

SCHOOL OF NURSING

The vision of Monroe's School of Nursing is to provide excellence in teaching and scholarship, and support aspiring nursing professionals to enhance the health of our community.

The School of Nursing faculty is committed to achieving excellence in education and patient care based upon our beliefs of nursing care, culturally competent nursing care, and teaching and life-long learning as described below:

- **Nursing Care:** Nursing affects the care of persons for the purposes of illness prevention, maintenance and/or restoration of health. Within the framework of the nursing process of assessment, planning, implementation, and evaluation, a holistic and evidence-based approach to nursing care is created. The goal is to care for the person—psychological, emotional, physical, cultural, and spiritual.
- **Culturally Competent Nursing Care:** It is the belief of the School of Nursing faculty that an increasingly diverse patient population requires the integration of cultural competence into all aspects of nursing care. Nurses provide care freely without judgment or prejudice. Nurses respect the dignity and physical and emotional wholeness of every person, value the differences among persons, and implement person-centered cultural care. Nurses reflect on their biases for self-awareness and to understand the needs and sensitivity of persons from other cultures. The faculty believes that the nursing program has a responsibility to educate students in culturally competent nursing care through self-assessment; knowledge and respect of different cultures and ethnicities; understanding of the disparities in healthcare; comprehensive cultural assessment of individuals, families and communities; competencies to communicate with individuals, families, and groups with diverse language and cultural backgrounds; identification of resources; and an understanding of the advocacy role of nursing. By embracing diversity, we strengthen nursing education that promotes culturally sensitive care for all human beings.
- **Teaching and Life-Long Learning:** The Institute of Medicine's (IOM) Healthcare Core Competencies and the Quality and Safety Education for Nurses Competencies (QSEN) establish the standards for nurses to provide patient-centered care, work effectively on inter-professional teams, employ evidence-based practice, learn the quality improvement process, provide safe nursing care, and utilize healthcare informatics. The curriculum is organized to attain student learning outcomes based on the IOM and QSEN core competencies, which serve as the foundation to design, implement, and evaluate the curriculum. Courses in science and liberal arts provide students with a broad knowledge base for nursing practice. Course content and learning experiences build upon previous levels of knowledge and experience. Faculty use various methods and strategies to teach the nursing process, provision of holistic nursing care, patient teaching, patient safety, prevention of medication errors, evidence-based practices, critical thinking and clinical judgement, communication, role of the nurse, professionalism, and ethical /legal practice. Emphasis is placed on the importance of lifelong learning to keep current with the latest knowledge and advances in healthcare to achieve performance improvements.

Programs

- Nursing, BS - Traditional Option for HS Seniors and Recent Graduates (<https://catalog.monroeu.edu/catalog/schools-academic-programs/nursing/nursing-bs-traditional-option-hs-seniors-recent-graduates/>)
- Nursing, BS – RN to BS Option (<https://catalog.monroeu.edu/catalog/schools-academic-programs/nursing/nursing-bs/>)
- Nursing, BS - Accelerated 2nd Degree General Option (<https://catalog.monroeu.edu/catalog/schools-academic-programs/nursing/nursing-bs-accelerated-2nd-degree-option/>)
- Nursing, BS - Accelerated 2nd Degree International Medical Graduate (IMG) Option (<https://catalog.monroeu.edu/catalog/schools-academic-programs/nursing/nursing-bs-international-medical-graduate-img-option/>)
- Nursing, LPN-RN-BS - Progressive Option for Adult Learners (<https://catalog.monroeu.edu/catalog/schools-academic-programs/nursing/nursing-lpn-rn-bs-progressive-option-adult-learners/>)
- Registered Nurse, AAS – LPN to RN Option (<https://catalog.monroeu.edu/catalog/schools-academic-programs/nursing/registered-nurse-aas/>)
- Practical Nursing, Certificate (<https://catalog.monroeu.edu/catalog/schools-academic-programs/nursing/practical-nursing-certificate/>)

For information on the admission requirements for Nursing programs, visit Nursing Admission Requirements (<https://catalog.monroeu.edu/catalog/admissions/undergraduate-admissions/>)

Course Offerings

Undergraduate

NS - Nursing

NS-106 - Dosage Calculation and Pharmacology (3 cr)

This course introduces students to medication dosage computation based on principles of the algebra and math (prerequisites), and includes concepts of pharmacology with a focus on pharmacodynamics and implications of drug administration. Major drug classifications and prototype drugs are explored, including complementary and alternative medicine (CAM). Quality improvement concepts related to safe medication administration are introduced. Emphasis is placed on nursing responsibilities and the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies related to principles and application of medication administration, evaluation, and client teaching, in the clinical setting.

NS-117 - Fundamentals of Nursing (7 cr)

This course is an overview of the fundamental principles and practices of nursing. It includes legal, ethical, and cultural/spiritual considerations, current best practice guidelines, and therapeutic communication. Emphasis is placed upon the performance of skills to meet basic functional needs and hygiene. Preparation of these skills is performed intensely in the nursing skills laboratory utilizing patient simulation scenarios. Selected focused assessment and patient care skills are developed. Essential concepts include asepsis, safety, infection control, quality improvement, and the therapeutic nutritional effects on clients across the lifespan. In this course students are introduced to the clinical setting and elements of data collection. The core competencies of the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) and the application of the nursing process are used as the foundation for critical thinking. Key principles include prioritization, communication, providing patient education, and facilitating continuity of care following discharge. The concept of cultural competence is introduced through an exploration of culture, religion, and spiritual influences related to health and illness, and nursing care of dying or bereaved clients. Students receive course completion certificate for NYS Infection Control.

NS-119 - Introduction to Culturally Competent Care and Nursing Essentials (7 cr)

This course is an overview of the fundamental principles and practices of nursing. It includes legal, ethical, and cultural/spiritual considerations, current best practice guidelines, and therapeutic communication. Emphasis is placed upon the performance of those skills needed to meet basic functional needs and hygiene. Preparation of these skills is performed intensely in the nursing skills laboratory utilizing patient simulation scenarios. Selected focused assessment and patient care skills are developed. Essential concepts include asepsis, safety, infection control, quality improvement, and the therapeutic nutritional effects on clients across the lifespan. In this course students are introduced to the clinical setting and elements of data collection the nursing process. The core competencies of the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) are used as the foundation for critical thinking. Key principles include prioritization, communication, providing patient education, and facilitating continuity of care following discharge. The concept of cultural competence is introduced through an exploration of culture, religion, and spiritual influences related to health and illness, and nursing care of dying or bereaved clients. Students receive course completion certificate for NYS Infection Control.

Prerequisite: NS-106

NS-122 - Maternal Child Nursing (3 cr)

This course introduces the student to basic maternity and pediatric skills and concepts needed to provide comfort, safety, and care to the mother/newborn, and children. Principles of growth and development are incorporated. Focus is on the reproductive process, nutrition, and family planning. The core competencies of the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) and the application of the nursing process are used to build critical thinking skills. Essential concepts include prioritization, communication, providing patient education, quality improvement, and participation in planning continuity of care following discharge. Cultural and spiritual influences are incorporated in the care of maternal child and pediatric patients. Students are required to successfully complete the NYS approved Child Abuse and Maltreatment program.

Prerequisite: NS-106 and NS-117

NS-126 - Medical-Surgical and Transitional Nursing (7 cr)

This course concentrates on the needs of patients in a variety of healthcare for students to provide safe, quality nursing care. Course content is applied to both simulated and actual patient situations. The course continues with major medical surgical concepts that address conditions/needs of adults and the elderly with an emphasis on the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies to enhance critical thinking. The focus is on the individual as a patient within the context of the family and community and the importance of health promotion. Identification of cultural and spiritual factors that affect the health and recovery of the patient and implementation of interventions to adapt care to provide culturally competent nursing care is integrated. Psychological processes and disease are explored. Nursing care for individuals with alterations in health that affect the cardiovascular, respiratory, neurological, and male/female reproductive systems are covered with an emphasis on health teaching and quality improvement. Current trends, ethical concerns, and inter-professional healthcare team collaboration are examined within the scope of practice of the LPN. Preparation for entry into practice and the job market are discussed.

Corequisite: NS-122

NS-130 - Psychosocial Nursing (2 cr)

This course introduces students to the basic mental health concepts necessary to interact in a therapeutic manner with patients experiencing alterations in mental health. Emphasis is placed on the core competencies of the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) and the application of the nursing process as the basis to provide safe, quality patient-centered care. Essential concepts include ethical/legal considerations, prioritization, communication, and quality improvement. Health promotion and counseling are provided to assist with behavioral management and identification of positive coping mechanisms. Data collection and nursing interventions integrate the cultural and spiritual needs of the patient to provide holistic nursing care.

Corequisite: NS-122

NS-207 - LPN to RN Transition/Introduction to Culturally Competent Care (2 cr)

This hybrid course facilitates the students' transition from the role of the Licensed Practical Nurse to the role of the Registered Nurse and provides an introduction to culturally competent nursing care. The Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies provide the foundation for students to explore concepts of health care coordination and management, time management, cultural diversity, ethical-legal issues, and clinical judgment required for safe quality nursing care. Emphasis is placed on nursing diagnosis formulation and care plan development. An overview of nursing theorists and case studies are used to expand student knowledge and understanding of cultural concepts. Students engage in a cultural self-assessment to enhance their ability in providing nursing care to patients from diverse cultures and backgrounds.

NS-209 - Health Assessment Across the Lifespan (3 cr)

This course introduces students to health assessment and health promotion. Students develop the health assessment skills necessary for professional nursing practice. Preparation of these skills is performed intensely in the nursing skills laboratory utilizing hands-on practice and case studies. Weekly readings allow the student to synthesize theory and practice. Health promotion and disease prevention strategies are analyzed for use with various populations. Barriers to health communication are explored and students examine the issues that affect health behaviors. The concept of cultural competence is integrated into an assessment of the patient to promote an understanding of cultural beliefs and practices related to perceptions of health and illness. Documentation in the electronic medical record is integrated into the weekly practice sessions. The course culminates with student demonstration to perform a head-to-toe assessment for competency validation.

Corequisite: NS-207

NS-216 - Culturally Competent Care of the Child- Bearing Family (3 cr)

This course is designed to focus on family-centered care to meet the needs of the childbearing family. Role changes for parents and the relationships among family members and the newborn are discussed. Clinical settings provide an opportunity to integrate and correlate theory and the core competencies of the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) by caring for mothers and newborns. Emphasis is placed on the concept of cultural competence in assessment and nursing care of the family for mothers and newborns. Essential concepts include prioritization, communication, providing patient education and facilitating continuity of care following discharge.

Corequisite: NS-207

NS-217 - Culturally Competent Care of the Child- Rearing Family (3 cr)

This course is designed to focus on family-centered care to meet the needs of the child rearing family. Relationships among family members, children, and adolescents are discussed. Clinical settings provide an opportunity to integrate and correlate theory and the Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies by caring for children with health problems from infancy through adolescence. The concept of cultural competence in assessment and nursing care interventions of the family is emphasized for the development of children. Essential concepts include prioritization, communication, providing patient education and facilitating continuity of care following discharge.

Corequisite: NS-216

NS-221 - Advanced Pharmacology (2 cr)

This course presents concepts of pharmacology, with emphasis on pharmacodynamics and nursing implications of drug administration. Major drug classifications and prototype drugs are explored. Emphasis is placed upon nursing responsibilities and the Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies related to administration, evaluation, client education and application of these principles in a safe and therapeutic manner in the clinical setting. Different modalities of pharmaceutical administration are re-visited and discussed. The concept of cultural competence is integrated into the health teaching of medication administration that is congruent with the patient practices, cultural values, and beliefs.

Prerequisite: NS-106

NS-228 - Culturally Competent Care of the Adult With Mental Health Alterations (3 cr)

This course is designed to focus upon the foundation of psychosocial nursing and the application of psychotherapeutic nursing interventions within the psychiatric milieu. Increased understanding of self and communication skills are encouraged in order for students to become caring members of the inter-professional health care team. The Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies related to patient-centered care provide the basis for delivery of safe nursing care. Students incorporate the nursing process to facilitate therapeutic communication and psychobiological interventions utilizing teaching plans and concept maps. Emphasis is placed upon culturally competent nursing care and its importance in health promotion and treatment of psychiatric illness.

NS-250 - Culturally Competent Care of the Adult With Health Alterations I (5 cr)

This course is designed to focus on the nursing care delivery for adult clients living with medical-surgical chronic illnesses. Each body system is presented with an evidence-based approach for students to gain knowledge and skills in providing appropriate nursing interventions. Emphasis is placed upon nursing responsibilities and the Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies related to patient-centered care, communication with inter-professional teams, and the use of informatics in health care. The concept of cultural competence is presented with its application to providing nursing care in congruence with the culture, religion, and spiritual beliefs of adults with chronic medical illness. Implementation of nursing procedures, nursing care maps, critical elements and clinical expectations using the nursing skills lab, simulation, and the acute care setting as a forum for practice is included. The nursing laboratory is used to facilitate the transfer of knowledge from the classroom to the clinical setting. Essential concepts include prioritization, communication, providing patient education, and facilitating continuity of care following discharge.

Corequisite: NS-117

NS-255 - Culturally Competent Care of the Adult With Health Alterations II (5 cr)

This course is designed to focus on the nursing care delivery for adult clients who experience acute medical-surgical illnesses. Knowledge is built upon concepts presented in Health Alteration I for students to gain an advanced level of understanding in providing evidence-based nursing care to improve patient outcomes. Students continue to utilize all skills and the Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies necessary to fully implement the nursing process with a culturally congruent and holistic approach for diverse client populations. Participation in inter-professional teams is emphasized to address the healthcare needs of clients and their families during acute episodes of illness and in preparation for transition in levels of care. Clinical nursing experiences are provided to assist students in applying nursing theory and clinical judgment in the acute care environments.

Corequisite: NS-250

NS-261 - Trends in Professional Nursing (3 cr)

This course introduces students to the trends of social, political, legal, economic, ideological, cultural, and spiritual influences on decision-making in the health care delivery system. Identification of theories of power, influence, empowerment, leadership, change and communication provides students with a background to assume a position of professional self-advocate and client advocate with a sense of professional responsibility and accountability. Emphasis is placed on the Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies, related to the application of the nursing process, as a basis for critical thinking. A clinical leadership component is provided correlate clinical management skills and decision making with current trends in professional nursing practice.

Corequisite: NS-250

NS-300 - Nursing Theory Influences on Today's Practice (3 cr)

This blended/hybrid course is designed to focus upon the foundation and evolution of professional nursing theories that guide nursing practice and scholarship in today's health care. Students explore the context of theory development and the overall significance of various nursing theories. Emphasis is placed upon analysis and evaluation of nursing theories with application for use in day-to-day practice. The concept of cultural competence is defined by nursing theories as a framework for nursing practice and research. The Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies is emphasized to focus on patient safety for the promotion of policies and best practices that create safe and high-quality health care environments through incorporation of nursing theory frameworks.

NS-310 - Culturally Competent Care of the Older Adult (2 cr)

This online course concentrates on the physical, psychosocial, and spiritual needs of older adults and the nurse's role in promoting healthy aging. Patterns of normal aging and common health problems of elders are discussed. The concept of cultural competence in assessment and nursing care for the older adult is emphasized. Focus is placed on strategies of planned change, advocacy, and referral as the elderly adapt to age-related changes and chronic illness. The Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies, and the Essentials of Baccalaureate Education for Professional Nursing Practice outcomes are used in the assessment, application, and evaluation of nursing care to promote safe, quality health outcomes for the older adult. The National League for Nursing (NLN) designed Advancing Care Excellence for Seniors (ACES) framework is used as a guide for students to learn essential knowledge domains and nursing actions to provide specialized care to this fast growing population of older adults.

Prerequisite: NS-117 or NS-119

NS-400 - Pathophysiology and Clinical Reasoning For Nursing (3 cr)

This online course introduces basic principles and processes of cellular biology; genes and genetic diseases; forms of cell injuries; fluids and electrolytes, and acids and bases; immunity; and tumor biology. Knowledge of these processes is applied to the pathophysiology of common diseases. The presentation of each disease/disorder entity includes relevant risk factors, pathophysiology, clinical manifestations and a brief review of treatment. The concept of culturally competent nursing care is correlated with the pathophysiology of disease processes to address the health needs of patients from diverse backgrounds. Clinical Reasoning is augmented by applying models for nursing judgment to clinical case studies.

Prerequisite: NS-250

NS-410 - Culturally Competent Care in Community Health and the Role of the Professional Nurse Practicum (5 cr)

This blended/hybrid course concentrates on care of individuals, families and populations in the community. The impact of social determinants of health, policy and economics on the health of rural and urban communities is examined. Public health principles related to environmental influences are introduced. Concepts of health promotion, illness prevention, health literacy and ethics are highlighted. Emphasis is placed upon nursing responsibilities and the Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies related to patient-centered care, communication with inter-professional teams, and the use of informatics in health care. Clinical experiences are available in a variety of urban and rural environments with a focus on application of culturally competent nursing care and its importance in health promotion, restoration, and disease prevention.

Prerequisite: NS-250

NS-420 - Evidenced-Based Nursing Research (3 cr)

This blended/hybrid course focuses on the nurse as a consumer of research. Emphasis is placed upon studying the steps of the research process as a basis for understanding investigation of nursing problems and the application of evidence-based findings to practice. The concept of cultural competence to promote healthcare environments that are congruent with the health beliefs of the client is discussed. This is a writing intensive course and prepares students with an introduction to basic methodological and statistical concepts to gain an understanding of the Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies of evidence-based practice and quality improvement.

Prerequisite: NS-209 and NS-250 and MA-135

NS-450 - Culturally Competent Leadership in Professional Nursing Seminar and Practicum (4 cr)

This introductory blended/hybrid course to the theory and practice of nursing leadership and management focuses on the understanding of core competencies employed by highly successful nurse leaders/managers including: thinking critically, communicating effectively, handling conflict, building teams, controlling resources, improving quality, managing stress, and leading change. The course focuses on The Institute of Medicine's (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies and evidence-based professional nursing leadership, in community and inpatient settings, for advancing health and culturally competent care. The concept of cultural competence in health care organizations and the potential to decrease or eliminate health disparities is discussed. The course culminates with a capstone presentation of the student's quality improvement proposal.

Prerequisite: NS-250 and NS-261 and NS-300

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