

ADDENDUM

**MERVYN M. DYMALLY
SCHOOL OF NURSING**

**ENTRY LEVEL MASTER OF SCIENCE
IN NURSING PROGRAM**

OVERVIEW, COURSE, AND DESCRIPTION



**CHARLES DREW UNIVERSITY
OF MEDICINE AND SCIENCE**

*Pioneering in
Health and Education*

Mervyn M. Dymally School of Nursing
1748 East 118th Street
Los Angeles, CA 90059
Ph: 323-568-3303 Fax: 323-563-4891
Email: mmdson@cdrewu.edu
Web: www.cdrewu.edu

The **Entry Level Master of Science in Nursing Program** is designed for non-nurses holding baccalaureate degrees in another field, who are interested in completing course requirements leading to a graduate degree in nursing. Graduates of this program are eligible to sit for the NCLEX-RN examination and the Clinical Nurse Leader (CNL) certification examination.

Role and Qualifications: Graduates of this program are prepared at the generalist level to assume the **CNL** role at the point of care. The CNL is responsible for the comprehensive clinical management of individuals, families and communities across the continuum of care in a variety of clinical settings, including virtual environments. The CNL designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner, as a key member of an interdisciplinary team of healthcare professionals.

Curriculum: The 73-credit Entry Level Master of Science in Nursing Program is completed through full-time study in preceptored clinical settings. The following course sequence is required for this curriculum of study.

	Course No.	Course Title	Credits	Clinical Hours
Year 1 Semester 1	NUR 516	Pathophysiology	3	
	NUR 511	Fundamentals	6	135
	NUR 520	Physical Assessment	4	45
	NUR 500	Concepts	2	
		Total Semester Credits	15	
Year 1 Semester 2	NUR 512	Medical Surgical	8	225
	NUR 521	Nursing Theory	3	
	NUR 510	Pharmacology	3	
		Total Semester Credits	14	
Year 1 Semester 3	NUR 513	Maternal Child Nursing	8	225
	NUR 522	Cultural Diversity	3	
	MPH 523	Health Sys Mgt	3	
		Total Semester Credits	14	
Year 2 Semester 1	NUR 514	Families in Crisis	8	225
	NUR 523	Perspectives	3	
	NUR 525	Research	3	
		Total Semester Credits	14	
Year 2 Semester 2	NUR 515	Community Health	5	90
	NUR 526	Residency	8	360
	MPH 5xx	Bio/Epi Statistics	3	
		Total Semester Credits	16	
	Total Program Credits	73		
	Total Clinical Hours			1305

<p>NUR 521 Nursing Theory This course provides a study and critique of the organization and development of nursing knowledge. Students will discuss and compare concepts and theories from nursing, humanities, and science with emphasis on their significance to the practice of professional nursing across the lifespan</p>
<p>NUR 512 Nursing of Culturally Diverse Clients <i>Medical Surgical</i> This course provides nursing theory and care of adult and older adult clients with medical-surgical health alterations. Includes diagnostic and therapeutic nursing interventions relevant to medical surgical alterations. The course emphasizes the nursing process and critical thinking to manage acute and chronic medical-surgical, remedial, supportive and rehabilitative problems</p>
<p>NUR 513 Nursing of Culturally Diverse Families II <i>Maternal Child/Pediatrics</i> Students will learn to apply the nursing process in the care of diverse and multicultural women, newborns, children and their families. Emphasis is placed on the integration of theory from nursing and related fields including genetics/genomics, growth and development, standards of clinical practice, evidence-based care, communication, family systems, and critical thinking in planning and providing care</p>
<p>NUR 522 Understanding Race/Ethnicity and Cultural Diversity in Health and Illness This course provides culturally sensitive approaches to providing nursing care. The course will focus on sociocultural factors and health disparities that influence health and illness and explores that impact on the use of health care resources</p>
<p>MPH 523 Health Management and Systems In this course healthcare delivery for populations is examined as a multidisciplinary system of dynamic interactions among human and social systems, concerned with healthcare delivery, quality and costs. The management of urban health systems addresses structure, process and outcomes of health services including costs, financing, organization, outcomes and accessibility of care</p>
<p>NUR 523 Perspectives in Nursing Issues This course provides an analysis of socioeconomic trends and issues affecting nursing and health care. Bioethics, healthcare legislation, public policy and roles of professional organizations are examined. Nursing leadership tasks are explored in relation to group dynamics, values clarification, and ethical decision making.</p>
<p>NUR 514 Nursing of Culturally Diverse Families in Crisis <i>Critical Care (9 weeks)</i> This course provides nursing theory for the care of adult and older adult clients with complex health alterations, and includes diagnostic and therapeutic nursing interventions relevant to advanced medical-surgical health alterations. Emphasis is placed on the importance of collaboration, accountability, and advocacy in the leadership role <i>Psych/Mental Health (6 weeks)</i> Emphasizes the nursing process and critical thinking to manage and coordinate care. Integrates theory from nursing, related fields, communication, and critical thinking in providing nursing care for multicultural individuals, families, groups, and specific populations with mental illness. Focuses on providing professional nursing care that promotes mental health and adaptation to mental illness</p>
<p>NUR 525 Research This course examines concepts and issues related to evidence-based practice. The course focuses on the development and refinement of the directed project/research proposal. The proposal includes problem/purpose statements, literature review, measurement tools, work plan, timeline, method and evaluation (analysis/synthesis) plan</p>
<p>NUR 515 Nursing Management of Culturally Diverse Families in the Community Theories of epidemiology, community health, and nursing are synthesized to help students facilitate the adaptation process of clients, families, and communities to attain and maintain optimal health. Emphasis is placed on family healthcare, assessment of community health needs, advocacy and collaborative role.</p>
<p>MPH 5XX: Fundamentals of Epidemiology and Biostatistics for Nursing This course presents core epidemiology and biostatistical knowledge and skills that can be used to draw practical conclusions regarding data pertaining to nursing and patient care. Students will develop the basic skills necessary to use epidemiological and biostatistical knowledge and methods as the basis for health practice.</p>
<p>NUR 526 Residency/Internship Students will participate in supervised practicum experiences within a multidisciplinary setting with a focus on the application of theory in clinical interpretation of assessment and diagnostic data. Students will design a planned change project which reflects skills necessary for the application, design, implementation, and evaluation of an outcome-based practice model</p>

<p>NUR 520 Physical Assessment This course focuses on health assessment for professional practice. Basic knowledge and skills necessary to perform assessments including interviewing, history taking, and foundational physical assessment skills are required. Emphasizes developmental and culturally competent assessment skills and ability to recognize deviations from normal across the lifespan</p>
<p>NUR 511 Fundamentals of Nursing and Care of the Older Adult Concepts of physiological integrity, psychosocial integrity and effective care environments, and health promotion/maintenance are examined. This course focuses on beginning competencies required for care of adult and older adult clients with acute and chronic health problems</p>
<p>NUR 500 Concepts of Professional Nursing This course provides an overview of the professional nursing role within the healthcare environment, including nursing theory and evidence-based nursing practice. Highlights of the influence of culture and professional values on the role of the professional nurse are presented</p>
<p>NUR 516 Pathophysiology This course covers principles of normal body functioning, pathophysiologic and psychological changes occurring with altered health across the lifespan</p>
<p>NUR 510 Pharmacology This course presents core drug knowledge, pharmacotherapeutics, pharmacodynamics. Emphasis is placed on drug classification by categories affecting various body systems</p>

PROGRAM NARRATIVE – MERVYN M. DYMALLY SCHOOL OF NURSING

PHILOSOPHY STATEMENT

The Entry Level Master of Science in Nursing degree (ELM) program at Charles R. Drew University of Medicine and Science (CDU) is guided by the philosophy embodying the mission statement and goals of the parent institution. The philosophy captures: 1) nursing as an art of caring, 2) clients of nursing, 3) nursing students, and 4) nursing faculty who teach in the program. The art of nursing operates in an interdisciplinary environment and the CDU Nursing program embraces interdisciplinary learning. Nursing captures clinical practice, education, research, consultation, leadership, management, and service to the profession in local, national, and global environments. Nursing involves individuals and groups like families, organizations, and communities as its clients. From a holistic perspective, the profession of nursing considers the human being and the interaction which the physical environment has with the human being in health and illness states. Nursing actions must therefore include health promotion, maintenance, intervention, treatment, rehabilitation, and restorative and palliative care. A masters level prepared nurse provides comprehensive care of the patient that encompasses the responsibility and accountability for continuity of care across the health and illness continuum.

Nursing research is both an applied and basic science. In the development of nursing science, nursing research has actual or potential human responses to illness as its core goal. Guided by ethical/moral standards that consider the perspectives of the nursing client, health care provider, and health care system within the larger society, nursing has a social mission that captures the right and responsibility to provide health care to all clients regardless of disease status, gender/sex, race, socioeconomic status, religion, or culture. Using findings of nursing research, nurses provide leadership in health policy through advocacy for clients, families, and communities.

Providing client-centered nursing care involves working with complex individuals who exist in relationship to others in their families and community. The complexity of the individual involves biological, behavioral, emotional, social-cultural, spiritual dimensions. Each client reflects a unique combination of these dimensions that interacts actively with the environment. Each nursing client is an autonomous decision maker and also has a set of values and knowledge about themselves that are relevant and essential to successful health care outcomes. Therefore, each nursing client has a right and a responsibility to participate collaboratively with the nurse and other health care professionals in their care. Each person's set of values and knowledge must be taken into consideration when working with a nursing client.

Successful nursing students are active learners who bring unique gender, cultural, and ethnic background experiences to the professional practice of nursing. Student nurses learn relevant theories, acquire necessary practice skills/competencies, and are socialized into the profession of nursing. There is increasing complexity and sophistication in the learning and socialization of student as they advance in their course of study. The nursing student learns to apply acquired knowledge, skills, and professional attitudes in their practice at all levels -- as a student or a professional nurse and that may involve education, administration, and research. Although students have the right and responsibility to participate in their own learning, faculty members have the right and responsibility to structure the teaching/learning environment to facilitate student learning. In addition to individual academic counseling, faculty use one-on-one, small-group formats, and use of internet technology assist students in meeting individual and programmatic learning goals.

MISSION STATEMENT

The mission of the Charles Drew University Entry-Level Master of Science in Nursing program is to advance the science and art of nursing by conducting nursing research and providing nursing students with education that emphasize the health status of underserved communities for the purpose of enabling graduates to provide evidence-based nursing care with dignity, respect and compassion to all nursing clients. The nursing program is committed to preparing highly qualified nurses to provide excellent nursing care to clients from diverse backgrounds in a multi-cultural society, paying attention to the underserved who present with special needs. The emphasis on evidence-based practice underscores the program to focus on education, research, and practice.

The first dimension of the mission is to provide graduate level nursing education to individuals who are entering practice at the master's degree level. The graduate level student nurse will build on his/her previous undergraduate education to develop professional accountability and critical thinking. Students will learn and understand nursing theories, principles, concepts and research. Ultimately, they will acquire the ability to select and apply nursing theories, principles, concepts and research to the delivery of quality nursing care. Graduates from the program will function as generalists in their management of individual, families/groups, and community health and illness situations. These generalists will be able to assess all patients to anticipate risks, design and implement care, oversee care delivery and patient outcomes, delegate responsibilities knowing they are responsible for the outcomes, oversee patient care delivered by staff on a daily basis, direct and manage nursing care units. The graduates will be able to lead and work in a variety of health care settings including acute, primary care, and community.

The second dimension of the mission focuses on contributing to nursing science through research. Research promotes excellence in nursing science. Charles Drew University nursing faculty active engagement in conducting research on nursing-related phenomena and disseminating the findings in forums including scientific meetings and publications embodies the emphasis on evidence-based practice and contribution to nursing science. Collaborative research with scientists and clinicians at Charles Drew University and other scientific communities, locally, regionally, and internationally are encouraged. Although not conducting research as part of the curriculum, nursing students will be exposed to research concepts and studies that advance public health. Upon completion of the program, students will have the ability improve health outcomes through applied research in various healthcare settings.

TERMINAL OBJECTIVES

The ELM program and terminal objectives are leveled to expected competencies of a master's level generalist nurse clinician. The program allows pre-licensure nursing students to study basic nursing knowledge and science at the graduate level concurrently with graduate core content to prepare for licensure as a registered nurse. Students graduating from this program will be able to assume the role of a direct provider of care, nursing administrator, or nursing faculty. The ELM curriculum contains a strong foundation in the physical and social sciences as well as builds upon previous learning experiences in philosophy, the arts, and humanities. The curriculum also integrates recent and evolving trends in health care with a particular emphasis on learning related to: economics, environmental science, epidemiology, genetics, gerontology, global perspectives, informatics, organizations and systems, and communication. Graduates will also be eligible to apply for post-master's study as a Clinical Nurse Specialist, Nurse Practitioner, or Nurse Anesthetist at other programs that offer these nursing specialties.

Upon the completion of the ELM program, the student will be able to:

1. Incorporate knowledge from the physical and behavioral sciences, informatics, and the humanities into professional nursing practice.
2. Integrate knowledge, theory, research skills in assessing, diagnosing, planning, implementing and evaluating comprehensive care for individuals, families and populations across the health continuum.
3. Develop culturally sensitive nursing interventions and programs responsive to the needs of diverse and vulnerable populations.
4. Implement health promotion and disease prevention strategies for individuals, families and populations.
5. Provide evidence-based, clinically competent care using critical thinking skills and clinical judgment in the role of the clinical nurse leader.
6. Communicate effectively using oral, written, and technological skills in clinical, educational, and professional settings.
7. Demonstrate ethical theory and principles in nursing practice as a clinical nurse leader.
8. Advocate for the patient's rights, healthcare policies and finance systems that promote, preserve and restore individual and public health.
9. Provide leadership in collaborative efforts with other disciplines to improve professional nursing practice the work environment and influence improvement in healthcare.