

Rafic Hariri School of Nursing (HSON)**Officers of the School**

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| Fadlo R. Khuri | President of the University |
| Mohamad Harajli | Interim Provost |
| Mohamed H. Sayegh | Executive Vice President for Medicine and Global Strategy and The Raja N. Khuri Dean, Faculty of Medicine and Medical Center |
| Huda Abu-Saad Huijer | Director of the Rafic Hariri School of Nursing |
| Samar Nouredine | Assistant Director for Academic Affairs |
| Moueen Salameh | Registrar, ex-officio |
| Salim Kanaan | Director of Admissions, ex-officio |
| Lokman Meho | University Librarian, ex-officio |

Faculty

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| Convener/Chair Division of Master of Science in Nursing Program: | Farhood, Laila |
| MSN Administration Track Coordinator: | Clinton, Michael |
| MSN Adult Care Track Coordinator: | Nouredine, Samar |
| MSN Psychiatry and Mental Health Track Coordinator: | Farhood, Laila |
| MSN Community and Public Health Track Coordinator: | Arevian, Mary |
| Convener/Chair Division of Baccalaureate Program: | Dumit, Nuhad |
| BSN Program Coordinator: | Adra, Marina N. |
| Professors: | Abu-Saad Huijer, Huda; Clinton, Michael; Farhood, Laila; Nouredine, Samar |
| Professor Emeritus: | Makarem, Selwa |
| Clinical Associate Professor: | Arevian, Mary |
| Assistant Professors: | Abi Fakhr, Lina; Darwish, Hala; Dumit, Nuhad, Fares, Souha; Honein, Gladys |
| Clinical Assistant Professors: | Adra, Marina; Madi, Dina; Naifeh Khoury, May; Weir Abbyad, Christine; Younan Sabbagh, Lina |
| Clinical Instructors: | Alayan, Nour; Avedissian, Tamar; Dakessian, Silva; Gulgulian, Taline; Massalkhi, Hanadi; Massouh, Angela |

School Administrative Support

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| Ghassan Afram | Executive Officer |
| Lynn Barbary | Student Services and Recruitment Officer |

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| Randa Farha | Simulation and Clinical Competency Center Coordinator |
| Marwa Soubra | IT Manager, Faculty of Medicine and School of Nursing |
| Aida Farha | Medical Librarian |

Historical Background

The School of Nursing, founded in 1905, was the first nursing school in the Middle East. The five-year Bachelor of Science in Nursing program, established in 1936, was replaced by a four-year program in 1964 leading to the degree of Bachelor of Science in Nursing. Students entering the school as sophomores graduate in three calendar years. . The RN-BSN program was reactivated and launched in 2003. The Masters of Science in Nursing (MSN) program was launched in 2003. The Bachelor of Science in Nursing program (BSN) and the MSN program are registered by the Department of Education of New York State, HEGIS codes 1203.00 and 1203.10, respectively. The MSN program is accredited by CCNE, the Commission on Collegiate Nursing Education, in the USA. The AUB School of Nursing is the first School of Nursing outside the US territories to be accredited by CCNE.

Mission

The mission of the School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high-quality, compassionate nursing care in Lebanon and the region, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles. It is based on the use and generation of research-based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech.

Vision

The Rafic Hariri School of Nursing aspires to become the leading school of nursing in Lebanon and the region; nationally and internationally recognized for excellence in education, research, and service.

The school is committed to offering cutting-edge, culturally-relevant and internationally recognized graduate and undergraduate education. Such education would foster life-long learning and scholarship, develop leaders in nursing and health care, and attract a competent and culturally-diverse student body.

Admission

A student is eligible for consideration for admission to the Master of Science in Nursing (MSN) program if s/he fulfills the following AUB admission requirements for graduate studies:

A bachelor's degree in nursing from AUB or its equivalent degree from another recognized institution, with an undergraduate average of at least 80 in the major field of study (nursing) and a cumulative undergraduate average of at least 75.

Please see the Admissions section of the Graduate Catalogue on pages 33–46 for further details regarding the English Language Proficiency Requirement (ELPR). The table on page 37 of the catalogue shows the English tests

scores with corresponding English deficiency course requirements for applicants to the MSN program who do not meet the English Language Proficiency Requirement. In addition, HSON requires the following criteria:

- A license to practice nursing from country of residence.
- Evidence of knowledge and competence in physical assessment skills.
- One year of work experience in nursing.

The program admits both full-time and part-time students, provided the students complete all program requirements within a maximum period of four years. Extension beyond the maximum allowed period of study requires approval of the Graduate Studies Committee of the school. Candidates who fail to meet any of the admission requirements but who, in the opinion of the faculty, demonstrate potential for graduate study are admitted on probation. Students with a cumulative undergraduate average of at least 75 but less than 80 in the major field (nursing) may be conditionally admitted as graduate student on probation. Students admitted on probation must complete 9 credits of graduate level courses within the first two semesters of graduate studies, pass all courses, and attain a minimum cumulative average of 80 to achieve regular status.

MSN Tracks

The School of Nursing offers four tracks:

MSN in Adult-Gerontology, with an optional minor in nursing education

MSN in Nursing Administration and Management

MSN in Psychiatric Mental Health Nursing, with an optional minor in nursing education

MSN in Community and Public Health, with an optional minor in nursing education

Both thesis and non-thesis options are available for all tracks.

Graduation Requirements

All recommendations for graduation are made by a vote of the faculty, upon the recommendation of the Graduate Studies Committee. To be eligible for graduation from the MSN program, the student must have:

- passed all required courses with a minimum grade of 70 per course,
- achieved a cumulative average of at least 80,
- completed a minimum of 36 credit hours,
- passed the comprehensive examination, and
- completed the requirements for the thesis or project.

Academic Rules and Regulations

Transfer of Credits

Refer to Transfer of Credits section, under General University Academic Information, on page 53.

Supervision, Courses, and Grades

Every graduate student is assigned an academic advisor to guide and help in planning the student's course of study, as stipulated by the graduate curriculum. Non-nursing courses relevant to the student's area of specialty can be taken as electives with the approval of the advisor. For students working toward a thesis, a thesis advisor who must

be a full-time faculty member is assigned. S/he will also serve as chairperson of the thesis committee. The thesis advisor and committee members must be of professorial rank.

Graduate level courses in nursing are numbered 500 and above. The minimum passing grade for a graduate course is 70. However, students are required to maintain a cumulative average of at least 80 in all courses taken for graduate credit. Students who are absent without excuse for more than one third of the number of sessions in any course, or who fail to sit for scheduled examinations, or who fail to fulfill course requirements, will be given the minimum grade for graduate courses, which is 55. Results of tutorial courses, residencies, projects, or theses will be reported as pass (P) or fail (F).

Students admitted with curriculum deficiencies may need to register for prerequisite courses that are undergraduate courses; such courses do not carry any graduate credit. The minimum passing grade for a prerequisite course is 70.

Probation and Dismissal

Refer to Academic Standing of Student Working for a Master's Degree section, under General University Academic Information.

Comprehensive Examination

A student must pass a comprehensive examination after completion of most of the course requirements for the MSN degree. The Graduate Studies Committee of the School of Nursing sets the time of the examination. Students planning to take the comprehensive exam must register N526 (0 credit) in the semester they are planning to sit for the exam. The purpose of the examination is to ascertain the student's knowledge of his/her field of specialization. A student who does not pass the comprehensive examination may take it a second time in the following semester. Students who are unable to pass a program's comprehensive exam twice are dropped from the graduate program. Students who pass the comprehensive exam after one failure will have their initial failure reported as "PR" for progress in the first semester the course was registered in, and the grade of "P" for passing the comprehensive exam will show on their transcript in the second semester the course was registered in. The comprehensive exam is offered twice per year, once in the fall and once in the spring semester.

For more information, refer to Comprehensive Examination section, under General University Academic Information, on page 54.

Thesis/Project

For those students enrolled in the MSN with thesis option, s/he must submit a thesis based on original, independent research. The thesis must be in English. An abstract not exceeding 350 words must be submitted with the thesis. Once approval for writing the thesis/project is granted, the student must ensure that the thesis/project conforms to the guidelines outlined in the University Thesis Manual found in the library. It is mandatory to apply the Manual style to the thesis, and theses not conforming to the Manual requirements will not be accepted. The student must submit copies of the thesis to the members of the thesis committee at least two weeks before the thesis defense. These copies should be unbound but be ready for binding.

Students may opt for a 3-credit project; if so, 3 credits of elective course work in a related area should be taken. Students who choose to do a project are assigned an advisor who serves as the project advisor. The master's project committee should be composed of at least two members recommended by the department/program. The project topic proposal and selection of the advisor and project committee members should be approved by the Faculty/school Graduate Studies Committee at least four months before the project defense. Pass (P) or Fail (F) is reported for project defense. If Fail (F) is reported, the student may resubmit the project and defend it after a period of at least three months. Failure on the second attempt results in discontinuation of the graduate work.

For more information, refer to Supervision of Master's Thesis or Project section, under General University Academic Information, on page 54. Refer also to the Graduate Student Handbook of the Hariri School of Nursing regarding guidelines for projects and theses.

Master's Thesis Committee

The Thesis Committee should be composed of at least three members approved by the faculty Graduate Studies Committee. The thesis committee should be approved by the department chairperson/director. The student must submit the thesis proposal form signed by the thesis committee members to the department chair, who will forward it to the Graduate Studies Committee for approval. It is advisable that the thesis committee includes one member from outside the School of Nursing (this member can be from an institution outside AUB). All committee members should hold professorial rank. The thesis committee approves the thesis topic and research program and conducts the thesis defense.

For more information, refer to Thesis Proposal section, under General University Academic Information, on page 54.

Thesis/Project Defense

Refer to Thesis Defense and Project Defense section, under General University Academic Information, on pages 56.

Deposit of Thesis/Project in the Library

Refer to Thesis Defense and Project Defense section, under General University Academic Information, on page 58.

Specific Requirements for the Master's Degree

Refer to the Admissions section in this catalogue.

Curriculum

Masters of Science in Nursing

| Core Course | | Lecture | Clinical | Credit |
|-------------|---|---------------|---------------|--------|
| | | Hrs./ Week | Hrs./ Week | Hrs. |
| NURS 500 | Theories, Concepts and Ethical frameworks for Advanced Nursing Practice | 2 | 0 | 2 |
| NURS 501 | Advanced Nursing Practice: Scope and Roles | 2 | 0 | 2 |
| NURS 530 | Statistical Reasoning and Application in Nursing Research | 1 | 2 | 2 |
| NURS 502 | Advanced Nursing Research | 3 | 0 | 3 |
| NURS 527 | Systems Approach to the Development and Evaluation of | 3 | 0 | 3 |

| | Health Care Services | | | |
|--|---|----------------|-----------------|---------------|
| Concentration Courses | | Lecture | Clinical | Credit |
| | | Hrs./ | Hrs./ | Hrs. |
| | | Week | Week | |
| Adult Care Track | | | | |
| NURS 503 | Advanced Health Assessment | 2 | 3 | 3 |
| NURS 504 | Advanced Pathophysiology | 3 | 0 | 3 |
| NURS 505A | Advanced Practice in Adult-Gerontology I | 2 | 6 | 4 |
| NURS 505B | Advanced Practice in Adult-Gerontology II | 2 | 6 | 4 |
| NURS 506 | Advanced Practice in Adult-Gerontology III | 0 | 16 | 4 |
| PHRM 314 | Advanced Pharmacology and Therapeutics | 3 | 0 | 3 |
| | Electives | - | - | 0-3 |
| Nursing Administration and Management Track | | Lecture | Clinical | Credit |
| | | Hrs./ | Hrs./ | Hrs. |
| | | Week | Week | |
| NURS 507 | Essentials of Nursing Administration and Management | 2 | 0 | 2 |
| NURS 508 | Advanced Practice in Nursing Administration | 0 | 16 | 4 |
| NURS 531 | Practical Applications of Budgeting in Nursing | 1 | 0 | 1 |
| NURS 525 | Leadership Theories and Applications for Nurse Managers | 3 | 0 | 3 |
| NURS 520 | Managing Quality with Teams | 3 | 0 | 3 |

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|--|---|----------------|-----------------|---------------|
| NURS 6284 | Digital Tools for Connected Health | 3 | 0 | 3 |
| MNGT 332 | Human Capital Management | 3 | 0 | 3 |
| | Electives | - | - | 0-3 |
| Psychiatric Mental Health Track | | Lecture | Clinical | Credit |
| | | Hrs./ | Hrs./ | Hrs. |
| | | Week | Week | |
| NURS 503A | Advanced Health Assessment for Mental Health | 1 | 0 | 1 |
| NURS 504 | Advanced Pathophysiology | 3 | 0 | 3 |
| NURS 512 | Advanced Psychiatric and Mental Health Assessment | 1 | 3 | 2 |
| PHRM 314 | Advanced Pharmacology and Therapeutics | 3 | 0 | 3 |
| NURS 516 | Psychopathology and Human Behavior | 3 | 0 | 3 |
| NURS 517 | Models of Treatment- Psychotherapy (Bio-behavioral Nursing Interventions) | 1 | 6 | 3 |
| NURS 518 | Group and Family Psychotherapy | 1 | 6 | 3 |
| NURS 519 | Clinical Residency in Acute Psychiatric Care | 0 | 16 | 4 |
| Community and Public Health Track | | Lecture | Clinical | Credit |
| | | Hrs./ | Hrs./ | Hrs. |
| | | Week | Week | |
| NURS 503 | Advanced Health Assessment | 2 | 3 | 3 |
| NURS 504 | Advanced Pathophysiology | 3 | 0 | 3 |

| | | | | |
|---|---|--------|--------|-------------|
| PHRM 314 | Advanced Pharmacology and Therapeutics | 3 | 0 | 3 |
| EPHD 301 | Principles of Epidemiology for Health Professionals | 2 | 0 | 2 |
| NURS 522 | Principles and Practice of Community Health Nursing | 2 | 3 | 3 |
| NURS 523 | Advanced Community Assessment | 2 | 3 | 3 |
| NURS 524 | Clinical Residency in Community Health Care | 0 | 16 | 4 |
| | Electives | - | - | 0-3 |
| Minor in Education | | | | |
| EDU 318 | Test Construction in Education | 3 | 0 | 3 |
| EDU 326 | Theory and Design of Curriculum | 3 | 0 | 3 |
| NURS 509 | Role development in Nursing Education | 3 | 0 | 3 |
| Thesis/Project | | | | |
| NURS 599 or NURS 598 and Elective | Thesis Project | - - | - - | 6 3 3 |
| NURS 526 | Comprehensive Exam | - | - | 0 |

Students may take elective course work in any major that helps them with their studies. For students doing a minor in nursing education, the elective must be in education.

The School of Nursing also offers special topic courses ranging from 1 to 3 credits that cover nursing issues of interest to students in the various tracks. These courses can be counted toward the elective credits.

Course Descriptions

NURS 500 Theories, Concepts and Ethical Frameworks for Advanced Nursing Practice 2.0; 2 cr.

This course introduces students at an advanced level to conceptual resources for advanced nursing practice. The course is organized around four themes: conceptions of science and nursing knowledge; antecedents and applications of theories relevant to nursing practice; healthcare ethics; and, nursing and politics. The course focuses on the application of conceptual models to current and future nursing practice.

NURS 501 Advanced Nursing Practice: Scope and Roles 2.0; 2 Cr.

This course provides the student with knowledge related to the advanced practice roles and competencies. Students develop a vision and structure for Advanced Nursing Practice that includes the Consensus Model for Advanced Practice Registered Nurse, regulation, credentialing, and emerging professional issues. The course concentrates on the foundations and philosophy of care in different specialties and health care settings.

NURS 502 Advanced Nursing Research 3.0; 3 cr.

This course focuses on complex research designs, interpretation of research findings and development of research proposals. The interrelationship of theoretical frameworks, quantitative/qualitative design, sample selection, data collection instruments, and assessment of data quality are analyzed in terms of clinical nursing research problems.

NURS 503 Advanced Health Assessment 2.3; 3 cr.

This course focuses on the advanced comprehensive assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, psychosocial and physical assessment, and diagnostic reasoning.

NURS 503A Advanced Health Assessment for Mental Health 1.0; 1 cr.

This theory course focuses on the comprehensive health assessment of clients using a bio-psycho-social approach. Mental health students will build on their knowledge and skills in clinical interviewing, focused history taking, and critical analysis of client data to identify actual and potential health problems. The focus will be on the differential diagnosis of various case presentations with organic and psychological etiologies.

NURS 504 Advanced Pathophysiology 3.0; 3 cr.

This is a course in advanced pathophysiology related to acute and chronic illnesses experienced by adults. Emphasis is placed on pathophysiologic nursing phenomena experienced across diseases, their manifestations and assessment measures. Case studies are used to illustrate application to advanced nursing practice.

NURS 505A Advanced Practice in Adult-Gerontology I 2.6; 4 cr.

This course builds on N504 & N503 and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of clients with a spectrum of health problems. Health promotion and risk reduction strategies are also addressed.

. *Prerequisites: NURS 503 and NURS 504.*

NURS 505B Advanced Practice in Adult-Gerontology II 2.6; 4 Cr.

This course addresses advanced nursing practice in adult care and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of adults and older adults with acute and critical care conditions. . *Prerequisites: NURS 503 and NURS 504.*

NURS 506 Advanced Practice in Adult-Gerontology III 0.16; 4 cr.

This is a practicum in which students apply content learned in NURS 503, 504, 505A and 505B, and use concepts learned in NURS 501 and PHRM 314, in the advanced management of adult clients with various illnesses. Interdisciplinary collaboration, research utilization, educational activities and case management are emphasized in a specialty area of practice. *Prerequisites: NURS 505A, NURS 505B and PHRM 314.*

NURS 507 Essentials of Nursing Administration and Management 2.0; 2 cr.

This course introduces management concepts and techniques. It focuses on three core topics: roles and responsibilities of managers; leading organizational effectiveness; and strategic planning. The focus is on using management models and concepts to work towards improved organizational effectiveness. Case studies of organizational problems provide the basis for group practical work..

NURS 508 Advanced Practice in Nursing Administration 0.16; 4 cr.

This practicum focuses on developing advanced management and administrative nursing skills in hospitals and primary health care settings. *Prerequisite: NURS 507.*

NURS 509 Role Development in Nursing Education 3.0; 3 cr.

This course addresses principles of teaching and learning, instructional methods, test construction and use, as well as curriculum and program development as applied to nursing. The course enables students to apply educational theory and research in various settings such as schools of nursing and staff development centers.

NURS 512 Advanced Psychiatric and Mental Health Assessment 1.3; 2 cr.

This course focuses on the advanced comprehensive mental health assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, mental status examination and diagnostic reasoning. The student performs comprehensive assessment and D.S.M. IV diagnosis on adult populations.

NURS 516 Psychopathology and Human Behavior 3.0; 3 cr.

This theory course examines the effects and/or sequels of alterations in selected bio-behavioral processes in the adult human suffering from illnesses with critical onsets and long-term unstable conditions. It focuses on the study of the brain and behavior and the neurological, physiological and biochemical foundations of cognition, mood and affect. Students will be exposed to advanced assessment skills, selected theories and research to identify complex psychiatric disorders and interventions utilizing case studies.

**NURS 517 Models of Treatment-Psychotherapy 1.6; 3 cr.
(Bio-behavioral Nursing Interventions)**

In this course, students learn the models of treatment of psychiatric and mental health disorders, and become trained on psychotherapeutic interventions in acute settings. Theories on individual psychotherapy, crisis intervention, group and family therapy are covered. This course has a clinical component where students do practicum in a psychiatric care department. In this course students learn the application of the acquired knowledge in the field of practice and start to practice their role.

NURS 518 Group and Family Psychotherapy 1.6; 3 cr.

This course is complementary to the “Models of Treatment” course, and it focuses on group and family psychotherapeutic interventions. Students synthesize knowledge of theories in the provision of care to groups and families with complex psychiatric problems. Family and group intervention strategies are discussed in a variety of settings. Students explore the practice of these interventions in psychiatric care departments.

NURS 519 Clinical Residency in Acute Psychiatric Care 0.16; 4 cr.

The purpose of this clinical practicum course is to provide opportunities for students to apply the content learned from courses. Students will use assessment skills, selected theories, and research to identify complex health problems and interventions for diverse populations. The focus is on advanced case management and practice of the role, which is further developed as the student integrates theory and practice skills in acute and chronic or community settings. Students will spend 224 hours of clinical hours under the supervision of a preceptor.

NURS 520 Managing Quality With Teams 3.0; 3 cr.

This course addresses theory and application of quality teams, their composition, purposes, function, and decision making tools. Process improvement team and the use of mapping processes for process improvement are a main focus.

NURS 522 Principles and Practice of Community Health Nursing 2.3; 3 cr.

This course introduces concepts and issues relevant to the advanced practice of public and community health nursing. Areas of focus include health promotion, management of chronic disease and health education. The course will use case studies in class and field work in the community.

NURS 523 Advanced Community Assessment and Interventions 2.3; 3 cr.

This course focuses on the nursing assessment of the health of communities using a case based approach. Students are provided with advanced knowledge and skills in population and individual needs assessment and community based interventions. Clinical experience will be provided.

NURS 524 Clinical Residency in Public and Community Health Care 0.16; 4 cr.

The purpose of this clinical course is to provide students with opportunities to apply content learned in community courses, with a focus on advanced case management and health promotion. Assessment skills, theories and research will be utilized in identifying health problems and planning community interventions. Prerequisites: *NURS 522 and NURS 523*.

NURS 525 Leadership Theories and Applications for Nurse Managers 3.0; 3 cr.

The aim of this course is to promote familiarity with, critical thinking about, and applications of evidence-based theories of leadership in nursing settings. The course encourages a reflective and analytical approach to cultivating effective personal leadership behaviors. The course introduces the full spectrum leadership model, examines its transformational leadership components in depth, and explores similarities and differences between transformational leadership and related leadership theories.

NURS 527 Systems Approach to the Development and Evaluation of Health Care Services 3.0; 3 cr.

The purpose of this course is to introduce students to the development and implementation of health service programs/projects intended to improve health care, practice, and health system's outcomes. The course addresses assessment of contemporary issues affecting health such as those of the epidemiology of diseases, healthcare policies, socio-cultural, geo-political, and economic. It focuses on the theory and practice of planning from a system's perspective and introduces conceptual approaches and techniques of program evaluation. Students will prepare a project plan as part of the course

NURS 526 Comprehensive Exam 0 cr.

NURS 530 Statistical Reasoning and Application in Nursing Research 1.2; 2 Cr.

This class introduces students to the basic concepts and applications of statistics for nursing research and how to carry these applications using SPSS. The primary objective of the course is to provide students with the skills necessary to understand basic statistical analyses and carry out those analyses using SPSS. Descriptive, bivariate and linear multiple regression are covered.

NURS 531 Practical Applications of Budgeting in Nursing 1.0; 1 Cr.

This course focuses on practical applications of concepts in budgeting and basic financial management. Participants will learn to develop a budget and evaluate the financial status of a department or operating unit and determine what, if any, corrective actions need to be taken. The course presents various analytical methods in management decision making, including variance analysis, and break-even analysis.

NURS 598 Project 3 cr.

Special projects directed toward acquiring skills needed in the development of programs relevant to nursing care within the student's area of interest. Projects vary depending on the track of study.

NURS 599 Thesis 6 cr.