Columbia University
School of Nursing Bulletin 2018-20

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Message from the Dean

Columbia has been educating nursing leaders, clinicians, and scholars for over a century. Our faculty and staff represent the very best in quality and innovation and have developed an academic environment, curriculum, clinical practice, and program of research that is excellent. Our focus on translating knowledge to practice, building the evidence for most effective practice, and translating this to policy for further dissemination, binds and enhances the school’s work. As with other health professions schools at Columbia, enrollment is limited to those who have already earned a baccalaureate degree, either in nursing for entrance to the graduate program, or in another field for matriculation in the first professional degree. The advanced practice program offers the MS degree in many clinical specialties, all providing eligibility for certification as a nurse practitioner, as well as dual certification for some as clinical nurse specialists. The Doctor of Nursing Practice degree is a clinical doctorate that educates the BS or MS prepared nurses with the knowledge and experience to provide sophisticated care, across sites and over time, with full authority and accountability for their patients. Our PhD program is a research-intensive curriculum that prepares nurse scholars to conduct research independently and as part of interdisciplinary teams.

WHY NURSING?
Nursing at Columbia is the exemplar for clinical competency practiced at the full scope of primary care and in the care of acutely ill patients in the full range of care environments. Advanced practice nurses have gained broad legislative practice authority in every state. Always a valued career, nursing is now in a position to reaffirm its clinical value while researching ways to sustain quality while containing costs and increasing access. Especially for those underserved and uninsured, nursing has a central role to play in a reformed health system. Providing primary care, community-based services, care management and coordination, disease prevention, and health promotion, practicing in underserved inner city and rural areas, and assuring patient understanding of therapy are all prominent and valuable activities at which nurses excel. As society recognizes the importance of high-level professional nursing practice, talented and forward-thinking individuals are increasingly attracted to the profession. Coinciding with society’s expanded view of nursing is the development of scholarly nursing endeavors, as demonstrated by the increase in funding for nursing research over the past few years. Education in nursing provides an individual with opportunities for a challenging career with high-level authority and accountability, and deeply gratifying personal rewards. Master’s and clinical and research doctoral degrees prepare nurses for leadership positions as fully accountable clinicians, policy experts, and researchers, all of which are in high demand in today’s healthcare environment.

WHY COLUMBIA?
Columbia University School of Nursing is part of one of the world’s most renowned medical centers. We are a close-knit and collaborative team made up of the Schools of Medicine, Dental and Oral Surgery, Public Health, and Nursing; and Programs in Occupational Therapy, Physical Therapy, and Human Nutrition. We partner on research and clinical experiences, and share a vision for the future of health care in this country. The School of Nursing is internationally known and clinically unrivaled with recognition for
excellence in research and curricular advancements. Recent contributions to the profession include the first universal faculty practice plan in a school of nursing, the first Endowed Nursing Chair in Health Policy, the first to be named a World Health Organization Collaborating Center for International Nursing Development in Advanced Practice and the first clinical practice doctorate.

WHY NOW?
Never has a career in nursing been so inviting. With preparation at the doctoral and masters level, advanced practice nurse, nurse researchers, and leaders in health systems and policy are increasingly valued. The practice of professional nursing is one of life’s noblest careers, and our mission to advance academic nursing, pursue clinical excellence, and lead research teams in scientific discovery will contribute to a healthier society. We invite you to be a participant in that mission.

Bobbie A. Berkowitz
Dean of the School of Nursing
Columbia University and the Columbia University Medical Center

Columbia University in the City of New York was founded in 1754 as King’s College by royal charter of George II of England. It is the oldest institution of higher learning in the state of New York and the fifth oldest in the United States. Since its inception in 1892, Columbia University School of Nursing, located at the Columbia University Medical Center campus, has been a leader in education for excellence in clinical nursing practice, whose mission has been “to educate and mentor future generations of expert nurse clinicians and researchers.”

Columbia University Medical Center (CUMC) is situated on a 20-acre campus in Northern Manhattan and accounts for approximately half of Columbia University’s nearly $3 billion annual budget. The CUMC campus houses the School of Nursing, The College of Physicians and Surgeons, the Mailman School of Public Health, and the College of Dental Medicine. CUMC provides global leadership in scientific research, health and medical education, and patient care. CUMC’s major teaching hospital affiliates are New York-Presbyterian Hospital and the New York State Psychiatric Institute, both of which share the CUMC campus.

The medical center also has academic affiliations with the Harlem Hospital Medical Center, operated by the New York City Health and Hospitals Corporation; Bassett Healthcare in Cooperstown, NY; Mt. Sinai, St. Luke’s-Roosevelt Hospital Center, in New York City; the Isabella Geriatric Center, in New York City; and Arnot Ogden Medical Center, in Elmira, NY. Columbia’s faculty practice is
History of the Columbia University/Presbyterian Hospital Pin

The school pin was first presented to graduates of the classes of 1894, 1895, and 1896 on November 25, 1896, by Frederick Sturges, Sr., President of the Training School for Nurses Committee. Members of the Sturges family were longstanding School benefactors. In 1896, the School was part of the Presbyterian Hospital, and at that time, hospitals and those who worked in them were viewed as social philanthropists, with religious leanings. Presbyterian Hospital was viewed as a place that provided quality care for everyone.

The front face of the pin consists of a white cross background— a symbol of mercy, help and caring; a laurel wreath, symbolic of the “victory” of having completed a rigorous program in nursing education. The motto, Salus Generis Humani, meaning safety of the human race and the health of humanity, is engraved on a ribbon under the laurel wreath. In the center of the pin is a red stone, perhaps symbolic of lifeblood— that of the graduate and those for whom she or he cares.

Until 1975, the initials PH, for Presbyterian Hospital, were attached to the stone. Beginning with the Class of 1976, the Columbia Crown became the emblem on the stone, formally recognizing the long connection of the School with Columbia University and symbolizing the successful transition from a hospital-based apprenticeship model for nursing education to a professional one based within an institution of higher learning.

Anna Maxwell began the School’s pin tradition. In recognition that the School now offers only graduate programs in nursing, the current tradition is to present the pin to graduates who have successfully completed the master’s degree. Recipients of special awards of distinction receive a blue enameled star to recognize their award, which is affixed to the pin by a gold chain.
Mission, Values, and Goals

Mission
As a leader in graduate nursing education for more than a century, Columbia University School of Nursing prepares expert nurse clinicians, researchers, and educators to improve the health of individuals, families, and communities in the United States and around the world.

Our emphasis on clinical practice, the creation of new knowledge, and leadership in health policy place Columbia Nursing at the forefront of nursing excellence.

Values
We value the pursuit of excellence in nursing by supporting academic integrity and rigor and by encouraging free and open dialogue through interdisciplinary and mutual support.

We value a culture of inclusion by embracing multicultural perspectives among faculty, students and staff and by upholding the principles of health equity, which embrace respect for ethnic and cultural diversity in the care of patients, families, and the community.

Strategic Goals
- Columbia Nursing excels as the national model for innovative graduate nursing education.
- Columbia Nursing leads nursing research and scholarship that transforms national and global health.
- Columbia Nursing faculty practice exemplifies accessible, evidence-based, interdisciplinary, and culturally competent primary health care.

How We Achieve Our Goals
- Columbia Nursing embodies a culture of respect, integrity, and diversity.
- Columbia Nursing is the trusted, influential voice on nursing practice, research, health policy, and graduate education that improves the public’s health.
- Columbia Nursing functions at the highest level of fiscal and administrative accountability, efficiency, and effectiveness.
- Columbia Nursing commits to lifelong engagement of alumni and other partners that enhances our reputation, financial strength, mentorship, and global network.
Diversity and Cultural Affairs

Columbia Nursing is dedicated to providing an exceptional educational experience that supports culturally-sensitive care to diverse populations. We are committed to a faculty and student body as diverse as the patients we serve—regardless of cultural, ethnic, or racial background, religious affiliation, or sexual orientation.

Our Office of Diversity and Cultural Affairs supports a wide range of activities and programs for faculty and students from different cultural, geographic, ethnic, and racial backgrounds; religious affiliations; and sexual orientations.

The Office of Diversity and Cultural Affairs has four areas of focus:

- **Community and Education:** This Subcommittee will implement programs and collaborations that will increase outreach to the community. Particular programming will target students from under-represented groups in nursing. These efforts will involve long-term pipeline programs and others will be short-term implementable initiatives. Current outreach agreements include the Geriatric Career Development (GCD) Program at the New Jewish Home, the Teachers College REACH (Raising Educational Achievement Coalition of Harlem, and the Robert Wood Johnson Summer Health Professions Education Program.

- **Curriculum and Faculty:** This Subcommittee will review, assess, and make recommendations that include but not limited to curricular content, research, practice and policy aimed at supporting a learning environment that reflects cultural awareness and sensitivity toward health disparities within the United States and the World. This Subcommittee will seek to provide support and resources for faculty to strengthen cultural competency skills in the classroom.

- **Research and Trends:** This Subcommittee will focus on assessing best practices in diversity initiatives, as well as assessment of current and relevant issues and policies as it relates to diversity and inclusion.

- **Staff Development and Support:** This Subcommittee will focus on programs and activities to support a climate of inclusion and create a forum to explore and celebrate the differences, talents, and skills among the staff, and the Columbia Nursing School as a whole.

Through community-based initiatives/projects, our faculty, staff and students help support the health of our neighbors in Washington Heights and other parts of New York City. The Office of Diversity and Cultural Affairs collaborates with neighborhood organizations to provide care and prevention activities for residents of all ages and backgrounds.
Accreditation

- Columbia University School of Nursing is a member of the American Association of Colleges of Nursing, One Dupont Circle NW, suite 530, Washington, DC 20056; (202) 463-6930.
- Columbia University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000 (MSCHE).
- The master’s and doctor of nursing practice nursing programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036; (202) 887-6791.
- Columbia University School of Nursing is accredited as a provider of continuing nursing education by The American Nurses Credentialing Center’s Commission on Accreditation, 8515 Georgia Avenue, Suite 400, Silver Spring, MD 20910-3492, (800) 284-2378.
- The Nurse Midwifery program is accredited by the Accreditation Commission for Midwifery Education (link is external), Suite 1550, 8403 Colesville Road, Silver Spring, MD 20910, (204) 485-1802.
- The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 S. Prospect Avenue, Park Ridge, IL 60068; (847) 655-1160. The program’s next review by the COA is scheduled for May, 2019.
- The pediatric nurse practitioner program is approved by the Pediatric Nursing Certification Board, 800 South Frederick Avenue, Suite 224, Gaithersburg, MD 20877-4152; (301) 330-2921.

Figure 6 A Columbia crown on the Morningside campus
Resources for Study

Helene Fuld Health Trust Simulation Center

The School of Nursing moved into its new building in August of 2017. The 68,000-square-foot building is more than double the space previously occupied for well over three decades. At the heart of the building is the Helene Fuld Health Trust Simulation Center, occupying two floors and spanning 16,000 square feet. The highly technical simulation labs, which mimic hospital patient and operating rooms, are configured in exactly the same way as those at hospitals and other medical facilities, using responsive human-patient simulator manikins and other sophisticated education technology.

Columbia University Libraries

Columbia University Libraries is one of the top five academic research libraries in North America. The collections include over 13 million volumes, over 160,000 journals and serials, as well as extensive electronic resources, manuscripts, rare books, microforms, maps, and graphic and audio-visual materials. The Libraries employs more than 400 staff members and hosts over 4.7 million visitors each year. There are 21 Columbia and affiliated libraries with 1,355 databases, 102,429 electronic journals, and one million-plus electronic images.

Library facilities offer gathering places to pursue scholarly research, to learn about and use information technology, to write, to study, and to draw on the rich collections of print and electronic resources. The newly redesigned information discovery system, CLIO, provides a single point of service, integrating many previously disparate sources of information. Our Digital Centers, the Center for Digital Research and Scholarship and the Copyright Advisory Office focus on the purposeful use of technology in learning and teaching – on partnering with researchers and scholars to share new knowledge – and on addressing the relationship between copyright law and the work of the University.

The goal at the Libraries is to provide excellent service to students and faculty that will advance their research, teaching, and learning and to support library users anytime and anywhere.

Medical Center Library

The Augustus C. Long Health Sciences Library (HSL) is the primary library for the School of Nursing, serving all programs located on the Medical Center campus and New York-Presbyterian Hospital. HSL provides access to large numbers of current books and journals in electronic format, in addition to its collection of historic print resources and electronic journal backfiles.
General health sciences resources include book packages from the LWW Health Library, McGraw-Hill’s AccessMedicine and related packages, and Elevier’s ClinicalKey, as well as journal packages from Springer, Elseview, and Wiley, and a large collection of a la carte titles. HSL also subscribes to materials of significant interest to nursing, including CINAHL, Joanna Briggs, and the LWW journals package. Many of these resources include images, videos, quizzes, and cases to enhance learning.

The library also provides access to resources not currently owned. HSL participates in DOCLINE and OCLC Interlibrary Loan. Journal articles requested through DOCLINE are frequently available within 24 hours of request. OCLC ILL gives access to resources at nearly every library in the country. In addition, HSL participates in BorrowDirect, giving unmediated access to the book collections of the Ivy Plus Libraries.

Columbia University Information Technology (CUIT)

CUIT provides information technology services to support the entire Columbia community, including students, faculty and staff, administrators, alumni, retirees and visitors. Services of particular interest to students include:

- Blog and Web hosting
- CourseWorks/Canvas
- Electronic Lab Notebook - LabArchives
- Email and calendaring
- Microsoft licensing and software distribution
- My UNI
- Turnitin
- Video conferencing - Zoom

Columbia University Medical Center Information Technology (CUMC IT)

The CUMC IT Service Desk acts as a centralized point of contact for technical support and resources used at the Columbia University Medical Center. We work closely with other IT groups and departments at Columbia and NYPH to help provide prompt resolution of technical issues.

The Service Desk is the initial technical support group for Faculty, Staff and Students, providing free first level troubleshooting for account, programs and systems at CUMC via phone, email and through the remote CUMC IT eSupport tool.

Students may also use the walk in desk on the 2nd floor of the Hammer building for computer and software support. Faculty and Staff may only use the walk in desk for account troubleshooting and basic questions regarding available technical resources.

CUMC-IT can also be reached by calling 212-305-4357, or 5-HELP from a campus phone.
Columbia Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL) partners with faculty, students, and colleagues across the University to support excellence and innovation in teaching and learning. The CTL is committed to advancing the culture of teaching and learning for professional development, curricular enhancement, and academic support through its programs, services, and resources. The CTL provides a range of free services including teaching consultations and observations, and educational technology training and support; programs and events, including workshops, orientations, and institutes, and the development of digital innovations in teaching and learning.

Figure 8 Alexander Hamilton in front of Hamilton Hall.
Clinical and Research Facilities

Nurse Practitioner Group Primary Care Practice

The Nurse Practitioner Group is the faculty practice of Columbia University School of Nursing - widely renowned as one of the nation’s top institutions leading the way in advancing the standards of patient care and delivery. We combine our innovative research with a personalized approach to provide each patient with the highest quality care.

The Nurse Practitioner Group offers comprehensive integrated primary care services including everything from annual exams, travel health/vaccinations and flu shots to illness diagnosis and treatment. Through our personalized primary care approach, we are committed to becoming familiar with you and your medical history to plan the best treatment plan for you.

We offer a wide range of integrated primary care services to promote health and well-being, and prevent and treat disease. Our services include:

- Preventative Health
- Travel Health
- Mental/Behavioral Health*
- Women’s Health
- LGBT Health*
- Nutrition and Wellness
- Disease Management
- Illness/Injury
- Family Health*
- Department of Transportation Physical Exams
- House Calls

*Available only at our Washington Heights primary care center.

ColumbiaDoctors Nurse Practitioner Group
columbianps.org, 212-326-5705 (all locations)

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NewYork-Presbyterian Hospital

New York-Presbyterian Hospital is one of the most comprehensive university hospitals in the world, with leading specialists in every field of medicine. It is composed of two renowned medical centers: New York-Presbyterian Hospital/Columbia University Medical Center and New York-Presbyterian Hospital/Weill Cornell Medical Center, and affiliated with two Ivy League medical institutions: Columbia University College of Physicians and Surgeons and Weill Cornell Medical College of Cornell University.

With dedicated staff, modern facilities, state-of-the-art technology, and a commitment to excellence in patient care, research, and community service, New York-Presbyterian Hospital has earned a reputation as a healthcare leader. Whether providing specialty care to the tiniest newborns, performing complex cardiothoracic surgery, or offering comprehensive primary care, New York-Presbyterian Hospital provides exceptional services with care and compassion. Residents living in the tri-state region have convenient access to quality healthcare services through the New York-Presbyterian Healthcare System. This federation of top-level hospitals, specialty institutes, and continuing care centers in New York, New Jersey, and Connecticut delivers a wide range of services to the communities it serves.
Academic Centers

The following Centers, established within or closely aligned with the School of Nursing, represent priorities of the institution, as well as focal areas of faculty expertise and research.

Center for Children and Families

Director: Mary W. Byrne, PhD, CPNP, FAAN

The Center for Children and Families is committed to improving the lives of children and families throughout the world by identifying, preventing, and reducing the effects of physiologic and social trauma on health. The Center’s objective is to provide the infrastructure to inspire, promote, and integrate culturally sensitive research and practice that will ensure optimum health for children and their families.

Center for Health Policy

Director: Pat Stone, PhD, RN, FAAN

The Center for Health Policy leads research at the School of Nursing as they work with their interdisciplinary colleagues within the University and across the nation, to generate knowledge that will improve the quality and safety of our health systems.

Center for Interdisciplinary Research to Prevent Infections (CIRI)

Director: Elaine Larson, PhD, RN, FAAN, CIC

The Center for Interdisciplinary Research to Prevent Infections (CIRI) is supported by the School of Nursing and since 2007, 15 projects affiliated with CIRAR have been externally funded (NINR, NIH, CDC, AHRQ, NIAID, NCHMD and PNICER). The Center prepares biomedical researchers and others in interdisciplinary research with a focus on the prevention and control of antimicrobial resistance.

Precision in Symptom Self-Management (PriSSM)

Center Administrative Core Leader: Sue Bakken, PhD, RN, FAAN, FACMI

Pilot Projects Core Leaders: Walter Bockting, PhD and Mary W. Byrne, PhD, RN, FAAN

Precision Medicine Core Leaders: Kathleen T. Hickey, EdD, FNP/ANP, RN, FAAN, School of Nursing and Department of Cardiology and Lena Mamykina, PhD, Department of Biomedical Informatics

Figure 9 The Columbia University School of Nursing building... made of cake.
The PriSSM Center is an interdisciplinary collaboration at Columbia University School of Nursing that is supported by a 5-year National Institute of Nursing Research (NINR) grant (P30 NR016587). This Center of Excellence in Self-Management of Symptoms core grant is being conducted in partnership with the Center for Home Care Policy and Research of the Visiting Nurse Service of New York. The goal of the PriSSM Center is to advance the science of symptom self-management for Latinos through a social ecological lens that takes into account variability in individual, interpersonal, organizational, and environmental factors across the life course.

Other Institutes and Centers
Columbia University is privileged to sponsor a number of institutes and centers that engage in funded, interdisciplinary research and program development, sponsor workshops and courses, and act as a clearinghouse for information related to their specific focus. Faculty from the School of Nursing are members of many of these centers and institutes. The institutes and centers listed below may be of particular interest:

- Irving Institute for Clinical and Translational Research
- INCHOIR (International Center for Health Outcomes and Innovative Research)
- Alzheimer's Disease Research Center (ADRC)
- HIV Center for Clinical and Behavioral Studies
- Center for Neurobiology and Behavior
- Center for the Study of Society and Medicine
- Institute for the Study of Human Rights
- Institute of Human Nutrition
Global Health Programs

Directors:
- Jennifer Dohrn, CNM, DNP, FAAN, Director, Office of Global Initiatives and the PAHO/WHO Collaborating Center for Advanced Practice Nursing
- Tonda Hughes, PhD, RN, FAAN, Director, Office of Global Health Research

The mission of the Global Health Programs at the School of Nursing is to contribute to global health equity by addressing health disparities through service, education, practice, research, and leadership.

Global Health Program Objectives
- Build collaborations with nursing and midwifery schools and inter-professional teams to address global health disparities.
- Build international partnerships for education, practice, and research with peer institutions.
- Foster initiatives within the CUSON community that respond to global health crises with cultural respect and sensitivity under country/regional leadership.
- Serve as a resource on global health equity for nurses, other healthcare professionals, policymakers, and the public.
- Promote faculty expertise to partner in global health programs.
- Support education for students to become nurses prepared for global practice. The Program achieves its objectives by offering students a variety of practicum and research opportunities with partner organizations in more than 10 countries throughout the world. These opportunities range from working alongside health teams to direct care for people and their communities to research at these global sites.
- Foster future generations of nurse clinicians who understand the needs and challenges of providing culturally-competent care to diverse populations.

World Health Organization (WHO) Collaborating Center
Since 1996, Columbia University School of Nursing has been designated as a World Health Organization (WHO) Collaborating Center for Advanced Practice Nursing. Columbia Nursing is one of only 44 such centers worldwide, a network that strives to support and enhance the roles of nurses and midwives in both practice and policy. The Center collaborates with the Pan American Health Organization / World Health
Organization (PAHO/WHO) to strengthen the response of the health sector in human resources development in education through identification and application of core competencies for an advanced practice nursing model; strengthen the regional expertise development of clinical nursing and midwifery research in Latin America and Caribbean countries; and work with PAHO/WHO to advance human resources for health development with expanded knowledge and application of informatics in nursing.

Figure 12 St. Mary Hospital (affiliated with Aksum University), Aksum, Ethiopia.

Figure 11 MDE students at Mekelle University, Mekelle, Ethiopia.
Programs of Study

Master of Science Programs

Masters Direct Entry (MDE) Program
An innovative, accelerated curriculum for non-nurse college graduates. Our new fifteen-month Masters Direct Entry (MDE) program prepares students to enter the nursing profession as masters-credentialed registered nurses with a focus on care coordination. Those graduating from the MDE program possess the ability to provide a high level of care throughout a variety of healthcare settings. Students are able to move from this program directly into one of the two doctoral programs, the clinical Doctorate of Nursing Practice (DNP), or the research-based Doctor of Philosophy in Nursing (PhD).

Master of Science (Nurse Anesthesia Program)
The Master of Science degree advances nursing competence by extending and deepening knowledge within the Nurse Anesthesia Program. The program prepares students to manage and negotiate healthcare delivery systems, provide culturally sensitive care, cultivate the nurse/patient relationship, as well as, assess, plan, implement, and evaluate personalized patient education and coaching interventions.

Master in Advanced Clinical Management and Leadership
The MS in Advanced Clinical Management and Leadership prepares registered nurses who want to attain a graduate degree, improve their knowledge and skills in evidence-based practice and care coordination, and assume a leadership role within healthcare settings.

Doctorate Programs

Doctor of Nursing Practice Program
The Doctor of Nursing Practice program prepares nurse clinicians to conduct complex diagnostic and therapeutic interventions, make use of sophisticated informatics and decision-making technology, and assimilate in-depth knowledge of the biophysical, psychosocial, behavioral, and clinical sciences. In addition, the DNP program prepares nurses with the knowledge, skills and attributes necessary for fully accountable comprehensive care with patients across sites and over time. With the increasing scope of clinical scholarship in nursing and the growth of scientific knowledge in the discipline, doctoral level education is required for independent practice.

Post-Bachelor’s Doctor of Nursing Practice (post-BS DNP) Programs
The Post-Bachelor’s Doctor of Nursing Practice program for registered nurses interested in advanced practice. The Post-BS DNP is a 3 year, full-time program that includes a clinical residency. This program prepares students as Advanced Practice Registered Nurses (APRNs) in an area of specialty. Students graduate with the knowledge, skills, and attributes necessary for comprehensive care with patients across sites and over time, while also serving as leaders, educators, and innovators in the profession. Graduates are eligible for state licensure and professional certification in their area of specialty.

Post-Master’s Doctor of Nursing Practice (post-MS DNP) Programs

The Post-Master’s Doctor of Nursing Practice program is for registered nurses who have earned the MS degree and are interested in advanced practice. The Post-MS DNP is a 3 year, full-time program that includes a clinical residency. This program prepares students as Advanced Practice Registered Nurses (APRNs) in an area of specialty. Students graduate with the knowledge, skills, and attributes necessary for comprehensive care with patients across sites and over time, while also serving as leaders, educators, and innovators in the profession. Graduates are eligible for state licensure and professional certification in their area of specialty.

Post-APRN Doctor of Nursing Practice (post-APRN DNP) Programs

The Post-APRN Doctor of Nursing Practice program is for registered nurses who have earned the MS degree and are advanced practice nurses. The Post-APRN DNP is a 6 semester, full-time program that includes a clinical residency. Students graduate with the knowledge, skills, and attributes necessary for comprehensive care with patients across sites and over time, while also serving as leaders, educators, and innovators in the profession. Graduates are eligible for state licensure and professional certification in their area of specialty.

Doctor of Philosophy (PhD)

The PhD is a 3-4 year program that provides a strong foundation in nursing science and research methods, enabling graduates to conduct evidence-based research independently and as part of interdisciplinary teams. Students are mentored by faculty advisors as they move toward independent investigations.
Specialties

Adult-Gerontology Acute Care

The Adult-Gerontology Acute Care Nurse Practitioner Program is designed to prepare nurses to care for patients who are acutely and critically ill across the continuum of acute care services. Students gain a strong background in advanced assessment, therapeutics, and technology. Emphasis is placed on integrating didactic knowledge with patient management and advanced technical skills.

Graduates are eligible to take the national professional certifying exam offered by the American Nurses Credentialing Center (ANCC). The program is certified for advanced practice/nurse practitioner status by the New York State Education Department.

Adult-Gerontology Primary Care

The Adult-Gerontology Primary Care Nurse Practitioner Program (AG-PCNP) is designed to prepare Advanced Practice Nurses to deliver primary healthcare to all persons across the adult lifespan from adolescence through end of life.

AG-PCNP students are provided with the most innovative, state-of-the-art immersion into advanced practice nursing in order to confidently contribute to the immediate and future healthcare needs of our most rapidly growing and at-risk populations, including adolescent health and geriatric care.

The AG-PCNP Program combines Columbia's nationally-recognized curricula from both the Adult and Gerontology specialty training programs into one enhanced, comprehensive single program of study. The value-added focus on adolescent and geriatric healthcare, palliative and end-of-life care, and the integration of primary and mental health care ensures that the Columbia AG-PCNP graduate will have the knowledge, insight, skills, and experience to provide high quality, well-informed, evidenced-base care to the broadest range of patients in any primary care or specialized clinical setting.

Using a well-balanced combination of didactic classroom instruction, experiential clinical seminars, and advanced clinical practica in diverse settings, Columbia's AG-PCNP students learn how to master and integrate their clinical practice with training in nursing leadership, clinical research, quality improvement, nursing informatics, and health and social policy. These practical and academic foci expertly inform the highest quality of evidenced-based clinical practice; creating not only in-demand expert providers, but also national and international nurse leaders who are forging the future direction of the profession of nursing's increasingly essential role in healthcare delivery.

Graduates of the AG-PCNP program are eligible for licensure and certification as an Adult-Gerontology Primary Care Nurse Practitioner in all states in which board certification is required. Columbia's AG-PCNP program graduates meet the requirements for national board certification examinations offered by either the American Academy of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC).

Family

The Family Nurse Practitioner Program is designed to prepare nurses to deliver primary health care to families in a variety of settings. Students follow patients through the life cycle utilizing obstetric, pediatric, and gynecologic, as well as adult and geriatric primary care diagnostic and management skills.
The scope of practice of the family nurse practitioner is based on a team approach. An interdependent member of the healthcare team, the FNP provides primary care through the following means:

- Documentation of individual and family health history
- Physical assessment
- Diagnostic, therapeutic, and educational care plans
- Collaboration with physicians and other healthcare professionals
- Referral to appropriate health care providers
- Coordination of healthcare

Graduates are eligible to take the certifying examination offered by the American Nurses Association and the American Academy of Nurse Practitioners. Graduates find positions in a variety of settings such as outpatient clinics, community health centers, private practice offices, health departments, homeless shelters, chronic care facilities, schools, day care programs, hospices, homes, and acute care settings.

Nurse Midwifery Program

The Nurse Midwifery Program is designed to prepare nurses as nurse midwives. The focus of the academic and clinical aspects of this program is the management of the health care of women and their newborns. While emphasis is placed on care during the childbearing cycle, the curriculum also includes study of women’s health needs throughout the life cycle. Graduates are prepared for full scope midwifery practice, including well-woman gynecology, family planning, antepartum, intra-partum, postpartum, primary care, and normal newborn care. Intensive clinical experience is provided in each of these areas in a variety of settings, exposing students to diversity in patient populations and practice options. Students learn to provide independent care for healthy women and consultative or collaborative care for women with medical and/or obstetrical complications.

Graduates are eligible to take the national certifying examination administered by the American Midwifery Certification Board (AMCB) to become a Certified Nurse Midwife (CNM). Graduates are also eligible to register with New York State as a licensed midwife.

Pediatric Primary Care

The Pediatric Nurse Practitioner Program is designed to prepare nurses who seek advanced knowledge and skill to practice as pediatric nurse practitioners in the delivery of primary health care to infants, children, and adolescents. The core curriculum provides students with an in-depth understanding of advanced nursing practice and enables them to apply this understanding to a variety of settings, such as community health centers, day care programs, chronic care facilities, outpatient facilities, private practice offices, schools, health departments, and homes. PNPs who are prepared at this master’s degree level exercise sophisticated clinical judgment based on advanced theoretical and scientific knowledge, serve as models in collaborative practice with other health care professionals, and lead in the advancement of contemporary professional nursing by contributing to practice, research, and theory building.

Graduates are eligible for certification as a Certified Pediatric Nurse Practitioner in New York State. Graduates are also eligible to take the certifying examination offered by NCBPNP/N and/or ANCC.

Psychiatric Mental Health

The Psychiatric Mental Health (PMH) Nurse Practitioner Program provides qualified students the opportunity to acquire an in-depth theoretical understanding of advanced psychiatric nursing practice. The PMH program first established in 1965 transitioned to an NP program in 1994. Today, graduates of the program are practicing in extremely varied and diverse settings such as community mental health centers,
day treatment programs, substance abuse programs, shelters for women and children, liaison settings, and private practice.

Students are encouraged to select clinical specialization with children, adolescents, adults, or elderly patients and families. Theory and supervised clinical experience form the foundation for practice as a primary therapist for individuals, groups, and families suffering from psychiatric illness. The program draws on psychodynamic, developmental, biological, and family systems models. Attention is given to issues of ethnicity, gender, and culture.

Graduates are eligible to take the certifying exam offered by the American Nurses Association and are eligible for licensure in New York State as Psychiatric Mental Health Nurse Practitioners.

Sub-Specialty Programs

HIV/AIDS

The HIV/AIDS Sub-Specialty is designed to prepare nurses to provide advanced and specialized care to persons with HIV infection as clinicians, clinical nurse specialists, and patient care educators. Students will have an opportunity to do their clinical experience at many of the New York State designated AIDS centers.

Students completing this sub-specialty will:
- Critically analyze the issues surrounding the AIDS epidemic
- Collaborate with colleagues and develop prevention and wellness promotion teaching programs
- Examine ethical legal challenges related to the epidemic
- Obtain clinical expertise in the management of HIV/AIDS and the provision of primary care to this population
- Generate research problems related to HIV infection

Oncology (Adult or Pediatric)

The Oncology Nurse Practitioner subspecialty prepares students to excel as advanced practice nurses in a variety of primary and acute settings, including comprehensive cancer centers, community hospitals, ambulatory clinics, private practice, palliative care settings and hospice.

Graduates of the Adult Oncology Nurse Practitioner program are eligible for certification through the ANCC or AANP. In addition, students will be prepared to obtain certification as an Advanced Oncology Certified Nurse Practitioner (AOCNP) by the Oncology Nursing Certification Corporation (ONCC) pending required clinical hours. Graduates of the Pediatric Oncology Nurse Practitioner program are eligible for certification through the ANCC or the NCBPDP/N. In addition, students will be prepared to obtain certification as a Certified Pediatric Hematology Oncology Nurse (CPHON) by the ONCC pending required clinical hours.

Palliative and End-of-Life Care

This subspecialty is designed to prepare advanced practice nurses to provide informed and compassionate palliative and end-of-life care to patients and families across the lifespan and in a variety of settings.
Women's Health

The subspecialty in Women's Health offers students in the Adult, Pediatric or Family specialty programs the opportunity to gain advanced knowledge and clinical skills in full-scope gynecology, and, per scope of practice, in antepartum/postpartum care as well. The subspecialty in women's health provides a “program-within-a-program” educational opportunity to matriculate with a cohort of students with similar clinical interests, and every effort is made to match clinical experiences with student interests.

Please note that students who choose the Women's Health subspecialty are not eligible for certification or licensure as a Women's Health Nurse Practitioner, however, they do receive a CUSON certificate of completion at graduation.
Office of Student Affairs

The Office of Student Affairs (OSA) for the School of Nursing functions in many capacities during a student’s education with emphasis in students’ rights and responsibilities. OSA staff are available to assist students in the resolution of specific problems or for referral to other University offices. The Associate Dean for Student Affairs serves as the student advocate. OSA also functions as an inquiry center for prospective applicants, as an admissions office, and an academic and counseling center for students engaged in academic pursuits.

OSA also oversees the Office of Financial Aid. This office provides financial aid and budget counseling to students. Their office also determines federal funding eligibility and assigns institutional funding such as scholarships and grants.

Figure 14 Columbia Nursing Graduation.
Academic Program Plans

Important Reminders for All Admitted and Current Students

● At any time, Columbia University School of Nursing reserves the right to change the course number, course name, course credit, and sequencing of academic courses.
● Individual students may need additional courses depending on the school's requirements, previous study, and experience.
● Students may receive advanced standing or exemption, based on standard Columbia Nursing policy.
● It is the responsibility of all current/enrolled students to meet with their Program Director to discuss any changes to their program plan.
● Changes to your program plan may affect financial aid packages

Enrollment Statuses

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th>Columbia Nursing Student Status</th>
</tr>
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<tbody>
<tr>
<td>5 credits</td>
<td>Part Time Status (Ineligible for Financial Aid)</td>
</tr>
<tr>
<td>6 – 11 credits</td>
<td>Half Time Status</td>
</tr>
<tr>
<td>12 + credits</td>
<td>Full Time Status</td>
</tr>
</tbody>
</table>

Course Lists

APN Science

● N7001 Advanced Physiology & Pathophysiology Across the Lifespan I
● N7002 Advanced Physiology & Pathophysiology Across the Lifespan II
● N7200 Advanced Clinical Assessment Practicum
● N8102 Advanced Pharmacology
● N8685 Advanced Clinical Assessment Across the Lifespan
● N8686 Advanced Clinical Assessment Lab
DNP Core Courses

- PS5320 Philosophy of Bioethics or PS5470 Introduction to Clinical Ethics
- N6930 Interpersonal Violence & Abuse: Prevention, Assessment & Intervention for Health Care Professionals
- N6940 Management & Advanced Practice Nursing
- N7000 Introduction to Evidence-Based Practice
- N7003 Health Promotion & Disease Prevention
- N7005 Health & Social Policy in the Context of Practice
- N9110 Fundamentals of Comprehensive Care Across the Lifespan I (and relevant seminar)
- N9120 Fundamentals of Comprehensive Care Across the Lifespan II (and relevant seminar)
- N9150 Scholarly Writing & Dissemination I
- N9151 Scholarly Writing & Dissemination II
- N9290 Incorporating Genetics & Genomics in Advanced Practice Nursing
- N9405 Practice Leadership & Quality
- N9412 Informatics for Practice
- N9481 Health & Policy Advocacy
- N9672 Principles of Epidemiology & Environmental Health
- N9700 Residency For Doctor of Nursing Practice
- N9910 Translation & Synthesis of Evidence for Optimal Outcomes

Adult-Gerontology Primary Care

All APN Science and DNP Core Courses plus:

- N7201 Intro to Primary Care Across the Adult Lifespan Practicum
- N7202 Intro to Primary Care Across the Adult Lifespan Seminar
- N8763 Clinical Seminar in Primary Care Across the Adult Lifespan I
- N8764 Clinical Seminar in Primary Care Across the Adult Lifespan II
- N8765 Clinical Seminar in Primary Care Across the Adult Lifespan III
- N8766 Practicum in Primary Care Across the Adult Lifespan I
- N8767 Practicum in Primary Care Across the Adult Lifespan II
- N8769 Comprehensive Geriatric Assessment
- N8770 Diagnosis & Management of Primary Care Across the Adult Lifespan I
- N8771 Diagnosis & Management of Primary Care Across the Adult Lifespan II
- N8776 Advanced Practicum in Primary Care Across the Adult Lifespan

Adult-Gerontology Acute Care

All APN Science and DNP Core Courses plus:

- N6838 Diagnosis & Management of the Critically/ Acutely Ill Adult I
- N6839 Diagnosis & Management of the Critically/ Acutely Ill Adult II
- N8130 Acute & Critical Care Pharmacology
- N8816 Practicum in Acute Care for the Nurse Practitioner
- N8817 Clinical Seminar in Adult-Gerontology Acute Care I
- N8820 Advanced Practicum in Acute Care for the Nurse Practitioner I
- N8821 Clinical Seminar in Adult-Gerontology Acute Care II
- N8823 Advanced Practicum in Acute Care for the Nurse Practitioner II
- N8824 Clinical Seminar in Adult-Gerontology Acute Care III
- N8825 Integration Practicum in Acute Care for the Nurse Practitioner
- N.Tbd Acute Care Procedures
Family Nurse Practitioner

All APN Science and DNP Core Courses plus:

- N7300 Pediatric Primary Care for the FNP
- N7301 Pediatric Primary Care for the FNP: Practicum
- N7302 Practicum in Family Primary Care II
- N7310 Seminar in Primary Care Across the Lifespan I
- N7311 Practicum in Primary Care Across the Lifespan I
- N7320 Seminar in Primary Care Across the Lifespan II
- N7321 Practicum in Primary Care Across the Lifespan II
- N7330 Seminar of Complex Patient Across Settings
- N8321 Diagnosis & Management in Primary Care Across the Lifespan I
- N8322 Diagnosis & Management in Primary Care Across the Lifespan II
- N8549 Essential Care for the Childbearing Year
- N8560 Family Theory in Context
- N.tbd Practicum in the Complex Patient Across the Lifespan III
- N.tbd Diagnosis & Management of Complex Patient Across Settings

Midwifery

All APN Science and DNP Core Courses plus:

- N6150 Maternal-Fetal Newborn Physiology
- N6458 Pelvic Assessment of the Adult Woman
- N6480 Professional Issues in Nurse-Midwifery
- N8430 Disparities in Women's Health
- N8467 Labor Support Program
- N8471 Normal Antepartum: Didactic
- N8472 Normal Antepartum: Clinical
- N8474 Breastfeeding, Postpartum, & Newborn Care
- N8475 Clinical Practicum in Nurse-Midwifery
- N8476 Well-Woman Gynecology: Didactic
- N8477 Well-Woman Gynecology: Clinical
- N8479 Intrapartum: Didactic
- N8481 Intrapartum: Clinical
- N8483 Midwifery Clinical Competency Skills I
- N8484 Midwifery Clinical Competency Skills II
- N8492 Primary Care for Women: Diagnosis & Management
- N.tbd Seminar: Doctor of Nursing Practice (WWG)
- N.tbd Seminar: Doctor of Nursing Practice (IP/PP/BF/NB)

Pediatric Primary Care

All APN Science and DNP Core Courses plus:

- N6122 Pathophysiology of the Child
- N6612 Pediatric Physical Assessment & Differential Diagnosis
- N6613 Advanced Pediatric Clinical Assessment Simulation
- N6620 Pediatric Primary Care Nursing I: Didactic
- N6622 Pediatric Primary Care Nursing I: Clinical
- N6624, Clinical Seminar in Pediatric Primary Care Nursing I
- N6625 Clinical Seminar in Pediatric Primary Care Nursing II
- N6626 Clinical Seminar in Pediatric Primary Care Nursing III
● N6630 Pediatric Primary Care Nursing II: Didactic
● N6632 Pediatric Primary Care Nursing II: Clinical
● N8670 Pediatric Primary Care Nursing III: Didactic
● N8673 Pediatric Primary Care Nursing IIIA: Clinical

Psychiatric Mental Health

All APN Science and DNP Core Courses plus:
● N6511 Behavioral Development Across the Lifespan: A Risk/ Vulnerability Perspective
● N6593 Individual Psychotherapy: Theories and Techniques
● N6680 Introduction to Addictive Behaviors
● N8562 Clinical Practice & Supervision with Families
● N8571 Seminar in Family Therapy & Technique
● N8588 Group Theory
● N8589 Supervision & Practice in Individual Psychotherapy
● N8592 Supervision & Practice in Group Psychotherapy
● N8593 Seminar in Advanced Practice in Psychiatric Mental Health Nursing I
● N8594 Advanced Practice in Psychiatric Mental Health Nursing I
● N8595 Advanced Practice in Psychiatric Mental Health Nursing II
● N8596 Seminar in Advanced Practice in Psychiatric Mental Health Nursing II

Anesthesia

● N6104 Principles and Practice of Nurse Anesthesia I: Lab
● N6105 Principles and Practice of Nurse Anesthesia II: Lab
● N6106 Nurse Anesthesia Advanced Airway: Lab
● N6863 Regional Anesthesia: Theories and Techniques
● N6864 Principles and Practice of Nurse Anesthesia I
● N6865 Principles and Practice of Nurse Anesthesia II
● N6866 Principles and Practice of Nurse Anesthesia III
● N6867 Principles and Practice of Nurse Anesthesia IV
● N6879 Anesthesia and Coexisting Disease
● N7000 Introduction to Evidence-Based Practice
● N7001 Normal Physiology & Pathophysiology Across the Lifespan I
● N7002 Normal Physiology & Pathophysiology Across the Lifespan II
● N7005 Health & Social Policy in the Context of Practice
● N8102 Advanced Pharmacology
● N8111 Pharmacology for Anesthesia and Critical Care
● N8685 Advanced Clinical Assessment Across the Lifespan
● N8833 Professional Role of the Nurse Anesthetist I
● N8840 Professional Role of the Nurse Anesthetist II
● N8870 Nurse Anesthesia Residency I
● N8871 Nurse Anesthesia Residency IIA
● N8872 Nurse Anesthesia Residency IIIA
● N8873 Nurse Anesthesia Residency IVA
● N8874 Seminar in Nurse Anesthesia Practice I
● N8875 Seminar in Nurse Anesthesia Practice II
● N8876 Seminar in Nurse Anesthesia Practice III
● N8877 Seminar in Nurse Anesthesia Practice IV
● N8878 Nurse Anesthesia Residency IIB
N8879 Nurse Anesthesia Residency IIIB
N8880 Nurse Anesthesia Residency IVB
N9290 Incorporating Genetics & Genomics in Advanced Practice Nursing

Subspecialties

Adult Oncology

- N6740 Principles and Practice of Oncology I
- N6880 Principles and Practice of Oncology II
- N8750 Cancer Symptom Management
- N8751 Practicum for Cancer Symptom Management

Pediatric Oncology

- N6740 Principles and Practice of Oncology I
- N8750 Cancer Symptom Management
- N8751 Practicum for Cancer Symptom Management
- N8845 Cancer in Childhood

Palliative and End-of-Life Care

- N8755 Introduction to Palliative and End of Life Care
- N8756 Seminar in Palliative and End of Life Care
- N8757 Clinical Practice in Palliative and End of Life Care
- N8759 Introduction to Pediatric Palliative and End of Life Care
Women’s Health

- N6150 Maternal-Fetal-Newborn Physiology
- N8361 Clinical Seminar in Women’s Health
- N8430 Disparities in Women’s Health
- N8445 Well-Woman Gynecology
- N8461 Practicum in Women’s Health

Post MS-DNP APRN

- N9110 Fundamentals of Comprehensive Care Across the Lifespan I
- N9120 Fundamentals of Comprehensive Care Across the Lifespan II
- N9150 Scholarly Writing & Dissemination I
- N9151 Scholarly Writing & Dissemination II
- N9290 Incorporating Genetics & Genomics in Advanced Practice Nursing
- N9405 Practice Leadership & Quality
- N9412 Informatics for Practice
- N9481 Health & Policy Advocacy
- N9672 Principles of Epidemiology & Environmental Health
- N9700 Residency For Doctor of Nursing Practice
- N9910 Translation & Synthesis of Evidence for Optimal Outcomes
- PS5320 Philosophy of Bioethics

Masters Direct Entry

- N5300 Physical Assessment: Lecture
- N5350 Physical Assessment: Lab
- N5375 Pharmacology
- N5400 Science of Nursing Practice
- N5450 Science of Nursing Practice: Practicum
- N5451 Science of Nursing Practice: Skills Lab
- N5800 Topics in Nursing Practice
- N5950 Nursing Leadership & Management
- N6200 Issues of Nursing Practice
- N6302 Science of Psychiatric Mental Health Nurse Practice
- N6303 Practice in Psychiatric Mental Health Nurse
- N6306 Science of Nursing Practice with Childbearing Families
- N6307 Nursing Practice with Childbearing Families
- N6308 Science of Nursing Practice with Children
- N6309 Nursing Practice with Children
- N6310 Science of Nursing Practice with Adults
- N6311 Nursing Practice with Adults
- N6312 Science of Community and Public Health Nursing
- N6313 Practice in the Community and Public Health Nursing
- N6400 Integration of Nursing Practice
- N7000 Introduction to Evidence-Based Practice
- N7001 Advanced Physiology & Pathophysiology Across the Lifespan I
- N7002 Advanced Physiology & Pathophysiology Across the Lifespan II
- N7003 Health Promotion & Disease Prevention
Current Course Descriptions

Please contact program directors for more information on prerequisites.

NURSING N4099: Independent Study in Nursing, 1-6 credit(s)

NURSING N4950: Beginner Medical Spanish, 1 credit
This class is designed for the beginner student to gain working level knowledge of basic Spanish vocabulary, verb conjugation, and medical terminology for use in a clinical setting. In addition to short lectures to facilitate grammar and usage patterns, class time will be used for intensive speaking practice to improve pronunciation, enhance comprehension, and build confidence in using Spanish through the use of hypothetical scenarios, student presentations, and small group discussions to improve Spanish language and Spanish language proficiency.

NURSING N4955: Intermediate Medical Spanish, 1 credit
This class is designed for the intermediate student to gain a more advanced level knowledge of Spanish vocabulary, verb conjugation, and medical terminology for use in a clinical setting. In addition to short lectures to facilitate grammar and usage patterns, class time will be used for intensive speaking practice to improve pronunciation, enhance comprehension, and build confidence in using Spanish through the use of hypothetical scenarios, student presentations, and small group discussions to improve Spanish language and Spanish language proficiency.

NURSING N4959: Medical Spanish: Practicum, 1 credit
This practicum offers the students an opportunity to implement their knowledge and facility in medical Spanish during their assigned curricular practicum. Students will gain experience practicing Spanish and interacting with patients in clinical and health-related settings in predominantly Spanish-speaking community clinics.
NURSING N5110: Issues of Nursing Practice, 2 credits
This course is designed to provide the pre-licensure student with an overview of current issues confronting professional nursing. Emphasis will be placed on the history of nursing, interrelated theories, current trends, and policy issues that shape the profession and the health care delivery system. The role of the nurse as a patient advocate, designer, manager, and coordinator of care will be discussed.

NURSING N5300: Physical Assessment, 3 credits
This course will develop the knowledge and skills necessary for conducting comprehensive and focused health assessments for individuals with emphasis placed on interviewing skills, health histories, and physical and psychosocial findings in the well person. Communication and record keeping skills are developed.

NURSING N5350: Physical Assessment: Lab, 2 credits
Students will utilize the knowledge and skills learned to perform a comprehensive or focused health assessment including history and physical examination in a supervised laboratory. Students will record findings in an approved manner and demonstrate utilization of holistic, region-cultural, and ethical approaches to individuals and families.

NURSING N5375: Pharmacology, 3 credits
This is an introductory pharmacology course, and, since pharmacology is an applied science, it builds on several foundational concepts of biology, chemistry, microbiology, anatomy, and physiology in the context of nursing practice. Principles of pharmacology will be discussed, including pharmacokinetics, pharmacodynamics, and toxicities. Major pharmacologic agents used in treating more common disease states will be discussed with emphasis on relating the mechanism of action to the therapeutic use.

NURSING N5400: Science of Nursing Practice, 3 credits
This fundamental course provides the student with clinical experience to implement patient-centered care that reflects an understanding of the concepts of human growth and development, health promotion, nursing management of illness, and patient safety. Philosophies and scientific theories of nursing will serve as a foundation for the development of critical thinking and skill acquisition. Key elements of culture, spirituality, heredity, and ethics will be integrated into the planning and provision of nursing care to individuals and populations.

NURSING N5450: Science of Nursing Practice: Practicum, 1 credit
This fundamental course provides the student with clinical experience to implement patient-centered care that reflects an understanding of the concepts of human growth and development, health promotion, nursing management of illness, and patient safety. Philosophies and scientific theories of nursing will serve as a foundation for the development of critical thinking and skill acquisition. Key elements of culture,
spirituality, heredity, and ethics will be integrated into the planning and provision of nursing care to individuals and populations.

NURSING N5451: Science of Nursing Practice: Skills Lab, 1 credit
Students will gain competency by practicing skills in a supportive and supervised environment in the simulation laboratory. This fundamental course provides the student with practical application of nursing skills and the scientific rationale for performing procedures correctly in order to provide patient-centered care that reflects an understanding of the concepts of human growth and development, health promotion, nursing management of illness, and patient safety. Philosophies and scientific theories of nursing will serve as a foundation for the development of critical thinking and skill acquisition. Key elements of culture, spirituality, heredity, and ethics will be integrated into the planning and provision of nursing care to simulated patients.

NURSING N5491: Integration Seminar, 2 credits
Integration Seminar is designed to provide baccalaureate students an academic environment to share their integration immersion experience and present case studies for discussion with their peers. In this scholarly forum, students are required to present selected cases from integration in an organized, professional format. Students are expected to facilitate a class dialogue and offer appropriate references of evidence-based knowledge. The microsystem in which care is delivered will be included in the dialogue.

NURSING N5800: Topics in Nursing Practice, 1 credit
This course is designed to introduce baccalaureate students to relevant and emergent topics which affect the practice of nursing in the national and international healthcare system. The focus will be on issues confronting professional nurses including global health, cultural awareness, gender identity, and evidence-based wellness. State mandated topics for licensure will be covered.

*NURSING N5900: Residency in Clinical Nursing, 1-8 credit(s)
This clinical nursing residency is designed for post-baccalaureate nursing students. It consists of clinical experiences in health care facilities that focus on strengthening and broadening the baccalaureate clinical attributes, inpatient care decision making, and psychomotor skills. It is a prerequisite to graduate level clinical specialty programs for students with no work experience. The student engages in an intensive clinical experience ranging from 28-40 hours per week. Specific outcome objectives are identified by the program director of the clinical specialty master's program track that the student wishes to enter. The student meets regularly with the specialty master's program director or designee to discuss the clinical experience and identify progress in meeting the competencies. Clinical logs, seminars and reaction papers are requirements for completion.

NURSING N5950: Leadership and Management, 1 credit
This course is designed to introduce concepts of leadership and management for entry-level professional nursing practice. The course addresses building cultures of quality and safety in complex health care delivery systems and introduces management theories and concepts including interprofessional communication, teamwork, delegation, and supervision.

NURSING N5955: Nursing Leadership Practicum, 3 credits

NURSING N6000: Global Health Experiences, 1-6 credit(s)
This global health experience is designed to diversify the students' knowledge base on healthcare, health policy, cultural values/beliefs, political systems, infrastructure and the clinical arena abroad. Provides a direct orientation to culture, diversity and healthcare.
NURSING N6003: Practicum for Visiting Students, 0 credits

NURSING N6010: Global Health Equity and the Responsibility of the Nursing Profession 1 credit
The pursuit of health equity for all in the 21st century is a global mandate and responsibility. This course is designed to provide an overview of critical health disparities within the global community and provide the student with a systematic approach to understanding them within the framework of human rights and social justice. The course will also explore the role and responsibility of the nursing profession to address these with both individual and cooperative strategies.

NURSING N6099: Independent Study, 1-8 credit(s)
Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect both the role of the clinical specialist/nurse practitioner and the student's specific interests. Proposed work must be outlined prior to registration and agreed upon by both faculty and student.

NURSING N6104: Principles and Practice of Nurse Anesthesia I: Lab, 2 credits
The first of three laboratory courses. Focus is placed upon essential technology and procedures utilized in the management of the patient during the preoperative, intraoperative and the post-operative period. The course activities promote a synthesis of lecture content obtained in Principles & Practice I course. Laboratory experiences provide psychomotor skills and critical thinking inherent to the practice of nurse anesthesia will be developed. Specific skills must be safely demonstrated.

NURSING N6105: Principles and Practice of Nurse Anesthesia II: Lab, 2 credits
The second of three laboratory courses. This course focuses on the specialty skills in the management of the patient during the preoperative, intraoperative and the post-operative period. Synthesis of lecture content obtained in Principles & Practice II course. Laboratory experiences provide psychomotor skills and critical thinking inherent to the practice of nurse anesthesia will be developed, demonstrated and assessed. As a component of the course specific skills must be safely demonstrated.

NURSING N6106: Nurse Anesthesia Advanced Airway: Lab, 1 credit
The third of three laboratory courses. The focus of this lab is alternate modalities in the management of the difficult airway. Synthesis of lecture content obtained in Seminar II course. Laboratory experience provides psychomotor skills and critical thinking inherent to advanced airway techniques. As a component of the course specific skills must be safely demonstrated.

NURSING N6122: Pathophysiology of the Child, 3 credits
This course is required for students in Pediatric Primary Care and the Pediatric Specialty Care programs. The pathogenesis of common conditions affecting children is presented and serves as a basis for clinical management.
Relevant pharmacology is presented for each of the disease entities.

NURSING N6150: Maternal-Fetal-Newborn Physiology, 2 credits
The fundamental purpose of this course is to facilitate an understanding of the physiological mechanisms relevant to the maternal experience, fetal life, and the neonatal period. This course will focus primarily on the physiology of normal maternal/fetal/newborn issues and cover some common complications and pathology.

NURSING N6299: Independent Study in Family Primary Care, 1-8 credit(s)
Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect both the role of the clinical specialist / nurse practitioner and the student’s specific interests. Proposed work must be outlined prior to registration and agreed upon by both faculty and student.

NURSING N6302: Science of Psychiatric Mental Health Nurse Practice, 3 credits
This course focuses on the population of clients experiencing acute and chronic psychiatric disorders across the lifespan. Emphasis will be placed on the nurse/client relationship, psychopharmacology, and treatment modalities. Environmental stressors and the effects of mental health disorders on clients and their families will be discussed.

NURSING N6303: Practice in Psychiatric Mental Health Nursing, 2 credits
This clinical course is designed to provide the student with experience to care for the client experiencing a major psychiatric and/or mental health disorder. Emphasis will be placed on the role of the professional nurse in various treatment settings as well as current treatment modalities. The client population includes children, adolescents, and adults along the health-illness continuum.

NURSING N6306: Science of Nursing Practice with Childbearing Families, 3 credits
This didactic course focuses on the care of the family during the childbearing years. The processes of normal pregnancy and birth, high risk pregnancy, and the care of the healthy newborn are presented. Through integration of the sciences and evidence-based knowledge, concepts of family, environment, health, wellness, and culture will be emphasized. Issues related to women’s reproductive health and contraception will be covered.

NURSING N6307: Nursing Practice with Childbearing Families, 2 credits
This clinical course is designed to provide the student with experience to utilize evidence-based knowledge and critical thinking skills in providing nursing care to childbearing families. Clinical assignments will include caring for families during the antepartum, intrapartum, postpartum, and newborn periods. Concepts of wellness, culture, infant growth and development, family integrity, and patient advocacy are used as a basis for the provision of care.

NURSING N6308: Science of Nursing Practice with Children, 3 credits
This course focuses on nursing care of the child along the health-illness continuum. Core concepts of growth and development, well child care, family structure, environment, heredity, and psychosocial factors will serve as a basis for designing care. The child with acute, chronic, and life threatening illness will be covered as well as risk factors for morbidity and mortality. Nursing strategies to minimize stressors experienced by children and their families during illness will be presented. Key elements of spirituality, culture, socioeconomic status, and health beliefs will be examined.

Figure 17 A residential block near the School of Nursing.

NURSING N6309: Nursing Practice with Children, 2 credits
This clinical course is designed to provide the student with the opportunity to utilize evidence-based knowledge and critical thinking skills in the planning and provision of comprehensive nursing care to children along the health-illness continuum. Clinical assignments will include caring for the well child as well as the child with acute and chronic illness. Concepts of growth and development, family integrity, wellness, risk reduction and disease prevention will be stressed. Key elements of culture, spirituality, heredity, and patient advocacy will be integrated into nursing care.

NURSING N6310: Science of Nursing Practice with Adults, 3 credits
This course follows N5400, Science of Nursing Practice, and builds upon the study of major biophysical health problems affecting the adult population. The course is designed to provide the student with a sound foundation in medical-surgical nursing care of the adult client. Through integration of knowledge from the biological, physical, epidemiological, and behavioral sciences, concepts of health, environment, risk reduction and disease prevention will be presented. Emphasis will be placed on older adults experiencing common geriatric syndromes. The role of the professional nurse in caring for the adult client continues to be a focus in the context of individual, family, and community.

NURSING N6311: Nursing Practice with Adults, 2 credits
This course is designed to provide the student with clinical experience to implement patient-centered care that reflects an understanding of the concepts of human growth and development, pathophysiology, medical management, and nursing management along the health-illness continuum. Emphasis will be placed on nursing care of the adult with acute and chronic illness as well as common geriatric syndromes. Key elements of culture, spirituality, heredity, ethics, and health literacy will be integrated into the planning and provision of nursing care.

NURSING N6312: Science of Community and Public Health Nursing, 3 credits
This course will focus on the role of the application of nursing science in the community from the individual, family and the population perspective recognizing the social determinants of health. Tools for
community nursing assessment and diagnosis will be discussed. Principles of epidemiology and evidence based practice will be utilized in developing a plan of care. The impact of culture and health literacy in health education and communication will be explored. This course will cover the spectrum of community nursing including specialty practices such as community mental health; school health; home care; and palliative and end of life care.

NURSING N6313: Practice in the Community and Public Health Nursing, 2 credits
This course is designed to provide the student with the opportunity for clinical application of content learned in N6312 Science of Community and Public Health Nursing. Focus will be on the assessment and evidence-based clinical care of individuals and families in the community as well as population-focused interventions. Emphasis will be placed on interprofessional collaboration as well as collaboration with extant community groups.

NURSING N6400: Integration of Nursing Practice, 3 credits
Nursing integration is the capstone immersion experience designed to provide the student with an opportunity to synthesize the knowledge and skills acquired during previous coursework. The student will build clinical reasoning and develop beginning proficiency in patient management and evaluation through assignments in increasingly complex patient care settings. Working closely with staff and faculty, the student will gain the confidence and skill needed to function as a novice nurse who is a designer, manager and coordinator of care.

NURSING N6458: Pelvic Assessment of the Adult Woman, 2 credits
Pelvic Assessment of the Adult Woman develops the required technical knowledge base and clinical skills for adequate gynecologic assessment of women from adolescence, through the peri-menopause and into the postmenopausal years. This comprehensive knowledge base regarding the anatomy and physiology of the pelvic and reproductive organs, including normal variations, prepares the student for the acquisition of practical skills for assessment and intervention. Respect for women and cultural sensitivity for this vulnerable exam will be emphasized.

NURSING N6480: Professional Issues in Nurse-Midwifery, 2 credits
The Professional Issues in Nurse-Midwifery course is designed to concentrate on the transition from student to beginning nurse-midwife practitioner. It examines the history of the profession and the role of its leadership organizations including the ACNM. Students will submit articles for publication to the Journal of Midwifery and Women’s Health. The course curriculum also examines current critical issues that impact on the profession, both national and international, and addresses organizational and legislative means of effecting change.

NURSING N6511: Behavioral Development Across the Life Span: A Risk/Vulnerability Perspective, 3 credits
In this seminar course, students examine the development of human behavior across the life span from a

Figure 18 The George Washington Bridge.
risk/vulnerability perspective. Within a developmental context, students explore the dynamics of human behavior as they are determined by intrapersonal systems, interpersonal connections, societal patterns, cultural influences and as they are altered by significant life events.

NURSING N6593: Psychotherapy: Theories and Techniques, 2 credits
This course is designed to present major theoretical systems of psychotherapy, with a special emphasis on how clients in therapy change and how to conceptualize clients’ presenting concerns from theoretical points of view. Issues related to application of theory in practice, especially those related to individual/cultural diversity will be addressed and emphasized.

NURSING N6611: Physical Assessment Across the Lifespan for PNP Students, 3 credits
Physical Assessment across the lifespan for PNP students is designed to prepare the student to take a complete health and developmental history of a person across the lifespan, and perform a systematic physical examination. The student should recognize physical, psychological, and developmental problems, and begin to develop differential diagnosis. Emphasis will be placed on recording key history points, physical examination findings, and developmental assessment as well as the use of screening tools.

NURSING N6612: Pediatric Physical Assessment and Differential Diagnosis, 1 credit
Pediatric Physical Assessment and Differential Diagnosis is designed to increase the knowledge of specific physical assessment techniques to be used with pediatric patients. Using a case based approach, the student will recognize physical, psychological, and developmental problems, and begin to develop differential diagnoses. Emphasis will be placed on developmental assessment, screening tools, documentation of key history points and physical exam findings. The student will identify patterns of key history and physical points in different presentation of pediatric patients.

NURSING N6613: Advanced Pediatric Clinical Assessment Simulation, 1 credit
This course is designed to help the student develop pediatric specific history and physical assessment skills within a simulation setting. Each week, the student will have an opportunity to do hands on training regarding the subject covered in pediatric physical assessment and diagnosis using case-based simulation exercises and learning of physical assessment techniques. The weekly lab classes are designed to refine the skills of the PNP student.

NURSING N6620: Pediatric Primary Care Nursing I: Didactic, 3 credits
Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers, and preschoolers so that children may meet their optimal physical, intellectual, and emotional growth and development. The content focuses on health promotion, illness prevention, and the treatment of episodic problems from infancy through preschool.

NURSING N6622: Pediatric Primary Care Nursing I: Clinical, 3 credits
Pediatric Primary Care Nursing Clinical I is designed to develop skills in history taking, developmental evaluations and physical assessment for the pediatric client and to prepare the student to provide primary care to infants, toddlers and preschoolers. It focuses upon the promotion of health and the prevention of illness in order that each child may meet his optimal physical, intellectual and emotional growth and development. The clinical experience involves performing complete assessments on newborns and preschoolers and well child care in a pediatric clinic.

NURSING N6624: Clinical Seminar in Pediatric Primary Care Nursing I, 1 credit
Seminar in Pediatric Primary Care Nursing I is designed to provide PNP students an academic environment in which to share their practicum experience and present case studies in an organized format for discussion with their peers and faculty. Students are expected to facilitate a class dialogue and offer appropriate references.

NURSING N6625: Clinical Seminar in Pediatric Primary Care Nursing II, 1 credit
Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers, and preschoolers so that children may meet their optimal physical, intellectual, and emotional growth and development. The content focuses on health promotion, illness prevention, and the treatment of episodic problems from infancy through preschool.

NURSING N6626: Clinical Seminar in Pediatric Primary Care Nursing III, 1 credit
Seminar in Pediatric Primary Care Nursing III is designed to provide the PNP student an academic environment in which the students share their practicum experience and present case studies for discussion with their peers and faculty. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

NURSING N6630: Pediatric Primary Care Nursing II: Didactic, 2 credits
Pediatric Primary Care Nursing II focuses on the delivery of primary health care to school-age children and adolescents. This includes health promotion, the prevention of illness, and the management of common episodic problems. Using the school for clinical experience, the student will assess the status, teach individuals and groups of children, and will work with teachers and parents. Student will utilize knowledge of growth and development to develop age appropriate teaching plans, and assess children and families to assume an active role as health consumers. Current courses in pediatric pathophysiology and child development contribute to the student's knowledge base. Students continue to provide primary care to their caseload of well children in their pediatric primary care sites.

NURSING N6632: Pediatric Primary Care Nursing II: Clinical, 4 credits
The student will gain knowledge and skill in assessing and evaluating the health status of the children and adolescents to determine and maintain an optimum level of health.

NURSING N6638: Pediatric Emergencies, 1 credit
This course focuses on the assessment and management of urgent and emergent care for the pediatric client. Assessment, pathophysiology, differential diagnosis, and management of the pediatric client will be discussed. Strategies for management of these clients will require a synthesis of knowledge from the biopsychosocial, behavioral, and nursing sciences. Emphasis will be placed on integrating and educating the family regarding the acute care needs of the child. The student will understand the need to maintain continuity of care with the primary care provider.

NURSING N6680: Introduction to Addictive Behaviors, 3 credits
This foundational course provides an understanding of addictive behaviors. Current theories regarding the development of addiction will be identified. Evaluation and assessment skills will be taught based on these theoretical models. Physiological, behavioral, emotional, and societal responses to addiction will be explored. Implications for nursing research are considered.

NURSING N6694: HIV/AIDS Management, 3 credits
This course will focus on the epidemiology of HIV, transmission, HIV testing and prevention. This course will also focus on pathophysiology of HIV infection, management of HIV infection through the use of antiretroviral therapy, diagnosis and management of opportunistic infections, malignancies, and comorbidities. There will be an emphasis throughout the course on adherence and prevention.

NURSING N6695: Practicum in HIV/AIDS Care, 2 credits
The practicum in HIV/AIDS care is a clinical field experience designed to strengthen and broaden the student’s clinical experiences in assessment, decision-making, and management of care for individuals with HIV infection and those at-risk for HIV infection. Specific program objectives and clinical experiences are individually identified.

NURSING N6740: Principles and Practice of Oncology I, 2 credits
This course presents a systematic overview of basic level oncology advanced practice nursing utilizing various theoretical approaches. It incorporates the pathophysiology of cancer, prevention and detection, cancer treatment modalities, diagnosis and socioeconomic, ethical and legal issues related to cancer care. The course provides the framework for the synthesis, integration and application of oncology nursing theory in clinical practice.

NURSING N6800: Introduction to Lesbian, Gay, Bisexual, and Transgender (LGBT) Health Care, 3 credits
This course will focus on the health needs of lesbian, gay, bisexual, and transgender (LGBT) individuals and review best-practices for the provision of culturally competent care across a variety of clinical settings. This course will cover the impact of health disparities on the physical, psychological, and social health of LGBT persons across the lifespan. A multi-disciplinary approach to learning will be utilized.

NURSING N6838: Diagnosis and Management of the Critically/Acutely Ill Adult I, 3 credits
This course is designed for students to become familiar with the assessment, diagnosis, treatment, and evaluation of common critical illnesses of the cardiac, pulmonary, acid/base/electrolyte and renal systems, and will also include an introduction to trauma and orthopedics.

NURSING N6839: Diagnosis and Management of the Critically/Acutely Ill Adult II, 3 credits
A systematic exploration of advanced diagnosis and management techniques in caring for acutely and critically ill adults. This course is offered with a companion clinical course.

NURSING N6863: Regional Anesthesia: Theories and Techniques, 2 credits
This course is an introductory course for regional anesthesia. It includes discussion and demonstration of neuraxial anesthesia, simple peripheral nerve blocks and pain management techniques. Pharmacology regarding local anesthetics will be reviewed.

NURSING N6864: Principles and Practice of Nurse Anesthesia I, 3 credits
This is the first of four courses that discuss techniques for anesthetic administration and related technologies in the context of various surgical and diagnostic interventions in diverse anesthetizing locations. Focus is monitoring modalities and pre-, intra-, and post-anesthesia (perioperative) management for less complex surgical and diagnostic interventions.

NURSING N6865: Principles and Practice of Nurse Anesthesia II, 3 credits
This is the second course of four that discusses the various methods and basic techniques of anesthesia administration, with an emphasis on physiological basis for practice. This course will emphasize the function and maintenance of technologies employed during peri-anesthetic period. The development of
peri-anesthetic plans for specific surgical procedures as well as the psychomotor skills specific to practice will be evaluated.

NURSING N6866: Principles and Practice of Nurse Anesthesia III, 3 credits
This is the third course of four that discusses the various methods and techniques of anesthesia administration, with an emphasis on physiological basis for practice. Alterations in homeostatic mechanisms and advanced anesthetic management of obstetric and pediatric populations, and patients undergoing cardiac surgery are emphasized.

NURSING N6867: Principles and Practice of Nurse Anesthesia IV, 3 credits
This is the last of four courses that discusses various methods and techniques of anesthesia administration, with an emphasis on physiological basis for practice. Advanced surgical procedures and the anesthetic implications in the perianesthetic period will be explored.

NURSING N6879: Anesthesia and Coexisting Disease, 3 credits
Discussion regarding preoperative, intraoperative and postoperative management of patients with specific co-existing disease conditions. History and physical examination techniques and specific management methods will be discussed. Students will evaluate information obtained during physical and psychological assessment and synthesize knowledge to formulate individualized perioperative anesthesia management plans.
NURSING N6880: Principles and Practice of Oncology III, 3 credits
This course presents a systematic overview of advanced level oncology nursing utilizing various theoretical approaches. It presents the medical and nursing management of symptoms and specific cancers and provides a framework of advanced practice for the oncology nurse practitioner (NP). This framework assists the OCNS/NP in diagnosing, assessing, intervening in and evaluating potential and actual client/family problems related to cancer treatment, rehabilitation and terminal care.

NURSING N6930: Interpersonal Violence and Abuse: Prevention, Assessment and Intervention for Health Care Professionals, 1 credit
Aimed at increasing student awareness of the prevalence, context, dynamics and potential outcomes of interpersonal violence (IPV), the goal of this course is to provide advanced practice nurses with the information needed for prevention, identification, assessment appropriate intervention and resource referral for clients and families who are at risk for, have a history with, or are currently experiencing IPV. Course content will explore the dynamics, causes and consequences of IPV, specifically: domestic violence, child abuse, elder abuse and sexual assault.

NURSING N6940: Management and Advanced Practice Nursing, 1 credit
This course focuses on advanced practice issues not usually familiar to the average nurse. It explores the dimensions of independent advanced practice nursing (APN) in our challenging and constantly changing health care environment. Legal issues, regulation, reimbursement, practice management concerns, and development of a comprehensive view of the APN’s role in the current healthcare environment are stressed.

NURSING N7000: Introduction to Evidence-Based Practice, 3 credits
This course is designed for graduate nurses to provide them with the skills to understand and utilize research evidence in decisions about clinical practice. The course is designed to help graduate nurses articulate relevant practice-based questions, search the literature to identify relevant evidence, evaluate the quality of research on which the evidence is based, and discuss the application of the evidence in clinical practice to improve quality of care.
NURSING N7001: Normal Physiology and Pathophysiology Across the Lifespan I, 3 credits
In this course we will examine the normal physiological function of organ systems, the mechanisms for the maintenance of health, and the pathophysiological alterations in body function that lead to disease. Each class will focus on a specific physiologic process or organ system. We will pay particular focus to diseases that commonly occur across the lifespan, examining common etiologies, pathogenetic mechanisms, clinical manifestations, and common treatments of each.

NURSING N7002: Normal Physiology and Pathophysiology Across the Lifespan II, 3 credits
In this course we will examine the normal physiological function of organ systems, the mechanisms for the maintenance of health, and the pathophysiological alterations in body function that lead to disease. Each class will focus on a specific physiologic process or organ system. We will pay particular focus to diseases that commonly occur across the lifespan, examining common etiologies, pathogenetic mechanisms, clinical manifestations, and common treatments of each.

NURSING N7003: Health Promotion and Disease Prevention, 3 credits
This course is designed to provide the student with a systematic approach to the delivery of health promotion and disease prevention in primary health care to individuals, families, communities, and aggregate populations.

NURSING N7004: Care Coordination, 3 credits
The care coordination course is designed to provide nursing students the skills to provide patient-centered care, deliberately organize patient care activities and share information among all of the participants concerned with a patient's care to achieve safer and more effective care. Reducing high rates of errors, reducing high rates of readmission, improving satisfaction with care, addressing unmet needs in health care and reducing cost burden will also be explored.

NURSING N7005: Health and Social Policy in the Context of Practice, 3 credits
This core course examines contextual contributors to health status and the current social, legal and political determinants of healthcare systems, emphasizing the U.S. system. Issues are explored to understand their impact on current and future delivery of healthcare, in particular on advanced practice nursing. The class focuses on how to bring the professional values of nursing to bear in policy debate and
how nurses partner in the policy process to improve health outcomes of populations and quality of the healthcare delivery system.

NURSING N7006: Body Systems, Disease, and Drug Treatment Across the Lifespan, 4 credits
In this course we will examine the normal physiological function of organ systems, mechanisms for the maintenance of health, pathophysiological alterations that lead to disease, and the fundamentals of pharmacological treatment of disease. We will focus on diseases that commonly occur across the lifespan, examining common etiologies, pathogenetic mechanisms, clinical manifestations, and common drug treatments of each. Basic principles of pharmacology will also be discussed, including pharmacokinetics, pharmacodynamics, and toxicities. There will be an overall focus on major pharmacologic agents used to treat the most common disease states with emphasis on relating the mechanism of action to the therapeutic use.

NURSING N7020: Master’s Portfolio, 2 credits
The MDE e-Portfolio will be a multimedia collection for the individual student learning experiences. It will allow the student to take part in both summative and formative assessments on work done throughout the program while providing a vehicle for personal growth and development. Upon completion of the MDE Program, the e-Portfolio provides the graduating student with a showcase of acquired skills and knowledge to assist with the pursuit of further academic work and/or transition to professional life.

NURSING N7030: Advanced Physical Assessment for Nurse Leaders, 3 credits
This course will develop the knowledge and skills necessary for conducting advanced comprehensive and focused health assessment for individuals with emphasis placed on interviewing skills, health histories, physical and psychosocial findings. Utilizing a systems approach and a background in basic physical assessment, identification and interpretation of abnormalities are emphasized.

NURSING N7100: Deconstructing Race for Healthcare Professionals, 3 credits
The course is designed to introduce the students to a critical analysis of race, racism and the social and political construct of race through the lens of a socio-historical framework. The course includes lectures and interactive seminars that explore racial oppression, the invention of race, structural violence, racial identity and privilege from a systems and personal perspective and examine how these constructs and feelings interact with and impact the health care system and health care professionals. The course will provide a safe space and a pedagogical model for community-centered, culturally inclusive, respectful and socio-historical dialogue for students. Students will be encouraged to critically analyze and engage in introspection regarding internalized assumptions, attitudes and self-identity.

NURSING N7200: Advanced Clinical Assessment in Adult Geriatric Primary Care: Practicum, 1 credit
This course provides adult-gerontology primary care nurse practitioner students the opportunity to apply the knowledge and skills introduced in the didactic clinical assessment course in a supervised clinical setting. Advanced physical assessment skills and the identification of abnormalities in the physical exam and appropriate documentation are emphasized with a focus on the ability to integrate systems appropriately.

NURSING N7201: Introduction to Primary Care Across the Lifespan: Practicum, 2 credits
This introductory clinical course provides adult-gerontology primary care nurse practitioner students with a clinical field experience designed to allow students the opportunity to acquire skills in assessment, clinical decision-making, and management of adults with a variety of episodic and long-term health problems.

NURSING N7202: Introduction to Primary Care Across the Lifespan: Seminar, 1 credit
This seminar is designed to provide the adult-gerontology primary care nurse practitioner student an academic environment in which the students share their practicum experience and present case studies for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

NURSING N7300: Pediatric Primary Care for the Family Nurse Practitioner, 1 credit
This course is designed to incorporate experiences obtained in the clinical practicum in pediatrics. Students will present cases and review clinical guidelines centered around age-appropriate physical, cognitive and emotional development as well as routine and episodic care in the pediatric population.

NURSING N7301: Pediatric Primary Care for the FNP: Practicum, 1 credit
This clinical course is designed to develop clinical proficiency with the pediatric population. The clinical practicum is designed to prepare the students to provide primary health care to the pediatric population focusing on health maintenance. The clinical experience will familiarize the student with age-appropriate physical, cognitive and emotional development as well as routine and episodic care.

NURSING N7302: Family Primary Care Practicum, 1 credit
This clinical course is designed to develop clinical proficiency with the family. The clinical practicum is designed to prepare the students to provide primary health care to the family focusing on health maintenance. The clinical experience will familiarize the student with age-appropriate physical, cognitive and emotional development as well as routine and episodic care. The clinical practicum is designed to prepare the nurse practitioner student to provide health maintenance, disease prevention, routine episodic care within a family practice population.

NURSING N7310: Primary Care Across the Lifespan I, 1 credit
This course will introduce the DNP student to clinical decision making and evidence-based practice for the provision of primary care to individuals across the lifespan. Utilizing the case narrative format and DNP Competencies as a framework, the student will analyze clinical decisions and apply evidence for best practice. Case studies derived from complimentary practicum that reflect the critical thinking skills needed to diagnose and manage acute and chronic illness will be presented and critiqued.

NURSING N7311: Primary Care Across the Lifespan I: Practicum, 3 credits
The clinical practicum is designed to assist the student in the application of the principles of primary care learned in Diagnosis and Management I. The student is prepared to provide primary health care for patients, across the lifespan, in an outpatient setting. This course will focus on health care maintenance, diagnosis and management of commonly encountered illnesses in primary care.

NURSING N7320: Primary Care Across the Lifespan II: Seminar, 1 credit
This seminar course is designed to further develop the role of the DNP student in the provision of care to vulnerable individuals and families within their communities in various clinical settings. Using the DNP Competencies in Comprehensive Care as the framework, students will analyze clinical decision-making and utilize evidence for best clinical practice. Through case presentations the student will discuss multiple expressions of chronic physical and mental illness commonly seen in community settings. The focus will be placed on populations seen routinely in the community who are at risk for various complications that may lead to impairment and disability.
NURSING N7330: Seminar in the Complex Patient Across Settings, 1 credit
Tentative

NURSING N7331: FNP Tentative Course

NURSING N8012: Advanced Clinical Management and Leadership, 3 credits
This course will focus at the larger organization's macro-system level. Students will study the theories, competencies, and concepts of management and leadership. Furthermore, students will examine quality and safety in complex health care delivery systems and apply the management theories and concepts such as inter-professional communication, teamwork, delegation and supervision. The core role competencies for the nurse manager and executive leader frame the course activities including managing client needs and expectations, marketing, managing financial resources, assessing quality and safety, vision and strategic planning, designing care management systems, and developing operational plans for accountability and ethical practice. Leadership strategies for accomplishing this work are explored.
NURSING N8015: Residency in Management and Leadership, 3 credits
This course will focus at the larger organization’s macro-system level. Students will apply and synthesize the theories, competencies, and concepts of management and leadership in a designated role practicum mentored by a preceptor. Furthermore, students will examine quality and safety in complex health care delivery systems and apply the management theories and concepts such as interprofessional communication, teamwork, delegation and supervision. The core role competencies for the nurse manager and executive leader frame the course activities including managing client needs and expectations, marketing, managing financial resources, assessing quality and safety, visioning and strategic planning, designing care management systems, and developing operational plans for accountability and ethical practice.

NURSING N8020: Practicum in Clinical Teaching, 3 credits
The goals of this course are to provide students with a basic knowledge and understanding of the actions of drugs in order to enable them to use therapeutic agents in a rational and responsible manner in patients. Initially, basic principles of pharmacology will be reviewed, including absorption, distribution, metabolism, and excretion of drugs by the body. Drug-receptor interactions will also be presented and illustrated with appropriate examples. The focus of these lectures will be case-based whenever possible to demonstrate the therapeutic application of these pharmacologic principles and how this translates into efficacy and potential toxicity.

NURSING N8102: Advanced Pharmacology, 3 credits
The goals of this course are to provide students with a basic knowledge and understanding of the actions of drugs in order to enable them to use therapeutic agents in a rational and responsible manner in patients. Initially, basic principles of pharmacology will be reviewed, including absorption, distribution, metabolism, and excretion of drugs by the body. Drug-receptor interactions will also be presented and illustrated with appropriate examples. The focus of these lectures will be case-based whenever possible to demonstrate the therapeutic application of these pharmacologic principles and how this translates into efficacy and potential toxicity.

NURSING N8111: Pharmacology for Anesthesia and Critical Care, 4 credits
This course provides an overview of anesthetics, adjuvants and critical care medications commonly used in anesthesia practice with emphasis on application of theoretical foundations.

NURSING N8119: Psychopharmacology in Advanced Psychiatric Mental Health Nursing, 3 credits
This course is designed to build upon prior pharmacologic study to address advanced concepts in the clinical management of psychiatric symptoms. Students will critically analyze psychotropic interventions including but not limited to mechanisms of action, indications of use, dosing, side effects, drug-drug interactions, contraindications, and patient education. The use of psychotropic agents and complementary alternative medicine in relation to possible differential diagnoses is considered. Appropriate treatment across the patient lifespan, concurrent pathophysiology, chronic and acute medical conditions, multicultural influences, political and socioeconomic circumstances are also addressed.

NURSING N8130: Acute and Critical Care Pharmacology, 2 credits
The purpose of this course is to provide a comprehensive and in-depth background in acute and critical care pharmacotherapy. This course will address the pharmacology and appropriate clinical use of agents used in the treatment of selected acute disorders found in acutely/critically ill patients. Recent advances in pharmacotherapy, personalized management strategies, and controversial issues will be included and emphasized.
NURSING N8160: Genetics Concentration: Independent Study, 2 credits
This course provides a mentored, independent study opportunity for the student to develop in-depth knowledge in an area of genetics of particular interest and relevance to his/her clinical practice. Students will focus on the essentials of advanced practice care and genetic counseling relative to clients in area of interest. When taken in conjunction with the practicum, case study discussion and analysis will augment didactic knowledge.

NURSING N8165: Genetics Concentration: Practicum, 2 credits
This clinical practicum is designed for the student who is interested in increasing practice skills in providing care to clients with (or at risk) for (a) specific genetic disorder(s). The student will choose an appropriate faculty mentor to be a guide in this practicum. Details of the practicum will be negotiated by the student, faculty mentor, and appropriate agency mentor.

NURSING N8321: Diagnosis and Management in Primary Care I, 3 credits
This is the first of three consecutive courses focusing on utilizing a systems and developmental approach in primary care. This course will focus on the differential diagnosis and comprehensive care management of commonly encountered acute and chronic physical and mental health illnesses as they affect individuals across the lifespan. For each system studied, health assessment, diagnostic findings, and multi-modal management will be highlighted.

NURSING N8322: Diagnosis and Management in Primary Care II, 3 credits
This second course of three consecutive courses focuses on using a systems and developmental approach to expand the knowledge of the advanced practice student. This course will focus on the differential diagnosis and comprehensive multi-modal management of commonly encountered acute and chronic physical and mental health illnesses as they affect individuals across the lifespan. Emphasis will be placed on the age-specific biopsychosocial variables influencing those health problems and behaviors which are most likely to present, and are most amenable to management in a community setting.

NURSING N8361: Clinical Seminar in Women’s Health, 1 credit

Figure 21 The Morningside campus can be seen from the 125th Street MTA station in Harlem.
Clinical seminar in Women's Health is designed to provide the Women's Health Subspecialty student with an opportunity to expand on clinical practicum experiences via case presentation and faculty led group clinical discussion. Each student will present a case chosen from the women's health practicum experience. The presenting student will lead a class discussion based on their case facilitated by the course instructor. Some seminar sessions will include a didactic component presented by the course instructor to further elaborate on clinical issues presented in the cases over the course of the semester.

NURSING N8430: Disparities in Women's Health, 2 credits
This course emphasizes critical analysis of disparities in women’s health both historically and in the current healthcare system. Institutional racism and misogyny will be examined as a major contributor to health disparities. Health outcomes across the lifespan for women in the United States will be compared and contrasted with outcomes in low and high resource countries. The social and political context will include disparities identified based on the social determinants of health which include age, race, poverty, mental and physical capacity, ethnicity, language, country of national origin, gender identity, sexual orientation. Efforts to close the gap in disparities will be identified and analyzed.

NURSING N8445: Well-Woman Gynecology: Didactic, 3 credits
This course addresses issues throughout a woman’s lifespan in the arena of gynecological well-being. It focuses on the development of a knowledge base that enables us to understand what gynecological and reproductive well-being is for a woman and how this impacts her health physically, mentally, emotionally, and culturally. From this perspective, we can develop appropriate patient education to maximize her ability to achieve and maintain well-being. Topics include the full range of gynecologic and reproductive health maintenance issues and challenges women face across the life cycle.

NURSING N8461: Practicum in Women's Health, 1-2 credit(s)
This class builds upon the principles learned in the two foundational courses of the subspecialty in Women’s Health: Comprehensive Women’s Health and Advanced Care for the Childbearing Year. The student will perform and document women’s health and/or antepartum physical exams in both laboratory practice and clinical settings focusing on health promotion and maintenance.

NURSING N8467: Labor Support Program, 0 credits
This course provides the first phase of nurse midwifery students with theoretical and practical knowledge in preparation for provision of support to women in labor. The course includes a year-long practicum during which the student provides supervised labor support.

NURSING N8468: Advanced Practicum in Women’s Health, 4-6 credits
This course is designed to integrate and synthesize knowledge and skills learned throughout previous course work. This course should guide the student in transition from student to beginning professional advanced practitioner in women’s health.

NURSING N8471: Normal Antepartum: Didactic, 2 credits
This course provides the graduate student with a theoretical and practical knowledge for the normal antepartum period. Normal physiology and management skills are emphasized. Pathophysiology is also reviewed when deviations from the normal are encountered.

NURSING N8472: Normal Antepartum: Clinical, 2 credits
This module covers the broad scope of prenatal care and includes: the history and physical examination techniques aimed at understanding the normal parameters of pregnancy, and recognizing any deviations
from normal in the pregnant woman/family or the fetus; the physiological, social, emotional and educational components of antepartum care. Clinical practice includes nurse-midwifery management of the care of the normal antepartum woman/family, screening for high-risk pregnancies, and co-management or referral of high-risk pregnancies.

NURSING N8474: Breastfeeding, Postpartum, and Newborn Care, 3 credits
This course provides the graduate nurse-midwifery student with a theoretical and practical knowledge of the neonate, breastfeeding and the postpartum period with an emphasis on the first six weeks. Normal physiology and family centered management skills are emphasized. Students are encouraged to provide care that recognizes and respects the cultural dynamics of the family. Pathophysiology is also covered to familiarize the nurse-midwife with various interventions when deviations from the normal are encountered.

NURSING N8475: Clinical Practicum in Nurse-Midwifery, 3 credits
Nurse-Midwifery services provide intensive clinical experience in all areas of nurse-midwifery practice. Direct student teaching is provided by nurse-midwifery preceptors affiliated with the program.

NURSING N8477: Well-Woman Gynecology: Clinical, 2 credits
The Well Woman Gynecology Module is designed to concentrate on the physical, emotional and educational needs of the essentially healthy woman. It covers a variety of topics including: health maintenance, gynecologic screening, family planning, sexuality and sexual dysfunction, and the late (4-6 week) postpartum period.

NURSING N8479: Intrapartum: Didactic, 2 credits
Intrapartum - Didactic presents an understanding of the process of labor, birthing and immediate postpartum and how this impacts on the mother and baby from a midwifery perspective. Specific focus centers on the midwifery management process, particularly for the normal, with differential diagnosis to determine when intervention/consultation is necessary. Birthing management will be viewed in a variety of settings and cultures. Practical skills for assessment and management will be taught. The course will provide mastery of the core competencies required by ACNM.

NURSING N8481: Intrapartum: Clinical, 2 credits
Clinical practice includes nurse-midwifery management of the care of the normal intrapartum woman/newborn/family and collaboration and/or referral for complex management. Experience on the postpartum ward and in newborn care is obtained in this clinical rotation when intrapartum patients are not available.

NURSING N8483: Midwifery Clinical Competency Skills I, 2 credits
Clinical skills preparation is essential before a student enters clinical practicum. A variety of skills relevant to antepartum, well woman gynecology and intrapartum care are taught and then practiced in simulation settings and peer practice.

NURSING N8484: Midwifery Clinical Competency Skills II, 2 credits
Clinical skills preparation is essential before a student enters clinical practicum. A variety of skills relevant to intrapartum, newborn, and postpartum care are taught and then practiced in simulation settings and peer practice.

NURSING N8490: Independent Study in Nurse-Midwifery, 1-8 credit(s)
NURSING N8492: Primary Care of Women: Diagnosis and Management, 3 credits
This diagnosis and management course will focus on each physiologic system and include unique characteristics relevant to women’s health throughout the lifespan adolescence to old age. Complex health concerns will be included in the context of consultation, collaborative management and/or referral to specialists. The course will reinforce appropriate standards and scope of midwifery practice within a critical analysis of social and political influences on women’s health care including institutional racism. Identify strategies to close gaps in evidence in order to improve diagnosis and management of women’s health systems.

NURSING N8497: Labor Support Program II, 2 credits
This course explores complex issues when a woman’s health is potentially challenged. It teaches appropriate screening and assessment for a range of health issues that will be encountered in health settings. The course will enable nurse-midwives and nurse-practitioners to identify when consultation, collaborative management, or referral to specialists is needed. It reviews scope of practice issues and how to maintain continuity of care, in culturally appropriate forms, when specialized management is needed.

NURSING N8549: Essential Care for the Childbearing Year, 3 credits
This course covers the broad scope of preconception, prenatal and postnatal care including theoretical and practical knowledge for the essentially uncomplicated childbearing period. Routine care, risk assessment and commonly encountered complications will be reviewed with a strong focus on the physiological, social, emotional and educational components of preconception, prenatal and postnatal care.

NURSING N8550: Independent Study in Psychiatric Mental Health Nursing, 1-6 credit(s)
This independent study in PMH is designed to provide an opportunity for students to be mentored in their exploration of a topic of their choice in the area of psychiatry. Students are required to develop a focus for their study, followed by a thesis statement, outline, and literature review.

NURSING N8557: Family Primary Care I, 2 credits
This course is designed to introduce the student to the role of the nurse practitioner as a provider of community centered family primary care. The focus will be on health maintenance and illness prevention.

NURSING N8558: Family Primary Care II, 2 credits
This required course is designed to prepare the advanced practice student to provide primary care to individuals through the lifespan. Utilizing lectures and case presentations the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied.

NURSING N8559: Family Primary Care III, 2 credits
This required course is designed to further develop the role of advanced practice student, in the provision of primary care to individuals, families, and communities through the life span in a variety of clinical settings. Utilizing case presentations, the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied. A formal clinical presentation will be required.

NURSING N8562: Clinical Practice and Supervision with Families II, 2 credits
This clinical practice course is designed for students to develop clinical skills in family therapy based on Structural, Bowenian and Multicontextual Family Therapy models. It consists of clinical practice and supervision.
NURSING N8566: Family Primary Care: Practicum IIIA, 2-4 credits
The clinical practicum is designed to prepare the students to provide primary health care for patients, families and communities, in a variety of settings. Initially, the student will obtain complete histories; perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age-appropriate physical, cognitive and emotional development as well as routine and episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

NURSING N8567: Family Primary Care: Practicum IIIB, 2-4 credits
This required course is designed to further develop the role of advanced practice student, in the provision of primary care to individuals, families, and communities through the life span in a variety of clinical settings. Utilizing case presentations, the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied. A formal clinical presentation will be required.

NURSING N8575: Family Therapy and Technique, 3 credits
New - summer 2018

NURSING N8588: Group Theory, 2 credits
This seminar course is designed to increase the student's understanding of the key concepts, the dynamics, and development of psychotherapy groups. Students are encouraged to explore the theoretical issues inherent in group practice and their relationship to psychiatric nursing theory and practice. Finally, students will address the developmental needs of clients as they relate to the group experience.

NURSING N8589: Supervision and Practice in Individual Psychotherapy, 3 credits
Two to four (2-4) patients are assigned according to the student's needs for a learning experience. Students arrange for clinical contact with the assigned patients at least weekly and more often if required. The student is responsible for assessing the biophysical, psychosocial, cultural, cognitive and spiritual dimensions of the patients and planning appropriate interventions.

NURSING N8592: Supervision and Practice in Group Psychotherapy, 2 credits
The student participates as a leader or co-leader in a psychotherapeutic group of 10-12 sessions. Weekly clinical supervision is focused on group dynamics and development.

NURSING N8594: Advanced Practice in Psychiatric Mental Health Nursing I, 4 credits
This course is designed to integrate foundation skills and strengthen the student's clinical practice in a variety of psychiatric mental health settings. The practicum is the first of two consecutive courses. Expectations of the clinical experience are direct patient contact (assessment, diagnosis, and treatment including medication management) and therapeutic interaction with staff, families, and systems. The student will develop a knowledge base and skills essential to the role of the advanced practice psychiatric nurse practitioner. Details of the practicum will be coordinated with the agency by faculty in line with courses objectives, agency objectives and student education goals.

NURSING N8595: Advanced Practice in Psychiatric Mental Health Nursing II, 4 credits
One to two (1-2) clients are assigned according to the student's needs for a learning experience. Students arrange for clinical contact with the assigned clients. Based upon evaluation, the student selects and utilizes appropriate therapeutic interventions that she/he evaluates in terms of the client's responses. The student is responsible to work on termination issues with the client.
NURSING N8596: Seminar in Advanced Practice in Psychiatric Mental Health Nursing II, 1 credit
This course is a continuation of Seminar I and is designed to further develop and strengthen the student’s clinical practice skills by examining evidence based interventions and evaluating client outcomes. The seminar will also review and assist the student in preparing for national board certification through the use of diagnostic testing. The student will continue to develop a knowledge base and skills essential to the role of the psychiatric nurse practitioner.

NURSING N8661: Advanced Pediatric and Neonatal Pharmacology, 3 credits
This course provides an opportunity for the scientific inquiry into the use of pharmacologic agents in the advanced nursing care of infants, including fetal and neonatal life, early childhood and adolescence. Pharmacokinetics, pharmacodynamics, drug use in pregnancy and lactation, pharmacologic agents used in disease prevention and treatment, drug monitoring and drug safety in the home are explored. The use of herbal and natural remedies while treating disease will be discussed. Proper prescribing and record keeping in accordance with New York and Federal laws are addressed.

NURSING N8670: Pediatric Primary Care Nursing III: Didactic, 2 credits
This required course in PNP major introduces the advanced student to the provision of health care to children with common episodic illnesses. Lectures and seminar provide the student with the knowledge base to recognize and manage common health problems in the pediatric population.

NURSING N8673: Pediatric Primary Care Nursing IIIA: Clinical, 2 credits
This practicum focuses on the delivery of episodic illness care to children and adolescents in the ambulatory settings; and on planning and managing the care of hospitalized children. The Pediatric Clinic is the main clinical setting. Here the student will learn how to assess children with common episodic illnesses, to develop and discuss differential diagnosis, to manage the care of children with minor illnesses and to work with other health professionals collaboratively. When the illness requires hospitalization, the student will design and implement a plan of care, including discharge plans and teaching. Students utilize their knowledge of common child and adolescent illnesses and the information presented in M6630 and M8670 to assess and develop plans of care for all children and adolescents.

NURSING N8674: Pediatric Primary Care Nursing IIIB: Clinical, 2 credits
This practicum focuses on the delivery of episodic illness care to children and adolescents in the ambulatory settings; and on planning and managing the care of hospitalized children. The pediatric clinic is the main clinical setting. Here the student will learn how to assess children with common episodic illnesses, to develop and discuss differential diagnosis, to manage the care of children with minor illnesses and to work with other health professionals collaboratively. When the illness requires hospitalization, the student will design and implement a plan of care, including discharge plans and teaching. Students utilize their knowledge of common child and adolescent illnesses and the information presented in M6630 and M8670 to assess and develop plans of care for all children and adolescents.

Figure 22 The Medical Center and much of the neighborhood is seen from Riverbank State Park.

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NURSING N8685: Advanced Clinical Assessment, 3 credits
This seminar in Behavioral Pediatrics for Advanced Practice Nursing is designed to provide the graduate student an academic environment in which to share practicum experience and present case studies for discussion with their peers and faculty. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references. This is one of three required courses for the subspecialty, Behavioral Pediatrics for Advanced Practice Nursing.

NURSING N8686: Advanced Clinical Assessment Lab, 3 credits
This graduate level laboratory course will involve application of advanced health assessment principles and skills for comprehensive examination of adult and older adult clients. Emphasis is placed on physical, psychosocial, and cultural assessments skills that are necessary to develop a comprehensive health assessment. This lab will focus on interviewing and history-taking, advanced physical assessment skills, diagnostic reasoning, and development of a plan of care. The clinical laboratory will emphasize techniques for identifying common normal and abnormal findings and documentation of these findings. Students will engage in actual practice with task trainers, fellow students, and Standardized Patients using simulated patient clinical encounters involving common health problems.

NURSING N8687: Practicum in Advanced Clinical Assessment, 2 credits

NURSING N8693: Family Primary Care: Practicum IIA, 2 credits
The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories; perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age-appropriate physical, cognitive and emotional development as well as routine and episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

NURSING N8695: Individual Study: Pediatric Specialty, 1-8 credit(s)
Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect both the role of the clinical specialist/nurse practitioner and the student’s specific interests. Proposed work must be outlined prior to registration and agreed upon by both faculty and student.

NURSING N8748: Independent Study in Oncology, 1-8 credit(s)
Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect both the role of the clinical specialist/nurse practitioner and the student’s specific interests. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

NURSING N8750: Cancer Symptom Management, 2 credits
This course is designed to present an integrative approach to identifying and managing the symptoms of cancer and cancer treatment through the disease continuum. The course will include a focus on aspects related to physical, psychosocial and spiritual issues that impact the lives of the person/family with cancer.

NURSING N8751: Practicum for Cancer Symptom Management, 1-2 credit(s)
This course provides the opportunity to manage the symptoms of cancer and its treatments with expert supervision and collaboration in the clinical setting. Learning is facilitated by expert clinicians in oncology/hospice/home/long term care areas. Evidence based practice will be promoted in issues related to quality of life, identification and prevention of complications of treatment and patient and caregiver stress.

NURSING N8755: Introduction to Palliative and End of Life Care, 3 credits
This introductory course is designed to prepare graduate nursing and medical students to offer informed and compassionate palliative and end of life care to patients and families across the lifespan in a variety of settings.

NURSING N8756: Seminar in Palliative and End of Life Care, 1 credit
This advanced level seminar continues to build an evidence-based discipline by incorporating content of N8755/N8759 into discussion of clinical cases and current research findings on palliative and end of life care. The seminar provides students with a context in which to learn techniques of communication, assessment, and management of pain and symptoms at end of life and palliative care emergencies.

NURSING N8757: Clinical Practice in Palliative and End of Life Care, 1 credit
This advanced level clinical experience provides students with the opportunity to integrate clinical knowledge, theory and research findings into the assessment and treatment of patients and families in need of palliative and end of life care.

NURSING N8759: Introduction to Pediatric Palliative and End of Life Care, 3 credits
This introductory course is designed to prepare nurse practitioner students to offer informed and compassionate palliative and end of life care to pediatric patients and families in a variety of settings. Pediatric palliative care will be explored both as a philosophy and as a system of service provision.

NURSING N8763: Clinical Practice in Palliative and End of Life Care, 1 credit
Clinical Seminar in Primary Care Across the Adult Life I is designed to provide the AGNP student an academic environment in which the students share their practicum experience and present case studies and journal articles for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

NURSING N8764: Clinical Seminar in Primary Care Across the Adult Lifespan II, 2 credits
Clinical Seminar Across the Adult Life IIs designed to provide the AGNP student an academic environment in which the students share their practicum experience and present case studies and journal articles for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

NURSING N8765: Clinical Seminar in Primary Care Across the Adult Lifespan III, 1 credit
This course is designed to provide the AGNP student an academic environment in which the students share their practicum experience and present case studies for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references. Incorporated into the seminar is ongoing discussion, review, and assessment of the final project.

NURSING N8766: Practicum in Primary Care Across the Adult Lifespan I, 1 credit
This class builds upon the principles learned in N8786. The student will perform and document complete physical exams in both the laboratory and clinical setting focusing on health promotion and maintenance.

NURSING N8767: Practicum in Primary Care Across the Adult Lifespan II, 2 credits
The practicum is a clinical field experience designed to provide opportunity for students to acquire skills in assessment, decision-making and management of care for adults with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.

NURSING N8768: Practicum in Primary Care Across the Adult Lifespan III, 2 credits
The practicum is a clinical field experience designed to provide opportunity for students to acquire skills in assessment, decision making and management of care for adults with a variety of episodic and long-term health problems. The roles of the Adult-Gerontology Nurse Practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers, and acute care settings.

NURSING N8769: Comprehensive Geriatric Assessment, 2 credits
This course provides a systematic overview of a comprehensive interdisciplinary geriatric assessment. This course highlights the unique physical and psychosocial issues that impact the older adult. Emphasis is placed on functional assessment and the holistic approach to providing care to older adults.

NURSING N8774: Diagnosis and Management in Primary Care Across the Adult Lifespan III, 3 credits
A triad model for comprehensive learning is utilized within the Adult Nurse Practitioner program, consisting of a didactic component, clinical practicum component, and a practicum seminar component. Diagnosis and Management of Illness Across the Adult Lifespan I, II, and III consists of the didactic portion of this triad, where the student will grow longitudinally by increasing their synthesis and depth of knowledge across three semesters.

NURSING N8776: Advanced Practicum in Primary Care Across the Adult Lifespan, 4 credits
This practicum is a clinical field experience designed to provide the opportunity for students to strengthen skills in assessment, decision-making, and management of care of adults with a variety of episodic and long-term health problems. Students in the clinical settings are expected to function more independently under preceptor supervision.

NURSING N8786: Advanced Clinical Assessment Across the Lifespan, 3 credits
Utilizing a systems approach and a background in basic physical assessment, advanced physical assessment skills are studied. The identification and interpretation of abnormalities in the physical exam are emphasized in depth. The approach to the development of the differential diagnosis is introduced. The goal of this course is to provide the critical thinking necessary for the beginning advanced practice nursing student to analyze history and physical exam data.

NURSING N8788: Advanced Clinical Assessment in Acute Care, 1 credit
This course will provide an opportunity to synthesize, integrate, and practice advanced practice knowledge and skills within a simulation and learning laboratory setting. Focus will be on ECG interpretation, hemodynamic monitoring, ventilator management, and common procedures done by acute care nurse practitioners (arterial line and central line placement and suturing). Students will be expected to complete self-study learning modules as well as participate in the hands on learning laboratory.

NURSING N8790: Independent Study in Adult Primary Care, 1-8 credit(s)
Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect both the role of the clinical specialist / nurse practitioner and the student’s specific interests. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

NURSING N8792: Advanced Health Assessment in Psychiatric Mental Health Nursing I, 2 credits
The student is introduced to the signs, symptoms and DSM-5 classification of psychiatric disorders across the lifespan. Special emphasis is placed upon the ability of the student to conduct and record a comprehensive psychiatric evaluation to American Psychiatric Association (APA) standards in conjunction with instruction provided in the clinical practicum.

NURSING N8793: Advanced Health Assessment in Psychiatric Mental Health Nursing II: Clinical, 1 credit
This practicum is designed to provide an opportunity for students to learn how to interview psychiatric patients in order to formulate and record a comprehensive psychiatric evaluation.

NURSING N8795: Family Primary Care: Practicum IIB, 2 credits
The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories; perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age-appropriate physical, cognitive and emotional development as well as routine and episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

NURSING N8816: Practicum in Acute Care for the Nurse Practitioner, 2 credits
The practicum in critical/acute care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency and
critically ill adult. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting.
NURSING N8817: Clinical Seminar in Adult-Gerontology Acute Care I, 1 credit
Clinical Seminar in Adult-Gerontology Acute Care is designed to provide the AG-ACNP student an academic environment in which the students share their practicum experience and present case studies and journal articles for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

NURSING N8820: Advanced Practicum in Acute Care for the Nurse Practitioner I, 3 credits
This course will provide an opportunity for the student to synthesize and integrate the knowledge obtained in Diagnosis and Management of the Acutely Ill Adult II. This is the second clinical practicum for the student to evaluate and manage adult patients in an acute care setting. Students will be expected to demonstrate their ability to evaluate and manage the patient through the techniques of history taking, physical examination, medical decision-making, coordination of appropriate care using a holistic approach, and collaboration with the medical team. The student should demonstrate progressive independence in the management of patients.

NURSING N8823: Advanced Practicum in Acute Care for the Nurse Practitioner II, 3 credits
This course will provide an opportunity to synthesize and integrate the advanced practice knowledge and skills acquired through all previous didactic and clinical coursework. Students will be expected to do clinical case presentations, manage a group of patients of varying diagnoses and variability of acuity, and practice with increasing independence in the acute care advanced practice role.

NURSING N8824: Clinical Seminar in Adult-Gerontology Acute Care III, 1 credit
Gerontology Acute Care is designed to provide the AG-ACNP student an academic environment in which the students share their practicum experience and present case studies and journal articles for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

NURSING N8825: Integration Practicum in Acute Care for the Nurse Practitioner, 5 credits
This course will provide an opportunity to synthesize and integrate the advanced practice knowledge and skills acquired through all previous didactic and clinical coursework. Students will be expected to do clinical case presentations, manage a group of patients of varying diagnoses and variability of acuity, and practice with increasing independence in the acute care advanced practice role.

NURSING N8826: Clinical Seminar in Adult-Gerontology Acute Care IV, 1 credit
Clinical Seminar in Adult-Gerontology Acute Care is designed to provide the AG-ACNP student an academic environment in which the students share their practicum experience and present case studies and journal articles for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

NURSING N8833: Professional Role of the Nurse Anesthetist I, 1 credit
The professional role of the nurse anesthetist will be examined through discussions, writings / presentations and clinical observation. Standards of care, patient safety and legal considerations will be emphasized.

NURSING N8840: Professional Role of the Nurse Anesthetist II, 2 credits
This course will examine the professional role of the nurse anesthetist through discussions and writings/presentations. Current topics in health care delivery, interpersonal violence, reimbursement, politics and policy as they relate to nurse anesthesia will be emphasized.

NURSING N8843: Independent Study in Adult Acute Care, 2 credits
This course will provide an opportunity to synthesize and integrate the advanced practice knowledge and skills acquired through previous didactic and clinical coursework. The focus is on modeling the processes of knowledge acquisition and evaluation, clinical inference, and clinical decision-making that the ACNP will employ once in independent practice. The role of the ACNP will be explored with regard to ethical issues, legal implications of practice, professionalism, board certification, and licensure.

NURSING N8845: Cancer in Childhood, 2 credits
This course presents an in-depth examination of childhood cancers. Content includes etiology, epidemiology, diagnostic and treatment modalities, side effects of therapy, emergencies, clinical management, long-term survival and terminal illness. The course provides a framework of advanced practice for the pediatric oncology clinical nurse specialist and pediatric nurse practitioner in oncology.

NURSING N8870: Nurse Anesthesia Residency I, 2 credits
Clinical experiences provide the opportunity for students to integrate theory within the clinical setting. Students move along a continuum from healthy adults to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the developmental implementation and evaluation of an individualized plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites. Clinical conferences and professional meetings help to reinforce and enhance learning.

NURSING N8871: Nurse Anesthesia Residency II, 2 credits
Clinical experiences provide the opportunity for students to integrate theoretical basis of practice within the clinical setting. Students move along a continuum from healthy adults and children to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the implementation and evaluation of a plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites. Clinical conferences and professional meetings help to reinforce and evaluate learning.

NURSING N8872: Nurse Anesthesia Residency III, 2 credits
Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in journal club, clinical case reports, and inservice presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a SRNA. CRNA and MD faculty members and preceptors act as guides.

NURSING N8873: Nurse Anesthesia Residency IV, 2 credits
Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status of patients. Collaborative practice within
a team structure is emphasized. In addition to direct patient care, participation in journal club, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience includes obstetrics, neurosurgery, cardio-thoracic surgery, pediatrics, post anesthesia care and critical care units. CRNA faculty members and preceptors act as guides.

NURSING N8874: Seminar in Nurse Anesthesia Practice I, 1 credit
This course is the first in a series of four utilizing lectures, discussion, writings, and presentations to integrate didactic instruction and clinical experiences as students progress from novice to advanced beginner student nurse anesthetists.

NURSING N8875: Seminar in Nurse Anesthesia Practice II, 1 credit
The second in a series of four courses that provides critical analysis of selected topics in nurse anesthesia practice. Lecture and discussion facilitate integration of didactic content with clinical experiences as students' progress from advanced beginner to competent student nurse anesthetists.

NURSING N8876: Seminar in Nurse Anesthesia Practice III, 1 credit
This is the third of four seminar courses. This course represents the capstone of the nurse anesthesia master's program. It provides an opportunity for the student to integrate and synthesize didactic and clinical core content with the experiences of the residencies as they progress from competent student nurse anesthetist to proficient student nurse anesthetists. Student and faculty will work collaboratively to identify content areas that are essential to the beginning practice of a master's prepared nurse anesthetist. Results of this inquiry will be formally presented to the class and interested public members as an abstract and a poster presentation.

NURSING N8877: Seminar in Nurse Anesthesia Practice IV, 1 credit
This course will provide critical analysis of selected topics in nurse anesthesia practice related to Residency IV objectives. Student PowerPoint presentations utilizing the "turning point" format will facilitate and engender discussion in preparation for board examination.

NURSING N8878: Nurse Anesthesia Residency IIb, 1 credit
Clinical experiences provide the opportunity for students to integrate theoretical basis of practice within the clinical setting. Students move along a continuum from healthy adults and children to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the implementation and evaluation of a plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites. CRNA faculty members act as facilitators of learning. Clinical conferences and professional meetings help to reinforce and evaluate learning. This is the second of four required residencies.

NURSING N8879: Nurse Anesthesia Residency IIIb, 1 credit
Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in journal club, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a SRNA. CRNA and MD faculty members and preceptors act as guides.
NURSING N8880: Nurse Anesthesia Residency IVb, 1 credit
Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in journal club, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience includes obstetrics, neurosurgery, cardio-thoracic surgery, pediatrics, post anesthesia care and critical care units. CRNA faculty members and preceptors act as guides.

NURSING N8890: Individualized Study in Nurse Anesthesia, 1-8 credit(s)
Demonstrate integration of learning of didactic core content (nursing research, issues, and ethics) along with didactic specialty content (anesthesia) to clinical application of practice.

NURSING N8950: Advanced Practice Nursing Post-Masters Residency, 3-6 credit
This residency focuses on the delivery of full scope health care to clients. The post graduate student will learn to integrate assessment, therapeutic planning and evaluation of care for clients. This residency is designed to expand clinical knowledge and skills for the graduate Nurse Practitioner.
NURSING N9110: Fundamentals in Comprehensive Care Across the Lifespan I, 2 credits
This course is one of two consecutive courses, which provides the framework of comprehensive care for individuals, families, and vulnerable populations. The Advanced Practice Nurse student will build upon the underpinnings of advanced pharmacology, pathophysiology, and advanced physical assessment to develop a comprehensive understanding of the trajectory of common acute and chronic disease processes that are seen across the lifespan. The student will recognize how risk factors, comorbidities, socioeconomic, and cultural differences affect the health/illness continuum.

NURSING N9110-9117: Fundamentals in Comprehensive Care Across the Lifespan I: Seminars, 1 credit
This is one of two consecutive seminars which is designed to integrate knowledge from Fundamentals of Comprehensive Care into clinical application. Using standardized case scenarios that represent common acute and chronic disease processes that are seen across the lifespan and across settings, students will work in groups to discuss the case, identify factors that impact the case, analyze clinical decision-making, and apply best evidence.

NURSING N9120: Fundamentals in Comprehensive Care Across the Lifespan II, 2 credits
This course is the second of two consecutive courses which provides the framework of comprehensive care for individuals, families, and vulnerable populations. The Advanced Practice Nurse student will build upon the underpinnings of advanced pharmacology, pathophysiology, and advanced physical assessment to develop a comprehensive understanding of the trajectory of common acute and chronic disease processes that are seen across the lifespan. The student will recognize how risk factors, comorbidities, socioeconomic, and cultural differences affect the health/illness continuum.

NURSING N9121-9127: Fundamentals in Comprehensive Care Across the Lifespan II: Seminars, 1 credit
This is the second of two consecutive seminars which is designed to integrate knowledge from Fundamentals of Comprehensive Care into clinical application. Using standardized case scenarios that represent common acute and chronic disease processes that are seen across the lifespan and across settings, students will work in groups to discuss the case, identify factors that impact the case, analyze clinical decision-making, and apply best evidence.

NURSING N9150: Scholarly Writing and Dissemination I, 1 credit
The course is designed to build skills for scholarly writing and dissemination. The course will provide students with practical information and exercises for successful scholarly endeavors and effective participation in the peer review process. This course will be a blend of didactic content and student workshops. Content will include an examination of effective scholarly writing, manuscript structure, instruction on how to prepare a professional manuscript for submission to a peer-reviewed journal, and a review of effective strategies for oral and poster presentations. Students will participate in peer writing workshops as a means of improving their writing, with a focus on targeting appropriate audiences, and modeling the skills required to be an effective peer reviewer.

NURSING N9151: Scholarly Writing and Dissemination II, 1 credit
This is a continuation of N9150.

NURSING N9260: Building Interdisciplinary Research Models, 2 credits
Interdisciplinary research is an approach to advancing scientific knowledge in which researchers from different disciplines work at the borders of those disciplines in order to address complex questions and problems. Successful interdisciplinary efforts require mastery of specific competencies. This seminar will introduce students to competencies in interdisciplinary research through a combination of readings, case studies, and lectures in each necessary aspect, chosen from fields essential to successful interdisciplinary
research. It is intended to assist learners to understand why and how different professional disciplines must work together to generate and disseminate knowledge. We will examine: different conceptualizations of interdisciplinarity; barriers to and facilitators of interdisciplinary research; approaches, benefits, and limitations of collaboration and team science; methods for measuring interdisciplinary collaboration; the intersection of translational and interdisciplinary scientific strategies; and individual researchers’ experiences with and evaluations of their own interdisciplinary scientific projects. Learners will develop a set of skills to be effective members and leaders of interdisciplinary research teams.

NURSING N9290: Incorporating Genetics and Genomics in Advanced Practice Nursing, 2 or 3 credits
This course is intended to provide a strong foundation in the concepts of genetics and clinical applicability of genomic concepts commonly seen in advance practice nurses’ clinical practice. Both classical Mendelian and molecular genetics will be examined, in order to provide a knowledge base that will enable the advanced practice nurse to integrate genetic and genomic knowledge into clinical practice. Using a case discussion approach, clinical issues of genetics testing, genetic exceptionalism, individualized risk assessments and predictions are explored throughout their lifespan.

NURSING N9300: Comparative Quantitative Research Design and Methodology, 3 credits
This course will address aspects of nursing research from the perspective of preparing researchers to design and carry out studies and preparing clinicians to use research and data to develop interventions for patients and to evaluate evidence for practice. Included are: the research process; formulation of researchable questions and hypotheses; types of research variables; sampling designs and power analyses; and the uses, strengths and weaknesses of experimental, quasi-experimental, and epidemiologic designs.

NURSING N9352: Qualitative Research Design and Methods, 3 credits
This course provides an in-depth examination of qualitative study designs and methods through a combination of theoretical discussion and hands-on practical experience. Topics include paradigm distinctions, theoretical perspectives, designs and methods, critique of research reports, and ethical issues in qualitative research.

NURSING N9353: Advanced Methods in Health Services Research and Policy Analysis, 3 credits
Building upon the foundations provided in the quantitative and qualitative research method courses, in this course students examine advanced methods and frameworks frequently used in studying health policy, health services research problems and comparative effectiveness research. In addition to a critical review of the methods, the course examines the relationship among science, policy and healthcare delivery, and identifies critical questions shaping the future policy research agenda.

NURSING N9355: Quantitative Research and Design, 3 credits
This course provides a foundation for quantitative research methods and design. Research process topics examined include: appraisal of the quality of existing evidence; identification of gaps in the literature; formulation of researchable questions and testable hypotheses; types of research variables; sampling designs and power analyses; and the uses, strengths and weaknesses of various experimental and quasi-experimental research designs.

NURSING N9356: Intellectual and Conceptual Foundations of Nursing Science, 3 credits
This foundational course will examine the philosophy of nursing knowledge including foundations of nursing theory; concept development; and its application to research. Students will explore approaches to the analysis and development of concepts and the application of nursing concepts and frameworks to
clinical practice and research. Ideas, assumptions, events, people, and writings are examined for their influence, inter-relationships and significance to nursing. Types of reasoning will be evaluated within the context of nursing and health. Major theories, frameworks and concepts of nursing and health, and their implication for research will be discussed. The focus of the course will be on development of critical thinking skills in analyzing key elements of philosophies, concepts and conceptual frameworks.

NURSING N9357: Measurement in Nursing Research, 3 credits
In this foundational course students will study the links between theory and the psychosocial and biophysical measures used in nursing research. Students will employ the principles of classical test theory and item response theory to evaluate the psychometric properties (reliability and validity) of measurement data. Course topics include types and uses of measures, item/scale development and validation, survey methods, reporting for publication, and the relationships between measurement and research ethics, cultural competency, and health disparities. This course includes a lab component where students will use SAS analytic software to evaluate psychometric properties of measurement data.

NURSING N9370: Post DNP/Clinical Educational Fellowship in Palliative Care, 3 credits
This one year palliative and end of life care clinical fellowship will provide the post-clinical DNP graduate with a comprehensive experience in clinical practice across sites. Fellows will rotate through inpatient, long term, community and home care settings where the focus will be pain and symptom management, quality of life, and bereavement care. A multidisciplinary team under the direction of CUSON faculty will integrate education, research, and innovative clinical programs into the delivery of palliative and end of life care for adult patients and their families. Fellows must commit to a minimum of two days per week in the clinical setting and classroom.

NURSING N9405: Practice Leadership and Quality, 2 credits
This course is designed to provide the student with the knowledge and skills necessary to serve as a member and lead interdisciplinary groups in organizational assessment to identify systems’ issues and facilitate organization-wide changes in practice delivery utilizing quality improvement strategies. Course content focuses on understanding systems’ concepts and thinking to achieve results in complex health care delivery systems. Frameworks, approaches, and tools that foster critical thinking are examined as mechanisms to formulate vital questions, gather and assess relevant information, develop well-reasoned conclusions, test conclusions against relevant standards, compare conclusions with alternative systems of thought, and communicate effectively throughout the process.

NURSING N9412: Informatics for Practice, 3 credits
This course is designed to provide the student with the knowledge and skills regarding the uses of information technology to support evidence-based practice. The course will provide an overview of informatics topics of most relevance to evidence-based practice including: computer systems and system development; standardized clinical terminology; informatics standards; electronic health records; retrieval and critical analysis of digital data, information, and knowledge; clinical decision making; decision support; decision analysis; shared decision making; and computer aided instruction.

NURSING N9481: Health Policy and Advocacy, 2 credits
The purpose of this course is to critically analyze healthcare policy in the US. Included is a focus on the advanced practice nurse role in shaping and influencing policy through advocacy and leadership to improve patient outcomes.

NURSING N9502: Guided Study in Research, 3 credits
Using the format of a research seminar highlighting research “challenges” of the DNSc faculty, this course is designed to strengthen the student’s ability to integrate and synthesize knowledge in statistics and
nursing research methodologies, and to apply this integrated knowledge to common problems in study
design and data analysis.

NURSING N9505: Research Practicum, 2 credits
The student works with a faculty member or other scientist who is conducting a research project. The
specific nature of the experience depends on the nature and stage of the research, but might include
search and review of relevant literature, data collection, data analysis and/or grant preparation.

NURSING N9506: Research Synthesis, 2 credits
This seminar is designed to strengthen the student’s ability to synthesize information gained in doctoral
coursework and to apply this integrated knowledge to common challenges in the evaluation of a body of
work relevant to nursing scholarship. The content is designed to assist in codifying the student’s area of
dissertation interest, and serve as the basis for the early chapters of the dissertation that provide a critical
literature review and rationale for aims, and hypotheses of the proposed work.

NURSING N9550: Research Synthesis through Visualization of Health Data, 3 credits
This course is intended to provide a hands-on introduction to delivering data visualizations to serve as a
critical lens through which individual and population level health can be examined. The proposed course
will combine concepts and theory in data visualization and exploration and practice to enable the student
to gain the necessary knowledge to use graphics and statistics to explore the data, find and construct a
narrative, and share findings in ways colleagues and decision-makes can readily understand and act upon.

NURSING N9672: Principles of Epidemiology and
Environmental Health, 3 credits
This course addresses the application of
epidemiology and environmental approaches to
inform the clinical practice of health care of
individuals. An understanding of health sciences
based on groups of people, including
environmental health, occupational health, and
some aspects of genetics, can orient the
practitioner with an individual patient. These
external influences are modified through social,
cultural, and behavioral factors. Addressing these
factors should help to anticipate and improve
patient outcomes.

NURSING N9700: Residency for Doctor of
Nursing Practice, 5 credits
The residency focuses on the delivery of fully
accountable scope, health care across the
continuum of sites and patient needs. This
residency requires students to apply the
knowledge of: 1) diagnosis and management of
ambulatory patients with complex diagnoses and comorbid conditions in the context of family, community
and culture, 2) diagnosis and management of patients requiring interventions available only in an acute
care setting and 3) diagnosis and management of patients who are unable to function independently due
to age alterations and/or deficits in mental or physical status, developmental, perceptual and physical
disability and chronic, degenerative illness. Sites include hospital based clinics, ambulatory centers, private

Figure 24 Students walk to class on the Morningside
campus.
offices, emergency rooms, walk-in clinics and acute/critical care units, labor and delivery suites in the hospital facilities and settings which provide hospice care, supportive care, home care, nursing home care, rehabilitative care, technologically dependent care and assisted living services. The DNP student will demonstrate an integration of comprehensive assessment, advanced differential diagnosis, therapeutic intervention and evaluation of care for patients and synthesis of evidence-based practice with patients with a variety of conditions. In this context, the DNP student will organize and develop a professional portfolio.

NURSING N9701: Doctor of Nursing Practice Residency Scholar, 0 credits
The course is intended for Doctor of Nursing Practice students who have completed all requirements, but are engaged in relevant residency activities that are not associated with the required course sequence. Such activities include scholarly project, i.e. publication.

NURSING N9710: Doctor of Nursing Practice I, 2 credits
This course will examine clinical reasoning and utilization of evidence for best clinical practice in the provision of integrated accessible health care services across clinical settings to patients who present with ambiguous symptoms, multiple diagnoses and or comorbid conditions in the context of family, community and culture. Discussion will focus on sophisticated evaluation techniques, appropriate clinical monitoring, and therapeutic interventions including alternative therapies. Transitioning patients to the appropriate level of care following resolution of acute illness will be discussed. Cultural diversity, epidemiology, differing health belief models, accountability, shared decision making, and ethical dilemmas that arise in the facilitation and coordination of comprehensive care for a population of ambulatory and acutely ill patients will be emphasized.

NURSING N9711: Doctor of Nursing Practice II, 2 credits
This course will examine clinical reasoning and utilization of evidence for best clinical practice in the provision of integrated accessible health care services across clinical settings to patients who present with ambiguous symptoms, multiple diagnoses and or comorbid conditions in the context of family, community and culture. Discussion will focus on sophisticated evaluation techniques, appropriate clinical monitoring, and therapeutic interventions including alternative therapies. Transitioning patients to the appropriate level of care following resolution of acute illness will be discussed. Cultural diversity, epidemiology, differing health belief models, accountability, shared decision making, and ethical dilemmas that arise in the facilitation and coordination of comprehensive care for a population of ambulatory and acutely ill patients will be emphasized.

NURSING N9714: Field Experience: Doctor of Nursing Practice I, 1 credit
This practicum is a clinical field experience designed to provide the opportunity for students to apply knowledge of the diagnosis and management of patients with complex diagnoses and/or comorbid conditions who present with complex diagnoses and comorbid and chronic conditions in the context of family, community and culture and patients with acute changes in health status requiring interventions available only in an acute care setting. The clinical experience will emphasize principles of primary care including integration, accessibility, accountability, and ethical decision making. Clinical sites include hospital based clinics, ambulatory centers, private offices, the emergency room, acute/critical care units in the hospital setting and settings that provide hospice care, home care, nursing home care, rehabilitative care and assisted living services.
NURSING N9715: Field Experience: Doctor of Nursing Practice II, 1 credit
This practicum is a clinical field experience designed to provide the opportunity for students to apply knowledge of the diagnosis and management of patients with complex diagnoses and/or comorbid conditions who present with complex diagnoses and comorbid and chronic conditions in the context of family, community and culture and patients with acute changes in health status requiring interventions available only in an acute care setting. The clinical experience will emphasize principles of primary care including integration, accessibility, accountability, and ethical decision making. Clinical sites include hospital based clinics, ambulatory centers, private offices, the emergency room, acute/critical care units in the hospital setting and settings that provide hospice care, home care, nursing home care, rehabilitative care and assisted living services.

NURSING N9717: Seminar: Doctor of Nursing Practice, 1 credit
This course will introduce the student to the epistemology and scholarship of practice and to lifelong learning. Using the DNP Competencies in Comprehensive Care as the framework, students will analyze clinical decision-making and utilization of evidence for best clinical practices. Individual plans for guided study will be mapped for each student.

NURSING N9718: Seminar: Doctor of Nursing Practice I, 1 credit
This course will continue students' exploration of the scholarship of clinical practice and lifelong learning. This course continues the application of iterative case narrative thinking and writing to the explication of critical thinking and action in practice. Using clinical case narratives as the framework in which students systematically document clinical encounters, students will examine their complex cognitive processes employed during the provision of care. In depth reflection and analysis, synthesis, critical appraisal and application of evidence will be highlighted.

NURSING N9719: Seminar: Doctor of Nursing Practice II, 1 credit
This course will continue students' exploration of the scholarship of clinical practice and lifelong learning. This course continues the application of iterative case narrative thinking and writing to the explication of critical thinking and action in practice. Using clinical case narratives as the framework in which students systematically document clinical encounters, students will examine their complex cognitive processes employed during the provision of care. In depth reflection and analysis, synthesis, critical appraisal and application of evidence will be highlighted. Students will also examine provision of care for a population of patients by developing the systems proposal.

NURSING N9790: Independent Study: Clinical Doctorate in Nursing, 1-8 credit(s)
Individualized, guided learning experiences at the doctoral level in a selected area of concentration. Proposed work must be outlined prior to registration and agreed upon by both faculty and student.

NURSING N9820: Dissertation Credits, 2 credits
All doctoral students must complete a minimum of two dissertation credits, and must register for at least two dissertation credits each Fall and Spring semester until the dissertation is complete. Enrollment in elective courses selected with the advisor can also satisfy the continuous enrollment requirement.

NURSING N9840: Dissertation Research, 4-8 credit(s)
This course is intended for PhD students who are engaged in relevant scholarly activities that are associated with dissertation research.

NURSING N9900: Dissertation Seminar, 2 credits
This seminar focuses on all aspects of the dissertation proposal process. The course will assist the student in design, methods, and other matters of concern in the preparation of a dissertation proposal.

NURSING N9901: Research Residency, 0 credits
The course is intended for PhD students who are engaged in relevant scholarly activities that are not associated with the required course sequence. Such activities must accrue more than 20 hours/week.

NURSING N9910: Translation and Synthesis of Evidence for Optimal Outcomes, 3 credits
This course is designed to provide the tools for the doctorally prepared nurse to evaluate, translate and integrate published research results into clinical practice. During the course, students will learn how to conceptualize clinical practice problems and transform them into answerable clinical research questions, how to search for the best clinical evidence, and how to assess clinical evidence using basic epidemiological, biostatistical and scientific principles. The course will culminate in a systematic review or meta-analysis of a body of research relevant to advanced practice nursing.
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