

College of Nursing and Health Professions

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School of Nursing

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Master of Science in Nursing

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Program Description

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. The program is designed to prepare nurses as nurse practitioners, clinical nurse specialists, and clinical nurse leaders. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master's students in nursing gain skills and knowledge that build on their clinical experience and on their generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master's students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client teaching; in assessments and interventions; and, in program design, implementation, and evaluation.

Students in the *adult and family nurse practitioner concentrations* gain advanced skills in the care of individuals and families with acute and chronic health problems. Upon graduation, adult and family nurse practitioner students may choose to sit for certification as an adult or family nurse practitioner respectively. In the *adult psychiatric/mental health/clinical nurse specialist/nurse practitioner concentration*, students gain advanced skills in interventions with individuals, families, and groups. Graduates are prepared to sit for certification as a clinical nurse specialist in adult psychiatric mental health nursing and as an adult psychiatric mental health nurse practitioner. In the *adult health clinical nurse specialist concentration*, students gain advanced skills in medical-surgical and home care intervention with individuals, families, and groups. Additionally, the increased management emphasis prepares graduates to represent and advocate for nursing practice by offering advanced study of the organizational, fiscal, and political context within which nursing is practiced. Graduates are prepared to sit for the clinical nurse specialist certification. Depending on electives selected, a student may receive a certificate in health policy and management from the Muskie School of Public Service. The *clinical nurse leader concentration* is a part-time program of study in which graduate students are prepared for clinical leadership in all health care settings. They also are prepared to implement outcomes-based practice and quality improvement strategies. Graduates are prepared to sit for the clinical nurse leader certification. In collaboration with the School of Business, the School of Nursing offers a joint Master of Science in Nursing/Master of Business Administration (M.S./M.B.A.). Graduates are prepared for leadership positions in health care with emphasis on developing the skills needed to inform and guide organizational change. Admission to this program is done jointly by the School of Nursing and the School of Business.

Admission

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards. Students applying for the M.S./M.B.A. must take either the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT).

1. A baccalaureate degree with a major in nursing from a degree program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
2. A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
3. A course in introductory statistics which includes descriptive and inferential statistics.
4. A course in total health assessment.
5. A score that ranks in the 45th percentile (or higher) for intended major on the Miller Analogy Test, or combined aptitude scores of 1000 (V.Q.) (or higher) on the Graduate Record Examination taken within the past 5 years.

A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials. Individual consideration will be given to each applicant based upon the total profile presented.

Application Material

In addition to the materials described in the Admissions chapter, applicants for this program must submit:

1. Two letters of reference reflecting professional practice and academic achievement.
2. Evidence (photocopy) of current licensure as a registered professional nurse in Maine.
3. An essay reflective of professional goals.

Application Deadlines

Application deadlines:

1. Second Degree MS-Option Program—December 1.
2. Clinical Nurse Leader—April 1
3. All other programs and concentrations have the following application cycles:
Spring semester admission—October 1
Fall semester admission—April 1

Health Requirements

Students must comply with the University's immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical practice.

PPD – times 2 (last PPD given within the past calendar year)

Lab test (titer) providing immunity to:

Rubella
Rubeola
Mumps
Varicella

Tetanus & Diphtheria

Hepatitis Vaccine (3 doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification is required prior to beginning clinical coursework.

Program Requirements

The M.S. program in nursing is four to five academic semesters in length for students taking an average of twelve (12) credits per semester. Both full-time and part-time studies are available. A total of 31-54 credit hours are required for completion of the master's degree program in nursing depending on chosen concentration. The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis. The M.S./M.B.A. dual degree program does not require clinical credit hours.

Background Checks

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our

| | | | <i>Credits</i> |
|------------------|-----|---|------------------|
| FALL I | | | |
| NUR | 603 | Nursing Theory and Knowledge Development | 3 |
| NUR | 606 | Leadership, Health Policy, and Role | 3 |
| NUR | 671 | Foundations of Advanced Practice Mental Health Nursing | 2 |
| NUR | 672 | Biological and Behavioral Components of Mental Health and Illness | 2 |
| NUR | 680 | Advanced Psychopharmacology | 3 |
| | | | Total credits 13 |
| SPRING I | | | |
| BIO | 545 | Advanced Pathophysiology | 3 |
| NUR | 602 | Advanced Health Assessment | 4 |
| NUR | 673 | Clinical Practicum and Supervision I | 3 |
| NUR | 674 | Advanced Adult Psychiatric/Mental Health Nursing I | 3 |
| | | | Total credits 13 |
| SUMMER I | | | |
| NUR | 675 | Advanced Adult Psychiatric/Mental Health Nursing II | 3 |
| NUR | 678 | Clinical Practicum and Supervision II | 3 |
| NUR | 604 | Nursing Research | 3 |
| | | | Total credits 9 |
| FALL II | | | |
| NUR | 676 | Advanced Adult Psychiatric/Mental Health Nursing III | 3 |
| NUR | 679 | Clinical Practicum and Supervision III | 3 |
| NUR | 658 | Graduate Clinical Project | 3 |
| | | Elective (Graduate) | 3 |
| | | | Total credits 12 |
| SPRING II | | | |
| NUR | 681 | Advanced Child and Adolescent Psychopathology* | 3 |
| NUR | 683 | Clinical Practicum and Seminar: Child and Adolescent* | 3 |
| NUR | 690 | Role Seminar** | 1 |
| | | | Total credits 7 |

Total Graduate Program credits: 48 Adult PMH/Clinical Nurse Specialist (CNS)
48 Adult PMH/CNS/Nurse Practitioner (NP)
54 Family PMH/Nurse Practitioner (NP)

*Required only for Family Psychiatric/Mental Health Nurse Practitioner students

**Taken in SPRING I semester for Adult PMH/CNS/Nurse Practitioner (NP) students

Sample: Full-Time Program Sequence
Adult Health Clinical Nurse Specialist

| | | | <i>Credits</i> |
|-----------------|-----|--|------------------|
| FALL I | | | |
| BIO | 545 | Advanced Pathophysiology | 3 |
| NUR | 601 | Advanced Pharmacotherapeutics or | 3 |
| NUR | 680 | Advanced Psychopharmacology | 3 |
| NUR | 602 | Advanced Health Assessment | 4 |
| NUR | 606 | Leadership, Health Policy, and Role | 3 |
| | | | Total credits 13 |
| SPRING I | | | |
| NUR | 603 | Nursing Theory and Knowledge | 3 |
| NUR | 608 | Applied Theories for Advanced Interpersonal Skills | 3 |
| NUR | 644 | Advanced Practice Adult Health Nursing I* | 3 |
| NUR | 646 | Clinical Practicum and Seminar I* | 3 |
| | | | Total credits 12 |
| FALL II | | | |
| HPM | 6XX | One course from the following list: | 3 |
| HPM | 670 | The American Health Care System | |
| HPM | 673 | Fundamentals of Health Care Management | |
| HPM | 636 | Health Information Management | |
| HPM | 681 | Quality and Outcomes of Health Care | |

| | | | |
|-----------|-----|---|---------------------|
| NUR | 604 | Nursing Research | 3 |
| NUR | 645 | Advanced Practice Adult Health Nursing II* | 3 |
| NUR | 648 | Clinical Practicum and Seminar II* | 3 |
| | | | Total credits |
| | | | 12 |
| SPRING II | | | |
| NUR | 647 | Advanced Practice Adult Health Nursing III* | 3 |
| NUR | 649 | Clinical Practicum and Seminar III* | 3 |
| NUR | 658 | Graduate Clinical Project | 3 |
| NUR | 690 | Role Seminar | 1 |
| | | | Elective (Graduate) |
| | | | 3 |
| | | | Total credits |
| | | | 13 |

Total Graduate Program credits: 50 Adult Health Clinical Nurse Specialist (AH/CNS)

*The Graduate Nursing Program reserves the right to delay offering the 18-credit theory/clinical sequence for this concentration until a sufficient cohort is enrolled; minimum of 10 students.

Clinical Nurse Leader Concentration

The Clinical Nurse Leader (CNL) concentration is a part-time graduate program. A total of 31 credit hours is required for completion of this master's degree program in nursing. Applicants must adhere to the same admission criteria and process of all other graduate applicants. In addition to the application materials described in the USM Graduate Catalog Admissions chapter and the CONHP's Admission section, applicants to this concentration are required to: 1) provide evidence of a minimum of two years clinical experience post-baccalaureate degree in nursing, and 2) submit two letters of reference reflecting professional practice; one letter from a current clinical nurse peer and the second from a current nurse manager/supervisor. This concentration has a total of 468 clinical hours: 84 hours in clinical semester one, 84 hours in clinical semester two, and 300 hours in clinical semester three.

Sample: Part-Time Program Sequence

| | | | | |
|--------------|-----|---|---------------|----------------|
| SEMESTER I | | | | <i>Credits</i> |
| NUR | 604 | Nursing Research | 3 | |
| NUR | 614 | Theoretical Foundation of CNL Role* | 3 | |
| | | | Total credits | 6 |
| SEMESTER II | | | | |
| NUR | 608 | Applied Theories of Advanced Interpersonal Skills | 3 | |
| NUR | 610 | Pathophysiology/Health Assessment/Pharmacology* | 4 | |
| | | | Total credits | 7 |
| SEMESTER III | | | | |
| NUR | 628 | Health Care Environment Organization* | 3 | |
| NUR | 621 | Clinical Seminar I* | 3 | |
| NUR | 615 | Clinical Project I* | 1 | |
| | | | Total credits | 7 |
| SEMESTER IV | | | | |
| NUR | 624 | Clinical Care Initiatives* | 3 | |
| NUR | 622 | Clinical Seminar II* | 3 | |
| NUR | 617 | Clinical Project II* | 1 | |
| | | | Total credits | 7 |
| SEMESTER V | | | | |
| NUR | 623 | Clinical Seminar III* | 3 | |
| NUR | 618 | Clinical Project III* | 1 | |
| | | | Total credits | 4 |

Total Graduate Program credits: 31 Clinical Nurse Leader (CNL)

*The Graduate Nursing Program reserves the right to delay offering the 25-credit sequence for this concentration until a sufficient cohort is enrolled; minimum of 10 students.

R.N. to Master of Science Degree Program for Registered Nurses

The R.N. to Master of Science degree program at the University of Southern Maine School of Nursing has been created specifically for registered nurses whose career goals will be enhanced through graduate study. The program facilitates and supports educational mobility and strengthens the leadership abilities of nurses who already have a foundation of professional experience. When required undergraduate courses have been completed, students in this program proceed directly into the master's program, bypassing the baccalaureate degree.

This program is designed so that students may complete the required junior and senior undergraduate nursing courses in one full-time year, beginning in May and ending the following May. Part-time study is also possible. The R.N. completes courses in new areas of content. In addition, there is assessment of and credit for previously attained knowledge and skill.

The R.N. to master's program is built upon prerequisites to the nursing major that include courses in the natural and behavioral sciences, humanities, fine arts, and core courses required of all undergraduate students at USM.

Credits-by-Examination

Credits-by-examination may be earned in both undergraduate nursing and non-nursing courses. Non-nursing undergraduate courses open to credit by examination include English composition, general psychology and sociology, growth and development, and human anatomy and physiology. Prior learning assessment examinations can earn credits for non-nursing required courses. Call Joyce Lapping, director of Prior Learning Assessment, 780-4663, for an appointment or information.

| Required Undergraduate Courses | | <i>Credits</i> |
|--------------------------------|--|----------------|
| PSY/MAT | Statistics | 3 |
| BIO 345 | Pathophysiology | 3 |
| CON 308 | Professional Communications and Technology Utilization in Nursing and the Health Sciences* | 3 |
| NUR 309/310 | Health Assessment I Practicum | 4 |
| CON 321 | Health-Related Research | 3 |
| NUR 314 | RN Credit Options | 30 |
| CON 356 | Concepts in Community Health | 3 |
| NUR 419 | Community Nursing Partnerships for RNs** | 2 |

*Not required if RN has completed a baccalaureate degree in another field.

**NUR 419 may not be taken unless RN credit options have been completed and posted.

Sequencing of Courses

Some courses and credits-by-examination have prerequisites which must be completed prior to enrollment or taking the challenge exam. Some prerequisites may transfer into USM from another accredited institution; others may be taken at USM.

Upon completion of undergraduate courses, the R.N. to Master of Science student enrolls in graduate courses. All graduate courses are required and concentrations total 31-54 credits.

Admission Requirements

Admission to the R.N. to Master of Science program for registered nurses is on a competitive basis. Each student's application will be evaluated based on a composite of the following recommended standards:

1. An associate degree or diploma in nursing.
2. Evidence (photocopy) of current unencumbered licensure as a registered professional nurse in Maine.
3. Two letters of reference reflecting professional practice and academic achievement.
4. A score in the 45th percentile (or higher) for intended major on the Miller Analogy Test, or combined aptitude scores of 1000 (V.Q.) (or higher) on the Graduate Record Examination taken within the past 5 years.
5. Transcripts from a diploma school or an associate degree program with a minimum 3.0 GPA on a 4.0 scale or a B average.

Dual Degree—Master of Science in Nursing and Master of Business Administration

The dual master's degree in nursing and business administration at the University of Southern Maine is designed for students in the health professions who wish to combine advanced nursing practice with the analytical tools of business.

Several factors are evaluated in determining a candidate's admissibility to the two programs that make up the dual degree. Included in the assessment of a candidate's potential to perform satisfactorily in the programs are the undergraduate grade point average, accredited nursing baccalaureate degree, academic performance in any previous graduate coursework, GRE scores (combined aptitude scores of 1000 [V.Q.] or higher) or GMAT scores (500 or higher), three letters of recommendation, and a candidate's record of successful professional experience.

Program Requirements

All courses are 3 credit hours

MBA Foundation Courses* (15 credit hours)

| | | |
|-----|-----|---|
| BUS | 340 | Managing Organizational Behavior |
| MBA | 501 | Economic Analysis |
| MBA | 502 | Fundamentals of Accounting |
| MBA | 504 | Probability and Statistics for Business Decision Making |
| MBA | 505 | Financial Management (Prerequisites: MBA 501, 502, 504) |

*MBA Foundation courses may be waived based on prior undergraduate coursework with equivalent content and grade of C (2.0) or better.

MBA Core and Electives (30 credit hours)

| | | |
|-----|-----|---|
| ACC | 630 | Management Accounting Systems (Prerequisites: MBA 501, 502) |
| MBA | 611 | Introduction to Organizational Change (Prerequisite: BUS 340) |
| MBA | 612 | Topics in International Business (Prerequisites vary by instructor) |
| MBA | 615 | Ethical and Legal Issues in Business |
| MBA | 62X | Select Finance course (Prerequisite: MBA 505) |
| MBA | 660 | Managerial Marketing (Prerequisite MBA 502) |
| MBA | 670 | Management Science (Prerequisite: MBA 504) |
| MBA | 674 | Topics in Information Systems Management |
| MBA | 675 | Production/Operations Management (Prerequisite: MBA 670) |
| OR | | |
| MBA | 672 | Supply Chain Management (Prerequisite: MBA 670) |
| MBA | 698 | Practicum (Taken in the final semester of coursework.) |

Electives (9 credits – fulfilled by Theoretical Nursing Core)

Theoretical Nursing Core (21 credit hours)

| | | |
|-----|-----|--|
| NUR | 603 | Nursing Theory and Knowledge Development |
| NUR | 604 | Nursing Research |
| NUR | 606 | Leadership, Health Policy, and Role |
| NUR | 608 | Applied Theories for Advanced Interpersonal Skills (Must precede or be concurrent with NUR 658) |
| NUR | 658 | Graduate Clinical Project (Prerequisites: NUR 604 and NUR 603) |
| NUR | 697 | Nursing Management Clinical Immersion I |
| NUR | 698 | Nursing Management Clinical Immersion II (Prerequisite: NUR 697) |

Post-Master's Certificate of Advanced Study

Post-Master's Certificates of Advanced Study (CAS) as:

- Adult Nurse Practitioner (ANP)
- Family Nurse Practitioner (FNP)
- Adult Health Clinical Nurse Specialist (AH/CNS)
- Adult Psychiatric/Mental Health/Clinical Nurse Specialist (APMH/CNS)
- Adult Psychiatric/Mental Health/CNS/Nurse Practitioner (APMH/CNS/NP)
- Family Psychiatric/Mental Health Nurse Practitioner (FPMH/NP)

The post-master's certificate is designed to meet the educational needs of the master's prepared registered nurse interested in obtaining preparation for advanced practice. Students enrolled in this program join the master's students enrolled in the respective concentrations.

Program Requirements for Adult and Family Nurse Practitioner

| | | | <i>Credits</i> |
|---|-----|--|----------------|
| NUR | 601 | Advanced Pharmacotherapeutics | 3 |
| NUR | 602 | Advanced Health Assessment | 4 |
| BIO | 545 | Advanced Pathophysiology | 3 |
| NUR | 608 | Applied Theories for Advanced Interpersonal Skills | 3 |
| Clinical Concentration Courses NUR 664, NUR 665, NUR 666, NUR 667, NUR 668, and NUR 669 | | | 18 |
| NUR | 650 | Primary Care of the Adolescent | 1 |
| NUR | 651 | Primary Care of Women | 1 |
| NUR | 652 | Primary Care Management of the Well Child* | 1 |
| NUR | 653 | Primary Care of the Ill Child* | 2 |
| NUR | 654 | Primary Care of the Well Prenatal Woman* | 1 |
| NUR | 690 | Role Seminar | 1 |
| Total credits: | | | 34 or 38 |

* Required only of Family Nurse Practitioner students

Program Requirements for Adult Psychiatric/Mental Health Clinical Nurse Specialist, Adult Psychiatric/Mental Health/CNS/Nurse Practitioner, or Family Psychiatric/Mental Health Nurse Practitioner

| | | | <i>Credits</i> |
|---|-----|---|----------------|
| NUR | 671 | Foundations of Advanced Practice Mental Health Nursing | 2 |
| NUR | 672 | Biological and Behavioral Components of Mental Health and Illness | 2 |
| NUR | 680 | Advanced Psychopharmacology | 3 |
| BIO | 545 | Advanced Pathophysiology | 3 |
| NUR | 602 | Advanced Health Assessment | 4 |
| Clinical Concentration Courses NUR 673, NUR 674, NUR 675, NUR 676, NUR 678, and NUR 679 | | | 18 |
| NUR | 681 | Advanced Child and Adolescent Psychopathology* | 3 |
| NUR | 683 | Child Practicum and Seminar I * | 3 |
| NUR | 690 | Role Seminar | 1 |
| Total credits | | | 33 to 39 |

* Required only of Family P/MH Nurse Practitioner students

Admission Requirements

Students applying for admission must meet the following requirements:

1. M.S. degree in nursing (official transcripts) from an NLN or CCNE accredited program.
2. Two letters of reference reflecting current professional practice.
3. Personal letter describing past clinical experience, current goals, and program expectations.
4. Evidence (photocopy) of current unencumbered licensure as a registered professional nurse in Maine.
5. Evidence of current national certification (photocopy)
 - As an Adult Nurse Practitioner if returning for a CAS as a Family Nurse Practitioner.
 - As an Adult Psychiatric/Mental Health Clinical Nurse Specialist if returning for a CAS as either an Adult or Family Psychiatric/Mental Health Nurse Practitioner.

M.S. Option for Non-Nurses with Baccalaureate Degrees

This program allows students who hold a baccalaureate degree in another field to earn a master's degree in nursing in three years of full-time study. Students taking this program build their undergraduate and graduate nursing courses upon previous academic and life experiences.

During their first year students complete upper-division undergraduate courses with regularly enrolled baccalaureate nursing students. In the summer of the second year, students begin graduate non-clinical nursing courses with regularly enrolled master's students. Upon completion of the summer of the second year or after completing 9 credits of graduate study following completion of undergraduate courses, students must sit for the State Board Examination (NCLEX-RN) and become

licensed as a registered nurse. Failure to pass the NCLEX-RN licensure examination prior to the first graduate clinical practicum will stop progression in the program. Upon completion of all graduate courses, a Master of Science in Nursing is conferred.

Admission to the M.S. Option Program

Admission is competitive and limited. This program requires full-time enrollment in the planned sequence of study. Some scholarship and traineeship monies are available. Each student's application for admission will be evaluated based on a composite of the following recommended standards.

Requirements

1. A baccalaureate degree from an accredited college or university.
2. A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
3. A score in the 45th percentile (or higher) for intended major on the Miller Analogy Test or combined aptitude scores of 1000 (V.Q.) (or higher) on the Graduate Record Examination taken within the last five years.
4. Two letters of reference.
5. An essay reflective of professional goals.
6. A personal interview may be required.

Prerequisite Course Requirements

Due to the intensity of the Options Program, every applicant is required to have completed two of the following undergraduate-level courses prior to their May matriculation; one of which must be a statistics course. All remaining prerequisite courses not completed prior to matriculation will be incorporated into the first summer course schedule (Summer I).

1. Completion of a course in introductory statistics (applied statistics is recommended; including descriptive and inferential statistics) with a grade of B- or above. Course must be completed before starting Summer I semester.
2. Completion of a course in pathophysiology with a grade of B- or above.
3. Completion of a research methods course with a grade of B- or above.
4. Completion of a concepts in community health course with a grade of B- or above.

Completion of a course in anatomy and physiology is highly recommended.

The Graduate Admissions Committee will review each individual's undergraduate coursework and make individual prerequisite requirements if any one or more areas are significantly under represented. (For instance, an individual whose major includes no social sciences may be required to take sociology/psychology courses.)

Prerequisite Courses (see above)

Statistics (mandatory), pathophysiology, research methods, and concepts in community health (3 credit hours each)

| SUMMER I | | | | <i>Credits</i> |
|---------------|---------|---|--|----------------|
| CON | 302/502 | Pharmacology for M.S. Option Students | | 3 |
| NUR | 209 | Health Assessment | | 3 |
| NUR | 210 | Health Assessment Practicum | | 2 |
| NUR | 211 | Transition to Professional Nursing | | 1 |
| NUR | 214/514 | Fundamentals of Nursing Lab for M.S. Option Students | | 3 |
| NUR | 212/512 | Nursing Arts & Science for M.S. Option Students | | 2 |
| NUR | | Prerequisite course (see above) | | 3 |
| Total credits | | | | 17 |
| FALL I | | | | |
| NUR | 323 | Adult/Older Adult Health Nursing | | 3 |
| NUR | 325 | Adult/Older Adult Health Nursing Lab | | 4 |
| NUR | 330/530 | Mental Health Nursing | | 3 |
| NUR | 331 | Mental Health Nursing Lab | | 2 |
| NUR | 538 | Older Adult Health Nursing Community Partnership for M.S. Option Students | | 2 |
| NUR | 332 | Nursing Care of the Older Adult in the Community | | 3 |
| Total credits | | | | 18 |

| | | | |
|----------|---------|--|---------------|
| SPRING I | | | |
| NUR | 311 | Reproductive and Sexual Health Nursing | 3 |
| NUR | 312 | Reproductive and Sexual Health Nursing Lab | 2 |
| NUR | 315 | Child Health Nursing | 3 |
| NUR | 316 | Child Health Nursing Lab | 2 |
| NUR | 413 | Advanced Nursing Skills Lab | 1 |
| NUR | 423/523 | Management of the Critically Ill Adult/Older Adult for M.S. Option Students | 3 |
| NUR | 526 | Management of the Critically Ill Adult/Older Adult Clinical for M.S. Option Students | 4 |
| | | | Total credits |
| | | | 18 |

SUMMER II

Begin graduate study in one of the following advanced practice nursing concentrations:

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Adult Psychiatric/Mental Health Clinical Nurse Specialist
- Adult Psychiatric/Mental Health Clinical Nurse Specialist and Adult Nurse Practitioner
- Family Psychiatric/Mental Health Nurse Practitioner

See previous pages for sample program sequences.

Total Program Credits:

Graduate Program = 48-54 Credits

Undergraduate Program = 49-61 Credits

Total Credits = 97-115

Master of Science Degree for Certified or State- Approved Advanced Practice Nurses

The Master of Science degree program for certified or state-approved Advanced Practice Nurses is designed to meet the educational needs of certified nurse practitioners who do not hold either a baccalaureate and/or master's degree in nursing. Program length varies according to the academic credentials of the individual entering the program. Those practitioners without a baccalaureate degree must complete additional undergraduate coursework required in the R.N. to M.S. program. Certified and state approved Advanced Practice R.N. to M.S. students are not required to take undergraduate health assessment, microbiology, pathophysiology, or NUR 419 (Community Nursing Partnership for RNs).

Sample Curriculum

| | | | | |
|----------|-----|---|-----------------------|----------------|
| FALL I | | | | <i>Credits</i> |
| NUR | 601 | Advanced Pharmacotherapeutics | 3 | |
| NUR | 603 | Nursing Theory and Knowledge Development | 3 | |
| | | | Graduate Elective I | 3 |
| | | | Total credits | 9 |
| SPRING I | | | | |
| NUR | 604 | Nursing Research | 3 | |
| NUR | 608 | Applied Theories of Advanced Interpersonal Skills | 3 | |
| | | | Graduate Elective II | 3 |
| | | | Total credits | 9 |
| FALL II | | | | |
| NUR | 606 | Leadership, Health Policy, and Role | 3 | |
| NUR | 658 | Graduate Clinical Project | 3 | |
| | | | Graduate Elective III | 3 |
| | | | Total credits | 9 |
| | | | Total Program credits | 27 |

Note: R.N. to M.S. students (not having a baccalaureate degree in nursing) must complete additional undergraduate coursework.

For women's health nurse practitioner, an articulation agreement has been established with Planned Parenthood Federation of America, Inc., of Philadelphia, Penn. Graduates of other programs will be evaluated on an individual basis.

Certificate of Graduate Study in Nursing Education

This 9-credit certificate program prepares students to teach in entry- and master's-level nursing programs in both didactic and clinical courses and engage in other professional roles such as staff development. Three required courses (3 credits each) for

this certificate provide a foundation in theories of nursing education, external factors that influence nursing education, curricular models, teaching methodologies and strategies, and critical analysis of theories of learning and teaching. All courses will be offered as on-line courses. The third course may have a low-residency requirement as it entails a clinical practicum with supervision by faculty and an identified preceptor for either a didactic and/or clinical experiential component.

Curriculum

| | |
|---------|----------------------------------|
| NUR 636 | Foundations of Nursing Education |
| NUR 637 | Methods of Education in Nursing |
| NUR 638 | Education Practicum and Seminar |

Admission Requirements

1. A baccalaureate or master's degree in nursing from an accredited college or university.
2. Completion of the Application for Graduate Certificate Program which can be found at www.usm.maine.edu/grad.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology, or Advanced Health Assessment will not be accepted for admission credit if older than three years. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology or Advanced Health Assessment will not be accepted for transfer credit if older than three years. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Policy Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Program Grade Policies In the undergraduate portion of their program, students in the R.N.-M.S. Program and students in the M.S. Option Program for non-nurses, must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

Second degree option students must receive a minimum of "pass" in undergraduate clinical courses to progress. For a second degree option student who receives a first low pass grade in an undergraduate clinical course, the first low pass course may be repeated once. If the student receives a second low pass in the same or another undergraduate clinical course, the student will be dismissed from the Graduate Nursing Program. Second degree option students complete all undergraduate course and clinical requirements before being eligible to start graduate courses.

Second degree option students who fail NCLEX-RN cannot progress in their course of studies without review by the GCAAC and permission of the director of the School of Nursing.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform 8 hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count 3 credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

General Enrollment Policies

Students enrolled in either the M.S. Option for Non-Nurses with Baccalaureate Degrees or the R.N. to Master of Science Degree programs must successfully complete all of the required undergraduate requirements before starting their graduate course of study. If students in either of these programs choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least 6 credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence Students enrolled in the full-time MS Option for Non-Nurses with Baccalaureate Degree Program are not eligible for a leave of absence. All other students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar. To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure Students are required to maintain current registered professional nursing licensure.

New England Regional Student Program The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Studies, University of Southern Maine, 96 Falmouth St., Portland, Maine 04103, (207) 780-4386.

The College of Nursing and Health Professions is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The programs of the College of Nursing and Health Professions are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the University of Southern Maine College of Nursing and Health Professions. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the College, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

1. Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
2. Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
3. Respect and protect the rights and property of others.
4. Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
5. Practice personal and academic integrity and expect it from others.
6. Demonstrate respect for others by actively discouraging prejudice, bias, bigotry, violence, coercion or intimidation against any member of the academic community.
7. Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
8. Explore controversial issues through open dialogue and respectful deliberation.
9. Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
10. Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate disrespectful or abusive speech and/or disruptive behavior from individuals or groups. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the College of Nursing and Health Professions are responsible for ensuring a safe and supportive learning and work environment.

Advanced Practice Concentrations Courses

NUR 601 Advanced Pharmacotherapeutics

This course builds upon undergraduate understanding of pharmacological principles and agents by preparing students to evaluate and prescribe medications for common acute and chronic health problems. The regulatory aspects of drug administration and prescription from the perspective of advanced nursing practice will be examined. The development of clinical decision-making skills essential to safe, effective, and ethical pharmacological interventions will be the focal point of the course. Current concepts in pharmacological therapies as part of the treatment of commonly encountered health problems will be stressed. Cr 3.

NUR 602 Advanced Health Assessment

This course builds upon undergraduate knowledge of anatomy, physiology, pathophysiology, and health assessment of individuals across the life span. It provides an opportunity to develop physical assessment skills needed for advanced practice nurses. Abnormal assessment findings are related to underlying pathophysiology. Cr 4.

NUR 603 Nursing Theory and Knowledge Development

This course explores contemporary issues in theory development and the social production of knowledge for nursing. The social and historical context of knowledge development in nursing will be examined with an emphasis on the relationship between theory, research, and practice in nursing. Cr 3.

NUR 604 Nursing Research

This course prepares advanced practice nurses to appraise and use research and other evidence to provide high quality health care, to initiate change and to improve nursing practice and to evaluate their own practice systematically. Emphasis is on developing relevant clinical questions, searching for studies and other evidence, systematic appraisal of evidence, and determining whether and how to apply the findings. Commonly used research designs are explained. Strategies for organizing evidence and implementing evidenced-based practice changes are explored. Cr 3.

NUR 606 Leadership, Health Policy, and Role

This course examines the complexity of the American Health Care System and current efforts to restructure the system. Past, current, and potential roles of advanced practice nurses related to access, and the goals of Healthy People 2010 are examined. Sociopolitical, economic, and ethical issues embedded in public policy decisions are explored. Attention is given to the role of advanced practice nurses in influencing, creating, and implementing policy. Cr 3.

NUR 608 Applied Theories of Advanced Interpersonal Skills

Theories of communication, group, family/developmental, stress, consultation, and crisis are examined as they relate to interpersonal relations. The empha-

sis is on the acquisition of advanced communication skills and strategies for analyzing effective and ineffective communication. Self-reflection is an underlying thread when applying a range of theories to practice. Cr 3.

NUR 644 Advanced Practice Adult Health Nursing I

This is the first theory course in the adult health clinical nurse specialist (CNS) concentration. While all advanced practice competencies are introduced, the major emphasis of the course is on the patient sphere of influence and the direct care competency of the adult health CNS role. Nursing assessments and interventions for common, acute medical surgical illnesses, trauma, and acute manifestations of chronic illnesses are emphasized. Prevention and management of adverse events, emergencies, and complications are addressed. Basic strategies for integrating evidence-based guidelines into practice are introduced. Cr 3.

NUR 645 Advanced Practice Adult Health Nursing II

This is the second theory course in the adult health clinical nurse specialist (CNS) concentration. Emphasis is on advanced nursing assessments and interventions for patients with chronic illnesses as well as interdisciplinary care of this population. Contemporary evidence-based approaches to assessment, management, and outcome evaluation are addressed. Strategies for synthesizing various sources of evidence are discussed. Cr 3.

NUR 646 Clinical Practicum and Seminar I

This is the first clinical course in the adult health clinical nurse specialist (CNS) concentration. The focus of the course is on the patient sphere of influence and the direct care role of the CNS. Emphases are on CNS role acquisition, the clinical application of theories and science, and the use of advanced nursing assessments and interventions in patients with acute medical-surgical problems. Approaches to anticipating, preventing, and managing adverse events, emergencies, and complications are addressed. Cr 3.

NUR 647 Advanced Practice Adult Health Nursing III

This is the third theory course in the adult health clinical nurse specialist (CNS) concentration. The health care system's sphere of influence and the leadership and management competencies of the CNS are the focus of this course. Managing and negotiating health care delivery systems and monitoring and ensuring the quality of health care are emphasized. Content on staffing, resource management, and rules and regulations as they relate to this advanced practice role is presented. Strategies for integrating theoretical, evidence-based, and practical approaches to quality improvement, to managing risk, change, and complexity, and to program development are discussed. Cr 3.

NUR 648 Clinical Practicum and Seminar II

This is the second clinical course in the adult health clinical nurse specialist (CNS) concentration. Applications of pathophysiology, and nursing and interdisciplinary management of chronic illnesses are emphasized. The focus is on the synthesis and use of various sources of evidence in advanced medical-surgical practice. CNS role acquisition and socialization, particularly related to patient and nursing personnel spheres of influence, are discussed. In addition, advanced practice competencies of the CNS are analyzed. Cr 3.

NUR 649 Clinical Practicum and Seminar III

This is the third clinical course in the adult health clinical nurse specialist (CNS) concentration. Utilization of evidence-based strategies for managing and negotiating health care delivery systems and monitoring and ensuring the quality of health care are addressed. Clinical application of leadership and management competencies of the CNS role is emphasized. Emphasis is on quality of care initiatives, program development and management, change implementation, and assessing the impact of rules, regulations, and other internal and external contextual factors on care delivery. Cr 3.

NUR 650 Primary Care of the Adolescent

The emphasis in this course is on evidence-based assessments and interventions for adolescents. Anticipatory guidance and education for the parents of these adolescents and strategies for prioritizing adolescent and family health care and health education needs are emphasized. Cr 1.

NUR 651 Primary Care of Women

This course is designed to prepare advanced practice nurses to provide primary care to women. The emphases are on prevention, promotion, maintenance, and restoration of health. Evidence-based approaches to assessment, intervention, and evaluation of women's health issues are addressed. Cr 1.

NUR 652 Primary Care Management of the Well Child

The emphasis in this course is on evidenced-based assessments and interventions for well infants and children. Anticipatory guidance and education for the parents of these children and strategies for prioritizing child and family healthcare and health education needs are emphasized. Cr 1.

NUR 653 Primary Care of the Ill Child

The emphases are on assessment and interventions for children with acute illnesses and education for the parents and children. Development of physical and psychosocial assessment and intervention skills specific to the pediatric population in the primary care setting are addressed. Decision making related to prioritizing child and family health care and health education needs is emphasized. Cr 2.

NUR 654 Primary Care of the Well Prenatal Woman

This course is designed to prepare advanced practice nurses to provide primary care to the well prenatal woman. Focus is on health promotion, assessing and minimizing risk, and preventing complications. Emphasis is on collaboration and ensuring continuity of care. Cr 1.

NUR 658 Graduate Clinical Project

This course is designed to promote the effective application of research and other evidence to clinical practice. Examples may include evaluating and/or modifying current practice standards, disseminating research results, increasing clinical application of evidence-based interventions, or adapting and designing a research-based intervention. Cr 3.

NUR 664 Primary Health Care of the Adult I

This is the first in a sequence of three courses designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of community. The emphases are on assessment, diagnosis, intervention and management strategies related to acute episodic care and health maintenance of adolescent and adult populations. Particular focus is on the development of physical, psychosocial, and cultural assessment and intervention skills specific to the populations in primary care settings. Cr 3.

NUR 665 Primary Health Care of the Adult II

This is the second in a sequence of three courses designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of community. Within the context of chronicity, the emphases are on assessment, diagnostic, intervention, and management strategies related to long-term health problems and the accompanying social and cultural issues in adolescent and adult populations. Particular focus will be on interdisciplinary and collaborative aspects of the advanced practice role, direct care for selected groups, and principles of evidenced-based practice. Cr 3.

NUR 666 Primary Health Care of the Adult III

This is the final in a sequence of three courses designed to prepare advanced practice nurses to provide health promotion and primary care to older adults. The focus is on gerontological concerns and complex health issues. Utilizing the framework of ageism, emphases are on the approaches to assessment and management of older adults within the context of family and community across settings and on the utilization of evidenced-based practice. Cr 3.

NUR 667 Clinical Practicum and Seminar I

This is the first in a sequence of three clinicals/seminars designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of community. The emphases are on the application of assess-

ment, diagnostic, intervention, and management strategies to selected populations who need acute care and health maintenance. Particular focus is on using physical, psychosocial, and cultural assessment and intervention skill, and reflection on process issues related to clinical practice. Cr 3.

NUR 668 Clinical Practicum and Seminar II

This is the second in a sequence of three clinicals/seminars designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of the community. The emphases are on the application of assessment, diagnostic, intervention, and management strategies to selected populations related to long-term health problems and the accompanying social and cultural issues. Particular focus is on the integration and application of didactic information into clinical practice, development and refinement of the clinical decision-making process, critical evaluation of evidenced-based decisions, and reflection on process issues related to clinical practicum. Cr 3.

NUR 669 Clinical Practicum and Seminar III

This is the final in a sequence of three clinicals/seminars designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of community. The focus is on the application of assessment, diagnostic, intervention, and management strategies in selected populations across the life span with emphasis on the older adult. Emphasis is also on the refinement of skills reflective of beginning-level competency as an advanced practice nurse. Cr 3.

NUR 671 Foundations of Advanced Practice Mental Health Nursing

This course examines the range of issues pertinent to the advanced practice psychiatric mental health nurse. Specific emphasis is on advanced mental health assessment and the initial clinical interview from a theoretical and research perspective. Other content includes the role, history, and development of the advanced practice clinician in this specialty and in specific areas of practice including case management and consultation/liason. The health care environment will be discussed and implications for psychiatric mental health nursing practice and research will be examined. Cr 2.

NUR 672 Biological and Behavioral Components of Mental Health and Illness

This course inclusively examines mental health and illness from several theoretical perspectives across the life cycle. Theory and applications of biological psychiatry, behavioral neuroanatomy, psychiatric epidemiology, and psychosocial theories will be included. A focus of this course is to examine the foundations of mental health and mental illness examining the spectrum of symptoms based on a continuum from acute to chronic and level of severity. Major psychiatric disorders are discussed with emphasis on presenting symptoms, neurobiological factors, and

environmental factors. Emphasis is on developing knowledge and skill in diagnosis using the DSM IV. The course examines common medical problems that mimic the major psychiatric disorders and identify strategies for making differential diagnosis. Cr 2.

NUR 673 Clinical Practicum and Supervision I

This is the first clinical practicum in the psychiatric mental health concentration. Focus for this clinical involves application of theory in working with individuals across the life cycle with emphasis on the advanced practice role of the individual psychotherapist. Pharmacological interventions and effective medication management are integrated. Cr 3.

NUR 674 Advanced Adult Psychiatric/Mental Health Nursing I

This is the first course in a sequence of three courses designed to examine the theoretical, research, and practice foundations of advanced psychiatric nursing with individuals across the life cycle. Specific emphasis is on interventions with individuals who have Axis I and Axis II diagnoses based on the DSM IV criteria. Cr 3.

NUR 675 Advanced Adult Psychiatric/Mental Health Nursing II

This is the second in a sequence of three courses designed to examine the theoretical, research, and practice foundations of advanced psychiatric nursing with families. Major frameworks for family therapy are explored. Cr 3.

NUR 676 Advanced Adult Psychiatric/Mental Health Nursing III

This is the third in a sequence of three courses designed to examine the theoretical, research, and practice foundations of advanced psychiatric nursing practice. Focus is on expanding the theory and practice toward complex systems, and working with groups and vulnerable populations. Advanced practice options and special interest areas are explored. Cr 3.

NUR 678 Clinical Practicum and Supervision II

This is the second of three clinical courses in the psychiatric mental health advanced practice concentration. Focus for this course is the application of family theory and principles of family therapy. Clinical work builds on previous work with individuals to explore how family dynamics impact the individuals within the family as well as the overall family functioning. Assessments and interventions focus on the family as a system. Emphases are on advanced practice with families who have family members with mental illness, on families in crisis, and on identifying families at risk. Pharmacological interventions and effective medication management are integrated. Cr 3.

NUR 679 Clinical Practicum and Supervision III

This is the third clinical practicum in the psychiatric mental health concentration. Focus for this clinical involves the application of theory in working with groups and vulnerable populations across the life

span. Emphasis is on integrating the advanced practice competencies and working collaboratively with members of the health care team in providing holistic care to clients. Pharmacological interventions and effective medication management are integrated. Cr 3.

NUR 680 Advanced Psychopharmacology

This course is designed to prepare the advanced practice nurse (APRN) in the clinical application of pharmacotherapeutic principles to psychiatric disorders across the life span. Theory and principles of neurobiology are analyzed and applied. The major classes of psychotropic agents are studied, including antidepressants, anxiolytics, mood stabilizers, antipsychotics, sedative-hypnotics, stimulants, and cognitive enhancers. Other drugs and drug classes are examined as appropriate and relative to the clinical context. Drug pharmacodynamics, pharmacokinetics, indications, contraindications, interactions, and side-effects are evaluated in detail. Methods for evaluating efficacy of treatment and adjustment of pharmacotherapeutic regimens will be emphasized. Cr 3.

NUR 681 Advanced Child and Adolescent Psychopathology

This course is designed to prepare psychiatric nurse practitioners with the knowledge to address the mental health needs of children and adolescents. A developmental psychopathology framework is utilized to examine common psychiatric diagnoses including symptom clusters and comorbidities. Emphases are on the approaches to assessment,

diagnosis, and management of children and adolescents with a range of mental health needs based on current evidence-based research. Cr 3.

NUR 683 Clinical Practicum and Seminar: Child and Adolescent

This seminar is designed to prepare advanced practice nurses to provide psychiatric care to children and adolescents who present with a variety of mental health needs. The focus of this seminar is on the clinical practice and the application of theory and evidence-based practice in the psychiatric treatment of children and adolescents. Emphases are on the application of assessment, diagnosis, and management of strategies in working with children and adolescents with mental health needs. Cr 3.

NUR 690 Role Seminar

The major focus of the seminar is to prepare students to make a successful transition from graduate student to advanced practice nurse. Issues such as becoming credentialed, negotiating a contract, developing a portfolio, networking, resume writing, and utilization of resources will be addressed. Emphasis is placed on developing strategies for negotiating systems and creating work environments supportive of novice advanced practice nurses. Cr 1.

NUR 695 Directed Study

A student will select a faculty member to guide readings to a chosen topic. A research paper may be required. Credit allocation up to 3 credits is negotiated with faculty. Cr var.

Dual M.S. in Nursing/M.B.A. Courses

NUR 697 Nursing Management Clinical Immersion I

This is the first in a sequence of two clinical courses in the M.S. portion of the M.S./M.B.A. Program. The focus is on synthesis and application of knowledge gained in the nursing and business core courses and role acquisition and socialization as a nurse administrator. Emphasis is on assessment and need identification in an organization, resulting in appropriate intervention strategies to impact the delivery of patient care in health care organizations. Economic, political, and other relevant factors

affecting the organization and delivery of health care will be analyzed. Cr 3.

NUR 698 Nursing Management Clinical Immersion II

This is the final in a sequence of two clinical courses in the M.S. portion of the M.S./M.B.A. Program. The focus is on models of innovation and change in the health care system. Implementation and evaluation of intervention strategies for the delivery of quality patient care within an organizational setting are emphasized. Cr 3.

Clinical Nurse Leader Concentration Courses

NUR 610 Integrated Epidemiology, Health Assessment, Pathophysiology, and Pharmacology

This course prepares Clinical Nurse Leaders (CNL)® to refine and extend clinical judgments related to common, complex health problems, with a focus on achieving specific clinical outcomes. Essential principles of epidemiology, health assessment, pathophysiology, and pharmacology are reviewed. An integrated understanding of evidence-based nursing and interdisciplinary approaches to outcomes management is emphasized. Cr 4.

NUR 614 Theoretical Foundations of the Clinical Nurse Leader (CNL)® Role: Application to Practice

Through the lens of complexity science, multiple theories integral to implementing the CNL role are explored. The emphasis is on acquisition and application of leadership, organizations, ethics, interpersonal, and information management concepts that will enable CNLs to improve clinical processes and patient and institutional outcomes. Cr 3.

NUR 615 CNL® Clinical Project I

This is the first course in a two-course sequence designed to facilitate evidence-based practice with an emphasis on clinical leadership and project

development. Examples may include evaluating and/or modifying current practice standards, disseminating research results, increasing clinical application of evidence-based interventions, or adapting and designing a research based intervention. The focus of the first course is on project identification and development. Cr 1.

NUR 617 CNL® Clinical Project II

This is the second course in a three-course sequence designed to facilitate evidenced-based practice with an emphasis on clinical leadership and project implementation. Examples may include evaluating and/or modifying current practice standards, disseminating research results, increasing clinical application of evidence-based interventions, or adapting and designing a research-based intervention. The focus of the second course is on project implementation. Cr 1.

NUR 618 CNL® Clinical Project III

This is the third of a three-credit course sequence designed to facilitate evidenced-based practice with an emphasis on clinical leadership and project implementation. Examples may include evaluating and/or modifying current practice standards, disseminating research results, increasing clinical application of evidence-based interventions, or adapting and designing a research-based intervention. The focus of this course is on project completion. Cr 1.

NUR 621 CNL® Clinical Seminar I

This is the first in a sequence of clinical seminars, designed in partnership with clinical agencies, to prepare graduate nursing students for the Clinical Nurse Leader (CNL®) role. The emphases are on the roles of advocate; team, information, and outcomes manager; risk anticipator; clinician and educator. Students develop multidisciplinary team building and change agent skills in an acute care setting. Self-reflection on the evolving CNL® role is emphasized. Clinical practicum is required. Cr 3.

NUR 622 CNL® Clinical Seminar II

This is the second in a sequence of clinical seminars, designed in partnership with clinical agencies, to prepare graduate nursing students for the Clinical Nurse Leader (CNL®) role. The emphases are on the roles of advocate; team, information, and outcomes manager; risk anticipator; clinician and educator. Students continue to develop multidisciplinary team building and change agent skills in an acute care setting. Self-reflection on the evolving CNL® role is emphasized. Clinical practicum is required. Cr 3.

NUR 623 CNL® Immersion: Clinical Seminar III

This is the third in a sequence of clinical seminars, designed in partnership with clinical agencies, as a 300-hour capstone CNL® clinical immersion practicum. Weekly seminars are conducted where students, faculty, and preceptors meet to discuss experience, issues, role development, and implementation. Self-reflection on the evolving CNL® role is emphasized. Cr 3.

NUR 624 Clinical Care Initiatives

Utilizing a multidisciplinary theoretical approach, the focus for the CNL® is on community management of complex illness with specific emphasis on such areas as palliative care, geriatrics, complementary therapies, and chronic care models. Cr 3.

NUR 628 Health Care Environment

Organization: Outcomes, Politics, Policy, and Economics

The health care environment organization is explored with an emphasis on improved patient safety and quality outcomes. Sociopolitical, economic, and ethical issues embedded in public policy decisions are explored. The focus is on macro and micro analysis of health care policy and ethics, politics, finance, and budgeting essential for the CNL® to influence, create, and implement unit-based and nationally based health policy decisions. Cr 3.

M.S. Option Program Courses

CON 502 Pharmacology for M.S. Option Students

This course provides an overview of the principles of pharmacokinetics and pharmacodynamics. The major drug categories are reviewed with emphasis placed on the therapeutic use, action, and adverse reactions of selected prototype drugs. Emphasis is placed on the benefits and risks of drug therapy, thereby preparing the nursing student for safe, therapeutic pharmacologic interventions. First semester of curriculum. Cr 3.

NUR 512 Nursing Arts and Sciences for M.S. Option Students

This course introduces the student to concepts and skills basic to the art and science of nursing. The nursing process is introduced as the problem-solving tool, and is used along with scientific principles in the teaching of foundational nursing therapeutics

used in most practice settings. First semester of curriculum. Cr 3.

NUR 514 Fundamentals of Nursing Labs for M.S. Option Students

Provides an historical and contemporary perspective on the nature and scope of nursing and focuses on theory, scientific principles, and psychomotor skills used to implement the foundational nursing therapeutics that promote, maintain, and restore the health of the client. Concurrent with NUR 212. Cr 3.

NUR 523 Management of the Critically Ill Adult/Older Adult for M.S. Option Students

Students examine evidence-based therapeutic nursing intervention that supports adult and older adult clients experiencing complex health problems. Viewing clients as holistic beings, students study and analyze the skills necessary for delivery of care

to high acuity adult and older adult clients. Concurrent with NUR 526. Cr 3.

NUR 526 Management of the Critically Ill Adult/Older Adult Clinical for M.S. Option Students

Students will intervene therapeutically with adults and older adults experiencing complex health problems. Students practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Open to second degree option students only. Concurrent with NUR 523. Cr 4.

Electives

NUR 519 Introduction to Forensic Nursing

This introductory course provides the student with knowledge and nursing strategy to better meet the needs of those affected by forensic-related health care situations and ultimately improve patient outcomes. The history and development of forensic nursing as a scientific subspecialty of nursing is explored. The forensic nursing process; application of the forensic nursing role (i.e. sexual assault management, death investigation, child death review, abuse/neglect, emergency department, etc.); violence and victimology; injury identification and interpretation; evidence recognition, collection, preservation, and documenta-

NUR 530 Mental Health Nursing for M.S.

Option Students

This course examines the theory and practice of psychiatric/mental health nursing. Assessment of clients and intervention strategies are explored. Interdisciplinary aspects of mental health care delivery and current issues in mental health nursing are discussed. First semester of curriculum. Cr 3.

NUR 538 Community Nursing Partnership for M.S. Option Students

This is a combination of Community Nursing Partnership and NUR 332 Nursing Care of the Older Adult in the Community. Cr 2.

tion; and, forensic nursing and the medico / legal interface are also explored. Cr 3.

NUR 682 Sports Medicine Orthopedic Evaluation and Treatment for the Primary Health Care Professional

This course reviews the current clinical literature on the prevention, recognition, assessment, and treatment of sports-related orthopedic conditions that occur in the physically active. A lab component is included that provides practice in common orthopedic screening techniques as part of pre-participation screening as well as practice in evaluation of sports-related injuries and initial interventions. Cr 3.

Certificate of Graduate Study in Nursing Education Courses

NUR 636 Foundations of Nursing Education

This course is the first graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. Historical and philosophical underpinnings of education are explored. Emphasis is given to reflection on personal experience, exploration of current issues in nursing education, nursing education theory, and critical analysis of theories of learning and teaching. Cr 3.

NUR 637 Methods of Education in Nursing

This course is the second graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. Components of course and curriculum development including assessment of learners' needs, course objectives and outcome measures, content selection and development,

and teaching strategies are examined. Emphasis is on developing expertise as an educator by increasing sensitivity, knowledge, and skill in creating effective teaching programs that reflect an understanding of the learner, context, and content. Cr 3.

NUR 638 Education Practicum and Seminar

This course is the third graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. In this course the concept of "praxis" is fully realized. With guidance from the faculty, students will select an educational experience to develop, implement, and evaluate. Experiences may include, however are not limited to, in-service programs, classroom and clinical teaching, and community education programs. Cr 3.