

NURS 640 (1) Family Nursing Theory

This course applies family theories and transcultural nursing to advanced nursing practice. The family system is the unit of care as well as the context of care for individual family members. Family nursing practice is presented as a partnership with family systems which engage families actively in assessing the family's health and decision-making processes related to family health and health behaviors.

NURS 641 (2) Family Nursing I: Adult Health-Primary Care

In this course students are introduced to the management of acute and selected chronic health problems of adults and older adults across hospital, long-term care, community and home settings. The role of the health care delivery system and issues related to ethics, health policy, health promotion, and research are examined from the perspective of culturally diverse families as clients.

NURS 642 (2) Family Nursing II: Child & Adolescent Health

Theoretical concepts, assessments, and intervention strategies related to health among culturally diverse children and adolescents are critiqued. Health promotion/protection and nursing management of acute and selected chronic health problems of the child and adolescent are addressed.

NURS 643 (2) Family Nursing III: Reproductive Family Health

Theoretical concepts, assessments, and intervention strategies related to women's health are critiqued. Health promotion/protection and management of acute and selected chronic health problems of culturally diverse women are addressed. The role of the health care delivery system and issues related to ethics, health policy, and research are examined from the perspective of culturally diverse women as clients. This course focuses on family nursing practice as a partnership with family systems which engage families actively in assessing the family's health, decision making, processes related to family health and health behaviors and management of the health care needs of women. Prerequisite: NURS 621 and 622

NURS 644 (2) Family Nursing IV: Adult Health Promotion

Theoretical concepts of assessment, health promotion/protection, and holistic nursing are applied to management of acute and chronic health problems of culturally diverse adults, older adults and families. Issues of chemical dependency and family violence are addressed. This course provides a continuation of the management of the acute and selected chronic health problems of adults and older adults across hospital, long-term care, community, and home settings. Students integrate the conceptual complexities of health promotion/protection for adults and families utilizing knowledge from the biological, psychosocial, spiritual, and nursing sciences.

NURS 645 (5) Advanced Practice: CNS/FNP-Family I

This internship focuses on the application of knowledge gained in advanced health assessment, Family Nursing I: Adult Health and Primary Care, and other nursing science core courses in the management of the health care needs and problems of culturally diverse adults, older adults, and their families. Use of assessment skills leads to differential diagnosis and management of common health problems of adults and older adults and use of pharmacologic and other therapeutic interventions. The internship focuses on the beginning development of the family nurse practitioner (FNP) or family clinical specialist (CNS) role.

NURS 646 (5) Advanced Practice: FNP-Family II

A continuation of Advanced Practice: Family Nursing I. The clinical focus is the application of the Nursing Science Core and Family Theory Life Span courses to manage the health care needs of culturally diverse children, adolescents, and women. The clinical focus also includes the use of assessment skills leading to differential diagnoses and management of common health problems of children, adolescents, and women, using nonpharmacologic and pharmacologic interventions.

NURS 647 (5) Advanced Practice: FNP-Family III

A continuation of Advanced Practice: FNP-Family II. The clinical focus is application of Advanced Health Assessment, collaborative care, clinical management, health promotion, and holistic nursing for culturally diverse adults, children, and families. This clinical focus also includes the use of assessment skills leading to differential diagnoses and management of more complex health problems of children, adolescents, and women and men, using non-pharmacologic and pharmacologic interventions.

NURS 648 (5) Advanced Practice: Clinical Nursing Seminar: Family II

This course is the second in a series of three clinical courses which focuses on the development of competencies and outcomes expected of the nurse who selects the clinical nurse specialist option. Students continue to focus on a selected client/family population and expand their focus of care to include other factors which influence the quality and cost-effectiveness of client/family care. While students will focus on the three spheres that influence client/family care (client/family, nursing personnel, and the organization/network), the particular focus in this course is working with nursing personnel who have responsibility for client/family care. The four essential skill areas

(professional attributes, leadership, collaboration, and consultation) will be addressed and experiences in using these skills will be part of the design for advanced family nursing clinical in this course and the succeeding course.

NURS 649 (5) Advanced Practice: CNS Family III

This course is the third in a series of three clinical courses which focuses on the development of competencies and outcomes expected of the nurse who selects the clinical nurse specialist option. Students continue to focus on a selected client/family population and expand their focus of care to many factors which influence the quality and cost-effectiveness of client/family care. While students will focus on the three spheres that influence client/family care (client/family, nursing personnel, and the organization/network), the particular focus in this course is working the organization/network associated with the unit of care. The four essential skill areas (professional attributes, leadership, collaboration, and consultation) continue to be addressed and experienced as part of the design for this final advanced family nursing clinical.

NURS 650 (1) The Reflective Clinician**NURS 651 (2) Health Promotion and Illness Presentation: Nursing**

The course is designed for post-baccalaureate nurses seeking a health promotion-disease prevention emphasis in their nursing practice. Concept of health is explored. Theories and models of disease prevention and health promotion are described, analyzed and applied to research and nursing practice. Elective.

NURS 654 (2) Chronic Illness: Nursing Interventions

This course is designed of post-baccalaureate nurses in all settings who desire advanced nursing care knowledge in order to work with individuals and families with chronic illness. Topics explored are chronic illness, inherent stressors, current research, nursing management, program, organizations, policy, and care delivery issues. Elective.

NURS 677 (1-5) Individual Study

Course provides students with opportunity to investigate a problem or question related to an area of nursing practice. Students work with a nursing faculty advisor in writing the project and preparing to disseminate results of the project. With the advisor's approval, the project is submitted for oral defense as part of the requirements of the MSN degree. NOTE: This option is for students admitted to the MSN program prior to fall 2001.

NURS 699 (1-4) Thesis

Course provides students with the opportunity to focus on a research problem that is related to their area of nursing practice. Students work with a nursing faculty advisor (committee chairperson) in developing the thesis proposal, writing the thesis, and preparing to disseminate the results of the study. With the advisor's approval, the thesis is submitted for oral defense as part of the requirements for the MSN degree.

PHILOSOPHY

College of Arts and Humanities

Department of Philosophy

227 Armstrong Hall • 507-389-2012

Chair: Richard Liebendorfer, Ph.D.

Cathryn Bailey, Ph.D.; John Humphrey, Ph.D.; Richard Liebendorfer, Ph.D.; Craig Matarrese, Ph.D.; Hal Walberg, MA

Philosophy courses at Minnesota State University can be taken to supplement other disciplines. No graduate degree in philosophy is available; however, certain courses may be applicable for elective credit.

COURSE DESCRIPTIONS**PHIL 510 (3) Philosophy of Language**

Theories of meaning, speech acts and semantics, relation of language to the world.

PHIL 537 (3) Contemporary Philosophy

Major philosophers and philosophies of the late 20th Century.

PHIL 540 (3) Philosophy of Law

Discussion of philosophical issues in law by way of connecting legal problems to well-developed and traditional problems in philosophy, e.g., in ethics, political philosophy, and epistemology, and investigates the philosophical underpinnings of the development of law. The course takes an analytical approach to law (as opposed to historical, sociological, political, or legalistic approaches) and devotes a substantial part of the semester to a major work on law written by a philosopher.

PHYSICAL EDUCATION

PHIL 550 (3) Special Topics

Intensive study of a single philosopher or topic.

PHIL 555 (3) Existentialism & Phenomenology

In-depth analysis of major European existentialists such as Kierkegaard, Heidegger, and Sartre.

PHIL 560 (3) Philosophy of the Arts

Aesthetic principles, theories, and the creative process. Theories of visual arts, music, literature, dance, etc.

PHIL 573 (3) Knowledge and Reality

Analysis of the status and justification of claims about the nature and limits of human knowledge and the nature of what may be held to be real.

PHIL 574 (3) Philosophy of the Mind

The nature of consciousness, mind and body relations, and freedom of action.

PHIL 580 (3) Philosophy of Science

Nature of explanations, causality, theoretical entities, and selected problems.

PHIL 590 (1-6) Workshop

Special event of less than semester duration.

PHIL 591 (1-6) In-Service

PHIL 677 (1-6) Individual Study

Individual study of a philosopher or problem.

PHIL 691 (1-6) In-Service

Individual service project

PHYSICAL EDUCATION MA

PHYSICAL EDUCATION MS

(DISCIPLINE-BASED)

*College of Allied Health and Nursing
Department of Human Performance
1400 Highland Center • 507-389-6313*

Chair: Harry Krampf, Ph.D.

Graduate Coordinator: Joe A. Walsh, Ed.D.

Rayla Allison, JD; Ken Ecker, Ph.D.; Sherry Folsom-Meek, Ph.D.; Kent Kalm, Ed.D.; Lynda Reeves, Ph.D.; Gary Rushing, Ed.D.; Patrick Sexton, Ed.D.; Mary Visser, Ph.D.

The strength of the graduate programs in the Department of Human Performance at Minnesota State University rests in flexibility. There are opportunities for students to pursue either the Master of Arts or the Masters of Science degree in Physical Education. The programs may be structured to the needs of the generalist planning either to enter or return to the public school setting, or for the student who desires specialization. The program affords in-depth study opportunities in the following concentrations: Developmental/Adapted Physical Education, Elementary/Secondary Physical Education, Exercise Science: Cardiac Rehabilitation-Clinical Exercise Physiology, Exercise Science: Exercise Physiology, Psychological Aspects of Sport, and Sport Administration.

Excellent interdisciplinary relationships exist across the University in departments offering graduate studies. Students are encouraged, where appropriate, to avail themselves of the various dimensions of expertise. The graduate program also offers a complement of summer classes, facilitating continuity in graduate pursuits.

Admission. The requirements of the College of Graduate Studies and Research must be completed for admission to program.

Graduate Assistantships and Financial Aid. The Department of Human Performance, in cooperation with athletics, campus recreation programs and a contractual agreement with Gustavus Adolphus College and Orthopaedic and Fracture Clinic, employs approximately 30 graduate assistants at stipends up to \$8,000 for the academic year. All graduate assistants must be full-time graduate students. Graduate assistants receive a tuition stipend and qualify for in-state tuition rates. Applications for graduate assistantships are accepted until positions are filled, but candidates are encouraged to apply by February 15 for the following fall semester. Graduate assistantship applications can be secured directly from the College of Graduate Studies and Research, or its Web site.

PHYSICAL EDUCATION MA

General Requirements - All Options:

Language Competency. A reading knowledge of one modern foreign language or research substitution is required in the MA programs. The student should consult with the graduate coordinator to determine specific requirements.

At least 20 credits must be in the Department of Human Performance, and at least 50% of the coursework must be taken at the 600 level (excluding thesis and APP credits).

Thesis Plan: Written and oral comprehensive exams and a thesis for credit are required.

Alternate Plan Paper: A capstone paper approved by the advisor is required and may be developed in connection with a graduate course in the Human Performance Department. A written comprehensive exam is required, and at discretion of student's advisor, an oral exam germane to the APP will be required.

Concentrated Options of Study

Students should be aware that changes may occur in a concentration core during their time on campus, since curriculum is always an on-going process. Therefore, the student should always be in consultation with the advisor in the event that the faculty submits new proposals that may reflect such changes. In such an event, students will always be afforded their rights to take advantage of such changes that will best serve them during their program of study. Choose an area of concentration from those listed below.

SPORT ADMINISTRATION*

(Thesis Plan - 30-32 credits)

(Alternate Plan Paper - 34-36 credits)

This program is designed to prepare the student for a career in some capacity of sports management at either a public school, college or professional/private sector of sport.

Required Sport Administration Core (18 credits)

HP 565 Legal Aspects of Sport (3)

HP 610 Statistical Methods (3)

HP 630 Techniques of Research (3)

HP 650 Principles of Sport Management (3)

HP 651 Sport Management Seminar (3)

HP 698 Intern: Sport Administration (3-10)

Required Thesis or Alternate Plan Paper

HP 699 Thesis (3-4 credits)

HP 694 Alternate Plan Paper (1-2 credits)

Required Electives (8-17 credits)

The student must choose the remaining electives in consultation with an advisor. HP 568, Sport Promotion and Marketing; 640, Planning Sports Facilities; 641, Psychology of Sport and Exercise; and HP 660, Financial Aspects of Sport, are strongly recommended.

*The Department is in the process of submitting a name change to Sport Management through proper curriculum channels.

ELEMENTARY/SECONDARY PHYSICAL EDUCATION

(Thesis Plan - 30-32 credits)

(Alternate Plan Paper - 34-36 credits)

The program is designed to refine teaching skills for the elementary, middle school, and high school physical educator,

Required Core (17 credits)

HP 513 Lifespan Motor Development (2)

HP 610 Statistical Methods (3)

HP 623 Current Trends (3)

HP 630 Techniques of Research (3)

HP 675 Motor Learning (3)

HP 698 Internship (3)

Required Thesis or Alternate Plan Paper

HP 694 Alternate Plan Paper (1-2 credits)

HP 699 Thesis (3-4 credits)

Required Electives (10-18 credits)

Choose any electives in consultation with an advisor. A graduate student's plan of study for the Master of Arts degree must include at least 10 credits of outside electives.

CARDIAC REHABILITATION/CLINICAL EXERCISE PHYSIOLOGY (CR/CEP)
(36-37 credits)