

School of Nursing

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The mission of the School of Nursing is to improve the health of individuals, families, and communities through innovation and collaboration in the integration of research, practice, and education. The School of Nursing prepares nurses to meet the challenges of health care in the twenty-first century. Our philosophy includes beliefs about nursing, nurses, consumers, environments, health, unification, and the educational process.

We believe the profession of nursing has as its essence assisting people to attain and maintain optimal health and to cope with illness and disability. Nursing derives its rights and responsibilities from society and is, therefore, accountable to society as well as to the individuals who comprise it. The nurse functions as a caring professional in both autonomous and collaborative professional roles, using critical thinking, ethical principles, effective communications and deliberative action to render holistic care, facilitate access to health care, and aid consumers in making decisions about their health.

The consumer of nursing care may be an individual, family, group, community, or society, who all have diverse and changing needs. We believe the consumer is self-determining and has the right to an informed choice about health. All actual consumers and potential consumers, including those who are disenfranchised from the health care system, have the right of access to health care.

Environment has a significant impact on health. Any setting in which consumers function is an appropriate environment for nursing practice. Nurses must be active in social, political, and economic arenas to shape policy that creates optimal environments for maximizing health.

Health is a subjective state which includes well-being; optimal functioning in all dimensions of life: biological, psychological, social, cultural, and spiritual; effective response to a continually changing environment; and

achievement of personal potential. Health is affected by illness, disability, and dysfunction. Consumers ultimately define health for themselves and make decisions regarding it.

At the School of Nursing, faculty and learners function from the perspective of the Unification Model. Nursing practice, education, and research are the three interdependent elements of this model, each element enhancing the others. Unification embodies both a philosophical approach and an organizational structure which promotes and facilitates faculty practice and strengthens operational interdependence among practice, education, and research. Research strengthens education and practice through development of the nursing knowledge base. Practice enriches both research, through generation of questions, and education, through continual application of scientific knowledge. Education empowers nurses for leadership in professional practice and research. The interaction of these elements benefits the consumer through enhancement of the quality of nursing care.

The educational climate of the School of Nursing enhances respect, collaboration, and support among learners and faculty. Learners in the School of Nursing study the scientific and theoretical dimensions of their discipline in the context of a strong liberal arts background. A rigorous professional education with the breadth and perspective of the arts and sciences prepares leaders in nursing who shape current and future responses to ethical, political, economic, health, and nursing issues. Critical thinking and decision making are basic to the delivery of health care. Consistent with the University's mission, the School of Nursing fosters individuality, self-direction, scholarship, and commitment to lifelong learning. Continued professional learning opportunities assist nurses in developing professional expertise. Creative, flexible programming in education is essential to meet the diverse and changing needs of both the learners and the nursing profession.

Programs of the School of Nursing are registered with the State Education Department of the University of the State of New York, Professional Education, West Wing Education Building, Washington Avenue, Albany, NY 12234, (518) 486-2967. Baccalaureate and master's programs are accredited by the National League for Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York, NY 10006, (212) 363-5555, ext. 153. Nursing students and graduates are eligible for membership in nursing organizations such as the American Nurses' Association, the National League for Nursing, Sigma Theta Tau (the nursing honor society), and others, including specialty groups.

REQUIREMENTS FOR THE DEGREE BACHELOR OF SCIENCE

The curriculum is designed to be more responsive to adult learners, and this is the focus of the baccalaureate nursing program.

Students are assigned an advisor when they are admitted to the University. The advisor assists students in planning an academic program to fulfill graduation requirements; counsels students concerning coursework and progression in the program; and provides resource information as needed by the individual student.

In addition to the specific courses stipulated in the degree program, students must satisfactorily complete the following:

1. A minimum total of 128 semester hours, or equivalent, of acceptable and satisfactory academic work.
2. A cumulative grade-point average of at least 2.0 for all courses taken for credit at the University of Rochester. The APNN-BS program requires a minimum grade of 73 (C /2.0) in all required courses.
3. A minimum of 32 hours of coursework at the School of Nursing for R.N. programs (49 credit minimum for accelerated programs for non-nurses).

In compliance with New York State regulations, immunization updates are required annually for all students in health profession programs. For students taking evening courses, escort services are available to transport students to University parking lots.

Additional information about the nursing curriculum and an application may be obtained by contacting: Student Affairs Office, University of Rochester School of Nursing, Box SON, 601 Elmwood Avenue, Rochester, NY 14642-8402; (585) 275-2375; www.son.rochester.edu.

PROGRAMS

Accelerated Programs for Non-Nurses Requirements

Students apply to either the one-year Accelerated Bachelor's Program for Non-Nurses (generalist preparation and eligibility to complete registered nurse licensure) or the three-year Accelerated Master's Program for Non-Nurses (additional nurse practitioner preparation in one of these specialty areas: adult, family, gerontological, pediatrics or pediatrics with behavioral mental health specialization, psychiatric/mental health—adult/family, acute care, and psychiatric/mental health—child/adolescent).

GENERALIST CURRICULUM (49 CREDITS FOR 1,275 CLOCK HOURS OF EDUCATION)

- Theory: 35 credits theory = 35 credits x 1 clock hour/wk x 15 wks/semester = 525 hours didactic education
- Laboratory: 3 credits lab = 3 credits x 2 clock hours/wk x 15 wks/semester = 90 hours laboratory
- Clinical: 1 credit clinical = 11 credits x 4 clock hours/wk x 15 wks/semester = 660 hours clinical

Prerequisites

- Non-nursing bachelor's degree with preferred GPA 3.0/4.0
- Anatomy and Physiology
- Microbiology
- Growth & Development
- Nutrition
- Statistics

Semester I—Summer (17 credits)

- NUR 370 Pathophysiology/Pharmacology (6 credits: 6 theory credits)
- NUR 362 Comprehensive Health Assessment of the Individual (3 credits: 2 theory credits; 1 lab credit)
- NUR 372 Therapeutic Interventions I (4 credits: 1 theory credit; 2 clinical credits; 1 lab credit)
- NUR 373 Nursing Science (2 credits: 2 theory credits)
- NUR 378 Genetics (2 credits: 2 theory credits)

Semester II—Fall (16 credits)

- NUR 374 Childbearing/Childrearing (7 credits: 4 theory credits; 3 clinical credits)
- NUR 375 Psychiatric Mental Health (4 credits: 2 theory credits; 2 clinical credits)
- NUR 301 Principles and Application of Evidence for Nursing Practice (4 credits: 4 theory credits)
- UR 376 Therapeutic Interventions II (1 credit: 1 lab credit)

Semester III—Spring (16 credits)

- NUR 371 Management of Care (4 credits: 3 theory credits; 1 clinical credit)
- NUR 377 Adult and Home Nursing (7 credits: 4 theory credits; 3 clinical credits)
- NUR 355 Contexts of Health (4 credits: 3 theory credits; 1 clinical credit)
- NUR 403 Ethics & Public Policy (4 credits: 4 theory credits)
- NUR 378 Genetics (2 credits: 2 theory credits)
- NUR 379 Nursing Integration (1 credit: 1 theory credit)

SPECIALIST CURRICULUM

The specialist component consists of the existing master's curriculum and is composed of

- Professional core courses developed to provide common substantive areas of study for students from different clinical components
- Clinical specialty courses relating more directly to one or more clinical specialties
- Restricted and free electives
- Thesis (Plan A) and non-thesis (Plan B) options. Students must elect either Plan A (Thesis) or Plan B (Comprehensive Examination) as part of their program of study. Thesis option (Plan A)—NUR 495 is a 6-credit course and pertains to preparation for and completion of the master's thesis. Students who elect to complete a thesis register for NUR 495, and they move through the various stages of preparation of the thesis. Students who elect to complete a thesis can waive NUR 406 in lieu of 3 of the 6 required credits. In the non-thesis option (Plan B), Comprehensive Exam, successful completion of a written comprehensive examination will demonstrate students' abilities to integrate knowledge gained through individual courses into critical thinking as Advanced Practitioners. Students are responsible for designing degree plans that meet degree requirements.

Before beginning M.S. clinical courses, students must pass NCLEX and have a minimum GPA of 2.5.

Part-time study is available.

R.N. to B.S. Program Requirements

ARTS AND SCIENCES COURSES (64 CREDITS)

- Humanities (e.g., English, fine arts, language, philosophy, religion, history)—9–12 credits (*three college-level courses*)
- Natural sciences (e.g., chemistry, biology, microbiology, anatomy, physiology, physics, geology, environmental sciences)—12–16 credits (*four college-level courses*)

- Social sciences (e.g., psychology, sociology, anthropology, human development, economics, statistics)—12–16 credits (*four college-level courses; statistics required*)
- Free electives (non-nursing)—to total 64 arts and sciences credits

NURSING COURSES (64 CREDITS)

First 32 credits awarded automatically upon matriculation for all nursing coursework from an accredited diploma or associate's degree program.

Final 32 credits (residency requirement):

Four core courses—4 credits each (primarily online)

- NUR 301 Principles and Application of Evidence for Nursing Practice
- NUR 353 Health Policies and Decision Making in Health Care Systems
- NUR 354 Concepts of Leadership and Management
- NUR 355 Contexts of Health Care

Portfolio Seminars—1 credit each

- NUR 351 Portfolio Seminar I (taken at the beginning of program)
- NUR 352 Portfolio Seminar II (taken at the completion of program)
- It is possible to gain an additional 1–6 credits for prior learning/life experience documented during the portfolio seminars.

Nursing electives (8–14 credits)

R.N. to B.S. to M.S. Program Requirements

A combined baccalaureate-master's degree program in nursing is available for select registered nurses with well-defined career goals.

Requirements vary by master's specialty (the following M.S. nurse practitioner preparation programs: Adult N.P., Family N.P., Gerontological N.P., Acute Care N.P., Care of Children and Families/Pediatric N.P., Care of Children and Families/Pediatric N.P. with Behavioral Mental Health N.P. option, Care of Children and Families/Pediatric N.P. with Neonatal N.P. option, Psychiatric/Mental Health N.P.—Adult/Family or Child/Adolescent). The arts and sciences requirements are the same as those in the R.N. to B.S. program. Two of the four core R.N. to B.S. nursing courses are replaced by graduate-level courses. Nursing elective requirements vary from 0–4 credits. For more information about this program, please contact the Office of Student Affairs, (585) 275-2375.

COURSES OF INSTRUCTION

Definitive course listings are published before each semester. Courses listed here carry 4 credit hours unless otherwise noted. Following are some of the recent or planned offerings.

301. Principles and Application of Evidence for Nursing Practice. This course provides an introduction to evidence-based practice and the critical appraisal of best evidence literature. Students learn to formulate clinical questions in answerable format, search

for and identify best evidence, and appraise that evidence for rigor and applicability to the clinical problem. Best evidence consists of pre-appraised individual studies and overviews. Basic principles of scientific inquiry, quantitative and qualitative research methods, and research ethics are introduced in the context of clinically relevant research. (Fall and Spring)

311. Statistics for Health Sciences.

This course is an introduction to the basic techniques of statistical analysis with particular application to the health science research. Topics include levels of data measurement, descriptive statistics and data display; probability, significance, power, and parameter estimation; and hypothesis testing as inferential techniques. With the use of statistical software, the student develops the ability to choose and conduct appropriate statistical tests for the analysis of simple data sets and ability to interpret the results of those analyses. Statistical techniques introduced are correlation, regression, Chi-square, t-test, analysis of variance, logistic regression, and confidence limit estimation. (Fall)

351. and 352. Portfolio Seminar I and II.

Credit—1 hour each. The purpose of the portfolio seminars is to use a self-reflective process to document college-level learning that students have achieved through past personal and professional experiences. Adult and self-directed learning theories are used to help students demonstrate prior learning and to document this learning in measurable ways that may translate into elective credits within a program of study. Students are assisted in creating individualized plans with supporting documentation that facilitates completion of R.N. to B.S. program requirements and positions them for future professional development. Upon completion of the Portfolio Seminars, there is the option of 1–6 additional elective credits awarded upon completion of variable credit petitions documenting learning outcomes. (Fall, Spring, and Summer)

353. Health Policies and Decision Making in Health Care Systems.

This course provides an overview of decision-making processes used by professional nurses at the individual client and population levels. Strategies to affect health care policy decisions which shape health care systems are considered. Contemporary social and ethical issues as well as appropriate professional nursing roles are examined using concepts and principles of ethical decision making, human diversity, global health care, and epidemiology. The impact of information and health care technologies on nursing care are discussed. (Fall).

354. Concepts of Leadership and Management.

This course provides an introduction to the fundamental principles of leadership and management pertinent to health care. Concepts and tools necessary for succeeding in a nursing leadership role in complex organizations are analyzed and applied. Students acquire a familiarity with performance improvement processes through

discussion and class assignments. A field experience is required. (Spring)

355. Contexts of Health Care. This course examines the changing context of health care systems and the settings in which services are provided. Forces affecting the delivery and utilization of health care services are examined. This course exposes students to a variety of health care systems and explores the environment in which nursing and health care is provided. Selected issues related to health service provision are examined including managed care, nursing case management, and collaborative community partnerships. A field experience is required. (Fall)

362. Comprehensive Health Assessment of the Individual.

Credit—3 hours. This course builds on the biopsychosocial sciences and focuses on techniques of history-taking and physical examination in a cross-cultural context. Using a systems approach, focused and comprehensive assessments of essentially well clients throughout the lifespan are addressed. Students describe findings and differentiate normal from atypical or abnormal. Diagnostic reasoning skills are developed through analysis of the assessment data. A laboratory/clinical experience provides opportunities for students to integrate communication, assessment, and problem-solving skills with fundamental nursing care procedures. Prerequisite: Anatomy and Physiology. (Spring and Summer)

370. Pathophysiology/Pharmacology.

Credit—6 hours. This course focuses on the physiologic changes that occur as a result of disease processes, the clinical manifestations indicative of altered health and the drug therapy used to treat or effect these disease processes. The course integrates anatomy, chemistry, microbiology, physiology, and pharmacology, and focuses on their application to clinical practice. (Summer)

371. Management of Care. This course prepares nurses to assume leadership roles by designing, managing, coordinating, and evaluating care in health care delivery systems. Content focuses on the role of the nurse leader in the care of populations and groups; planning and effecting change, quality improvement, securing and managing financial and human resources, developing effective teams and work groups, and utilizing informatics and other technology. Issues related to health service provision are examined including health care systems, population health programs, nursing case management, legal issues relative to nursing management, and selected professional concerns. This course includes clinical experience in clinical nursing leadership, case management, and other service delivery units. Pre- or co-requisite: NUR 301; co-requisite: NUR 374 and NUR 375, or NUR 377. (Spring)

372. Therapeutic Interventions I. Therapeutic Interventions I is a clinical nursing course. This course focuses on acquisition of fundamental nursing skills. It is designed to also provide the student the opportunity to incorporate concepts and skills learned in

Health Assessment in Health and Illness. It provides the student with a foundation for delivering therapeutic nursing care and interventions to individuals, families, and groups from diverse populations. In this course, the student applies this learning in various practice settings to care for diverse consumers including individuals and families desiring health promotion as well as those experiencing alterations in health. Pre- or co-requisites: Professional Rescuer Cardiopulmonary Resuscitation Certification and NUR 362. (Summer)

373. Nursing Science.

Credit—2 hours. The course introduces the student to multiple aspects of nursing including a historical and theoretical perspective of nursing, professional standards, utilization of the nursing process, critical thinking, and therapeutic communication skills in nursing practice. In addition, it provides a beginning foundation for evidence-based practice, epidemiologic concepts, leadership development, and a framework of interdisciplinary teamwork in health care settings. (Summer)

374. Women's Health, Neonatal and Pediatric Nursing.

Credit—7 hours. The student learns to use the nursing process to provide and evaluate care for individuals and families in the childbirth and childrearing stages of life. The student also learns about nursing role development as a collaborative interdisciplinary team member. This course provides nurses with a basic understanding of childbearing and pediatric nursing principles in a variety of clinical settings. Students are introduced to current research, theory, and biological foundations of childbirth and childrearing. The course content incorporates the American Nurses Association Standards of Practice, current treatment modalities, and legal implications of caring for pregnant women and children. Throughout the course, the role of the obstetrical and pediatric nurse is examined as the nursing process is applied to the care of patients bearing and raising children. Clinical experiences are coordinated in a variety of settings and offer students the opportunity to engage with clients and to interact with interdisciplinary teams in providing care. Pre-requisites: NUR 370, 362, 372, and 373. Pre- or co-requisite: NUR 301. (Fall and Spring)

375. Psychiatric Mental Health. The course provides students with a basic understanding of psychiatric and mental health nursing principles in a variety of clinical settings. Students are introduced to current research, theory, and biological foundations of mental disease and mental illness. The course content incorporates the American Nurses Association Standards for Practice, current treatment modalities, and legal implications of caring for mentally ill clients. Throughout the course, the role of the psychiatric nurse is examined as the nursing process is applied to the care of patients with psychiatric-mental health needs. Clinical experiences are coordinated in a variety of settings and offer students the opportunity to engage with clients and to interact with interdisciplinary teams in providing care.

Prerequisites: NUR 362, 370, 372, and 373. Pre- or co-requisite: NUR 301. (Fall)

376. Therapeutic Interventions II.

Credits—1 hour. This course focuses on the acquisition of selected complex nursing skills. Also provides students a laboratory foundation for delivering therapeutic nursing care and interventions to individuals that is applied to patients in concurrent or subsequent clinical specialty courses. Prerequisite: NUR 372. (Fall)

377. Adult and Home Nursing. Credits—7 hours. The student learns to use the nursing process to provide and evaluate culturally sensitive care for individuals and families experiencing adult health problems across diverse settings including home. The student also learns about nursing role development as a collaborative interdisciplinary team member. Students apply principles of evidence-based care in planning, providing, and evaluating

patient care outcomes. Clinical experiences are coordinated in a variety of settings and offer students the opportunity to engage with clients and interdisciplinary health care members to provide care across the health continuum. Pre- or co-requisites: NUR 374, 375, 376, and 301. (Fall and Spring)

378. Genetics. Credits—2 hours. This course provides nurses with basic information about the influences of genetics on human health and illness, practice in applying important tools for effective genetic nursing practice with consumers from various cultures and ethnic heritage, an arena for consideration of ethical and social implications of genetic knowledge, and experience in the use of printed matter and computers to support evidence-based health care and lifelong learning in applied human genetics. (Summer)

379. Nursing Integration. Credit—1 hour. This course provides a comprehensive review of nursing content areas and the application of the nursing process across specialties and settings. Selected nursing management concepts are examined. (Spring)

The following graduate course is open to undergraduates with permission of the instructor:

403. Ethics and Public Policy. This foundational course provides an overview of the structure, regulation, and financing of the health care system in the United States. Nursing's past and present contributions and its potential to shape future health care are evaluated. Contemporary health care and policy issues are examined using concepts and principles of planned change, ethical decision making, the policy process, and policy analysis. (Spring)