



SCHOOL OF NURSING

School of Nursing

Dean: Mary A. Nies

Assistant Dean for Administration: George Rannazzi

Assistant Dean for Alumni Advancement : Gene E. Mundie

Assistant Dean for Clinical Placements: Arleen Steckel

Assistant Dean for Academic Advancement: Ora James Bouey

Assistant Dean for Student Affairs: Philip C. Tarantino

Assistant to the Dean for Student Affairs: Valerie DiGiovanni

Admissions and Advancement Coordinator: Jennifer Coppola

Clinical Contracts Coordinator: Karen Allard

Department Chairs: Debra Sansoucie (Parent Child Health), Patricia Long (Community & Mental Health), Kathleen Shurpin (Adult Health)

Professors: Patricia Long, Lenora J. McClean, Kathleen Shurpin, Ora James Bouey, Lee Xippolitos

Professor Emerita: Madeline Zunno

Clinical Professor Emerita: Judith Treistman

Associate Professor Emerita: Doretta Dick

Clinical Associate Professors: Nancy Balkon, Marijean Buhse, Virginia Coletti, M. Elayne DeSimone, Mary Anne Dumas, Lori Escallier, Maryann Forbes, Jane Fox, Peter G. Johnson, Marie Ann Marino, Gene E. Mundie, Debra Sansoucie, Arleen Steckel, Kathryn Zaki

Clinical Assistant Professors: Christopher Adams, Lynn Adams, Nancy Balkon, Maureen Barbara, Carol Bergeron, Cathleen Bergin, Maryann Bezyack, Stephanie Bonney, Sabra Boughton, Lynette Boyer, Kathleen Bratby, Jonathan Briggs, Kathleen Brod, Holly Brown, Patricia Bruckenthal, Terri Cavaliere, Barbara Charles, Michael Chiarello, Virginia A. Coletti, Elizabeth Collins, Jean Anne Connor, Deborah Cosgrove, Vivian Cunningham, Lynn Davis, Carol Della Ratta, Susan Dewey-Hammer, Sharon Doyle, Denise Driscoll, Kathleen Gambino, Barbara Jean Gibbons, Joan Grossi, Barbara Hohlowski, Maureen Houck, Lisa Jensen, Corrine Jurgens, Denise Jurow, Cynthia Kealey, Nancy Kennedy, Yorkette Kleinman, Doreen Klubok, Mary Koslap-Petraco, Lenore Lamanna, Patricia Leo, Joanne Lopez, Valerie MacConnell, Karen Malcomson, Deborah McElligott, Elizabeth McFadden, Regina McLeod, Barbara Ann Messina, Kathleen Miller, Joan Nachtman, Susan Nitschke, Susan Vitale, Cecile Stopkoski, Ermelinda Pelausa, Sharon Placella, Wendy Pollack, Josephine Posillico, Joan Quigley, Jeanne Rakowski, Richelle Rappaport, Ilona Dale Reuter, Nicole Rouhana, Maria Santiago, Carolyn Santora, Ronni Schultz, Charlotte Slintak, Arlene Smaldone, Barbara Sprung, Virginia Stanley-Taub, Cathy Stein, Catherine Sullivan, Yoshiko Takeshita, Philip Tarantino, Ventryce Thomas, Paula Timoney, Joanne Turzer, Lyn Vargo, Jeanne Vasilakis, Mary Lisa Veach, Susan A. Vitale, Patricia Voelpel, Doris Weisman, Maureen M. Whalen, Elsa Wuhrman, Bruce Zitkus, Anita Zych

Clinical Instructors: Paul D'Amico, Debbie Fitzgerald, Arlene M.

Fitzmaurice, Karin Ganetis, Marie Higgins, Margaret Kelly, Jennifer Leonardi, Lisa Quinones-Fernandez, Margaret Stolz, Lorraine Sullivan, Linda Vlay

Clinical Lecturers: Satar Abdool, Rita Aguilla, Susan Beal, William Bezman, Elaine Hansen, Harriet Hellman, Robert A. Johnson, M. Veronica McKinnon, Jean Lewis, Kathleen Monahan, Jean Mueller

Lecturers: Karen Halpern, Mary Jane Johnson, Peter Monsen

Overview

Office of Student Affairs -School of Nursing 631-444-3200
www.nursing.stonybrook.edu

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)
818 Connecticut Ave. NW Suite 900
Washington, DC 20006
Phone (202) 728-9860; Fax (202) 728-9897
info@acnm.org www.midwife.org

The school offers two degree programs: a Bachelor of Science with a major in nursing and a Master of Science. The undergraduate curriculum prepares basic baccalaureate and registered nurse students to become knowledgeable participants in the delivery of comprehensive healthcare within hospitals and other healthcare agencies. The graduate curriculum prepares students for advanced practice roles as nurse practitioners/clinical nurse specialists in adult health, primary, acute and critical care, child health, perinatal/women's health, neonatal health, and psychiatric/mental health, family health/primary care, and as nurse midwives.

The School of Nursing offers a certificate course for master's degree nurses to continue their education by preparing for advanced practice as nurse practitioners in women's health, child health, adult health, neonatal health, psychiatric mental health, family health and as nurse midwives.

Mission Statement

The mission of the School of Nursing is to provide accessible, high quality undergraduate, graduate and related nursing education to diverse geographically dispersed students through innovative programs that reflect current trends and promote professional growth.

Philosophy

Nursing education is based on a commitment to meet the health care 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. Faculty believe that education is a shared undertaking wherein the faculty are facilitators and the learners are active participants in knowledge development. Ongoing data collection, evaluation and change based on sound rationale are inherent components of the educational program.

Faculty believe that nurses must be able to facilitate change in the world's evolving health care environment through communication, negotiation and leadership. Graduates are prepared to provide patient care, recognizing its contextual nature and to adapt evidence-based guidelines to novel circumstances through analytical skills.

Faculty believe 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. Cultural competence and scientific competence are integrated in nursing action.

The philosophy that guides baccalaureate education also guides graduate education. Faculty believe 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 reflects the reality of practice while preparing students with the knowledge to provide, reform and direct health care across a variety of settings.

Goals of the School of Nursing

- 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 lifelong learning.
- Prepare for global improvement of healthcare through individual, collaborative and interdisciplinary efforts.
- Provide an environment and infrastructure that supports faculty teaching, scholarship, service and practice.
- Provide a mechanism for continuous program assessment, evaluation and improvement.

Undergraduate Curriculum Objectives

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

1. Utilize nursing process to provide health promotion, maintenance and restoration of diverse populations of patients.
2. Use theory to conceptualize health responses of diverse populations of patients.
3. Apply research findings to improve nursing practice.
4. Apply principles of leadership and management in nursing and in 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 professional development.

Graduate Curriculum 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. Synthesize knowledge obtained from nursing and related sciences for application to clinical practice to promote the global improvement of healthcare.
3. Utilize research process and methods for analyzing healthcare and outcomes.
4. Apply theory to provide evidence-based clinically competent care.
5. Contribute to the continuous improvement of healthcare systems using leadership/management concepts.
6. Promote ethical and social responsibility for quality healthcare.
7. Pursue advanced professional development.

Applications

The School of Nursing requires all applications to be complete in order for review by the AAS (Admissions and Academic Standards) Committee.

The School of Nursing Admissions and Academic Standards Committee recommends to the Dean all policies regarding admission and applications. Applications are reviewed and decisions rendered as soon as the application, three letters of recommendation and all other support materials are received. A personal interview may be required of qualified applicants.

Selected students may begin studies in the registered nurse or master's program as non-matriculated students. A maximum of six credits may be earned prior to matriculation. The student must file an application for admission to matriculated status as soon as possible. Non-matriculated study does not guarantee admission to the school.

Applicants request application packets from the Health Sciences Center Office of Student Services in October of the year prior to the fall for which the applicant is seeking admission. Inquiries should be addressed to:

Office of Student Services
Health Sciences Center, Level 2
Stony Brook University
Stony Brook, New York 11794-8276
(631) 444-2111

Advisement/Pre-Admission

Personal advisement sessions about study in the school and admission procedures are by appointment on Fridays, 1pm-4pm (except January-February, July-August and holidays). Call 631-444-3200 for an appointment.

Student Advisement

All students are assigned an academic advisor who is responsible for ongoing academic counseling. Students are required to meet with their advisors before each registration period, at mid-term and at the end of each term. The Assistant to the Dean for Student Affairs and the Admissions and Academic Standards Committee are kept informed of identified problems. Unresolved problems at the advisory level are referred to the chairperson of the department. If further consideration is necessary, students are referred to the Assistant Dean for Student Affairs, who may provide access to the Admission and Academic Standards Committee for recommendations. Decisions made at this level are communicated in writing to students.

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

*All fees are subject to change without notice.

Financial Aid

The Health Sciences Center Office of Student Services provides advice and information about the state and federal financial aid information programs. (See the "Financial" section of this Bulletin.) Students in the School of Nursing are eligible for several scholarships. Professional traineeship awards, which may include full tuition and fees, may be awarded for full-time graduate study.

Grading Policy

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

- 1) D grades are not acceptable on any level of study in the school, although undergraduate students may earn quality points for a D grade
- 2) courses in which a D grade is earned may be repeated once with permission from the Dean
- 3) the P/NC is not available for any required courses
- 4) two grades below C result in academic review for termination

Students receiving an incomplete grade may be required by faculty to register for HNG 582 Continuing Course Work.

Academic Standards

The criteria for students maintaining enrollment in good standing in the School of Nursing are satisfactory performance in all academic and clinical components of the program. Undergraduate students must maintain an overall grade point average of 2.0 and graduate students must maintain a 3.0 grade point average. Failure to meet academic standards may result in any of the following actions:

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 or below 3.0 for graduates or failure to comply with faculty recommendations following academic warning.

Deceleration An interruption in the normal progression through the clinical sequence of courses in any of the nursing programs. Deceleration may be recommended in response to unresolved conditions of warning or jeopardy.

Suspension A mandated temporary leave initiated while questionable actions of a student are being investigated.

Termination Termination is an official (Dean of Nursing) mandated expulsion of the student from the nursing major. A student may be recommended for termination from the nursing program for any of the following circumstances:

- 1) failure of one or more required courses during a term at any point in the program
- 2) a cumulative GPA of less than 2.0 (undergraduate) and less than 3.0 (graduate)
- 3) failure to comply with written faculty recommendations
- 4) as a result of suspension, i.e., unsafe clinical performance, academic dishonesty, professional misconduct, criminal act(s)

Academic Dishonesty

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.

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 Standing. 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 by August 1st of year of entry and malpractice insurance 1 million/3 million.

Students in the Registered Nurse Baccalaureate Program and Masters Program must maintain a current RN license. New York State applicants must submit a copy of the current N.Y.S. 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 RN license, malpractice insurance, basic life support and health form.

In addition to arranging personal transportation to and from clinical assignments, students must adhere to clinical dress code and School of Nursing identification policy. Clinical placements may be dependent on successful preceptor/student interview. Some clinical agencies may have additional requirements.

Awards, Scholarships and Honors

The School of Nursing reserves the right to change admission and program requirements to meet prevailing accreditation and registration requirements and to correct clerical errors.

Dean's List

A Dean's List of superior matriculated undergraduate students is compiled twice each academic year and is entered on students' transcripts. Students must have a grade point average of 3.6 or above for the previous term of letter-graded work (not including S or P grades) with no Ds, NRs, NCs or Fs. Each term, part-time students must have completed at least six credits in a term of letter-graded work.

Degrees with Distinction

School of Nursing undergraduate students are eligible for Degrees with Distinction. (Refer to the "Academic Regulations and Procedures" section at the beginning of this Bulletin.)

Honor Society

The Kappa Gamma Chapter of Sigma Theta Tau International was chartered in 1988. Undergraduate students are nominated for membership. Graduate students may apply for membership in the chapter. Academic excellence and evidence of community service are requirements for election to Kappa Gamma.

Scholarships and Prizes

School of Nursing graduating students are eligible to apply for, or may be nominated by the School of Nursing Awards Committee, for University awards and prizes 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 Harmon Award. Awarded to a basic baccalaureate student who demonstrates academic excellence with financial need.

Stony Brook Foundation Awards. Prizes are awarded to basic baccalaureate and registered nurse baccalaureate students graduating with the highest grade point average.

Dorothy Popkin Award. A prize is awarded to a basic baccalaureate student who has demonstrated exceptional clinical excellence.

Health Sciences Center Undergraduate Award. A prize is given to a junior student in the Health Sciences Center who demonstrates academic excellence and outstanding non-academic service activities on campus and in the community.

Sandra Shaw Student Nurse Practitioner Award. A prize is given to a graduate student currently enrolled in clinical courses and maintaining a “B” average.

Deans Award. A certificate is given to a student from each graduate program who demonstrates overall excellence, maintains a high GPA and has contributed recognizably to the graduate program.

David Douglas Memorial Award. 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.

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

Debbie Whitmore Award. Academic excellence, significant contribution to student life and athletics on campus and within the community.

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 or Prerequisite Credits	16
Total (minimum)	57

Recommended Courses

- Introduction to Computers
- Physics

Additional Admission Requirements Include:

- Three letters of recommendation
- Evidence of meeting University Health requirements
- Evidence of health and malpractice insurance
- Certification in Basic Life Support for healthcare providers (BLS)
- Technical standard for admission requirements:

1. 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.

2. 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 health care team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.

3. 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 patient and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

4. 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.

5. 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 health care environment requires applicants/nursing students to be able to 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.

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 RNB.P.) with grades of C or higher. Students must maintain a cumulative grade point average of 2.0.

Graduation Requirements

Candidates must complete the general University requirements and all school course requirements with a minimum grade of C and a cumulative grade point average of 2.0 or higher (Refer to the "Academic Regulations and Procedures" section in the beginning of this Bulletin for a complete description).

Basic Baccalaureate Programs

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.

12-Month Accelerated Program

The accelerated basic baccalaureate program is designed for students who have already completed a bachelors 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 bachelors 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 Hospital is used as a clinical site along with numerous community agencies.

Admission Requirements

- BA or BS degree
- Minimum cum 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)
- Technical standard for admission requirements include:
See page 161.

Registered Nurse Baccalaureate Program (including BS/MS 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. *See list of required courses on page 161.

Recommended Courses

Introduction to Computers
Physics

Advanced Placement Nursing Credits (28) for RN Students ONLY

The NLN Acceleration Challenge Examination II is administered in the school during September and March of each year. Students, who do not take the advantage of the clinical portfolio option, must take the exam during their first semester of enrollment. Upon successful completion, 28 credits will be awarded.

Clinical Practice Portfolio

RN Baccalaureate students and Master of Science students with a non-nursing bachelor's degree are eligible to submit a clinical practice portfolio that will be evaluated for academic credit (RN 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 RN 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

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 health care 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 patient 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 health care environment requires applicants/nursing students to be able to 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.

General Advisement

Personal advisement sessions about study in the school and admission requirements are by appointment only on Fridays (1pm-4pm), except January-February and July-August and holidays. Call 631-444-3200.

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./MS option after

- all admission and continuation requirements are complete (N.L.N. Acceleration Challenge Examination II, or clinical portfolio. RN license)
- a minimum of 18 credits of the Registered Nurse Baccalaureate Program have been completed with a minimum GPA of 3.0

Applications for the BS/MS 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 seven credits in core curriculum requirements in the master's program while completing their baccalaureate degree.

Computer-Mediated Distance Learning 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 learning 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 learning 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*

Admissions

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 see information on page 164.)
- 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)
- Three credit undergraduate course in Statistics (grade C or better)
- Certification in Basic Life Support for healthcare providers (BLS)
- Evidence of meeting University health requirements

*Graduates of these programs are eligible to apply for New York State certification as well as national certification in their respective specialties.

The School of Nursing reserves the right to change admission and program requirements to meet prevailing accreditation and registration 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 (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.

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.

1. 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.

2. 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 health care team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.

3. 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 patient and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

4. 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.

5. 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 health care 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.

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

Licensed registered nurses who hold a bachelor's degree in an area other than nursing may be provisionally accepted in the master's program by fulfilling the following admissions requirements:

- 3.0 undergraduate GPA
- Statistics (3 credits undergraduate level)
- Health Assessment course (3 credits undergraduate level)
- BS degree and submission of passing grades on Regents College Examination in Health Restoration I and II and Health Support A and B, or a clinical practice portfolio, within one year of admission, at which time student's status is changed to matriculated. Call (631) 444-3200 to request information and study guides for the examination.

Master of Science students who are not eligible to take the portfolio option will be required to take the Excelsior College examination for non-nursing bachelors degree.

Please contact the Office of Student Affairs at (631) 444-3200.

Graduate Applicants with a Cumulative Undergraduate GPA Below 3.0 (HSN-I)

Licensed registered nurses who hold a bachelor's degree in nursing with an earned GPA below 3.0 may study as a non-matriculated student and complete six graduate credits (two-three courses) and earn a cumulative grade point average of 3.0 to qualify for matriculation in the Master's Program. Information about the specific courses to be completed will be given during advisement. Students will be permitted to register for one semester only.

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

In order to challenge a course, the student must be in good academic standing and have completed:

- All admission required courses
- All continuation requirements, RN license, health requirements
- Prerequisite courses to the course being challenged must be successfully completed
- The credits to be challenged plus any previous credits by

challenge may not exceed the seven credit limit Challenge credit is not counted as part of semester credit load and does not meet residency requirement. A grade is recorded unless student fails. Students wishing to challenge a course must obtain permission from the course instructor and then file for challenge examination with the Office of Student Affairs.

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
Tel: (631) 444-3291
www.nursing.stonybrook.edu

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

First year, fall term (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 term (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

*Pathology continues

Second year, fall term (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 I (Obstetrics)	6
HNI 464	Parent Child Health Nursing II (Pediatrics)	6
	Elective	2

Second year, spring term (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 (HNI-B)

Course #	Title	Credits
Professional Socialization		
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

HBP310/ HNC 310	Pathology	3
HNI 301	Mathematics for Health Care	1
HNI 363	Nutrition	1
HBH 330	Fundamentals of Pharmacology I	2
HBH 331	Fundamentals of Pharmacology II	3

Clinical Nursing

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 I (Obstetrics)	6
HNI 464	Parent Child Health Nursing II (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 Learning)*

Course #	Title	Credits
HNC 300*	Informatics in Nursing	2*
HNC 302	Introduction to Computer Applications	1
HNC 350	Perspectives in Nursing Education and Nursing Practice	2
HNC 499	Clinical Epidemiology	2
HNC 340	Novice to Expert	5
HNC 440	Research in Nursing	2
HNC 479	Professional, Management, Legal and Ethical Implications for Nursing Practice	3
HBP/HNC310	Principles of Pathology	3
HNC 310	DL students only	
HBH/HNC330	Fundamentals of Pharmacology I	2
HNC 330	DL students only	

HBH/HNC 331	Fundamentals of Pharmacology II	3
HNC 331	DL students only	
NLN	Acceleration Challenge Examination II or Clinical Practice Portfolio	28
HNC 370	Health Assessment	4
HNC 469	Nursing Practice Family and Community	5
HNC 470	Nursing Management Practicum OR	6
HNC 471	Nursing Management Practicum for BS/MS Studies	3
	Electives**	4/9**

BS/MS Option

<i>Course #</i>	<i>Title</i>	<i>Credits</i>
HNG 502*	Advanced Theory and Role Development: Computer Applications	1*
HNG 530	Theory and Role Development in Advanced Nursing Practice I	1* DL only 2 On-Site
HNG 532	Theory and Role Development in Advanced Nursing Practice III	2
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 577	Families: Theory and Intervention for Advanced Nursing Practice	3

Master of Science Programs
Clinical Speciality Tracks

Adult Health: Primary, Acute or Critical Care Nursing HNA (On-Site) or HNA-Z (Distance Learning)*

<i>Course #</i>	<i>Title</i>	<i>Credits</i>
HNG 502*	Advanced Theory and Role Development: Computer Applications	1* DL only
HNG 530	Theory and Role Development in Advanced Nursing Practice I	1
HNG 532	Theory and Role Development in Advanced Nursing Practice III	2
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 577	Families: Theory and Intervention For Advanced Nursing Practice	3
HBP511	Clinical Pathobiology	3 On-Site only
Or		
HNG-588*	Clinical Pathobiology	3* DL only
HNG 515	Advanced Health Assessment Across he Life Span	4
HNG 540	Clinical Pharmacology	3
HNG 595	Departmental Research: Department of Adult Health	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	5
	Electives	3
		*DL Students ONLY

Child Health Nursing HNK-Z (Distance Learning)

<i>Course #</i>	<i>Title</i>	<i>Credits</i>
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 530	Theory and Role Development in Advanced Nursing Practice I	1
HNG 532	Theory and Role Development in	2

HNG 541	Advanced Nursing Practice III	3
HNG 577	Statistical Methods and Scholarly Inquiry	3
	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 Child Health Assessment	2
HNG 540	Clinical Pharmacology	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	4
	Electives	3

Neonatal Health Nursing HNN-Z (Distance Learning)

<i>Course #</i>	<i>Title</i>	<i>Credits</i>
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 530	Theory and Role Development in Advanced Nursing Practice I	1
HNG 513	Advanced Health Assessment of the Neonate and Infant Available to Class 10 and beyond	2
HNG 532	Theory and Role Development in Advanced Nursing Practice III	2
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 577	Families: Theory and Intervention For Advanced Nursing Practice	3
HNG 522	Advanced Topics in Fetal and Neonatal Pathophysiology	3
HNG 540	Clinical Pharmacology Classes 1-9 ONLY	3
HNG 542	Neonatal Clinical Pharmacology	2-3*
	*Classes 1-9 register: 2 credits	
	*Classes 10 and beyond register: 3 credits	
HNG 504	Conceptual Framework for Parent Child Nursing	2
HNG 507	Parenting: Anticipatory Guidance	2
HNG 594	Departmental Research: Dept. of Parent/Child Health	3
HNG 564	Advanced Theory & Clinical Practice in Perinatal/Neonatal Health Nursing II: Primary Care Concepts for High Risk Infants	3
HNG 569	Advanced Theory & Clinical Practice in Perinatal/Neonatal Health Nursing I: Childbearing Family	3
HNG 578	Advanced Theory & Clinical Practice in Perinatal/Neonatal Health Nursing III: High Risk Neonate I	7
HNG 579	Advanced Theory & Clinical Practice in Perinatal/Neonatal Health Nursing IV: High Risk Neonate II	7

Nurse Practitioner/Clinical Nurse Specialist

Perinatal/Women's Health Nursing

Nursing Core Courses

Course #	Title	Credits
HNG 502	Advanced Theory & Role Development in Computer Applications	1
HNG 530	Theory and Role Development in Advanced Nursing Practice 1	1
HNG 532	Theory and Role Development in Advanced Nursing Practice 3	2
HNG 541	Statistical Methods & Scholarly Inquiry in Advanced Nursing Practice I	3
HNG 543	Clinical Applications in Nursing Research	3
HNG577	Families: Theories 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 Frameworks 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 Learning)*

Course #	Title	Credits
HNG 502*	Advanced Theory and Role Development: Computer Applications	1* DL only
HNG 515	Advanced Health Assessment Across the Life Span	4
HNG 530	Theory and Role Development in Advanced Nursing Practice I	1* DL only
HNG 532	Theory and Role Development in Advanced Nursing Practice III	2 On-Site only
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 577	Families: Theory and Intervention for Advanced Nursing Practice	3
HNG 540	Clinical Pharmacology	3
HNG 557	Clinical Perspectives of Neurophysiology	2

HNG 596	Departmental Research: Dept. of Family and Community Health	3
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 537	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing III	5
HNG 547	Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing IV	5
	Electives	4

Family Nurse Practitioner Program HNL-Z (Distance Learning)

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	Theory and Role Development in Advanced Nursing Practice I	1
HNG 532	Theory and Role Development in Advanced Nursing Practice III	2
HNG 541	Statistical Methods and Scholarly Inquiry	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 540	Clinical Pharmacology	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 595	Departmental Research: Department of Adult Health	3

Master of Science Program

Nurse Midwifery

Nursing Core Courses

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

Departmental Requirements

Science

HNG 588	Pathobiology	3
HNG 540	Clinical Pharmacology	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 Certificate Program

Adult Health Nursing ACN/HNA (On-Site) or ACN/HNA-Z (Distance Learning)*

Course #	Title	Credits
HNG 502*	Advanced Theory and Role Development: Computer Applications	1* DL only
HNG 515	Advanced Health Assessment Across the Life Span	2-4
HNG 535	Theory and Role Transition in Advanced Nursing Practice	1* DL only 2 On-site
HNG 540	Clinical Pharmacology	3
HNG 592	Selected Topics in Pathophysiology: Adult Health	1
HBP511	Clinical Pathobiology (by advisement) Available to On-site students only	3
HNG 588	Clinical Pathobiology (by advisement) Available to DLstudents only	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 ACN/HNK-Z (Distance Learning)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 515	Advanced Health Assessment Across the Life Span OR	2
HNG 525	Advanced Child Health Assessment	2
HNG 535	Theory and Role Transition in Advanced Nursing Practice	1
HNG 520	Selected Topics in Childhood Morbidity	3
HNG 540	Clinical Pharmacology	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 by Advisement	4

Perinatal/Women's Health Nursing ACN/HNW (On-Site)

Course #	Title	Credits
HNG 504	Conceptual Framework for Parent Child Nursing	2
HNG 515	Advanced Health Assessment Across the Life Span	2
HNG 535	Theory and Role Transition in Advanced Nursing Practice	2
HNG 540	Clinical Pharmacology	3
HNG 591	Selected Topics in Pathophysiology: Women's Health	1
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 534	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing III	5
HNG 554	Advanced Theory and Clinical Practice in Perinatal/Women's Health Nursing IV Electives by Advisement	4

Neonatal Health Nursing ACN/HNN-Z (Distance Learning)

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)	1
HNG 535	Theory and Role Transition in Advanced Nursing Practice	1
HNG 540	Clinical Pharmacology Classes 1-9 ONLY	3
HNG 542	Neonatal Clinical Pharmacology *Classes 1-9 register:2 credits *Classes 10 and beyond register:3 credits	2-3*
HNG 522	Advanced Topics in Fetal and Neonatal Pathophysiology	3
HNG 564	Advanced Theory and Clinical Practice in Perinatal/Neonatal Health Nursing II: Primary Care Concepts for High Risk Infants and/or	3
HNG 569	Advanced Theory and Clinical Practice in Perinatal/Neonatal Health Nursing I: Childbearing Family	3
HNG 578	Advanced Theory and Clinical Practice in Perinatal/Neonatal Health Nursing III: High Risk Neonate I	7
HNG 579	Advanced Theory and Clinical Practice in Perinatal/Neonatal Health Nursing IV: High Risk Neonate II	7

Psychiatric/Mental Health Nursing ACN/HNM (On-Site) or ACN/HNM-Z (Distance Learning)*

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

Family Nurse Practitioner ACN/HNL-Z (Distance Learning)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development:1 Computer Applications	
HNG 515	Advanced Health Assessment Across the Life Span	1-4
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 Learning)

Course #	Title	Credits
HNG 501	Primary Care	Prerequisite
HNG 540	Clinical Pharmacology	Prerequisite
HNG 502	Advanced Theory and Role Development:1 Computer Applications	
HNG 516	Reproductive Physiology/ Pathophysiology I (by advisement)	2
HNG 526	Reproductive Physiology/ Pathophysiology II (by advisement)	2
HNG 531	Midwifery Clinical Applications I	1
HNG 576	Midwifery Clinical Applications II	1
HNG 556	Conceptual Frameworks in Midwifery II (by advisement)	2
HNG 558	Conceptual Frameworks in Midwifery III	2
HNG 559	Conceptual Frameworks in Midwifery IV1-2	2
HNG 581	Midwifery 1A	3
HNG 585	Midwifery 1B	2
HNG 586	Midwifery II	3
HNG 587	Midwifery III	4
HNG 589	Midwifery IV	4

Master of Science Completion Programs Adult Health HNU-Z (Distance Learning)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development:Computer Applications	1* DL only
HNG 530	Theory & Role Development in Advanced Nursing Practice I	1* DL only
HNG 532	Theory & Role Development	2 On-site

HNG 541	in Advanced Nursing Practice III	3
HNG 577	Statistical Methods and Scholarly Inquiry Families: Theory and Intervention for Advanced Nursing Practice	3
HNG 595	Departmental Research: Department of Adult Health	3
HNG 588	Clinical Pathobiology Available to DLstudents only	3
HBP511	Clinical Pathobiology Available to On-site students only	3
HNG 540	Clinical Pharmacology	3
HNG 519	Advanced Theory and Clinical Practice in Adult Health Nursing I	4
HNG 592	Selected Topics in Pathophysiology: Adult Health	1

Family Nurse Practitioner HNJ-Z (Distance Learning)

Course #	Title	Credits
HNG 502	Advanced Theory and Role Development: Computer Applications	1
HNG 530	Theory & Role Development in Advanced Nursing Practice I	1
HNG 532	Theory & Role Development in Advanced Nursing Practice III	2
HNG 550	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 HNQ-Z (Distance Learning)

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	Theory & Role Development in Advanced Nursing Practice I	1
HNG 532	Theory and Role Development in Advanced Nursing Practice III Classes 10 and beyond ONLY	2
HNG 540	Clinical Pharmacology Classes 1-9 ONLY	3
HNG 542	Neonatal Clinical Pharmacology Classes 1-9 register:2 credits Classes 10 and beyond register:3 credits	2-3
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 564	Advanced Theory & Clinical Practice in Perinatal/Neonatal Health Nursing II: Primary Care Concepts for High Risk Infants	6
HNG 594	Departmental Research: Department of Parent/Child Health	3

Nurse Midwifery HNB-Z (Distance Learning)

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 546	Advanced Theory & Clinical Practice in Perinatal Women's Health Nursing	4
HNG 541	Statistical Methods and Scholarly Inquiry	3
HNG 594	Departmental Research: Department of Parent/Child Health	3

Child Health-Pediatric Nurse Practitioner HNT-Z (Distance Learning)

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

Basic Baccalaureate Courses Lower-Division Elective Courses

HNI 290 Introduction to Nursing
Introduces nursing to those planning a career in nursing, but who are not yet enrolled in the School of Nursing.
Prerequisites: One year at Stony Brook, permission of instructor.
2 credits, spring term, faculty: community and mental health

Upper-Division Required Courses

HNI 301 Mathematics for Health Care
Emphasizes conversion, math and metric values used in nursing and healthcare.
1 credit, fall term, 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 social and legal forces influencing the development of nursing and scope of practice.
2 credits, fall term, junior year, faculty: adult health

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 term, 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 healthcare 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 term, 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 term, 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 term, 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 term, junior year, faculty: community and mental health

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 term, senior year, faculty: parent/child health

HNI 463 Parent/Child Health Nursing I (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 term, senior year, faculty: parent/child

HNI 464 Parent/Child Health Nursing II (Pediatrics)
Introduces the theoretical and clinical practice of nursing with multi-cultural child rearing 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 term, 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 term, 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 term, 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 healthcare. Focuses on theory and principles of leadership.

Prerequisite: Senior status.

3 credits, spring term, senior year, faculty: parent/child

HBH 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, 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 reactions.

Prerequisite: HBH 330

3 credits, modules 4-6, Dr. Prives

HBP 310 Pathology

Studies the basic mechanisms of disease and the pathophysiology of the important illnesses of man. Primarily for Health Sciences students, others admitted with special permission.

Prerequisite: Permission of instructor; BIO 151 and BIO 152.

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.

[Prerequisite course for prospective RN and BBP undergraduate students only.]

2 credits, summer term, 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.

3 credits, summer term 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 Informatics in Nursing

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 healthcare facilities and the education of healthcare professionals and consumers.

Distance Learning Students only

2 credits, spring and fall, faculty: Dr. Buhse and Ms. Becker

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

Distance Learning Students only

HNC 310 Pathology

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

Distance Learning Students only

3 credits, fall and spring, 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.

Distance Learning Students only

2 credits, fall term, 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.

Pre-requisite: HNC 330.

Distance Learning Students only

3 credits, spring term, faculty: adult health

HNC 340 Novice to Expert

Provides the student with the opportunity to develop their professional role 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 social and legal forces influencing the development of nursing and scope of practice.

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

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 and spring terms, junior year, faculty: adult health

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 spring terms, faculty: parent/child

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, HBP310.

5 credits, spring and summer terms, faculty: community and mental health

HNC 470 Nursing Management Practicum

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 preceptorial agreement are essential.

Prerequisites: Successful completion of all other required courses and satisfactory faculty assessment of clinical competence for the selectee focus of study.

6 credits, fall, spring and summer terms, last term BS enrollment, faculty: all departments

HNC 471 Nursing Management Practicum for B.S. MS Studies
3 credits, fall, spring and summer terms, second year, faculty: all departments

HNC 479 Professional, Managerial, Legal, and Ethical Implications for Nursing Practice
Analyzes legal, economic, political issues confronting the nurse manager within the contemporary healthcare setting. Focuses on theory and principles of leadership.
3 credits, fall and spring terms, 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 terms, faculty: all departments

Master of Science Courses Core Courses: All Tracks (Distance Learning)

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 terms, faculty: Parent Child Health

Core Courses: All Tracks (Except Midwifery) DL

HNG 530 Professional Issues In Advanced Nursing Practice
Provides the knowledge and skills needed to identify, analyze and understand the impact of theory and divergent nursing roles on the development of the discipline of nursing. Reviews and analyzes theoretical basis of nursing practice to assist in the refinement of a theoretical basis for practice as a master's prepared nurse.
1 credits, fall and spring terms, faculty: all departments

HNG 532 Leadership and Management in Advanced Nursing Practice III
Focuses on the leadership management role of the nurse practitioner/clinical nurse specialist within the context of healthcare organizations and their environments.
2 credits, fall and spring terms, 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, spring, summer term, faculty, adult health

HNG 541 Statistical Methods and Scholarly Inquiry
To enable students to gain the advanced theoretical knowledge and analytical skills for research utilization in the improvement of quality patient care.
Prerequisites: Admission to Graduate Health Sciences Center Program, undergraduate course in statistics.
3 credits, fall and spring terms

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 healthcare 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 studies for relevance and implications for theory and clinical practice will be stressed.
Prerequisites: HNG 541

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 and Nurse Midwife 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 terms, faculty: community and mental health

HNG 582 Continuing Course Work
1-12credits, faculty: all departments

Core Courses: Nurse Midwifery Program (Distance Learning)

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 will focus on the epidemiology of perinatal outcomes and will examine international and regional statistics. The third module introduces the theme of communication strategies. The fourth module builds on the theme of communication strategies introducing key concepts in educational theory.
2 credits, faculty: parent/child

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" concept 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
This course 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 you demonstrate knowledge of the principles of individual, group and community education.
1-2 credits, faculty: parent/child

Please refer to Master of Science core courses:

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

These are also Midwifery core courses.

Child Health Required Courses (Distance Learning)

HNG 504 Conceptual Framework for Parent Child Nursing
Provides the foundation for facilitating the development of critical thinking, ethical decision making, clinical judgment and complex management skills essential to advanced practice, research and leadership in parent/child nursing.
2 credits, fall, spring, summer terms, faculty: parent/child

HNG 507 Parenting: Anticipatory Guidance
Focuses on crucial issues, knowledge and skills for promoting parenting through anticipatory guidance with parents.
2 credits, fall, spring, summer terms, faculty: parent/child

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

This is the first of four sequential courses designed to promote the development of analytic skills 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 healthcare within the context of a multicultural society.

Prerequisite: HNG 525

4 credits, fall, spring, summer terms, faculty: parent/child

HNG 520 Selected Topics in Childhood Morbidity

This course is designed to provide the graduate student preparing for an advanced practice role in child health 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 development of diagnostic reasoning and decision-making skills as essential components of the advanced practice role.

3 credits, fall, spring, summer terms, 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 terms, 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.

*Prerequisites: HNG 518**

4 credits, fall, spring, summer terms, 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 create an environment conducive to analytic skills, clinical decision making and reflections on practice. Reality based clinical problems in primary care of children with chronic and/or medically fragile conditions will be developed, expanded, explored, critically analyzed and critiqued by students.

Prerequisite: HNG 528

5 credits, fall, spring, summer terms, 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 healthcare needs.

Prerequisite: HNG 538

4 credits, fall, spring, summer terms, faculty: parent/child

Perinatal/Women's Health Required Courses (On Site)

HNG 504 Conceptual Framework for Parent Child Nursing
Provides the foundation for facilitating the development of critical thinking, ethical decision making, clinical judgment and complex management skills essential to advanced practice, research and leadership in parent/child nursing.
2 credits, fall term, faculty: parent/child

HNG 507 Parenting Anticipatory Guidance

Focuses on crucial issues, knowledge and skills for promoting parenting through anticipatory guidance with parents.

2 credits, fall term, faculty: parent/child

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

Health assessment of women and neonates and clinical judgment for advanced nursing practice in parent/child nursing. Laboratory practice sessions and selected clinical experiences including prenatal, gynecologic and the newborn.

4 credits, fall term, faculty: parent/child

HBP 511 Clinical Pathobiology

3 credits, spring term, faculty: parent/child

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

Strategic family-centered healthcare for normal, low-risk childbearing women throughout the prenatal, intrapartum, postpartum, interconception and early parenting periods.

Prerequisites: HNG 504 and 514

4 credits, spring term, faculty: parent-child

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

Emphasizes early detection and management of reproductive risk to maximize perinatal outcome for the high-risk childbearing family.

Prerequisites: HNG 504, 514 and 524

5 credits, fall term, faculty: parent/child

HNG 544 Advanced Theory in Ambulatory Care of Women

Health promotion, disease prevention and treatment for women from puberty through perimenopausal years and beyond.

Prerequisites: HNG 504, 514, 524

2 credits, spring term, faculty: parent/child

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

Provides advanced practicum and implementation and evaluates the role of the nurse practitioner/clinical specialist in a specialized healthcare setting of the student's choice. Emphasizes integration of advanced nursing practice, nursing research and the leadership component of the clinical specialization.

Prerequisites: HNG 504, 514, 524, 534 or 544

4 credits, spring term, faculty: parent/child

Neonatal Health Required Courses (Distance Learning)

HNG 504 Conceptual Framework for Parent/Child Nursing
Provides the foundation for facilitating the development of critical thinking, ethical decision making, clinical judgment and complex management skills essential to advanced practice, research and leadership in parent/child nursing.

2 credits, faculty: parent/child

HNG 507 Parenting: Anticipatory Guidance
Focuses on crucial issues, knowledge and skills for promoting parenting through anticipatory guidance with parents.
2 credits, 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 & Neonatal Pathophysiology

This course is designed to provide the graduate student preparing for an advanced practice role in perinatal/neonatal health with a broad knowledge base of the physiological and pathophysiological changes that occur during the maturation 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

Analyzes pharmacologic issues relevant to the neonate and infant as well as potential consequences of drug therapy on the fetus.
2-3 credits (Classes 1-9 register 2 credits/Classes; 10 and beyond register 3 credits), faculty: parent/child

HNG 564 Advanced Theory & Clinical Practice in Perinatal/Neonatal Health Nursing II: Primary Care Concepts for High Risk Infants

Emphasis is placed on the role of the neonatal nurse practitioner in improving follow up services to high risk infants with the purpose of decreasing mortality and morbidity and improving the quality of life of these infants after discharge from the intensive care nursery.
3 credits, fall term, faculty: parent/child

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

Emphasis is placed on the development of differential diagnoses and management plans for high risk neonates and their families which forms 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 term, faculty: parent/child

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

Emphasis is placed 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 term, faculty: parent/child

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

Emphasis is placed 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.
2-7 credits, spring term, faculty: parent/child

Adult Health Required Courses (On Site and Distance Learning)

HNG 515 Advanced Health Assessment Across the Life Span

Provides diagnostic reasoning and a regional approach to a physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.
2-4 credits, spring and summer terms, 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 healthcare providers to plan therapeutic interventions to promote, maintain or restore health.
*Prerequisite: Course in health assessment
Coequisites: HBP511; HNG 530
4 credits, fall or summer term, 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.
*Prerequisites: HNG 519, HNG 530, HBP 511
Coequisites: HNG 577, HNG 540
5 credits, spring term, 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.
*Prerequisites: HNG 529, HNG 540, HBP 511
5 credits, fall term, 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.
*Prerequisites: HNG 539
5 credits, fall or spring term, faculty: adult health*

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 Learning)

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 of credits.
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.

4 credits, faculty: adult health

HNG 573 Advanced Theory and 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.

5 credits, faculty: adult health

HNG 574 Advanced Theory and 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.

5 credits, faculty: adult health

HNG 575 Advanced Theory and 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.

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 and spring modules

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, fall, 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 Learning)

HNG 515 Advanced Health Assessment Across the Life Span

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

4 credits, spring, summer terms, 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-557

Corequisite: HNG-557

4 credits, fall term, 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.

Prerequisite: HNG 517

5 credits, spring term, 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 527

5 credits, fall term, 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 therapeutic 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 537

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

HNG 557 Clinical Perspectives of 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, neurological assessment and the mechanisms of psychopharmacology.

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

2 credits, fall term, faculty: community and mental health

Nurse Midwifery Required Courses

HNG 501 Primary Care

This is the first of five sequential clinical courses, major emphasis is on clinical decision making and critical thinking. Health assessments focus on psychosocial and physiological parameters in taking histories, assessing functional health patterns, conducting physical examinations and using laboratory data. The student will explore and analyze common health problems.

3 credits, faculty: parent/child

HNG 516 Reproductive Physiology and Pathophysiology I

This course provides the students with learning activities that will facilitate their understanding of the anatomical and physiological basis for advanced clinical practice in reproductive healthcare. This course

will provide information on the anatomy, physiology, genetics and endocrinology of reproduction.
2-3 credits, faculty: parent/child health

HNG 526 Reproductive Physiology and Pathophysiology II
This course contains the reproductive physiology from HNG 516 and provides the student with learning activities that facilitate their understanding of the anatomical and physiological basis for advanced clinical practices in reproductive healthcare. This course provides information on the anatomy, physiology, genetics and endocrinology of reproduction.
2 credits

HNG 531 Advanced Health Assessment of Women
This course is designed to prepare the students to enter the clinical setting. It will prepare them to conduct outpatient visits in well women gynecology, family planning and antepartum
Prerequisite: HNG 501
Corequisite: HNG 581
2 credits

HNG 550 Clinical Nursing Research
Relates to theory, clinical practice and primary care delivery in nursing. Emphasizes gaining increased understanding of theories and the advantages and disadvantages of various research designs and methodologies. Stresses ability to critically analyze published research for relevance and implications for theory and clinical practice.
Prerequisite: Undergraduate statistics
3 credits, fall and spring terms, faculty: family/community

HNG 576 Midwifery Clinical Applications II
This course is designed to prepare the students to enter the inpatient clinical setting. It will prepare to conduct normal, spontaneous vaginal births, breech births, perform episiotomies and repairs and perform a complete newborn physical exam. The students will present and discuss case studies from clinical practices and analyze the components of midwifery labor management
Prerequisite: HNG 581, HNG 585
Corequisite: HNG 586, HNG 587
1 credit

HNG 581 Fundamentals of Midwifery
This course is well woman care. It will introduce the student to the midwifery management process in the primary care of women across the age span. 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. Applicable pharmacology and drug management in midwifery practice is included. The course develops the paradigm of family-centered, community-based healthcare which respects multicultural traditions and lifestyle variations. During this course, the student will begin the first clinical rotation and begin the process of providing care to women. Clinical work will begin after the student completes the bulk of the didactic material and attends the first of two clinical teaching residencies.
Prerequisite: HNG 501 (May be taken as a corequisite)
2 credits

HNG 585 Midwifery I
This course, Antepartum Care, 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 healthcare, which respects multicultural traditions and lifestyle variations. Students will continue with the provision of "outpatient" care to women during this course. This will mark the beginning of the student's provision of care to pregnant women - the core of midwifery practice.
Prerequisites: HNG 501, HNG 581
5 credits

HNG 586 Midwifery II
There are two modules in this course. This course will emphasize the

normalcy of labor and birth as a physiologic and developmental process. The use of conceptual frameworks of wellness, health promotion and disease prevention will be emphasized. The use of communication and collaborative strategies will be emphasized to build upon the strengths of families and communities and minimize technological intervention. Intrapartum clinical practice is to begin only after the student has completed the bulk of this course and attended the second of the two clinical teaching residencies.
Prerequisites: HNG 581, HNG 585, HNG 531
Co-requisites: HNG 556, HNG 577
3 credits, faculty: parent/child

HNG 587 Midwifery IV
This is the third in a sequence of courses designed to prepare the midwife for clinical practice. There are three modules: Out of Hospital Birth, Postpartum and Newborn Care. The organizing framework of this course is continuity of care, emphasizing family centered community-based healthcare and the normalcy of birth.
Prerequisites: HNG 581, HNG 585, HNG 531, HNG 556, HNG 576, HNG 586
Co-requisite: HNG 558
5 credits, faculty: parent/child

Nurse Practitioner Post-Master's Program Required Courses- All Tracks

HNG 515 Advanced Health Assessment Across the Life Span
Provides diagnostic reasoning skills and a regional approach to physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.
2-4 credits, summer term, faculty: adult health/child health

OR

HNG 525 Advanced Child Health Assessment
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 terms, 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.
1-2 credits, fall, summer term, 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 patient 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 term, 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
Health assessment of women and neonates and clinical judgment for advanced nursing practice in parent/child nursing. Laboratory practice sessions and selected clinical experiences including prenatal, gynecologic and the newborn.
4 credits, fall term, faculty: parent/child

HNG 591 Selected Topics in Pathophysiology: Womens 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 Womens Health Nursing II

Strategic family-centered healthcare for normal, low-risk, childbearing women throughout the prenatal, intrapartum, postpartum, interconception and early parenting periods.

Prerequisites: HNG 504 and 514

4 credits, fall term, faculty: parent/child

HNG 534 Advanced Theory and Clinical Practice in Perinatal Womens Health Nursing III

Emphasizes early detection and management of reproductive risk to maximize perinatal outcome for the high-risk childbearing family.

Prerequisites: HNG 504, 514 and 524

5 credits, spring term, faculty: parent/child

HNG 554 Advanced Theory and Clinical Practice in Perinatal Womens Health Nursing IV

Provides advanced practicum and implementation and evaluates the role of the nurse practitioner/clinical specialist in a specialized healthcare setting of the student's choice. Emphasizes integration of advanced nursing practice, nursing research and the leadership component of the clinical specialization.

Prerequisites: HNG 504, 514, 524, 534

4 credits, spring term, faculty: parent/child

Child Health

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

This is the first of four sequential courses designed to promote the development of analytic skills 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 healthcare within the context of a multicultural society.

Prerequisite: HNG 525

4 credits, fall, spring, summer terms, faculty: parent/child

HNG 520 Selected Topics in Childhood Morbidity

Pathophysiology and morbidity in children. Eclectic topics are at the cutting edge of science and discovery of knowledge. Discusses concepts relevant to implications and strategies for health promotion through nursing interventions, patient education and anticipatory guidance.

3 credits, fall, spring, summer terms, faculty: parent/child

HNG 525 Advanced Child Health Assessment

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 terms, 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.

Prerequisites: HNG 518

4 credits, fall, spring, summer terms, 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 create an environment conducive to analytic skills, clinical decision making and reflections on practice. Reality based clinical problems in primary care of children with chronic and/or medically fragile conditions will be developed, expanded, explored, critically analyzed and critiqued by students.

Prerequisite: HNG 528

5 credits, fall, spring, summer terms, 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 healthcare needs. Concepts of clinical practice will be related to outcome-based research.

Prerequisite: HNG 538

4 credits, fall, spring, summer terms, faculty: parent/child

Adult Health

HNG 515 Advanced Health Assessment Across the Life Span

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

2-4 credits, spring, summer terms, 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 healthcare providers to plan therapeutic interventions to promote, maintain or restore health.

Prerequisite: HNG 515, HNG 540

4 credits, summer term, 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.

Prerequisites: HNG 519

Coequisites: HNG 577, 540

5 credits, fall term, 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.

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 term, faculty: adult health

**HNG 592 Selected Topics in Pathophysiology:
Adult Health**

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 perinatal/neonatal health with a broad knowledge base of the physiological and pathophysiological changes that occur during the maturation 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

Analyzes pharmacologic issues relevant to the neonate and infant as well as potential consequences of drug therapy on the fetus.

2-3 credits (Classes 1-9 register 2 credits. Classes 10 and beyond register 3 credits), faculty: parent/child

**HNG 564 Advanced Theory and Clinical Practice in
Perinatal/Neonatal Health Nursing II: Primary
Care Concepts for High Risk Infants**

Emphasis is placed on the role of the neonatal nurse practitioner in improving follow up services to high risk infants with the purpose of decreasing mortality and morbidity and improving the quality of life of these infants after discharge from the intensive care nursery.

3-6 credits, fall term, faculty: parent/child

**HNG 569 Advanced Theory and Clinical Practice in
Perinatal/Neonatal Health Nursing I:
Childbearing Family**

Emphasis is placed on the development of differential diagnoses and management plans for high risk neonates and their families which forms 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 term, faculty: parent/child

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

Emphasis is placed 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.

2-7 credits, fall term, faculty: parent/child

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

Emphasis is placed 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.

2-7 credits, spring term, faculty: parent/child

Masters Completion

Nurse Midwifery

**HNG 508 Conceptual Frameworks for Childbearing
Women**

Examines concepts of communication health, and 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

Incorporate three aspects of professional issues in midwifery practice that have been identified by ACNM leaders as important to the practice of midwifery. Additionally, these areas can be somewhat daunting to the practicing midwife: healthcare systems, grant writing and the business aspect of midwifery.

1 credit, faculty: parent/child

**HNG 546 Advanced Theory and Clinical Practice in
Perinatal Women's Health Nursing**

This course provides the student with an opportunity to broaden the role of midwife in an area of the student's own professional interest which integrates principals 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

Graduate Program Electives

HNG 500 ECG Monitor Interpretation

This course is designed to enable the nursing student to acquire knowledge and skills needed to identify, analyze and understand ECG 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 ECG 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 ECG course.

1 credit, summer term, faculty: adult health

HNG 503 Case Studies in Pharmacotherapeutics 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 courses that builds 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.

2 credits, summer term

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 term

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, Rubinfeld's Synergism, Shamanism, Therapeutic Touch, Traeger and Yoga.
2 credits, summer term

HNG 515 Advanced Health Assessment Across the Life Span

Diagnostic reasoning skills and a regional approach to a physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.
2-4 credits, spring, summer terms, 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 term

HNG 525 Advanced Child Health Assessment

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 term, 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).
1 credits, summer term

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.
2 credits, summer term

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 term

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 term

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 term, 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 Radiological Diagnostics for Nurse Practitioners

Provides the practitioner student with an overview of current state-of-the-art radiological diagnostics and related subspecialty procedures. Emphasis placed on acquiring a basic understanding of radiological studies, accuracy in diagnosis and interrelated scenarios.
3 credits, summer term, 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 term, faculty: community and mental health

