

DOWNSTATE

HEALTH SCIENCES UNIVERSITY

College of Nursing Bulletin 2026-2027

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College of Nursing Administration

Lori Escallier, PhD RN CPNP-PC FAAN
Professor and Dean, College of Nursing
lori.escallier@downstate.edu

Jeanine O'Hagan-Murphy, DNP, FNP-BC
Associate Dean Advanced Level Programs, Director for Family Nurse Practitioner Program
jeanine.ohaganmurphy@downstate.edu

Nataliya Shaforost, DNP FNP-C CDCES
Director Doctor of Nursing Practice Program
nataliya.shaforost@downstate.edu

Marie-Claire Roberts, PhD, MS, MPA, RN
Executive Vice Dean
marie-claire.roberts@downstate.edu

Jean McHugh, PhD RN APRN ACNS-BC
Associate Dean Entry Level Program
Director, Accelerated BS Program
jean.mchugh@downstate.edu

Kathleen Bratby, EdD RN
Director MS in Nursing Education Program
kathleen.bratby@downstate.edu

Faculty biographies and contact information may be found at:
https://www.downstate.edu/faculty/college-of-nursing/index.html

SUNY Downstate Health Sciences University

EDUCATIONAL FOCUS STATEMENT

SUNY Downstate Health Sciences University offers students a broad professional education that prepares them for practice or careers in a variety of clinical settings. Our programs provide students with exceptional opportunities to optimize health in diverse communities.

SUNY Downstate Health Sciences University, formally known as the State University of New York Health Science Center at Brooklyn, is one of four academic health centers within the 64-unit State University of New York.

Located on an urban campus in the East Flatbush section of Brooklyn, SUNY Downstate includes the College of Nursing, College of Health Related Professions, College of Medicine, School of Graduate Studies, School of Public Health, and University Hospital of Brooklyn.

Downstate is a major provider of medical education, health care, and research. BS, MS, MPH, MD, and PhD degrees are granted.

The oldest and largest component of the campus is the College of Medicine, founded in 1860 as the Long Island College Hospital, this country's first teaching hospital and the prototype for all subsequent medical centers. In 1931, the school was chartered as the Long Island College of Medicine, with affiliated hospitals throughout Brooklyn. The *Downstate* era began on October 5, 1950, when a merger contract was signed with the newly constituted State University of New York. The College of Nursing and College of Health Related Professions were founded in 1966 in recognition of the critical need for multidisciplinary health-care professionals.

Today, SUNY Downstate is the focal point of a health education network that encompasses a broad network of hospitals, clinics, and community centers. In 1998, one of its researchers, Dr. Robert F. Furchgott, received the Nobel Prize in Medicine.

SUNY DOWNSTATE MISSION, VISION, AND VALUES

MISSION

To shape the future impact of the nursing discipline through premier and dynamic nursing educational programs that prepare enlightened leaders to provide safe and high-quality interprofessional care for a global population.

VISION

To be the premier nursing program that prepares nursing graduates to advance evidence-based solutions and lead innovations in health care to improve health equity and well-being for all.

VALUES

PRIDE To take satisfaction in the work we do every day, and to value our collective contributions to the Downstate community.

Professionalism
We commit to the highest standards of ethical behavior and exemplary performance in education, research, and patient care.

Respect
We value the contributions, ideas and opinions of our students, coworkers, colleagues, patients and partnering organizations.

Innovation
We research and develop new and creative approaches and services for the anticipated changes in healthcare.

Diversity
We embrace our rich diversity and commit to an inclusive and nurturing environment.

Excellence
We commit to providing the highest quality of education and service to our students, patients, and community by holding ourselves, our coworkers and our leaders to high standards of performance.

THE FOUNDING OF SUNY DOWNSTATE HEALTH SCIENCES UNIVERSITY

SUNY Downstate Health Sciences University had its beginnings as a small charitable medical service set up in 1856 by a group of German physicians. This free dispensary, organized to treat indigent German- Americans living in Brooklyn, was staffed by five physicians. The original intention was to build a large hospital to care for the German population of Brooklyn. But changing population trends, which brought a largely Irish patient load to the dispensary, necessitated a revision of this plan.

In 1857, physicians from the German General Dispensary, then located on Court Street, resolved to organize a charitable institution in the City of Brooklyn, to be called St. John's Hospital. From November 7 until December 23 of that year, the dispensary was called The St. John's Hospital; on December 23, the name of the hospital was changed to The Long Island Hospital and Medical College. It was on this date that a medical college with a hospital was first projected.

Dr. Louis Bauer and Dr. John Byrne, the prime movers in the establishment of the medical college, were trained in Europe, where it was customary for medical schools to be associated with hospitals. The two physicians naturally wanted to adopt this system to prepare the future physicians of Brooklyn. A bill to incorporate the Long Island College Hospital of the City of Brooklyn was introduced in the State Legislature on January 20, 1858, and passed on March 6. The hospital's charter empowered 25 regents to operate a hospital and to confer degrees on candidates 21 years of age or older, who had passed three years of preceptorship under a practicing physician and completed two courses of lectures at the hospital.

Almost immediately after the charter was signed, the Perry Mansion, located in Brooklyn Heights, was purchased to house the new medical complex. The official inauguration of the Long Island College Hospital took place June 3. Financial difficulties beset the new institution almost immediately, slowing down efforts to open the medical school. The hospital itself was forced to close in late September 1859. Meanwhile, several outstanding physicians were secured to fill the professor-ships at the college, and on March 29, 1860, the institution reopened, following financial arrangements underwriting the expense of the collegiate department and settling various liens.

The following day, the instruction of students began. The first teaching faculty was a distinguished one. Most eminent of all was Dr. Austin Flint, Sr., professor of practical medicine and pathology, who had been a professor of medicine at Rush Medical College in Chicago.

A medical student's training in 1860 consisted of his three-year preceptor- ship under the direction of a practicing physician and attendance at two courses of lectures of at least sixteen weeks each. The lectures that were given one year were repeated the next, sometimes verbatim, so many students took their first course of lectures at one school and their second at another. The first class had 57 students, as well as a number of graduates of other institutions. The first commencement took place July 24, 1860, with 21 students graduating.

In 1861, in anticipation of the medical needs of the Civil War, the curriculum included a one-month course on military surgery, dissection, and clinical instruction on the wards. By 1869, major changes were introduced into the teaching curriculum. Daily class examinations were instituted to ensure more exact knowledge, especially in the demonstrative and elementary branches. Another change, made in 1872, was the establishment of a reading and recitation term that began early in October and extended to the beginning of the regular term in March. This term included dissection and clinical instruction as well as reading and quizzes.

By 1879, the faculty of the Long Island College Hospital concluded that the system of teaching medicine in the United States was radically wrong. They debated the possibility of instituting a compulsory, full-graded, three- year course of instruction, but abandoned the idea because of their fears that such a plan would result in the loss of many students, when the college was entirely dependent for its existence on students' fees. Certain changes were made, however, to improve the curriculum. The regular term was lengthened from sixteen weeks to five months, but the four-month reading and recitation term remained optional. Thus, a total of eighteen months' instruction was available to any student electing two regular and two reading and recitation terms.

Between 1888 and 1897, the Long Island College Hospital grew rapidly. The Hoagland Laboratory building, built primarily for research in bacteriology, was constructed. At its opening, it was considered one of the best-equipped buildings for research and medical training in the country. In December 1897, the Polhemus Memorial Clinic Building was completed. The new building, eight stories high, was erected on the southwest corner of Henry and Amity streets.

By this time, New York State law required that a student take three courses of lectures in three different years. The system of having a regular term of five months and an optional reading term was retained. The entering class of 1897-1898 began the first four-year graded course of instruction. The reading term was abolished, and the school year lasted seven months. In 1897, the student fees were raised to $185 and $190. In the period from 1889 to 1909, the average number of students in the school was 310, and the average number in the graduating class was 62.

During the years immediately before and after World War I, many additional changes occurred at Long Island College Hospital. Admission was opened to women; postgraduate teaching was instituted; a new wing increased the number of beds to 500; and affiliations were established with other Brooklyn hospitals.

In 1930, the college and hospital were separated from one another so that each would be under its own governing board. The college was conducting much of its clinical teaching in other hospitals throughout the borough, and it seemed preferable that it not be governed by the board of only one hospital. The college became the Long Island College of Medicine.

Other changes occurring during the 1930s included the construction of the Polak Memorial Laboratory, housing laboratories in bacteriology, histology, physiology, pathology, gynecology, and surgery. In 1935, 500 beds at Kings County Hospital were set aside in a college division for the clinical instruction of students.

In the 1940s, full-time chiefs were appointed in all the clinical departments, training in psychiatry was offered within a separate department, and Maimonides Hospital and the Veterans Administration Hospital in Fort Hamilton became affiliates, along with a number of other local hospitals. In 1946, the third-year curriculum was changed so that nearly two-thirds of the work consisted of clinical clerkships.

In 1945, the college purchased a six- and-a-half-acre tract of land that eventually became the site of Downstate health Sciences University. After approval by a faculty committee and the board of trustees of the Long Island College of Medicine, the board of managers of the Alumni Association, the trustees of the State University of New York, and the State Board of Regents, the State Legislature in 1950 passed a bill legalizing the merger of the Long Island College of Medicine and the State University to form Downstate Health Sciences University.

The establishment in 1966 of the School of Graduate Studies, the College of Health Related Professions, and the College of Nursing; the construction of the Basic Sciences Building in 1956; student residence halls in 1965; State University Hospital in 1966; the Student Center in 1967; the nurses' residence in 1968; and the Health Science Education Building in 1992 completed the transition of the medical school as it is now known from its early days as the German General Dispensary on Court Street.

Excerpted with permission from the New York State Journal of Medicine, *July 1976. It was reprinted in* Alumni Today, *Spring 1996, with the permission of the Medical Society of the State of New York.*

THE COLLEGE of NURSING

Nursing is dynamic profession with a plethora of career choices and fulfilling opportunities.

The uniqueness of attending Downstate is rooted in our College's diverse kaleidoscope of ethnicities that enhance and foster an authentic and rigorous foundation to address health disparities. With this setting as a backdrop, Downstate provides numerous educational opportunities to impact the nursing profession in the areas that are of greatest interest to you. A Downstate nursing degree will impact the lives of those you serve and provide you with fulfillment, purpose, and reward. Simply put, a Downstate-educated nurse is prepared to change the world, one patient at a time.

As a well-established College of Nursing, embedded within a dynamic, academic medical center, the latest technologies and educational methods are implemented by our expert faculty. This far-reaching faculty is committed to educating goal-oriented students to become powerful nurse leaders. Our nursing students are well-prepared to deliver the highest quality healthcare with the utmost confidence to diverse populations in underserved communities.

Downstate's state-of-the- art educational programs are derived from superlative planning and quality deliverance. The College of Nursing offers two pathways to the Baccalaureate Degree, an RN-to- BS program for registered nurses who wish to pursue a baccalaureate degree, and a 15-month accelerated BS program for second-degree students. Additionally, Downstate offers multiple graduate degree programs, including a Women's Health Nurse Practitioner program and a Family Health Nurse Practitioner program at the master's and doctoral levels. We also offer a Master of Science in Nursing Education. There is also an Advanced Practice Registered Nurse Post-Graduate Certificate in Women's Health Nurse Practitioner and Family Nurse Practitioner, as well as a certificate in Nursing Education.

Our administrative staff, faculty, clinical partners, alumni, and even our own students collaborate to make your educational experience meaningful, rewarding, and memorable.

ACCREDITATION

SUNY Downstate Health Sciences University is accredited by the Middle States Commission on Higher Education.

The baccalaureate degree program, master's degree program, Doctor of Nursing Practice program and APRN Certificate program at Downstate Health Sciences University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The academic programs of the College of Nursing are approved and registered by SUNY and NYSED.

College of Nursing Mission, Vision, Values and Program Outcomes

MISSION

To shape the future impact of the nursing discipline through premier and dynamic nursing educational programs that prepare enlightened leaders to provide safe and high-quality interprofessional care for a global population.

VISION

To be the premier nursing program that prepares nursing graduates to advance evidence-based solutions and lead innovations in health care to improve health equity and well-being for all.

VALUES

Pride - To take satisfaction in the work we do every day, and to value our collective contributions to the Downstate community.

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Respect - We value the contributions, ideas and opinions of our students, coworkers, colleagues, patients and partnering organizations.

Innovation - We research and develop new and creative approaches and services for the anticipated changes in healthcare.

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PROGRAM OUTCOMES

Domain: Knowledge for Nursing Practice

PROGRAM OUTCOME: ENTRY LEVEL
Demonstrate knowledge from the liberal arts, sciences, and humanities to establish a basis for clinical judgment and innovation in nursing practice.

PROGRAM OUTCOME: ADVANCED LEVEL
Integrate, translate, and synthesize established knowledge and ways of knowing from nursing and other disciplines, liberal arts, and natural and social sciences to promote clinical judgement and innovation in nursing practice.

Domain: Person-Centered Care

PROGRAM OUTCOME: ENTRY LEVEL
Provide holistic person-centered care based on best evidence and clinical judgment in the planning and delivery of care across time, spheres of care, and developmental levels.

PROGRAM OUTCOME: ADVANCED LEVEL
Design, deliver, manage, and evaluate comprehensive patient care to diverse patients and populations.

Domain: Population Health

PROGRAM OUTCOME: ENTRY LEVEL
Demonstrate an understanding of health promotion, illness and injury prevention, public health emergencies, and collaborative activities among all relevant stakeholders for improving the health of populations.

PROGRAM OUTCOME: ADVANCED LEVEL
Engage in collaborative activities with traditional and non-traditional partners from communities, public health, industry, academia, health care, government entities, and others for the improvement of equitable population health outcomes.

Domain: Scholarship for Nursing Practice

PROGRAM OUTCOME: ENTRY LEVEL
Demonstrate knowledge of the research process to apply, translate, and implement best evidence into clinical decision making.

PROGRAM OUTCOME: ADVANCED LEVEL
Generate, synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform health care.

Domain: Quality and Safety

PROGRAM OUTCOME: ENTRY LEVEL
Apply quality improvement principles in care delivery to promote a culture of patient, provider, and work environment safety.

PROGRAM OUTCOME: ADVANCED LEVEL
Provide care using principles of improvement science to enhance healthcare quality and minimize harm to patients and providers through both system effectiveness and individual performance.

Domain: Interprofessional Partnerships

PROGRAM OUTCOME: ENTRY LEVEL
Collaborate effectively using a team-based approach to optimize health care delivery.

PROGRAM OUTCOME: ADVANCED LEVEL
Demonstrate intentional engagement in dynamic interprofessional teams to optimize patient- and population-centered care, enhance the healthcare experience,

and strengthen outcomes.

Domain: Systems-Based Practice

PROGRAM OUTCOME: ENTRY LEVEL
Apply knowledge of system-based practice to provide safe, quality, and equitable care to patients and populations.

PROGRAM OUTCOME: ADVANCED LEVEL
Demonstrate leadership and agility in coordinating resources within complex systems of healthcare to provide safe, quality, and equitable care for diverse patients and populations.

Domain: Personal, Professional, and Leadership Development

PROGRAM OUTCOME: ENTRY LEVEL
Demonstrate a commitment to personal, professional, and leadership development that supports the acquisition of nursing expertise.

PROGRAM OUTCOME: ADVANCED LEVEL
Demonstrate personal and professional growth, and leadership capacity to advance the nursing profession.

Domain: Information and Healthcare Technologies

PROGRAM OUTCOME: ENTRY LEVEL
Demonstrate knowledge and skill in using patient care technologies, information systems, and communication devices that support safe, high quality, and efficient healthcare services.

PROGRAM OUTCOME: ADVANCED LEVEL
Demonstrate proficiency in informatics and communication technologies to manage and improve the delivery of safe, high quality, and efficient healthcare services to patients, the public, and other health professionals.

Domain: Professionalism

PROGRAM OUTCOME: ENTRY LEVEL
Demonstrate values central to nursing practice including altruism, autonomy, human dignity, integrity, advocacy, social justice, and life-long learning.

PROGRAM OUTCOME: ADVANCED LEVEL
Exhibit a professional identity that includes accountability, a collaborative disposition, and commitment that reflect the values of advanced level nursing practice.

Code of Conduct and Collegiality

The Downstate College of Nursing Code of Civility is meant to promote a respectful, collegial, and cooperative atmosphere among students, faculty, and staff. The following code of civility should be followed at all times when on campus, via email or telephone exchanges, and in all virtual interactions.

Code of C.I.V.I.L.I.T.Y

Collegial: Embrace your own professional and academic growth, while recognizing the potential for success inherent in everyone. Promote a welcoming, non-violent, and safe environment for all. Be respectful of the shared academic environment both in-person and virtually.

Integrity: Always uphold the highest standards of integrity and honesty.

Virtuous: Adopt a virtuous lifestyle by thinking, speaking, and doing what is right. Disassociate from what is wrong and be generous in your willingness to humbly assist others who are in need of your help in the academic and practice environments.

Inquisitive: Ask appropriate questions, do not assume. Seek to understand others and avoid passing judgement.

Listener: Actively listen to the thoughts and opinions of others. Use nonverbal communication to add to the civility of a conversation. When disagreements occur, seek to understand not condemn. Show respect for all people, respect their right to be heard, and act in a courteous manner.

Inclusivity: Act with kindness and consideration towards others. Practice social responsibility by valuing the differences of others. Create a sense of belonging among members of the Downstate community that can translate to greater productivity and more innovation.

Trustworthy: Endeavor to cite only the truth, not intentionally misrepresenting, or misquoting information received from others.

Yourself: Always be the best version of yourself. Practice principles of emotional intelligence by managing your own emotions and understanding the emotions of people around you. Provide feedback in a professional manner and accept feedback with a positive attitude. Take responsibility for your own behavior.

Current College of Nursing Policies
Current academic policies are outlined in the *Student Handbook:*
https://www.downstate.edu/education-training/college-of-nursing/about-us/

ADMISSIONS

This section reviews the general admissions policies of the College of Nursing. Admission information is revised annually and is available from SUNY Downstate Health Sciences University's Admissions Office https://www.downstate.edu/education-training/college-of-nursing/admissions/index.html .

ADMISSIONS POLICIES

Admission to SUNY Downstate Health Sciences University is based on the qualifications of the applicant. SUNY Downstate Health Sciences University does not discriminate on the basis of race, sex, color, creed, age, national origin, disability, sexual orientation, religion, marital status or status as a disabled veteran or veteran.

The Admissions Committee considers the individual qualifications of each applicant. Decisions regarding admission are based on a number of factors, including, but not limited to, the following:

- prior academic performance
- completion of prerequisite courses and the grades received in those courses
- results of standardized tests, when required
- letter/s of recommendation

Competitive applicants will have completed all prerequisite courses at the time of application.

RN to BS
https://www.downstate.edu/education-training/college-of-nursing/admissions/bachelor-of-science/index.html

Accelerated BS
https://www.downstate.edu/education-training/college-of-nursing/admissions/accelerated-nursing/index.html

Master of Science
https://www.downstate.edu/education-training/college-of-nursing/admissions/family-np/index.html

DNP
https://www.downstate.edu/education-training/college-of-nursing/admissions/doctorate/index.html

Advanced Certificate
https://www.downstate.edu/education-training/college-of-nursing/admissions/acp-family-nurse/index.html

CRIMINAL BACKGROUND CHECK & DRUG SCREENING

Please note that all students who attend SUNY Downstate Health Sciences University will be required to complete a background check and drug screening prior to enrollment.

Background checks will be conducted post-admission and are not used by the Admissions Committee to determine admissibility. If you are accepted, instructions for completing this requirement will be sent to you before matriculation. The background must be completed no later than one month prior to your enrollment at SUNY Downstate. If you have questions about this requirement, contact the Office of Student Admissions.

STUDENT HEALTH

Completed health forms are required and are to be submitted to the Student Health Center prior to the deadline stated in your acceptance letter.

INFORMATION SESSIONS

We encourage applicants to attend information sessions. The purpose of these sessions is to provide: 1) more information about the programs; 2) an opportunity to meet the faculty; and 3) advisement about prerequisite course requirements and admission criteria. Information about scheduled sessions is posted on the Admission's website https://www.downstate.edu/education-training/college-of-nursing/admissions/acp-family-nurse/info-sessions.html .

ADMISSIONS PROCEDURES

Applicants are reminded to read *the SUNY Downstate Application Instructions* before applying to the program of interest.

Application questions may be forwarded by e-mail to the Admissions Office at: admissions@downstate.edu

CREDIT REQUIREMENTS

Credit requirements for admission to the RN to BS, Accelerated BS, Master of Science, DNP and Advanced Certificate programs are described in the section of the Bulletin under each specific program.

The number of credits granted for transfer will be determined by a complete evaluation of your transcript/s. Competitive applicants will have completed all prerequisite courses at the time of application.

TRANSFER CREDIT

The number of credits granted for transfer will be determined by a complete evaluation of transcript/s. To meet admission requirements, only courses completed with a "B" or better at an accredited institution will be considered for transfer credit. Students should also check the latest edition of the *Student Handbook* for information https://www.downstate.edu/education-training/college-of-nursing/about-us/index.html .

There are **two** types of transfer credit: *transfer credit to meet admission requirements*, and *program of study* transfer credit.

Transfer credit:

- Courses taken in the United States must be from a regionally accredited college.
- Applicants must submit official transcripts from *all* institutions previously attended.
- Please indicate on the application any courses in progress
- We only accept credits from Council of Higher Education (CHEA) regional accrediting organizations.
- If you enrolled in courses taken outside the United States, you must submit a course-by-course detailed educational credential evaluation. (See *International Student Applications* for more information). Evaluations must include the course name, letter grade, and U.S. semester-credit equivalent.

Program of study transfer credit:

- The nature, content, and level of credit is comparable to the course offered by SUNY Downstate.
- The credit earned is appropriate and applicable to the programs offered by SUNY Downstate.
- The minimum grade requirement for transfer has been met. ("C" or better for undergraduate courses; "B" or better for graduate course). Courses taken for pass/fail will not be transferred.

Program of Study Transfer Credits for Graduate Courses

Students who have completed graduate level courses at another accredited institution may request transfer credit for courses completed with grades of "B" or better. The courses will be evaluated for equivalency. A maximum of nine credits may be approved for transfer. A request must be submitted to the Department Chair within the first year of study. The student must provide an official transcript and a copy of the course materials for courses to be considered for transfer.

INTERNATIONAL STUDENT APPLICATIONS

Please review the SUNY Downstate website (http:// www.downstate.edu) for information related to admissions policies and procedures for International student applications.

If you have completed all or part of your education abroad, you are required to have a course-by-course, educational credential evaluation completed by an approved agency. Any evaluation agency that is a member of the National Association of Credential Evaluation Services (NACES) is acceptable. For a list of current members, consult the NACES website (http:// www.naces.org). Optional: World Education Services at www.wes.org.

Alternately, an evaluation completed by an accredited U.S. college or university is accepted. However, if you are using any of the credits toward prerequisite courses for admission, you must still submit a complete course-by-course evaluation from a NACES member agency, even if the course are listed on a transcript from a U.S. college.

TOEFL REQUIREMENTS

With the exception of foreign-educated nurses who hold a CGFNS certificate, applicants for whom English is
a second language or who have not completed at least one year of full-time study in the United States, including two English composition courses, will be required to take the Test of English as a Foreign Language (TOEFL). On computer-based exams, a minimum score of 208 is required for applicants to undergraduate programs and 223 for graduate applicants. On paper-based exams, a minimum score of 536 for undergraduate and 564 for graduate applicants is required. Arrangements to take this standardized test can be made by writing to: TOEFL, Educational Testing Service, Box 6151, Princeton, NJ 08541, (609)771-7100, or www.toefl.org. Use the SUNY Downstate Institutional Code of 2535.

NOTIFICATIONOF STATUS

Applicants are notified in writing of their status. Please do not telephone the Office of Student Admissions or the program to inquire about your status. We cannot communicate an admissions decision over the telephone. Admissions decisions are final and are not subject to appeal or reconsideration.

ACCEPTANCE

If you are accepted for admission to programs starting in the fall, a $100 deposit must be submitted for undergraduate programs, or $150 for graduate programs. This deposit is applied toward the first semester tuition. The deposit is due within seven (7) days after an acceptance decision is rendered.

The deposit is refundable until May 1. If you are accepted after May 1, your nonrefundable deposit is due within 10 days of the date of your acceptance letter. Orientation and registration information is sent to entrants before classes start in the fall.

All acceptances are contingent upon satisfactory completion of all course work in progress, particularly those courses required for admission.

MATRICULANTS

A student is matriculated when all admission or transfer requirements are met.

UNDERGRADUATE ADMISSION REQUIREMENTS

For Undergraduate admission requirements, please review the College of Nursing website. For further information, contact https://www.downstate.edu/education-training/college-of-nursing/admissions/index.html

GRADUATE ADMISSION REQUIREMENTS

For Graduate admission requirements, please review the College of Nursing website. For further information, contact https://www.downstate.edu/education-training/college-of-nursing/admissions/index.html

ACADEMIC PROGRAMS

PROGRAMS AND HEGIS CODES*

Bachelor of Science Program
Nursing (RN-BS) (1203.10)
Accelerated Nursing (1203.10)

Master of Science Programs
Family Nurse Practitioner (1203.10)
Women's Health Nurse Practitioner (1203.10)
Nursing Education (1203.10)

Nursing Education Certificate Programs
Family Nurse Practitioner (1203.12)
Women's Primary Care Nurse Practitioner (1203.12)
Nurse Education (1203.12)

Doctor of Nursing Practice Program
Doctor of Nursing Practice (1203.10)

*Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for student financial aid awards.

BACHELOR OF SCIENCE DEGREE PROGRAMS

Accelerated Bachelor of Science & RN to Bachelor of Science

The College of Nursing prepares graduates to practice as baccalaureate generalist nurses. Students obtain a BS degree with a major in Nursing. The baccalaureate program is designed to prepare nurses to care for complex patients along the health-illness continuum and to assume a variety of roles in a wide-variety of settings.

The College of Nursing offers two baccalaureate tracks. The 15-month Accelerated Bachelor of Science program is designed for students who hold a degree in another field and are seeking preparation for entry into nursing practice. Graduates of the Accelerated Bachelor of Science program are eligible to sit for the registered nurse licensing examination (NCLEX).

The Registered Nurse-Bachelor of Science (RN-BS) program is designed for students who are already licensed as registered professional nurses.

Bachelor of Science Course Descriptions

NRBS 3000
Population Health Across the Lifespan
Within a holistic framework, this course focuses on health promotion, disease, and injury prevention across the lifespan, including assisting individuals, families, groups, communities, and populations to prepare for and minimize health consequences of emergencies, including mass casualty disasters. Epidemiological studies that show lifestyle, environmental, and genetic factors as determinants of population health will be explored. Emphasis is on evidence-based practices related to health promotion and disease prevention. Communication and collabo- ration with other healthcare professionals is necessary to promote healthy behaviors that improve population health. Ethical, legal, and economic principles related to clinical prevention and population health will be integrated. (Prerequisite: none.) 3 credits.

NRBS 3110
Principles of Health Assessment This course provides an introduction to concepts and principles of comprehensive health assessment. Emphasis is placed on conducting a comprehensive health assessment including physical, psychological, developmental, spiritual, social/cultural, and environmental factors that affect clients across the lifespan. Supervised laboratory practice provides an opportunity for students to develop skills to take a complete history and perform a comprehensive health examination on a client with appropriate documentation. (Prerequisite: None) 3 credits.

NRBS 4760
Informatics and Clinical Care Technologies
Course Description: This course will focus on providing a foundation of informatics for professional nursing practice. Emphasis will be placed on technologies that are currently being used in healthcare settings to elevate patient care outcomes and improve the quality of care. The course will allow for the demonstration of skills in using technologies such as electronic health records, telehealth tools, and evidence-based practice databases while determining effective use and applying ethical standards to practice. Advocacy and evaluation of technologies at the bedside will also be explored. (Pre- Requisites: None) 2 credits

NRBS 3150
Role Development for Professional Nurses
This course focuses on the development of professional values and value-based behavior that are foundational to the practice of nursing. The historical, legal, and contemporary context of nursing practice will be explored. Emphasis will be on ethical behavior in client care guided by professional values such as altruism, autonomy, human dignity, integrity, and social justice. Integrated in this course are pursuit of excellence, lifelong learning, and professional engagement to foster professional growth and development. (Prerequisite: None) 2 credits

NRBS 3260
Introduction to Pharmacology, Medication Calculation and Preparation
This course is designed to introduce students to the essential principles of pharmacotherapeutics, basic knowledge of medication classifications and the concepts of medication therapy. Included in this course are the concepts of pharmacokinetics and pharmaco-dynamics of commonly used medications; medication terminology; symbols and procedures relevant to medication preparation; and medication calculations. Emphasis is on the role of the nurse in client teaching and counseling in medication therapy. (Prerequisite: None) 3 credits.

NRBS 4772
Communications in Health Care This course focuses on communication as an essential dimension of professional nursing. Theories are presented to explain the dynamic relationship between human behavior, health, and illness and the impact of interpersonal relationship skills to effect positive change in individuals, families, and healthcare delivery systems. This course utilizes AACN Essential core competencies for Entry Level to determine program and student learning outcomes. (Prerequisites: None) 3 credits.

NRBS 3410
Professional Nursing Practice with Obstetric and Gynecological Clients
This course focuses on the care of obstetrical clients in a variety of settings during the antenatal, intranatal, and postnatal periods. Also included are common gynecological problems women experience during various stages of their lives. Emphasis is on a comprehensive assessment and care of obstetrical and gynecological clients, using develop- mentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaboration; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to the obstetrical and gynecological client. The clinical component of the course provides students with supervised nursing care of obstetrical and gynecological clients. (Pre- or co-requisites: NRBS 3000, 3110, 3150, 3260, PAPH 6300) 4 credits.

NRBS 3510
Professional Nursing Practice with Adult Clients I
This course introduces students to the hospital setting, the healthcare team, core concepts and principles of basic nursing care of hospitalized adult clients requiring medical-surgical interventions. Emphasis is on a comprehensive assessment and basic nursing care of hospitalized adult surgical clients and also on clients with fluid and electrolyte imbalance and gastrointestinal and immune disorders, using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; information management and technology as well as legal and ethical implications of care as they relate to adult hospitalized clients with medical-surgical conditions. Students will provide supervised nursing

care to selected hospitalized adult clients with medical-surgical conditions. (Pre- or co-requisites: NRBS 3000, 3110, 3150, 3260, 3410, PAPH 6300) 4 credits.

NRBS 4010
Professional Nursing Practice with Adult Clients II
This course focuses on a comprehensive assessment and nursing care of adult clients with cardiovascular, pulmonary, hematological conditions, and end-of-life and palliative care across healthcare set- tings, using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to adult clients with cardiovascular, pulmonary, and hematological conditions, and end-of-life and palliative issues. Students will provide supervised nursing care to selected adult clients with medical-surgical conditions. (Prerequisites: all 3000- level courses, PAPH 6300) 4 credits.

NRBS 4110
Professional Nursing Practice with Children
This course focuses on the care of children from birth through adolescence, including health-related needs, growth and development, and responses to major pediatric disorders. Emphasis is on a comprehensive assessment and nursing care of children across healthcare settings, using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to children. Students will provide supervised nursing care to children of all age groups. (Prerequisites: all 3000-level courses, PAPH 6300) 4 credits.

NRBS 4210
Professional Nursing Practice with Adult Clients III
This course focuses on a comprehensive assessment and nursing care of adult clients with hepatic and biliary, neuro- logical, renal, endocrine, dermatological, musculoskeletal, connective tissue, and peripheral nervous system disorders across healthcare settings, using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to adult clients. Students will provide supervised nursing care to select-ed adult clients with medical-surgical conditions. (Prerequisites: all 3000-level courses, PAPH 6300) 4 credits.

NRBS 4310
Professional Nursing Practice with Psychiatric Clients
This course is designed to examine human psychopathology across the life span, including common psychiatric dis- orders, treatment modalities, and preventive strategies for re-occurrence. Emphasis is on a comprehensive assessment and nursing care of psychiatric clients across healthcare settings, using developmentally and culturally appropriate approaches. Integrated in this course are mental health

concepts; therapeutic communication skills; interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to the care of psychiatric clients. Students will provide supervised nursing care to select- ed psychiatric clients. (Prerequisites: all 3000-level courses, PAPH 6300) 4 credits.

NRBS 4360
Organizational and Systems Leadership in Nursing
In this course, emphasis will be placed on basic organizational and systems leadership in nursing at the microsystem level for safe, quality care. Understanding of organizational structure, mission, vision, philosophy, and values is incorporated and the impact of power, politics, policy, and regulatory guidelines on organizational systems is examined. Leadership and communication skills to promote a culture of safety and effective implementation of quality improvement initiatives within the context of the interprofessional team are emphasized. The clinical component of this course is designed to provide students with experience on leadership roles of the professional nurse in the delivery of health care. This includes a 30-hour student leadership practicum with a designated clinical preceptor. (Prerequisites: All 3000 level courses, NRBS 4010, NRBS 4110, NRBS 4210, NRBS 4310, PAPH 6300) 4 credits.

NRBS 4410
Professional Nursing Practice in the Community
This course focuses on community assessment and environmental factors affecting health and illness, and concepts and principles of epidemiology. Emphasis is on assessment of the community of the client using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to the community. The clinical component of this course provides students with super- vised nursing care in the client's own environment. (Prerequisites: Accelerated BS: all 3000-level courses, 4010, 4110, 4210, 4310, and PAPH 6300. RN- BS students: all 3000-level courses, and PAPH 6300) 4 credits.

NRBS 4650
Research Methods for Evidence-Based Practice
This course introduces students to basic elements of the research process and models for applying evidence to clinical practice. Emphasis is placed on the protection of human subjects in the conduct of research. Students will evaluate nursing research findings for utilization in clinical practice. In addition, students are prepared to participate in the process of retrieval, appraisal, and analysis of evidence to improve patient outcomes*. (Prerequisite: Statistics) 3 credits.*

PAPH 6300
Pathophysiology
This course is designed to study the basic mechanisms and processes of disease and their impact on the health of clients across the life span. Emphasis is placed on understanding how the presence of traumatic, genetic, metabolic, infectious, immunologic, degenerative, and neoplastic changes produce disease. (Prerequisite None) 3 credits.

NRBS 4700
Independent Study/Guided Study Under the guidance of faculty preceptors, students will either individually or in groups explore in depth a nursing problem or a question or topic of special interest. Students are expected to submit a proposal for approval, including:

- Problem/question identification
- Delineation of goals to be achieved
- Description of methodology
- Completion of a final product (such as a term paper, project, or audiovisual presentation)

Students and faculty preceptors will meet to discuss the progress of the study. (Prerequisite: None.) Elective 1- 4 credits.

NRBS 3600 Advocacy, Policy, and Finance in Health Care

This course is designed to examine health care policy, finance, and regulatory environments and their influence on nursing practice and functioning of the health care system. Incorporated in this course is an examination of the broader context of health care, including organization and financing of client care services; reimbursement systems; health care concerns, issues; barriers and disparities to access healthcare. Development of healthcare policy is also a focus. The professional nurse's responsibility to participate in the political process and advocacy for clients, families, communities, vulnerable populations, the nursing profession, and changes in the health care system will be explored. (Pre/Co-requisites: None) 3 credits

NRBS 4600
Introduction to Statistics

The focus of this course is on the application of descriptive and inferential statistics. Emphasis is placed on the analysis of data using various statistical modalities. Emphasis is on the conceptual understanding of statistics within the context of research and the interpretation of statistical results. (Prerequisites: None) 3 credits

****ELECTIVE COURSES:

For students in the RN-BS Program may opt to register for

NRBS 4770
Spiritual Care in Professional Nursing
This course is designed to prepare nurses to incorporate spiritual care as an essential component of holistic patient care; and will promote an understanding of the influence that spiritual care, beliefs, and values have on human health. Students will explore the dynamic interrelatedness between professional nursing care, provision of spiritual care and their impact on the general health and wellbeing of patients, family, and the healthcare team. Integrated in this course are the foundational skills and concepts for applying the Nursing Process in the provision of spiritual care for patients across the life span, analysis of various nursing theoretical frameworks designed to support the care of patients in the spiritual domain, interprofessional collaboration for enhancing spiritual care of patients, and expectations of governing bodies and accrediting agencies for inclusion of spiritual care in the education and practice of professional nurses. Ethical implications for nurses' provision of holistic care in relation to the International Council of Nursing (ICN) Code of Ethics will also be explored. (Pre-requisites: None) 3 credits.

NRBS 4772
Communications in Health Care

This course focuses on communication as an essential dimension of professional nursing. Theories are presented to explain the dynamic relationship between human behavior, health, and illness and the impact of interpersonal relationship skills to effect positive change in individuals, families, and healthcare delivery systems. This course utilizes AACN Essential core competencies for Entry Level to determine program and student learning outcomes. (Prerequisites: None) 3 credits.

GRADUATE PROGRAMS

MASTER'S PROGRAMS

FAMILY NURSE PRACTITIONER

The Advanced Certificate Family Nurse Practitioner (FNP) program is designed for registered nurses with a Master of Science degree in nursing or in one of the advanced practice nursing roles.

The program (up to 45 credits) is designed to be completed in six semesters or less depending on the completed gap analysis.

Graduates of the program are eligible to sit for the national Family Nurse Practitioner certification examinations offered by the American Nurses Credentialing

Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

For the Program of Study, please visit the College of Nursing website at: https://www.downstate.edu/education-training/college-of-nursing/programs/programsofstudy.html

WOMEN'S HEALTH PRIMARY CARE NURSE PRACTITIONER

The Advanced Certificate in Women's Health Primary Care Nurse Practitioner program is designed for registered nurses with a Master of Science degree in nursing or in one of the advanced practice nursing roles.

As advanced practice nurses, WHNPs perform comprehensive health assessments; conduct risk analyses; provide client education and counseling to promote wellness and prevent disease; and diagnose and treat common health problems and acute and chronic conditions. The primary focus of the care provided by Women's health Nurse Practitioners is in the area of Obstetrics & Gynecology. For the Program of Study, please visit the College of Nursing website at: https://www.downstate.edu/education-training/college-of-nursing/programs/programsofstudy.html

NURSING EDUCATION

The Certificate in Nursing Education is designed to prepare registered nurses for educational roles in community, organizational, clinical, and academic settings. The program prepares graduates to advance their knowledge and expertise in a clinical area of practice. For the Program of Study, please visit the College of Nursing website at: https://www.downstate.edu/education-training/college-of-nursing/programs/programsofstudy.html

ADVANCED CERTIFICATE PROGRAMS (Post Master's)

Family Nurse Practitioner Women's Health Nurse Practitioner Nurse Education
The College of Nursing offers the following: MS in Nursing Education, MS and DNP in Family Nurse Practitioner and Women's Health Nurse Practitioner. The APRN Master's programs prepare nurses for clinical expert practice as Nurse Practitioners.

DOCTOR OF NURSING PRACTICE PROGRAM

The DNP program prepares nurses for the highest level of nursing practice. DNP graduates provide leadership for evidence-based practice. (For Nurses who already hold master's degrees please see the section on Post Graduate Certificate Programs.)

For students who hold a baccalaureate degree and meet admission requirements, the DNP Program is 76 credits, and 7-10 semesters in length. Specialty tracks include Family Nurse Practitioner (FNP) and Women's Health Nurse Practitioner (WHNP). Students who hold a master's degree, APRN state certification (FNP or WHNP), and meet admission requirements, will be considered for the post-master's DNP Program which consists of 43 credits in 7 semesters**.** For the Program of Study, please visit the College of Nursing website at:

https://www.downstate.edu/education-training/college-of-nursing/programs/programsofstudy.html

Graduate Nursing Course Descriptions

NRMS 5040
Philosophical and Theoretical Perspectives for Advanced Nursing Practice
The focus of this course is on inter- disciplinary philosophies and theories relevant for advanced nursing practice. Emphasis is on the analysis and evaluation of selected conceptual models and theories of nursing and other disciplines. Theories are examined within the metaparadigm of nursing and other relevant disciplines and are applied to the delivery of advanced nursing care to individuals and families. Using philosophical views of selected theorists, students will create a personal philosophy, which can be applied to the art and science of the advanced practice role. (Prerequisites: None) 3 credits.

NRMS 5100
Clinical Prevention and Population Health
This course is designed to focus on the analysis of environmental, global and sociocultural factors that influence the risk, course, and management of major health problems affecting vulnerable populations in urban communities. Concepts from epidemiology, genetics, genomics, clinical prevention and population health to evaluate evidence-based care and health outcomes of individuals, families, communities and populations are emphasized. Private and public health care resources are analyzed and evaluated. Attention to affordability and accessibility of health care, maintaining healthy environments and promoting personal and community responsibility for health are addressed. Economic, political, legal, and ethical considerations necessary to implement clinical prevention strategies and population-based care within an urban setting are analyzed. (Prerequisites: None) 3 credits.

NRMS 5160
Organizational and Systems Leadership for Advanced Nursing Practice
This course focuses on the skills and knowledge needed by the advanced practice nurse to function in the role of a leader in diverse health care environments. Within the context of trans- formational organizational change, the advanced practice nurse is introduced to concepts relevant to analyzing and interpreting data related to macro systems in a variety of health-related organizations and the use of best leadership practices. Incorporated in this course are strategies for organizational initiatives and navigating positive change through effective leadership and communication skills and use of advocacy in coordinating comprehensive care for clients – individuals, families, groups, and com- munities – in multiple, varied settings. The impact of health policy, political and financial issues and ethical and legal concerns relevant to organizational and systems leadership are discussed. Personal development, accountability for quality outcomes, alignment of ethics and values with the organizational vision are discussed. Emphasis is placed on

interprofessional collaboration and use of motivational techniques for peers and staff. This course offers practical solutions for problems inherent in applying culturally responsive leader- ship skills in healthcare delivery systems. (Prerequisites: None) 3 credits.

NRMS 5850
Research and Evidence-based Practice I
This course is designed to provide students with the skills necessary to conduct clinical nursing research and addresses both quantitative and qualitative research methods. Emphasis is on advanced practice nurses as clinicians/ researchers and the use of research finding as a foundation for evidence-based practice. Students select a research problem in their area of specialty. The culmination of the course is the development of the first two chapters of a research proposal. (Prerequisites: NRMS 5040) 3 credits.

NRMS 5860
Research and Evidence-based Practice II
This course is a continuation of NRMS 5850 and provides students an opportunity to refine their research proposals. It focuses on expansion of the literature review, methodology design, identifying statistical tests and completion of an IRB application and other materials pertinent to their studies. Emphasis is placed on evaluation of the feasibility of the proposed study and its design. In this course, students will have the opportunity to present and critique each other's research proposals. (Prerequisites: NRMS 5850) 3 credits.

NRMS 5270
Informatics and Healthcare Technologies
This course introduces students to informatics and healthcare technologies. Emphasis is on technology-based applications which support practice, administrative, research and education- al decision making. Students will utilize information systems to analyze patient data, conduct research and evaluate project outcomes. The development of an effective blend of nursing practice, technology, and information science, improving patient communications, practitioner accuracy, and efficiency are addressed. Legal and ethical issues associated with computer use are examined. (Prerequisites: None) 3 credits.

NRMS 5700
Independent Study
Optional, only for students who did not complete the required clinical hours at the end of the semester. 1 credit.

***** ADVANCED PRACTICE NURSING CORE COURSES:

NRMS 5110
Advanced Pharmacology
This course focuses on the pharmaco- dynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents. It prepares advanced practice nurses for the privileges, responsibilities, and legal and ethical standards associated with prescribing therapeutic regimens for culturally diverse populations.

Incorporated in this course are patient-specific goals for therapy, choice of safe and effective therapeutic regimens, dosage adjustments, therapeutic drug monitoring for specific therapeutic endpoints, toxicologic and adverse events, and education of patients about prescribed therapy to maximize adherence to a therapeutic plan. (Prerequisites: None) 3 credits.

NRMS 5180
Advanced Health Assessment and Diagnostic Reasoning The course provides students with knowledge and skills in advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts, and approaches. Advanced health assessment also includes physical, developmental, psychosocial, and cultural dimensions. Students will have the opportunity to conduct comprehensive history taking, analysis of findings based on advanced health assessment, and differential diagnosis of children, adults, pregnant women, and the older adults. Emphasis is placed on the diagnostic reasoning process, which forms the foundation for clinical decision making in advanced nursing practice. The laboratory component of the course will provide the opportunity to apply advanced health assessment skills. (Prerequisites and /or Corequisites: NRMS 5110, NRMS 5190) Corequisites: NRMS 5112 for APRN students. 3 credits.

NRMS 5190
Advanced Pathophysiology
This course is designed to focus on advanced pathophysiology, including general principles that apply across the lifespan. It begins with a discussion of the mechanism of cellular injury and the pattern of response to adverse environmental conditions. This is followed by a system review of the way in which the underlying mechanisms produce pathologic disorders. The etiology, epidemiology, pathogenesis, and manifestations of selected disease processes affecting patients will be presented. This serves as a scientific basis for under- standing health and disease, which is critical for optimal patient management provided by advanced practice nurses. Research findings and theories/ frame- work relevant to the course content will be discussed. (Prerequisites: None) 3 credits.

*** CLINICAL SPECIALIZATION COURSES:

FAMILY NURSE PRACTITIONER PROGRAM (FNP) SPECIALTY COURSES

CNNP 5230
Primary Prevention and Care Management of Adults I
This course is designed to provide the theoretical basis and field experience for the application of evidence-based practice of primary prevention, diagnosis and management of acute conditions commonly affecting adults and older adults. The impact of physiology, socialization and culture on the individual's growth, development, health, and social roles are explored. Emphasis is on health promotion, beginning role development of the advanced practice nurse, and application of knowledge from biophysical, psychological, social and cultural

sciences for the care and management of adults and older adults. Acute health problems will be analyzed, with attention to risk factors for underserved populations and their preventive health needs. Strategies of risk analysis and reduction, screening, lifestyle change, disease detection and prevention, complementary and alter- native therapies, and case management will be examined. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, health policy, advocacy, quality improvement and safety as well as ethical and legal dimensions of primary care practice will be addressed throughout the course. A precepted clinical experience will include comprehensive assessment and focused primary prevention and management of adults and older adults. (Prerequisites: NRMS 5040, NRMS 5110, NRMS 5180, NRMS 5190. NRMS 5112) 4 credits.

NFNP 5230
Primary Care Management of Adults II
This course focuses on the application of evidence-based practice for the diagnosis and management of chronic conditions commonly affecting adults and older adults. Emphasis is on the use of knowledge from biophysical, psychological, and socio-cultural sciences in designing care for adults and older adults with chronic illness. Using advanced clinical reasoning, students analyze, synthesize, and evaluate data to design and deliver culturally responsive care. Indirect role functions of the advanced practice nurse and the importance of inter-professional collaboration are reinforced, along with the advocacy component of nurse practitioner practice. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Health policy, quality improvement and safety as well as ethical and legal dimensions of primary care practice and the challenges of providing comprehensive, primary care in a managed- care environment are addressed. The precepted clinical practicum which accompanies the course provides opportunities for the comprehensive assessment and management of adults and older adults with chronic conditions. (Pre-requisites: CNNP 5230) 4 credits.

NFNP 5130
Primary Care Management of Pediatric Clients
This course provides the theoretical basis and field experience for the application of evidence-based practice for the pediatric and adolescent clients. Diagnostic reasoning, comprehensive primary care assessment and management of acute and chronic problems form the basis for direct role functions of the nurse practitioner. Emphasis is on the management of common, acute, and chronic childhood illnesses, complementary and alternative therapies, and problems of growth and development. The role functions of the family nurse practitioner in the provision and management of comprehensive primary care will be reinforced. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, quality improvement and safety, advocacy, ethical and legal dimensions of primary care, consultation, research, education, and policy development relating to children and adolescents will be addressed. The precepted clinical practicum which accompanies the course provides opportunities for the comprehensive assessment and management of families and pediatric clients with acute and chronic conditions. (Prerequisites: NFNP 5230,

Corequisite NFNP 5131) 3 credits.

NFNP 5131
Primary Care Management of Obstetrical and Gynecological Clients
This course focuses on for the application of evidence -based practice for the obstetrical and gynecologic clients. Diagnostic reasoning and clinical decision making will be the foundations on which the direct role functions of the nurse practitioner will be based. Emphasis is on etiology, pathophysiology, pharmacology, diagnostic reasoning, and clinical decision making involved in the management of obstetrical and gynecologic problems of women throughout the lifespan, as well as sexual and reproductive health, complementary and alternative therapies. The role functions of the family nurse practitioner in the provision and management of comprehensive primary care will be reinforced. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collabo- ration, quality improvement and safety, advocacy, ethical and legal dimensions of primary care, consultation, research, education, and policy development relating to women throughout the life span will be addressed. The precepted clinical practicum which accompanies the course provides opportunities for the comprehensive assessment and management of obstetrical and gynecologic clients presenting for primary care. (Prerequisites: NFNP 5230, Corequisite NFNP 5130) 3 credits.

NFNP 5300
Capstone Experience
The focus of this course is on regulation of advanced practice nursing, credentialing, peer review, certification, health policy, competency standards, information technology in relation to security and confidentiality, legislative, economic, legal, and ethical issues. Emphasis is on synthesizing, analyzing, evaluating, and integrating the theoretical foundations of advanced nursing practice, application of evidence -based practice to the care and management of individuals, families, and communities. Ethical and legal principles are considered, applied, and incorporated. The focus of the clinical component is on skills mastery, and demonstration of the ability to provide comprehensive primary care, health promotion and disease prevention and culturally responsive care to diverse individuals, families, and communities. (Prerequisites: NFNP 5130, NFNP 5131) 3 credits.

WOMEN'S HEALTH NURSE PRACTITIONER SPECIALTY COURSES

CNNP 5230
Primary Prevention and Care Management of Adults I
This course is designed to provide the theoretical basis and field experience for the application of evidence- based practice of primary prevention, diagnosis and management of acute conditions commonly affecting adults and older adults. The impact of physiology, socialization and culture on the individual's growth, development, health, and social roles are explored. Emphasis is on health promotion, beginning role development of the advanced practice nurse, and application of knowledge from biophysical, psychological, social, and cultural

sciences for the care and management of adults and older adults. Acute health problems will be analyzed, with attention to risk factors for underserved populations and their preventive health needs. Strategies of risk analysis and reduction, screening, lifestyle change, disease detection and prevention, complementary and alter- native therapies, and case management will be examined. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, health policy, advocacy, quality improvement and safety as well as ethical and legal dimensions of primary care practice will be addressed throughout the course. A precepted clinical experience will include comprehensive assessment and focused primary prevention and management of adults and older adults. (Prerequisites: NRMS 5040, NRMS 5110, NRMS 5180, NRMS 5190, NRMS 5112,
4 credits.

NWHP 5140
Primary Care Management of Obstetrical Clients
This course provides the theoretical basis and field experience for the application of evidence-based practice for the provision of culturally responsive care to women during the prenatal, and post-natal periods. It builds on components of diagnostic reasoning and clinical decision making, emphasizing prenatal risk assessment and primary care of the obstetrical client, within the context of the family. The social, behavioral, and cultural aspects of pregnancy as well as the etiology, pathophysiology, diagnosis, complementary, alternative therapies, and management of problems during pregnancy will be explored. Integrated in this course are: Inter-professional collaborative skills, safety, quality improvement, health care technologies as well as health policy, advocacy, ethical, legal dimensions of primary care practice, health promotion and disease prevention, consultation, research and educational needs of the client and their significant others. All aspects of the role function of the women's health care nurse practitioner during the provision of pre-natal and post-natal care are emphasized. A precepted clinical experience will include assessment and management of obstetrical clients presenting for comprehensive care and/or common complaints of pregnancy. (Pre-requisites: NWHP 5240, NWHP 5290). 4 credits.

NWHP 5240
Primary Care Management of Gynecological Clients
This course provides the theoretical basis and field experience for the application of evidence-based practice for the provision of culturally responsive care in the management of the gynecological clients across the life span. Emphasis is on the etiology, pathophysiology, complementary and alternative therapies, diagnostic reasoning, and clinical decision making. Integrated in this course are: Inter-professional collaborative skills, safety, quality improvement, health care technologies as well as health policy, advocacy, ethical, legal dimensions of primary care practice, health promotion and disease prevention, consultation, research and educational needs of the client and their significant others. All aspects of the role function of the women's health care nurse practitioner during the pro- vision of pre-natal and post-natal care are emphasized. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Incorporated into the course are: Interprofessional collaboration, health policy,

advocacy, quality improvement, safety as well as ethical, legal dimensions of primary care practice, health promotion and disease prevention, consultation, research and educational needs of the client and their significant others. All aspects of the role function of the women's health care nurse practitioner during the provision of gynecological care will be explored. A precepted clinical experience will include comprehensive assessment and primary care of gynecological clients. (Prerequisites: CNNP 5230, Corequisite NWHP 5290) 4 credits.

NWHP 5290
Women's Mental Health Issues
This course provides an overview of women's mental health issues. Emphasis is on the behavioral, environmental, socioeconomic, cultural, ethical, legal, and political factors that impact women's mental health. The etiology, pathophysiology, diagnoses, complementary, alternative therapies, and pharmacological management of women's mental health issues will be explored. Concepts of advocacy, counseling, and education are incorporated throughout the course. A precepted clinical experience will include comprehensive assessment and primary care of women's with mental health issues. (Co-requisite: NWHP 5240) 2 credits.

NWHP 5300
Capstone Experience
The focus of this course is on regulation of advanced practice nursing, credentialing, peer review, certification, health policy, competency standards, information technology in relation to security and confidentiality, legislative, economic, legal, and ethical issues. Emphasis is on synthesizing, analyzing, evaluating, and integrating the theoretical foundations for the advanced practice nurse. Applications of evidence- based practice to the care of women including ethical and legal principles are incorporated. The focus of the clinical component of this course is on skills mastery, and demonstration of the ability to provide comprehensive primary care, health promotion and disease prevention to women throughout the lifespan, also providing culturally responsive care to diverse individuals, families, and communities. (Prerequisites: NWHP 5240, NWHP 5290, and NWHP 5140) 3 credits.

NURSING EDUCATION SPECIALTY COURSES

NRMS 5114 - Clinical Practicum This course is designed to provide the opportunity for students to demonstrate direct care competence based on application of knowledge, skills, and attitudes gained from coursework in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology (3P's) and nursing education. Clinical fieldwork experiences in a specialty/area of interest will focus on population health to complete a culminating project. Interprofessional collaboration in care management will be emphasized. (Prerequisites: NRMS 5040, NRMS 5110, NRMS 5180, NRMS 5190).

NRMS 5210

Theoretical & Scientific Bases of Nursing Education & the Educator Role
Provides a theoretical and scientific foundation for teaching and learning within the evolving health care system of nursing education. Through self- assessment, students will gain an understanding of how different styles impact teaching and learning. The competency, knowledge, skills, and attitudes required for the educator to function in various roles in different settings will be discussed. (Prerequisites: NRMS 5114) 3 credits

NRMS 5211

Designing Evidence- Based, Transformational, Integrated Curricula
This course provides theoretical and scientific bases for designing curricula responsive to changes in health and healthcare. Students will design a specific curriculum proposal for their current or future work setting that includes curriculum design, conceptual framework, instructional resources, program plans, and outcomes. A model syllabus for one component of the curriculum will be constructed. (Prerequisites: NRMS 5210, Corequisites: NRMS 5212) 3 credits

NRMS 5212
Facilitating Student Learning: Strategies & Methods
Provides opportunities for in-depth exploration and the application of innovative, evidence-based teaching/ learning strategies to prepare nurse educators to teach in a complex, diverse, rapidly changing environment. Students will learn and practice best methods for classroom, clinical and on-line education. In addition, they will practice techniques for advising, mentoring, and managing the classroom and explore legal and policy issues effecting nursing education. Opportunities will be provided to assess learners' knowledge, skills, and attitudes. (NRMS 5210, Corequisite 5211) 3 credits

NRMS 5213
Assessment and Evaluation: From Individual to Program
Theories and conceptual models for evaluating student learning, faculty teaching, courses and programs will be explored. Models, guidelines, and practical approaches will be used to develop an assessment strategy for quality improvement in a nursing education program. Students will conduct a program evaluation. (Prerequisites: NRMS 5211, NRMS 5212) 3 credits

Doctor of Nursing Practice Program

NDNP 7000 - DNP Role
Development and Leadership Foundations
The purpose of this course is the analysis and integration of scientific, systems and leadership concepts that are integral for the advanced practice nurse to incorporate into the role of clinical scholar and leader. Students will explore the interrelationship between knowledge, research, behavior, outcomes, and clinical practice. These theories examine and emphasize the essential cognitive scientific underpinnings;

knowledge and leadership skills required of the role of the DNP prepared advanced practice nurse in effecting change. 3 credits

NDNP 7001
Healthcare Informatics and Information Management
This course is designed to assist the DNP student in the knowledge acquisition and skills necessary to utilize information system technology and resources to support practice, quality improvement initiatives, and administrative decision making to improve and transform healthcare. Informatics tools for data extraction, organization, and interpretation will be compared and their utility to improving care delivery and outcomes examined. Foundational knowledge for the appraisal of health information systems will be established. Students will critically evaluate databases, consumer sites and informatics tools that can be employed as solutions to complex health care problems. Communication and dissemination of findings through various informatics tools are explored and applied. 3 credits

NDNP 7002
Scholarly Writing
This course is designed to provide graduate-level nurses with the knowledge and skills to be successful in articulating concepts through writing. Students will learn to present ideas in a logical and scholarly manner with emphasis on making compelling arguments, understanding audience, and demonstrating clear, concise high-level writing. Students will work to develop strategies for to use in achieving professional and effective communication through the writing in a variety of contextual settings. 3 credits

NDNP 7003
Translational Research
This course focuses on the research methodologies to facilitate students' ability to find, appraise, and apply scientific findings to nursing practice knowledgeably and effectively. While the focus is on evidence-based research, students will learn how to effectively appraise literature for the application to clinical practice. Students will access credible sources using a systematic approach, evaluate the quality of research findings, discuss methods of translating and integrating findings into nursing practice, and evaluate outcomes. 3 credits

NDNP 7004

Evidence Driven Innovation in Clinical Practice
This course in biostatistics is designed to assist the doctorly prepared nurse in data and statistical analysis for evidence-based practice. Skills necessary for data manipulation and analysis will be explored. This course will focus on achieving competence in utilizing statistical packages for analysis of data while developing a broad foundation of understanding of statistical tests for evidence-based practice. 3 credits

NDNP 7005
Finance and Economics of Healthcare
Finance and Economics of Healthcare This course examines healthcare finance and economics through economic trends, reimbursement issues, funding sources, and related ethical issues. Advanced economic, financial, and business knowledge and skills required to assume a DNP leadership role are investigated. The course explores a key principles and methods of financial analysis, cost analysis, budgeting, and business and grant planning with emphasis on strategies to promote and sustain the cost-effectiveness of healthcare. Emphasis is placed on application of knowledge to diverse healthcare settings and systems and apply it to timely issues in health policy and management. 3 credits

NDNP 7006
Epidemiology
Epidemiology is the study of patterns of disease in human populations and the application of this study to the control of health problems. Epidemiology forms the backboard of public health. Students will need to have a strong understanding of the basic principles of this discipline to be able to read and understand published public health literature. Epidemiology helps the biomedical and public health researchers understand whether their findings are real or due to chance alone. This course will provide the student with the principles of epidemiology for advanced practice. 3 credits

NDNP 7100
Planning, Management and Evaluation of Projects
This course focuses on acquisition of knowledge and skills necessary for assessment, design, implementation, and evaluation of effective health programs and projects. Emphasis is placed on the use of health programs and projects to improve systems of care and health outcome and the evaluation of these systems. Students will use concepts from this course to effectively frame evidence-based scholarly projects, working from the planning phase through evaluation for the purpose of meaningful implementation in subsequent courses**.** 4 credits

NDNP 7101
Quality Improvement and Patient Safety
Quality Improvement and Patient Safety This course prepares students to design, implement and evaluate evidence-based quality health care practices for patient populations (individuals and aggregates) in acute, home and community settings. Working as partners in interdisciplinary teams, students will assess organizational culture, gather safety information, analyze data and translate findings into systems changes through action learning experiences within an organization. 3 credits

NDNP 7102
Evidence based Project 1: Proposal Development
This practicum is the first of three sequential DNP project courses designed to assist the DNP student in development of their project proposal. This project-focused course builds on the students understanding of their defined health care problem through a comprehensive and systematic assessment. Student will work with faculty

and committee members to outline a comprehensive, achievable solution to their chosen topic and successfully defined the proposal at the conclusion of the course. The role of a nurse leader in project planning will be emphasized through exploration of leadership needs in the healthcare arena. 3 credits (Prerequisites: NDNP 7000, NDNP 7002, NDNP 7003, NDNP 7004, NDNP 7100)

NDNP 7103
Healthcare Policy and Advocacy
This course focuses on the interaction of health, healthcare, and policies in the US and the interplay of values and ethics with the organization, delivery, and financing of healthcare to prepare the student to develop, influence, implement and evaluate health policy aimed at improving health and healthcare. Special emphasis will be given to population health, social justice & health equity knowledge, skills & attitudes. 3 credits

NDNP 7104
Evidence based Project 2: Implementation
This practicum is the second of three sequential DNP project courses designed to assist the DNP student in implementation of their DNP project. This project-focused course builds on the student's successful defense of their project proposal and guides the implementation phase of the project. This course focuses on the implementation of evidence-based interventions delineated to address the student's chosen healthcare problem. Effective leadership, communication and teamwork for successful project implementation is explored. 3 credits

NDNP 7200
Systems Leadership
This course focuses on innovative leadership strategies that are needed to evaluate gaps in health care that affect optimal patient and population outcomes. The DNP prepared nurse will apply organization knowledge and financing of health care systems to effect change and to advocate for improved patient and population outcomes. Accountability for quality outcomes, decision making, alignment of ethics and values with the organization vision are covered. The impact of health policy, political, financial, ethical and legal issues relevant to organization and systems leadership are discussed. Elements of this course will include diverse organizational cultures, ethical dilemmas, systems, communication, innovation, and change. 3 credits

NDNP 7201
Evidence based Project 3: Evaluation and Dissemination
This practicum is the third of three sequential DNP project courses designed to assist the DNP student in the evaluation and dissemination of their DNP project. The focus of this project-focused course is the comprehensive evaluation of evidence-based interventions of the student's chosen healthcare problem and development of an effective dissemination plan. Upon completion of the course, students will successfully defend their projects. The nurse leader's role in evaluation of programs and project will be explored.
3 credits

Teaching Facilities

The classroom and laboratory facilities of the College of Nursing are in both the Health Science Education Building (395 Lenox Road) and the Basic Sciences Building (450 Clarkson Avenue).

The Health Science Education Building is the academic center of the campus. The building houses classrooms and laboratories, a 500-seat auditorium, and the Medical Research Library of Brooklyn.

The College of Nursing occupies the eighth floor of the Education Building. Its facilities include:

COLLEGE OF NURSING LEARNING RESOURCE CENTER (LRC)/SIM LAB
The College of Nursing Simulation Lab (LRC) has a dedicated simulation lab and 3 annexes are fully equipped with high and low-fidelity mannequins. The lab includes 8 patient rooms, labor and delivery room, an isolation room, and step-down units. The LRC is designed to provide simulation-based educational activities. The laboratory center contains areas for small group practice and discussion.

Students may use the LRC to fulfill specific course requirements. In addition, students use the facility for self-directed study, or for alternative learning activities to master skills. Learning Resource Center | College of Nursing | SUNY Downstate

ACTIVE LEARNING CENTER (ALC)
A state-of-the-art inter-active teaching-learning designed to facilitate faculty-to-student and student-to-student engagement. The ALC is equipped with small group workstations including multiple technologies all of which can be configured based on the pedagogy employed.

CENTERWIDE ADVANCED LEARNING RESOURCE CENTER (ALRC)
The library is accessible to any SUNY student, faculty, or staff with appropriate identification. Subscribers and current members of any of the DHSU Alumni Associations may now use the first and second floors of the library as a study hall. Subscribers must have library-issued picture IDs. Alumni must have picture IDs and evidence of current Association membership. Subscribers, alumni and all other visitors are required to screen at 445 Lenox Road at the time of each visit before entering the library. SUNY Downstate - The Medical Research Library of Brooklyn https://www.downstate.edu/education-training/medical-research-library/index.html