

NURSING

College of Health and Human Services

School of Nursing Mission and Vision

The School of Nursing (SON) prepares nurses to lead diverse individuals, families, and communities in achieving optimal health through nursing science, collaborative practice, advocacy, and service.

The School of Nursing transforms health care through innovative nursing education, community partnerships, and policy engagement. We believe that the SON serves its students and the society at large by creating an environment in which faculty and students pursue the knowledge of nursing practice guided by the following core values:

- caring;
- integrity;
- advocacy;
- collaboration;
- inclusion;
- equity; and
- leadership.

Degree Programs

BS in Nursing (Pre-Licensure) (<https://catalog.csus.edu/colleges/health-human-services/nursing/bachelor-of-nursing-pre-licensure/>)

LVN 30 Unit Option Non-Degree Program (https://catalog.csus.edu/colleges/health-human-services/nursing/lvn30_unitoption/)

MS in Nursing (<https://catalog.csus.edu/colleges/health-human-services/nursing/ms-in-nursing/>) - generic and school nurse (call school for information/status on generic MSN)

RN-BSN and ADN-BSN Collaborative Tracks (<https://catalog.csus.edu/colleges/health-human-services/nursing/rn-bsn-and-adn-bsn-collaborative-tracks/>) (planned suspension)

RN-BSN (Track B) (<https://catalog.csus.edu/colleges/health-human-services/nursing/rn-bsn-track-b/>)

School Nurse Credential (<https://catalog.csus.edu/colleges/health-human-services/nursing/school-nurse-credential/>)

Special Teaching Authorization in Health (STAH) (<https://catalog.csus.edu/colleges/health-human-services/nursing/special-teaching-authorization-in-health/>)

Programs Descriptions

The baccalaureate program consists of a four-year curriculum of lower and upper division coursework. There are two (2) years of General Education including prerequisites and two (2) years of clinical nursing. The time to complete the prerequisites may increase the time to complete the degree. The Nursing program content prepares competent professional practitioners of nursing who will help meet the changing health care needs of society.

The School of Nursing offers an online pathway for students who start their nursing education in a non-baccalaureate program to earn a bachelor's degree (BSN). This pathway is: an RN-BSN (Track B) 15-Week Semester track for which Associates Degree in Nursing students at select

school can start through cross enrollment. The program is designed to be completed in 12-15 months if attending full-time; a part-time attendance option is available but extends time-to-degree. Scheduling of program offerings and online (mostly asynchronous) classes provides maximum flexibility and the opportunity for self-directed study.

The Master of Science in Nursing (MSN) is designed to prepare registered nurses with baccalaureate degrees for roles in nursing education, community, adult clinical roles, and credentialed school nurses. The MSN curriculum emphasizes the systematic study of professional nursing practice and preparation for leadership roles. The program is designed for nurses who want, or are require, to earn graduate preparations to qualify for positions of greater responsibility and complexity. Scheduling of program offerings and hybrid (mostly online) classes provides maximum flexibility and the opportunity for self-directed study.

Accreditation

California State University, Sacramento is fully accredited by the Western Association of Schools and Colleges (WASC).

The baccalaureate degree in nursing program and master's degree in nursing program at California State University, Sacramento are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Notice to Students RE: Professional Licensure and Certification

California State University programs for professions that require licensure or certification are intended to prepare the student for California licensure and certification requirements. Admission into programs for professions that require licensure and certification does not guarantee that students will obtain a license or certificate. Licensure and certification requirements are set by agencies that are not controlled by or affiliated with the California State University and licensure and certification requirements can change at any time.

The California State University has not determined whether its programs meet other states' educational or professional requirements for licensure and certification. Students planning to pursue licensure or certification in other states are responsible for determining whether, if they complete a California State University program, they will meet their state's requirements for licensure or certification. This disclosure is made pursuant to 34 CFR §668.43(a)(5)(v)(C).

Special Features

- The specific purposes of the baccalaureate program are to: 1) provide a program of study which includes the developing theory and practices of nursing leading to a Bachelor of Science degree with a major in Nursing, 2) prepare a generalist in nursing practice who is able to utilize the nursing process to meet the health care needs of the community, and 3) provide the student with a base for graduate study.
- In the baccalaureate program, students are provided with a variety of learning experiences both on and off campus. Examples of clinical facilities used in the Sacramento and surrounding areas include acute care hospitals, skilled nursing and extended care facilities, outpatient clinics, schools, and community health and social service agencies.
- Admission to the RN-BSN Track B through cross enrollment is restricted to students currently in good standing and actively enrolled in one of four community college nursing programs; American River, Sacramento City, Sierra College, and Yuba College. Pre-requisite courses must be met prior to admission.

- Students are encouraged to participate in the California Nursing Students' Association (CNSA) and/or Men in Nursing (MIN) organization as they pursue their academic studies. In their fourth semester of clinical nursing coursework, students are eligible for membership in Zeta Eta, the local chapter of Sigma Theta Tau, International Honor Society for Nursing.
- The Sacramento State program in professional nursing is approved by the California State Board of Registered Nursing. The baccalaureate degree in nursing program and the master's degree in nursing program at California State University, Sacramento are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).
- The student satisfactorily completing the baccalaureate program is awarded a Bachelor of Science degree in Nursing (BSN) and is eligible to apply for licensure by the California Board of Registered Nursing. Graduates are also eligible to apply for a Public Health Certificate. For the RN-BSN Track B students, 90 hours of clinical is required along with community health theory to be eligible to apply to the California Board of Registered Nursing for a Public Health Nursing certificate.
- Graduation from programs leading to licensure, credentialing, or certification eligibility does not guarantee that students will obtain a license, credential, or certification. Licensure, credentialing, or certification requirements are set by agencies that are not controlled by, or affiliated with, the CSU and requirements can change at any time. For example, licensure, credentialing, or certification requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure, credentialing, or certification requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure, credentialing, or certification requirements. Information concerning licensure, credentialing, or certification requirements are available from Teri Lyn Fretz, Office Manager, at 916/278-6714 or fretz@csus.edu. Mailing address: 6000 J Street, Sacramento, CA 95819-6096. Physical address: 7667 Folsom Boulevard, Sacramento, CA 95826.

Career Possibilities

Registered Nurse (RN, BSN or RN, MSN): Hospital, e.g., Medical, Surgical, Emergency Room, Operating Room, Pediatrics, Obstetrics, Mental Health, Critical Care, Oncology, Rehabilitation, Trauma · Community Health · Home Health · Extended Care · Physician's Office · Clinics and Industry · Advanced Practice (MS) roles: Educator · Nurse Administrator · School Nurse · Advanced Clinical Role

Contact Information

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(916) 278-6714
School of Nursing Website (<http://www.csus.edu/hhs/nrs/>)

Faculty

ALTMANN, TANYA

BLACKBURN, SAMANTHA

BRADY, DEBRA

CAMARENA, CHRISTIE

DANG, MICHELLE

FIELDS, BRONWYN

FINN-ROMERO, DEBORAH

HILL, RACHEL

LANDERS, STEPHANIE

MOUNTAIN, CAREL

MUNK, KIRSTEN

PARSH, BRIDGET

SHARPP, TARA

SHINER, KARA

SMART, CHRISTIE

WALL PARILO, DENISE

WHEELER, MARIA

NURS 9. Reasoning and Critical Thinking on Health Topics. 3 Units
General Education Area/Graduation Requirement: Critical Thinking (1-B)
Term Typically Offered: Fall, Spring, Summer

Provides students with an introduction to critical thinking and reasoning in evaluating societal issues related to health. Students will examine sources of health information, including mass and social media to critically examine fact versus fiction. Emphasizes logical steps in problem-solving, decision-making, reasoning, and the construction of arguments about health problems and promotion. The study of critical thinking will be supplemented with readings, discussions, collaboration, presentations, dialogues, and written assignments around the topic of health.

NURS 10. Health Care: Issues and Delivery Systems. 3 Units
General Education Area/Graduation Requirement: Social and Behavioral Sciences (4-A)
Term Typically Offered: Fall, Spring

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
Term Typically Offered: Fall, Spring

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
Term Typically Offered: Fall, Spring

A first-year seminar intended to provide students with an introduction to the meaning of higher education, resources of the University, and skills for lifelong learning. This course is designed to help students develop academic success strategies, and to improve information literacy, intercultural competence, and integrative thinking. The seminar also provides students with the opportunity to interact with fellow students, and seminar faculty 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

Term Typically Offered: Fall, Spring

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

Term Typically Offered: Fall, Spring

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 111. Introduction to Professional Nursing. 3 Units

Prerequisite(s): Admission to Nursing program or instructor permission

Term Typically Offered: Fall, Spring

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.

Term Typically Offered: Fall, Spring

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-eight hours

Note: This course require safety training and personal protective equipment (PPE).

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

Prerequisite(s): Admission to nursing program

Corequisite(s): NURS 111 and NURS 112

Term Typically Offered: Fall, Spring

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.

Term Typically Offered: Fall, Spring

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; Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI), Humanities (3-B)

Term Typically Offered: Fall, Spring

Evaluation and application of research to nursing practice. Emphasis is placed on application of evidence to improve quality and safety in healthcare and advance nursing practice. Develop an understanding of the humanities and diverse cultures through the lens of nursing practice. Application of a critical framework of sociocultural, historical, and economic perspectives to analyze scholarly inquiry of health and healthcare.

NURS 123. Nursing Families in Complex Illness. 6 Units

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

Term Typically Offered: Fall, Spring

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-eight hours.

Note: This course require safety training and personal protective equipment (PPE).

NURS 129. Mental Health Nursing. 5 Units

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

Term Typically Offered: Fall, Spring

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-eight hours.

Note: This course require safety training.

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**Term Typically Offered:** Fall, Spring

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**Term Typically Offered:** Fall, Spring

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.**Term Typically Offered:** Fall, Spring

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-eight hours.

Note: This course require safety training and personal protective equipment (PPE).**NURS 138. Nursing the Childrearing Family. 5 Units****Prerequisite(s):** NURS 120, NURS 123, NURS 129, or instructor permission**Corequisite(s):** NURS 139**Term Typically Offered:** Fall, Spring

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-eight hours.

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**Term Typically Offered:** Fall, Spring

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.**Term Typically Offered:** Fall, Spring

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.**Term Typically Offered:** Fall, Spring

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.

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.**Term Typically Offered:** Fall, Spring

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 148. Running Quality Simulations: Start to Finish. 1 Unit**Prerequisite(s):** Enrollment in a Sacramento State nursing program NURS 123 or its equivalent or instructor permission.**Term Typically Offered:** Fall, Spring

This course is designed to prepare nursing students to develop and maintain high-quality, effective healthcare simulation programs that prepare nurses for real patient care experiences in a safe environment. Students will learn how to design and implement simulation scenarios including prebriefing, simulation activities, debriefing, and evaluation of students and instruction implementation. This will be evident by active engagement, reflection, discussion, checklists, and written evaluations. The study of simulation will be supplemented with readings, discussions, collaboration, presentations, dialogues, and written assignments.

Note: This course requires safety training.

Credit/No Credit

- NURS 160. Human Sexuality. 3 Units**
General Education Area/Graduation Requirement: Social and Behavioral Sciences (4-A)
Term Typically Offered: Fall, Spring
- Designed to explore the physiological, sociological, and psychological components of human sexuality in a sufficiently detailed manner to dispel the myths and confusion enveloping this sensitive subject. Students will be able to integrate these components in a meaningful pattern into their own lives, be better able to understand and accept their own sexual needs and behavior, and be more accepting and understanding of persons whose sexual attitudes and behavior might from their own.
- NURS 165. Hospice and Palliative Nursing Care. 3 Units**
General Education Area/Graduation Requirement: Race & Ethnicity Graduation Requirement (RE), Social and Behavioral Sciences (4-A)
Term Typically Offered: Fall, Spring, Summer
- Evaluation of the role of the nurse in providing family-centered care throughout the death and dying process within a historical and cultural context. Exploration of differences in organizational models to end-of-life care, including hospice and palliative care. Integration of nursing care into unique cultural values and beliefs. Examination of significant aspects of cultural and social differences in death and dying.
- NURS 167. Women's Health. 3 Units**
Term Typically Offered: Fall, Spring
- 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: Biological Science (5-B)
Term Typically Offered: Fall, Spring
- 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.
Term Typically Offered: Fall, Spring
- 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.
Term Typically Offered: Fall, Spring
- 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**
Prerequisite(s): NURS 170, may be taken concurrently.
Term Typically Offered: Fall, Spring
- This course provides the theoretical foundations for leadership and management across multiple settings. Theories related to the principles and processes of leadership and management will be applied to select practice experiences.
- 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.
Term Typically Offered: Fall, Spring
- 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, NURS 174, both may be taken concurrently.
Term Typically Offered: Fall, Spring, Summer

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.

Note: NURS 174C is an elective course that is only required for students wishing to apply for the California Board of Registered Nursing Public Health Nurse Certificate; students not planning to apply for a Public Health Nurse Certificate must petition for an exemption from this clinical course; students who are granted exemption for NURS 174C will only complete 44 units.

NURS 178. Culminating Project. 3 Units
Prerequisite(s): Completion of 19 units in the program or instructor permission.
Term Typically Offered: Fall, Spring

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 Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W.
General Education Area/Graduation Requirement: Humanities (3-B), Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring

This hybrid course is designed to expand communication and leadership skills among RN to BSN students in their professional practice. Students will develop an understanding of the humanities and diverse cultures through the lens of nursing practice. Specifically, students will reflect on how culture and experience determines the human condition which is reflected in their animating ideas and values towards health and healthcare.

NURS 180. Transition to Graduate Nursing Education through Writing. 2 Units
Prerequisite(s): Acceptance into the Advanced Nursing Bridge pathway or department permission.
Term Typically Offered: Spring, Summer

This course provides an introduction to the role of the nurse leader by exploring theoretical and ethical concepts, professional communication, and evidence-based practice. Students will undertake critical analysis of nursing practice and healthcare systems with a focus on professional role development.

NURS 181. Research as the Foundation for Evidence-Based Nursing Practice. 3 Units
General Education Area/Graduation Requirement: Mathematical Concepts & Quantitative Reasoning (2-A)
Term Typically Offered: Fall, Spring, Summer

This course provides students with a clear understanding of the interrelationship between research, theory, and evidence-based nursing practice. Interpretation of quantitative and qualitative research findings to determine statistical and clinical significance. Application of research and epidemiological concepts to improve patient and population health outcomes.

NURS 193. Nursing International Study Abroad. 1 Unit
Term Typically Offered: Spring, Summer

Students experience a unique culture first-hand and through designed learning experiences, view a different society through the lens of health and wellbeing while expanding one's cultural awareness. Provides students with an introduction to global health issues impacting the nursing profession. Students will examine history and issues in nursing at a global level.

Note: travel documents & vaccines will be required depending on location.

Credit/No Credit

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
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

Guided study and experience in a specified nursing area.
 Credit/No Credit

NURS 199. Special Problems. 2 Units
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring
- 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
Term Typically Offered: Fall, Spring
- 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.
Term Typically Offered: Fall, Spring
- 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.
Term Typically Offered: Fall, Spring
- 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.
Term Typically Offered: Fall, Spring
- 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
Term Typically Offered: Fall, Spring
- 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.
Term Typically Offered: Fall, Spring
- 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
Term Typically Offered: Fall, Spring
- 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**
Term Typically Offered: Fall, Spring
- 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**
Term Typically Offered: Fall, Spring
- 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**
Term Typically Offered: Fall, Spring
- 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.**Term Typically Offered:** Fall, Spring

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.**Term Typically Offered:** Fall, Spring

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 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.**Term Typically Offered:** Fall, Spring

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.**Term Typically Offered:** Fall, Spring

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.**Term Typically Offered:** Fall, Spring

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**Term Typically Offered:** Fall, Spring

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**Term Typically Offered:** Fall, Spring

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.**Term Typically Offered:** Fall, Spring

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.