and limit disabilities by enhancing problem solving and self care abilities of adults and their families.

Prerequisite: HNG 519

5 credits, spring semester, faculty: adult health

HNG 539 Advanced Theory and Clinical Practice in Adult Health Nursing III

Emphasizes coordination, consultation, and interaction components of case management to promote, maintain, and/or restore health in groups of adult patients in acute and critical-care settings. Clinical research is drawn upon to further develop the framework for the advanced practice role. Prerequisites: HNG 529, HNG 540, HBP 511

5 credits, fall semester, faculty: adult health

HNG 549 Advanced Theory and Clinical Practice in Adult Health Nursing IV

A capstone experience for students to be mentored by faculty in experiencing full enactment of the roles and functions of the NP/CNS. Students identify the patient populations with whom they plan to practice, negotiate for placement in a self-selected practice setting, implement the roles and functions of NP/CNS, terminate, and evaluate this experience in advanced practice in adult healthcare.

5 credits, spring semester, faculty: adult health

HNG 592 Selected Topics in Pathophysiology: Adult Health

Focuses on pathophysiology and morbidity in adults. Concepts relevant to implications and strategies for health promotion through nursing interventions, patient education, and anticipatory guidance are discussed.

1 credit, year, faculty: parent child

Neonatal Health**HNG 522 Advanced Topics in Fetal and Neonatal Pathophysiology**

This course is designed to provide the graduate student preparing for an advanced practice role in neonatal health with a broad knowledge base of the physiological and pathophysiological changes that occur during the maturational process from conception through infancy. Emphasis will be placed on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role.

3 credits, faculty: parent child

HNG 542 Neonatal Clinical Pharmacology

The course is centered on pharmacotherapeutic management of selected neonatal conditions with major emphasis on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role. Learners will explore and analyze pharmacologic issues relevant to the neonate and infant in the intensive care and primary care settings as well as potential consequences of maternal drug therapy on the fetus. Currency in knowledge of the principles of clinical and basic pharmacology is an essential prerequisite of this course.

3 credits, faculty: parent child

HNG 564 Advanced Theory and Clinical Practice in Neonatal Health Nursing II: Primary Care for High Risk Infant

This course focuses on the advanced assessment skills required to provide primary care to high-risk infants and their

families within the context of a pluralistic society. The biological and psychosocial aspects are studied as a basis for nursing practice. Emphasis is placed on the role of the neonatal nurse practitioner in improving the provision of primary care and follow-up services to high-risk infants with the purpose of decreasing mortality and morbidity rates and improving the quality of life for these infants after discharged from the intensive care nursery.

3 credits, fall semester, faculty: parent child

HNG 569 Advanced Theory and Clinical Practice in Neonatal Health Nursing I: The Childbearing Family

This course focuses on the advanced assessment of the childbearing family. All components of this comprehensive assessment are integral to the development of differential diagnoses and management plans for high-risk neonates and their families and will form the foundation for clinical decision making required in the advanced practice role of the neonatal nurse practitioner. Parenting and the needs of the family in the context of a pluralistic society are emphasized.

3 credits, spring semester, faculty: parent child

HNG 578 Advanced Theory and Clinical Practice in Neonatal Health Nursing III: The High Risk Neonate I

This course focuses on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role in providing care to high-risk infants and their families in the acute care setting. Nursing theory and research for health promotion and management of the neonate and family within the context of a pluralistic society will be explored.

7 credits, fall semester, faculty: parent child

HNG 579 Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: The High Risk Neonate II

This course focuses on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role in providing care to high-risk infants and their families in the acute care setting. The role of the neonatal nurse practitioner in improving the provision of care to high-risk infants with the purpose of decreasing mortality and morbidity rates and improving their quality of life is explored. Parenting and the needs of the family in the context of a pluralistic society are stressed.

7 credits, spring semester, faculty: parent child

Masters Completion**Nurse Midwifery****HNG 508 Conceptual Frameworks for Childbearing Women**

Examines concepts of communication, health, behavior, family parenting, stress, coping, and support. Provides the foundation for development of ethical decision making, research, leadership, and education.

2 credits, faculty: parent child

HNG 521 Professional Issues in Midwifery Practice

The course is designed to facilitate an understanding of issues confronting the health care delivery system and its impact on individual practice. Additional focus on both national and international politics will be addressed.

1 credit, faculty: parent child

HNG 546 Advanced Theory and Clinical Practice in Midwifery

This course provides the student with an opportunity to broaden the role of a midwife in an area of the student's own professional interest, which integrates principles of advanced practice, research, leadership, and education presented in previous courses. Students, under the supervision of a faculty mentor, will design, implement, and evaluate an experience that will increase their professional scope of practice. These experiences may be tailored toward the development of new practice skills, or professional development as a clinical educator, health policy maker or administrator.

4 credits, faculty: parent child

Neonatal Nurse Practitioner**HNG 502 Advanced Theory and Role Development: Computer Applications**

This course introduces the student to computer applications in distributive learning. The purpose of this course is to provide the knowledge and skill necessary to adapt to a Lotus Notes distributive learning curriculum. The theory of adult education, role of the advanced practice nurse in life-long learning, and the mechanism by which learning can occur through the use of computer enhanced education will be discussed. Computer laboratory experience will be provided.

1 credit, fall and spring semesters

HNG 507 Parenting: Anticipatory Guidance

This course critically examines issues, knowledge and skills which facilitate optimal parent child health outcomes. Concepts from humanities, health related and nursing sciences provide a knowledge based for parenting and parent education. Anticipatory guidance, as a therapeutic nursing intervention, will be the focus of the course.

2 credits, spring, summer semesters, faculty: parent child

HNG 522 Advanced Topics in Fetal and Neonatal Pathophysiology

This course is designed to provide the graduate student preparing for an advanced practice role in neonatal health with a broad knowledge base of the physiological and pathophysiological changes that occur during the maturational process from conception through infancy. Emphasis will be placed on the development of diagnostic reasoning and clinical decision-making skills as essential components of the advanced practice role.

3 credits, faculty: parent child

HNG 530 Professional Issues in Advanced Nursing Practice

This course is designed to enable the student to acquire the knowledge and skills needed to conceptualize a new advanced practice role in the discipline of nursing. Critical thinking

skills will promote the identification and application of various theories to enable students to build a basis of power in a challenging health care environment.

1 credit, fall and spring semesters, faculty: all departments

HNG 532 Leadership and Management in Advanced Nursing Practice

Focuses on the leadership/management role of the nurse practitioner/clinical nurse specialist within the context of health care organizations and their environments.

2 credits, fall and spring semesters, faculty, parent child, adult health

HNG 541 Statistical Methods and Scholarly Inquiry

This is the first of two courses designed to examine research in relation to advanced practice nursing. The course focuses on understanding how quantitative and qualitative research provide the scientific foundation of nursing and impact quality patient outcomes. Particular emphasis is placed on research methodologies, including both quantitative and qualitative designs. Student's analytical skills will be strengthened through critiques of statistical methods and qualitative analyses of health care related data.

3 credits, fall and spring semesters

HNG 542 Neonatal Clinical Pharmacology

The course is centered on pharmacotherapeutic management of selected neonatal conditions with major emphasis on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role. Learners will explore and analyze pharmacologic issues relevant to the neonate and infant in the intensive care and primary care settings as well as potential consequences of maternal drug therapy on the fetus. Currency in knowledge of the principles of clinical and basic pharmacology is an essential prerequisite of this course.

3 credits

HNG 543 Applications of Clinical Nursing Research

This is the second of two courses designed to examine research in relation to practice and primary care delivery in nursing and health care. Particular emphasis is on gaining increased understanding of theories and the advantages and disadvantages of various research designs and methodologies. Current clinical nursing research will be used as examples. Student's ability to critically analyze published research studies for relevance and implications for theory and clinical practice will be stressed.

Prerequisite: HNG 541

3 credits

HNG 564 Advanced Theory and Clinical Practice in Neonatal Health Nursing II: Primary Care for High Risk Infant

This course focuses on the advanced assessment skills required to provide primary care to high-risk infants and their families within the context of a pluralistic society. The biological and psychosocial aspects are studied as a basis for nursing practice. Emphasis is placed on the role of the neonatal nurse practitioner in improving the provision of primary care and

follow-up services to high-risk infants with the purpose of decreasing mortality and morbidity rates and improving the quality of life for these infants after discharged from the intensive care nursery.

3 credits, fall semester, faculty: parent child

Graduate Program Electives

HNG 500 EKG Monitor Interpretation

This course is designed to enable the nursing student to acquire knowledge and skills needed to identify, analyze, and understand EKG monitor interpretation. The course will cover the anatomy and physiology of the heart, the conduction system, and 30 basis rhythms including treatment modalities. The course provides the foundation for EKG interpretation for the advanced practice nurse. The role of the advanced practice nurse in recognizing and diagnosing dysrhythmias will be defined and discussed. The course serves as both an introductory course and review course for nurses who wish to refresh their monitor skills prior to entering the clinical setting or attending 12 lead EKG course.

1 credit, summer semester, faculty: adult health

HNG 536 Case Studies in Pharmacotherapeutics I

With major emphasis on the development of clinical decision making and critical thinking skills are essential components of the advanced practice role, this is the first of two courses that build on the course content of HNG 540, Clinical Pharmacology. Using complex case studies (CV, Respiratory, GI focus) presented in a problem based learning format, students will be guided in their development of the skills required to identify and resolve drug-related problems which are common in clinical practice (adult health, child health, perinatal/women's health, and psychiatric/mental health nursing) and may occur whenever pharmacotherapy is included in a therapeutic regime.

Prerequisite: HNG 540 or instructor permission

2 credits, summer semester

HNG 505 Case Studies in Pharmacotherapeutics II

With major emphasis on the development of clinical decision making and critical thinking skills as essential components of the advanced practice role, this is the second of two courses that builds on the course content of HNG 540, Clinical Pharmacology. Using complex case studies (neurologic, psychiatric, selected topics) presented in a problem based learning format, students will be guided in their development of the skills required to identify and resolve drug-related problems which are common in clinical practice (adult health, child health, perinatal/women's health, and psychiatric/mental health nursing) and may occur whenever pharmacotherapy is included in a therapeutic regime.

2 credits, summer semester

HNG 506 Alternate Forms of Healing I

This course is designed to introduce the student to an overview of the most popular alternative forms of healing, including Biofeedback, Clinical Hypnosis, Meditation, Past Life Therapy, Relaxation Progression, Reiki, Ro-Hun Therapy, Rubenfeld's Synergism, Shamanism, Therapeutic Touch, Traeger and Yoga.

2 credits, summer semester

HNG 510 Critical Care Concepts

This course is designed to provide a comprehensive understanding of the professional nursing practice required in the basic assessment and management of the critically ill patient. A systems approach consisting of anatomy, physiology, assessment, pathophysiology, and treatment is utilized to establish a knowledge base for the nurse to provide competent patient care including assessment, diagnosis, intervention, evaluation and ethical sensitivity.

6 credits Seminar

HNG 511 Caring for Patients at the End of Life

This is an elective course focused on nursing care of the adult individual and their family who is nearing death from disease; it will incorporate physical, psychosocial and spiritual dimensions of caring for adults at the end of life.

2 credits

HNG 515 Advanced Health Assessment Across the Life Span

Provides diagnostic reasoning and a regional approach to physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.

4 credits, spring, summer semesters, faculty: adult health

HNG 523 Beginner Reiki: Energy Healing for the Health Care Professional

This course assists the student to become proficient in the Reiki method of hands on healing. The student will learn the history of Reiki, the human energy system, assessment of the human energy field, and the basic hand positions for giving and receiving a Reiki treatment.

1 credit, summer semester

HNG 525 Advanced Health Assessment Child Health

This course is designed to enable the student to refine and further develop clinical decision making skills while conducting health assessment of infants, children, and adolescents. Emphasis will be placed on assessment of the child's physical, emotional and cognitive development within the context of their family and environment.

2 credits, fall semester, faculty: parent child health

HNG 533 Contemporary Topics in Pain Management I

With major emphasis on the development of clinical decision-making and critical thinking skills as essential components of the advanced practice role, this is the first of two pain management courses. This course provides an introduction to pain management with an emphasis on assessment, treatment modalities, and acute and chronic pain syndromes common to primary care (adult health, child health, perinatal/women's health, and psychiatric/mental health nursing).

2 credits, summer semester

HNG 551 Psychopharmacology

This course will center on pharmacotherapeutic management of selected psychiatric conditions. Students will explore and analyze pharmacologic issues relevant to the psychiatric client in ambulatory, acute care, and chronic care settings.

Prerequisites: HNG 540, HNG 557 or a pathophysiology course.

2 credits, summer semester

HNG 552 Pediatric Multiple Sclerosis

This course focuses on the epidemiology, pathology, differential diagnosis and treatment of Pediatric Multiple Sclerosis. Radiographic, laboratory, clinical features, and case studies will be presented. Cognitive and psychosocial issues will be discussed.

HNG 561 Contemporary Topics in Pain Management II

With major emphasis on the development of clinical decision making and critical thinking skills as essential components of the advanced practice role, this is the second of two pain management courses. Using prototype complex case studies presented in a problem based learning format, students will be guided in their development of the skills required to identify and resolve pain-related problems common in clinical practice (adult health, child health, perinatal/women's health and psychiatric/mental health nursing). This course builds on content introduced in HNG-533, however may be taken without this prerequisite with faculty permission.

2 credits, summer semester

HNG 562 Neuroscience Advanced Practice Nurses: Basics and Beyond

This course is based on core concepts in neuroscience, integral to advanced nursing practice.

2 credits Lecture

HNG 567 Revisioning Nursing: Crisis or Opportunity

This course will examine the phenomena associated with paradigm shifts in nursing today. The student will explore many of the important areas in which subtle and not so subtle variations of worldview affect our decisions, our interrelationships, and our work environment.

2 credits, summer semester

HNG 568 The Addicted Client: Strategies for Nursing Assessment and Intervention

Provides a theoretical and conceptual foundation needed to address clients with a broad range of substance abuse and addiction patterns on the health-illness continuum. It utilizes concepts from a number of nursing specialties in data collection, diagnosis, planning, intervention and evaluation through the case study method. The critical evaluation of socio-cultural beliefs, values and attitudes toward the addicted client will also be explored.

2 credits, spring semester, faculty: community and mental health

HNG 570 Independent Studies

The focus of this course is self-directed study in the analysis, examination and critique of a specialty area of interest in advanced practice.

Variable (1-6) credits

HNG 571 Radiologic Diagnostics for Nurse Practitioners

Provides the practitioner student with an overview of current state-of-the-art radiologic diagnostics and related subspecialty procedures. Emphasis placed on acquiring a basic understanding of radiological studies, accuracy in diagnosis and interrelated scenarios.

3 credits, summer semester, faculty: parent child health

HNG 599 Therapeutic Touch

Therapeutic Touch assessment skills will be taught so that the practitioner may use Therapeutic Touch clinically to assist in reduction of pain and anxiety, promote relaxation and facilitate the body's natural restorative process.

1 credit, summer semester, faculty: community and mental health

HND 602 Principles of Distributive Learning: Doctor of Nursing Practice (D.N.P.)

This course introduces the D.N.P. student to principles of distributive learning for the D.N.P. Program. The purpose of this course is to provide the knowledge and skills necessary to adapt to a computer-mediated distributive learning curriculum. A major focus of this course will be facilitation of the mentor-mentee relationship between doctoral students and their faculty mentor. An outcome of this course will be the pairing of each D.N.P. student and a faculty mentor. Principles of transformational theory, lifelong learning and the mechanisms by which adult learning can occur through computer-mediated distributive approach will be emphasized. Computer laboratory experience will be provided.

0 credits, S/U grading, faculty: School of Nursing

HND 610 Ethics Throughout the Life Span

This course will provide the student with the underlying concepts and fundamental principles on which ethical decision-making is based. Application to specific ethical issues across the lifespan will be addressed.

3 credits, faculty: School of Nursing

HND 615 Genomics

This course will provide the student with the knowledge to recognize the role of genetic factors in the prevention, causation and treatment of human disease. Focus will be placed on translation of genetic discoveries into interventions that improve health outcomes

3 credits, faculty: School of Nursing

HND 625 Health Care Policy

This course will provide the student with the knowledge to examine the interface among federal, state, and local governments, from a historical to a contemporary perspective. The focus will be on correlating components of health care to health policy, fiscal implications and access and delivery of health care.

3 credits, faculty: School of Nursing

HND 635 Biostatistics

This course will provide the student with knowledge of statistical approaches utilized in epidemiological studies. Analysis of risk factors and disease data will be emphasized. Applying epidemiologic methods to critically evaluate the evidence used in clinical decision making will be an important aspect of this course.

3 credits, faculty: School of Nursing

HND 640 Principles of Epidemiology

This course will provide the student with a systematic and selective overview of conceptual approaches and research findings related to the impact of social contexts on the health of populations.

3 credits, faculty: School of Nursing

HND 647 Doctoral Research Seminar

This course will challenge students to develop a project proposal that builds upon the scientific foundation for the practice of nursing. Theory and evidence-driven projects will be prepared in collaboration with interdisciplinary mentors. Grant writing and funding opportunities will be explored. Peer review skills are integral to participation in the seminar.

3 credits, faculty: School of Nursing

HND 648 Global Health and Social Justice

This course will provide the student with an interdisciplinary perspective of global health. Contemporary issues, problems and controversies that effect social, economic, political and environmental perspectives will be emphasized. A social justice and human rights framework will be used to examine global health disparities.

3 credits, faculty: School of Nursing

HND 650 Systems Theory

This course will provide the student with the knowledge and skills necessary to identify the responsibilities inherent in the leadership role, opportunities for change and strategies to improve and enhance health care delivery from a systems perspective.

3 credits, faculty: School of Nursing

HND 655 D.N.P. Clinical Residency I

This course will provide the student with the opportunity to work closely with a doctoral faculty advisor to refine, implement and evaluate a scholarly project.

4 credits, faculty: School of Nursing

HND 656 D.N.P. Proposal Tutorial I

This course will guide the D.N.P. student during the Methodological phase of the D.N.P. Project. During this course the D.N.P. student will maintain consistent and regular contact with their faculty mentor so as to all reciprocal feedback crucial to the success of the project. Curricular outcomes of this course are development of the Methodology section and institutional approval of the D.N.P. Project. This course is to be taken concurrently with HND 655 Residency I.

0 credits, S/U grading, faculty: School of Nursing

HND 665 D.N.P. Clinical Residency II

Clinical learning objectives will emphasize the integration of scientific and behavioral principals in the management of complex care and complexities in vulnerable populations. Clinical field experience will allow the student to apply advanced diagnostic and clinical management skills in the provision of care to a selected population.

4 credits, faculty: School of Nursing

HND 666 D.N.P. Proposal Tutorial II

This course will guide the D.N.P. student during the Implementation phase of the D.N.P. Project. During this course the D.N.P. student will maintain consistent and regular contact with their faculty mentor so as to allow reciprocal feedback crucial to the success of the project. A curricular outcome of this course is the implementation of the D.N.P.

Project. This course is to be taken concurrently with HND 665 D.N.P. Clinical Residency II.

0 credits, S/U grading, faculty: School of Nursing

HND 675 D.N.P. Clinical Residency III

This course will provide the student with the opportunity to deliver specialized care to a selected population within the context of a global health perspective. Emphasis will be placed on cultural competence, health care policy, health care and interdisciplinary collaboration.

4 credits, faculty: School of Nursing

HND 676 D.N.P. Proposal Seminar I

This course will guide the D.N.P. student during the Evaluation phase of the D.N.P. Project. During this course the D.N.P. student will maintain consistent and regular contact with their faculty mentor so as to all reciprocal feedback crucial to the success of the project. A curricular outcome of this course is the evaluation of the D.N.P. Project. Implications for improvement of patient care/population outcomes will be explored. This course is to taken concurrently with HND 675 D.N.P. Clinical Residency III.

0 credits, S/U grading, faculty: School of Nursing

HND 685 D.N.P. Clinical Residency IV

This course will emphasize the differentiation of a more complex and comprehensive level of advanced practice, which will lead to optimal health outcomes from a selected population. Clinical experience will facilitate the development of a culminating project that demonstrates application for improved patient care.

6 credits, faculty: School of Nursing

HND 686 D.N.P. Proposal Seminar II

This is the culminating course in the D.N.P. Program and will guide the D.N.P. student during the Dissemination phase for the D.N.P. Project. During this course the D.N.P. student will maintain consistent and regular contact with their faculty mentor so as to all reciprocal feedback crucial to the success of the project. A curricular outcome of this course is the dissemination of the project to forums focused on the improvement of patient care/population outcomes. This course is to be taken concurrently with HND 685 D.N.P. Clinical Residency IV.

0 credits, S/U grading, faculty: School of Nursing

HND 682 Continuing Course Work

1-12 credits, S/U grading, faculty: School of Nursing