

**RLE 780**

## INDEPENDENT STUDY

In consultation with the program director, a student can contract to study independently a topic not offered in the regular curriculum. The student will propose a topic, develop a tentative bibliography, and identify a faculty member from the University willing to direct the course of study. The course may be for three or six credits.

**RLE 785**

## MINISTRY PRACTICUM

With the approval of the Program Director, a student can contract for a supervised ministry practicum. The ministry may be the student's regular employment or a temporary position. The student will outline goals for the experience, develop a reading list, and propose a final project. A regular member of the faculty will serve as the practicum supervisor and evaluate the final project. The course may be taken for three or six credits.

**RLE 790**

## INTEGRATIVE PROJECT AND SEMINAR

Students complete a major project exploring a topic related to their concentration in theology, pastoral ministry, or liturgical studies. The project may take the form of a major research paper, a methodological reflection on supervised experience, or a creative presentation. Students work independently with a faculty mentor and are required to meet with other participating students and mentors for periodic seminars. An initial plan for the project must be approved by the director of the program prior to establishing an agreement with a faculty member for the independent study. Students will have one year from the time of registration to complete the project. The course is for three credits.

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## MASTER OF SCIENCE IN NURSING (MSN)

### Faculty

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Director: Kathleen E. Czekanski, Ph.D., R.N., CNE

Professors: Beitz, Wolf, Zuzelo

Associate Professors: Breckenridge, Frizzell, Goldberg, Wieland

Assistant Professors: Bicknell, Altmiller, Bailey, Gies, Goldberg, Gurmankin, Harkins, Hoerst, Johnson, Kavanaugh, Kinder, Lowenthal, Matecki, McGroarty, Sipe, Strayer, Suozzo, Wilby

### Mission of the Nursing Programs

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#### Mission

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education and service-learning opportunities to develop culturally and clinically competent, caring nursing professionals who are prepared for a life of service, continued learning, leadership, and scholarship.

#### Vision

The Nursing Programs of the La Salle University School of Nursing and Health Sciences develop nursing curricula that are based on the health needs of populations and that mobilize social, political, and health-care resources for the welfare of vulnerable and under-served populations. The Nursing Programs provide nursing education and service-learning opportunities addressing the health-care needs of a diverse urban population through the La Salle Neighborhood Nursing Center, the

greater University community, and in partnerships with local, national, and international agencies. The Nursing faculty engage in collaborative programs of research, scholarship, leadership, and practice that promote the health of individuals, families, groups, communities, and populations.

### Philosophy for Nursing Programs

Nursing is an art, science, and profession in which the relationships between nurses and those cared for are essential. The foundation of basic and advanced nursing education includes the humanities and sciences. Nursing Programs prepare students to become self-aware and sensitive to the complexity and diversity of human systems and their environments. The roles of the nurse include direct and indirect caregiver, advocate, collaborator, teacher, manager, coordinator, researcher, consultant, and administrator.

The nursing community at La Salle respects the shared humanity of individuals, families, groups, communities, and populations with appreciation for autonomy, dignity, spirituality, complexity, and diversity of the people they serve. Nurses recognize that the potential for healing within the person integrates mind, body, and spirit. The programs use systems theory that views health as a dynamic state. Nurses' primary interests are human responses to health, illness, and healing.

The nursing community believes that learning is a transformative, life-long process that requires active engagement of learners. Students possess a reservoir of experience that is a continuing resource for learning. The teaching-learning environment reflects scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others and the profession.

Students develop as ethical, caring practitioners who promote health in the 21st century. La Salle graduates strengthen the nursing profession and contribute to the health of society.

### Purpose of the Graduate Nursing Program

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The purpose of the Master in Science in Nursing degree program is to educate baccalaureate-prepared nurses for leadership roles in clinical nursing, advanced practice, nursing education, or administration to meet the health needs of diverse individuals, families, groups, communities, and populations across various environments.

### Description of Program

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The program of study may be completed in any of seven tracks: Adult Health and Illness - Clinical Nurse Specialist, Clinical Nurse Leader, Nursing Administration/MBA (dual degree), Nursing Service Administration (for those with a prior MBA), Nursing Administration, Nurse Anesthetist, Primary Care of Adults - Nurse Practitioner, Primary Care of Families--Nurse Practitioner, and Public Health Nursing. The Adult Health and Illness - Clinical Nurse Specialist track includes an option for preparation as a Gerontology Clinical Nurse Specialist. The curriculum reflects a balance between liberal and professional education and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgment, creativity, and self-direction under the guidance of quality faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

### Learning Goals of the Graduate Nursing Program:

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At the completion of the program the student will:

1. Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice or at the point of care to provide nursing care to diverse clients.
2. Practice independently while delivering direct and indirect care services in various types of health-care systems.
3. Use research findings from nursing and other disciplines as a basis for clinical decision making to improve practice and to formulate health policy.
4. Use ethical decision making to promote the well-being of individuals, families, health-care professionals, and in local, national, and international communities.
5. Utilize evidence-based practice recommendations and professional standards of care to improve the health status of individuals, families, groups, communities, and populations.
6. Value life-long learning and continuing professional development.
7. Demonstrate communication skills, including computing and health information management, that enhance the quality of care provided at the individual and aggregate level.
8. Demonstrate safe, effective assessment, planning, implementation, and evaluation skills in caring for individuals and groups.
9. Provide culturally competent care to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health-care beliefs, and religion.
10. Function as a leader and change agent in nursing and in health-care-delivery systems, particularly to insure quality care for vulnerable and under-served populations.

### Accreditation

The Master of Science in Nursing degree program is accredited by the Commission on Collegiate Nursing Education.:

### Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree in nursing from an NLNAC- or CCNE-accredited program or the MSN Bridge program for those R.N.s with a non-nursing baccalaureate degree. Undergraduate course work must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course. Students who have earned a G.P.A. of 3.0 or higher in their undergraduate program may be formally accepted into the Master of Science program upon receipt of all required documents for admission and review by the Graduate Nursing Admissions and Progressions committee (except for those applicants in the MSN/MBA track and Nurse Anesthetist track). Those students with an undergraduate GPA of less than 3.0 may be provisionally accepted and may take up to three courses under provisional acceptance status. Students who are provisionally accepted must achieve a B or better in their first three graduate nursing courses in order to be considered for formal acceptance. In addition, those students applying to the MSN/MBA dual-degree track must take the Graduate Management Aptitude Test (GMAT) and be accepted by the MBA Program. The Frank J. Tornetta School of Anesthesia at Montgomery Hospital must first accept those students applying to the Nurse Anesthetist Track.

Please contact the Frank J. Tornetta School directly at 610.270.2139 for an application packet.

2. Current R.N. licensure in the United States.

3. Acceptable scores in the Graduate Management Aptitude Test (GMAT) for students entering the MSN in Nursing Administration/ MBA dual-degree track. For inquiries, contact mba@lasalle.edu.
4. Two letters of reference from professors or supervisors. At least one reference must be an academic reference.
5. A statement of philosophy.
6. One year work experience as a registered nurse.
7. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University, or the free online application.

### The Application for Admission may be obtained by contacting:

Kathleen E. Czekanski, Ph.D., R.N., Director  
Graduate Nursing Program  
La Salle University  
Philadelphia, PA 19141  
215.951.1413  
msnapn@lasalle.edu

### Tuition and Fees 2009-2010

Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition, per credit hour . . . . .	\$700
General University Fee, per semester . . . . .	\$85

### Tuition Assistance

Advanced Nurse Traineeship funding and Graduate Assistantships are available. Consult with the Director of the Graduate Nursing Program regarding eligibility.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

### Progression Through the Program

The following is presented as a model for progression through the Master of Science in Nursing program. Individual plans for progression will be determined for each student in consultation with the Program Director. Please see the Nursing Student Handbook and the University Student Handbook and Student Guide to Rights and Responsibilities for additional information. These handbooks are both available on the University Web site and as printed copy.

### Required for all M.S.N. Degrees: 34 to 59 graduate credits (depending on track)

Core: Required of students in all tracks (12 credits)

- NUR 604** Research and Theory I
- NUR 605** Research and Theory II
- NUR 607** Advanced Practice Nursing and Administration in Health Care Delivery Systems
- NUR 608** Population-Based Care and Advanced Practice Nursing

Track: Requirements vary with specialization chosen.

### Adult Health and Illness—Clinical Nurse Specialist

- NUR 512**                      **NUR 624**
- NUR 616**                    **NUR 625**
- NUR 617**                    **NUR 626**

NUR 618           one elective  
NUR 623

#### Clinical Nurse Leader

NUR 512           NUR 631  
NUR 616           NUR 633  
NUR 617           NUR 634  
NUR 618

#### Nurse Anesthetist

NUR 616           NUR 685  
NUR 617           NUR 686  
NUR 618           NUR 687  
NUR 681           NUR 688  
NUR 682           NUR 689  
NUR 683           NUR 690 (elective)  
NUR 684           NUR 691

#### Primary Care of Adults—Nurse Practitioner

NUR 616           NUR 661  
NUR 617           NUR 665  
NUR 618           NUR 666  
NUR 660           Two electives

#### Primary Care of Families—Nurse Practitioner

NUR 615           NUR 663  
NUR 616           NUR 664  
NUR 617           NUR 665  
NUR 618           NUR 667  
NUR 636           NUR 668  
NUR 660           NUR 669  
NUR 661           No electives

#### Public Health Nursing

NUR 635           NUR 655  
NUR 637           NUR 656  
NUR 650           NUR 610 or NUR 611  
NUR 651           Two electives

#### Nursing Service Administration (with prior MBA)

NUR 512           NUR 645  
NUR 565           NUR 646  
NUR 635  
NUR 640           MBA (transfer nine credits)

#### Nursing Administration

NUR 512           NUR 640  
NUR 565           NUR 641  
MBA 615           NUR 645  
MBA 691           NUR 646  
MBA 810

#### Master of Science in Nursing/Master of Business Administration (MSN/MBA)


This dual-degree program prepares nurses for leadership positions in a reformed health-care system in all types of nursing and health-care

practice settings. The curriculum focuses on the discipline of nursing, management, and business and emphasizes the delivery of quality health-care services. Graduates participate fully in the strategic and operational activities of health-care agencies.

#### Nursing Courses MBA Courses

NUR 604	MBA 610
NUR 605	MBA 615
NUR 607	MBA 625
NUR 608	MBA 630
NUR 640	MBA 690
NUR 645	MBA 691
NUR 646	MBA 692
	MBA 810
	MBA 820
	MBA 830
	MBA 901
	MBA 902

#### Course Descriptions

 identifies courses that have been designated as having a service-learning component.

#### Core Courses

**NUR 604**  
RESEARCH AND THEORY I  
3 credits

This course explores the relationships among research, theory, and practice. Students examine the integration of theory in clinical, educational, and administrative areas of nursing. Critique of published studies focuses students on research methods and the applicability of research findings to practice situations. Principles of evidence-based practice guide students' development of a researchable question. Development of the question guides students to a critical review of the literature. Various research designs are contrasted.

**NUR 605**  
RESEARCH AND THEORY II  
3 credits

This course is a continuation of Research and Theory I (NUR 604). Students develop research proposals, generated by research questions and the literature review, completed in NUR 604. They also examine treatment of variables, sampling, measurement theory, probability theory, qualitative and quantitative analysis, and the use of the computers in data analysis. Ethical and legal principles related to the conduct of nursing research will be discussed. The course emphasizes the links between theory, research, and evidence-based practice.

*Prerequisite: NUR 604*

**NUR 607**  
ADVANCED EDUCATION NURSING ADMINISTRATION IN HEALTH CARE DELIVERY SYSTEMS  
3 credits

This course examines the evolution of advanced education nursing in the context of changing health care delivery systems. Students explore health care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, sociocultural, legislative-political, and professional concerns. Program development, informatics,

fiscal management of health care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary collaboration and coalition-building skills in leadership roles extending beyond the traditional health care environment.

**NUR 608**

## POPULATION-BASED CARE AND ADVANCED EDUCATION NURSING

3 credits

In this course, students develop cultural competence regarding the role of the advanced education nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint..

**Track Courses**Adult Health and Illness-Clinical Nurse Specialist**NUR 512**

## INTRODUCTION TO NURSING INFORMATICS

3 credits

This course focuses on understanding the fundamentals of computer systems and how they might be applied to support nursing and health-care administration. It emphasizes the use of computer applications software for Internet research as well as data analysis and reporting. Content incorporates theoretical and “hands-on” exposure to word processing, spreadsheet, database management, presentations graphics, electronic mail, and Web page authoring. While no prior knowledge of Microsoft Office is required for this course, it is expected that the student will have a familiarity with using a keyboard and mouse in a Windows environment. Students with light computer backgrounds will be expected to maintain pace with the instructor and with the rest of the class. Basic computer knowledge required.

**NUR 616**

## ADVANCED ASSESSMENT IN HEALTH AND ILLNESS

3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients’ potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of children and adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills.

*Prerequisites:* Core, NUR 617, NUR 618

**NUR 617**

## PHARMACOLOGY

3 credits

This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.

*Prerequisite:* NUR 618

**NUR 618**

## PATHOPHYSIOLOGY

3 credits

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.

*Prerequisite:* Core

**NUR 623**THEORIES AND PRINCIPLES FOR ADULT CLINICAL NURSE SPECIALISTS/  
CLINICAL EDUCATORS IN HEALTH CARE SYSTEMS

3 credits

This course focuses on the complex needs of chronically and acutely ill adults and their families. Needs assessment and program evaluation for specific medical-surgical patient groups are emphasized, as are topics on systems improvement, health-care mistakes and injuries, patient safety initiatives, standards of care, and evidence-based practice initiatives. Culturally competent approaches to the care of vulnerable, urban populations are integrated into plans of care. Safety-net services are examined from the perspective of continuity of care. The National Association of Clinical Nurse Specialists (NACNS) practice and education standards are emphasized.

*Pre-requisites:* Core, NUR 512, NUR 616

*Co-requisite:* NUR 625

**NUR 624**

## CARE DELIVERY AND STAFF EDUCATION: INTEGRATION OF PATIENT PROGRAMS

3 credits

This course explores health-care needs of chronically and acutely ill adults and families and the corresponding teaching/learning needs of nursing staff caring for them. Course learning opportunities develop student expertise in utilizing teaching strategies designed to advance the practice of other nurses via formal and informal educational encounters. Collaborative teaching arrangements are evaluated. Competence assessment, educational program creation and evaluation, and organization-wide quality initiatives are emphasized. The relationship between nursing education and patient outcomes is appraised. Strategies to teach at-risk patients, including vulnerable and under-served, are investigated.

*Pre-requisites:* Core, NUR 623, NUR 625

*Co-requisite:* NUR 626

**NUR 625**

## FIELD STUDY IN ADULT HEALTH AND ILLNESS I

4 credits

This seminar and preceptored practicum course is designed to integrate theory, practice, and research as the basis for advanced clinical practice for clinical nurse specialists (CNS). Nursing care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration health-care services. Clinical practica are structured according to the needs of the graduate student. The seminars provide a forum for discussion of the roles of the advanced practitioner. Practica and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings. This course requires 267 hours of clinical practicum.

*Pre-requisites:* NUR 616, Core

*Co-requisite:* NUR 623

**NUR 626**

FIELD STUDY IN ADULT HEALTH AND ILLNESS II  
4 credits

A continuation of NUR 625 in which graduate students explore the needs and responses of diverse healthy and ill adults during preceptored clinical practica and seminars. The course views theory and research as foundations of nursing practice. Advanced nursing practice is examined within the context of health promotion, maintenance, and restoration services. Students investigate the characteristics and functions of the clinical nurse specialist role in relation to clinical problems. Practica are structured according to the needs of graduate students. The seminars provide a forum for discussion of various roles and clinical issues of advanced nursing practice in clinical nurse specialist roles in diverse settings. The practica and seminars enable students to expand knowledge, skills, and attitudes relevant to culturally competent advanced nursing practice for diverse clients. The National Association of Clinical Nurse Specialists (NACNS) practice and education standards are integrated. This course requires 256 hours of clinical practicum.

*Prerequisite:* NUR 625

*Co-requisite:* NUR 621

Please note: Students may complete both the Adult Health and Illness Track and the Certificate in Gerontology as an option for the Clinical Nurse Specialist in Gerontology.

#### Adult Nurse Practitioner

**NUR 660**

PRIMARY CARE OF ADULTS I  
3 credits

This course focuses on primary-care health concerns of diverse adult clients and develops the advanced practice nursing role reflecting evidence-based practice. Using national health-care guidelines and professional standards, students evaluate health behaviors and implement culturally competent strategies for health promotion and disease prevention. Health maintenance and health restoration principles are explored in light of the traditional and contemporary managed care environments especially for vulnerable and under-served populations. Client education and counseling techniques relevant to advanced nursing practice are emphasized.

*Prerequisites:* Core, NUR 616, NUR 617, NUR 618

*Co-requisite:* NUR 665

**NUR 661**

PRIMARY CARE OF ADULTS II  
3 credits

This course focuses on the theories, principles, and processes necessary to diagnose and manage primary-care clients. Using evidence-based practice standards and ethical principles, students gain the knowledge base to evaluate and manage diverse clients with complex primary-care health needs. Students explore health risks and behaviors, health promotion strategies, disease prevention and health restoration in the context of traditional and contemporary managed care environments, especially for vulnerable and under served clients. Legal, ethical, financial, and cultural concepts related to advanced practice nursing and professional certification requirements are integrated.

*Prerequisite:* NUR 660

*Co-requisite:* NUR 666

**NUR 665**

FIELD STUDY IN PRIMARY CARE OF ADULTS I  
4 credits

This seminar course focuses on knowledge and skills necessary to provide primary care to adults at varied developmental stages, especially those

from vulnerable and under served populations. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary-care settings. Case presentations focus on the process of clinical reasoning for accurate diagnosis and management of illness. This course requires 256 hours of clinical practicum.

*Co-requisite:* NUR 660

**NUR 666**

FIELD STUDY IN PRIMARY CARE OF ADULTS II  
4 credits

This course provides the opportunity for further development and refinement of primary-care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary-care activities through integration of theory and principles of nursing and other related fields and preceptored clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring, and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease in diverse primary-care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness. This course requires 256 hours of clinical practicum.

*Prerequisite:* NUR 665

*Co-requisite:* NUR 661

#### Clinical Nurse Leader

**NUR 631**

CLINICAL OUTCOMES MANAGEMENT  
3 credits

This course addresses clinical decision-making, management of patient care, evidence-based practice, and outcomes management. Students participate in the process of developing best practice guidelines for promoting, maintaining, and restoring health. Quality assurance, safety and risk reduction will be examined. Students begin to develop a leadership portfolio.

**NUR 633**

CARE ENVIRONMENT MANAGEMENT  
3 credits

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

**NUR 634**

FIELD STUDY IN CLINICAL NURSE LEADERSHIP

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

Family Nurse Practitioner**NUR 615**

## FAMILY HEALTH NURSING

3 credits

This course explores theoretical perspectives on the family system and analysis of factors influencing family health, especially those of vulnerable and under-served populations. Students examine the life cycle of the family, including transitions of child bearing, the prenatal period, childrearing, and bereavement. Health promotion interventions are proposed for families with chronically ill and acutely ill members. Family responses to and coping mechanisms associated with acute and chronic illness are scrutinized. Students apply family theory as enacted by the advanced practice nurse in diverse community settings. Family assessment strategies are introduced as they relate to family nursing interventions. Principles of cultural competence and leadership/change agency are explored. Course may be taken as an elective in other MSN tracks.

**NUR 616**

## ASSESSMENT OF THE ADULT IN HEALTH AND ILLNESS

3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychologic, sociocultural, and physical examination data. Students explore history taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, cultural competence, and decision-making skills.

*Prerequisites:* Core, NUR 617, NUR 618

**NUR 617**

## PHARMACOLOGY

3 credits

This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.

*Prerequisite:* NUR 618

**NUR 618**

## PATHOPHYSIOLOGY

3 credits

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.

*Prerequisite:* Core

**NUR 660**

## PRIMARY CARE OF ADULTS I

3 credits

This course focuses on primary-care health concerns of diverse adult clients and develops the advanced practice nursing role reflecting evidence-based practice. Using national health-care guidelines and professional standards, students evaluate health behaviors and implement culturally competent strategies for health promotion and disease prevention. Health maintenance and health restoration principles are explored in light of the traditional and contemporary managed-care environments, especially for vulnerable and under-served populations. Client education and counseling techniques relevant to advanced nursing practice are emphasized.

*Prerequisites:* Core, NUR 616, NUR 617, NUR 618

*Co-requisite:* NUR 665

**NUR 661**

## PRIMARY CARE OF ADULTS II

3 credits

This course focuses on the theories, principles, and processes necessary to diagnose and manage primary-care clients. Using evidence-based practice standards and ethical principles, students gain the knowledge base to evaluate and manage diverse clients with complex primary-care health needs. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of traditional and contemporary managed-care environments, especially for vulnerable and under-served clients. Legal, ethical, financial, and cultural concepts related to advanced practice nursing and professional certification requirements are integrated.

*Prerequisite:* NUR 660

*Co-requisite:* NUR 666

**NUR 663**

## PRIMARY CARE OF WOMEN

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting.

**NUR 664**

## PRIMARY CARE OF CHILDREN

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

**NUR 665**

## FIELD STUDY IN PRIMARY CARE OF ADULTS I

4 credits

This seminar course focuses on knowledge and skills necessary to provide primary care to adults at varied developmental stages, especially those from vulnerable and under-served populations. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary-care

settings. Case presentations focus on the process of clinical reasoning for accurate diagnosis and management of illness. This course requires 256 hours of clinical practicum.

*Co-requisite: NUR 660*

### **NUR 667**

#### FIELD STUDY IN PRIMARY CARE OF ADULTS II FOR THE FNP STUDENT

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness.

### **NUR 668**

#### FIELD STUDY IN PRIMARY CARE OF WOMEN

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

### **NUR 669**

#### FNP FIELD STUDY II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

## Nursing Anesthesia

### **NUR 616**

#### ASSESSMENT OF THE ADULT IN HEALTH AND ILLNESS

3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychologic, sociocultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of adults through assessment of normal and abnormal physical findings. Students

combine principles of nursing and related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, cultural competence, and decision-making skills.

*Prerequisite: NUR 617 or special permission*

### **NUR 617**

#### PHARMACOLOGY

3 credits

This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.

*Prerequisite: NUR 618, Core, or special permission*

### **NUR 618**

#### PATHOPHYSIOLOGY

3 credits

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.

*Prerequisites: Core or special permission*

### **NUR 681**

#### ORIENTATION TO STUDY AND PRACTICE OF ANESTHESIA

4 credits

This orientation course is required for all students enrolled in the nurse anesthesia track. It is designed to familiarize students with department management, policies, and procedures, the history of nurse anesthesia, the role of the anesthesiologist as an anesthesia care team member, the history of anesthesia, and issues related to anesthesia administration. In addition, this course acquaints students with the physical plant, surgical suite, and critical care area. Program requirements and accreditation requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs are presented. A broad field orientation to clinical practice includes legal implications of anesthesia care, preoperative patient assessment, airway management, and patient positioning. This course provides the basis for meeting the anesthesia-related needs of culturally diverse patients in acute-care settings. Topics included are: (1) Orientation to Anesthesia Department, Care Plans, and Records, (2) Orientation to the Operating Room, (3) Preoperative Patient Assessment, (4) Substance Abuse, Application to Nurse Anesthesia Practice, (5) Airway Management, (6) Patient Positioning, and (7) Basic Principles of Anesthesia Practice.

*Prerequisite: Graduate Core, Advanced Core, special permission*

### **NUR 682**

#### ANATOMY, PHYSIOLOGY, AND PATHOPHYSIOLOGY I

4 credits

Nurse Anesthesia students are presented with specific anatomic and physiologic considerations of the cardiovascular, respiratory, and fluid/electrolyte systems. Cellular physiology as it applies to Nurse Anesthesia practice is presented. Cardiovascular segments provide monitoring modalities, cardiovascular pharmacology, and the effects of the anesthetic agents on the cardiovascular system. The respiratory segment provides an in-depth examination of anatomy, physiology, respiratory reflexes, lung volumes, respiratory sounds, rates, and types as they apply to anesthesia.

Pathophysiologic disease processes associated with culturally diverse patient populations are presented and clinically applied. Topics included are (1) Cell Physiology, (2) Respiratory I, and (3) Cardiovascular I.

### **NUR 683**

#### PHARMACOLOGY I

2 credits

The purpose of this course is to help students understand the actions and effects of specific anesthetic medications on the human system. Students analyze the nursing responsibilities related to anesthetic pharmacokinetics and pharmacodynamics for the advanced practice nurse. Students study principles of drug therapy, mechanisms of action, and selection of pharmacologic agents specific to anesthesia practice. Regional anesthetics, intravenous and inhalational anesthetic agents, and their clinical applications are incorporated. In addition, students examine pharmacologic considerations associated with diverse patient populations, especially those in urban medically under-served areas. Topics included are (1) Introduction to Pharmacology, (2) Regional Anesthesia, and (3) Inhalational Anesthesia.

### **NUR 684**

#### PHYSICS AND CHEMISTRY I

2 credits

This course introduces the student to the principles of inorganic chemistry that are applicable to anesthesia practice. The core portion of this course encompasses the critical elements of design, purpose, operation, and safety principles associated with anesthesia machine use. The FDA checklist is incorporated into the didactic portion of the curriculum. Topics included are (1) Anesthesia Machine and (2) Patient Monitoring.

### **NUR 685**

#### PHARMACOLOGY II

3 credits

The purpose of the course is to expand students' pharmacologic knowledge base related specifically to nurse anesthesia practice while continuing to build on the principles of NUR 683. Students continue to build on the pharmacokinetics and pharmacodynamics related to local anesthetics, muscle relaxants, and intravenous anesthetic agents. The course continues to focus on the pharmacologic considerations and pathophysiologic disease processes of persons in medically under-served areas and with high-risk urban populations. Topics included are (1) Local Anesthesia, (2) Muscle Relaxants, and (3) Intravenous Anesthesia Agents.

### **NUR 686**

#### ANATOMY PHYSIOLOGY AND PATHOPHYSIOLOGY II

4 credits

The anatomy, physiology, and pathophysiology of the cardiovascular and respiratory systems are expanded upon from NUR 682. In addition, the physiology, anatomy, and pathophysiology of the hepatic, endocrine, excretory, and autonomic nervous systems are presented. The effects of the inhalational and intravenous anesthetic agents on the hepatic, renal, and endocrine systems are featured with a focus on biotransformation and excretory processes. Pathophysiologic disease processes specific to culturally and racially diverse patient populations are applied. Topics included are (1) Cardiovascular II, (2) Respiratory II, (3) Hepatic System, (4) Endocrine System, (5) Excretory System, and (6) Autonomic Nervous System.

### **NUR 687**

#### CHEMISTRY AND PHYSICS II

2 credits

The physical laws of physics as they apply to anesthesia practice are presented. Organic and inorganic chemistry principles as they apply to nurse anesthesia practice are examined. Electrical safety and electrical principles related to the physical environment and surgical suite are integrated into this dynamic course.

### **NUR 688**

#### ADVANCED PRINCIPLES OF PRACTICE

4 credits

An in-depth presentation of the respective anesthesia subspecialties is presented. Surgical subspecialties explored include obstetrics, pediatrics, CT surgery, geriatrics, neuroanesthesia, trauma, burns, orthopedics, ENT, plastic surgery, GI surgery, pain management, laser surgery, and hematology. Specific techniques, monitoring devices, complications, physiologic alterations, and anesthesia provider considerations associated with each subspecialty are extensively reviewed and applied clinically. Subspecialty practice applicable to the medically under-served is included in conjunction with cultural issues that affect health care in the urban setting. Topics included are (1) Obstetrics, (2) Pediatrics, (3) Cardiothoracic, (4) Geriatrics, (5) Neuroanesthesia, (6) Trauma/Burns, (7) Orthopedics, (8) ENT/Plastics, (9) GI Surgery, (10) Pain Management, (11) Laser Surgery, and (12) Hematology.

### **NUR 689**

#### PROFESSIONAL ASPECTS

2 credits

This culminating course is designed to prepare students for the professional responsibilities they will assume as nurse anesthetists following graduation. Medical-legal considerations associated with nurse anesthesia are incorporated and selected medical malpractice cases are analyzed. This course provides students with the ability to evaluate journal clubs and prepare professional reports for presentation. Topics included are (1) Medical-Legal Considerations in Anesthesia Practice, (2) Seminar Workshop, Educational Meetings, Morbidity, and Mortality Conferences, and (3) Journal Club.

### **NUR 690**

#### CLINICAL PRACTICUM I

3 credits

This clinical practicum is developed to allow the student to gain exposure to the induction, maintenance, and emergence phases of anesthesia. Students focus on pre-anesthesia assessment, anesthesia induction techniques, emergence, and proper postprocedure care. This is a Pass/Fail course. Objectives included are (1) Room Preparation, (2) Pre-Anesthetic Assessment, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Emergence, and Post-operative Periods, and (6) Interpersonal Behavior.

### **NUR 691**

#### CLINICAL PRACTICUM II

6 credits

This clinical capstone course is the final culmination of the student's clinical experience. Senior nurse anesthesia students utilize their didactic preparation and clinical anesthesia foundation from the preceding six semesters. Topics included are (1) Room Preparation, (2) Preanesthetic induction, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Emergence, and Post-operative rounds, and (6) Interpersonal Behavior.

Public Health Nursing**NUR 610**

NURSING AND HEALTH EDUCATION  
3 credits

This is the first graduate nursing education course in a three-course sequence designed to prepare the master's-level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.

*Prerequisite: None*

**NUR 611**

METHODS OF EDUCATION IN NURSING  
3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, or practicing nurse. The emphasis in this course is on the application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.

*Prerequisite: None*

**NUR 635**

HEALTH POLICY AND PROGRAM PLANNING AND EVALUATION  
3 credits

This seminar course introduces students to health policy, program planning, and evaluation in the public health context, especially as they relate to vulnerable and under-served populations. Special emphasis is placed on students' strengthening and developing their skills in policy formulation and implementation. The social, economic, legal, ethical, cultural, and political environments that influence public policy, planning, and evaluation are explored. Students acquire familiarity with strategies for health planning and evaluation through selected applied learning activities.

*Prerequisites: Core*

**NUR 637**

EPIDEMIOLOGY  
3 credits

Epidemiology is concerned with analyzing and describing patterns and determinants of health and disease in human populations. The principles and methods of epidemiology provide knowledge of the evolution of health and disease processes, the foundation for preventive health practices, and the basis for rational health policy decisions. Population-based data collection methods and analyses of health data and their relationship to the utilization of health services are emphasized. Application of epidemiological methods to communicable and chronic diseases is discussed, especially as they relate to systematic health-care interventions.

**NUR 650**

PUBLIC HEALTH NURSING I  
3 credits

This is the first of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Health behaviors and change strategies will be discussed as the bases for effective public health interventions. A variety of community assessment models

from nursing, public health, public policy, and the social sciences will be examined. Current writings from the humanities provide an opportunity to apply and critique assessment models. Content includes the scope and standards of practice for public health nursing and exploration of significant public health problems.

*Prerequisites: Core, NUR 635, NUR 637*

*Co-requisite: NUR 655*

**NUR 651**

PUBLIC HEALTH NURSING II  
3 credits

This is the second of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Emphasis is placed on intervention and evaluation strategies. Content includes public health services models that support primary, secondary, and tertiary health-care initiatives both in traditional and non-traditional settings. Financial, ethical, cultural, and political factors in aggregate interventions are explored. Models for intervention and evaluation from nursing and other disciplines are analyzed for their utility in advanced practice nursing. Popular works of non-fiction are used to highlight the benefits and limitations of theoretical models in public health nursing. The synthesis of ideas, models, and research from a variety of sources are emphasized as a critical component of public health nursing.

*Prerequisites: NUR 650, NUR 655*

*Co-requisite: NUR 656*

**NUR 655**

FIELD STUDY IN PUBLIC HEALTH NURSING I   
4 credits

This seminar and preceptored practicum course integrates theory, practice, and applied research. Through seminars and clinical applications, students develop the initial phases of a community health project with targeted populations. Emphasis is placed on leadership roles that optimize the health of families, groups, and communities through an assessment of the health status of an aggregate or community and a proposed plan of action based on priority needs and resources of the target population. The final phases of this project (implementation, evaluation, and recommendations) will be completed in the Spring Semester (NUR 656). The course builds on public health principles and culturally competent interventions engaging at-risk urban populations. Healthy People 2010 guides the student's advanced practice opportunities through collaborative, multidisciplinary, client-oriented work in community settings. This course requires 256 hours of clinical practicum.

*Prerequisites: NUR 635, NUR 637, HCA 731, or MBA 610*

*Co-requisite: NUR 650*

**NUR 656**

FIELD STUDY IN PUBLIC HEALTH NURSING II   
4 credits

This seminar and preceptored practice course further integrates theory, practice, and program evaluation perspectives into advanced practice public health nursing. The course supports the implementation and evaluation phases of the student's ongoing public health project/practicum. Emphasis is placed on expanding professional and community roles, responsibilities and requisite skills to sustain and promote population-focused health within the framework of Healthy People 2010. The course focuses on culturally competent public health nursing interventions and leadership opportunities in diverse urban settings. Innovative health communication, education, and outreach strategies addressing public health needs in the 21st century are essential components of the course. This course requires 256 hours of clinical practicum.

*Prerequisites: NUR 650, NUR 655*

*Co-requisite: NUR 651*

Nursing Administration/MBA**NUR 640**

## NURSING MANAGEMENT/ADMINISTRATION I: THE CONTENT AND CONTEXT OF NURSING ADMINISTRATION

3 credits

This course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator. Students examine theories and principles regarding management of organizational systems within diverse health-care settings. Delivery of nursing care and services in relation to structure, process, and outcomes within small and large organizational systems is emphasized. Organizational design, administrative processes, and measurement of organizational effectiveness within nursing systems are emphasized. The professional, research, managerial, leadership, and change agency aspects of the nurse administrator role are explored in relation to the practice of nursing administration.

*Prerequisites:* Core, MBA Foundation, MBA Executive Perspectives, and acceptance into the MBA program.

*Co-requisite:* NUR 645

**NUR 645**

## FIELD STUDY IN NURSING MANAGEMENT/ADMINISTRATION I

4 credits

This is the first of two preceptored field experiences designed to provide the student with the opportunity to integrate administration theory, operations, and research in a variety of health-care settings in order to positively influence the quality of patient care. With faculty guidance, students select and participate in a variety of experiences that focus on nursing management within diverse health-care settings. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. Trends, ethics, standards, and research in the area of nursing management are also examined. Emphasis is placed on the student's articulation of the philosophical and theoretical basis of the practicum issues and on the development, refinement, and evaluation of effective management strategies. Clinical practica are structured according to the individual student's knowledge and skill needs. This course requires 125 hours of clinical practicum.

*Prerequisite:* MBA Core, MBA Foundation, MBA Executive Perspectives

*Co-requisite:* NUR 640

**NUR 646**

## FIELD STUDY IN NURSING MANAGEMENT/ADMINISTRATION II

4 credits

In this preceptored field experience, students select opportunities to participate in strategic and financial management operations in a variety of settings. Seminars examine the impact of prospective payment, managed care, and uncompensated care on health-care organizations and nursing systems, especially those serving vulnerable and under-served populations. Students explore intrapreneurial and entrepreneurial roles of nursing administrators. Seminars provide students with the opportunity to share and process weekly practicum experiences and to receive feedback from students and faculty colleagues. Students articulate the philosophical and theoretical basis of practicum issues and the development, refinement, and evaluation of effective management strategies to effect positive changes in patient-care delivery systems. Students are encouraged to seek practica in alternative care delivery sites such as, but not limited to, Health Maintenance Organizations (HMOs), primary-care health centers, assisted living centers, nursing homes, and hospitals and with diverse client populations, especially the vulnerable and under-served. This course requires 125 hours of clinical practicum.

*Prerequisite:* NUR 645

Required MBA courses are previously listed and described elsewhere in this catalog.

Elective Nursing Courses**NUR 500**

## ETHICS IN NURSING

3 credits

This course is designed to provide the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories will be explored and critically examined, with a focus on their application to practice. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decision for ethical practice from a systems theory perspective. The course will draw on students' clinical experiences to promote moral reflection and personal values clarifications with regard to contemporary health-care challenges. The course will examine current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

**NUR 512**

## INTRODUCTION TO NURSING INFORMATICS

3 credits

This course focuses on understanding the fundamentals of computer systems and how they might be applied to support nursing and health-care administration. It emphasizes the use of computer applications software for Internet research as well as data analysis and reporting. Content incorporates theoretical and "hands-on" exposure to word processing, spreadsheet, database management, presentations graphics, electronic mail, and Web page authoring. While no prior knowledge of Microsoft Office is required for this course, it is expected that the student will have a familiarity with using a keyboard and mouse in a Windows environment. Students with light computer backgrounds will be expected to maintain pace with the instructor and with the rest of the class. Basic computer knowledge required.

**NUR 520**

## SPIRITUALITY IN NURSING AND HEALTH CARE

3 credits

This course provides an introduction to the role of spirituality in nursing practice. The course will analyze the paradigm shifts that have occurred in the history of professional nursing regarding the place of spirituality in professional nursing practice. It explores the phenomenon of spirituality in health and illness across the lifespan and from the perspectives of multiple religious and cultural world views. The course offers students an opportunity to reflect on their understanding and experience of spirituality and how spirituality influences personal decision making. The applicability of current research and specific nursing theories to the practice of spiritually sensitive nursing care is also addressed. Emphasis is placed on personal spirituality as a resource for the provision of nursing care that respects the diverse religious traditions and spiritualities of clients.

**NUR 565**

## SAFETY STRATEGIES FOR HEALTH CARE DELIVERY SYSTEMS

3 credits

This course explores medication errors and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and other health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians are emphasized.

**NUR 567**

CARING THEORY, CARING PRACTICE  
3 credits

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. Intentional caring and self-care are also analyzed.

**NUR 574**

INTRODUCTION TO GRADUATE RESEARCH AND WRITING  
3 credits

A cross-disciplinary seminar that introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports and papers. An individualized paper or written project, approved by the student's department, will be completed by each participant in the seminar.

**NUR 632**

SEMINAR IN NURSING HISTORY  
3 credits

The purpose of this seminar is to expand the student's awareness of the historical role of nursing as a social response to the health needs of the American public. The changes in nursing itself will be viewed through the context of American political, economic, and social force. The internal forces of nursing will be analyzed as responses to those events. The philosophies of nursing leaders and other leaders and groups will be analyzed. Emphasis will be given to the interplay between societal forces and American nursing practice, education, and administration.

**NUR 638**

GROUP PROCESS IN NURSING PRACTICE  
3 credits

Nurses in advanced practice are increasingly called upon to participate in and provide leadership to groups of patients, families, and professional staff. Strong leadership in-group process can promote quality health care. To examine group process, course topics will include (1) theories of group development and operation, (2) group properties and process, (3) the synergistic nature of groups, and (4) the function of group leadership. The group theories and processes will be examined in light of support groups, patient education groups, staff-work groups, and committees.

### Selected Certificate Courses that May be Taken as MSN Electives

**GERO 510**

CARING FOR THE ELDERLY: THEORIES, PRACTICE, AND SOCIAL POLICY  
3 credits

This course analyzes aggregate care models for the elderly. It explores social policy on aging from a governmental and interagency perspective. Population changes and aging in society are highlighted. Public health and social agency strategies are explored. Ethical issues relating to aging and social policy are discussed.

**GERO 522**

THEORIES, PRINCIPLES, AND ASSESSMENT IN BIOLOGICAL, PSYCHOLOGICAL, AND PATHOPHYSIOLOGICAL AGING  
3 credits

The course explores social and psychological aspects of aging, common physical health problems in the elderly, and behavioral and biological

aging theories. Behavioral theories such as stress models, person-environment fit, and social cognitive theory are examined. Special attention is given to mood disorders, dementia, elder abuse, congestive heart failure, degenerative joint disease, and osteoporosis as prototype concerns. Common therapeutic interventions such as fall prevention, pain management, and exploitation prevention and assessment strategies for social, psychological, physical, and functional health aspects of aging are emphasized. Public health implications of depression, delirium, dementia, and elder exploitation are explored. Health advocacy approaches, prevention models, and critical pathway analysis are used to frame health promotion and disease prevention programs.

**GERO 580**

FIELD STUDY IN GERONTOLOGY: PRACTICUM  
3 credits

This practicum course offers opportunities for students to observe and work with a preceptor in clinical or community settings serving the elderly. Seminar meetings and clinical experiences allow students to apply concepts of gerontology in actual elder-care situations.

*Pre-requisites:* GERO 410/510, GERO 422/522, GERO 591.

**GERO 591**

GERIATRIC PSYCHOPHARMACOLOGY  
1 credit

This course explores treatment of mental health problems in the elderly using pharmacological interventions. Drug treatment for depression and psychosis are featured, as well as management of behavior disorders related to dementia along with the role of psychoactive drugs in the care of older adults. Appropriate and inappropriate uses of such drugs will be compared. Depression and dementia will be examined as prototypes of psychoactive drug use in the elderly. End-of-life issues and pain relief will be addressed.

*Pre-requisites:* GERO 410/510, 422/522, or special permission.

**HSC 516**

URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY   
3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for interrelations health. Students engage family members and community organizations as partners in positive family health strategies. Experiential and service learning projects emphasize both family and community assessments.

Graduate courses in other schools (Business and Arts and Sciences) may be taken as electives in the M.S.N. tracks. Students may also take courses in the post-master's certificate program in Nursing Education as electives, as well as graduate-level nursing courses in the certificate programs.

### Nursing Certificates

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La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. These college credit-bearing courses may be applied toward degree requirements at La Salle University in addition to meeting the requirements of the certificate program. For more information on any of the listed programs, contact La Salle's School of Nursing and Health Sciences at 215.951.1430.

### School Nurse Certificate

The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school-aged children and adolescents. School nurses provide preventive health teaching and manage primary health-care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees in nursing to prepare for and receive initial certification as school nurses.

### Wound, Ostomy, and Continence Nursing Education Program (WOCNEP)

Through the School of Nursing and Health Sciences' Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

### Certificate in Gerontology

This is a 10-credit interdisciplinary certificate program for all professionals in health and human services who are interested in various careers that provide services to older adults. Courses in this certificate program may be taken as pre-baccalaureate or post-baccalaureate.

### Post-Master's Certificate Options are also available in all MSN tracks:

Clinical Nurse Specialist—Adult Health and Illness, Nurse Anesthesia, Nurse Practitioner—Primary Care of Adults, Nurse Practitioner—Primary Care of Families, Public Health Nursing, and Nursing Administration/M.B.A. For more information, contact the School of Nursing and Health Sciences at 215.951.1413.

### Post-Master's Certificate in Nursing Education

A three-course post-master's certificate is available for students who already possess a master's degree in a clinical area. The following three courses are required and may be taken as electives in the MSN tracks.

#### NUR 610

##### NURSING AND HEALTH EDUCATION

3 credits

This is the first graduate nursing education course in a three-course sequence designed to prepare the master's-level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.

*Prerequisite: None*

#### NUR 611

##### METHODS OF EDUCATION IN NURSING

3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, or practicing nurse. The emphasis in this course is on the

application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.

*Prerequisite: None*

#### NUR 612

##### FIELD STUDY IN NURSING EDUCATION

4 credits

This seminar and preceptored practical course is designed to integrate educational theory and methods. Students will participate in a variety of experiences that focus on educating nursing students, other nurses, and nursing's clients. The ethical and legal issues of education will be explored.

*Prerequisite: NUR 610, NUR 611*

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## SPEECH-LANGUAGE-HEARING SCIENCE

### Faculty

Director: Barbara J. Amster, Ph.D., CCC-SLP

Associate Professors: Klein, Kleinow

Assistant Professors: Luckhurst, Ruiz

University Clinical Coordinator: Mancinelli

### Description of Program

La Salle University's Speech-Language-Hearing Science Program offers a Master of Science degree in Speech-Language Pathology for students who have an undergraduate degree in communication sciences and disorders, speech-language pathology, audiology, or speech-language-hearing science. In addition, those students with an undergraduate degree in a related field can pursue the master's degree after completing prerequisite courses. See [http://www.lasalle.edu/schools/cpcs/content.php?section=post\\_bac\\_certificates&group=preslp&page=index](http://www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=preslp&page=index) for information about La Salle University's Pre-SLP Program.

Speech-language pathologists care for patients of all ages and cultural backgrounds with communication disorders. Speech-language pathologists assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders.

Our program provides personal and professional growth opportunities. We offer classes in the late afternoon and early evening. Our clinical practicum experiences at our affiliate sites are offered during business hours. Students have the opportunity to gain from diverse, excellent clinical practicum experiences in a variety of professional settings. Our faculty share their vast array of clinical experiences with students and care about each student's success.

### Mission Statement of the Speech-Language-Hearing Science Graduate Program

La Salle University's Speech-Language-Hearing Science Graduate Program provides a research-oriented, clinically based curriculum grounded in theoretical, ethical, and clinical knowledge in speech, language, and hearing science. Students learn to think critically and communicate effectively. They are prepared to meet professional credentialing, including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice and value life-long learning.