

# NURSING (NURS)

- NURS 10. Health Care: Issues and Delivery Systems. 3 Units**  
**General Education Area/Graduation Requirement:** GE AREA D  
 Explores the relationships between social, political and economic systems, and the health care and delivery systems currently operational in the U.S. today. Provides a format to debate current biomedical issues and explores crosscultural health practices. Lecture three hours.
- NURS 14. Pharmacology. 2 Units**  
**Prerequisite(s):** Entry level physiology course, such as BIO 25 or BIO 26  
 Basic principles of pharmacology with a focus on pharmacokinetics, pharmacodynamics and related therapeutic implications for major drug categories. May be taken by pre-nursing or non-nursing students. Lecture two hours.
- NURS 21. First Year Seminar: Becoming an Educated Person. 3 Units**  
**General Education Area/Graduation Requirement:** Understanding Personal Development (E)  
 Introduction to the nature and possible meanings of higher education, and the functions and resources of the University. Designed to help students develop and exercise fundamental academic success strategies and to improve their basic learning skills. Also provides students with an opportunity to interact with fellow students and the seminar leader and to build a community of academic and personal support.
- NURS 53. Paramedic Skills Part 1. 2 Units**  
**Prerequisite(s):** Admission to the Paramedic program  
**Corequisite(s):** NURS 51  
 Part 1 of foundational ALS skills content for pre-hospital care in the Emergency Medical System (EMS). Participants apply theoretical knowledge of Advanced Life Support in skills lab and simulated patient care experiences. Students will practice assessment and intervention of psychomotor skills for Advanced Life Support (ALS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Cardiac Life Support (PALS) and International Trauma Life Support (ITLS).
- NURS 54. Paramedic Skills Part 2. 3 Units**  
**Prerequisite(s):** Admission to the Paramedic program, NURS 51 & NURS 53  
**Corequisite(s):** NURS 52  
 Part 2 of foundational ALS skills content for pre-hospital care in the Emergency Medical System (EMS). Participants apply theoretical knowledge of Advanced Life Support in skills lab and simulated patient care experiences. This is the skills section of NURS 52. Students will practice assessment and intervention of psychomotor skills for Advanced Life Support (ALS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Cardiac Life Support (PALS) and International Trauma Life Support (ITLS).
- NURS 101. Nursing Care of Adults - Theory. 3 Units**  
**Prerequisite(s):** NURS 11, NURS 14, NURS 15, NURS 16.  
**Corequisite(s):** NURS 102.  
 Introduction and application of the nursing process in meeting the health needs of adult individuals who are experiencing mild to moderate stress as a result of acute and/or chronic health problems. The role of nurse assessment, planning outcome/goals, implementing, and evaluating response to treatment will be applied in the clinical setting.
- NURS 102. Nursing Care of Adults - Clinical. 2 Units**  
**Prerequisite(s):** NURS 11, NURS 14, NURS 15, NURS 16.  
**Corequisite(s):** NURS 101.  
 Introduction and application of the nursing process in meeting the health needs of adult individuals who are experiencing mild to moderate stress as a result of acute and/or chronic health problems. The role of the nurse in assessment, planning outcome/goals, implementing, and evaluating response to treatment is applied in the clinical setting. Students are required to integrate therapeutic and professional communication, nursing skills/assessment and content from NURS 101 lecture to care for diverse individuals.  
 Credit/No Credit
- NURS 103. Nursing Care of the Childbearing Family - Theory. 3 Units**  
**Prerequisite(s):** NURS 18, NURS 101, NURS 102, NURS 117, NURS 150 or instructor permission.  
**Corequisite(s):** NURS 104, NURS 105.  
 Applies theories from the physical, behavioral and social sciences to the health care consumer (HCC)/family, groups during the reproductive years. Focus is on HCC/family/groups' potential to adapt to the normal outcome of pregnancy and its predictable versus unpredictable health alterations.
- NURS 104. Nursing Care of the Childbearing Family - Clinical. 2 Units**  
**Prerequisite(s):** NURS 18, NURS 101, NURS 102, NURS 117, NURS 150 or instructor permission.  
**Corequisite(s):** NURS 103, NURS 105.  
 This experiential learning course allows the student to apply theories from the physical, behavioral and social sciences to the health care consumer (HCC)and/family, groups during their reproductive years. Focus is on the HCC and family groups' potential to adapt to the normal outcome of pregnancy and its predictable versus unpredictable health alterations.  
 Credit/No Credit
- NURS 105. Nursing the Childbearing Family: Assessment Skill Acquisition. 1 Unit**  
**Prerequisite(s):** NURS 18, NURS 101, NURS 102, NURS 117, NURS 150 or instructor permission.  
**Corequisite(s):** NURS 103, NURS 104.  
 Development of unique physical assessment and psychomotor skills used in the nursing care of infants and obstetric client in a community-based setting or on-campus laboratory. Three hours weekly.  
 Credit/No Credit
- NURS 106. Nursing Care of the Childrearing Family - Theory. 3 Units**  
**Prerequisite(s):** NURS 18, NURS 101, NURS 102, NURS 117, NURS 150 or instructor permission.  
**Corequisite(s):** NURS 107, NURS 108.  
 Study of child from birth through adolescence and the family in the community and acute care settings. Adaptations of the family and appropriate nursing interventions are studied within the context of the well, acutely ill and chronically ill child.
- NURS 107. Nursing Care of the Childrearing Family - Clinical. 2 Units**  
**Prerequisite(s):** NURS 18, NURS 101, NURS 102, NURS 117, NURS 150 or instructor permission.  
**Corequisite(s):** NURS 106, NURS 108.  
 Supervised practice in acute care, ambulatory care, and community pediatric settings that reinforce the study of the child from birth through adolescence and the family in the community and acute care settings. Adaptations of the family and appropriate nursing interventions are studied within the context of the well, acutely ill, and chronically ill child.  
 Credit/No Credit

**NURS 108. Nursing the Childrearing Family: Assessment and Skill Acquisition. 1 Unit**

**Prerequisite(s):** NURS 18, NURS 101, NURS 102, NURS 117, NURS 150 or instructor permission.

**Corequisite(s):** NURS 106, NURS 107.

Acquisition of knowledge and practice using tools and techniques for assessing the child and the family in a community-based setting or on-campus laboratory.

Credit/No Credit

**NURS 109. Mental Health Nursing - Theory. 3 Units**

**Prerequisite(s):** NURS 103, NURS 104, NURS 105, NURS 106, NURS 107, NURS 108 or instructor permission.

**Corequisite(s):** NURS 110.

Provides a theoretical basis for the nursing care of individuals who require nursing intervention to achieve and maintain mental health through adaptive processes. A variety of psychodynamic theories related to anxiety, interpersonal relationships, crisis intervention, and group process are discussed.

**NURS 110. Mental Health Nursing - Clinical. 2 Units**

**Prerequisite(s):** NURS 103, NURS 104, NURS 105, NURS 106, NURS 107, NURS 108, or instructor permission.

**Corequisite(s):** NURS 109.

The course includes a supervised practicum which incorporates therapeutic modalities. A variety of psychodynamic theories related to anxiety, interpersonal relationships, crisis intervention, and group process are discussed.

Credit/No Credit

**NURS 111. Introduction to Professional Nursing. 3 Units**

**Prerequisite(s):** Admission to Nursing program or instructor permission  
Provides a conceptual base for the practice of professional nursing. The changing and expanding roles of the professional nurse in the health care delivery system are explored, with an emphasis on professional behavior, ethics, evidence-based practice and informatics. Lecture three hours.

**Note:** may be repeated for credit

**NURS 112. Nursing Care Of Adults. 5 Units**

**Prerequisite(s):** Admission to the Nursing Program

**Corequisite(s):** NURS 111, NURS 113

Introduction and application of nursing concepts in meeting health needs of adults. Emphasis is placed on health promotion and disease management across the adult life span. Lecture three hours; laboratory six hours

**Note:** May be repeated for credit

**NURS 113. Professional Nursing Communication, Assessment and Skills. 4 Units**

**Prerequisite(s):** Admission to nursing program

**Corequisite(s):** NURS 111 and NURS 112

Apply nursing practice concepts in assessment, skills, and professional communication in the context of laboratory scenarios and field experiences across the lifespan. Laboratory twelve hours.

**NURS 119. Mental Health Nursing for the LVN 30-Unit Option. 4 Units**

**Prerequisite(s):** Microbiology with a lab, Physiology with a lab, and California licensure as a Vocational Nurse.

**Corequisite(s):** Nurs 123.

Theoretical basis for the nursing care of individuals who require nursing intervention to achieve and maintain mental health through adaptive processes. The course includes a supervised practicum which incorporates therapeutic modalities. A variety of psychodynamic theories related to anxiety, interpersonal relationships, crisis intervention, and group process are discussed.

**NURS 120. Nursing Application of Research and Critical Analysis. 3 Units**

**Prerequisite(s):** NURS 111, NURS 112, NURS 113 or instructor permission

**General Education Area/Graduation Requirement:** Understanding Personal Development (E), Writing Intensive Graduation Requirement (WI)  
Evaluation and application of research to nursing practice. Emphasis is placed on utilization of evidence to improve quality and safety in healthcare and advance nursing practice. Students will develop an understanding of themselves as beginning professionals, analyze their own reasoning skill, and develop logical processes for integration of research into practice. Lecture three hours. Writing Intensive.

**Note:** May be repeated for credit

**NURS 121. Nursing Family Complex Illness - Theory. 3 Units**

**Prerequisite(s):** NURS 18, NURS 101, NURS 102, NURS 117, or instructor permission.

**Corequisite(s):** NURS 122.

Provides students with the opportunity to apply the nursing process through planning, implementing, and evaluating care of individuals and families experiencing complex illness. The focus is on synthesizing data from multiple sources and formulating nursing actions based on physiological and psychological alterations for the purpose of improving the individual family's level of health.

**NURS 122. Nursing Families in Complex Illness-Clinical. 3 Units**

**Prerequisite(s):** NURS 18, NURS 101, NURS 102, NURS 117, or instructor permission.

**Corequisite(s):** NURS 121.

Provides students with the opportunity to apply the nursing process through planning, implementing, and evaluating care of individuals and families experiencing complex illness. In the clinical setting, students are required to integrate therapeutic/personal communications skills and nursing skills learned in prerequisite courses together with content from NURS 121 lecture, skills lab, and simulation to care for individuals/families that are critically ill in acute care units, various ICU settings, the Emergency Department, and the Post Anesthesia Care Unit.

**NURS 123. Nursing Families in Complex Illness. 6 Units**

**Prerequisite(s):** NURS 111, NURS 112 and NURS 113; or instructor permission.

Provides students with the opportunity to learn and apply nursing concepts through the care of individuals and families experiencing complex illness across the adult lifespan. The focus is on skill development and the synthesis of data from multiple sources to formulate nursing interventions. Lecture three hours; laboratory six hours.

**Note:** May be repeated for credit

- NURS 124. Community Health Nursing - Theory. 3 Units**  
**Prerequisite(s):** NURS 109, NURS 110, NURS 121, NURS 122.  
**Corequisite(s):** NURS 125.  
 The contemporary role of the community health nurse is presented within a public health framework, emphasizing the concept of community as client. Didactic content and nursing interventions are related to groups and aggregates that are identified as being at high risk for the development of health problems, as well as assessment of and interventions with communities at risk.
- NURS 125. Community Health Nursing - Clinical. 2 Units**  
**Prerequisite(s):** NURS 109, Nurs 110, NURS 121, NURS 122.  
**Corequisite(s):** NURS 124.  
 The Community/Public Health Nursing clinical experience is designed to be taken concurrently with the theory portion of the course (NURS 124). The clinical experience is centered on: (1) case management of clients receiving services from a community agency, (2) allied clinical experiences, and (3) community assessment, planning and teaching additional activities such as attendance at PHN meetings, participation in disaster planning, and exposure to community clinics and resources may be available to supplement the clinical experience.  
 Credit/No Credit
- NURS 129. Mental Health Nursing. 5 Units**  
**Prerequisite(s):** NURS 111, NURS 112 and NURS 113; or instructor permission  
 Provides an overview of multidimensional factors, perspectives, and approaches associated with mental health across the lifespan. Mental health concepts and interventions are applied across multiple settings. Lecture three hours; laboratory six hours.  
**Note:** May be repeated for credit
- NURS 133. Leadership and Management for the LVN to RN. 2 Units**  
**Prerequisite(s):** Microbiology with a lab; Physiology with a lab; NURS 119 and NURS 123  
**Corequisite(s):** NURS 137 and NURS 138  
 This course is designed to present leadership and management skills for the Licensed Vocational Nurse transitioning to the Registered Nurse role. The principle and processes of administration, management, and supervision will be discussed within an organizational framework. Lecture two hours.
- NURS 136. Nursing Laboratory for the Childbearing Family. 1 Unit**  
**Prerequisite(s):** NURS 120, NURS 123 and NURS 129, or instructor permission  
**Corequisite(s):** NURS 137  
 Application of skills and assessment in the care of the childbearing family and women experiencing reproductive health changes across the lifespan.  
 Credit/No Credit
- NURS 137. Nursing the Childbearing Family. 5 Units**  
**Prerequisite(s):** NURS 120, NURS 123 and NURS 129 or instructor permission.  
**Corequisite(s):** NURS 136.  
 Application of nursing concepts in the care of the childbearing family and women experiencing reproductive health changes across the lifespan. Lecture three hours; laboratory six hours.  
**Note:** May be repeated for credit
- NURS 138. Nursing the Childrearing Family. 5 Units**  
**Prerequisite(s):** NURS 120, NURS 123, NURS 129, or instructor permission  
**Corequisite(s):** NURS 139  
 Introduction and application of nursing concepts in meeting health needs of the child from birth through adolescence. Emphasis is placed on health promotion and disease management within the context of the family and applied across multiple settings. Lecture three hours; laboratory six hours.  
**Note:** May be repeated for credit
- NURS 139. Nursing Laboratory for the Childrearing Family. 1 Unit**  
**Prerequisite(s):** NURS 120, NURS 123, NURS 129, or instructor permission  
**Corequisite(s):** NURS 138  
 Acquisition of knowledge and practice using tools and techniques for assessing the child and the family in a variety of settings. Laboratory three hours.  
**Note:** May be repeated for credit  
 Credit/No Credit
- NURS 143. Leadership and Management in Nursing Practice. 3 Units**  
**Prerequisite(s):** NURS 136, NURS 137, NURS 138, and NURS 139, or instructor permission.  
 Integration of leadership and management principles to promote health across the lifespan and care settings. Application of leadership and management principles in the examination of organizational structures, processes, and approaches to quality and safety concepts in health care systems and practice environments. Emphasis will be placed on career development and transition to professional practice.  
**Note:** May be repeated for credit. Lecture three hours.
- NURS 144. Community Health Nursing. 5 Units**  
**Prerequisite(s):** NURS 136, NURS 137, NURS 138, and NURS 139, or instructor permission.  
 Contemporary role of the community health nurse is presented within a public health framework, emphasizing the concept of community as client. Presents nursing interventions related to groups and aggregates identified as high risk for the development of health problems. Clinical experience is provided across community settings. Lecture and clinical hours.  
**Note:** May be repeated for credit
- NURS 145. Clinical Leadership and Professional Role Development. 6 Units**  
**Prerequisite(s):** NURS 136, NURS 137, NURS 138, NURS 139 or instructor permission.  
**Corequisite(s):** NURS 144.  
 The purpose of this culminating senior practicum is to facilitate the transition of the nursing student into the role of a professional BSN graduate nurse. The course will integrate the theoretical and clinical nursing concepts acquired throughout the curriculum into a precepted senior practicum. Students will apply principles of clinical nursing, nursing management and nursing leadership in a selected clinical setting.  
 Credit/No Credit

- NURS 160. Human Sexuality. 3 Units**  
**General Education Area/Graduation Requirement:** Understanding Personal Development (E)  
 Designed to explore the physiological, sociological, and psychological components of human sexuality in a sufficiently detailed manner so that the myth and confusion enveloping this needlessly hypersensitive subject can be dispelled. Hopefully, students will be able to integrate these components in a meaningful pattern into their own lives and will be not only better able to understand and accept their own sexual needs and behavior but also, at the same time, will be more accepting and understanding of persons whose sexual attitudes and behavior might differ from their own. Lecture three hours.
- NURS 167. Women's Health. 3 Units**  
 Designed for people seeking knowledge about women's health, women's health risks, and the delivery of traditional and non-traditional medical interventions for the maintenance of health and management of illness. Covers the physiological and psychological components of women's health. The leading acute and chronic illnesses which affect women are introduced. Discussions include: means of sustaining a wellness lifestyle; identification, management and consultation for acute and chronic illness; normal physiological life changes and adaptations to aging; mind/body connection in the control of health and illness; pharmacology and drug therapy for women; health management for infants and children; access and control of care for women in traditional and non-traditional health settings; and research in women's health. Lecture-discussion three hours.
- NURS 168. The Brain and Gender-Related Differences. 3 Units**  
**General Education Area/Graduation Requirement:** Further Studies in Area B (B5)  
 Gender-related differences which are mediated by the brain are examined from the theoretical framework of evolution. The place of molecular genetics, hormone physiology, neural function, biomedical research, human development, personality theory and research, and crosscultural research are studied in an attempt to understand the processes that affect sex differences. Gender-related differences in normal and abnormal behavior resulting from chronic and acute disease, and pathological states, will be introduced. The student should acquire the fundamentals of a scientific understanding of gender-related differences between humans, and an appreciation of the unique role the brain plays in the mediation of these differences.
- NURS 170. Foundations for Evidence-Based Nursing Practice. 3 Units**  
**Prerequisite(s):** Acceptance into the RN to BSN Program or instructor permission.  
 This course provides an overview of nursing research and application to practice. Students will identify components of evidence-based practice and develop skills in critiquing research and in professional writing.
- NURS 171. Transitional Concepts: The Baccalaureate Nurse. 6 Units**  
**Prerequisite(s):** NURS 170, may be taken concurrently.  
 This course expands students' knowledge of theories, concepts, and social issues which have implications for nursing practice. Assignments and experiences are designed to transition the RN to the baccalaureate level of proficiency.
- NURS 171A. Transitional Concepts: The Baccalaureate Nurse Role. 3 Units**  
**Prerequisite(s):** NURS 170, may be taken concurrently  
 This course expands students' knowledge of theories, concepts, and social issues which have implications for the role of the nurse in any professional setting. Assignments and experiences are designed to transition the RN to the baccalaureate level of proficiency.
- NURS 171B. Transitional Concepts: The Client Lifespan. 3 Units**  
**Prerequisite(s):** NURS 170, may be taken concurrently  
 This course expands students' knowledge of theories, concepts, and social issues which have implications for health across the lifespan. Assignments and experiences are designed to transition the RN to the baccalaureate level of proficiency.
- NURS 173. Theoretical Foundations for Leadership and Management. 6 Units**  
**Corequisite(s):** NURS 171.  
 Designed to enhance leadership skills. Provides the theoretical framework for management in multiple settings. Facilitates the transition of the registered nurse for role attainment in leadership and management. Theories of leadership, organization and change as they relate to the principles and processes of administration, management, and supervision will be applied in an organizational setting. Principles of leadership will be applied to select clinical situations and students will assess an issue within a community setting or organization. Clinical three hours; lecture three hours.
- NURS 173A. Theoretical Foundations for Leadership. 3 Units**  
**Prerequisite(s):** NURS 170, may be taken concurrently  
 This course provides the theoretical foundations for leadership across multiple settings. Theories related to the principles and processes of leadership will be applied to select practice experiences.
- NURS 173B. Theoretical Foundations for Management. 3 Units**  
**Prerequisite(s):** NURS 170, may be taken concurrently  
 This course provides the theoretical foundations for management across multiple settings. Theories related to the principles and processes of management will be applied to select practice experiences.
- NURS 174. Community Health Nursing: Concepts and Practice. 4 Units**  
**Prerequisite(s):** NURS 170, may be taken concurrently.  
 This course presents the role of the community health nurse within a public health framework and examines public health systems, policies, and socioecological factors that shape the health of individuals, groups, and communities. Students will be introduced to principles of population health, epidemiology, disease prevention, and health promotion, to plan community health nursing interventions.
- NURS 174C. Community Health Nursing: Clinical Elective. 2 Units**  
**Prerequisite(s):** NURS 170 and NURS 174, both may be taken concurrently.  
 In this course students will integrate and apply knowledge of population-based nursing and evaluate the role of the community health nurse in various systems. Students will provide care to individuals, families, or communities within a public health framework. This course meets the California BRN clinical requirements for the Public Health Nurse Certificate.
- NURS 178. Culminating Project. 3 Units**  
**Prerequisite(s):** Completion of 19 units in the program or instructor permission.  
 Students will apply leadership and management principles within a community to determine a defined need or issue, identify goals to meet or solve the issue, and complete the culminating project based on previous course work.



**NURS 179. Professional Communication and Reasoning Development.****3 Units**

**Prerequisite(s):** NURS 170, may be taken concurrently; and either instructor permission or a passing score on the Writing Proficiency Exam.

**General Education Area/Graduation Requirement:** Writing Intensive Graduation Requirement (WI), Understanding Personal Development (E)

This course is designed to assist RN to BSN students in increasing communication and leadership skills involved in professional practice. Students will develop an understanding of themselves as professionals through self-reflection and analysis of their own reasoning skills. Writing Intensive.

**NURS 194. Work Study in Nursing.****1 - 12 Units**

**Prerequisite(s):** NURS 120, NURS 123 and NURS129; School of Nursing faculty recommendation; Instructor permission; Minimum 2.5 GPA

**Corequisite(s):** Enrollment in undergraduate nursing program  
Nursing students participate in clinical nursing experiences that reflect the realities of the healthcare environment and have opportunity to master learned skills.

**Note:** May be repeated for credit

Credit/No Credit

**NURS 195. Field Study.****1 - 6 Units**

**Prerequisite(s):** Instructor permission.

Guided study and experience in a specified nursing area.

Credit/No Credit

**NURS 199. Special Problems.****2 Units**

Individual projects and directed reading for students who are competent to assume independent work. Admission to this course requires approval of faculty member under whom the independent work is to be conducted. Credit/No Credit

**NURS 209. Advanced Role Development in Nursing.****3 Units**

**Prerequisite(s):** Admission to Graduate Program.

Students will explore emerging issues in healthcare and consider how these issues shape their practice. Through examination of current issues and challenges confronting the nursing profession, analysis of the literature, examination of personal values, rights, and obligations, and the application of ethical decision-making processes, students' ability to engage in ethical discussions will be enhanced, as will their ability to provide professional leadership.

**Note:** Satisfies the GWAR requirement.

**NURS 210. Research as the Foundation for Advanced Nursing.****3 Units**

**Prerequisite(s):** Admission to the graduate program for nursing  
Participants will explore nursing research as the foundation for clinical and organizational decision making. Content will include understanding key elements of evidence-based practice, developing skills to access data bases in nursing and healthcare, evaluation of evidence in nursing including published nursing research, problem identification within the practice setting, and incorporation of evidence in initiating change and improving clinical practice.

**NURS 213. Seminar in Organizational and Systems Leadership.****3 Units**

**Prerequisite(s):** NURS 209 and NURS 210, and 21 units of graduate coursework.

This course requires that students operationalize knowledge, skills, and dispositions acquired in previous courses. Students will identify contemporary healthcare issues and apply graduate core competencies to guide nursing praxis in the planning, implementation and evaluation of quality healthcare for individuals, families, groups and communities.

**NURS 213C. Seminar in Specialized Nursing Processes: School Nursing I.****4 Units**

**Prerequisite(s):** Admission to School Nurse Credential Program.

Provision and application of concepts needed for nursing practice in the schools. Focuses on the three major competencies of school nursing practice: providing health and wellness services, providing direct client care services for school age children (pre-k through age 22), and professional management of school nursing services. Emphasis is on the foundations of school nursing practice, legal and ethical issues, special education services, and management of episodic illness and chronic health conditions.

**NURS 213D. Seminar in Specialized Nursing Processes: School Nursing II.****4 Units**

**Prerequisite(s):** NURS 213C.

Provision and application of concepts needed for nursing practice in the schools. Focuses on the three major competencies of school nursing practice: providing health and wellness services, direct client care services for school age children (pre-k through age 22), and health service program coordination and management. Emphasis is on ethical issues and federal laws addressing education for students with disabilities, health promotion programs, issues of adolescent health, and behavior assessment and management including considerations for students receiving special education services.

**NURS 214. Educational Program Development in Nursing.****3 Units**

**Prerequisite(s):** NURS 209 and NURS 210 or instructor's permission

Introduction to curriculum development and instructional design concepts in preparation for the role of educator in an educational institution or health care setting. Emphasis will be on instructional design, instructional strategies, and measurement of learner outcomes. Lecture three hours.

**Note:** FOCUS alternates between K-12 and higher education.

**NURS 214C. Educational Program Development in Nursing II.****3 Units**

**Prerequisite(s):** NURS 214B.

**Corequisite(s):** NURS 294C.

Introduction to curriculum development and instructional design concepts in preparation for the role of educator in an educational institution or health care setting. Continues emphasis on instructional design, related to curriculum development and implementation, and to program evaluation. Lecture three hours.

**Note:** FOCUS alternates between K-12 and higher education.

**NURS 215. Community Health Services and Policy.****3 Units**

**Prerequisite(s):** NURS 209 and NURS 210, or instructor's permission

Examines issues of health policy, financing, and the organization and delivery of health services at the local, national, and global levels. Health promotion will be defined and the influence of community on the individual, group, and family's health will be explored. Epidemiological data bases will be identified. These data bases will be critiqued and used to develop a health promotion program.

**NURS 216. Vision and Scoliosis Screening.****1 Unit**

Theory and practice of detecting idiopathic scoliosis, and visual disorders resulting from inadequate refraction, ocular mal-alignment, and color deficiency in the school setting. The pathophysiology of said conditions will be presented, the nursing role delineated, and opportunities for paired screening practice provided.

**NURS 230. Advanced Concepts in Pathophysiology. 3 Units**

Seminar designed to promote the understanding and application of fundamental disease processes and physiological principles in cross-clinical settings for the purpose of improving nursing assessments and patient care management. Lecture three hours.

**NURS 231. Pharmacology for Advanced Practice. 3 Units**

Conceptual and systematic study of pharmacodynamics, pharmacokinetics, pharmacoeconomics and therapeutic implications for healthcare practitioners. Efficient use of traditional and web based pharmaceutical resources is encouraged. Designed to meet Board of Registered Nursing requirements for prescriptive privileges. Requires familiarity with disease process. Lecture three hours.

**NURS 232. Advanced Physical Assessment Across the Lifespan. 3 Units**

**Prerequisite(s):** NURS 209 and NURS 210.

Advanced concepts and skills in health and physical assessment are essential to the clinical decision making and caring process for the nurse in advanced practice and leadership roles. The emphasis is on eliciting an accurate and thorough history considering the client's multiple dimensions, development of advanced physical examination skills and the development of documentation skills to provide a database for continuous improvement of nursing practice.

**Note:** Availability of a stethoscope is required. Individual practice outside of class is required.

**NURS 232A. Advanced Physical Assessment: Infant, Child, Adolescent. 3 Units**

**Prerequisite(s):** Instructor permission.

Seminar designed to present techniques related to the physical assessment, in the school or home setting, of the child, age birth through 18 years. Emphasis is on the common morbidities and mortalities of these age groups including interrelationship of the physical, emotional and socioeconomic causes of health problems and illnesses. Availability of an otoscope and stethoscope required. Individual practice required outside of class. Lecture three hours.

**NURS 292A. Practicum in Specialized Nursing Processes: Clinical Consultant in the Advanced Practice Role. 3 Units**

**Prerequisite(s):** NURS 210A, NURS 212, NURS 213, NURS 215 and NURS 293 and instructor permission.

Supervised field experience in the advanced practice role of clinical consultant in the management of client symptoms, functional problems, and risk behavior. Evaluates health problems, etiologies, conditions, and the context in which problems occur in order to formulate appropriate interventions.

Credit/No Credit

**NURS 293. Practicum in Organizational and Systems Leadership. 3 Units**

**Prerequisite(s):** NURS 209, NURS 210, NURS 214, NURS 230, NURS 231, NURS 232, and instructor permission.

**Corequisite(s):** NURS 213.

This course provides supervised field experience to provide the student with an opportunity to apply theoretical concepts from NURS 213 in a clinical practice setting focusing on the care of adult clients. The emphasis of this experience will be to application of graduate core competencies to guide leadership in nursing praxis in the planning, implementation and evaluation of quality healthcare for individuals, families, and groups.

Credit/No Credit

**NURS 293D. Practicum in Specialized Nursing Processes: School Nursing. 4 Units**

**Prerequisite(s):** NURS 213C.

**Corequisite(s):** NURS 213D.

Application of a planned sequence of supervised clinical experiences in one or more California public school districts offering nursing services to infants, children and adolescents for the purpose of developing a clinical leadership role in school nursing. Focuses on the three major competencies of school nursing practice: providing health and wellness services, providing direct client care services for school age-children (pre-k through age 22, including students with special health care needs), and professional management of school nursing services.

Credit/No Credit

**NURS 294. Practicum in Educational Program Development in Nursing. 3 Units**

**Prerequisite(s):** NURS 214, may be taken concurrently.

Opportunity for analysis and synthesis of concepts of management and leadership in an educational setting while practicing the role of a nursing educator.

Credit/No Credit

**NURS 295. Field Study. 1 - 6 Units**

Experiences in an off-campus facility are provided for the continued development of clinical or functional role skills. Each student spends 45 hours per unit. Field study is not designed to be used in lieu of regularly scheduled practicums. Enrollment in NURS 295 requires permission of a faculty member who will serve as sponsor and coordinator of the experience.

Credit/No Credit

**NURS 299. Special Problems. 1 - 3 Units**

Individual research, study, and directed reading in an area not directly covered in the Division's core courses, role preparations or electives. Students pursue a particular course of study on a one-to-one basis with a faculty member. Educational objectives must be specified in advance.

Credit/No Credit

**NURS 500. Culminating Experience. 3 Units**

**Prerequisite(s):** Advanced to candidacy for the Master's degree and must be in the final semester of the program.

The Culminating Experience is in the form of a comprehensive examination. The comprehensive examination is an original scholarly paper that reflects an in-depth problem-solving proposal or a business proposal. Students that wish to do a thesis or project as the culminating experience must petition the Division of Nursing Graduate Committee and will be approved on an individual basis.