

## Nursing

### School of Nursing

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### Overview

The programs leading to the bachelor of science (BS) in nursing prepare students to become professional registered nurses (RN), working in a variety of healthcare settings, meeting the diverse needs of individuals and families across the lifespan and among all community groups. All programs are designed for individuals who feel challenged by the complex and ever-changing health needs of society, and who desire to respond to those needs.

The curriculum emphasizes holistic, culturally relevant, evidence-based care related to wellness, health promotion, illness, injury and disease prevention, disease management and end of life care across the lifespan. Upper division courses prepare graduates with the knowledge and skills required to provide comprehensive nursing care for acute and chronic health problems in various clinical practice settings based on concepts of professionalism and professional values, basic organizational and systems leadership for patient safety and quality care, scholarship for evidence-based practice, application of patient care technology and information management, health care policy, finance and regulatory environments, and interprofessional communication and collaboration for improving patient health outcomes.

Graduates of these baccalaureate programs base their practice on theories, critical thinking, and research findings from nursing science as well as other disciplines, such as biological and behavioral sciences.

### About our Degrees

The UB School of Nursing offers three programs that lead to a bachelor of science (BS) degree in nursing.

*Traditional Nursing Program.* This program provides the curriculum required for a freshman or transfer student who is pursuing a nursing degree for the first time.

*Accelerated Nursing Program (ABS).* The accelerated second-degree option offers the undergraduate nursing curriculum as an intensive, full time, 12 month program designed for students who have already completed a bachelor's degree in a field outside of nursing.

*RN-BS Nursing Program.* This program is designed specifically for nurses who have already successfully completed a community college (associate's degree) or hospital based (diploma) nursing program, and have passed the State licensure exam (NCLEX-RN) for registered nurses (RN). The program is a full-time, 12 month, online, asynchronous distance program.

### **Acceptance Criteria**

Admission is competitive and granted on a space available basis to all three undergraduate nursing programs.

#### *Traditional BS Nursing Program*

#### UB and Transfer Student Admission

All applicants must apply to both UB and the School of Nursing. A completed university application, including official transcripts, are due February 1, while School of Nursing applications are due February 28 for consideration the following fall.

Successful completion of most nursing prerequisites at the time of application, which must include anatomy and physiology, and the ability to complete all prerequisites by the following fall semester is required. Applicants must obtain grades of C or better in all prerequisite courses as well as have at least a 3.0 overall and prerequisite GPA to be considered for admission.

#### *Accelerated Nursing Program (ABS)*

Separate applications must be completed for the University at Buffalo and the School of Nursing by October 1.

All applicants must possess an earned bachelor's degree, and must have completed at least four prerequisites at the time of application as well as the ability to complete all other prerequisite courses before the summer start date with minimum 3.0 overall and prerequisite GPAs.

#### *RN-BS Nursing Program*

All applicants must apply to both UB and the School of Nursing. A completed university application, including official transcripts, are due

## Nursing

December 1, while School of Nursing applications are due by January 15. Eligible applicants will have completed a community college (associate's degree) or hospital based (diploma) nursing program, possess a valid US Registered Nurse license, and be able to complete all prerequisite courses before the summer start date with minimum 3.0 overall and prerequisite GPAs.

### About our Courses

**The typical class size for traditional nursing majors:**

Upper level/advanced courses is: 80 (8 students per clinical group)

**In the School of Nursing, what do teaching assistants (TAs) do?**

TAs are licensed registered nurses, pursuing graduate degrees, who assist with clinical and classroom instruction.

**Suggested Introductory Courses for Traditional Program**

- [ANA 113](#) Anatomy
- [NUR 250](#) Human Growth and Development
- [PGY 300](#) Human Physiology
- [PSY 101](#) Introductory Psychology

**Colleges that have good feeder programs for this department include:**

- Alfred State College
- Erie Community College
- Genesee Community College
- Jamestown Community College
- Monroe Community College
- Niagara County Community College
- Trocaire College

For course descriptions, please see [Courses](#).

### About our Faculty

The faculty in the undergraduate program are expert practitioners of nursing, all having advanced preparation in their fields of specialization. Many have achieved national and international recognition. Faculty are actively engaged in research, making significant contributions to nursing science and theory. Among the honors that have been awarded to faculty members include the Chancellor's Award for Excellence in Teaching, membership in the American Academy of Nursing, and election to office in the American Nurses Association and Sigma Theta Tau International Honor Society of Nursing. Many faculty have the distinction of holding certification as expert clinical practitioners awarded by professional associations that promote and recognize only the highest standards of nursing excellence.

See a list of our [Undergraduate Faculty](#).

### About our Facilities

Fully equipped health assessment, nursing skills, and simulation labs.

School of Nursing Simulation technology which features state-of-the-art patient simulators in a virtual operating room that is connected to patient monitors, and one utilized to simulate ambulatory and acute nursing situations.

The Center for Nursing Research (CNR), which houses a research library and is a repository for information on internal and external sources of funding, including guidelines and application forms. The CNR also facilitates research experiences for undergraduate and Honors College Students.

A wide range of educational technology to which students have access, including a wide variety of health-care databases, computer assisted instruction, and electronic mail.

## Nursing

### Transfer Policy

Prerequisite courses may be transferred from other accredited institutions if they are deemed equivalent. Students must consult with their School of Nursing advisor to determine equivalency.

### Extracurricular Activities

#### **Nursing Student Organization (NSO)**

The purpose of the NSO is to aid in the preparation of nursing students for assumption of professional responsibilities at the school and community level. To accomplish this, students actively participate in School of Nursing and university governance, as well as committee work.

#### **Multicultural Nursing Student Association (MNSA)**

MNSA serves the entire School of Nursing with opportunities for diverse students to come together in service, social, educational, and community activities.

#### **Sigma Theta Tau**

The Sigma Theta Tau International Honor Society of Nursing chapter, Gamma Kappa, encourages and recognizes superior scholarship and/or leadership achievement in nursing. The organization has a commitment to increase the scientific base in nursing practice and thereby improve the health of the public.

#### **Community Service Program**

Student organizations and selected courses typically participate in community service projects.

For more information about the above activities, please see [Nursing Organizations](#).

See the [UB Student Association](#).

### Practical Experience and Special Academic Opportunities

#### **Undergraduate Research and Practical Experience**

Clinical experience in health-care agencies is part of the curriculum for nursing students in the traditional and ABS programs. In a final preceptorship, faculty strive to arrange a clinical site according to individual student professional goals within Western New York.

#### *Independent Study*

Faculty may sponsor students interested in completing an independent study.

#### **Honors, Awards and Scholarships**

School of Nursing scholarships are available to nursing students and contingent upon the availability of funds. The Community Foundation for Greater Buffalo also supports scholarships for Erie County residents.

### Career Information and Further Study

#### **Skills gained in this program:**

- Advocacy
- Assessment
- Documentation
- Interpersonal
- Leadership
- Management
- Research
- Supervisory
- Teaching

#### **Career Choices**

## Nursing

- Clinical nurse specialist
- Critical care nurse
- Director of nursing
- Emergency room nurse
- Flight nurse
- Forensic nurse
- General duty nurse
- Geriatric care nurse
- Head nurse
- Holistic nurse
- Home health care nurse
- Integrated care deliverer
- Intensive care nurse
- Medical editor/writer
- Medical surgical nurse
- Military officer
- Nurse anesthetist
- Nurse consultant
- Nurse educator
- Nurse midwife
- Nurse practitioner
- Occupational nurse
- Operating room nurse
- Parish nurse
- Pediatric nurse
- Pharmacology/medical sales
- Private duty nurse
- Professor
- Public health nurse
- Rehabilitation nurse
- Researcher
- School nurse
- Women's health nurse

### Work settings include:

Staff nursing and Specialty Unit nursing in various hospitals, community centers, doctor's offices, nursing homes, patient's homes, schools, private practice, and agencies in Western New York and throughout the country.

### What percentage of graduates goes on to find related employment?

95%

### Salary Information

The May 2010 mean annual salary for registered professional nurses in New York State was \$74,000 (Bureau of Labor Statistics, May 2011).

### What percentage of graduates goes on to graduate school?

35-45%

### Additional Resources

- [American Nurses Association](#)
- [Johnson and Johnson](#)
- [Nurses for a Healthier Tomorrow](#)
- [National Student Nurses' Association](#)
- [Honor Society of Nursing/Sigma Theta Tau International](#)
- [American Association of Colleges of Nursing](#)
- [Robert Wood Johnson Foundation](#)

### Degree Options

Traditional Nursing Program:  
Contact [nursing@buffalo.edu](mailto:nursing@buffalo.edu)

## Nursing

Accelerated Bachelor of Science (ABS) Program:  
Contact Alisha Taggart-Powell at [ataggart@buffalo.edu](mailto:ataggart@buffalo.edu)

RN-BS Program:  
Contact [nursing@buffalo.edu](mailto:nursing@buffalo.edu)

### Degrees Offered

**Undergraduate:** Traditional, Accelerated (ABS), RN-BS

**Graduate:** Advanced Certificate (Nursing Education), DNP Adult Clinical Nurse Specialist, DNP Nurse Practitioner, DNP Nurse Anesthetist, Post-MS DNP, PhD

### Links to Further Information About this Program

- [Undergraduate Catalog](#)
- [Undergraduate Admissions](#)
- [Graduate Admissions](#)
- [School of Nursing](#)
- [American Association of Colleges of Nursing](#)

#### **Traditional Nursing Program - B.S.**

##### **Acceptance Criteria**

Admission is competitive and granted on a space available basis.

All applicants must apply to both UB and the School of Nursing. The university application and official transcripts must be received by February 1, while School of Nursing applications are due February 15.

Successful candidates will present a strong academic record. Applicants must have completed most of the prerequisites, including anatomy and physiology, at the time of application and be able to complete all remaining prerequisites by the following fall semester. A minimum grade of C is required in all prerequisite courses as well as at least a 3.0 overall and prerequisite GPA to be eligible for admission.

To remain in the major, students are required to maintain good academic standing within UB and the School of Nursing by maintaining at least a 3.0 overall GPA and earning at least C+ in all upper level nursing courses.

##### **Prerequisite Courses**

[ANA 113](#) Human Anatomy (4)  
[PMY 302](#) Introduction to Pharmacology (4)  
[CHE 121](#) Introduction to General, Organic, and Biological Chemistry (3)  
[MIC 301](#) Biomedical Microbiology (4)  
[NTR 108](#) Human Nutrition (3)  
[NUR 250](#) Human Growth and Development (3)  
[PGY 300](#) Human Physiology (4)  
[PGY 412](#) Applied Physiology (2)  
[PHI 337](#) Social and Ethical Values in Medicine (3)  
[PSY 101](#) Introductory Psychology (3)  
[SOC 101](#) Introduction to Sociology (3) or [UGC 211](#) American Pluralism and the Search for Equality or Cognates  
[PSY 207](#) Psychological Statistics or [STA 119](#) Statistical Methods (4)

Applicants with a previous non-nursing bachelor's degree from a U.S. institution or international equivalent will be waived from the following prerequisites: [PHI 337](#) Social and Ethical Values in Medicine (3), [PSY 101](#) Introductory Psychology (3), and [SOC 101](#) Introduction to Sociology (3) or [UGC 211](#) American Pluralism and the Search for Equality (or Cognates) (3)

##### **Required Courses**

[NUR 370](#) Nursing as a Profession (3)  
[NUR 309](#) Health Assessment (4)  
[NUR 371](#) Basic Nursing Therapeutics (4)  
[NUR 373](#) Basic Nursing Therapeutics Practicum (2)  
[NUR 311](#) Family Nursing (2)  
[NUR 372](#) Health Promotion Across the Lifespan (1)

## Nursing

[NUR 348](#) Evidence-Based Practice and Nursing Research (3)  
[NUR 374](#) Nursing Care of Women and Children (5)  
[NUR 375](#) Nursing Care of Women and Children Practicum (4)  
[NUR 378](#) Health Promotion and Disease Prevention within Populations (2)  
[NUR 393](#) Informatics and the Health Care Environment (3)  
[NUR 410](#) Public Health Nursing for Population Health (2)  
[NUR 447](#) Advanced Clinical Nursing (3)  
[NUR 470](#) Health Maintenance and Restoration (4)  
[NUR 474](#) Health Maintenance and Restoration Practicum (4)  
[NUR 472](#) Promoting Quality Health Outcomes and Culture of Safety (2)  
[NUR 475](#) Transitioning to Professional Nursing Practice as Leader/Manager (2)  
[NUR 478](#) Concepts of Complex Acute Care (3)  
[NUR 481](#) Concepts of Complex Acute Care Practicum (4)  
[NUR 479](#) Senior Synthesis Seminar (1)

### Summary

Total required credit hours for the major: 98

See [Baccalaureate Degree Requirements](#) for general education and remaining university requirements.

### Recommended Sequence of Program Requirements

Once students begin the upper level nursing curriculum, all must progress through the program together as a cohort or learning community.

#### FIRST YEAR

Fall [ANA 113](#), [PSY 101](#)

Spring [NTR 108](#), [NUR 250](#), [PGY 300](#)

#### SECOND YEAR

Fall [CHE 121](#), [PMY 302](#), [PSY 207](#) or [STA 119](#)

Spring [MIC 301](#), [PHI 337](#), [PGY 412](#), [SOC 101](#) or [UGC 211](#)

#### THIRD YEAR

Fall [NUR 309](#), [NUR 311](#), [NUR 370](#), [NUR 371](#), [NUR 372](#), [NUR 373](#)

Spring [NUR 393](#), [NUR 374](#), [NUR 375](#), [NUR 378](#)

#### FOURTH YEAR

Fall [NUR 348](#), [NUR 410](#), [NUR 470](#), [NUR 474](#), [NUR 472](#)

Spring (first 12 weeks) [NUR 475](#), [NUR 478](#), [NUR 481](#), [NUR 479](#); (final 3 weeks) [NUR 447](#)

## Accelerated Bachelor Of Science (ABS) Program For Second-Degree Students - B.S.

### Acceptance Criteria

Admission is highly competitive and granted on a space available basis.

All applicants must apply to both UB and the School of Nursing. UB application and official transcripts are due September 15, while School of Nursing applications are due October 1.

All applicants must possess at least an earned bachelor's degree outside of nursing.

Students must have completed at least four prerequisites at the time of application and be able to complete all remaining prerequisite courses before the summer start date, with minimum 3.0 overall and prerequisite GPAs.

### Advising Notes

Academic advisement for students applying to the ABS program is provided by the School of Nursing.

Equivalent transfer courses may be approved by the School of Nursing.

Minimum requirements must be met for admission into the accelerated program; however, it is expected that successful applicants will exceed these criteria.

### Prerequisite Courses

## Nursing

[ANA 113](#) Human Anatomy (4)  
[PMY 302](#) Introduction to Pharmacology (4)  
[CHE 121](#) Introduction to General, Organic, and Biological Chemistry (3)  
[MIC 301](#) Biomedical Microbiology (4)  
[NTR 108](#) Human Nutrition (3)  
[NUR 250](#) Human Growth and Development (3)  
[PGY 412](#) Applied Physiology (2)  
[PGY 300](#) Human Physiology (4)  
[PSY 207](#) Psychological Statistics or [STA 119](#) Statistical Methods (4)

### Recommended Prerequisite Courses

[PHI 337](#) Social and Ethical Values in Medicine (3)

### Required Courses

[NUR 309](#) Health Assessment: Concepts and Skills (4)  
[NUR 311](#) Family Nursing (2)  
[NUR 370](#) Nursing as a Profession (3)  
[NUR 371](#) Basic Nursing Therapeutics (4)  
[NUR 373](#) Basic Nursing Therapeutics Practicum (3)  
[NUR 348](#) Evidence Based Practice & Nursing Research (3) OR [NUR 526](#) Evaluation and General Evidence for Health Care (4)\*  
[NUR 393](#) Informatics and Health Care Environment (3)  
[NUR 374](#) Nursing Care of Women and Children (5)  
[NUR 375](#) Nursing Care of Women and Children Practicum (4)  
[NUR 447](#) Advanced Clinical Nursing (3)  
[NUR 470](#) Health Maintenance and Restoration (4)  
[NUR 474](#) Nursing Therapeutics in Health Maintenance and Restoration (4)  
[NUR 472](#) Promoting Quality Health Outcomes and Culture of Safety (2)  
[NUR 410](#) Public Health Nursing for Population Health (2)  
[NUR 478](#) Concepts of Complex Acute Care (4)  
[NUR 481](#) Nursing Management of Patients with Complex Acute Care Health Problems (4)  
[NUR 479](#) Senior Synthesis Seminar (1)  
[NUR 475](#) Transitioning to Professional Nursing Practice as Leader/Manager (2)  
[NUR 518](#) Health Promotion and Epidemiologic Methods (3)\*

\*Graduate credit

### Summary

Total required credit hours for the major: 91-92

See [Baccalaureate Degree Requirements](#) for general education and remaining university requirements.

### Recommended Sequence of Program Requirements

Once students begin the ABS nursing sequence, all must progress through the program together as a cohort or learning community.

Summer 1 (first 7 weeks) [NUR 309](#), [NUR 371](#), [NUR 373](#), [NUR 370](#)

Summer 2 (last 7 weeks) [NUR 374](#), [NUR 375](#), [NUR 311](#), [NUR 518](#)\*

Fall [NUR 410](#), [NUR 470](#), [NUR 474](#), [NUR 393](#)

Spring (first 12 weeks) [NUR 478](#), [NUR 481](#), [NUR 479](#), [NUR 348](#) or [526](#)\*; (final 3 weeks) [NUR 447](#)

\*Graduate credit

## RN-BS Nursing Program - B.S.

### Acceptance Criteria

Admission is highly competitive and granted on a space available basis.

All applicants must apply to both UB and the School of Nursing. UB application and official transcripts are due December 1 while School of Nursing applications are due December 31.

All applicants must possess at least an earned associate's or diploma in nursing and an active US Registered Nurse license.

## Nursing

Students must have completed most prerequisites at the time of application and be able to complete all remaining prerequisite courses before the summer start date, with minimum 3.0 overall and prerequisite GPAs.

### Advising Notes

Academic advisement for students applying to the RN-BS program is provided by the School of Nursing.

Equivalent transfer courses may be approved by the School of Nursing.

Minimum requirements must be met for admission into the RN-BS; however, it is expected that successful applicants will exceed these criteria.

### Prerequisite Courses

[ANA 113](#) Human Anatomy (4)  
[PMY 302](#) Introduction to Pharmacology (4)  
[PSY 101](#) Introduction to Psychology (3)  
[CHE 121](#) Introduction to General, Organic, and Biological Chemistry (3) or high school chemistry credit  
[MIC 301](#) Biomedical Microbiology (4)  
[NUR 250](#) Human Growth and Development (3)  
[PGY 300](#) Human Physiology (4)  
[PSY 207](#) Psychological Statistics or [STA 119](#) Statistical Methods (4)  
[SOC 101](#) or [UGC 211](#) Intro to Sociology or American Pluralism/Cognate (3)

### Required Courses

[NUR 353](#) Clinical Reasoning & Judgment for Quality and Safety Outcomes (3)  
[NUR 311](#) Family Nursing (2)  
[NUR 354](#) Patient & Family Centered Care (3)  
[NUR 472](#) Promoting Quality Health Outcomes & Culture of Safety (2)  
[NUR 348](#) Intro to Nursing Research and Evidence Based Practice (3)  
[NUR 393](#) Informatics & Health Care Environment (3)  
[NUR 518](#) Health Promotion and Epidemiology Methods (3)\*  
[NUR 476](#) RN Transitioning to Practice as BS Prepared Leader/Manager (2)  
[NUR 410](#) Public Health Nursing for Population Health (2)  
[NUR 509](#) Ethics for Health Professions (3)\*  
[NUR 494](#) BS RN Leadership Synthesis Project (4)

\*Graduate credit

### Summary

Total credit hours required for the major: 62

See [Baccalaureate Degree Requirements](#) for general education and remaining university requirements.

### Recommended Sequence Of Program Requirements

Once students begin the RN-BS nursing sequence, all must progress through the program together as a cohort or learning community.

Summer [NUR 353](#), [NUR 354](#); (first 7 weeks) [NUR 311](#); (last 7 weeks) [NUR 472](#)  
 Fall [NUR 476](#), [NUR 518](#)\*; (first 7 weeks) [NUR 393](#); (last 7 weeks) [NUR 348](#)  
 Spring [NUR 494](#); (first 7 weeks) [NUR 410](#); (last 7 weeks) [NUR 509](#)\*

\*Graduate credit

### NUR 250: Human Growth and Development

**Credits:** 3

**Semester(s):** Fall, Spring

**Type:** LEC/REC

Examines selected physiological and psychosocial factors that influence and characterize human growth and development

throughout the life span. Includes lecture/discussion and class participation activities.

### NUR 309: Health Assessment: Concepts and Skills

**Credits:** 4

**Semester(s):** Fall, Summer



## Nursing

Type: LEC/LAB/REC

Prepares students to perform a health assessment on an adult and child. Emphasizes a systematic and comprehensive health assessment as a database for identifying nursing diagnoses. Highlights developmental aspects, sociocultural influences, health-illness perceptions, normal variations of health-status findings, and documentation throughout the course. Students become familiar with the use of assessment instruments through practice in a supervised on-campus laboratory. Must be taken in program sequence.

### NUR 348: Evidence Based Practice and Nursing Research

**Credits:** 3  
**Semester(s):** Fall, Spring  
**Type:** LEC

Foundations for evidence-based practice in nursing. Specific elements of evidence-based practice include formulating the clinical question, conducting a search strategy, critically appraising the evidence, and implementation of evidence in the clinical environment. Basic concepts of the research process will form the foundation for assessing the quality of evidence. Explores the relationship between evidence-based findings and nursing practice to achieve favorable and cost-containing client outcomes. Must be taken in program sequence.

### NUR 353: Clinical Reasoning & Judgment for Quality Safe Outcomes

**Credits:** 3  
**Type:** LEC

The purpose of this course is to assist the RN student to further refine and develop comprehensive and focused nursing assessment skills, clinical reasoning and judgment in clinical nursing practice. The collaborative role of the nurse to use critical thinking to assess, analyze, and recognize patients at risk for adverse health outcomes is examined. The nursing process will be used as framework to guide assessments, analysis, evidence-based interventions and to maximize safe outcomes for patients. Evidence-based early intervention strategies to promote safety and prevent critical incidents are discussed. A legal-ethical framework is used to examine a nurse's failure to intervene early with at risk patients.

### NUR 354: Patient & Family Centered Care

**Credits:** 3  
**Type:** LEC

This course explores essential concepts inherent in providing patient centered care. The meaning and essence of therapeutic caring as a foundational construct of the nurse-patient relationship is explored. Theories of caring will be examined within the professional nursing role and the value of relationship based patient centered care will be examined from an individual, unit, and organizational perspective. Evidence-based strategies to enhance relationship based patient centered care will be explored. The relationship among patients, families, colleagues, administrators, health care providers, and others will be analyzed in terms of providing patient-centered care and achieving quality health outcomes. Legal and ethical issues will be examined.

### NUR 368: Research in Human Sexuality

**Credits:** 3  
**Semester(s):** Fall, Spring  
**Type:** LEC

Elective open to non-nursing students. Focuses on current research on human sexual behavior, including physiological response during sexual activity, early development of sexual attitudes, varieties of sexual relationships, and social/moral issues related to sexual attitudes.

### NUR 370: Nursing As a Profession

**Credits:** 3  
**Semester(s):** Fall  
**Type:** LEC

Explores the evolution, current status, characteristics, and future directions of professional nursing and analyses the foundations of modern nursing. Discusses relationships between historical events and evolving nursing science, theory, and practice. Information seeking methodologies are analyzed with emphasis placed on critical thinking as an approach to making professional decisions. Highlights concepts related to critical thinking, development and critique of persuasive arguments, current issues in nursing, and small group communication. Must be taken in program sequence.

### NUR 372: Health Promotion Across the Lifespan

**Credits:** 1  
**Semester(s):** Fall, Spring  
**Type:** LEC

Introduces the concepts of health promotion as a framework for nursing practice within the healthcare delivery system. Provides the opportunity to examine and implement health promotion programs on the individual and community level. Must be taken in program sequence.

### NUR 373: Basic Nursing Therapeutics Practicum

**Credits:** 2  
**Semester(s):** Fall  
**Type:** LAB

This is a basic nursing therapeutics practicum course which provides laboratory, simulation and clinical practicum opportunities to provide holistic, patient centered care using the nursing process and evidenced based practice concepts. The students will begin to develop and acquire clinical reasoning skills as they learn to provide nursing care to assist individuals and families in achieving optimal health. Students begin to organize and manage nursing care to achieve safe and quality health outcomes.

### NUR 374: Nursing Care Wmn and Child

**Credits:** 5  
**Semester(s):** Spring, Summer  
**Type:** LEC/LAB

Describes the characteristics of primary health care and its delivery. Examines the nurse's role in delivery of primary health/community-based services focusing on health promotion, disease prevention, and management of episodic illness.

## Nursing

Addresses health risks of age groups across the life span within the context of family, culture, and socioeconomic level. Healthy People Goals and other national initiatives provide direction for developing strategies. Must be taken in program sequence.

### **NUR 376: Principles of Nursing Leadership**

**Credits:** 1  
**Semester(s):** Spring  
**Type:** LEC

Focuses on leadership skills common to clinical, managerial, and professional situations in nursing. Includes content on motivation, decision-making strategies, change theory, situational leadership, power, and conflict management. Must be taken in program sequence.

### **NUR 393: Informatics and the Health Care Environment**

**Credits:** 3  
**Type:** SEM

Introduces students to the health care environment emphasizing the interface between the health care delivery system and informatics. Explores various environments where people obtain health care, including clinics, hospitals, and community settings. Students become familiar with health care terminology, government health policies, and the influence of managed care organizations on the health care environment.

### **NUR 440: Critical Elements in Nursing Leadership**

**Credits:** 4  
**Semester(s):** Spring  
**Type:** LEC

Emphasizes concepts characteristic of baccalaureate nursing education: critical thinking, communication, leadership, and management. Integrates leadership and management skills, organizational structure and behavior, case management for at-risk populations, personnel performance appraisal, quality management, planned change, teaching principles, learning, delegating, and health care informatics. Must be taken in program sequence.

### **NUR 447: Advanced Clinical Nursing**

**Credits:** 3  
**Semester(s):** Spring  
**Type:** LAB

Clinical course that provides students opportunities to pursue, independently and in depth, a specific nursing area of particular interest. Expects ongoing student, faculty, and preceptor collaboration. Students participate in selecting the site for clinical experience. Must be taken in program sequence.

### **NUR 470: Health Maintenance and Restoration**

**Credits:** 4  
**Semester(s):** Fall  
**Pre-requisites:** [NUR 374](#) and [NUR 375](#)  
**Co-requisites:** Student must register for NUR 474LAB and NUR 470LEC in the same term

**Type:** LEC

Covers goals of health maintenance and restoration for individuals with acute and chronic illness. Presents major physical and mental illnesses and disabilities across the life span through exemplar case studies that deal with nursing interventions related to functional health, homeostatic regulation, protection against harm, and psychological function. Also examines effective use of the health-care system. Must be taken in program sequence. [NUR 470](#) L must be taken concurrently.

### **NUR 471: Clinical Seminar: Health Maintenance and Restoration**

**Credits:** 1  
**Semester(s):** Fall  
**Type:** SEM

Studies clinical situations encountered in NUR 470L Nursing Therapeutics in Health Maintenance and Restoration. Students share clinical reports and raise critical questions regarding practice issues, and propose and evaluate responses. Issues focus on direct care, health-system concerns, and professional interactions at both the client and system levels. Must be taken in program sequence.

### **NUR 472: Promoting Quality Health Outcomes and Culture of Safety**

**Credits:** 2  
**Semester(s):** Fall  
**Type:** LEC

Examines nursing management skills and behaviors with applicability in a wide variety of client-care settings. Emphasizes organizational structure and behavior, applying information management and case-management techniques to the management of care for groups of clients, and applying principles of delegation, supervision, and personnel evaluation to management of care provided by others. Must be taken in program sequence.

### **NUR 475: Transitioning to Professional Nursing Practice As a Leader/Manager**

**Credits:** 2  
**Semester(s):** Spring  
**Pre-requisites:** [NUR 472](#) or [NUR 436](#)  
**Type:** LEC

Prepares the baccalaureate nursing student for transition to professional nursing practice as a leader/manager. Discusses organizational structures and processes of health care organizations as context for professional nursing practice. Analyzes the collaborative roles of the nurse as leader and manager within the framework of legislative, economic, and regulated health care environments. Explores the legal and ethical parameters which influence the role of the nurse as leader/manager. A personal career plan is developed that incorporates strategies and processes for successful transition and practice.

### **NUR 476: Transitioning to Practice As Baccalaureate Prepared Leader/Manager**

**Credits:** 2  
**Type:** SEM

## Nursing

The purpose of this course is to prepare the RN student for transition to practice as a baccalaureate prepared leader/manager. Organizational structures and processes of health care organizations as context for professional nursing practice are discussed. The collaborative roles of the nurse as leader and manager within the framework of legislative, economic, and regulated health care environments are analyzed. The legal and ethical parameters which influence the role of the nurse as leader/manager are explored. Strategies and processes for successful RN transition as baccalaureate prepared nursing practice are discussed. A personal career plan for ongoing professional development and life-long learning is developed.

### **NUR 478: Concepts of Complex Acute Care**

**Credits:** 4  
**Semester(s):** Spring  
**Type:** LEC

Reviews knowledge and skills required to care for patients throughout their life spans who have complex, life-threatening health problems, including trauma, problems with oxygenation, disruptions of the nervous system, and disruption of the immune system. Emphasizes assessment skills and nursing interventions to restore physiological and psychological stability. Must be taken in program sequence.

### **NUR 479: Clinical Seminar: Complex Acute Care**

**Credits:** 1  
**Semester(s):** Spring  
**Type:** SEM

Content derived from clinical situations encountered in NUR 478L Nursing Therapeutics in Complex Acute Care. Students share clinical reports and raise critical questions regarding practice issues and propose and evaluate responses. Issues focus on direct care, health-system concerns, and professional interactions at both the client and system levels. Must be taken in program sequence.

### **NUR 481: Nursing Management of Patients With Complex Acute Health Care Problems**

**Credits:** 4  
**Type:** LAB

Reviews knowledge and skills required to care for patients throughout their life spans who have complex, life-threatening health problems, including trauma, problems with oxygenation, disruptions of the nervous system, and disruption of the immune system. Emphasizes assessment skills and nursing interventions to restore physiological and psychological stability. Must be taken in program sequence.

### **NUR 494: Baccalaureate RN Leadership Synthesis Project**

**Credits:** 4  
**Type:** SEM/LAB

This course is designed specifically for the registered nurse student completing the baccalaureate nursing program and focuses on nursing leadership in professional nursing practice. The student will integrate concepts of collaboration, safety, quality, leadership and management, patient-centered care, advocacy, ethics, legal implications, environmental and regulatory processes in the design

and implementation of a nursing unit based synthesis project.

### **NUR 495: Supervised Teaching**

**Credits:** 1-3  
**Type:** TUT

*The content of this course is variable and therefore it is repeatable for credit. The [University Grade Repeat Policy](#) does not apply.*

Outstanding undergraduate students can enrich their education and gain personal recognition through participation in a supervised teaching experience with a Nursing faculty member. In concert with the faculty member, student teachers will have an opportunity to develop their leadership, management, teaching, technology, and presentation skills in a course previously completed.

### **NUR 496: Issues in Clinical Practice**

**Credits:** 1  
**Type:** TUT

Accompanies a summer clinical experience in which students provide patient care at a health-care agency in the Buffalo area. Focus of discussions is on issues that arise out of patient care and the clinical setting such as communication, clinical skills, interactions with colleagues, and documentation of care that is provided. Must be taken in program sequence.

### **NUR 497: Nursing Honors Research**

**Credits:** 3  
**Semester(s):** Fall, Spring  
**Type:** TUT

*The content of this course is variable and therefore it is repeatable for credit. The [University Grade Repeat Policy](#) does not apply.*

Students accepted into the School of Nursing Honors Research program must complete this course twice, during both semesters of the senior year. It will provide an opportunity for outstanding undergraduate nursing students to enrich their education and gain personal recognition through participation in the scholarly work of a research faculty member. In concert with a faculty member, the student will conduct a research project that culminates into a senior thesis of publication quality.

### **NUR 499: Independent Study**

**Credits:** 1-4  
**Semester(s):** Fall, Spring, Summer  
**Type:** TUT

*The content of this course is variable and therefore it is repeatable for credit. The [University Grade Repeat Policy](#) does not apply.*

Supplements regular offerings of the department. Students must secure the instructor's permission before registering for an independent study.