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# DECKER SCHOOL OF NURSING

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## FACULTY

\*Year of initial appointment at Binghamton

Atav, A. Serdar, *Assistant Professor*, PhD, 1990, State University of New York at Binghamton: Political science, health policy. (1986)\*

Beddoe, Suzanne, *Clinical Instructor*, MS, 1984, State University of New York at Binghamton: Family practice nursing. (1997)

Belliveau, Danielle T., *Clinical Instructor and Coordinator of Learning Resources Development*, MS, 1995, State University of New York at Binghamton: Gerontological nursing. (1995)

Bergevin, Rita C., *Clinical Instructor*, MA, 1988, New York University: Delivery of nursing services. (1993)

Brennan, Melissa, *Clinical Assistant Professor*, MS, 1979, Syracuse University: Medical surgical nursing, pathophysiology. (1981)

Britten, Mary X., *Associate Professor*, EdD, 1975, Teachers College, Columbia University: Curriculum and instruction, adult health nursing. (1976)

Brown, David L., *Adjunct Professor*, PhD, 1974, University of Wisconsin: Rural sociology. (1998)

Bryant, Sharon A., *Assistant Professor*, PhD, 1990, Yale University: Sociology, women's health. (1997)

Buettner, Linda L., *Educational Specialist/Assistant Professor*, PhD, 1994, Pennsylvania State University: Therapeutic recreation/gerontology. (1994)

Collins, Mary S., *Professor and Dean*, PhD, 1981, Syracuse University: Higher education administration, community health nursing. (1976)

Decatur, M. Ellen, *Clinical Assistant Professor and Project Director, CSTEP MSN*, 1984, Villanova University: Adult health nursing, nursing education. (1985)

Dura, Alison, *Clinical Lecturer*, MS, 1990, University of Rochester: Medical-surgical nursing. (1992)

Ervin, Naomi, *Associate Professor/Decker Chair in Community Health Nursing*, PhD, 1980, University of Michigan: Community health nursing. (1997)

Faber, Patricia A., *Clinical Instructor*, MS, 1987, State University of New York at Binghamton: Community health nursing, pediatric nursing. (1994)

Fahs, Pamela Stewart, *Assistant Professor*, DSN, 1991, University of Alabama at Birmingham: Adult health nursing, nursing education. (1985)

Ferrario, Joyce A., *Associate Professor/Associate Dean and Coordinator of Graduate Program*, PhD, 1982, Case Western Reserve University: Gerontological nursing. (1985)

Grabo, Theresa N., *Associate Professor*, PhD, 1989, University of Pennsylvania: Health professions education, family nursing and administration. (1994)

Hansen, Jerri, *Clinical Instructor*, MS, 1996, State University of New York at Binghamton: Family nursing, rural nursing. (1999)

James, Gary D., *Research Professor/Director of the Institute for Primary and Preventative Health Care*, PhD, 1984, Pennsylvania State University: Anthropology. (1998)

Johnston, Yvonne A. M., *Clinical Instructor*, MS, 1997, State University of New York at Binghamton: Family practice nursing. (1997)

Kalman, Melanie, *Clinical Instructor*, MS, 1992, State University of New York Health Science Center at Syracuse: Adult health nursing. (1992)\*

LaMarcaMajor, Ann Marie, *Clinical Instructor*, MS, 1990, State University of New York at Binghamton: Family clinical specialist. (1993)

Latham, Carolyn P., *Clinical Assistant Professor*, MS, 1970, Adelphi University: Psychiatric nursing. (1982)

Mahlangu, Malithunya J., *Clinical Lecturer*, MS, 1992, State University of New York at Binghamton: Community health nursing (1993).

Mitchell, Patricia A., *Clinical Instructor*, MS, 1997, State University of New York at Binghamton: Family practice nursing, obstetrics and gynecology. (1998)

Morgan, Lindsay Lake, *Assistant Professor and Director of the O'Connor office of Rural Health Studies*, PhD, 1995, University of Texas at Austin: Community health nursing, gerontological nursing. (1988)

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Mourning, Martha P., *Clinical Assistant Professor*, MS, 1968, University of North Carolina: Medical-surgical nursing. (1974)

Munroe, Fran, *Clinical Instructor*, MS, 1990, State University of New York at Binghamton: Family nursing. (1994)

Ochse, Judith A., *Clinical Lecturer*, MS, 1993, State University of New York at Binghamton: Community health nursing. (1993)

Payne, Marlene E., *Clinical Assistant Professor and Coordinator of Undergraduate Programs*, MS, 1976, Syracuse University: Medical-surgical nursing. (1976)

Pierce, Carolyn S., *Clinical Instructor*, MS, 1990, Pennsylvania State University: Medical-surgical nursing. (1994)

Proctor, Wendy V., *Clinical Instructor*, MS, 1997, State University of New York at Binghamton: Community health nursing. (1997)

Quaranta, Judith, *Clinical Instructor*, MS, 1998, State University of New York at Binghamton: Community health nursing. (1998)

Reese, Elizabeth A., *Clinical Assistant Professor*, MSN, 1972, University of Pennsylvania: Medical-surgical nursing. (1982)

Rowe, Meredith A., *Assistant Professor*, PhD, 1994, University of Rochester: Adult health nursing, critical care nursing. (1994)

Smith, Blenda, *Associate Professor*, PhD, 1989, Cornell University: Curriculum development, program evaluation, family nursing. (1984)

Spencer, Gale A., *Associate Professor and Director of the Kresge Center for Nursing Research*, PhD, 1981, Syracuse University: Higher education administration, community health nursing. (1976)

Swain, Mary Ann, *Provost/Vice President for Academic Affairs and Professor*, PhD, 1969, University of Michigan: Psychology. (1993)

Terwilliger, Suzanne, MS, 1979, University of Rochester: Family nursing, pediatric nursing. (1996)

Tuyn, Linda K., *Clinical Assistant Professor*, MA, 1981, New York University: Psychiatric mental health nursing, delivery of nursing services. (1984)

Updegraff, Mimi H., *Clinical Assistant Professor and Coordinator of Student Services*, MS, 1986, State University of New York at Binghamton: Family nursing. (1986)

## UNDERGRADUATE PROGRAMS

The Decker School of Nursing undergraduate programs lead to the bachelor of science degree with the major in nursing. These programs prepare graduates to provide high quality health care, foster commitment to lifelong learning and the moral and ethical values of nursing, and promote social responsibility through community service.

Upon program completion, graduates are eligible for the national licensure examination (NCLEX-RN) to become registered professional nurses and are prepared for beginning professional practice in a variety of settings, such as hospitals and community health agencies. The programs also provide the foundation for continuing education at the graduate level.

The Decker School of Nursing is registered by the State Education Department. Additionally, preliminary accreditation approval from the Commission on Collegiate Nursing Education (CCNE) was received in December 1998. The Decker School of Nursing is a member of CCNE and the American Association of Colleges of Nursing (AACN).

## Program Options

A part-time study option is available for students wishing to extend the upper-division nursing coursework beyond the traditional four semesters. A program plan is developed for the student in consultation with a faculty adviser.

An accelerated baccalaureate track program is available to students admitted to the Decker School who have earned a baccalaureate or higher degree in another field and are interested in a career change to professional nursing. Candidates for the program must have completed all prerequisite courses to the nursing major and be able to study full time for one calendar year. Admission to the program is selective, requiring a cumulative grade-point average of 3.0 or above in prior academic work and in courses prerequisite to the nursing major.

An RN accelerated track program is available to registered nurse students. Students who have practice experience as a registered nurse, who have completed all courses prerequisite to the nursing major, the majority of the general education requirements, and a significant number of elective credits are eligible for consideration. Registered nurses with a degree in another field or who have taken a significant number of courses in other colleges are eligible. Candidates for the program must have a cumulative grade point average of 3.0 in prior academic work, including courses prerequisite to the nursing major.

Course sequencing for students in part-time or accelerated programs may differ from the sample curriculum plan.

## Admission

The procedure for candidates applying for admission is the same as for other students applying for admission to Binghamton University. Specific information may be found in the general section on Admissions in this *Bulletin*.

Students admitted into another undergraduate school at Binghamton University may apply for admission to the Decker School at the sophomore or junior level.

Admitted students eligible for one of the accelerated programs must apply in writing to the Decker School in order to be considered for the specific program.

## Transfer Student Admission

The University holds general articulation agreements with a significant number of community colleges within the SUNY system. (These are noted in the Admissions section of this *Bulletin*.) Information about specific transfer mechanisms between programs can be found at the transfer counseling office of the community college or at the Decker School.

Registered nurses from associate degree programs may be able to transfer up to 24 credits of nursing coursework to meet degree requirements at Binghamton University. Diploma program graduates may transfer general education coursework in the liberal arts and sciences from other colleges. Acceptable Regents College Examination scores may be used to earn 24 credits toward the nursing major.

The Decker School has developed policies and procedures by which students with baccalaureate nursing credit from another program may transfer some portion of that credit to meet nursing course requirements at Binghamton University. Designated credits may be used to fulfill a limited number of the credits required to complete the nursing major. Information about specific transfer credit mechanisms is available at the Decker School.

## Readmission

Students who apply for readmission to the Decker School of Nursing after withdrawal from Binghamton University for a minimum of one semester must submit an Application for Readmission to the Undergraduate Admissions office. Decisions regarding readmission will be based upon:

1) Academic standing of a minimum cumulative GPA of 2.0 at the time of withdrawal;

2) Required personal interview with the student services coordinator or undergraduate program coordinator;

3) Review of college transcripts for all colleges/universities attended since withdrawal;

4) Review of student's personal statement, including the reason for seeking readmission, description of career goals and employment history; and

5) Review of student's assessed potential for success.

Students who meet these criteria for readmission may be readmitted to complete the Decker School program described in the Binghamton University *Bulletin* in effect at the time of the readmission. Students readmitted prior to advance registration for that semester will be permitted to advance register for courses.

In accordance with University policy, Decker School students who withdraw from all classes during a semester may register for the following semester without applying for readmission.

## Academic Policies

Students in the Decker School are subject to all general regulations listed in the Academic Policies section of this *Bulletin*. *Additionally, any student wishing to register for more than 18 credits per semester, not including up to two credits of physical education or performing arts, must file a petition for academic overload with the Decker School.* A complete description of all policies pertaining to nursing students is contained in the Decker School of Nursing Undergraduate Programs Student Handbook, available for entering students.

## Advanced Placement Credit

See "Advanced Placement" in the Admissions section of this *Bulletin*. Information is also available in the Orientation Academic Handbook and in the Decker School of Nursing Undergraduate Programs Student Handbook.

## GRADING SYSTEM

Grades in courses offered by the Decker School are normally recorded as follows: A, A-, B+, B, B-, C+, C, C-, F. A cumulative grade-point average is computed for all courses and the following values are assigned to these letter grades:

A	= 4.0	C+	= 2.3
A-	= 3.7	C	= 2.0
B+	= 3.3	C-	= 1.7
B	= 3.0	F	= 0.0
B-	= 2.7		

Grades of I (incomplete), W (withdrawn), WP (withdrawn passing), WF (withdrawn failing), and AU (audit) may be given. These grades are not included in cumulative totals.

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For all courses taken by nursing students in other schools in the University, the following applies:

1. Prerequisites: Students are expected to meet General Education Program requirements prior to entering upper-division nursing coursework. A number of the General Education program requirements also fulfill prerequisites for the upper-division nursing coursework. A full description of the General Education program is found elsewhere in this *Bulletin*. Courses that satisfy General Education program requirements may also satisfy selected prerequisites. All General Education program prerequisites and distribution requirements must be taken for a letter grade and passed with a C– or better unless the only grade option for a course is Pass/Fail. Prerequisite courses must be completed before starting the upper-division nursing courses.

a) one composition (C) course from English or rhetoric; a second composition (C) course from any discipline. Generally, social science courses that are designated as pluralism courses (P) may be used to meet the introductory social science requirement. Courses such as introductory sociology, cultural or social anthropology, political science, and selected global interdependency courses (G) from the social science disciplines may also meet the introductory social science requirement.

b) one descriptive statistics course (M), meeting the Mathematical/Reasoning course requirement of General Education.

c) eight science courses, including:  
one course in introductory biology (waived for students who have successfully completed two semesters of human anatomy and physiology at another institution);  
one course in microbiology;  
two courses in human anatomy and physiology;  
two courses in general chemistry (including principles of inorganic, organic and biochemistry) (any of the above science prerequisites with a laboratory satisfies the General Education Laboratory Science (L) requirement);  
one course in introductory psychology;  
one course in developmental psychology.

2. Other Distribution Requirements: General Education program requirements of the University apply to all students who enter the University with fewer than 57 completed credit hours (see a full description of General Education program requirements elsewhere in this *Bulletin*). In addition to prerequisites described above, General Education program requirements, with the exception of physical activity/wellness

requirements and distribution requirements, must be taken with a letter grade and passed with a grade of C– or better.

Includes:

a) Three humanities courses from the following areas: art, cinema, comparative literature, English, foreign language, music, philosophy or theatre. It is expected that one of the humanities will meet the aesthetic perspective (A) General Education program requirement.

b) Two social science courses from the following areas: anthropology, economics, geography, history, political science or sociology. Generally, any social science courses with the Pluralism in the United States (P) or global interdependencies (G) designation will meet this requirement as well.

c) Physical activity/wellness, two credits. This General Education requirement can be met with courses that include both a physical activity and wellness component (B, S), or by completing a one-credit activity course (Y) and a wellness course (S) of one credit or more (see General Education program information elsewhere in this *Bulletin*). These courses can be taken Pass/Fail. The wellness component may also be met with a nursing elective that has a wellness (S) designation.

3. *General Electives*: All additional credits needed to meet the Decker School requirement of 128 credits for graduation, exclusive of nursing courses, prerequisites and general education requirements, may be taken Pass/Fail. Nursing elective credit beyond the required two credits may be taken Pass/Fail at the discretion of the instructor.

4. The grading option for all electives must be chosen by the drop date.

5. Students requesting to drop courses after the drop deadline must seek approval of the Decker School through the Student Services office. Grades are recorded according to the established systems of the respective schools of Binghamton University.

## ACADEMIC STANDING, PROBATION AND DISMISSAL

A student is considered to be making satisfactory progress toward a degree if a GPA of at least 2.0 is maintained. If a student's cumulative GPA drops below 2.0, the student is placed on academic probation. Academic probation serves notice to the student that the quality of work is below an acceptable level and that continuation of unsatisfactory work will result in dismissal from the Decker School. Academic probation does not imply dismissal and does not preclude

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students from registering or receiving financial aid. Standards for financial eligibility are described in the Financial Information section of this *Bulletin*.

A student will incur academic dismissal if placed on academic probation in the previous semester and the cumulative GPA at the end of the current semester is still below 2.0. An exception is made if the student earned at least a 2.0 GPA for the current semester but did not raise the cumulative GPA to the required minimum. In such cases, the student remains on academic probation with a review of the record occurring at the end of the following semester. A student may not re-enroll in the Decker School following academic dismissal.

A full-time student normally completes the degree in the Decker School in a four- to five-year period. The requirements to complete the nursing degree must be met within six years from the time the student is enrolled in the first nursing course.

Nursing courses in which a student receives a W may be repeated only once, regardless of the number of credits the course carries. Failure to pass the course on the second attempt results in the student's dismissal from the Decker School.

## CLASS AND LABORATORY ATTENDANCE

The Decker School adheres to University policy pertaining to attendance in class. In addition, attendance for all laboratory experiences is mandatory. Students must notify their instructors if they are unable to meet this commitment because of illness or other circumstances beyond their control. All course-related assignments must be completed as indicated in course syllabi unless prior arrangements are made with course faculty.

## Clinical Laboratory Requirements

### HEALTH EVALUATIONS

The Decker School has formal affiliations with health care agencies for student clinical laboratory experiences. Health care agencies must comply with the New York State Department of Health code, which governs health care agencies and student affiliations and mandates annual physical examinations for all persons who have patient contact. Health care organizations require students practicing in their agencies to receive the Hepatitis B vaccination or sign a declination statement as a condition of practicing in the facility. The Hepatitis B vaccination is a safe and effective method of preventing Hepatitis B infection. Questions about this health facility vaccination requirement should be directed to the clinical site coordinator of the Decker School. Prior to enrollment in clinical nursing

courses, all students are required to submit an annual health evaluation to the clinical site coordinator in the Decker School. The health evaluation must include:

1. A physical examination.
2. A Mantoux Test prior to enrollment in clinical nursing courses and annually thereafter; students with a positive reaction will be required to have a chest x-ray and show evidence of follow-up health care. Some agencies require the Mantoux Test within the six months prior to the student clinical laboratory experience.
3. Documented evidence of immunization and/or immunity to: (a) tetanus-diphtheria; (b) polio; (c) measles; (d) mumps; and (e) rubella prepared by a health care provider. Students are required to submit evidence of a positive history of chickenpox, Varicella titer report, or Varicella vaccination, although this is not a health code requirement.
4. Documented evidence of immunization and/or immunity to (or signed statement of declination for) Hepatitis B vaccination prepared by a health care provider.

Agencies have the right to request this information, and students will be asked to release this information.

## RELEASE OF PERSONAL INFORMATION

Some agencies, in order to protect clients, require information related to students' past employment and documentation as to whether or not they have ever been convicted of a criminal offense, including misdemeanors and felonies, other than parking violations. Students may be asked to respond to such questions.

## CARDIOPULMONARY RESUSCITATION CERTIFICATION

Prior to enrollment in clinical nursing courses, all students are required to submit evidence of annual cardiopulmonary resuscitation (CPR) certification at the professional rescuer level to the clinical site coordinator in the Decker School.

## HEALTH INSURANCE

Prior to enrollment in clinical nursing courses, all students are required to submit evidence of health insurance to the clinical site coordinator in the Decker School.

## MALPRACTICE AND LIABILITY INSURANCE

All students enrolled in clinical nursing courses are required to purchase malpractice and liability insurance. The cost of this insurance currently is \$14 per semester but is subject to change each

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semester. Registered nurse students who may have their own malpractice and liability insurance policy are also required to purchase this malpractice and liability insurance as it provides coverage for their practice as a student in clinical nursing courses.

## UNIFORMS

Students are expected to have uniforms for selected clinical experiences beginning in the junior year. The cost is approximately \$200. A student name pin is required and should be purchased through the Student Services office in the Decker School.

## EQUIPMENT

Students are required to purchase a stethoscope, bandage scissors, hemostat and sphygmomanometer prior to the first semester of their junior year. The approximate cost is \$60. A voluntary nursing bag fee of \$10 per student will be requested from all students for the community health nursing experience in the senior year. Students who wish to supply their own nursing bag and contents are not required to pay the fee.

## TRANSPORTATION

The University assumes no responsibility for providing transportation for travel from campus to the community health agencies used for student assignments. Transportation is provided to selected clinical sites outside the Broome-Tioga County area. Public bus transportation is available for travel to certain off-campus agencies, but is generally inadequate to meet students' needs. Therefore, students are expected to have an automobile at their disposal for the junior and senior years.

## Professional Ethics and Academic Honesty

Students are expected to comply with the University *Rules for Student Conduct* and the policies related to professional ethics and academic honesty as stated in the Decker School of Nursing Undergraduate Programs Student Handbook.

## Academic Honors

### DEAN'S LIST

The Decker School has a Dean's List for all students within the school who have an outstanding academic record. To qualify for inclusion in the Dean's List for that semester, students must meet the following criteria:

1. be matriculated in the Decker School.
2. be in the top 15 percent of the class based on GPA that semester;

3. have a minimum GPA of 3.5;
4. have completed at least eight credits for that semester;
5. have received no less than a B- in any course taken that semester.

Dean's List will be noted on the student's official transcript for each semester it is achieved.

## GRADUATION WITH HONORS

In order to receive honors at graduation, a student must have:

1. a Binghamton University cumulative GPA of 3.5;
2. a minimum GPA of 3.5 in upper-division nursing courses; and
3. supporting data from faculty members attesting to clinical excellence.

In order to receive high honors at graduation, a student must have:

1. a Binghamton University cumulative GPA of 3.5;
2. a minimum GPA of 3.9 in upper-division nursing courses; and
3. supporting data from faculty members attesting to clinical excellence.

The designation "honors" or "high honors" will be placed on the student's official transcript and on the diploma.

## SIGMA THETA TAU INTERNATIONAL

Sigma Theta Tau International, the international honor society of nursing, recognizes outstanding graduate and undergraduate students, faculty and practitioners of nursing. Candidates for membership in Binghamton's Zeta Iota chapter must have demonstrated:

- superior scholastic achievement;
- academic integrity;
- professional leadership potential and/or marked achievement in the field of nursing.

Eligibility for membership in the Zeta Iota Chapter is by invitation: students who have completed at least half of the courses in the nursing major, have a GPA of 3.0 and above, and rank in the top 35 percent of their class in scholarship.

## AWARDS

See "Awards and Honors" in the Academic Policies section of this *Bulletin*.

## Degree Requirements

To qualify for the bachelor of science degree with the major in nursing, the student must:

1. Complete a minimum of 32 academic courses (128 semester hours).
2. Complete the general education course requirements for a degree.
3. Be in residence at the Decker School during the last 7 1/2 courses (30 credits) immediately

preceding graduation, unless specifically exempted from this requirement by a duly designated committee of the faculty.

4. Have a cumulative GPA of 2.0, with a cumulative GPA of 2.0 in nursing courses.
5. Pay or satisfactorily adjust all fees and bills.
6. Not be under any disciplinary action.
7. Be duly recommended by the University faculty.
8. Have been admitted to the degree by formal action by the State University Trustees.

## GENERAL REQUIREMENTS

- |   |                |
|---|----------------|
|   | <i>courses</i> |
| 1. Division of Humanities .....   | 4              |
| One of these must include the prerequisite composition course in English or rhetoric (C). A second course in this area must be selected to meet the aesthetic perspective (A) General Education program requirement.  |                |
| 2. Division of Social Sciences .....  | 3              |
| Introductory-level social science courses in sociology, political science or cultural anthropology meet the prerequisite requirement for nursing. Generally, social science courses that are designated as Pluralism courses (P) and <i>selected</i> Global Interdependency courses (G) from the social science discipline may also be used to meet the introductory social science requirement. All students must complete one course in Pluralism in the United States (P) and one Global Interdependencies (G) course to meet the General Education program requirement. |                |
| 3. Division of Science and Mathematics .....  | 9              |
| a) Introductory Biology. Two semesters of human anatomy and physiology (including laboratory) and one semester of microbiology.   |                |
| b) Two semesters of general chemistry, including principles of inorganic chemistry, organic chemistry and biochemistry.   |                |
| c) Psychology, introductory and developmental.  |                |
| d) Statistics.  |                |

*Note: The General Education Program requirement for science and mathematics is met through completion of the above requirements.*

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|-------------------------------------|-----|
| 4. Physical Activity/Wellness ..... | 1/2 |
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*Note: A second discipline-based composition (C) course is required. This may count as one of the required humanities or social sciences courses or may be a course taken for general elective credit. This requirement may not be taken Pass/Fail unless that is the mandatory grade option in the course.*

Credit is granted for physical education to a maximum of six credits. Students with physical disabilities, after being examined by the University physician, may be assigned to the adaptive program or have the health and recreation requirement waived. Developmental 100-level courses (e.g., RHET 100, MA 101, CHEM 100) do not fulfill General Education requirements or satisfy degree requirements.

## MAJOR REQUIREMENTS

Satisfactory completion of specific courses in the social, behavioral and natural sciences is required for admission to the first course in the nursing sequence. Please refer to Prerequisites in the Grading System section for the prerequisite courses all students must complete prior to beginning upper-level nursing coursework. In addition, students must secure the approval of their faculty advisers before registering for the nursing courses. Students are expected to complete approximately 64 credits toward the degree prior to beginning the nursing major.

In addition to the courses listed under General Requirements, the following courses are required for the upper-division major in nursing:

- NURS 320. Socialization into the Professional Role I
- NURS 321. Nursing Assessment of Clients
- NURS 322. The Client System of Nursing
- NURS 350. Socialization into the Professional Role II (*half course*)
- NURS 351. Pathophysiology and Psychopathology I (*half course*)
- NURS 352. Practice of Nursing I
- NURS 353. Practice of Nursing II
- NURS 360. Socialization into the Professional Role III (*half course*)
- NURS 361. Pathophysiology and Psychopathology II (*half course*)
- NURS 362. Practice of Nursing III
- NURS 363. Practice of Nursing IV
- NURS 365. Pharmacology in Nursing (*half course*)
- NURS 470. Socialization into the Professional Role IV
- NURS 471. Practice of Nursing V (*double course*)
- Nursing elective or independent study (*half course*)

## SAMPLE CURRICULUM

Following is a sample of a typical program of studies sequence of courses for the nursing program.

### First Year/fall

Humanities .....	4
Intro Chem I (inorganic) .....	4
Intro Psychology .....	4
Intro Soc Sci (or humanities) .....	4
TOTAL .....	16

### First Year/spring

Intro Biology (lecture) .....	4
Intro Chem II (organic/biochem) .....	4
Dev Psychology .....	4
Humanities (or Intro Soc Sci) .....	4
Physical Activity/Wellness .....	1
TOTAL .....	17

### Second Year/fall

Anat & Physiology I .....	4
Statistics (or humanities) .....	4
Social Sciences .....	4
Humanities (or soc sci) .....	4
Physical Activity/Wellness .....	1
TOTAL .....	17

### Second Year/spring

Anat & Physiology II .....	4
Microbiology .....	4
Humanities (or statistics) .....	4
Social Sciences (or humanities) .....	4
TOTAL .....	16

### Third Year/fall

NURS 320. Socialization into the Prof Role I .....	4
NURS 321. Nursing Assessment of Clients .....	4
NURS 322. The Client System of Nursing ....	4
Elective .....	4
TOTAL .....	16

### Third Year/spring

NURS 350. Socialization into the Prof Role II .....	2
NURS 351. Pathophysiology and Psychopathology I .....	2
NURS 352. Practice of Nursing I .....	4
NURS 353. Practice of Nursing II .....	4
Elective .....	4
TOTAL .....	16

### Fourth Year/fall

NURS 360. Socialization into the Prof Role III .....	2
NURS 361. Pathophysiology and Psychopathology II .....	2
NURS 362. Practice of Nursing III .....	4
NURS 363. Practice of Nursing IV .....	4
NURS 365. Pharmacology in Nursing and/or Nursing elective .....	2
TOTAL .....	14

### Fourth Year/spring

NURS 470. Socialization into the Prof Role IV .....	4
NURS 471. Practice of Nursing V .....	8
Nursing elective or NURS 365 .....	2
Elective .....	2
TOTAL .....	16

## ACCELERATED BACCALAUREATE IN NURSING PROGRAM FOR CANDIDATES WITH DEGREES IN OTHER FIELDS

The Accelerated Baccalaureate in Nursing Program is a 12-month, three-semester program leading to a bachelor of science degree with a major in nursing. Applicants to the program are expected to have earned a baccalaureate or higher degree in another field and to have a desire to make a career change to professional nursing.

Students selecting this option will complete all required courses in the nursing major in a sequence that provides accelerated progression to achieve the undergraduate program objectives. This selective program option is designed for the mature, highly motivated student.

### Fall Semester

NURS 320. Socialization into the Prof Role I .....	4
NURS 321. Nursing Assessment of Clients .....	4
NURS 322. The Client System of Nursing ....	4
NURS 360. Socialization into the Prof Role III .....	2
NURS 361. Pathophysiology and Psychopathology II .....	2
Nursing Elective .....	2
TOTAL .....	18

### Spring Semester

NURS 350. Socialization into the Prof Role II .....	2
NURS 351. Pathophysiology and Psychopathology I .....	2
NURS 352. Practice of Nursing I .....	4
NURS 353. Practice of Nursing II .....	4
NURS 470. Socialization into the Prof Role IV .....	4
NURS 365. Pharmacology in Nursing .....	2
TOTAL .....	18

### Summer Session Term I

NURS 362. Practice of Nursing III .....	4
NURS 363. Practice of Nursing IV .....	4
TOTAL .....	8

### Summer Session Term II

NURS 471. Practice of Nursing V .....	8
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## Registered Nurse Program

Registered nurses who wish to earn the bachelor of science degree with the major in nursing have the opportunity to do so at Binghamton University. The Decker School of Nursing offers several options for registered nurses who have completed liberal arts and science courses at two- or four-year colleges in conjunction with an associate degree in nursing from a community college or for registered nurses who have graduated from a hospital diploma program. Degree requirements for the nursing major are 128 credits, 52 of which must be nursing. RNs may be able to transfer credits from associate degree nursing courses to fulfill nursing course requirements. See information on transfer credits in this *Bulletin*. Required nursing courses (32 credits) for all registered nurse students include NURS 322, 323, 351, 354, 360, 361, 364, 365, 470, 472 and a nursing elective. Full and part-time study options are available. Each RN student will meet with an RN adviser to develop an individual program plan.

Listed below is a sample of a sequence of courses for registered nurse students who have completed all prerequisite courses to the nursing major, including inorganic chemistry, organic chemistry and statistics, and have earned a total of 56 General Education credits towards the degree. Up to 24 credits in nursing may be earned in transfer with an associate degree in nursing.

### Third Year/fall

NURS 322. The Client System of Nursing	4
NURS 323. Transitions in Professional Role Development I	4
General Education/Elective	4
<b>TOTAL</b>	<b>12</b>

### Third Year/spring

NURS 351. Pathophysiology and Psychopathology I	2
NURS 354. Transitions in Professional Role Development II	2
General Education/elective	4
General Education/elective	4
<b>TOTAL</b>	<b>12</b>

### Fourth Year/fall

NURS 360. Socialization into the Prof. Role III	2
NURS 361. Pathophysiology and Psychopathology	2
NURS 364. Population Focused Care in the Community	2
NURS 365. Pharmacology in Nursing	2
Elective	4
<b>TOTAL</b>	<b>12</b>

### Fourth Year/spring

NURS 470. Socialization into the Professional Role IV	4
NURS 472. Practice of Nurs. V for Registered Nurses	6
Nursing elective	2
<b>TOTAL</b>	<b>12</b>

## Accelerated Program for Registered Nurse Students

A two-semester accelerated program is available for registered nurses who have completed 76 credits, including all prerequisite courses and General Education requirements, with a 3.0 GPA or higher. Criteria for selection includes potential for success based on previous education, professional work references, work experience and a personal interview with the coordinator of the undergraduate program.

### Sample Curriculum Plan

<i>fall</i>	<i>credits</i>	<i>spring</i>	<i>credits</i>
NURS 322	4	NURS 351	2
NURS 323	4	NURS 354	2
NURS 360	2	NURS 365	2
NURS 361	2	NURS 470	4
NURS 364	2	NURS 472	6
Nursing elective	2		
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>16</b>

## Community Agencies for Clinical Practice

The nursing major places primary emphasis on theoretical knowledge and principles basic to the health disciplines. Clinical laboratories, using health facilities in Broome County and surrounding counties, provide opportunities for the student to test nursing theory, develop skills in problem solving, and provide for clinical practice and the development of clinical judgment.

Listed below are examples of community agencies who cooperate in providing clinical educational experiences for students in the Decker School:

### General Hospitals

- Lourdes Hospital, Binghamton
- United Health Services, Inc.:
  - Binghamton General Hospital, Binghamton
  - Wilson Memorial Hospital, Johnson City
- St. Joseph's Hospital, Elmira
- SUNY Health Science Center, Syracuse

### Psychiatric Facilities

- Binghamton Psychiatric Center, Binghamton
- Psychiatric Units at United Health Services, Inc.

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### *Nursing Homes*

Good Shepherd-Fairview Home, Inc.,  
Binghamton

Willow Point Nursing Home, Vestal  
Hilltop Retirement Center, Johnson City  
Elizabeth Church Manor, Binghamton  
Ideal Senior Living Center, Endicott

### *Community Health and Social Agencies*

Association for Retarded Citizens,  
Binghamton

Binghamton City Schools, Binghamton  
Broome County Health Department,  
Binghamton

Broome County Office for Aging, Binghamton  
Broome Developmental Center, Binghamton  
Handicapped Children's Association of  
Southern New York, Inc., Johnson City  
Maine-Endwell Central Schools, Endwell  
Rehabilitation Services, Inc., Binghamton  
The Family and Children's Society of Broome  
County, Johnson City

Tioga County Health Department, Owego  
Twin Tier Home Health, Inc., Vestal  
Vestal Central Schools, Vestal

Additional social and health resources in the community are used to meet the learning needs of students: for example, physicians' offices.

## GRADUATE PROGRAMS

The Decker School of Nursing offers graduate programs leading to the degree of master of science with a major in nursing and a PhD in nursing with a focus on rural health.

In the master of science program, students select a clinical focus of study in community health nursing, family nursing or gerontological nursing. Students also select one of four functional roles to pursue either as a clinical nurse specialist, administrator, educator or nurse practitioner. Concentrations are available in maternal-child, home care and rural nursing.

For those students already holding a master's degree in nursing, the Decker School of Nursing offers programs leading to a certificate as a family, gerontological or primary care nurse practitioner. Students with a baccalaureate degree in nursing and certification as a nurse midwife may complete requirements for a master's degree in family nursing.

## Master of Science in Nursing

The master of science in nursing program is organized into a four-semester sequence of courses totaling 48 credits. The curriculum has five components: core, clinical focus, role development, supporting courses and electives. Core courses taken by all students in the program address nursing theory, comprehensive health

assessment, nursing research, professional issues and the health care delivery system. The clinical courses prepare nurses for community health nursing, family nursing or gerontological nursing. The role courses address socialization and implementation of the role of clinical nurse specialist, nurse educator, nurse administrator or nurse practitioner. The courses in the first semester provide the foundation for courses in the subsequent semesters.

Elective course(s) may be taken either in nursing or related areas of study. Courses may be taken in other units of the University, i.e., the departments of Harpur College such as psychology, anthropology, political science and sociology; the School of Education and Human Development; and the School of Management. Nursing electives are available in family counseling, gerontology, occupational health nursing, advanced clinical concepts, community health planning, delivery and management issues in health care, maternal-child nursing, home health care, politics and health care, medical sociology and rural health. Independent study is an option. Students are encouraged to select electives that will enhance their special interests and career goals.

## ADMISSION

All students entering the master of science in nursing program must satisfy the general conditions and procedures for admission to the Graduate School as stated in the Admissions section of this *Bulletin*, including submission of GRE scores on tests taken within the last five years. Students may enroll on a nonmatriculated basis.

Each applicant is considered individually. The general admission requirements for nursing are:

1. A minimum of a baccalaureate degree in nursing from a program accredited by a nationally recognized agency for accreditation of nursing programs.
2. Completion of a descriptive statistics course.
3. A minimum grade-point average of 3.0 or a B average for all undergraduate coursework.
4. License to practice as a registered professional nurse in the U.S. Teaching assistants must be licensed in New York state.
5. A minimum of two satisfactory academic and professional references.
6. Satisfactory scores on the Graduate Record Examination.

Graduates of nursing schools outside the United States must hold the baccalaureate degree in nursing or its equivalent. Licensure (or eligibility) to practice in the United States is required.

One year of full-time employment as a professional nurse is strongly recommended.

It is the expectation that students entering the program will have a level of computer literacy before beginning study. Students should contact the coordinator of the graduate program for a specific statement regarding expected competency.

## TRANSFER CREDIT

For students in the MS program, a maximum of 12 graduate credits, completed with a B grade or better within the previous five years, may be transferred from an accredited college or university. For certificate program students, the maximum is six credits. Courses are approved for transfer on an individual basis. This does not apply to courses used to satisfy requirements for another degree. Consult this *Bulletin*, page 88.

## Thesis or Comprehensive Examination

Students write either a thesis or a comprehensive examination as a final integrating experience. Students are encouraged to examine and make decisions regarding this option early in their program. Thesis credits may be used to satisfy elective credit requirements.

## Part-Time Study

Part-time study options are available. Students seeking part-time study are encouraged to contact the coordinator of the graduate program for assistance in developing specific plans of study.

Program plans shown here are based on full-time study beginning in the fall. Additional programs of study can be planned with summer or spring starts.

## Clinical Practice Requirements

Each semester includes clinical practice, which ranges from a minimum of four hours per week to a maximum of 12 hours per week. Some elective courses also have clinical practice requirements that can increase the clinical practice time.

## Programs of Study

### FAMILY NURSING

The program in family nursing prepares nurses for advanced practice with families by addressing individual and family health problems, family functioning and complex families. Students may select functional role preparation as a family nurse practitioner, nurse educator, clinical nurse

specialist or nurse administrator. Nurses who have a master of science degree in nursing may enroll in the post-master's family nurse practitioner certificate program. Certified nurse midwives with a baccalaureate degree in nursing may enroll in the master's completion program.

### MS in Family Nursing

#### *Family Nurse Practitioner Functional Role*

<i>Semester I (fall)</i>	<i>credits</i>
NURS 532. Nursing and Community Health Care Systems .....	3
NURS 502. Concepts in Health Assessment for Nurses in Advanced Clinical Practice .....	3
NURS 530. Scientific Inquiry: Research Methods .....	3
Elective .....	3
TOTAL .....	12

<i>Semester II (spring)</i>	<i>credits</i>
NURS 544. Pharmacology and Diagnostics I .....	3
NURS 521. Nursing in Family Practice I .....	3
NURS 553. Functional Role I NP .....	4
NURS 503. Scientific Inquiry: Theory .....	2
TOTAL .....	12

<i>Semester III (fall)</i>	<i>credits</i>
NURS 522. Nursing in Family Practice II .....	3
NURS 554. Functional Role II NP .....	4
NURS 535. Scientific Inquiry: Application of Research Methods .....	2
NURS 545. Pharmacology and Diagnostics II .....	3
TOTAL .....	12

<i>Semester IV (spring)</i>	<i>credits</i>
NURS 596. Nursing in Family Practice III .....	3
NURS 555. Functional Role III NP .....	4
NURS 570. Proseminar .....	2
Elective .....	3
TOTAL .....	12

Total Credits 48

### MS in Family Nursing

#### *Nurse Educator Functional Role*

<i>Semester I (fall)</i>	<i>credits</i>
NURS 532. Nursing and Community Health Care Systems .....	3
NURS 502. Concepts in Health Assessment for Nurses in Advanced Clinical Practice .....	3
NURS 530. Scientific Inquiry: Research Methods .....	3
Elective .....	3
TOTAL .....	12

<i>Semester II (spring)</i>	<i>credits</i>
NURS 544. Pharmacology and Diagnostics I .....	3
NURS 521. Nursing in Family Practice I .....	3
NURS 556. Functional Role I Educator .....	1
NURS 503. Scientific Inquiry: Theory .....	2
Elective .....	3
TOTAL .....	12

<i>Semester III (fall)</i>	<i>credits</i>
NURS 522. Nursing in Family Practice II .....	3
NURS 557. Functional Role II Educator .....	4
NURS 535. Scientific Inquiry: Application of Research Methods .....	2
NURS 545. Pharmacology and Diagnostics II .....	3
TOTAL .....	12

<i>Semester IV (spring)</i>	<i>credits</i>
NURS 596. Nursing in Family Practice III .....	3
NURS 590. Functional Role III Educator .....	4
NURS 570. Proseminar .....	2
Elective .....	3
TOTAL .....	12

Total Credits 48

**MS in Family Nursing**  
*Clinical Nurse Specialist Functional Role or Nurse Administrator Functional Role*

Students interested in these programs should contact the graduate nursing office for specific program requirements.

**Family Nurse Practitioner Certificate Option**  
(For students holding a master's degree in nursing.)

<i>Semester I (fall)</i>	<i>credits</i>
NURS 502. Concepts in Health Assessment for Nurses in Advanced Clinical Practice .....	3
TOTAL .....	3

<i>Semester II (spring)</i>	<i>credits</i>
NURS 544. Pharmacology and Diagnostics I .....	3
NURS 521. Nursing in Family Practice I .....	3
NURS 553. Functional Role I NP .....	4
TOTAL .....	10

<i>Semester III (fall)</i>	<i>credits</i>
NURS 522. Nursing in Family Practice II .....	3
NURS 554. Functional Role II NP .....	4
NURS 545. Pharmacology and Diagnostics II .....	3
TOTAL .....	10

<i>Semester IV (spring)</i>	<i>credits</i>
NURS 596. Nursing in Family Practice III .....	3
NURS 555. Functional Role III NP .....	4
TOTAL .....	7

Total Credits 30

**Master's Completion Program for Certified Nurse Midwives**

Students interested in this option should seek assistance from the graduate nursing office.

**COMMUNITY HEALTH NURSING**

Graduates of the program in community health nursing are committed to aiding community members to achieve optimal health as a means of improving life. Graduates are able to assess and diagnose actual and potential health problems of the community and work with individuals, families, groups and communities to improve and maintain health. Students may select functional role preparation as a primary care nurse practitioner, nurse educator, clinical nurse specialist or nurse administrator. Nurses who have a master of science degree in nursing may enroll in the post-master's community health primary care nurse practitioner certificate program.

**MS in Community Health Nursing**  
*Primary Care Nurse Practitioner Functional Role*

<i>Semester I (fall)</i>	<i>credits</i>
NURS 532. Nursing and Community Health Care Systems .....	3
NURS 502. Concepts in Health Assessment for Nurses in Advanced Clinical Practice .....	3
NURS 530. Scientific Inquiry: Research Methods .....	3
NURS 540. Elements of Biostatistics and Epidemiology .....	3
TOTAL .....	12

<i>Semester II (spring)</i>	<i>credits</i>
NURS 544. Pharmacology and Diagnostics I .....	3
NURS 541. Community Health Nursing Practice I .....	3
NURS 515. Community Health Primary Care NP Role I .....	4
NURS 503. Scientific Inquiry: Theory .....	2
TOTAL .....	12

<i>Semester III (fall)</i>	<i>credits</i>
NURS 542. Community Health Nursing Practice II .....	3
NURS 516. Community Health Primary Care NP Role II .....	4
NURS 535. Scientific Inquiry: Application of Research .....	2
NURS 545. Pharmacology and Diagnostics II .....	3
TOTAL .....	12

<i>Semester IV (spring)</i>	<i>credits</i>
NURS 543. Community Health Nursing Practice III .....	3
NURS 517. Community Health Primary Care NP Role III .....	4
NURS 570. Proseminar .....	2
Elective .....	3
TOTAL .....	12

Total Credits 48

MS in Community Health Nursing  
Nurse Educator Functional Role

<i>Semester I (fall)</i>	<i>credits</i>
NURS 532. Nursing and Community Health Care Systems .....	3
NURS 502. Concepts in Health Assessment for Nurses in Advanced Clinical Practice. 3	
NURS 530. Scientific Inquiry: Research Methods .....	3
NURS 540. Elements of Biostatistics and Epidemiology .....	3
TOTAL .....	12

<i>Semester II (spring)</i>	<i>credits</i>
NURS 544. Pharmacology and Diagnostics I .....	3
NURS 541 Community Health Nursing Practice I .....	3
NURS 556 Nurse Educator Role I .....	1
NURS 503 Scientific Inquiry: Theory .....	2
Elective .....	3
TOTAL .....	12

<i>Semester III (fall)</i>	<i>credits</i>
NURS 542. Community Health Nursing Practice II .....	3
NURS 557. Nurse Educator Role II .....	4
NURS 535. Scientific Inquiry: Application of Research .....	2
NURS 545. Pharmacology and Diagnostics II .....	3
TOTAL .....	12

<i>Semester IV (spring)</i>	<i>credits</i>
NURS 543. Community Health Nursing Practice III .....	3
NURS 590. Nurse Educator Role III .....	4
NURS 570. Proseminar .....	2
Elective .....	3
TOTAL .....	12

Total Credits 48

MS in Community Health Nursing  
Clinical Nurse Specialist Functional Role or  
Nurse Administrator Functional Role

Students interested in these programs should contact the graduate nursing office for specific program requirements.

Community Health Primary Care Nurse Practitioner Certificate Option (For students holding a master's degree in nursing.)

<i>Semester I (fall)</i>	<i>credits</i>
NURS 502. Concepts in Health Assessment for Nurses in Advanced Clinical Practice .....	3
NURS 540. Elements of Biostatistics and Epidemiology .....	3
TOTAL .....	6

<i>Semester II (spring)</i>	<i>credits</i>
NURS 544. Pharmacology and Diagnostics I .....	3
NURS 541. Community Health Nursing Practice I .....	3
NURS 515. Community Health Primary Care NP Role I .....	4
TOTAL .....	10

<i>Semester III (fall)</i>	<i>credits</i>
NURS 542. Community Health Nursing Practice II .....	3
NURS 516. Community Health Primary Care NP Role II .....	4
NURS 545 Pharmacology and Diagnostics II .....	3
TOTAL .....	10

<i>Semester IV (spring)</i>	<i>credits</i>
NURS 543. Community Health Nursing Practice III .....	4
NURS 517. Community Health Primary Care NP Role III .....	3
TOTAL .....	7

Total Credits 33

## GERONTOLOGICAL NURSING

Graduates of the program in gerontological nursing are prepared for advanced practice with elders in a variety of settings. The student acquires an in-depth understanding of normal aging, the illnesses that are common to this age group and an understanding of how the environment affects function. Students may select functional role preparation as a gerontological nurse practitioner, nurse educator, clinical nurse specialist or nurse administrator. They are prepared to intervene in hospital, nursing home and community settings. Nurses who have a master of science degree in nursing may enroll in the post-master's family nurse practitioner certificate program.

MS in Gerontological Nursing  
*Gerontological Nurse Practitioner Functional Role*

<i>Semester I (fall)</i>	<i>credits</i>
NURS 532. Nursing and Community Health Care Systems .....	3
NURS 502. Concepts in Health Assessment for Nurses in Advanced Clinical Practice ..	3
NURS 530. Scientific Inquiry: Research Methods .....	3
Elective .....	3
TOTAL .....	12

<i>Semester II (spring)</i>	<i>credits</i>
NURS 544. Pharm. and Diagnostics I .....	3
NURS 511. Gerontological Nursing Practice I .....	3
NURS 514. Functional Role I GNP .....	4
NURS 503 Scientific Inquiry: Theory .....	2
TOTAL .....	12

<i>Semester III (fall)</i>	<i>credits</i>
NURS 512. Gerontological Nursing Practice II .....	3
NURS 554. Functional Role II NP .....	4
NURS 535. Scientific Inquiry: Application of Research .....	2
NURS 545 Pharm. and Diagnostics II .....	3
TOTAL .....	12

<i>Semester IV (spring)</i>	<i>credits</i>
NURS 513. Gerontological Nursing Practice III .....	3
NURS 555 Functional Role III NP .....	4
NURS 570 Proseminar .....	2
Elective .....	3
TOTAL .....	12

Total Credits 48

MS in Gerontological Nursing  
*Nurse Educator Functional Role*

<i>Semester I (fall)</i>	<i>credits</i>
NURS 532. Nursing and Community Health Care Systems .....	3
NURS 502. Concepts in Health Assessment for Nurses in Advanced Clinical Practice..	3
NURS 530. Scientific Inquiry: Research Methods .....	3
Elective .....	3
TOTAL .....	12

<i>Semester II (spring)</i>	<i>credits</i>
NURS 544. Pharmacology and Diagnostics I .....	3
NURS 511. Gerontological Nursing Practice I .....	3
NURS 556. Functional Role I: Educator .....	1
NURS 503. Scientific Inquiry: Theory .....	2
Elective .....	3
TOTAL .....	12

<i>Semester III (fall)</i>	<i>credits</i>
NURS 512. Gerontological Nursing Practice II .....	3
NURS 557. Functional Role II: Educator .....	4
NURS 535. Scientific Inquiry: Application of Research .....	2
NURS 545. Pharm. and Diagnostics II .....	3
TOTAL .....	12

<i>Semester IV (spring)</i>	<i>credits</i>
NURS 513. Gerontological Nursing Practice III .....	3
NURS 590. Functional Role III: Educator .....	4
NURS 570 Proseminar .....	2
Elective .....	3
TOTAL .....	12

Total Credits 48

MS in Gerontological Nursing  
*Clinical Nurse Specialist Functional Role or Nurse Administrator Functional Role*

Students interested in these programs should contact the graduate nursing office for specific program requirements.

*Gerontological Nurse Practitioner Option*  
 (For students holding a master's degree in nursing.)

<i>Semester I (fall)</i>	<i>credits</i>
NURS 502. Concepts in Health Assessment for Nurses in Advanced Clinical Practice..	3
TOTAL .....	3

<i>Semester II (spring)</i>	<i>credits</i>
NURS 544. Pharm. and Diagnostics I .....	3
NURS 511. Gerontological Nursing Practice I .....	3
NURS 514. Functional Role I GNP .....	4
TOTAL .....	10

<i>Semester III (fall)</i>	<i>credits</i>
NURS 512. Gerontological Nursing Practice II .....	3
NURS 554. Functional Role II NP .....	4
NURS 545 Pharm. and Diagnostics II .....	3
TOTAL .....	10

<i>Semester IV (spring)</i>	<i>credits</i>
NURS 513. Gerontological Nursing III .....	3
NURS 555. Functional Role III NP .....	4
TOTAL .....	7

Total Credits 30

## CONCENTRATIONS

Students in family, community or gerontological nursing may choose to complete a concentration. When this choice is made the student will graduate with additional credits. Students interested in these options should see the graduate program coordinator or an adviser prior to beginning coursework so that the plan of study can be developed.

Maternal-Child Nursing Concentration	<i>credits</i>
NURS 580. Advanced Maternal-Child Nursing I	3
NURS 592. Clinical Practice in Maternal-Child Nursing I	1
NURS 582. Advanced Maternal-Child Nursing II	3
NURS 593. Clinical Practice in Maternal-Child Nursing II	1
<b>TOTAL</b>	<b>8</b>

Home Health Care Concentration	<i>credits</i>
NURS 576. Management of Clients in Home Care I	3
NURS 594. Home Care Practicum I	1
NURS 577. Delivery Issues in Home Care	3
NURS 595. Delivery Issues in Home Care Practicum	1
<b>TOTAL</b>	<b>8</b>

Rural Nursing Concentration	<i>credits</i>
NURS 586. Rural Health Nursing I	3
NURS 587. Practicum in Rural Health Nursing	5
<b>TOTAL</b>	<b>8</b>

## ELECTIVES

In addition to electives in other disciplines, students may choose additional electives in nursing, in accordance with their objectives and needs. The following elective courses are offered. Not all courses are taught every semester.

	<i>credits</i>
NURS 501. Family Process and Health	3
NURS 534. Emerging Issues in Public Health	3
NURS 536. Ethical Dilemmas in Nursing	3
NURS 561. Social Aspects of Health, Healing, and Illness	3
NURS 567. Fundamentals of Solution-Oriented Counseling	3
NURS 568. Advanced Clinical Problems in Community Health Nursing	3
NURS 571. Occupational Health Nursing for High Technology Settings	3
NURS 574. Politics and Health Care	3
NURS 575. Community Health Planning	3
NURS 576. Management of Clients in Home Care I	3

NURS 577. Delivery Issues in Home Health Care	3
NURS 580. Advanced Maternal-Child Nursing I	3
NURS 582. Advanced Maternal-Child Nursing II	3
NURS 586. Rural Health Nursing I	3
NURS 587. Practicum in Rural Health Nursing	5
NURS 592. Clinical Practice in Maternal-Child Nursing I	1
NURS 593. Clinical Practice in Maternal-Child Nursing II	1
NURS 594. Management of Clients in Home Care Practicum	1
NURS 595. Delivery Issues in Home Care Practicum	1
NURS 597. Independent Study	1-4

## GRADING AND REQUIREMENTS FOR GRADUATION

In addition to the general policies of the Graduate School, the following requirements must be met by students in the master of science program of the Decker School.

1. Students must have a final grade-point average of 3.0 in those courses required for the program in nursing (i.e., 16 courses, 48 credits).
2. A comprehensive examination is required of all students not completing a thesis and must be taken in the semester in which the program is completed.
3. Completion of the program within a period of five years.

## ADDITIONAL REQUIREMENTS

Graduate students in the Decker School of Nursing must adhere to the following policies related to professional practice:

- (1) Malpractice and liability insurance: All students in clinical courses will be billed for malpractice and liability insurance each semester. The cost of insurance is subject to change. Individual policies purchased by the student do not satisfy this requirement.
- (2) Students enrolled in graduate courses must provide proof of health insurance. A policy is available to purchase for those students who do not have coverage.
- (3) Cardiopulmonary resuscitation: Evidence of current cardiopulmonary resuscitation certification in basic life support for the professional rescuer is required when a student is enrolled in nursing courses and must be renewed annually.
- (4) Health examination: A yearly health examination is required including physical examination, tuberculin testing and immunizations. This requirement is in addition to the University requirement for verification of immunization status. Documentation of the

physical examination is kept on file in the Decker School of Nursing.

(5) Professional licensure: Evidence of license to practice professional nursing in the United States must be kept on file in the Decker School of Nursing.

Agencies have the right to request this information and students will be asked to release this information as required.

## PROFESSIONAL ETHICS AND ACADEMIC HONESTY

Students are expected to comply with the University *Rules for Student Conduct* and the policies related to professional ethics and academic honesty as stated in the Decker School of Nursing Graduate Programs Student Handbook.

## Doctor of Philosophy in Nursing

The PhD program in nursing is designed to prepare graduates for research and active scholarship in nursing that will extend the knowledge base of nursing and improve the delivery of rural health care. The primary focus of the program is research and theory development in nursing. Graduates will be prepared to conduct research and develop theory related to nursing and health of rural people. Based on analysis of nursing, client or health systems in rural areas, graduates will be able to design future practice models, direct the development of policy initiatives and effect meaningful change within health care delivery systems.

The program includes:

*Research and Theory Development*—addressing advanced research methods, theory development and analysis, advanced statistics for health research, conceptual analysis, instrumentation and measurement, as well as involvement in active research programs.

*Nursing and Rural Health Systems*—addressing the health care needs of rural populations through the study of rural nursing and health, as well as issues, strategies and policy development interventions for health care delivery for rural populations.

*Cognate Courses*—supporting the student's area of interest and including at least two courses in rural sociology.

*Dissertation*—representing an independent original research project.

Students are admitted to candidacy upon satisfactory completion of the following:

1. Required coursework
2. University Graduate School residency requirement
3. A computer skill requirement

4. A doctoral comprehensive examination
5. The teaching requirement

## ADMISSION

For students who intend to pursue the PhD program and who are entering at the post-master's level, the following are required and will be evaluated for admission:

1. A bachelor's and master's degree in nursing from a program that is nationally accredited by a nursing accreditation organization;
2. Graduate Record Examination scores (75th percentile or higher is desirable)
3. Two scholarly papers; one must be theoretical (master's thesis or equivalent); published papers are acceptable
4. Three recommendations for doctoral study
5. A statement of purpose and professional goals
6. Licensure to practice as a registered professional nurse in the United States
7. Completion of a statistics course (within the past five years)
8. Curriculum vitae, including employment and education history
9. A personal interview
10. Official TOEFL or MELAB scores (for international students whose native language is not English).

Doctoral students in the Decker School of Nursing will adhere to all policies of the school pertinent to professional practice, grading policies, professional ethics and academic honesty.

## FINANCIAL ASSISTANCE

Prospective students are encouraged to contact the Graduate Nursing office (607-777-4624) for information regarding financial aid.

Students seeking admission to the doctoral program at the post-baccalaureate level should contact the graduate nursing office for information regarding admission and requirements.

### PhD in Nursing

<i>1. Research and Theory</i>	<i>credits</i>
NURS 600. Advanced Quantitative Analysis .....	3
NURS 601. Theoretical and Conceptual Analysis of Nursing Science .....	3
NURS 602. Conceptual Analysis for Investigation of Nursing Phenomena .....	3
NURS 603. Advanced Statistics: Multivariate .....	3
NURS 604. Qualitative Methods for Nursing Research .....	3
NURS 605. Measurement of Nursing Phenomena .....	3

NURS 606. Advanced Clinical Research Practicum .....	3
NURS 607. Advanced Research Practicum ..	3
TOTAL .....	24

## II. Nursing and Rural Health Care Systems

NURS 621. The Rural Imperative: Theoretical Frameworks for Rural Nursing .....	3
NURS 623. Clinical Seminar in Rural Health: Health Promotion OR NURS 624. Clinical Seminar in Rural Health: Response to Illness .....	3
NURS 633. Advanced Health Systems .....	3
NURS 634. Health Policy Formulation .....	3
NURS 660. Nursing Scholar in Health Care Systems .....	3
TOTAL .....	15

## III. Cognates

Rural Sociology Cognates .....	6
Cognates .....	6
TOTAL .....	12

## IV. Comprehensive/Qualifying Examination ..... 0

## V. Dissertation ..... 15

Total Credits 66

# COURSE OFFERINGS/ UNDERGRADUATE

NOTE: Unless otherwise noted, all undergraduate courses carry 4 credits and are offered every year.

### NURSE 110. EXPLORING PROFESSIONAL NURSING 1 credit

Introduction to the profession through course content: films, discussions, and field trips. Students explore the nature and scope of nursing and the scholarly and intellectual skills necessary for success in the profession of nursing. Pass/Fail option only. Open to all freshmen and sophomores.

### NURS 250. CONCEPTUAL DEVELOPMENT FOR PROFESSIONAL NURSING I 2 credits

First of two-course sequence bridging general and professional education aspect of the nursing curriculum. Educational enrichment for students with little prior experience in conceptual learning. Emphasis on concept acquisition, development and enrichment in regard to core concepts basic to nursing. Prerequisite: sophomore standing or consent of instructor.

### NURS 251. CONCEPTUAL DEVELOPMENT FOR PROFESSIONAL NURSING II 2 credits

Second in a two-course sequence, provides additional preparation in concept acquisition and applications germane to nursing. Prerequisite: NURS 250.

### NURS 320. SOCIALIZATION INTO THE PROFESSIONAL ROLE I

Responsibilities, ethics and values of profession and practice of professional nursing role. Communication theory with principles of interviewing and counseling. Nurse-client relationships. Introduction to nursing process, nursing theory, teaching-learning, research, problem solving, decision making. Classroom and college laboratory experiences. Prerequisites: courses required for admission to upper-division major in nursing.

### NURS 321. NURSING ASSESSMENT OF CLIENTS

Nursing process directed at promotion of health and prevention of illness. Comprehensive health assessment. Nursing technologies essential for basic self-care needs and promotion of safety comfort and health. Classroom, college and clinical laboratory experiences. Prerequisites: courses required for admission to upper-division major in nursing.

### NURS 322. THE CLIENT SYSTEM OF NURSING

Health needs of clients, concepts and processes of stress and adaptation. Health behavior, cultural, social and epidemiological factors relative to health and illness. Systems theory, concept and levels of care and community resources for health. Classroom and selected learning experiences in the community. Prerequisites: courses required for admission to upper-division major in nursing.

### NURS 323. TRANSITIONS IN PROFESSIONAL ROLE DEVELOPMENT I (RN-ONLY COURSE)

First course designed to facilitate transition of registered nurse to baccalaureate education and practice. Analysis of ways of knowing, critical thinking, advanced communication techniques, counseling strategies, group dynamics and teaching-learning process. Exploration of nursing theory and nursing research. Emphasis on health assessment strategies, including history taking, with application of nursing process framework. RNs only.

### NURS 350. SOCIALIZATION INTO THE PROFESSIONAL ROLE II 2 credits

Organizational and leadership theories; constraints on health care delivery system; continued exploration of communications between individuals and groups, and models of nursing practice. Selected nursing theorists presented. Prerequisites: NURS 320 and 321.

### NURS 351. PATHOPHYSIOLOGY AND PSYCHOPATHOLOGY I 2 credits

Mechanisms of disease, therapeutic modalities, analysis of laboratory data essential to make nursing decisions in clients' health status, planning nursing interventions to promote adaptive responses. Prerequisites: NURS 320 and 321.

### NURS 352. PRACTICE OF NURSING I

Introduction to crisis theory and types of crises. Nursing practice for promotion of adaptation to normal developmental tasks and maturational crises. Theories of growth, development, family dynamics and aging. Exploration of alternate lifestyles. Beginning study of adaptation to loss. Class, college and clinical laboratory experiences. Prerequisites: NURS 320, 321, and 322.

### NURS 353. PRACTICE OF NURSING II

Crisis resolution and nursing interventions directed at social, emotional, physical and intellectual immobility. Nursing interventions essential to foster reality orientation,

motivation and remotivation of clients; maintenance and restoration of health; role reconceptualization. Class, college and clinical laboratory experiences. Prerequisites: NURS 320 and 321.

**NURS 354. TRANSITIONS IN PROFESSIONAL ROLE DEVELOPMENT II (RN- ONLY COURSE) 2 credits**

Second course designed to facilitate transition of registered nurse to baccalaureate education and practice. Focus on conceptual and theoretical frameworks as a basis for nursing; health care delivery system and application of leadership theories to nursing and nursing systems within health care. Introduction of crisis concepts via examination of client systems situational and developmental crises. Examination of chronicity with focus on client systems experiencing and adapting to stressors that accompany illness over a prolonged period of time. RNs only. Prerequisite: NURS 323.

**NURS 360. SOCIALIZATION INTO THE PROFESSIONAL ROLE III 2 credits**

The primary focus of the course is the study and analysis of theory and research within the practice of nursing. Steps of the research are studied in order to be able to critique research. The learners will examine how theory and research relate. Selected nursing theories are presented for study. Prerequisites: NURS 320-322 and 350-353.

**NURS 361. PATHOPHYSIOLOGY AND PSYCHOPATHOLOGY II 2 credits**

Course builds on Pathophysiology and Psychopathology I. Continuation of study of mechanisms of disease, therapeutic modalities, analysis of laboratory data. Prerequisites: NURS 320-322 and 350-353.

**NURS 362. PRACTICE OF NURSING III**

Study of clients with alterations in body image and self-concept, situational and developmental crises, nursing measures to restore health, renewed self-concept and self-actualization, nurse/client relationship as essence of nursing. Classroom and clinical laboratory experiences. Prerequisites: NURS 320-322 and 350-353.

**NURS 363. PRACTICE OF NURSING IV**

Study of clients with alterations in body regulatory mechanisms, cellular proliferation, grieving process, maladaptive responses to stressors, nursing intervention directed to fostering adaptation to longterm illness in the hospital and in the community. Classroom and clinical laboratory experiences. Prerequisites: NURS 320-322 and 350-353.

**NURS 364. POPULATION FOCUSED CARE IN THE COMMUNITY (RN-Only Course) 2 credits**

This course focuses on clients in the community with special health needs. The community assessment process is used as a framework for developing community health diagnosis and goals to meet health needs of a selected population. Classroom and clinical laboratory experiences. RNs only. Prerequisites: NURS 322, 323, 351 and 354. Note: NURS 322 may be a corequisite with this course.

**NURS 365. PHARMACOLOGY IN NURSING 2 credits**

Nursing role in drug therapy, major classification and common characteristics of drugs, relationship of specific drugs to common health problems. Prerequisites: NURS 320, 321, 322, 350, 351, 352 and 353. Corequisite with 352 and 353 for accelerated track program. Admitted RN students who have completed the chemistry prerequisites may, with permission of instructor, enroll prior to beginning upper-division courses.

**NURS 470. SOCIALIZATION INTO THE PROFESSIONAL ROLE IV**

Nursing theory, research and nursing as developing profession; organizational structure, current issues, ethical dilemmas, future directions; expansion of personal philosophy. Critique of nursing research included. Selected nursing theorists presented. Prerequisites: NURS 320-322, 350-353 and 360-363.

**NURS 471. PRACTICE OF NURSING V 8 credits**

Theories, processes and principles of leadership, administration and management relative to nursing and health care delivery system. Opportunities to apply management principles to care of caseload of clients in inpatient and community health settings. Classroom and selected clinical laboratory experiences. Prerequisites: NURS 320-322, 350-353 and 360-363.

**NURS 472. PRACTICE OF NURSING V FOR REGISTERED NURSES (RN-ONLY COURSE) 6 credits**

Theories, processes and principles of leadership, administration and management relative to nursing and health care delivery system. Opportunities to apply management principles to care of caseload of clients in a selected setting. Classroom and selected clinical laboratory experiences. RNs only. Prerequisites: NURS 322, 323, 351, 354, 360, 361 and 364.

**Nursing Electives: Special Topics in Nursing**

Intensive study of special topics. May involve complex client situations in relation to student's area of interest or nonclinical topics related to nursing issues. Approximately five courses are offered each semester according to student interest.

**NURS 324 (also HDEV 412). SOCIO-CULTURAL ASPECTS OF HEALTH CARE 2-4 credits**

Sociological, anthropological and cultural views of health care. Belief systems as determined by religion, culture, society and history. Influence of cultural views and belief systems on health and health care.

**NURS 325 (also HDEV 307). NUTRITION THROUGH THE LIFE SPAN 2-4 credits**

Nutrition for the healthy and ill infant, child and adult. Diet therapy for clients in relation to pathology of major body systems and psyche.

**NURS 329 (also WOMN 427). SPECIAL TOPICS IN WOMEN'S HEALTH 2 credits**

Issues surrounding health promotion and maintenance for women, including biological, economic, environmental, political and social factors. Topics include sexuality, nutrition, conception control, body awareness, alternate life styles, family violence and menopause.

**NURS 330 (also WOMN 430). POLITICAL ACTIVISM AND HEALTH CARE DELIVERY 2 credits**

Development of skills needed by health care providers and/or consumers to navigate the legislative process in terms of health care delivery. Analysis of legislative process historically and in the present, and its impact on health care delivery systems and providers.

**NURS 332 (also HDEV 449, WOMN 432). HOLISTIC HEALTH PRACTICE 2-4 credits**

Concepts of holistic health, holistic health nursing and practice. Focus on the investigation of nontraditional, alternative health practices. Topics include nutrition and vitamin therapy, therapeutic touch, relaxation techniques,

massage, hypnosis, herbiology, meditation, chiropractics and alternative birthing.

**NURS 334 (also HDEV 448). COMPUTER APPLICATIONS IN NURSING AND HEALTH CARE** *2 credits*

Exploration of the common applications of computer technology in nursing and health care systems. Students will learn to work with database and spreadsheet functions. Computer technology will be presented as an essential tool for resource management in modern nursing and health care delivery systems.

**NURS 355. HEALTH CARE PROVIDER AS PATIENT EDUCATOR** *2-4 credits*

Inquiry into key aspects of patient education and the role of health care provider. Study of needs assessment, design, development, implementation and evaluation of educational programs. Selection of instructional strategies.

**NURS 356. HEALTH PROMOTION IN THE AGING POPULATION** *2-4 credits*

Multidisciplinary approach to the study of healthy aging. Normal age-related biological and psychosocial changes across the life span; studied exploration of resources and services to meet needs of aging population. Exposure to multidisciplinary research on aging.

**NURS 357. RURAL HEALTH CARE** *2-4 credits*

Inter-relatedness of rural environments with health needs and health care. Critical analysis of forces shaping rural communities. Special emphasis on vulnerable groups such as rural elderly, isolated young families, mentally ill, migrant farmworkers and the poor.

**NURS 366. PLAY AND THE HOSPITALIZED CHILD** *2-4 credits*

In-depth exploration of the modalities of play for hospitalized children as they relate to the developmental level of the child.

**NURS 367. ETHICAL DILEMMAS IN CLINICAL NURSING** *2 credits*

Theoretical constructs derived from philosophy, ethics and the law. Analysis of professional and personal codes of ethics and values. Ethical decision theory as it applies to clinical nursing practice. Case study analysis.

**NURS 450. ESSENTIALS OF CRITICAL CARE NURSING**

Advanced course consisting of an in-depth study and analysis of common critical care clinical problems. In addition, students use the clinical practice setting of critical care for direct and immediate application of knowledge to practice. Learner uses knowledge of biophysical, psychosocial, developmental and spiritual dimensions of the patient as a basis for continuing development and refinement of critical thinking and sound clinical decision making.

**NURS 473. PROBLEMS IN ADVANCED CLINICAL NURSING** *2 credits*

In-depth analysis of nursing management of complex clinical health problems. Application of research findings as the basis for deriving nursing interventions. Case study analysis.

**NURS 497. INDEPENDENT STUDY** *1-4 credits*

Student-initiated study under direction of a Decker School faculty member to meet the interests and needs of advanced students. Independent study may be used as a

nursing elective if course meets guidelines for nursing electives or as a general elective to meet degree requirements.

*Note: The following nursing electives may be used to meet the wellness component of the physical activity/wellness General Education program requirement:*

- NURS 332. Holistic Health Practice
- NURS 325. Nutrition Through the Life Span
- NURS 329. Special Topics in Women's Health

## COURSE OFFERINGS/ GRADUATE

### Core Courses

Because of recent curriculum revisions some prerequisite and corequisite requirements have not been fully identified. Students should seek assistance from an academic adviser for program planning.

**NURS 502. CONCEPTS IN HEALTH ASSESSMENT FOR NURSES IN ADVANCED CLINICAL PRACTICE** *3 credits*

Health assessment of families and clients throughout life span. Comprehensive physical examination of all body systems. Differentiation of abnormal and normal findings. Documentation addressed. Students become proficient in history taking and health assessment techniques. Application of learnings in campus and clinical laboratories.

**NURS 503. SCIENTIFIC INQUIRY: THEORY** *2 credits*

Introduction to theoretical structure of discipline of nursing. Works of existing major nursing and health theorists in terms of frameworks they provide for nursing practice. The critical inquiry method used to identify criteria for evaluation of concepts and theories applicable to nursing research, practice, administration and education. Prerequisite: NURS 530.

**NURS 530. SCIENTIFIC INQUIRY: RESEARCH METHODS** *3 credits*

In-depth study of research process with emphasis on different research methodologies. Both quantitative and qualitative designs examined. Principles of sampling, instrumentation and measurement.

**NURS 532. NURSING AND COMMUNITY HEALTH CARE SYSTEMS** *3 credits*

Community health care system, historical development and forces shaping present status and future direction. Formal and informal systems addressed.

**NURS 535. SCIENTIFIC INQUIRY: APPLICATION OF RESEARCH** *2 credits*

Focus on applying a systematic process of investigation of problems in nursing. Applies principles of data collection, analysis, interpretation of findings. Evaluation of nursing interventions and client outcomes. Introduction to statistical treatment of data on personal computer. Prerequisites: NURS 503, 530.

**NURS 570. PROSEMINAR** *2 credits*

Current major issues and concerns in nursing affecting delivery of health care and practice. Intra- and interpersonal issues. Effects of social problems, legislative and political action. Participation in legislative process. Prerequisite: take in last semester or with consent of instructor.

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## Supporting Courses

**NURS 540. ESSENTIALS OF BIostatISTICS AND EPIDEMIOLOGY** 3 credits  
Principles and methods of epidemiological analysis and investigations supported with biostatistics. History and pathogenesis of health, illness, and disease. Levels of prevention. Prerequisite: descriptive statistics. Required for community health nursing students.

**NURS 544. PHARMACOTHERAPEUTICS AND DIAGNOSTICS I** 3 credits  
The first of a two-course sequence designed to provide in-depth understanding of disease and its manifestations, diagnostic methods, and management. Building on skills learned in health assessment and functional role courses, class content assists the learner in synthesizing knowledge of patient assessment with the ability to consider pharmacological modalities in patient care. *Co- or prerequisite to first nurse practitioner role course for students in Family, Community Health or Gerontological Nursing.* Prerequisites: NURS 502, 530.

**NURS 545. PHARMACOTHERAPEUTICS AND DIAGNOSTICS II** 3 credits  
Second of a two-course sequence designed to provide in-depth understanding of disease and its manifestations, diagnostic methods and management. Building on skills learned in health assessment and functional role courses, class content assists the learner in synthesizing knowledge of patient assessment with the ability to consider pharmacological modalities in patient care. Prerequisite: NURS 544.

### Clinical Concentration

Students pursue either Family, Community Health or Gerontological Nursing. It is required that students take clinical and role courses in the sequence outlined below. In the normal sequence, clinical and role courses are taken concurrently. Corresponding clinical courses must be taken prior to, or concurrently with, role courses.

### FAMILY NURSING

**NURS 521/522. NURSING IN FAMILY PRACTICE I, II** 3 credits/each semester  
Management of families selected to represent all age groups, typical health problems. Systematic analysis of health problems of families, using selected family theories and nursing frameworks. Application of concepts of primary, secondary, tertiary prevention. Family case load assigned. Clinical pharmacology relevant to family health is integrated. Medication use, client education presented in addition to pharmacological basis of therapeutic, clinical use of drugs. Courses are sequential. Prerequisite for NURS 521: NURS 502, 530. Corequisite: NURS 503. Prerequisite for NURS 522: NURS 521, 544.

**NURS 596. NURSING IN FAMILY PRACTICE III** 3 credits  
Application and synthesis of theory relevant to practice of family nursing. Students practice in a variety of settings with clients of all ages, working under supervision of faculty and agency preceptors. Prerequisite: NURS 522.

### COMMUNITY HEALTH NURSING

**NURS 541/542. COMMUNITY HEALTH NURSING PRACTICE I AND II** 3 credits/each semester  
Courses present scope and practice of community health nursing. NURS 541 focuses on family as client; NURS 542 focuses on advanced community health nursing care of community as client. Students collaborate with community persons to assess major health needs; identify aggregate groups at risk; plan primary, secondary or tertiary prevention programs. Application of concepts of primary, secondary and tertiary levels of prevention. Courses are sequential. Prerequisites for NURS 541: NURS 502, 530, 540. Prerequisites for NURS 542: NURS 541, 544.

**NURS 543. COMMUNITY HEALTH NURSING III** 3 credits  
The third clinical course continues to focus on advanced community health nursing care of community as client. Students continue collaboration with community groups and agencies to implement and evaluate primary, secondary or tertiary prevention programs. Advanced community health nursing role, practice, research issues evaluated. Prerequisite: NURS 542.

### GERONTOLOGICAL NURSING

**NURS 511. GERONTOLOGICAL NURSING I** 3 credits  
Provides the knowledge to holistically assess, diagnose and manage common health problems of functionally able elders. Emphasis on maintaining function and preventing disability. Students have supervised clinical practice with essentially well elders. Prerequisites: NURS 502, 530. Corequisite: NURS 503.

**NURS 512. GERONTOLOGICAL NURSING II** 3 credits  
Provides knowledge of the interaction of aging, illness and environment and its impact on the function of elders with chronic illness. Emphasis on maintaining and restoring health. Students have supervised clinical practice with chronically ill elders. Prerequisites: NURS 511, 544.

**NURS 513. GERONTOLOGICAL NURSING III** 3 credits  
Provides knowledge required to care for frail elders with complex multiple chronic illnesses. Students will have supervised clinical practice in a long-term care setting. Prerequisite: NURS 512.

### Functional Roles

Functional role (clinical specialist, educator, administrator or nurse practitioner) courses are usually taken concomitantly with the corresponding clinical course (e.g., NURS 521 and NURS 553). If the student chooses to split clinical and role courses, the clinical must be taken prior to the role courses. Students in dual-role programs may on occasion take a role course prior to the corresponding clinical course. Students in dual functional role programs must see their academic adviser.

**NURS 515/516/517. COMMUNITY HEALTH PRIMARY CARE NURSE PRACTITIONER ROLE I, II, III**

*4 credits/each semester*

Courses prepare students to function as a community health primary care nurse practitioner with theory and guided practice. NURS 515 addresses health promotion and treatment of community health problems in infants, toddlers, school-age children, adolescents and perinatal clients. NURS 516 focuses on health promotion and treatment of acute and chronic health problems among adult populations. NURS 517 addresses issues related to the role of a primary care nurse practitioner within clinical practice settings.

**CLINICAL NURSE SPECIALIST ROLE I, II, III**

Students seeking this role should meet with their academic adviser or contact the Graduate Nursing office.

**NURS 553/554/555. NURSE PRACTITIONER ROLE I, II, III**

*4 credits/each semester*

Courses prepare student to function as nurse practitioner with theory and guided practice in six identified components of role (direct care provider, educator, researcher, counselor, administrator and consultant). NURS 553 addresses the expanding family. NURS 554 addresses the contracting family. NURS 555 provides a synthesis of all role components. Didactic and laboratory experience with preceptorship and practicum. Content pertaining to New York state laws regarding prescriptive privilege is included.

**NURS 514. GERONTOLOGICAL NURSE PRACTITIONER ROLE I**

*4 credits*

Prepares the student to function as a gerontological nurse practitioner with a focus on essentially well older adults in a primary care setting. Emphasis is placed on role functions of education and counseling. Students will have supervised clinical experience.

**NURS 556/557/590. EDUCATOR ROLE I, II, III**

*1/4/4 credits*

Courses prepare student to practice as nursing educator. NURS 556 addresses philosophies of education, ways of knowing, theories of learning, characteristics. Curriculum development, philosophy, purposes and organizing frameworks reviewed. NURS 557 addresses curriculum development, objectives, teaching strategies, evaluation, accreditation. NURS 590 provides synthesis of educator role, opportunity to practice role. Didactic and laboratory experiences.

**ADMINISTRATOR ROLE I, II, III**

Students seeking this role should meet with their academic adviser or contact the Graduate Nursing office.

**Electives**

Students take three to nine credits of electives. They may be taken in the Decker School or in other disciplines. Students may use three credits of electives as thesis credits. Elective courses listed below are not taught every semester, or even every year. Students should contact the Graduate Nursing office for a list of electives offered each semester.

**NURS 501. FAMILY PROCESS AND HEALTH**

*3 credits/each semester*

Core concepts and reciprocal dynamics between family process and health. Assessment and intervention strategies for families. Factors that promote or inhibit family health and group functions. Experience with selected complex families to promote health and family functioning.

**NURS 510. AGING, HEALTH AND THE SOCIAL CONTEXT**

*3 credits*

Provides a foundation for advanced practice in gerontological nursing. Foci are normal aging, the impact of aging on health and the social context of aging.

**NURS 534. EMERGING ISSUES IN PUBLIC HEALTH**

*3 credits*

Focuses on current and emerging issues in communicable, vaccine-preventable, occupational and environmental diseases. Each of the diseases presented will be discussed in relation to its pathophysiology, natural history of disease, epidemiology and strategies for prevention and treatment. Suggested prerequisites: NURS 540 and/or 519.

**NURS 536. ETHICAL DILEMMAS IN NURSING**

*3 credits*

Examines and discusses current cultural, legal and ethical dilemmas confronting health care providers today, such as right to life, reproductive choices and informed consent issues. Deontology and utilitarianism theories, decision-making models, cultural factors, and medical and nursing professional codes are analyzed and critiqued in relation to contemporary nursing practice. Clinical nursing situations derived from actual/simulated case studies will be critiqued. Faculty- and student-generated questions result in discussions through the Web site. Evaluation based on participation through discussions, student presentations and student research-based papers. Internet format allows a large population access to this course.

**NURS 561. SOCIAL ASPECTS OF HEALTH, HEALING AND ILLNESS**

*3 credits*

This course examines the contexts of physical and mental health illness behavior and medical utilization.

**NURS 567. FUNDAMENTALS OF SOLUTION-ORIENTED COUNSELING**

*3 credits*

Development of counseling skills and self-awareness through exploration of existential-humanistic theory and corresponding interventions. Experiential and didactic learning activities. Open to students from other departments.

**NURS 568. ADVANCED CLINICAL CONCEPTS IN COMMUNITY HEALTH NURSING**

*3 credits*

Management of acute care management problems in home. Complex pathophysiological and psychosocial health problems presented with supporting nursing interventions. Two-hour lecture, three hours of lab per week.

**NURS 571. OCCUPATIONAL HEALTH NURSING FOR HIGH TECHNOLOGY SETTINGS**

*3 credits*

Emerging trends of health promotion, illness prevention and health care cost containment in work setting. By using epidemiologic techniques, health risks within a given population will be identified. In clinical setting, role development in occupational health nursing is explored.

**NURS 574. POLITICS AND HEALTH CARE**

*3 credits*

Explores relationship between American health care system, politics and economics. Historical development of American health care system, analysis of factors and current issues that influence American health care policy.

**NURS 575. COMMUNITY HEALTH PLANNING FOR REGIONAL, STATE AND NATIONAL NEEDS**

*3 credits*

Pertinent health-related policies, planning models and strategies analyzed for usefulness in community health

policy development and program planning at local, state, national and international levels. Open to all students.

**NURS 576. MANAGEMENT OF CLIENTS IN HOME CARE** *3 credits*

Focuses on the needs of the various clients served in home health care programs, including: the frail elderly; those in hospice programs; persons with AIDS; children with developmental disabilities; and the acute/chronic clients requiring high technology care. Students develop strategies for meeting the needs of clients and their family caregivers, as well as their professional caregivers.

**NURS 577. DELIVERY ISSUES IN HOME CARE** *3 credits*

Focuses on the differences between a home care program and traditional public health nursing. State regulatory statutes that guide the provision of care; difficulties in providing service in both rural and urban settings; patient acuity level; cost containment.

**NURS 580. ADVANCED MATERNAL-CHILD NURSING I** *3 credits*

Focus is the health and illness of the childbearing client. Advanced maternal-infant health topics, including conditions affecting the high-risk pregnant woman in the prenatal, intrapartal, and postpartal periods, are addressed. Advanced concepts in comprehensive and holistic care of women, fetuses, newborns and their families presented. A variety of issues confronting advanced practice nurses, such as genetic testing, alternative birthing modalities and ethical/legal situations, are explored. Students analyze intervention strategies appropriate for the advanced practitioner. Prerequisites: NURS 501 and 502. Corequisite: NURS 521 or 541.

**NURS 582. ADVANCED MATERNAL-CHILD NURSING II** *3 credits*

Offers the student the opportunity for in-depth study of children in health and illness from birth through adolescence, using a developmental approach. Advanced concepts in child health nursing are introduced, stressing health promotion and disease prevention strategies. The impact of maturational and situational events as well as acute life-threatening and chronic illnesses of children are explored. Assessment and nursing management with the following client situations are covered: high-risk newborn, common health problems in childhood, growth and developmental disabilities, attachment disorders and acquired immune deficiency disease. Prerequisites: NURS 501 and 502. Corequisite: NURS 521 or 541.

**NURS 586. RURAL HEALTH NURSING I** *3 credits*

Addresses life conditions and forces influencing the health of rural populations and the health status and health problems of selected vulnerable populations. Students explore issues related to delivery of health services, federal and state initiatives, and programs directed at rural health and the role of the master's-prepared nurse in rural settings.

**NURS 587. PRACTICUM IN RURAL HEALTH NURSING** *5 credits*

Intensive clinical practicum in a rural community to be taken concurrently with Rural Health Nursing. Students live in an isolated rural community that has been designated as a manpower shortage area and participate in health care delivery in that community. Prerequisite: NURS 586.

**NURS 592. CLINICAL PRACTICE IN ADVANCED MATERNAL-CHILD NURSING** *1 credit*

Clinical practicum course providing opportunity for student to synthesize and apply clinical knowledge and intervention strategies with pregnant and postpartal women and neonates. Prerequisites: NURS 501 and 502. Corequisites: NURS 521 or 541, and 580.

**NURS 593. CLINICAL PRACTICE IN MATERNAL-CHILD NURSING II** *1 credit*

Clinical practicum course providing an opportunity for the student to synthesize and apply clinical knowledge and intervention strategies with children in health and illness from birth through adolescence. Prerequisites: NURS 501 and 502. Corequisites: NURS 521 or 541, and 582.

**NURS 594. MANAGEMENT OF CLIENTS IN HOME CARE—PRACTICUM** *1 credit*

Clinical laboratory course focusing on the needs of various clients in home care programs. Student will complete the practice component for this course in a home health agency. Corequisite: NURS 576X.

**NURS 595. DELIVERY ISSUES IN HOME CARE—PRACTICUM** *1 credit*

Clinical laboratory course focusing on delivery issues in home care programs. The student will complete the practice component for this course in a home care agency. Corequisite: NURS 595X.

**NURS 597. INDEPENDENT STUDY** *1-4 credits*

In-depth study in particular area of interest, under direction of appropriate faculty. Consent of coordinator of graduate program required. May be taken more than once.

**NURS 598. RESEARCH SEMINAR IN NURSING** *1-4 credits*

Enables the student to engage in intensive study of a selected topic in nursing under the direction of a faculty member who has expertise in the area. Small-group approach provides for interaction with other students who share the area of interest. Students work collaboratively with faculty in some phase of the research process, including literature review, proposal development or preparation of papers.

**NURS 599. THESIS** *1-6 credits*

**NURS 600. ADVANCED QUANTITATIVE ANALYSIS** *3 credits*

Designed to provide fundamental methodological and statistical skills needed by nurse researchers. Emphasizes selection and application of appropriate research designs and statistical procedures. Preparation for presenting research findings using both oral and written formats. Proficiency with the use of SPSS as a tool for data analysis and management will be emphasized.

**NURS 601. THEORETICAL AND CONCEPTUAL ANALYSIS OF NURSING SCIENCE** *3 credits*

Begins with review of elements of logic and effective argumentation and of both critical and ethical thinking. The elements and their successful application shape subsequent discussions that include the following: (1) a critical examination of different epistemologies and their impact on current approaches to nursing research, theory development and clinical practice; (2) analyses of writings of selected nursing theorists; and (3) theory development in nursing. This course, an introduction to theoretical thinking in nursing, presents methods of inquiry necessary for

the development and expansion of knowledge (and understanding) in nursing. An overview of important issues in the philosophy of science is included. Relationships among philosophy, values, practice, science, theory and research, and their effect on the structure of nursing knowledge, will be discussed. Conceptual models and theories for nursing practice will be examined. In addition, fundamental elements central to the research process are presented with opportunities for application and practice.

**NURS 602. CONCEPTUAL ANALYSIS FOR INVESTIGATION OF NURSING PHENOMENA** *3 credits*

Experience in conceptualizing nursing phenomena as an initial step in nursing research. Psychological, cognitive and social and ethical dimensions of selected concepts relevant to nursing practice examined theoretically and operationally and middle-range theories relevant to nursing practice will be explored.

**NURS 603. ADVANCED STATISTICS: MULTIVARIATE** *3 credits*

Advanced procedures for data analysis and statistical inference in nursing research. Multivariate procedures included; their utility in investigation of nursing problems presented.

**NURS 604. QUALITATIVE METHODS FOR NURSING RESEARCH** *3 credits*

Analysis of qualitative methods in development of nursing science, epistemology, the research planning process, specific methods for data collections and analysis; addresses ethical issues.

**NURS 605. MEASUREMENT OF NURSING PHENOMENA** *3 credits*

Measurement theory and practice for nursing and health-related research. Techniques of test and instrument construction, statistical analysis of reliability and validity, and major concepts of norm-referenced and criterion-referenced measurement presented. Students will construct and pilot a research instrument.

**NURS 606. ADVANCED CLINICAL RESEARCH PRACTICUM** *3 credits*

Affords students opportunity to focus and refine their area of research through application of knowledge of research methodology. Students will collaborate with faculty and participate as active researchers in an existing research study.

**NURS 607. ADVANCED RESEARCH PRACTICUM** *3 credits*

Offers the student individualized research experience in the design and implementation of a preliminary research study.

**NURS 621. THE RURAL IMPERATIVE: THEORETICAL FRAMEWORKS FOR RURAL NURSING** *3 credits*

Explores rural culture using theories, frameworks and methodologies from various disciplines. Focus on epidemiological principles and methods. Rural life analyzed to identify factors related to health care needs. Students critique rural research articles for use of conceptual frameworks and generate researchable questions related to rural nursing practice issues.

**NURS 623. CLINICAL SEMINAR IN RURAL HEALTH ISSUES: HEALTH PROMOTION** *3 credits*

Focuses on application of theoretical constructs of health promotion and disease prevention. Students critique rural research studies for application of health promotion and disease prevention constructs. Issues of methodology, instrument selection and development, sampling, data collection and measurement reviewed.

**NURS 624. CLINICAL SEMINAR IN RURAL HEALTH ISSUES: RESPONSE TO ILLNESS** *3 credits*

Application of theoretical constructs of disease, illness, restoration, rehabilitation, death. Students critique rural research studies for application of disease, illness, restoration, rehabilitation or death constructs. Issues of methodology, instrument selection and development, sampling, data collection and measurement reviewed.

**NURS 633. ADVANCED HEALTH SYSTEMS AND PUBLIC POLICY** *3 credits*

Examines American health care system, comparing it to other systems of health care delivery. Strengths and weaknesses of international systems explored. Structural indices and organizational analyses of health care systems examined in relation to change. Role of public health politics and policy development, public policy risk assessment, interest group behavior and politics of health reform in rural, urban and suburban areas included. Influence of public policy models applied in community settings analyzed for effects on health care system development.

**NURS 634. HEALTH POLICY FORMULATION** *3 credits*

Historical development of advanced practice nursing within modern health care system. Exploration and evaluation of personal and professional issues germane to contemporary nursing and rural health care. Research utilization in health policy formulation explored, as well as ethical obligations of the doctorally prepared nurse in the conduct of research. Students expected to project a program of health policy activities while engaged in doctoral study.

**NURS 660. NURSE SCHOLAR IN HEALTH CARE SYSTEMS** *3 credits*

Collaborative models of nursing education reviewed for those with advanced degrees. Current demographics of doctorally prepared nurses, their educational backgrounds and programs of study reviewed. Employment and career trajectories based on current research discussed. Primary roles of academic, executive, researcher and advanced practitioner reviewed with discussion of roles and responsibilities in rapidly changing environments. Primary emphasis on the doctorally prepared nurse in higher education.

**Cognates**

**NURS 640 and NURS 641. RURAL PEOPLE AND COMMUNITIES IN METROPOLITAN SOCIETY I AND II** *3 credits*

Two-semester course providing intensive examination of the role, status and situation of rural people and places in contemporary American society. Disciplinary focus is sociology, but pertinent literature and materials from economics, political science, geography and other disciplines also included. Main theme is investigation of how rural populations, communities, economies and institutions

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persist and change in the face of macro-level forces such as urbanization and metropolitan expansion, technological innovation, globalization, economic restructuring and changes in public policy. First semester focuses both on structure and organization of the rural community and on restructuring of rural economies and opportunity structures. Second semester begins with examination of rural demography with particular focus on populations in need—youth, elderly, racial and ethnic minorities and the poor—then investigates impacts of macro-level forces on rural people and communities. Concludes with discussion of how public policies, especially health and social welfare policies, affect rural America. Much research and literature on rural America is at national or broad regional level. Accordingly, a field research project is used to ground the course in local reality of rural New York. At conclusion, students have (a) gained basic knowledge of structure and change in rural America and (b) gained sufficient technical and conceptual expertise to conduct applied analytical analyses of rural issues.

NURS 645. STRESS CHRONOBIOLOGY IN HEALTH: PRINCIPLES AND METHODS

*3 credits*

Examines circadian variation in endocrinological and physiological risk factors and their response to chronic disease development. Topics include human biological responses to diurnal and environmental changes in urban and rural settings, biological mechanisms of adaptation to the stresses inherent in human lifestyles and determining the differences between adaptive and pathological biological responses to stressful life situations. Techniques of ambulatory blood pressure and heart rate monitoring and field measures of stress and reproductive hormones demonstrated.

NURS 700. CONTINUOUS REGISTRATION

*1 credit/semester*

Required for maintenance of matriculated status in graduate program. No credit toward graduate degree requirements.

NURS 707. RESEARCH SKILLS

*1-4 credits*

Development of research skills required within graduate programs. May not be applied toward course credits for any graduate degree. Prerequisite: approval of relevant graduate program directors or department chairs.