



CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE

Catalog Addendum
2014 – 2015

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Policy Changes

Library Hours – Updated

Hours*

Monday- Thursday	8:00 a.m. – 9:00 p.m.
Friday	8:00 a.m. – 6:00 p.m.
Saturday	9:00 a.m. – 4:45 p.m.
Sunday	10:00 a.m. – 3:00 p.m.

*Extended hours during Final Exam weeks will be posted.

Transcript Fees – Updated

Transcript Fees*

Online Fee for each request	\$ 2.25
Each Transcript	\$ 2.00
Rush Processing	\$ 9.00
FedEx Overnight Shipping	\$30.00

*Fees subject to change.

Financial Aid – Refunds & Repayment

Students who withdraw from the University, or drop courses after the Add/Drop period, may be expected to repay a portion of their financial aid. According to a formula prescribed by state and federal regulations, any refundable amount used to pay tuition and fees is returned to the appropriate financial aid sources. Students also may be required to pay the unjustified portion of assistance that was directly disbursed to them.

Requirements for Admission

All applicants to Charles R. Drew University must submit the following documents to satisfy minimum admission requirements:

1. A University admissions application, which can be downloaded from <http://www.cdrewu.edu/admissions/apply-now>.

2. A non-refundable application fee.
 - a. \$35 for Associate and Bachelor Degree Programs
 - b. \$75 for Master of Public Health (MPH)
 - c. \$100 for Master of Science in Nursing (MSN)
3. Official high school transcripts as evidence of high school graduation, or official GED high school equivalency certificate (for undergraduate programs).
4. Official college transcripts as evidence of a Bachelor degree (for graduate and post-baccalaureate programs)
5. Official academic transcripts from all colleges or universities attended (This requirement applies to transfer students and applicants to graduate programs).
6. Personal Goal Statement (Not required for applicants to the Life Sciences Bachelor program)
7. Three (3) Completed Recommendation Forms (Not required for applicants to the Life Sciences bachelor program)
8. Official SAT/ACT test scores (for undergraduate programs, if Associate Degree has not been earned).
9. Official GRE test scores (for graduate programs).

Note: Transcripts are considered official if forwarded directly to the University by the institutions attended. Official transcripts can also be delivered in person in an unopened envelope marked official across the seal of the envelope by the previous institution's Registrar's Office. All official documents become the property of Charles R. Drew University and cannot be re-issued to applicants. Incomplete applications and supporting documents are retained for only one year from the date of submission.

Omissions

University Student Learning Outcomes What Students Can Demonstrate Upon Graduation Charles R. Drew University of Medicine and Science

- O1: Demonstrate excellence in their chosen field of study.
- O2: Evaluate, use and/or conduct research.
- O3: Demonstrate compassion and cultural sensitivity, with a special commitment to serving diverse and underserved populations.
- O4: Demonstrate responsible, empathetic, and ethical professional behavior.

Corrections

2014-2015 Academic Calendar

	FALL	SPRING	SUMMER
Academic Advising	July 21 – Aug. 1	Nov. 10 – 26	Apr. 13 – 24
Registration: Continuing Students	Aug. 4 – 22	Dec. 1 – Jan. 9	Apr. 27 – May 8
Registration: New Students	Aug. 15	Jan. 5 – 9	TBD
Discover CDU	Aug. 11 – 12	Dec. 15 – 16	TBD
Semester Classes Begin	Aug. 25	Jan. 12	May 18
Late Registration (\$50 Late Fee) and Add/Drop Period	Aug. 25 – Sept. 5	Jan. 12 – 23	May 18 – 29
Student Census	Sept. 12	Jan. 30	June 6
Withdrawal Deadline	Oct. 10	March 9	July 10
Spring Break (<i>campus open, no classes</i>)	—	March 23 – 27	—
Final Exams (COSH)	Dec. 8 – 12	May 3 – 8	Aug 10 – 14
<i>School of Nursing</i>	<i>Dec. 5 – 10</i>	<i>May 3 – 8</i>	<i>Aug. 10 – 14</i>
Final Grades Due	Dec. 19	May 15	Aug. 21
Degree Conferral Date	Dec. 31	May 22	Aug. 31
Commencement Ceremony	—	June 2	—

A Message from the Interim Executive Vice President for Research and Health Affairs

Dear CDU Faculty, Staff, Students and Community,

As the Interim EVP for Research and Health Affairs, I warmly welcome you all.

Over many years of significant effort from talented faculty, dedicated staff, aspiring students and incredible community champions, CDU's research enterprise has grown to address several areas of health disparities through a multi-pronged translational research approach

In our short history, our research teams have made a difference in our community in areas ranging from Cancer Health Disparities research, HIV/AIDS research, and Cardiometabolic research to name a few. In addition, CDU has trained and will continue to train highly competitive and award winning students and trainees; including undergraduate, graduate, medical students, as well as fellows and junior faculty in performing multi-faceted translational research on health disparities. The efforts of our research have garnered numerous national and international recognition, awards and competitive grant funding from National Institutes of Health (NIH), the Department of Defense (DOD) and other national sources. CDU continues to be one of the highest funded private non-profit academic institutions.

I invite you to spend some time learning about our research accomplishments, training and research opportunities, and on-going research activities. Our overarching goal is to create programs aimed at understanding behavioral, ethnic, cultural and scientific reasons that contribute to health disparities and how it impacts our underrepresented and underprivileged populations. I am very proud of our numerous accomplishments and look forward to future success in addressing the needs of our community. I strongly encourage you to become engaged in one of our research centers, and join the CDU team in our mission to eliminate health disparities.

Sincerely,

Jay Vadgama, PhD
Interim Executive Vice President for Research and Health Affairs
Professor of Medicine
Charles R. Drew University of Medicine and Science



University Research

Charles R. Drew University of Medicine and Science performs high quality research that focuses on key health disparities issues. The University has had tremendous growth in research with an increase in its annual research funding. Charles R. Drew University now ranks in the top 50 Private Research Universities as rated by the Center for Measuring University Performance. NSF analysis reported US scientific publishing was flat from 1992-2001 despite increased research funding. The #1 institution in the country in publication growth over this period among the top 200 institutions by level of NIH funding was Charles R. Drew University with a 127% increase (the U.S. average is <1%). Since 2011, the top American research universities, are defined as those with at least \$40 million in annual federal research expenditures, and these tend to sustain high levels of performance and maintain their relative position within the marketplace over time (The Top American Research Universities, 2011). CDU has earned the honor of being in this group. Furthermore, among the the group of HBCU's and minority institutions across the US, CDU is the leading minority serving institution with the most federal funding. CDU is the only HBCU/Minority serving institution listed under top universities with over \$40M in federal funding. In 2009, CDU ranked 146 among all universities with federal funds over \$40 million per year. The current endowment assets from research is over \$70M.

Among all institutions with over \$40M in Federal Research, CDU showed a 30.8% increase in constant dollars from 2000 to 2009. In this regard, CDU has performed better than many larger institutions including several top rated private and public institutions.

The Charles R. Drew University Research Enterprise is dedicated to closing the gap on health care disparities among underserved and ethnic minority populations and so much more. The important work done by our researchers brings attention to health issues and diseases that disproportionately affect minorities and the poor. Diabetes, hypertension, cancer, reproductive health, chronic kidney disease, neuropsychiatric disorders and HIV/AIDS are just a few of the areas where Charles R. Drew University researchers, faculty and staff members make a difference. Our nationally and internationally renowned researchers are breaking new ground, integrating research advances into the basic sciences and setting new standards in healthcare disparities research for underserved communities.

Research Centers and the Life Sciences Institute

The various research centers play an important role in the growth and development of medical research with a focus on health disparities at Charles R. Drew University. These center grants funded for research, education and training, treatment, and community partnerships in Cancer, Cardio-Metabolic, HIV/AIDS provide excellent opportunities for all of our students to engage in state-of-the art research studies and thereby enrich their career growth while at CDU. The Life Sciences Institute (LSI) formally known as MSI (Medical Sciences Institute) was established in 2005, it now boasts an endowment of over \$70 million and continues to serve as a major resource for recruitment and retention of outstanding research faculty while sustaining research infrastructure. In partnerships with research centers, the LSI provides new pathways to research discoveries at Charles R. Drew University through creating innovative research teams and re-engineering the clinical research enterprise in a highly structured system. Doing so improves opportunities for the recruitment and retention of junior and senior researchers who pursue NIH funding for desperately needed research that has the greatest potential for reducing health disparities throughout the world.

Research Centers and Contact Links

- *RCMI* Infrastructure for Clinical & Translational Research (*RCTR*)/Accelerating eXcellence In Science (AXIS)
<http://axis.cdrewu.edu/>
- Charles R. Drew University/UCLA Comprehensive Cancer Center
<http://www.cdrewu-dcrt.org/>
- The Clinical and Translational Sciences Institute in partnership with UCLA
<http://www.ctsi.ucla.edu/>
- *RCMI* Translational Research Network (RTRN) <http://rtrn.net/>
- The Charles R. Drew University/UCLA Excellence in Partnerships for Community Outreach, Research on Health Disparities and Training (EXPORT) Center
<http://www.cdrewu.edu/page/1116>
- Charles R. Drew University Center for AIDS Research, Educational Services, HIV Identification, Prevention and Treatment Services <http://chipts.ucla.edu/>
- The Center for Health Improvement of Minority Elderly in partnership with UCLA
<http://www.chime.ucla.edu/>

- Minority Biomedical Research Support for Continuous Research Excellence (MBRS-SCORE) <http://www.cdrewu.edu/page/1075>
- Biomedical Informatics <http://www.cdrewu.edu/page/1402>

Research Partnerships

- University of California, Los Angeles (UCLA) – Since its inception, the University has conducted numerous collaborative research projects with UCLA.
- NCI – funded CDU-UCLA Cancer Center Partnership to Eliminate Cancer Health Disparities in Minority and Underserved Populations. Our mission is to design and conduct basic, clinical, applied, translational and prevention research programs directed toward reducing cancer incidence, morbidity and mortality in the underserved communities, which face cancer health disparities in Service Planning Area (SPA) 6 region of Los Angeles.
- The Center to Eliminate Cancer Health Disparities was established through the Division of Cancer Research and Training in 2009 through a grant from the National Institute of Health. Numerous research projects are currently being conducted by the Center's faculty and staff, including basic laboratory research, community outreach and engagement and clinical trials activities.
- RAND – Both RAND and UCLA are strong research partners with the University. The depth and breadth of these collaborations have accelerated during the last 10 years, with most activities focused on health disparities work. Additionally, these collaborations have created an environment where senior scientists have committed to supporting the development of junior faculty at Charles R. Drew University.
- Community Ties and Partnerships – The University has a number of strong partnerships and collaborations with community organizations and successfully engages surrounding communities in participatory-driven research. This work includes over 100 ongoing partnerships including programs to communicate research-based information to increase public awareness of health issues; efforts to improve the transfer of evidence-based knowledge to community-based healthcare providers; supporting, enhancing and actively engaging in ongoing and new community-based participatory research efforts, with a range of

partners, including the South Central Family Health Center, the Nickerson Gardens Housing Project and the Oasis HIV Clinic, among others. Several of the Research Centers, including the CDU/UCLA Cancer Center Partnership, AXIS and CTSI have dedicated Cores/Units for Community Partnered Research and activities.



Contact Info

Interim Executive Vice President for Research and Health Affairs
Charles R. Drew University of Medicine and Science
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Phone: 323-563-4853; Email: jayvadgama@cdrewu.edu

CDU Faculty and Research Profiles:

<https://profiles.cdrewu.edu/Profiles/Search.aspx>



College of Science and Health

Administration

Ronald Edelstein, EdD
INTERIM DEAN

DEPARTMENT CHAIRS AND PROGRAM DIRECTORS

Monica Ferrini, PhD
ACTING CHAIR, HEALTH AND LIFE SCIENCES

Candice Goldstein, PhD, CADC-II
CHAIR, GENERAL STUDIES

Eugene Hasson, MS, RT (R)
DIRECTOR, RADIOLOGIC TECHNOLOGY PROGRAM

Sondos Islam, PhD, MPH, MS
INTERIM DIRECTOR, URBAN PUBLIC HEALTH PROGRAM

COLLEGE OF SCIENCE AND HEALTH

Faculty by Program

Dean's Office

(323) 563-5851

Ronald Edelstein, EdD, Interim Dean

Department of Health & Life Sciences

(323) 563-4834

Monica Ferrini, PhD, Associate Professor, Acting Chair

Jorge N. Artaza, PhD, MS, Associate Professor

Victor Chaban, PhD, MSCR, Associate Professor

Thomas R. Magee, PhD, Assistant Professor

Franklin Ow, PhD, Adjunct Assistant Professor

Suzanne Porszasz-Reisz,, PhD, MSCR, Associate Professor

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Wayne Taylor, PhD, Associate Professor

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Radiologic Technology Program

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Louis Armstead, BS, RT,(R), Adjunct Instructor

Urban Public Health Program

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Sondos Islam, PhD, MPH, MS, Associate Professor, and Interim MPH Director

Bitu Amani, PhD, MHS., Assistant Professor

Cynthia Davis, MPH, Assistant Professor

Mohsen Bazargan, PhD, Professor

Nina Harawa, PhD, MPH, Associate Professor

Fred Dominguez, MD, MPH, Assistant Professor

Yasser Aman, Dr.PH, Adjunct Assistant Professor

Cynthia Gonzalez, MPH, PhD, Assistant Professor

Bachelor of Science, Life Sciences

Acting Department Chair: Monica Ferrini, PhD

Location: W.M. Keck Building

Telephone: 323-563-5962

Website: <http://www.cdrewu.edu/cosh/prog/LS>

Post-Baccalaureate Certificate in Pre-Medicine

Acting Chair: Monica Ferrini, PhD

Location: W.M. Keck Building

Telephone: 323-563-5962

Website: <http://www.cdrewu.edu/cosh/programs/graduate>

Urban Public Health, MPH

Interim MPH Director: Sondos Islam, PhD, MPH, MS

Location: W.M. Keck Building, Room 225

Telephone: (323) 563-5890

Website: <http://www.cdrewu.edu/cosh/programs/graduate/urban-public-health>

Curriculum Changes

College of Science and Health General Education Course Discontinued

PHILOSOPHY

PHL 112 - Logic and Critical Reasoning¹

Introductory course in logic and critical reasoning. Examines basic logical concepts, including formal and informal logic—reasoning, deduction, argument, proposition, induction, truth, and fallacy. Satisfies Division of General Studies critical thinking requirement.

Units: 3

College of Science and Health Radiologic Technology

Professional Course Curriculum (50 Units)

RAD 102	Introduction to Radiologic Technology**	2
RAD 103	Radiographic Positioning I w/Lab	3
RAD 104	Radiographic Positioning II w/Lab	3
RAD 105	Methods of Patient Care	2
RAD 106	Radiographic Positioning III w/Lab*	3
RAD 107	Introduction to Radiography Physics	3
RAD 112	Principles of Radiation Exposure I*	2
RAD 113	Principles of Radiation Exposure II*	2
RAD 120	Clinical Practicum I	2
RAD 130	Clinical Practicum II*	3
RAD 140	Clinical Practicum III*	3
RAD 209	Radiographic Positioning IV w/Lab*	3
RAD 215	Advanced Radiographic Procedures*	3
RAD 216	Principles of Radiation Exposure III*	2
RAD 217	Sophomore Seminar II & Certification Preparation	5
RAD 220	Clinical Practicum IV*	3
RAD 230	Clinical Practicum V*	3
RAD 240	Clinical Practicum VI***	3

***Course discontinued 2013

** Program requirement must be completed in residency.

Transfer of this professional course is not accepted

* Required for program completion

General Education Courses (36 Units)

ENG 111	English Composition* (*A)	3
COM 111	Public Speaking (*A)	3
BIO 120	Introduction to Anatomy & Physiology* (*B)	4
MTH 121	Elementary Algebra or higher* (*B)	3
CPU 125	Information Literacy and Computer Applications * (*B)	3
ART/HUM	ART or Humanities* (*C)	3
HIS 141	U.S. History* (*D)	3
POL 141	United States Government* (*D)	3
COM 231	Spanish for Healthcare Professionals* (*E)	3
PHE 250	Community Health Issues* (*E)	1
PHE 255	Sophomore Health Seminar & Capstone* (*E)	1
COM 113	Medical Terminology*	3

* Program Prerequisite required

(*A) Fulfills University GE requirements in Category A

(*B) Fulfills University GE requirements in Category B

(*C) Fulfills University GE requirements in Category C

(*D) Fulfills University GE requirements in Category D

(*E) Fulfills University GE requirements in Category E

For a complete listing of general education requirements, see "General Education" in the Catalog.

Mervyn M. Dymally School of Nursing

History

At a time when millions of inner-city citizens are suffering from vast health inequities and few clinical care options, the need for innovative, comprehensive medical education and clinical care has never been greater. California consistently ranks 49th or 50th nationwide in the number of registered nurses per capita, with 30% fewer nurses than the national average. The federal Health Resources and Services Agency (HRSA) estimates that by the beginning of the second decade of the 21st century, California will need more than 42,000 additional nurses to meet demand, which it describes as “a target that more than likely will not be met because of the inability of the current nursing education program to prepare sufficient numbers of professionals.” In particular demand are health-care providers with expertise working with a highly diverse, low-income communities. California is one of the most racially, ethnically, and culturally diverse states in the U.S.,¹ with a significant number of residents living without health insurance (6.3 million in California compared to 45 million for the rest of the U.S.). At the same time, California’s nurse workforce is not culturally diverse; the majority of registered nurses in California are Caucasian women.²



Life Sciences Research and Nursing Education Building, home to the Mervyn M. Dymally School of Nursing

The South Los Angeles area surrounding CDU has the highest concentration of racial/ethnic minorities and is the most socioeconomically disadvantaged community in Los Angeles County. The university’s service area is 60 percent Hispanic/Latino, 25 percent African American, 12 percent non-Hispanic/Latino White, and 5 percent Asian American. Nearly 32 percent of the population in South Los Angeles lives below the federal poverty level and nearly 46 percent have less than a high school education. The median age is 25.6 years, with a median family income of \$17,597. Compared with Los Angeles County overall, this area has significantly fewer physicians and hospital beds per capita and a significantly greater overall age-adjusted mortality rate, with high rates of serious chronic and acute health problems recognized by the

National Institutes of Health (NIH) as national priorities. In South Los Angeles, diabetes rates are 44 percent higher than elsewhere in the county, hypertension rates are 24 percent higher, HIV/AIDS rates are 38 percent higher and asthma rates are 11 percent higher.

To tackle the growing demand for nurses who can provide health care in South Los Angeles and

similar communities across the nation and throughout the world, Charles R. Drew University opened the Mervyn M. Dymally School of Nursing³. This new

¹ The percentage of Hispanics/Latinos residing in California is more than double that of those residing in the rest of the United States (35.2 percent versus 14.4 percent). Of the uninsured individuals residing in California, 54 percent are Hispanic/Latino (Hispanic/Latino Coalition for a Healthy California, 2007).

² Based on 2000 data, following Caucasians, Asian Americans constitute the second largest ethnic group of RNs working in California, at 11

percent of the workforce, followed by 4 percent African American and 3.6 percent Hispanic.

³ The CDU School of Nursing was named after Mervyn Malcolm Dymally, a California Democratic politician of mixed Indo- and Afro-Trinidadian heritage who has served in the California State Assembly, the California State Senate, as Lieutenant Governor of California, and in the U.S. House of Representatives. He has been a recognized supporter of Charles R. Drew University and of the community for many years.

institution aims to improve the diversity and cultural sensitivity in the nursing workforce and develop nurses leaders and educators who will achieve excellence in patient care in the often-challenging urban health care settings.

Following the initial approval for the Master of Science in Nursing (MSN) program granted in June 2009 by the California Board of Registered Nursing (BRN), a nationwide search for the founding dean of the School of Nursing was conducted. In January 2010, Dr. Gloria J. McNeal, PhD, MSN, ACNS-BC, FAAN was appointed Founding Dean. The state-of-the-art, \$43 million Life Sciences Research and Nursing Education (LSRNE) Building was officially opened August 2010, and houses the Mervyn M. Dymally School of Nursing (MMDSON), which is located on the north side of the first floor of the building. The first cohort of entry level master's students was enrolled in the Fall 2010 semester. Five full-time and one part-time faculty members were hired to begin the curriculum of instruction. To enhance course offerings, the faculty agreed to develop content for the family nurse practitioner (FNP) curriculum of study. Approval for the new course offerings was obtained by the CDU Academic Senate. Six additional faculty holding advanced practice nursing credentials were hired and the first cohort of FNP students was admitted in January 2011. Students enrolled in the first cohort of the entry level master's program graduated in June 2012, and the first cohort of FNP students graduated December 2011.

The Mervyn M. Dymally School of Nursing (MMDSON) designed and implemented a highly successful recruitment plan. From a beginning cohort of 18 entry level master's students in Fall 2010, the program has grown exponentially. With the support of the California Endowment a recruitment video has been widely disseminated, and Time Warner Cable was commissioned to produce several commercials that were aired over local cable networks. Enrollment currently stands at more than 300 students. To be eligible for enrollment into the nursing programs, students must hold a baccalaureate degree to meet minimum requirements; however, the majority of enrollees have exceeded that requirement having earned master or doctoral degrees in a variety of fields.

With the growth in the student body, there has also been a similar rate of growth in the MMDSON faculty. From a small beginning group of six dedicated faculty, MMDSON now has 17 full-time faculty and 22 part-

time faculty, of which many either have a doctoral degree or are enrolled in a doctoral program. MMDSON has been awarded over \$2.2 million in extramural funding for its Song Brown, Robert Wood Johnson Foundation (RWJF), Department of Labor, and National Institute of Health (R25) grant submissions. Following the initial approval granted by the California Board of Registered Nursing, MMDSON then applied for national certification with both the Accreditation Commission for Education in Nursing (ACEN) and the Commission on Collegiate Nursing Education (CCNE).

A partnership has been established with the UCLA School of Nursing, whose faculty and students utilize the simulation lab for student learning experiences. In addition, the UCLA School of Nursing Center for Population Studies is housed on the second floor of Life Sciences Research and Nursing Education Building. Future expansion of the partnership will include joint course offerings and faculty and student exchanges.

An additional partnership has been established with the Los Angeles County Department of Health Services, in collaboration with Worker Education & Resource Center, to provide an educational opportunity for County nurses to earn the family nurse practitioner credential. The first cohort of County nurses enrolled in the Fall 2012 semester.

Mervyn M. Dymally School of Nursing

Administration

Shirley Evers-Manly, PhD, M.S.N., R.N.
INTERIM DEAN, MERVYN M. DYMALLY SCHOOL OF NURSING

Irene Benliro M.S.N., A.P.N., FNP-C
DIRECTOR, FAMILY NURSE PRACTITIONER TRACK
ASSISTANT PROFESSOR

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Cheryl Kemp, M.S.
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Sylvia Jones M.S.N., R.N. PHN
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INSTRUCTOR

Maria Jhocson M.S.N., R.N.
CLINICAL COORDINATOR
FAMILY NURSE PRACTITIONER TRACK
ASSISTANT PROFESSOR

A Message from the Interim Dean

Welcome to the Mervyn M. Dymally School of Nursing (MMDSON).

The faculty and staff at MMDSON are pleased to invite you to enroll in our Master of Science in Nursing (MSN) Program. As you embark upon your new career in nursing, you will find that being a student in the MSN program is both challenging and stimulating.

The School of Nursing is an integral part of Charles R. Drew University of Medicine and Science, a major research institution dedicated to teaching, scientific discovery and community enrichment in South Los Angeles and abroad.

Our intensive program is designed to prepare graduates to provide excellent care with compassion to the underserved and to be leaders in their respective professions. Currently, we offer three specialties to the completion of the MSN degree: the Clinical Nurse Leader (CNL), Family Nurse Practitioner (FNP) and the Advanced Nurse Educator. Our Entry Level Master of Science Program (ELM) is a pre-licensure program designed for individuals without a nursing background to study in preparation for obtaining a RN license.

We strongly believe in the ability of informed, well-managed and broadly supported scientific inquiry to complement academic scholarship while producing new knowledge that advances the profession of nursing. Our location in Los Angeles, California's thriving Movie, Information Technology and Aerospace Space Industries as well as culturally diverse neighborhoods, places the School of Nursing within walking distances of several celebrated international institutions. At the same time, we are surrounded by many communities that are disproportionately plagued by preventable disease such as Cancer, Hepatitis C, Diabetes and Childhood Obesity.

Our faculty is changing the face of the nursing workforce, mentoring tomorrow's nurse clinicians, educators and scientists. Our future goal is to conduct pioneering and transformational research on the health and psychosocial issues faced by our patients. Working together with CDU President Dr. David Carlisle and the Board of Trustees, we are committed to meeting our nation's growing need for a highly skilled and compassionate nursing workforce that mirrors the population that we serve. Whatever your specialty, we are confident that we will prepare the best nurses anywhere.

To that end, Charles R. Drew University MSN graduates will be prepared to improve health and quality of life for individuals through excellent healthcare, transforming the health of underserved communities.

In closing, we welcome you to join our passion and move your career with purpose.

Shirley Evers-Manly, PhD, MSN, RN
Interim Dean
Mervyn M. Dymally School of Nursing



Mervyn M. Dymally School of Nursing

Mission Statement

To advance the science and art of nursing by conducting nursing research and providing nursing students with education that emphasizes the health status of underserved communities, for the purpose of enabling graduates to provide evidence-based nursing care with dignity, respect and compassion to all nursing clients.

The first dimension of the mission is to provide graduate level nursing education to individuals who are entering practice at the master's degree level. Graduate level student nurses will build on their previous undergraduate education to develop professional accountability and critical thinking. Students will learn and understand nursing theories, principles, concepts and research. Ultimately, they will acquire the ability to select and apply nursing theories, principles, concepts and research to the delivery of quality nursing care.

The second dimension of the mission focuses on contributing to nursing science through research. Research promotes excellence in nursing science. The nursing faculty at Charles R. Drew University actively engages in conducting research on nursing-related phenomena and disseminating the findings in forums including scientific meetings and publications that embody the emphasis on evidence-based practice and contribution to nursing science. Collaborative research with scientists and clinicians at Charles R. Drew University and other scientific communities, locally, regionally, and internationally are encouraged. Although not conducting research as part of the curriculum, nursing students will be exposed to research concepts and studies that advance public health. Upon completion of the program, students will have the ability to improve health outcomes through applied research in various health settings.

The third dimension of the mission is to expand in the program offerings to include doctoral level curricula of study, joining faculty and students in the development of research questions and interventional solutions in meeting the healthcare needs of underserved communities.

The fourth dimension of the mission is to address healthcare disparities worldwide. Faculty and students will participate in faculty-student exchange programs in partnerships with schools of nursing throughout the nation and the world, to develop global immersion experiences designed to address healthcare disparities

around the globe.

The nursing program is committed to preparing highly qualified nurses to provide quality nursing care to clients from diverse backgrounds in a multi-cultural society, paying attention to the underserved who present with special needs. The emphasis on evidence-based practice underscores the Program's focus on education, research and practice.

The MMDSON currently offers one degree program leading to the Master of Science in Nursing, (MSN) and three specialty options, Clinical Nurse Leader (CNL), Family Nurse Practitioner (FNP), and Advanced Nurse Educator (ANE); and a Post MSN Certificate Program. The School also offers the Entry Level Master's (ELM) Program.

Accreditation

The Master of Science in Nursing Program at Charles R. Drew Mervyn M. Dymally School of Nursing is accredited by the Commission on Collegiate Nursing Education.

One Dupont Circle, NW, Suite 530
Washington, DC 20036, (202) 887-6791
www.aacn.nche.edu/ccne-accreditation

The Nursing Entry Level Master's (ELM) Program is approved by the Board of Registered Nursing (BRN).

The California Board of Registered Nursing
1747 North Market Boulevard, Suite 150
Sacramento, CA 95834
www.rn.ca.gov

The Senior Commission of the Western Association of Schools and Colleges (WASC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
www.wascweb.org

Graduates of the MSN Program with the FNP specialty are eligible to take a certification exam from either the American Nurses Credentialing Center (ANCC) to earn the FNP-BC credential; or take a certification exam through the American Academy of Nurse Practitioners (AANP) to earn the NP-C credential.

Graduates who complete the pre-licensure segment of the ELM program are eligible to sit for the NCLEX-RN exam and apply for the Public Health Certificate issued by the California Board of Registered Nursing.

Graduates who complete the CNL specialty are eligible to sit for the CNL certification examination with the American Association of Colleges of Nursing (AACN).

Graduates of the Advanced Nursing Education program are eligible to sit for the Certified Nurse Educator (CNE) examination with the National League for Nursing.

Terminal Objectives

The MSN Program and terminal objectives are leveled to the expected competencies of a master's level nurse clinician.

The ELM program is for individuals with a bachelor degree in another field, who want to pursue nursing. This program provides nursing students an opportunity to study basic nursing knowledge and science at the graduate level concurrently with graduate core content to prepare for licensure as a registered nurse. Students graduating from the ELM program will be able to assume the role of a direct provider of care, nursing administrator or nursing faculty member.

The (CNL) is a generalist nursing role developed by the American Association of Colleges of Nursing. The CNL oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. The FNP curriculum prepares the registered nurse to provide primary care services in a variety of clinic and community-based settings. The ANE will prepare students to teach a new generation of nurses. Competencies for this specialty were derived from the NLN Nurse Educator standards and the Masters Essentials for Professional Nursing Practice. The coursework will prepare students to become knowledgeable nurse educators ready to teach in diverse settings.

These programs are designed for Registered Nurses (RNs) who possess a bachelor or Master of Science in Nursing, have a current RN license and wish to move into nursing education. Students will learn all the essential skills and knowledge needed. This program includes a practicum requirement in nursing education.

The MSN Program of study contains a strong foundation in the physical and social sciences and builds upon previous learning experiences in philosophy, arts and humanities. The curriculum also integrates recent and evolving trends in health care with a particular emphasis on learning related to: economics, environmental science, epidemiology, genetics, gerontology, global perspectives, informatics,

organizations and systems, and communication. Graduates will be eligible to apply for post-master's study and to pursue educational preparation at the doctoral level.

Upon the completion of the MSN Program, the student will be able to:

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.
2. Apply the nursing process to all levels of practice using the steps of assessment, diagnosis, outcomes identification, planning, interventions and evaluation.
3. Demonstrate competent practice as a master's prepared registered nurse in a variety of settings.
4. Implement health promotion and disease prevention strategies for population-based practice that incorporates systems, the community, individuals and families.
5. Communicate effectively using oral, written, and technological skills in clinical, educational and professional settings.
6. Demonstrate ethical nursing practice to improve professional nursing practice, the work environment and influence improvement in healthcare.
7. Advocate for the patient's rights, healthcare policies and finance systems that promote, preserve and restore individual and public health.
8. Provide leadership in collaborative efforts with interdisciplinary and intradisciplinary teams, thus providing a broad approach to complex patient care and community problems.
9. Demonstrate a spirit of inquiry and critically analyzes data, research findings, and other evidence to advance nursing practice, initiate change, and promote quality health care.
10. Formulate a professional philosophy that incorporates a commitment to human values and lifelong learning.
11. Provide leadership in collaborative efforts with other disciplines to improve professional nursing practice, the work environment and influence improvement in healthcare.

Curriculum

The MMDSON curriculum is based on the philosophy and conceptual framework for the University and the School of Nursing MSN Program. The Smith and Bazini-Barakat (2003) public health nursing practice model provides the theoretical framework for the curriculum. The model captures three phases of health and illness in which nurses are involved, including: 1) primary, 2) secondary and 3) tertiary prevention.

The programs consider the recommendations presented by the following:

- American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice, and Essentials of Master's Education for Advanced Practice Nursing (2011);
- The Quality and Safety Education for Nursing (QSEN) Competencies;
- The National Organization of Nurse Practitioner Faculties (2012);
- The National League of Nursing Education Competencies Model (2010); and
- The California Board of Registered Nursing.

Theory and clinical practice are concurrent in the following nursing areas: medical-surgical and geriatric, maternal/child, and psychiatric/mental health nursing. Integrated curriculum content also includes the following topic areas: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition, pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

Independent/Directed Study

Independent/directed study allows individualized coursework to be designed and tailored to meet a student's particular needs. Enrollment in independent/directed study courses requires prior program approval. The student may not be required to be on campus while completing the work. Independent/directed study courses involve supervised independent study and/or research in a subject area proposed for in-depth study. Courses may comprise special study, directed readings and/or directed research structure as determined by the instructor and student at the time of the initial proposal.

Independent study courses are open to eligible students. A maximum of eight units are permitted, unless individual program guidelines specify otherwise. Permission of the instructor is always required.

The Academic Community

Community Service and Service Learning

The intent of the MMDSON's community service and service learning requirement of 60 hours is to fulfill the mission of the University. The community service learning will also provide students with an opportunity to apply the theories and competencies learned in their core and program courses to the real needs of the community.

To facilitate achievement of these community service learning goals, volunteer experiences must be conducted in a setting or with a population that meets at least one of the following criteria: 1) low income; 2) medically disadvantaged, underserved or under-represented; or 3) other special populations or communities as defined by course requirements (e.g., hospice patients, victims of domestic violence, students with special learning needs, etc.).

Requirements for Admission

Admission is a competitive process in which each student's entire application is individually reviewed. The applicant's previous academic record, i.e., Grade Point Average (GPA) and performance on the Graduate Record Exam (GRE) are used to identify the student's potential in fulfilling the CDU mission, and the ability to succeed in this fast-paced rigorous program.

Entry Level Master of Science in Nursing (ELM)

All applicants to the ELM program must satisfy the following minimum application requirements.

1. Submission of the online University Application and a non-refundable \$100 application fee.
2. An earned baccalaureate (or higher) degree from a regionally accredited college/university or the equivalent of a U.S. bachelor degree from a regionally accredited college/university based on a University approved foreign credential evaluation.
3. Official academic transcripts from all previous colleges and/or universities attended. Transcripts will be considered

official if forwarded directly to the University Admissions Office (do not send to the Department Chair) by the institutions attended, or if hand-delivered, with official seal intact. All official documents become the University's property. Failure to complete the application or to provide accurate and authentic documents may result in the denial of admission.

4. Completion of 9 pre-requisite courses; English, Sociology, Psychology, Nutrition, Human Anatomy with a lab, Human Physiology with a lab, Microbiology with a lab, Statistics and Speech/Communication (**see specific qualifiers below**).
5. An absolute cumulative GPA of 3.0 is required;
6. Graduate Record Exam (GRE) taken within last five years of application date.
7. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, <http://www.toefl.org>). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.
8. The applicant's goals must be congruent to those of the MMDSON, the University and the applicant's chosen specialty. A personal goal statement is required, which may be submitted online via the CDU online application system, in a .pdf or Word format. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program.
9. Three (3) recommendations using the recommendation forms found on the CDU Application website, <http://www.cdrewu.edu/Admin/ApplyNow>. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: **a.** relationships with work (paid or voluntary) associates, **b.** work competence, **c.** communication and

interpersonal skills with persons of diverse backgrounds, **d.** leadership skills or potential, and **e.** values, ethical standards, responsibility and initiative.

10. Computer proficiency is required (especially word processing and internet/web skills).

ELM Required Pre-requisites and Qualifiers

All science prerequisites must be completed within 7 years of initial application submission.

- English Composition (3 units)
- Sociology (3 units)
- Psychology (3 units) Qualifier – Introductory psychology, general psychology and developmental psychology are acceptable
- Nutrition (3 units) Qualifier – Eligible courses must include the life-span of the human
- Human Anatomy w/ lab (4 units)* Qualifier – If anatomy and physiology are combined, a minimum of 8 semester units will be acceptable
- Human Physiology w/ lab (4 units)* Qualifier – If anatomy and physiology are combined, a minimum of 8 semester units will be acceptable
- Microbiology w/ lab (4 units)*
- Statistics (3 units) Qualifier – Business statistics, biostatistics, epidemiology, statistics, patients and populations, etc. are acceptable
- Speech/Communication (3 units)** Qualifier – Group communication, storytelling, debate, interviewing, etc. are acceptable

All prerequisites must be completed at a regionally accredited U.S. Institution (exceptions may be made on a case-by-case basis).

All science prerequisites must be completed with a grade of "B" or better (a grade of "B-" or lower is not acceptable).*

All coursework from non-US institutions must be evaluated for U.S. equivalency by an approved

foreign credential evaluation service. University approved evaluation services are listed under International Students section of this Catalog.

English Composition may be taken outside the U.S. in countries whose native language is English.

Will accept Spanish for Speech/Communication**.

ASSESSMENTS AND EXAMINATIONS

Upon acceptance, ELM students will be required to take the HESI entrance exam prior to the first day of class.

Associate Degree in Nursing (ADN) to MSN

All applicants to the ADN to MSN program must satisfy the following minimum application requirements.

1. Submission of the online University Application and a non-refundable \$100 application fee.
2. An earned associate degree in nursing and a baccalaureate or master's degree in a general discipline other than nursing.
3. Official academic transcripts from all previous colleges and/or universities attended. Transcripts will be considered official if forwarded directly to the University Admissions Office (do not send to the Department Chair) by the institutions attended, or if hand-delivered, with official seal intact. All official documents become the University's property. Failure to complete the application or to provide accurate and authentic documents may result in the denial of admission.
4. Completion of both Nutrition and Statistics classes prior to entering the program (see specific qualifiers below).
5. An absolute cumulative GPA of 3.0 is required; however, the minimum GPA requirement may be waived on a case by case basis.
6. Graduate Record Exam (GRE) taken within last five years of application date.
7. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign

Language (TOEFL, <http://www.toefl.org>). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.

8. The applicant's goals must be congruent to those of the MMDSON, the University, and the applicant's chosen specialty. A personal goal statement is required, which may be submitted online via the CDU online application system, in a .pdf or Word format. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program.
9. Three (3) recommendations using the recommendation forms found on the CDU Application website, <http://www.cdrewu.edu/Admin/ApplyNow>. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: **a.** relationships with work (paid or voluntary) associates, **b.** work competence, **c.** communication and interpersonal skills with persons of diverse backgrounds, **d.** leadership skills or potential, and **e.** values, ethical standards, responsibility and initiative.
10. Computer proficiency is required (especially word processing and internet/web skills).
11. Licensure as a registered nurse in California (and home state of residence). Out-of-state students will not be permitted to start clinical rotations without a CA RN license.

ADN to MSN Required Pre-requisites and Qualifiers

- Nutrition (3 units) Qualifier – Eligible courses must include the life-span of the human.
- Statistics (3 units) Qualifier – Business statistics, biostatistics, epidemiology, statistics, patients and populations, etc.

All prerequisites must be completed at a regionally accredited U.S. Institution (exceptions may be made on a case-by-case

basis).

All coursework from non-US institutions must be evaluated for U.S. equivalency by an approved foreign credential evaluation service. University approved evaluation services are listed under International Students section of this Catalog.

Master of Science in Nursing (MSN) Specialties (ANE, CNL and FNP)

All applicants to the ANE, CNL and FNP Specialties must satisfy the following minimum application requirements.

1. Submission of the online University Application and a non-refundable \$100 application fee.
2. An earned baccalaureate (or higher) degree from a regionally accredited college/university or the equivalent of a U.S. bachelor degree from a regionally accredited college/university based on a University approved foreign credential evaluation.
3. Official academic transcripts from all previous colleges and/or universities attended. Transcripts will be considered official if forwarded directly to the University Admissions Office (do not send to the Department Chair) by the institutions attended, or if hand-delivered, with official seal intact. All official documents become the University's property. Failure to complete the application or to provide accurate and authentic documents may result in the denial of admission.
4. Completion of one prerequisite course: Statistics.
5. An absolute cumulative GPA of 3.0 is required; however, the minimum GPA may be waived on a case by case basis.
6. Graduate Record Exam (GRE) taken within last five years of application date.
7. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, <http://www.toefl.org>). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.
8. The applicant's goals must be congruent to those of the MMDSON, the University, and the

applicant's chosen specialty. The applicant's goals must be congruent to those of the MMDSON, the University, and the applicant's chosen specialty. A personal goal statement is required, which may be submitted online via the CDU online application system, in a .pdf or Word format. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program.

9. Three (3) recommendations using the recommendation forms found on the CDU Application website, <http://www.cdrewu.edu/Admin/ApplyNow>. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: **a.** relationships with work (paid or voluntary) associates, **b.** work competence, **c.** communication and interpersonal skills with persons of diverse backgrounds, **d.** leadership skills or potential, and **e.** values, ethical standards, responsibility and initiative.
10. Computer proficiency is required (especially word processing and internet/web skills).
11. Licensure as a registered nurse in California (and home state of residence). Out-of-state students will not be permitted to start clinical rotations without a CA RN license.
12. A minimum of one year of work experience as a registered nurse is desired.

Master of Science Specialties Required Pre-requisites and Qualifiers

- Statistics (3 units) Qualifier – Business statistics, biostatistics, epidemiology, Statistics, patients and populations, etc. are acceptable.

All prerequisites must be completed at a regionally accredited U.S. Institution (exceptions may be made on a case-by-case basis).

All coursework from Non - US institutions must be evaluated for U.S. equivalency by an approved foreign credential evaluation service.

University approved evaluation services are listed under International Students section of this Catalog.

Post Master Certificate (PMC) Program

All applicants to the PMC program must satisfy the following requirements.

1. Submission of the online University Application and a non-refundable \$100 application fee.
2. An earned Master of Science in Nursing (MSN) degree from a regionally accredited college/university or the equivalent of a U.S. master degree in nursing from a regionally accredited college/university based on a University approved foreign credential evaluation.
3. An absolute cumulative GPA of 3.0 is required; however, the minimum GPA may be waived on a case by case basis.
4. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, <http://www.toefl.org>). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.
5. The applicant's goals must be congruent to those of the MMDSON and the University. The applicant's goals must be congruent to those of the MMDSON, the University, and the applicant's chosen specialty. A personal goal statement is required, which may be submitted online via the CDU online application system, in a .pdf or Word format. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program.
6. Three (3) recommendations using the recommendation forms found on the CDU Application website, <http://www.cdrewu.edu/Admin/ApplyNow>. Recommendations from family, friends or other students are NOT accepted. Recommendations

should address the following areas: **a.** relationships with work (paid or voluntary) associates, **b.** work competence, **c.** communication and interpersonal skills with persons of diverse backgrounds, **d.** leadership skills or potential, and **e.** values, ethical standards, responsibility and initiative.

7. Computer proficiency is required (especially word processing and internet/web skills).
8. Licensure as a registered nurse in California (and home state of residence). Out-of-state students will not be permitted to start clinical rotations without a CA RN license.
9. A minimum of one year of work experience as a registered nurse is desired. The 3.0 GPA requirement may be waived on a case-by-case basis.

Admission Requirements for International Applicants & Applicants with a Foreign Degree

1. Completion of a nursing bachelor degree, if available in the country of origin, or the equivalent of a U.S. bachelor degree in nursing from a regionally accredited college/university based on a University approved foreign credential evaluation.
2. Note: non-U.S. (and/or non-English) transcripts must be submitted for evaluation; please refer to the International Students Policy of this Catalog for more information regarding University approved foreign credential evaluation agencies.
3. Scholastic record comparable to that reflected by a 3.0 Grade Point Average.
4. Completion of one prerequisite course: Statistics
5. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, <http://www.toefl.org>). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score. Consult with Nursing Student Affairs for any questions on TOEFL examinations and scoring.
6. International students need to be licensed in their country of origin. If they are going to perform direct patient care activities locally, they will need to obtain California registered nurse licensure before the start of a clinical rotation.

7. One year of recent work experience as a registered nurse is desired, related to the prospective field of study.
8. Computer proficiency is required, (especially word processing and internet/web skills).

PLEASE NOTE: Admission requirements are only for California State Board of Registered Nursing. Other State Boards of Registered Nursing FNP certification requirements may be different.

International and Foreign Applicants Required Pre-requisites and Qualifiers

- Statistics (3 units) Qualifier – Business statistics, biostatistics, epidemiology, Statistics, patients and populations, etc. are acceptable.

All prerequisites must be completed at a regionally accredited U.S. Institution (exceptions may be made on a case-by-case basis).

All coursework from Non - US institutions must be evaluated for U.S. equivalency by an approved foreign credential evaluation service. University approved evaluation services are listed under International Students section of this Catalog. (exceptions may be made on a case-by-case basis).

Entry Level Master of Science in Nursing (ELM)

Program Description

This is a three-year program leading to a Master's of Science in Nursing degree. The first year of the CDU ELM program consists of courses that provide the foundation for safe nursing practice while immersing students in a variety of classroom, hospital and community based experiences.

Courses are sequenced from simple to complex so that students are able to build upon prior learning as they progress through the program.

Through a series of designed learning activities, students are able to learn how to care for patients and their families within a supportive environment that

promotes the spirit of inquiry and application of research to nursing practice. The second year of the program provides coursework in nursing research, issues/theory, community health and a final clinical immersion experience in a preceptored course where students can further develop the professional RN role through patient care experiences at the point of care, delegation, prioritization of care, interdisciplinary communication, and team management. Students are eligible to sit for the NCLEX-RN licensing exam after year 2, semester 1. After passing the NCLEX-RN students may continue into specialty of their choice.



Clinical and Program Requirements

The pre-licensure curriculum requires students to complete 945 hours of clinical practice. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

Prior to taking clinical courses, students must satisfy all prerequisites and submit important documents for instructor verification. Students must provide documentation of all the requirements listed on the

ELM Clinical Requirements form located in the MMDSON Student Handbook.

These requirements include uploading into the Certified Background portal the following information:

- Complete physical examination
- Drug screening
- Health insurance, private or through the University
- Annual CPR certification
- Training in universal precautions and blood borne pathogens
- Training in HIPAA requirements
- Annual PPD/2 step process or chest x-ray if positive
- Immunity status: Hepatitis B titer series, Rubeola, Rubella & Varicella
- Annual Flu vaccine, if required by clinical site

All students will be required to complete a criminal background check before starting their first clinical lab/practicum. Some agencies also require live scan fingerprinting in addition to background checks. A positive criminal record shall not automatically disqualify a student from continuing in the program. If a record of criminal activity is revealed through the background check, the student shall be counseled by the Program Director regarding their continuation in the program and implications for licensure.

In addition to the above, students may be required to provide additional documentation as required by specific agencies. Students must complete the clinical

agency orientation before starting a clinical rotation. Students must complete all required clinical documentation in a timely manner or they will not be allowed to progress in the cohort.



Entry Level Nurse Program Curriculum of Study

	Course No.	Course Title	Units	Clinical Hours
<u>Pre-Licensure</u>				
Year 1 Semester 1				
	NUR 516	Pathophysiology	3	
	NUR 511	Fundamentals of Nursing and Care of Older Adults	6	135
	NUR 520	Physical Assessment	4	45
	NUR 500	Concepts of Professional Nursing	2	
		Total Semester Credits	15	180
Year 1 Semester 2				
	NUR 512	Medical Surgical Nursing	8	225
	NUR 621	Advanced Nursing Theory	3	
	NUR 510	Pharmacology	3	
		Total Semester Credits	14	225
Year 1 Semester 3				
	NUR 513	Maternal Child/Pediatrics Nursing	8	225
	NUR 642	Cultural Diversity	3	
	NUR 515	Community Health Nursing	5	90
		Total Semester Credits	16	315
Year 2 Semester 1				
	NUR 618	Adv. Medical/Surgical	5	135
	NUR 639	Perspectives in Nursing Issues	3	
	NUR 517	Psychiatric Mental Health	4	90
		Total Semester Credits	12	225
Total Units/Clinical Hours			57	945

After passing the NCLEX-RN, students identify a specialty area for completing the MSN degree.

Post-Licensure

See Specialty Curriculum of Study pages for Advanced Nurse Education (ANE), Clinical Nurse Leader (CNL) and Family Nurse Practitioner (FNP) for required course and clinical units.

Clinical Nurse Leader (CNL) Specialty

Overview

This master's degree-prepared clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL evaluates patient outcomes, assesses cohort risk and has the decision-making authority to change care plans when necessary. The CNL is a leader in the health care delivery system, and the implementation of this role will vary across settings (American Association of College of Nursing [AACN], 2005). The MMDSON courses will prepare students to design, implement and evaluate client care by coordinating, delegating and supervising the care provided by the interdisciplinary health care team. The CNL role is not one of administration but rather a provider and manager of care for individuals and groups. The graduates, in the role of clinical nurse leader, will provide comprehensive care for patients in the hospital and the community, manage the work environment, engage in case management and other graduate-level nursing functions, as well as teach and precept nursing students. Success is achieved when students meet or

exceed the program outcomes and fulfill their personal and professional goals for their career and stage of life.

Role and Qualifications

Graduates of this specialty are prepared at the generalist level to assume the CNL role at the point of care. The CNL is responsible for the comprehensive clinical management of individuals, families and communities across the continuum of care in a variety of clinical settings, including virtual environments. The CNL designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner, as a key member of an interdisciplinary team of healthcare professionals.

Clinical and Program Requirements

The MSN program requires that students complete 630 hours of leadership practice in the CNL specialty. In addition to actual clinical hours, students will spend studying, preparing and completing assignments, usually triple the amount of time devoted in class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

Specialty: Clinical Nurse Leader

Curriculum of Study

	Course No.	Course Title	Units	Clinical Hours
<i>Pre-Licensure</i>				
Year 1 Semester 1				
	NUR 516	Pathophysiology	3	
	NUR 511	Fundamentals of Nursing and Care	6	135
	NUR 520	Physical Assessment	4	45
	NUR 500	Concepts of Professional Nursing	2	
		Total Semester Credits	15	
Year 1 Semester 2				
	NUR 512	Medical Surgical	8	225
	NUR 621	Advanced Nursing Theory	3	
	NUR 510	Pharmacology	3	
		Total Semester Credits	14	
Year 1 Semester 3				
	NUR 513	Maternal Child Nursing	8	225
	NUR 642	Cultural Diversity	3	
	NUR 515	Community Health Nursing	5	90
		Total Semester Credits	16	
Year 2 Semester 1				
	NUR 518	Adv. Medical/Surgical Nursing	5	135
	NUR 639	Perspectives in Nursing Issues	3	
	NUR 517	Psychiatric Mental Health	4	90
		Total Semester Credits	12	
<i>Post Licensure</i>				
Year 2 Semester 2				
	NUR 628	Health Systems Management	3	
	NUR 619	Residency/Internship	6	135
	NUR 635	Research	3	
		Total Semester Credits	12	
Year 2 Semester 3				
	NUR 626	Residency/Internship	8	360
	NUR 627	Epidemiology/Biostats	3	
		Total Semester Credits	11	
Total Units/Clinical Hours			80	1440

Family Nurse Practitioner Specialty (BSN to MSN)

Overview

The Family Nurse Practitioner (FNP) Master of Science in Nursing Specialty prepares advanced practice nurses to manage the care of individuals and families across the lifespan. The specialty is designed for nurses holding baccalaureate degrees, who are interested in completing course requirements leading to a graduate degree in nursing. Graduates of this program are eligible to sit for the FNP national certification examinations through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Clinical and Program Requirements

The MSN program requires that students complete 645 hours of clinical practice in the FNP specialty. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

Role and Qualifications

Graduates of this specialty assume responsibility for the provision of healthcare in the areas of health promotion, disease prevention and clinical management of primary care conditions. The FNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner. The emphasis of this specialty is on meeting the healthcare needs of underserved populations.

Curriculum

The 51-credit FNP Master of Science in Nursing Specialty, which is completed through full-time or part-time study in preceptored clinical settings provides

a flexible, executive-education format. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.

The FNP specialty is a 4 semester full-time program with opportunity for part-time enrollment. The program begins each semester in the Fall, Spring and Summer. Students may transfer a maximum of 12 units for courses completed at an accredited four year academic institution. Clinical experiences are offered in a variety of clinical settings, where students work in preceptored settings to acquire clinical skills in structured environments designed to ensure that all students will satisfy the 645 clinical hours required to complete the program.

The FNP graduate is prepared to deliver care as a member of a healthcare team and to improve the availability of culturally relevant primary healthcare in underserved populations. Graduates possess the ability to evaluate the health status of an individual, diagnose and treat acute illness, manage chronic diseases, deliver preventive care and counsel individuals on psychosocial problems in collaboration with a supervising physician.



Specialty: Family Nurse Practitioner Curriculum of Study

	Course No.	Course Title	Units	Clinical Hours
Semester 1				
	NUR 616	Advanced Pathophysiology*	3	
	NUR 610	Advanced Pharmacology*	3	
	NUR 620	Advanced Physical Assessment*	4	45
	Total Semester Units		10	
Semester 2				
	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease Prevention	3	
	NUR 621	Advanced Nursing Theory	3	
	Total Semester Units		12	
Semester 3				
	NUR 632	Primary Care of Women & Children	6	180
	NUR 642	Understanding Race/Ethnicity and Cultural/Diversity in Health and Illness	3	
	NUR 628	Health Management& Systems	3	
	Total Semester Units		12	
Semester 4				
	NUR 639	Perspectives in Nursing Issues	3	
	NUR 633	FNP Practicum	8	240
	NUR 627	Advanced Epidemiology and Biostatistics for Nursing	3	
	Total Semester Units		14	
	Total Program Units		48	
	Total Clinical Hours			645

*NUR 610, 616 and 620 may be transferred from an accredited four-year university.

Advanced Nurse Education (ANE) Specialty

Overview

Charles R. Drew University of Medicine & Science, Mervyn M. Dymally School of Nursing (MMDSON), is committed to the responsibility of preparing a diverse cadre of future nursing faculty. Skilled nurse-educators are in demand to train not only student nurses but also practicing nurses, consumers, patients and others. When you pursue the nurse education track, you will be ready to fill this important and growing role in health care.

- Develop a sound foundation that prepares graduates to sit for the national certification exam.
- Gain a strong foundation for doctoral studies or for career advancement.

Graduates of the MMDSON MSN program in nursing education fill many positions in universities, community colleges, government agencies and clinical facilities. Graduates from this nursing specialty can be employed at these and many other institutions.

Role and Qualification

The MSN Nurse Education Specialty will prepare students to teach a new generation of nurses. Competencies for this specialty were derived from the NLN Nurse Educator standards and the Masters Essentials for Professional Nursing Practice. The coursework will prepare students to become knowledgeable nurse educators ready to teach in diverse settings.

Clinical and Program Requirements

This program requires students complete 135 clinical hours of practice in the ANE specialty. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

The **Advanced Nursing Education Specialty (ANE)** prepares advanced practice nurses to become a knowledgeable nurse educator ready to teach in diverse settings. The ANE Program is designed for Registered Nurses (RNs) holding a Bachelor of Science in Nursing who wish to move into nursing education. Students will learn all the essential skills and knowledge needed. This program includes a practicum requirement in nursing education. Graduates of this program are eligible to sit for the NLN Certified Nurse Educator (CNE) examination.

Curriculum

The 43-credit Advanced Nurse Education Specialty which is completed through full-time or part-time study in preceptored clinical settings provides a flexible, executive-education format. All clinical courses are offered as immersion practicum experiences, conducted in faculty-approved, in-person, preceptored clinical settings. The following course sequence is required for this curriculum of study. The program begins each semester in the Fall, Spring and Summer. All coursework is completed over 4 semesters. Students may transfer in course credit for courses completed at an accredited academic institution in accordance with the School of Nursing's Transfer Credit Policy.

Specialty: Advanced Nurse Education Curriculum of Study

	Course No.	Course Title	Units	Clinical Hours
Year 1 Semester 1				
		<u>Pre-Licensure</u>		
	NUR 516	Pathophysiology	3	
	NUR 511	Fundamentals of Nursing and Care of the Older Adult	6	135
	NUR 520	Physical Assessment	4	45
	NUR 500	Concepts of Professional Nursing	2	
		Total Semester Credits	15	
Year 1 Semester 2				
	NUR 512	Medical Surgical	8	225
	NUR 621	Advanced Nursing Theory	3	
	NUR 510	Pharmacology	3	
		Total Semester Credits	14	
Year 1 Semester 3				
	NUR 513	Nursing of Culturally Diverse Families Maternal Child/Pediatrics	8	225
	NUR 642	Understanding Race/Ethnicity and Cultural/Diversity in Health and Illness	3	
	NUR 515	Community Health Nursing	5	90
		Total Semester Credits	16	
Year 2 Semester 1				
	NUR 618	Advanced Medical Surgical	6	135
	NUR 639	Perspectives in Nursing Issues	3	
	NUR 617	Psychiatric Mental Health	3	90
		Total Semester Credits	12	
Year 2 Semester 2				
		<u>Post Licensure</u>		
	NUR 622	Education Theories	3	
	NUR 623	Evaluation Methods in Nursing Education	3	
	NUR 624	Curriculum and Instruction	3	
	NUR 635	Nursing Research	3	
		Total Semester Credits	11	
Year 2 Semester 3				
	NUR 625	Practicum in Nursing Education	3	
	NUR 627	Advanced Epidemiology and Biostatistics for Nursing	3	
	NUR 626	Education Residency	2	
		Total Semester Credits	8	
Total Program Credits				
Total Units /Clinical Hours			77	945

*NUR 610, 616 and 620 may be transferred from an accredited four-year university

Post Master Certificate – Advance Nurse Education

Post Master Certificate Overview/ Advanced Nursing Education (PMC-ANE) prepares advanced practice nurses to become knowledgeable nurse educators ready to teach in diverse settings. The ANE Specialty is designed for Registered Nurses (RNs) holding a Master of Science in Nursing who wish to move into nursing education. Graduates of this program are eligible to sit for the NLN Certified Nurse Educator (CNE) examination.

Curriculum

The 40-credit specialty, which is completed through full-time or part-time study in preceptored clinical settings provides a flexible, executive education format. The following course sequence is required for this curriculum of study. The PMC-ANE specialty is a 4 semester full-time program with opportunity for part-time enrollment. The program begins each semester in the Fall, Spring and Summer. Students may transfer in course credit for courses completed at an accredited academic institution in accordance with the School of Nursing's Transfer Credit Policy.

Post Master Certificate - Advanced Nurse Education Curriculum of Study

	Course No.	Course Title	Units	Clinical Hours
Year 1 Semester 1	NUR 610	Advanced Pharmacology*	3	45
	NUR 616	Advanced Pathophysiology*	3	
	NUR 620	Advanced Physical Assessment*	4	
	NUR 623	Evaluation Methods in Nursing Education	3	
	Total Semester Credits			13
Year 1 Semester 2	Nursing Education Theories		3	
	NUR 642	Understanding Race/Ethnicity/Cultural Diversity in Health and Illness	3	
	NUR 624	Curriculum and Instruction	3	
	NUR 635	Nursing Research	3	
	Total Semester Credits			12
Year 1 Semester 3	NUR 628	Health Management & Systems	3	
	NUR 639	Perspectives in Nursing Issues	3	
	Total Semester Credits			6
Year 2 Semester 1	NUR 625	Practicum in Nursing Education	3	90
	NUR 626	Education Residency	3	
	NUR 627	Adv Epidemiology and Biostatistics for Nursing	3	
	Total Semester Credits			9
Total Units / Clinical Hours			40	135

*NUR 610, 616 and 620 may be transferred from an accredited four year university.

Post Master Certificate - Family Nurse Practitioner

This **FNP** certificate program prepares master-degreed nurses to manage the care of individuals and families across the lifespan. This specialty is designed for nurses holding master degrees in nursing who are interested in completing course requirements leading to the FNP certification. Graduates of this program are eligible to sit for the FNP national certification examinations through the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP).



Role and Qualifications

Graduates of this specialty assume responsibility for the provision of healthcare in the areas of health promotion, disease prevention and clinical management of primary care conditions. The FNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner. The emphasis of this program is on meeting the healthcare needs of underserved populations. Applicants must meet with the Director of Student Affairs to discuss specific program objectives.

Curriculum

The 33-credit Post Master Certificate specialty, completed through part-time study in preceptored clinical settings, provides a flexible, executive-education format in which the theoretical content of all courses is taught one weekend session per month each semester. The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.

Post-Master Certificate – Family Nurse Practitioner Curriculum of Study

	Course No.	Course Title	Units	Clinical Hours
Semester 1				
	NUR 616	Advanced Pathophysiology*	3	
	NUR 610	Advanced Pharmacology*	3	
	NUR 620	Advanced Physical Assessment*	4	45
	Total Semester Units		10	
Semester 2				
	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease Prevention	3	
	Total Semester Units		9	
Semester 3				
	NUR 635	Nursing Research	3	
	NUR 627	Advanced Epidemiology and Biostatistics for Nursing	3	
	NUR 632	Primary Care of Women & Children	6	180
	Total Semester Units		12	
Semester 4				
	NUR 633	FNP Practicum	8	240
	Total Semester Units		8	
	Total Program Units		39	
	Total Clinical Hours			645

*NUR 610, 616 and 620 may be transferred from an accredited four year university.

ADN to MSN-FNP Program

Role and Qualifications

Graduates of this specialty assume responsibility for the provision of healthcare in the areas of health promotion, disease prevention and clinical management of primary care conditions. The FNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner. The emphasis of this program is on meeting the healthcare needs of underserved populations.

Curriculum

The 58-unit FNP Master of Science in Nursing Specialty, which is completed through full-time or part-time study in preceptored clinical settings, provides a flexible, executive-education format in which the theoretical content of all courses is taught one-weekend sessions per month each semester. The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings. The following course sequence is required for this curriculum of study.

ADN to MSN (FNP Specialty) Curriculum of Study

	Course No.	Course Title	Units	Clinical Hours
Year 1 Semester 1	NUR 616	Advanced Pathophysiology*	3	
	NUR 610	Advanced Pharmacology*	3	
	NUR 620	Advanced Physical Assessment*	4	45
	NUR 500	Concepts of Professional Nursing	2	
Total Semester Units			12	
Year 1 Semester 2	NUR 621	Advanced Nursing Theory	3	
	NUR 642	Understanding Race/Ethnicity and Cultural/Diversity in Health and Illness	3	
	NUR 515	Community Health Nursing	5	90
Total Semester Units			11	
Year 1 Semester 3	NUR 628	Health Mgmt. & Systems	3	
	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease Prevention	3	
Total Semester Units			12	
Year 2 Semester 1	NUR 639	Perspectives in Nursing Issues	3	
	NUR 632	Primary Care of Women & Children	6	180
	NUR 635	Nursing Research	3	
Total Semester Units			12	
Year 2 Semester 2	NUR 633	FNP Practicum	8	225
	NUR 627	Advanced Epidemiology and Biostatistics for Nursing	3	
Total Semester Units			11	
Total Program Units			58	
Total Clinical Hours				720

*NUR 610, 616 and 620 may be transferred from an accredited four year university.

Catalog List 2014 - 2015

Mervyn M. Dymally School of Nursing Course Curriculum

Course #	Name	Units	Clinical Hours
NUR 500	Concepts of Professional Nursing	2 Units	
NUR 510	Pharmacology	3 Units	
NUR 511	Fundamentals of Nursing and Care of the Older Adult	6 Units	135
NUR 512	Medical Surgical	8 Units	225
NUR 513	Nursing of Culturally Diverse Families Maternal Child/Pediatrics	8 Units	225
NUR 515	Community Health Nursing	5 Units	90
NUR 516	Pathophysiology	3 Units	
NUR 517	Psychiatric Mental Health	4 Units	90
NUR 520	Physical Assessment	4 Units	45
NUR 610	Advanced Pharmacology	3 Units	
NUR 616	Advanced Pathophysiology	3 Units	
NUR 618	Advanced Medical Surgical	5 Units	135
NUR 619	Education Residency (Clinical Internship)	6 Units	
NUR 620	Advanced Physical Assessment	4 Units	45
NUR 621	Advanced Nursing Theory	3 Units	
NUR 622	Education Theories	3 Units	
NUR 623	Evaluation Methods in Nursing Education	3 Units	
NUR 624	Curriculum and Instruction	3 Units	
NUR 625	Practicum in Nursing Education	3 Units	
NUR 626	Education Residency	3 Units	90
NUR 627	Advanced Epidemiology and Biostatistics for Nursing	3 Units	
NUR 628	Health Management and Systems	3 Units	
NUR 629	Residency/Internship II	8 Units	360
NUR 630	Primary Care of Adults and Aged	6 Units	180
NUR 631	Health Promotion Disease Prevention	3 Units	
NUR 632	Primary Care of Women and Children	6 Units	180
NUR 633	FNPP Practicum	8 Units	240
NUR 635	Nursing Research	3 Units	
NUR 639	Perspectives in Nursing Issues	3 Units	
NUR 642	Understanding Race/Ethnicity and Cultural/Diversity in Health and Illness	3 Units	

Course Descriptions

NUR 500 Concepts of Professional Nursing

2 Units

This course provides an overview of the professional nursing role within the healthcare environment, including nursing theory and evidence-based nursing practice. Highlights of the influence of culture and professionalism. Pre-requisite: ELM admission; Co-requisites: NUR 511, 516, and 520

NUR 510 Pharmacology

3 Units

Presents core drug knowledge, pharmacotherapeutics, and pharmacodynamics. Emphasizes drug classification by categories affecting various body systems. Pre-requisite: ELM admission; Co-requisites: NUR 511, 520

NUR 511 Fundamentals of Nursing and Care of the Older Adult

6 Units

Concepts of physiological integrity, psychosocial integrity and effective care environments, and health promotion/maintenance are examined. This course focuses on beginning competencies required for care of adult and older adult clients with acute and chronic health problems. Pre-requisite: ELM admission; Co-requisites: NUR 500, 516, and 520. **135 clinical hours**

NUR 512 Medical Surgical Nursing

8 Units

This course provides nursing theory and care of adult and older adult clients with medical-surgical health alterations. Includes diagnostic and therapeutic nursing interventions relevant to medical surgical alterations. Emphasizes the nursing process and critical thinking to manage acute and chronic medical-surgical, remedial, supportive and rehabilitative problems. Pre-requisites: NUR 500, 511, 516, and 520 all with grade of "B" or higher; Co-requisites: NUR 510 and 521. **225 clinical hours**

NUR 513 Nursing of Culturally Diverse Families Maternal Child/Pediatrics

8 Units

Students will apply the nursing process in the care of diverse and multicultural women,

newborns, children and their families. Emphasis is placed on the integration of theory from nursing and related fields including genetics/genomics, growth and development, standards of clinical practice, evidence-based care, communication, family systems, and critical thinking in planning and providing care. Pre-requisites: NUR 510, 511, and 512 all with grade of "B" or higher; Co-requisites: NUR 521.

225 clinical hours

NUR 515 Community Health Nursing

5 Units

Theories of epidemiology, community health, and nursing are synthesized to help students facilitate the adaptation process of clients, families, and communities to attain and maintain optimal health. Emphasis is placed on family healthcare, assessment of community health needs, advocacy and collaborative role. Pre-requisites: NUR 510, 511, 512, 513, 514, 516, 520, 523, and 525 with a grade of "B" or higher; Co-requisites: NUR 526 and 527.

90 clinical hours

NUR 516 Pathophysiology

3 Units

This course covers principles of normal body functioning, pathophysiologic and psychological changes occurring with altered health across the lifespan. Pre-requisites: None; Co-requisites: NUR 500, 511, and 520.

NUR 517 Psychiatric Mental Health

4 Units

This course provides psychiatric/mental health nursing including scope of practice, roles and responsibilities, and social, political, and economic issues related to mental health/illness. Relevant theories and evidenced-based research. Pre-requisites: NUR 500, 510, 511, 512, 513, 516, 520, 521, and 522; Co-requisites: NUR 525 and 528. **90 clinical hours**

NUR 520 Physical Assessment

4 Units

This course focuses on health assessment for professional practice. Basic knowledge and skills necessary to perform assessments including interviewing, history taking, and foundational physical assessment skills are required. Emphasizes developmental and culturally competent assessment skills and ability to recognize deviations from normal across the lifespan. Pre-requisite: ELM admission; Co-requisites: NUR 510 and 516. 45 clinical hours

NUR 610 Advance Pharmacology

3 Units

This course expands students' knowledge of clinical pharmacology to provide a sound basis from which to engage in prescriptive drug management. Pharmacodynamics, pharmacokinetics and pharmacotherapeutics of drug classes are explored through a variety of teaching-learning methodologies, including seminar discussion, problem-based case study presentations, focused readings, and web-based exercises. Co-requisites: NUR 516 and 520.

NUR 616 Advance Pathophysiology

3 Units

This course provides the pathophysiological principles and concepts essential for performing advanced clinical assessments, differential diagnoses, and therapeutic decision making. Describes the disordered physiology and clinical consequences resulting from common disease processes. Analyses of the biophysical rationale for selecting and interpreting data used in the management of plans of care throughout the life span will be presented. Seminar discussions focus on alterations in normal functions of major organ systems. Through problem-solving exercises and case studies, students are encouraged to recognize the pathophysiologic basis of clinical findings associated with disease processes. This course serves as an essential link between the basic sciences and clinical management.

NUR 618 Advanced Medical Surgical

5 Units

Provides nursing theory for the care of adult and older adult clients with complex health

alterations; includes diagnostic and therapeutic nursing interventions relevant to advanced medical-surgical health alterations. Emphasizes the importance of collaboration, accountability, and advocacy in the leadership role. 135 clinical hours

NUR 619 Education Residency (Clinical Internship)

6 Units

This preceptored patient care clinical course builds on the knowledge and skills obtained in the nursing curriculum. Students will synthesize clinical management, assessment, and interpretation of diagnostic data of complex health care problems seen in the tertiary care setting. Students will work closely with bedside clinical nurses as they transition to the role as a professional practicing nurse. Pre-requisite: completion of all pre-RN licensure clinical courses with grades of "B" or higher. 225 Clinical hours

NUR 620 Advance Physical Assessments

4 Units

This course presents information that expands the student's knowledge base related to current health patterns across the lifespan. In addition, faculty will facilitate the students' acquisition of advanced skills in the collection of subjective data and the performance of an adult physical and mental status examination. Students interpret data acquired through the assessment of adults and the results of laboratory and diagnostic tests. 45 clinical hours

NUR 621 Advanced Nursing Theory

3 Units

This course provides a study and critique of the organization and development of nursing knowledge. Students will discuss and compare concepts and theories from nursing, humanities, and science with emphasis on their significance to the practice of professional nursing across the lifespan. Pre-requisites: NUR 510, 511, 516, and 520; Co-requisite: NUR 512, 521, 530, and 531.

NUR 622 Education Theories

3 Units

This course explores major research-based theories of adult learning and knowledge development in nursing. These theories will

be examined for their utility across a variety of settings and/or levels of education. Utilization of the evidenced-based teaching-learning and electronic communication will be explored. The course will analyze specific learning theories which address the needs of multicultural learners.

NUR 623 Evaluation Methods in Nursing Education

3 Units

This course focuses on testing, measurement, and evaluation methods in nursing education. It is designed to prepare nurse educators to implement student and program assessment strategies. Various modalities for assessment, testing, validating, and evaluating learning will be examined. Principles of test construction, item analysis, clinical evaluation, and program outcomes will be explored. Prerequisite: NUR 622

NUR 624 Curriculum and Instruction

3 Units

This course is designed to introduce students to the components of educational program processes. Classic and contemporary philosophies, theories and research on the development of nursing education programs will be analyzed. Principles of program design, development of a teaching syllabus, assessment of nursing education and staff development are the key concepts of this course. Prerequisite: NUR 622 (concurrent)

NUR 625 Practicum in Nursing Education

3 Units

This is the student's first practicum experience to analyze the role and function of nurse educator in the academic and clinical settings. This course provides the student with a guided experience in development and implementation of the syllabus, course modules, testing, and measurement. The practicum will focus on nurse educator planning, developing, implementing, and evaluating methods of instruction. Prerequisites: NUR 622, 623; Concurrent: NUR 624.

NUR 626 Education Residency

3 Units

This is a continuation of NUR 625. Under supervision of a nurse educator/administrator students design, implement and evaluate educational plans based on the chosen practicum site. The role of the nurse educator in higher education, staff development in the health care environment and community setting is analyzed. Prerequisites: NUR 622, 623, 624, and 625 with grades of "B" or higher. 90 clinical hours

NUR 627 Advanced Epidemiology and Biostatistics for Nursing

3 Units

This course presents core epidemiology and biostatistics knowledge and skills that can be used to draw practical conclusions regarding data pertaining to nursing and patient care. Students will become acquainted with the epidemiological and biostatistical concepts in theory and in practice. Students will develop the basic skills necessary to use epidemiological and biostatistical knowledge and methods as the basis for health practice. Pre-requisites: NUR 510, 520, 516, 621, 628, 631, and 632 with a grade of "B" or higher; Co-requisites: NUR 633 and 635

NUR 628 Health Management and Systems

3 Units

Healthcare delivery for populations is examined as a multidisciplinary system of dynamic interactions among human and social systems, concerned with healthcare delivery, quality and costs. The management of urban health systems addresses structure, process and outcomes of health services including costs, financing, organization, outcomes and accessibility of care. Pre-requisites: NUR 510, 511, 512, 520, 521, 530, and 531 with a grade of "B" or higher; Co-requisites: NUR 513, 522, and 532

NUR 629 Residency/Internship II

8 Units

This course builds on the concepts from Residency I. The students participate in supervised practicum experiences within a multidisciplinary setting with a focus on the application of the CNL role. Students will design a planned change project which reflects skills necessary for the application, design, implementation, and evaluation of an outcome-

based practice model. Pre-requisite: completion of all pre-RN licensure clinical courses with grades of "B" or higher.

360 clinical hours

NUR 630 Primary Care of Adults and Aged

6 Units

The focus of this course is the development of clinical decision-making skills needed by the primary care provider in the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis and treatment of common acute and chronic illnesses. Through assigned readings, lectures, class discussion, case studies, and supervised practicum in multicultural practice settings, the student will begin the process of developing sound clinical judgment as a primary care provider. Pre-requisites: NUR 610, 616, and 620.

180 clinical hours

NUR 631 Health Promotion Disease Prevention

3 Units

This course provides an introduction to the description and analysis of characteristics of health promotion disease prevention interventional strategies across a variety of environmental settings. The development of modern population centers will be explored with an emphasis on the interactions among population growth, disease (infectious, epidemic, etc.) and public health measures (water supply, sanitation, food purity, and handling). The significance of these characteristics to strategic health care planning, policy formation, health promotion, and disease prevention will be discussed from a public health conceptual framework.

NUR 632 Primary Care of Women and Children

6 Units

This course will prepare advanced practice nursing students to deliver primary care to women and children within the context of family. This course builds upon the knowledge of primary care obtained in the adult health core theory and practicum courses. The focus of the course will be on methods of health promotion/disease prevention, and assessment and management of common health problems in infants, toddlers, school age

children, adolescents, and women from menarche through to the climacteric. Class content will include the direct care provider role in a primary care setting. Health education methodologies and counseling strategies pertinent to a pediatric primary care practice will be explored and intervention strategies developed. Supervised clinical practice with expert primary care clinicians provides the student with opportunities to practice to cognitive and psychomotor skills necessary to provide obstetric, gynecologic and pediatric primary care. Pre-requisite: NUR 630.

180 clinical hours

NUR 633 FNP Practicum

8 Units

This course prepares advanced practice nursing students to deliver primary care services within a variety of supervised clinical practice settings. Students will have the opportunity to investigate the inter-relationships among various socioeconomic, legal, and political factors which impact the structure and function of healthcare delivery systems. Students will be assisted to perform the advanced practice roles of manager, clinician, educator, researcher and consultant in the provision of primary care services across the lifespan to underserved populations. Students will participate in the development of joint protocols, scientific research and development, community service activities and professional endeavors. The purpose of this course is to enable the student to operationalize the role of the family nurse practitioner in the care of individuals, families and communities. Pre-requisites: NUR 630 and 632.

240 clinical hours

NUR 635 Nursing Research

3 Units

This course examines concepts and issues related to evidence-based practice. The course focuses on the development and refinement of the directed project/research proposal. The proposal includes problem/purpose statements, literature review, measurement tools, work plan, timeline, method and evaluation (analysis/synthesis) plan.

NUR 639 Perspectives in Nursing Issues

3 Units

This course provides an analysis on socioeconomic trends and issues affecting nursing and health care. Bioethics, healthcare legislation, public policy and roles of professional organizations are examined. Nursing leadership tasks are explored in relation to group dynamics, values clarification, and ethical decision making. Pre-requisites: NUR 513, 522, 523, and 531; Co-requisite: NUR 514.

NUR 642 Understanding Race/Ethnicity and Cultural/Diversity in Health and Illness

3 Units

This course provides culturally sensitive approaches to providing nursing care. Focuses on socio-cultural factors and health disparities that influence health and illness and explores that impact in the use of health care resources. Pre-requisites: Admission and NUR 521; Co-requisites: NUR 528 and 532.

Mervyn M. Dymally School of Nursing

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