



**Mount  
Sinai**  
Phillips School  
of Nursing



# School Catalog

## 2025-2026

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# RN-BSN Program

*(Bachelor of Science for Registered Nurses)*

## Curriculum

The curriculum is designed to be completed in four semesters. The curriculum is continuously updated to reflect changes in nursing education, practice and research. It is the student's responsibility to complete all courses necessary for the Bachelor of Science in Nursing (RN-BSN) Degree. In addition, the School may offer elective and/or independent study courses on a semester-by-semester basis. Students will be notified of the availability of such courses prior to registration deadlines. The School reserves the right to cancel a class due to insufficient enrollment.

## Academic Calendar

The academic calendar is posted on the School's website.

## RN-BSN Program Master Curriculum

<u>YEAR ONE</u>		
<u>SEMESTER 1</u>		
<u>Session 1</u>		
<b>NSG 406</b>	Interprofessional Communication*	3
<b>NSG 405</b>	Applied Ethics in Nursing	3
<b>SPE 201</b>	Public Speaking*	3
<u>Session 2</u>		

<b>NSG 302</b>	Pathophysiology*	3
<b>NSG 303</b>	Health Assessment	3
	<b>Total =</b>	<b>9-15</b>
<b><u>SEMESTER 2</u></b>		
<i><u>Session 1</u></i>		
<b>INL 302</b>	Information Literacy and Technology*	3
<b>NSG 305</b>	Pharmacology*	3
<i><u>Session 2</u></i>		
<b>NSG 301</b>	Nursing Research and Evidence-Based Practice	3
<b>NSG 307</b>	Geopolitics and Health Care Policy	3
<b>PSY 200</b>	Group Dynamics*	3
	<b>Total =</b>	<b>9-15</b>
<b><u>SEMESTER 3</u></b>		
<i><u>Session 1</u></i>		
<b>NSG 401</b>	Nursing Issues in Caring for At-Risk Communities	5
<b>MAT 331</b>	Statistics*	3

<u>Session 2</u>		
<b>PSY 300</b>	Abnormal Psychology*	3
<b>NSG 404</b>	Nursing in a Clinical Specialty*	5
	<b>Total =</b>	<b>10-16</b>
<b><u>YEAR TWO</u></b>		
<b><u>SEMESTER 1</u></b>		
<u>Session 1</u>		
<b>NSG 402</b>	Nursing Leadership and Management	4
<b>ENG 301</b>	Professional Writing*	3
<u>Session 2</u>		
<b>NSG 409</b>	Nursing Capstone Course	3
<b>SPA 100</b>	Spanish for Healthcare Professionals*	3
	<b>Total =</b>	<b>7-13</b>

\*Course available for transfer credit

**Program length: 15 months / 4 semesters**

**Graduation requirement: 122 credits**

**\*Eligible for transfer credit.**

**\*\*National Certification in a Specialty Area may be eligible for transfer credit for NSG 404**

- 15 hrs. Theory = 1 credit
- 30 hrs. Lab/Clinical = 1 credit
- Students are required to take a minimum of six credits per semester.
- Residency Requirement: 27-32 nursing credits in nursing

## Credit for Experience

The School will award baccalaureate nursing degree credits for the following nursing certifications, up to a maximum of five credits. Credits earned by certification are accepted for NSG404 Specialty Nursing Course. Evidence of successful national certification must be submitted to the Office of Student Services as part of the enrollment application and prior to beginning the curriculum.

Group	Certification Received	Credits Awarded
<p><b>Academy of Medical-Surgical Nurses</b> Comprehensive standardized exam and a minimum of two calendar years as a registered nurse (RN) in a medical-surgical setting and have accrued a minimum of 2,000 hours within the past three years of practice in a medical-surgical setting</p>	Certified Medical-Surgical Nurse	5
<p><b>AACN Certification Corporation Comprehensive</b></p> <p>3-hour exam and requires 1,750 hours in direct bedside care of acutely and/ or critically ill patients during the previous two years, with 875 of those hours accrued in the most recent year preceding application.</p>	Certification for Adult Critical Care Nurses	5
	(CCRN Adult)	
	Certification for Neonatal Critical Care Nurse (CCRN Neonatal)	5

	Certification for Pediatric Critical Care  Nurses (CCRN Pediatric)  Certification for Progressive Care Nurses	5   5
	(PCCN)	
<b>American Association of Diabetes Educators Comprehensive</b> standardized examination and minimum of 15 clock hours of continuing education activities applicable to diabetes within the two (2) years prior to applying for certification and a minimum of 1000 hours of DSME experience with a minimum of 40% of those hours (400 hours) accrued in the most recent year preceding application.	Certified Diabetes Educator	5
<b>Association of Perioperative Nursing</b> Comprehensive standardized exam and working full-time or part-time in perioperative nursing in the area of nursing education.	Certified Perioperative Registered Nurse	5

Group	Certification Received	Credits Awarded
administration, research or clinical practice and completion of a minimum of 2 years and 2,400 hours of experience in perioperative nursing, with a minimum of 50% (1,200 hours) in the intraoperative setting		
<b>American Board of Neuroscience Nursing</b> Comprehensive standardized exam and 2 years of full-time (or 4,160 hours) experience in either direct or indirect neuroscience nursing practice during the past 5 years.	Certified Neuroscience Registered Nurse Certification (CCRN)	5

<p><b>American Board for Occupational Health Nurses, Inc.</b> Comprehensive standardized exam, and 3,000 hours in occupational health in the past five years; <b>OR</b> a completion of a certificate program in occupational health nursing for academic credit.</p>	<p>Occupational Health Nursing Case Management Specialty Extension of the COHN Certification</p>	<p>5 5</p>
<p><b>American Board of Perianesthesia Nursing Certification, Inc.</b> ABPANC Comprehensive standardized exam, and a minimum of 1,800 hours of direct perianesthesia clinical experience during the two (2) years prior to application.</p>	<p>Certified Post Anesthesia Nurse (CPAN) Certified Ambulatory Perianesthesia Nurse (CAPA)</p>	<p>5</p>
<p><b>American Nurses Credentialing Center</b> Comprehensive standardized exam and a minimum of 2,000 hours of clinical practice in the specialty area of nursing within the last 3 years and two years full-time as a registered nurse and have completed 30 hours of continuing education in the nursing specialty within the last 3 years</p>	<p>Certified Gerontological (ADN) Nurse</p> <p>Psychiatric and Mental Health Nurse Generalist and other certifications that meet similar ANCC requirements</p>	<p>5 5</p>
<p><b>Association of Rehabilitation Nurses</b> Comprehensive standardized exam and at least one of the following at the time of application: within the five years preceding the examination, completion of two years of practice as a registered professional nurse in rehabilitation nursing; <b>OR</b> within the five years preceding the examination, completion of one year of practice as a registered professional nurse in rehabilitation nursing and one year of advanced study (beyond baccalaureate) in nursing.</p>	<p>Certified Rehabilitation Registered Nurse (CRRN)</p>	<p>5</p>
<p><b>National Board for Certification of Hospice and Palliative Nurses</b> Comprehensive standardized exam and at least 2 years of experience (recommended) in hospice and palliative nursing practice</p>	<p>Certified Hospice and Palliative Nurse (CHPN)</p>	<p>5</p>
<p><b>Board of Certification for Emergency Nursing, Emergency Nurses Association</b> Comprehensive standardized exam and two years of experience in emergency nursing (recommended)</p>	<p>Certified Emergency Nurse (CEN)</p>	<p>5</p>
<p><b>National Certification Corporation</b></p>	<p>Inpatient Obstetrics Nursing (RNC-OB)</p>	<p>5</p>

<p>Comprehensive standardized exam and two years (24 months) of experience comprised of at least 2000 hours of practice time in one of the specialties offered.</p>	<p>Maternal Newborn Nursing (RNC-MNN)</p>	5
	<p>Low Risk Neonatal Nursing (RNC-LRN)</p>	5
	<p>Neonatal Intensive Care Nursing (RNC-NIC)</p>	5
<p><b>Oncology Nursing Certification Corporation Comprehensive</b> standardized exam and a minimum of one year (12 months) of experience as an RN within the three years (36 months) prior to application, and a minimum of 1,000 hours of adult oncology nursing practice within the two-and-one-half years (30 months) prior to application, and completed a minimum of 10 contact hours of</p>	<p>Oncology Certified Nurse (OCN) Certified Oncology Nurse (CPON)</p>	5 5

Group	Certification Received	Credits Awarded
<p>continuing nursing education or an academic elective in oncology nursing within the three years (36 months) prior to application.</p>		
<p><b>Pediatric Nursing Certification Board</b> Comprehensive standardized exam and 1800 hours of pediatric clinical practice within the past 24-month period in a pediatric nursing specialty</p>	<p>Certification in Pediatric Nursing (CPN)</p>	5

## Course Descriptions

### *NSG 405 - Applied Ethics in Nursing - 3 Credits (Class 45 hours)*

This course provides both the student and practicing registered nurse with a foundational knowledge of ethics, ethical principles, ethical reasoning, and decision-making strategies to navigate the ethical situations encountered on a daily basis. This will build upon the student's basic knowledge and principles of ethics and philosophy. Decision-making models, rationales for decisions, and various topics about ethical patient care are provided in this course.

### *SPE 201 - Public Speaking - 3 Credits (Class 45 hours)*

This course focuses on the development of public speaking skills in general with an emphasis on conducting presentations in the health care setting. Students will strengthen their abilities in speaking in front of a group and learn how to tailor their oral message to different audiences. Issues related to the delivery of speech, such as pitch, articulation, pauses, and volume will be highlighted. Non-verbal communication, clarity, and simplicity of expression will also be incorporated.

### *NSG 406 - Interprofessional Communication - 3 Credits (Class 45 hours)*

This course focuses on the communication needs of Interprofessional Health Care professionals. The course offers a study of Team and Group Development, Relationship-Centered Leadership, and Building and Sustaining Collaborative Interprofessional Teams. Underlying these concepts throughout, the course brings forth the communication strategies to do this building. In this course, students will focus on the professional requirements of the Nursing Profession and the relationships among all the Health Care Professionals forming health care teams. The Inter-professional Communication and Practice course considers the ramifications of effective communication in all areas of health care teams and offers strategies and concrete ideas to improve this communication, which research shows to be directly correlated to improved and more effective patient outcomes. The perspective of this course is that everyone in health care can have influence in patient outcomes no matter what professional role they have. Further, leadership can arise from any professional contributor within the organization given effective communication and the building of collaborative health care teams.

### *NSG 302 - Pathophysiology - 3 Credits (Class 45 hours)*

This course focuses on the physiologic changes that participate in disease production. These alterations are examined at the cellular, organic, and systemic levels. Emphasis is also placed on the body's attempt to compensate for these changes.

### *NSG 303 - Health Assessment - 3 Credits (Class 45 hours)*

Students will be introduced to basic nursing and health assessment skills through identifying and applying basic facts, principles, and concepts. Students will develop basic assessment skills and learn to conduct a thorough health history and physical exam, including recognizing normal variations, common abnormalities, and potential problems.

### *INL 302 - Information Literacy & Technology - 3 Credits (Class 45 hours)*

This course builds upon the concepts of information and technology usage previously developed in the curriculum. The course provides an overview of information literacy defined by the Association of College and Research Libraries as the set of abilities to recognize when

information is needed and the skills to locate, evaluate, and to use information effectively. Challenges faced by nursing students/professionals include the rapid explosion of nursing and medical literature requiring one to develop the skills in which to critically apply this information. The principles of fundamental research, evidence-based nursing/practice, and proper usage of the appropriate citation style are explored in depth. The course uses the recommendations of the Association of College and Research Libraries, the Middle States Commission on Higher Education, The National League for Nursing, and of other academic institutions. Information literacy skills will be integrated with strategic searching, evaluative research, and communication endeavors.

### *NSG 205 - Pharmacology - 3 Credits (Class 45 hours)*

A major emphasis is on principles of pharmacology to provide the student with a basis for understanding the actions and effects of drugs. Selected categories of drugs, including autonomic, cardiovascular, analgesic, antimicrobial, and psychotherapeutic, are surveyed to acquaint the student with the utilization of drug knowledge in the safe and effective administration of pharmacologic agents.

### *NSG 301 - Research and Evidence-Based Practice - 3 credits (Class 45 hours)*

This course provides an overview of how evidence is developed from research, clinical expertise, inter-professional perspectives and from patient input. The steps of the research process are presented to provide students with a basis for evaluating research, designing research projects, and understanding the application of research in clinical practice. Levels of evidence for evaluating research approaches are presented. Analysis and critique of research articles address the quality and usefulness of the findings. Formulation of a research problem, with identification of the elements of the research process and approach, integrates learning with a chosen identified clinical problem. Legal, ethical, and political issues of research are discussed. An overview of the role of institutional review boards and their importance in protecting human research participants is provided. Students engage in debates on these issues to provide a balanced perspective. Special emphasis is placed on the role of research related to quality initiatives, patient satisfaction, and issues of diversity.

### *NSG 307 - Geopolitics and Health Care Policy - 3 credits (Class 45 hours)*

This course will examine the social, political, historical, and economic events that have shaped healthcare from the late 1800's to the present in this country and abroad. Additionally, it will address the connections between a society's wellness (that is, its physical, emotional, mental, spiritual, interpersonal, and environmental state of being) and its ability to function and co-exist amicably with other citizens of the world. Students will explore how well healthcare is meeting the needs of not just one country, but the planet, as we are all implicated in each other's well-being, whether or not we are healthcare providers.

### *PSY 200 - Group Dynamics - 3 credits (Class 45 hours)*

This course provides an overview of the group dynamics inherent in small group interactions. Didactic and experiential techniques are used to explore the stages of group development, decision making techniques, group problems and problem-solving, resolution skills, group norms, structures, leadership authority, cultural sensitivity and the intra- and interpersonal dynamics that occur within small groups.

### *NSG 401 - Nursing Issues in Caring for At-Risk Communities - 5 credits (Class 45 hours; Clinical 60 hours)*

This course focuses on how community health nurses use concepts from nursing and public health to develop strategies to provide comprehensive, continuous, preventive health care

thereby promoting health for communities, populations at risk, groups, families, and individuals. Emphasis will be placed on identifying challenges within selected at-risk communities to seek methods to overcome such challenges as enhancing health promotion, disease prevention, illness care, restoration, rehabilitation, health counseling, education, spiritual care, and client advocacy. The framework of primary, secondary, and tertiary levels of prevention is utilized in the provision of community and population-based care. Students will use critical thinking skills to formulate healthcare strategies, which consider the biopsychosocial, cultural, ethical, legal, and economic issues impacting the community as a client. Clinical activities will focus on assessments of the client as individuals, families, groups, and populations with diverse needs in a variety of modalities.

### *MAT 331 - Statistics - 3 credits (Class 45 hours)*

This foundation course aims to equip students with the basic knowledge of the principles of statistical analysis. The concepts of data analysis including probability, hypothesis testing and regression intervals will be explored. Students will utilize these concepts to master statistical problems related to health care policy, genetics, bioinformatics, and other related topics.

### *PSY 300 - Abnormal Psychology - 3 credits (Class 45 hours)*

This course provides an overview of various forms of psychopathology, including addictive, anxiety, childhood, dissociative, impulse control, mood, organic, personality, psychophysiological, schizophrenic, and sexual disorders. Based on a review of contemporary research findings, discussion will focus on relevant theories and approaches for understanding, diagnosing, and treating psychological disorders.

### *NSG 404 - Nursing in a Clinical Specialty - 5 credits (Class 45 hours; Clinical 60 hours)*

This course builds upon the nursing theory and practice learned in basic nursing education. The course provides an opportunity for students to advance their knowledge and clinical skills in the focused area of a clinical specialty. Specialty options may include Critical Care/ED, Perioperative Nursing, and Community/Home. Students provide direct patient care under the supervision of nurse preceptors who guide their development.

### *NSG 402 - Nursing Leadership and Management - 3 credits (Class 45 hours)*

This course will provide the student with knowledge of leadership and management theories and processes that are critical to the creation of a work environment that is efficient, cost-effective, and committed to quality nursing care. The focus is on understanding the key attributes and skills of highly successful nurse leaders/managers such as effective intra-disciplinary and interdisciplinary communication, critical thinking, conflict resolution, successful delegation, team building, resource utilization, quality improvement, and leading change in a variety of community and healthcare settings. The goal is to integrate leadership concepts and theories into the various roles of the professional nurse and promote professional development.

### *ENG 301 - Professional Writing - 3 credits (Class 45 hours)*

This foundation course will fine-tune the nurses' basic writing skills and prepare them for the types of writing necessary for registered nurses. Writing as both a conceptual activity and a mechanical act will be jointly addressed.

### *NSG 409 - Nursing Capstone - 3 credits (Class 45 hours)*

The Capstone course requires the student to demonstrate the competencies consistent with the program outcomes. Students will have the opportunity to display their knowledge and expertise in selected areas of nursing, including but not limited to specialty clinical nursing practice, nursing leadership, nursing education, and community health nursing. Course requirements will include an evidence-based project that is selected by the student. The completed project will be displayed as a poster presentation followed by a paper describing how the outcomes were attained.

### *SPA 100 - Spanish for Healthcare Professionals - 3 credits (Class 45 hours)*

This course empowers nursing students with Spanish literacy skills so that they may communicate with Spanish speaking patients, their families, and other health care providers. Organized by medical systems addressing patients' chief complaints, the course content will integrate Spanish grammar and vocabulary knowledge into communicatively focused activities. The stress, intonation, rhythm, and articulation patterns of Spanish will also be highlighted.

## The Second Degree Bachelor of Science in Nursing (SDBSN) Curricula

### *Curriculum Notes*

#### **Minimum Credits for Graduation: 120 Credits**

- 15 hrs. Theory = 1 credit
- 30 hrs. Lab/Clinical = 1 credit

#### Academic Calendar

The academic calendar is distributed under separate cover.

#### **SDBSN Full-Time Master Curriculum Plan**

<u>YEAR ONE</u>		
<u>SEMESTER 1</u>		
NSG 204	Introduction to the Profession of Nursing	3

NSG 205	Pharmacology	3
NSG 302	Pathophysiology	3
NSG 303	Health Assessment	3
NSG 303A	Basic Skills Lab	1
	<b>Total =</b>	13 credits
<b><u>SEMESTER 2</u></b>		
NSG 301	Nursing Research & Evidence-Based Practice	3
NSG 304	Adult Health Nursing I	6
NSG 306	Mental Health Nursing	4
or NSG 309	Pediatric/Maternal & Newborn Nursing	6
	<b>Total =</b>	13-15 credits
<b><u>SEMESTER 3</u></b>		
NSG 307	Geopolitics and Health Care Policy	3
NSG 308	Adult Health Nursing II	7
NSG 306	Mental Health Nursing	4

or NSG 309	Pediatric/Maternal and Newborn Nursing	6
	<b>Total =</b>	14-16 credits
<b><u>YEAR TWO</u></b>		
<b><u>SEMESTER 4</u></b>		
NSG 401	Nursing Issues in Caring for At-Risk Communities	4
NSG 402	Nursing Leadership and Management	2
NSG 403	Transition to Practice	4
NSG 409A	Scholarship Synthesis	2
	<b>Total =</b>	12 credits
	Overall Total Credits: 54	

**SDBSN Part-Time Master Curriculum Plan**

<b><u>YEAR ONE</u></b>		
<b><u>SEMESTER 1</u></b>		
NSG 204	Introduction to the Profession of Nursing	3

NSG 302	Pathophysiology	3
NSG 303A	Basic Skills Lab	1
	<b>Total =</b>	7 credits
<b><u>SEMESTER 2</u></b>		
NSG 205	Pharmacology	3
NSG 303	Health Assessment	3
	<b>Total =</b>	6 credits
<b><u>SEMESTER 3</u></b>		
NSG 301	Nursing Research & Evidence-Based Practice	3
NSG 304	Adult Health Nursing I	6
	<b>Total =</b>	9 credits
<b><u>YEAR TWO</u></b>		
<b><u>SEMESTER 4</u></b>		
NSG 306	Mental Health Nursing	4
NSG 309	Pediatric/Maternal & Newborn Nursing	6

	<b>Total =</b>	10 credits
<b><u>SEMESTER 5</u></b>		
NSG 307	Geopolitics and Health Care Policy	3
NSG 308	Adult Health Nursing II	7
	<b>Total =</b>	10 credits
<b><u>SEMESTER 6</u></b>		
NSG 401	Nursing Issues in Caring for At-Risk Communities	4
NSG 402	Nursing Leadership and Management	2
	<b>Total =</b>	6 credits
<b><u>YEAR THREE</u></b>		
<b><u>SEMESTER 7</u></b>		
NSG 403	Transition to Practice	4
NSG 409A	Scholarship Synthesis	2
	<b>Total =</b>	6 credits
	Overall Total Credits: 54	

## Course Descriptions

### *NSG 204 - Introduction to the Profession of Nursing - 3 credits (Class 45 hours)*

This course introduces students to the history and development of nursing as a profession. Key leaders will be studied, including those who address the theoretical basis for nursing research and patient care as well as those who pioneered the development of organizations that provide oversight and standards of nursing. Key aspects of the nursing profession will be discussed including code of ethics, scope of practice, professionalism, and role requirements. Nurses as members of an inter-professional community to address optimal patient care and outcomes will be examined.

### *NSG 205 - Pharmacology - 3 credits (Class 45 hours)*

A major emphasis is on principles of pharmacology, to provide the student with a basis for understanding the actions and effects of drugs. Selected categories of drugs, including autonomic, cardiovascular, analgesic, antimicrobial, and psychotherapeutic, are surveyed to acquaint the student with the utilization of drug knowledge in the safe and effective administration of pharmacologic agents.

### *NSG 301 - Research and Evidence-Based Practice - 3 credits (Class 45 hours)*

This course provides an overview of how evidence is developed from research, clinical expertise, inter-professional perspectives and from patient input. The steps of the research process are presented to provide students with a basis for evaluating research, designing research projects, and understanding the application of research in clinical practice. Levels of evidence for evaluating research approaches are presented. Analysis and critique of research articles address the quality and usefulness of the findings. Formulation of a research problem, with identification of the elements of the research process and approach, integrates learning with a chosen identified clinical problem. Legal, ethical, and political issues of research are discussed. An overview of the role of institutional review boards and their importance in protecting human research participants is provided. Students engage in debates on these issues to provide a balanced perspective. Pre-requisites: NSG 204, NSG 205, NSG 302, NSG 303, and NSG 303A

### *NSG 302 - Pathophysiology - 3 credits (Class 45 hours)*

This course focuses on the physiologic changes that participate in disease production. These alterations are examined at the cellular, organic, and systemic levels. Emphasis is also placed on the body's attempt to compensate for these changes.

### *NSG 303 - Health Assessment - 3 credits (Class 45 hours)*

Students will be introduced to basic nursing and health assessment skills through identifying and applying basic facts, principles, and concepts. Students will develop basic assessment skills and

learn to conduct a thorough health history and physical exam, including recognizing normal variations, common abnormalities, and potential problems.

*NSG 303A - Basic Skills Lab - 1 credit (Lab 30 hours)*

This course introduces students to Basic Nursing Skills and assists them with identification and application of basic facts, principles, and concepts. Nursing concepts include basic needs for

health and commonly occurring variations, including the aging adult. Students are encouraged to use critical thinking and the Nursing Process as a framework for problem solving. Class will be conducted in the nursing skills lab and include lectures, skills demonstration by faculty, and peer skills practice.

Readings and audiovisual materials will be assigned to supplement class time.

*NSG 304 - Adult Health Nursing I - 6 credits (Class 60 hours; Clinical 60 hours)*

This course builds upon knowledge and skills from previous and concurrent courses. Principles of relevant therapeutic treatment modalities such as pharmacological, nutritional, and surgical interventions are used by students in caring for patients with compromised basic needs, arising from actual and/or potential common health problems. Selected nursing diagnosis categories are introduced, and the student is assisted in applying core concepts when caring for patients in both acute and community settings. The student continues to use the nursing process in caring for patients who are experiencing unmet needs related to various physiological alterations in health status. Nursing concepts include basic needs for health and commonly occurring variations throughout adulthood, including the aging adult. Pre-requisites: NSG 204, NSG 205, NSG 302, NSG 303, and NSG 303A

*NSG 306 - Mental Health Nursing - 4 credits (Class 45 hours; Clinical 30 hours)*

This course focuses on alterations in psychological well-being and the subsequent behavioral responses of patients along the continuum of mental health. Application of the nursing process, critical thinking and caring behaviors are stressed. Emphasis is placed on self-awareness, the therapeutic communication process, ethical-legal issues, theoretical and practice advances in the etiology and treatment of mental illness, and contemporary trends in the practice of psychiatric nursing throughout the lifespan. Students assess patients' behaviors and interaction in order to identify specific threats to psychological well-being. Students establish, maintain, and terminate a therapeutic nurse-client relationship in a mental health setting. Pre-requisites: NSG 204, NSG 205, NSG 302, NSG 303, and NSG 303A

*NSG 307 - Geopolitics and Health Care Policy - 3 credits (Class 45 hours)*

This course will examine the social, political, historical, and economic events that have shaped healthcare from the late 1800's to the present in this country and abroad. Additionally, it will address the connections between a society's wellness (that is, its physical, emotional, mental, spiritual, interpersonal, and environmental state of being) and its ability to function and co-exist amicably with other citizens of the world. Students will explore how well healthcare is meeting the needs of not just one country, but the planet, as we are all implicated in each other's well-being, whether or not we are healthcare providers. Pre-requisites: NSG 204, NSG 205, NSG 302, NSG 303, and NSG 303A

*NSG 308 - Adult Health Nursing II - 7 credits (Class 60 hours; Clinical 90 hours)*

This course focuses on the care of patients experiencing selected complex medical-surgical conditions. The physiological, socio-cultural, developmental, and spiritual dimensions of health are considered in prioritizing and implementing nursing interventions to promote health and well-being. The nursing process will be used to guide the care of patients and their families along the health-illness continuum from critical care to acute care units to home and community settings. Critical thinking, communication, interdisciplinary collaboration, cultural awareness, and patient teaching are woven throughout the course. Pharmacological and nutritional principles are also integrated in this course. Pre-requisites: NSG 204, NSG 205, NSG 301, NSG 302, NSG 303, NSG 303A, and NSG 304

*NSG 309 - Pediatric/Maternal and Newborn Nursing - 6 credits (Class 60 hours; Clinical 60 hours)*

In this course, students learn to care for women and children across the lifespan. The concepts essential to meeting the health care needs of childbearing women, infants, children, and families are introduced. Health promotion, women's health and common health problems of children are presented. Principles of growth and development are emphasized throughout. Integrated into the course are health care disparities and health care policies as they relate to the individual, family, local community, and the global population. Students provide care to women during the normal and high-risk childbearing process. They also provide care for well children and those who have common health problems. Students use the Nursing Process to provide care in a continuum of acute, ambulatory and other community settings. Additionally, simulation experiences are used to enhance clinical learning and develop inter-professional communication with the healthcare team. Faculty and nurse mentors guide students in a variety of settings, reinforcing an inter-professional and collaborative approach to providing care. Pre-requisites: NSG 204, NSG 205, NSG 302, NSG 303, and NSG 303A

*NSG 401 - Nursing Issues in Caring for At-Risk Communities - 4 credits (Class 45 hours; Clinical 30 hours)*

This course focuses on how community health nurses use concepts from nursing and public health to develop strategies to provide comprehensive, continuous, preventive health care thereby promoting health for communities, populations at risk, groups, families, and individuals. Emphasis will be placed on identifying challenges within selected at-risk communities to seek methods to overcome such challenges as enhancing health promotion, disease prevention, illness care, restoration, rehabilitation, health counseling, education, spiritual care and client advocacy. The framework of primary, secondary, and tertiary levels of prevention is utilized in the provision of community and population-based care. Students will use critical thinking skills to formulate healthcare strategies, which consider the biopsychosocial, cultural, ethical, legal and economic issues impacting the community as a client. Clinical activities will focus on assessments of the client as individuals, families, groups and populations with diverse needs in a variety of modalities. Pre-requisites: NSG 204, NSG 205, NSG 301, NSG 302, NSG 303, NSG 303A, NSG 304, NSG 306, NSG 307, NSG 308, and NSG 309

*NSG 402 - Nursing Leadership and Management - 2 credits (Class 30 hours)*

This course will provide the student with knowledge of leadership and management theories and processes that are critical to the creation of a work environment that is efficient, cost-

effective, and committed to quality nursing care. The focus is on understanding the key attributes and skills of highly successful nurse leaders/managers such as effective intra-disciplinary and interdisciplinary communication, critical thinking, conflict resolution, successful delegation, team building, resource utilization, quality improvement, and leading change in a variety of community and healthcare settings. The goal is to integrate leadership concepts and theories into the various roles of the professional nurse and promote professional development. Pre-requisites: NSG 204, NSG 205, NSG 301, NSG 302, NSG 303, NSG 303A, NSG 304, NSG 306, NSG 307, NSG 308, and NSG 309

*NSG 403 - Transition to Practice - 4 credits (Class 30 hours; Clinical 60 hours)*

This course facilitates the transition of the student to the role of staff nurse by building on the knowledge and skills obtained in the nursing curriculum and integrating these concepts in a variety of diverse practice settings. Principles of management, organizational culture and interpersonal relationships are applied in the development of independence in the practice of nursing. Current parameters of nursing practice are addressed, and students are encouraged through clinical practice to explore current issues that impact on the practice of nursing chosen by the student. This course provides the student with the opportunity to function as a professional nurse in clinical environments such as medical/surgical, pediatric, maternity, critical care, and community settings. The student's clinical practice is coordinated by faculty and guided by a registered nurse preceptor. Pre-requisites: NSG 204, NSG 205, NSG 301, NSG 302, NSG 303, NSG 303A, NSG 304, NSG 306, NSG 307, NSG 308, and NSG 309

*NSG 409A - Scholarship Synthesis - 2 credits (Class 30 hours)*

The Scholarship Synthesis Course requires the student to demonstrate competencies consistent with program outcomes. Utilizing knowledge and expectations achieved from previous clinical practice, the course provides the student with the opportunity to display their knowledge and expertise in selected areas of nursing, including but not limited to specialty clinical nursing practice, nursing leadership, nursing education, and community health nursing. The course builds on knowledge gained from all previous courses to allow students to synthesize knowledge and skills learned. The student will integrate and apply concepts, theories and principles from prior learning that match their interest and professional goals. Pre-requisites: NSG 204, NSG 205, NSG 301, NSG 302, NSG 303, NSG 303A, NSG 304, NSG 306, NSG 307, NSG 308, and NSG 309

## Special Programs

### Pre-Entry Immersion Program

A mandatory pre-entry program is offered free of charge to all incoming students. The immersion program consists of workshops that focus on topics including, but not limited to, introduction to student learning platforms, study and test-taking strategies; time management; medical terminology, and dosage calculations. Immersion programs have proven to be an effective way to support student success.

