



Rafic Hariri School of Nursing (SON)

Rafic Hariri School of Nursing

Officers of the School

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Salim Kanaan	Director of Admissions, ex-officio
Helen Bikhazi	University Librarian, ex-officio

Faculty Administrative Support

Hilda Nassar	Medical Librarian
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Faculty

Faculty Coordinator BSN Program:	Arevian, Mary T.
Professors:	Abu-Saad Huijjer, H.; Cash, Keith K.; Farhood, Laila F.;
Professors Emeriti:	Makarem, Selwa ; Wadad Khalaf
Associate Professor:	Noureddine, Samar N.
Clinical Associate Professor:	Arevian, Mary T.
Assistant Professors:	Darwish, Hala J; Doumit Abi-Abdallah, Myrna A; Shbeir El-Dika, Souhad A.
Clinical Assistant Professors:	Adra, Marina N.; Azoury, Nuhad S; Balian, Sossy A.; Khoury Naifeh, May R.; Marini Daya, Sana A.
Clinical Instructor:	Madi, Dina M.

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. A two-year Associate Degree in Nursing program was established in 1980 and discontinued in 1984. 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. 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 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.

Graduate Program

Admission

Master of Science in Nursing

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.
- English Entrance Exam or Test of English as a Foreign Language as per AUB requirements for graduate studies. Required for admission of new applicants to the MSN program is a score of 550 on the English Entrance Examination (EEE), or 600 on the paper-based Test of English as a Foreign Language (TOEFL), or 250 on the computer-based TOEFL, or 100 on the Internet-based TOEFL.

- 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 preferred.

The table below 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.

English Course	EEE	TOEFL (PBT)	TOEFL (CBT)	TOEFL (IBT)
English 100A/B	375-499	490-567	163-227	57-87
English 338	500-549	573-599	230-249	88-96

The program admits both full-time and part-time students, provided the student completes all program requirements within a maximum period of four years. Extension beyond the maximum allowed period of study requires approval by 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 as 'graduates on special status'. 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 special status. These students should score 80 or above in the first nine graduate credits in order to be transferred from special status to regular status.

MSN Tracks

The School of Nursing offers four tracks:

- MSN in adult care, with an optional minor in nursing education.
- MSN in nursing administration.
- MSN in psychiatric mental health, 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; and
- completed a total of 36 credit hours, or 39 credit hours for students with a minor in nursing education.

Academic Rules and Regulations

Transfer of Credits

As per AUB policy, no more than 6 credits may be transferred from graduate courses taken beyond the requirements for the bachelor's degree at AUB or at other recognized institutions (nine credits for non-thesis programs). Those courses in which the student scored 80 or above are the only ones that are transferable. Approval by the Graduate Studies Committee of the School of Nursing is required for all transfers.

Supervision, Courses, and Grades

Every graduate student is assigned an academic adviser 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 adviser. For students working toward a thesis, a thesis adviser who must be a full-time faculty member is assigned. S/he will also serve as chairperson of the thesis committee. The thesis adviser 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 80.

Probation and Dismissal

A student working toward an MSN degree may be placed on probation by the School of Nursing Graduate Studies Committee if s/he:

- is admitted to graduate study on special status
- fails in any course taken for graduate credit
- does not maintain the cumulative average of 80

The probation may be removed upon the recommendation of the Graduate Studies Committee of the school if the student has completed a minimum of nine credits of graduate level courses within the two consecutive semesters after being placed on probation, has passed all courses, and has obtained the cumulative average of 80. If the student fails to meet any of these conditions, s/he will be dropped from the program.

The Graduate Studies Committee may drop a student from graduate study if:

- probation is not removed within two semesters in which the courses that are taken are for credit
- in the opinion of the department, and irrespective of the grades obtained, the work of the student is deemed unsatisfactory
- the student fails the comprehensive examination twice, or fails the thesis defense twice.

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. 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 after a period of at least three months.

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's 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 ready for binding.

Students may opt for a three credit project; if so, a three credit elective course in a related area should be taken. Refer to the Graduate Student Handbook of the School of Nursing regarding guidelines for projects and theses.

Thesis Committee

The master's thesis committee should be composed of at least three members approved by the faculty Graduate Studies Committee. The thesis topic and the selection of the adviser and members of the thesis committee should be approved by the Graduate Studies Committee at least four months before the student defends the thesis. 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.

Thesis Defense

The thesis defense is open to the public and must be carried out no later than October 30, March 1, or June 10, for students wishing to graduate in October, February or June, respectively.

'Pass' or 'Fail' is reported for the thesis. In case of failure, the student may resubmit the thesis and defend it after a period of at least three months. Failure the second time leads to dismissal from the graduate program.

In order to present their defense students must be registered for the thesis or in at least one course in the session during which they expect to graduate.

Deposit of Thesis in the Library

After passing the thesis defense examination the student is required to deposit two hard copies and a CD copy of the thesis at the Saab Medical Library. A library receipt of these copies must be delivered to the Office of the Registrar before the student is awarded the degree. The student should sign a release form indicating whether or not the library is authorized to supply copies of the thesis to other libraries or to individuals. The non-authorization option is valid for a period of two years only, after which copies of the thesis will be supplied on request.

Specific Requirements for the Master's Degree

Refer to the Admissions section in this catalogue.

Curriculum

Masters of Science in Nursing

Core Course	Lecture Hrs./ Week	Clinical Hrs./ Week	Credit Hrs.
NURS 500 Nursing Theory	2	0	2
NURS 501 Foundations of Advanced Practice	3	0	3
NURS 502 Advanced Nursing Research	4	0	4
Role Development Courses			
NURS 507 Role Development in Nursing Administration	2	0	2
NURS 509 Role Development in Nursing Education	3	0	3
Concentration Courses			
Adult Care Track			
NURS 503 Advanced Health Assessment	2	3	3
NURS 504 Advanced Pathophysiology	3	0	3
NURS 505 Advanced Practice in Adult Care I	2	6	4
NURS 506 Advanced Practice in Adult Care II	0	16	4
NURS 515 Advanced Pharmacology	3	0	3
Nursing Administration Track			
NURS 508 Advanced Practice in Nursing Administration	0	20	5
HMPD 342 Financial Management and Accounting	3	0	3
NURS 525 Transformational Leadership for Nursing Practice	2	0	2
NURS 520 Managing Quality with Teams	3	0	3
NURS 527 Developing Health Service Programs	3	0	3
MNGT 332 Human Capital Management	3	0	3

- NURS 502 Advanced Nursing Research 4.0; 4 cr.**
This course focuses on complex research designs and analysis of multiple variables. The interrelationship of theoretical frameworks, quantitative/qualitative design, sample selection, data collection instruments, and data analysis 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 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 505 Advanced Practice in Adult Care I 2.6; 4 cr.**
This course builds on NURS 504 and includes a theory and a clinical component. Emphasis is on the application of pathophysiologic, psychologic and pharmacologic principles and advanced practice skills in the management of adults with potential and actual health problems. The practicum provides opportunities for students to begin development of their advanced practice roles in specialty areas of their choice. *Prerequisites: NURS 503, NURS 504.*
- NURS 506 Advanced Practice in Adult Care II 0.16; 4 cr.**
This is a practicum in which students apply content learned in NURS 503, 504, 505 and 515, and use concepts learned in NURS 501 and NURS 509, 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. *Prerequisite: NURS 505 and NURS 515.*
- NURS 507 Role Development in Nursing Administration 2.0; 2 cr.**
This course focuses on administrative skill development, managerial roles and responsibilities, and organizational effectiveness in a changing health care environment. Emphasis is placed on strategic management, interdisciplinary collaboration, business ethics, and international health management.
- NURS 508 Advanced Practice in Nursing Administration 0.20; 5 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 513 Advanced Research Methodology 2.0; 2 cr.

This course is intended to familiarize students with advanced concepts and methods in research. The course addresses issues related to chance, bias, and confounders, and how to control their effects. Students have the opportunity to have hands-on experience with psychometric tests as well as multivariate analysis techniques.

NURS 515 Advanced Pharmacology 3.0; 3 cr.

This course covers pharmacology and drug therapy related to advanced nursing practice. General principles of pharmacokinetics and pharmacotherapeutics, and considerations for special populations are covered. Classes of drugs, their mechanism of action, drug selection, dosage, therapeutic and adverse effects, and patient monitoring are discussed using case studies of clinical conditions. *Students are required to have taken pharmacology at the undergraduate level before NURS 515.*

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 0.12; 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. *Prerequisite: NURS 522 and NURS 523*
- NURS 525 Transformational Leadership for Nursing Practice 2.0; 2cr.**
The purpose of this course is to promote critical thinking about, and utilization of, transformational leadership behaviors in nursing settings. The course encourages a reflective approach to cultivating an effective personal leadership style, with a particular emphasis on transformational leadership. Students will assess their leadership behaviors, develop strategies to improve, and practice targeted leadership behaviors. Students develop an evidence-based transformational leadership plan with short, medium and long-term objectives during the course.
- NURS 527 Developing Health Service Programs 3.0; 3cr.**
The purpose of this course is to introduce students to the development and implementation of programs/projects intended to improve practice and health system outcomes. The course will focus on the theory and practice of organizational communication in its various forms - internal, external, informal and formal - and introduce conceptual approaches and techniques of program evaluation. Opportunities for gaining access to health service organizations for project work will be provided. Students will prepare a project plan as part of the course
- 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.**

Continuing Education Center (CEC)