School of Nursing
BULLETIN 2013-2015

Columbia University
School of Nursing
This edition of the Columbia University School of Nursing Bulletin is being published as a two-year issue, covering the 2013-2014 and 2014-2015 academic year.

RESERVATION OF UNIVERSITY RIGHTS

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms in this bulletin. This bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

Contact Information:
School of Nursing
630 West 168th Street
Box 6
New York, NY 10032
Phone: (212) 305-5756 or (800)-899-8895
Fax: (212)-305-3680
nursing@columbia.edu
www.nursing.columbia.edu
Contents

7 MESSAGE FROM THE DEAN
9 COLUMBIA UNIVERSITY
10 THE SCHOOL OF NURSING
   History
   History of the Pin
   Mission
   Goals and Objectives
   Diversity
   Philosophy
   Accreditation
15 RESOURCES FOR STUDY
   Libraries
   Medical Center Library
   Computer Facilities
   Classrooms, Conference Rooms, Laboratories
   Clinical and Research Facilities
   Institutes and Centers
   School of Nursing Academic Research Centers
   Practice
23 PROGRAMS OF STUDY: OVERVIEW
   The Combined BS/MS Program for Non-nurse College graduates
   The Master's Programs (MS)
      Adult-Gerontology Acute Care Nurse Practitioner
      Adult-Gerontology Primary Care Nurse Practitioner
      Family Nurse Practitioner
      Nurse Anesthesia
      Nurse Midwifery
      Pediatric Nurse Practitioner
      Psychiatric Mental Health Nurse Practitioner
      Women's Health Nurse Practitioner
   Sub-Specialty Programs:
      Genetics in Advanced Practice
      HIV/AIDS
      Oncology
      Palliative and End of Life Care
   The University Statutory Certificate Programs
   The Master's Completion Programs
   Joint-Degree Programs
      Nursing and Business (MS/MBA)
      Nursing and Public Health (MS/MPH)
PROGRAMS OF STUDY, Continued
Doctor of Nursing Practice (DNP) Degree Program Post Master’s
Doctor of Philosophy in Nursing (PhD)

ADMISSIONS
General Admissions Information
A Complete Admissions Application
Application Deadlines
Program Admission Requirements

FINANCIAL AID
Financial Aid Administered by the School of Nursing
Types of Funding
Financial Aid Terms
Satisfactory Academic Progress
Financial Aid Warning
Exit Counseling

STUDENT RESOURCES
Bard Athletic Center
Housing
International Students
Orientation
Advisement
Sigma Theta Tau
Transportation
Parking
University Bookstore
Student Administrative Services: Registrar, Cashiering, Account Services

STUDENT ACTIVITIES
Office of Student Activities
Peer Mentorship
Student Groups and Committees
Activities and Events
Banking Information
Campus Information and Map
Child Care
Dining Options
Parks and Recreation
Jobs
Mail/Postal Services
Places of Worship
Public Safety
Schools for Children
Contents

113  ACADEMIC CALENDAR
    University Holidays
    Spring 2013
    Summer 2013
    Fall 2013
    Spring 2014
    Major Religious Holidays
    Projected Graduation Schedule

118  FINDING YOUR WAY
    Directory (CUMC)
    Directions Maps
    Health Sciences Campus Morningside Campus
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 health care environment.
Message from the Dean

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 if Nursing
Columbia University

Columbia University was founded in 1754 as King’s College by royal charter of King 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. Columbia University (CU) is committed to education for excellence -- a phrase that embraces superior teaching and the advancement of knowledge through research, preeminence in the professions, and leadership in community and national affairs. The University’s position as a private institution, its location in the Morningside Heights and Washington Heights areas of Manhattan; its 3,145 faculty, 7,054 undergraduate and 16,278 graduate and professional students, and its reputation provide the basis for this diversified, yet singular, educational purpose. Faculty awards and honors are numerous; the University is proud to have on its faculty: 69 Nobel Prize winners, 19 MacArthur Foundation Award recipients, 7 winners of the National Medal of Science, 35 members of the National Academy of Sciences, and 129 members of the American Academy of Arts and Sciences.

The main campus of CU occupies 32.6 acres on Morningside Heights on the upper west side of Manhattan (W. 111th to W. 123rd streets). The University administration and the Schools of Law, Business, Engineering, General Studies, Journalism, Music, Architecture, International Affairs, Graduate School of Arts and Sciences and Columbia College are located on the main campus, as are Barnard College and Teachers College. Two miles to the north is CU’s Health Science Center (HSC) Campus, which opened in 1928 and shares with the Presbyterian Hospital a 20-acre campus overlooking the Hudson River. Columbia University has more than a hundred departments of research and more than a hundred research institutes and centers. It includes three undergraduate schools, thirteen graduate and professional schools, and a school of continuing education.
The School of Nursing

Located on the Health Science Campus, the Columbia University School of Nursing was founded in 1892 with Anna C. Maxwell as its first director. Since its inception, the mission of the School has been the preparation of clinically excellent nurse practitioners, clinical nurse specialists, and scholars. The School of Nursing was the first in the country to award a master’s degree in clinical nursing specialty (1965). More than 9,000 nurses have graduated since the School was opened.

The emphasis on clinical scholarship at Columbia University is particularly appropriate because of the interdisciplinary collaboration of the School of Nursing with the other professional schools in its environs. The School of Nursing shares the Health Sciences Campus with the School of Public Health, the School of Dental and Oral Surgery, and the College of Physicians and Surgeons, which includes programs in Occupational Therapy, Physical Therapy, and Human Nutrition. Each of these schools adds to the richness and diversity of the educational experience of students and of the School of Nursing.

School of Nursing faculty have substantial experience in curricula, instructional design, and research, and maintain expertise in their areas of teaching responsibility through participation in local, regional, and national conferences, involvement in scholarly presentations and publications, and faculty practice.

The graduates of the School of Nursing are one of its major strengths. Graduates are recruited for leadership positions in practice, education, and management. To ensure that graduates meet the needs of a dynamic society and advance the profession while maintaining high academic standards, the School of Nursing continually evaluates the curricula and implements changes in the program of studies and courses. Columbia’s Nurse Anesthesia program is unique as the first master’s degree nurse anesthesia program in New York State and one of the first master’s degree programs in the United States. The Nurse Midwifery program is the oldest master’s program in the United States.
The School of Nursing

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. PH 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 life blood - that of the graduate and those for whom s/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.

The tradition of the pin was begun by the School’s founder, Anna Caroline Maxwell (who seldom wore a cap but always wore her pin). 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.
The School of Nursing

MISSION

The mission of Columbia University School of Nursing is to educate and mentor future generations of expert nurse clinicians and researchers. We believe that our responsibility is to design programs that use the rare resources and unique partnerships of our academic health sciences center, and to provide evidence that our programs and graduates bring about improved health and well-being.

GOALS AND OBJECTIVES

In particular, we view our goals as the following:

- Advance nursing practice and research, collaborating with colleagues in other professions when possible.
- Lead and disseminate innovative programs of interdisciplinary research of relevance to clinical practice, the public’s health, and health policy.
- Assume accountability for quality and excellence in nursing practice, research, education, advocacy, and policy.
- Improve opportunities for nurses in research and practice to use fully their knowledge and skills in the advancement of science and care.
- Partner with defined populations or geographic regions in practice and research to meet health care needs.
- Advocate for nursing with individuals, families, and communities.

DIVERSITY

The Columbia University School of Nursing’s Office of Diversity & Cultural Affairs fosters and supports an environment of inclusivity and seeks to promote and sustain diversity in the School’s student body, faculty, and staff. The office supports social justice practices, collaborations, and engagements within the School, within Columbia University as a whole, and within the local and wider community.
PHILOSOPHY

The faculty, representing all clinical nursing disciplines, believes that in a dynamic society, education for membership in a profession includes development not only of expertise in a field but also of social awareness. The professional nurse thinks critically, exercises technical competence, and makes socially significant contributions to society through theory-based practice. Nursing's role and responsibility to society are to establish and maintain relationships with clients that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings. Belief in the integrity and worth of all human beings is basic.

The professional nurse is viewed both as a responsible health care provider accountable for the quality of practice and as an agent of change in the health care delivery system. Nursing seeks to advance its contribution through research and collaboration with other health professions. The nurse acts independently and interdependently. The faculty endeavor to provide knowledge; to stimulate learning; to define issues; to serve as resource persons, administrators, leaders, and innovators in nursing through education, research, and practice; and to contribute to the development of human values. The faculty recognizes that interests and abilities vary, and they seek to provide flexibility in the curriculum to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process, and learners are expected to be self-directed and accountable for their performance.
The School of Nursing

ACCREDITATION

• Columbia University School of Nursing is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission of Accreditation.

• Columbia University School of Nursing is a member American Association of Colleges of Nursing.

• All programs are accredited by the Collegiate Commission on Nursing Education (CCNE) and the New York State Education Department.

• The Nurse Midwifery program is accredited by the Accreditation Commission for Midwifery Education
  Accreditation Commission for Midwifery Education
  Suite 1550
  8403 Colesville Road
  Silver Spring, MD 20910
  240-485-1802
  http://www.midwife.org/Accreditation

• The Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

• The Pediatric Nurse Practitioner program is approved by the Pediatric Nursing Certification Board.

• The Women’s Health and Neonatal Nurse Practitioner programs are approved by the National Certification Corporation.

• Columbia University is accredited by the Middle States Commission on Higher Education
Resources for Study

Columbia University is comprised of 3 undergraduate and 15 graduate/professional schools. The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property. Located on the Morningside campus are Columbia College; Engineering; General Studies; Architecture, Planning & Preservation; Arts; Business; Engineering; Graduate School of Arts & Sciences; International Public Affairs; Journalism; Law; Social Work. The Columbia University Medical Center, centered at 168th Street and Broadway, also occupies several acres of urban property. Located on the Health Sciences campus are the School of Nursing, College of Physicians and Surgeons with the Programs in Physical Therapy, Occupational Therapies, and Nutrition, Mailman School of Public Health, and the College of Dental Medicine.

LIBRARIES

The Columbia University Libraries is a system of twenty-two libraries with extensive print and electronic resources, innovative services, and expert staff teamed with a group of academic technology centers supporting instruction and scholarship. The Libraries’ first priority is helping students, researchers, and faculty to find and use our rich collections and tools. Millions of books, films, scholarly journals, archives, oral histories and much more are available at the Libraries and online. The Libraries website www.columbia.edu/library connects to CLIO, databases, digital collections, and research assistance.

MEDICAL CENTER LIBRARY

The Health Sciences Library (Augustus C. Long Health Sciences Library) serves faculty, students, researchers and clinicians in the Schools of Nursing, College of Dental Medicine, and Public Health, College of P&S, the Graduate School of Arts and Sciences, Columbia Presbyterian Hospital, and the other health care, instructional and research programs at the CUMC. The Library’s collection includes over 500,000 volumes; approximately 4,400 currently received periodical subscriptions, and a large collection of audio-visual material. In addition, the Library also supports a growing collection of electronic services, including full-text and Internet resources. The Library’s Archives and Special Collections section contains the Library’s collection of rare books and its named collections. Also included in the collection are the archives of the College of P&S and many other materials that document the history of medicine and the history of institutions at the CUMC. Services provided by the Health Sciences Library include reference services, reserve readings, instruction in using library and electronic resources, classes on searching the Internet, individual consultation on research topics, mediated literature searches, database searches, interlibrary borrowing, and a fax service.

This library is a part of the Columbia University library system, which encompasses approximately forty libraries related to major areas of academic inquiry. These libraries contain more than four million volumes. The Long Library houses health related publications and books. Other libraries used extensively by the faculty and students at the Columbia University School of Nursing include the Butler Library on the Morningside campus, the Wollman Library at Barnard, and the Teachers College Library. In addition, the Library of the Psychiatric Institute, which contains material on mental health and psychiatry, is open to faculty and students.
The services provided by the Augustus C. Long Library are extensive, by virtue of its association with the Schools of Nursing, Medicine, Public Health, and Dental Medicine, and with the Programs in Physical Therapy, Occupational Therapy, and Nutrition.

Columbia Libraries Information Online (CLIO), the online library catalog for Columbia, Barnard and Union Theological Seminary libraries. CLIO provides students and faculty with the location, call number, and library location of all current serials and most books cataloged since 1981 at Columbia University. This information may be obtained by author, subject or title. Multiple online databases for literature search for nursing is rapid, up-to-date, and state-of-the-art.

Additionally, an extensive Florence Nightingale Collection is maintained in the Augustus C. Long Library. This collection makes up a part of the rare book holdings of the Library and is featured at exhibitions along with rare holdings of Freud and Webster. These collections are available to students, faculty, and visiting nursing historians for research purposes. Columbia students are also permitted access to the collections of Harvard and Yale Universities under the auspices of the Research Libraries Group. Information about the Research Libraries Group can be obtained from the Long Library. Student memberships, which include borrowing privileges, are available for an annual fee in the New York Academy of Medicine Library at 103rd Street and Fifth Avenue. Applications for membership should be directed to the Academy Library.

**COMPUTER FACILITIES**

**Columbia University Information Technology (CUIT)**
The Center for Academic Information Technology (CUIT) provides Columbia University students, faculty and staff with central computing and communications services including email, telephone service, Web publishing, computer labs and electronic classrooms, the course management applications, office and administrative applications, and management of the high-speed campus Ethernet and wireless networks. CUIT also manages an array of computer labs, terminal clusters, ColumbiaNet stations, multimedia classrooms, and provides a variety of technical support services. [http://cuit.columbia.edu/support](http://cuit.columbia.edu/support)

**Columbia University Medical Center Information Technology (CUMC IT)**
CUMC-IT provides technical support and resources used at the Columbia University Medical Center. Working together with other IT groups and departments, CUMC IT provides prompt resolutions of technical issues. CUMC IT 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. [http://www.cumc.columbia.edu/it/index.html](http://www.cumc.columbia.edu/it/index.html)

**Columbia Center for New Media Teaching and Learning (CCNMTL)**
CCNMTL is a free service for faculty members, supporting efforts from basic course website management to advanced project development. [http://ccnmtl.columbia.edu/](http://ccnmtl.columbia.edu/)
CLASSROOMS, CONFERENCE ROOMS, LABORATORIES, AND SKILLS LEARNING

All classrooms at the Medical Center are available to all health science students. Four floors in the Hammer Health Sciences Center house the teaching facilities. These floors include classrooms, conference and seminar rooms, and two auditoriums that contain state-of-the-art audiovisual equipment. Conference rooms and amphitheaters as well as the 700-seat Alumni Auditorium in the College of Physicians and Surgeons Building are used extensively. The School of Nursing building houses two Technology Learning Centers (TLC). The TLC’s include a mock hospital unit containing several patient units and an ambulatory care area for practicing primary care skills; it is used by graduate and undergraduate students for skills development, including physical assessment and state-of-the-art monitoring technology. There are also two informatics laboratories available to School of Nursing students.

CLINICAL AND RESEARCH FACILITIES

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, NewYork-Presbyterian Hospital/Columbia University Medical Center and NewYork-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, 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. http://nyp.org/about/

Residents living in the tri-state region have convenient access to quality healthcare services through the NewYork-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.

The Milstein Hospital Building

This is a 745-bed hospital with 30+ operating rooms; providing state-of-the-art adult in-patient care. A network of enclosed bridges and tunnels links the hospital with University classrooms and laboratories. Computer terminals are part of every patient care unit, giving nurses the opportunity to concentrate on patient care - their specialty.
The Allen Pavilion
A 300-bed community hospital and primary care center designed to meet the specific health care needs to the communities of northern Manhattan and the Bronx. The Allen Pavilion is committed to primary care specialties, offering residents with exposure to the laparoscopic and open access surgical procedures of a community hospital. http://vesta.cumc.columbia.edu/surgery/residency/hospitals.html

The Ambulatory Care Network Corporation
The Ambulatory Care Network (ACNC) is a subsidiary not-for-profit corporation of the NewYork-Presbyterian Hospital. The purpose of ACNC is to shift primary care from the hospital clinics into the community, making it more accessible. The goal is to restore an earlier and more personal interaction between patients and their physicians. The ACNC runs 11 diagnostic and treatment centers, making it the largest practice network in the New York metropolitan area. Over 65 physicians and dentists, all of whom have academic appointments at Columbia, see about over 65,000 patients per year.

NewYork-Presbyterian Morgan Stanley Children’s Hospital
The nation’s first hospital for children, Babies and Children’s Hospital opened its doors in 1887. Serving pediatric patients from around the world, NewYork-Presbyterian Morgan Stanley Children’s Hospital provides comprehensive care, from diagnosis to recovery, in general pediatrics and in the full range of medical and surgical subspecialties. It is internationally recognized for its research and clinical resources and was cited in an NIH-sponsored study published in the journal Pediatrics as a center for excellence both in research and in patient care. Most notable among the many achievements are the development of the Apgar test for assessing infant health at birth, the first amniocentesis, and the identification and diagnosis of cystic fibrosis. http://childrensnyp.org/mschony/about-us/index.html

Taub Institute for Research on Alzheimer’s Disease and the Aging Brain
This is a federally funded research center through the National Institute on Aging (NIA). The Institute operates as an independent department at Columbia University, promoting and administering projects related to Alzheimer’s disease in departments and centers across campus. The Taub Institute works in collaboration with many departments and centers in the study of Alzheimer’s disease and other neurodegenerative disorders. http://www.cumc.columbia.edu/dept/taub/about-us.html

The Center for Geriatrics and Gerontology
In collaboration with NewYork-Presbyterian Hospital and its affiliated medical schools bring a wide range of services together to form the Centers on Aging. Currently ranked 11th in the nation, the Centers on Aging ensure the best clinical care for older patients. Clinical services tailored to the geriatric population are offered through the Departments of Medicine, Psychiatry, Neurology, and Social Work.

The Herbert Irving Cancer Center
The Harkness Eye Institute and Research Laboratories
Russ Berrie Medical Science Pavilion
The Neurological Institute of New York
The New York State Psychiatric Institute
The NYP-Cornell Campus and some 150 clinical placement sites are available in the metro-NY area. Affiliates include Lawrence Hospital in Bronxville, Mt. Sinai Medical Center, Lenox Hill Hospital, New York City Medical Center at Harlem, St. Luke’s/ Roosevelt Hospital.

In addition to the NewYork-Presbyterian facilities, many other institutions and various community-based agencies provide opportunities for students to learn to care for their populations. These include Visiting Nurse Service of New York, Morris Heights Health Center, Planned Parenthood, Mt. Sinai Medical Center, New York City Health and Hospitals Corporation sites.

http://www.mhhc.org/locations/womens-health-and-birthing-pavilion

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. Of particular interest are the following institutes and centers:

- Gertrude H. Sergievsky Center
- HIV Center for Clinical and Behavioral Studies
- National Center for Children in Poverty
- Columbia Population Research Center
- Center for Neurobiology and Behavior
- Center for the Study of Society and Medicine
- Institute for the Study of Human Rights
- Herbert Irving Comprehensive Cancer Center
- Institute of Human Nutrition
- Institute for Research on Women & Gender
SCHOOL OF NURSING ACADEMIC CENTERS

Center for Children and Families
Director: Mary w. Byrne, PhD, MPH, CPNP, FAAN

The mission of the Center for Children and Families is to improve the health of children and families at risk through the generation and sharing of clinical and research knowledge, consultation, education, advocacy, and promotion of innovative clinical practice.

http://www.cumc.columbia.edu/nursing/research/ChFamIndex.html

Center for Health Policy
Director: Patricia Stone, PhD, FAAN

The Center for Health Policy at Columbia University School of Nursing is a research center working with institutional partners at the local, state, and national level to develop and evaluate health policy initiatives as well as translate research findings into effective polices. Research is an integral component of the CHP mission. Center faculty engage in health services research that broadens students' educational experiences and expands the state of knowledge about the functionality of health services systems. Faculty research on issues related to the organization, delivery and cost-effectiveness of health services is fundamental to the quality of the program. The dissemination and translation of new knowledge through multiple sources contributes to efforts to improve the availability, affordability, and effectiveness of health services and develop policies that reinforce these objectives.

http://www.cumc.columbia.edu/nursing/research/HPindex.html

Center for Evidence Based Practice in the Underserved
Director: Suzanne Bakken, DNSc, RN, FAAN

Building upon six years of experience and productivity as a p20 Exploratory Center, broad interdisciplinary collaboration, outstanding institutional resources including a Clinical and Translational Science Award (CTSA), strong evidence of commitment to research for underserved populations, the overarching framework (The Chronic Care Model) and unique strengths in informatics and economic analysis, the aims of the Center for Evidence-based Practice in the Underserved (CEBP) strives to: Facilitate the development of bio-behavioral research capacity in self-management for underserved populations. Toward this goal, CEBP funds four interdisciplinary research resource cores that provide expertise, services, and informatics tools and resources: Administrative; Design, Methods, Biostatistics, and Economic Analysis; Self-Management, Bio-behavioral, and Informatics; Dissemination and Translation. CEBP works to capitalize on outstanding interdisciplinary collaborations and resources, and the use of innovative information technologies including collaborative and knowledge management software to facilitate the development of biobehavioral research capacity for scientists conducting self-management research in underserved populations. Currently, four proposed pilot projects are applying the resources of CEBP’s cores to identify and test strategies to enhance self-management for four vulnerable populations (adolescents with diabetes, persons living with HIV/AIDS and their nutritional needs, diabetics with hypertension, and community-dwelling elders at risk for injury by falls). CEBP’s systematic approach to developing infrastructure and to
evaluating and disseminating findings will assure a strong, sustainable program of interdisciplinary, biobehavioral research in self-management.

http://www.cumc.columbia.edu/nursing/research/EBPindex.html

Center for Interdisciplinary Research to Prevent Infections (CIRI)
Director: Elaine Larson, RN, PhD, FAAN, CIC

CIRI embraces a broader mission to further research on preventing all types of infections a variety of community and clinical settings, although many CIRI researchers and fellows will continue to focus on antimicrobial resistance. A new NIH – funded training program, Training in Interdisciplinary Research to Prevent Infections (TIRI), began supporting pre- and post-doctoral fellows in July.

http://www.cumc.columbia.edu/nursing/research/ciriIndex.html

World Health Organization Collaborating Center for Advanced Practice Nursing
Center Director: Elaine Larson, RN, PhD, FAAN, CIC

The key results of this center is to strengthen the human resources research with a primary focus on nursing, and assist in developing research capacity among leading nursing institutions in several countries. Additionally, strengthen the systems to train, precept, and supervise nursing personnel who are HIV primary care providers in several heavily affected countries. Finally, assist in strengthening the training of nurses in the leading schools in the countries affected by conflict or disasters by integrating emergency preparedness into curricula and national plans.

http://www.cumc.columbia.edu/nursing/global/who.html
Office of Global Initiatives
The Vision of the Office of Global Initiatives of Columbia University School of Nursing is to contribute to the improvement of the world’s health through service, practice, education, and research at home and abroad. Its Mission is to facilitate education, research and clinical care by fostering strategic partnerships that advance the practice of nursing within our boarders and throughout the world.

The Goals of the Office of Global Initiatives are to:

- Serve as a resource on global health and related issues for nurses, other healthcare professionals, policymakers and the public
- Collaborate with nursing schools and organization abroad to advance education and scholarly interchange among nurses involved in global health
- Promote inter-professional collaboration in global health
- Support faculty and students to partner in global health programs
- Generate and disseminate scholarly evidence to inform global nursing practice and policy
- Contribute to the development of cultural awareness and sensitivity among faculty, students and staff


Practice

Columbia Advanced Practice Nurse Associates (CAPNA)

The Columbia University School of Nursing has a long and rich history of leadership in clinical excellence and scholarship and helped to develop the field of advanced practice nursing (APN). In addition to a continuing dedication to education future generations of clinically excellent nurses, the school maintains a unique APN practice site.

CAPNA provides comprehensive primary care and women's healthcare by advanced practice nurses who diagnose and treat illnesses, perform physical examinations, order diagnostic tests and refer to specialists as needed.

Advanced practice nurses at CAPNA are credentialed, experienced, and work in partnership with the more than 2,000 physicians at NewYork-Presbyterian Hospital.

CAPNA NPs are committed to their patients' health. CAPNA's individualized lifestyle and wellness plans enable each patient to achieve and maintain optimum health. CAPNA NP's specialize in primary care and targeted, individualized disease prevention and health promotion. Each nurse practitioner is a faculty member at Columbia University School of Nursing.

CAPNA is fully covered as a primary care provider by major insurance companies and is a recognized Medicare provider.

51 West 51st Street
Suite 100
New York, NY 10019
212-326-5705
THE COMBINED BS/MS PROGRAM FOR NON-NURSE COLLEGE GRADUATES

The Combined BS/MS program is an accelerated combined-degree (BS/MS) program for non-nurse college graduates. The program is designed to prepare the student for a career as an Advanced Practice Nurse. Academic studies are closely integrated with clinical experience.

There are two components: pre-licensure study which provides students with knowledge of nursing science and nursing practice and specialty study which focuses on an advanced practice role in professional nursing.

Pre-Licensure:
The program of study in the first phase continues instruction in the biological and behavioral sciences, and incorporates the clinical and didactic learning necessary for the first professional degree. At the end of the pre-licensure studies, students are eligible to take the professional nurse licensure examination (NCLEX). Clinical education receives major emphasis, with patient experiences beginning early in the first term. Theory and precepted clinical practice are related to the promotion of health and prevention of illness, as well as to the care of the sick and their restoration to optimal health. Students work with patients in a variety of settings, such as clinics, hospitals, community centers, and the home. The curriculum is built on the integrated health model, beginning with wellness and progressing through illness to maintenance and rehabilitation. The initial focus is on health, with emphasis on promotion of health and prevention of illness. Students begin the program in late May (Summer) term. The course sequencing has been designed to allow for seamless transition into full-time specialty studies.

Objectives:
At the end of pre-licensure studies, the student is able to:

- Integrate knowledge from the biological, physical, and behavioral sciences in caring for individuals, families, and groups on the health-illness continuum in a variety of settings.
- Demonstrate competence in the application of nursing interventions directed toward the promotion, maintenance, and restoration of health, while maximizing client participation in the decision-making process.
- Use information technology to support evidence-based practice.
- Analyze the health care beliefs and practices of the major socio-cultural groups in American society today for the purpose of individualizing nursing approaches.
- Apply principles of leadership and management to the delivery of nursing care.
- Analyze the influence of current and projected demographic, social, environmental, and political/legislative trends upon the health care needs of individuals and communities.
- Demonstrate responsibility and accountability for individual nursing practice.
- Collaborate with other health care professionals to promote the delivery of comprehensive health care.
• Analyze research in terms of its clinical applicability to nursing practice.
• Apply ethical-moral reasoning in clinical decision making.
• Synthesize a personal philosophy of nursing care and practice framework.
• Serve as an advocate for the consumer and the profession of nursing within the health care delivery system and the socio-political-legal arena.

THE MASTER’S PROGRAM

The purpose of the Master of Science degree program is to prepare nurses for site-specific Advanced Clinical Practice. The clinical specialties are in relation to client group and are defined by age, gender and/or health-illness status. All programs are accredited by the NYS Education Department as nurse practitioner programs, allowing successful graduates to be certified in New York State for advanced clinical nursing practice.

http://www.cumc.columbia.edu/nursing/academics/objectivesMasters.php

Objectives:
The program prepares students to:

Management of Patient Health/Illness
• Provide health promotion and disease management for patients, families and communities
• Apply principles of epidemiology and demography in clinical practice and for outcomes evaluation
• Demonstrate critical thinking and diagnostic reasoning skills for patient assessment, clinical decision making and provision of care over time.
• Communicate and collaborate using community and family support resources to provide care across healthcare continuum
• Prescribe appropriate medications including complementary and alternative therapies [delivers prescribed medications accurately and safely]

Nurse/Patient Relationship
• Respond to changes in health status and facilitates behavioral change, in partnership with patient.
• Promote nurse-patient relationships built on trust, respect, privacy, comfort, patient dignity and shared decision-making.
• Use self-reflection to provide therapeutic relationships within professional boundaries.

Lending a helping hand in Haiti
Helping the elderly in Haiti
Teaching – Coaching
- Asses, plan, implement and evaluate personalized patient education and coaching interventions

Professional Role
- Deliver safe, ethical, evidence-based care using current technologies
- Promote the professional and advanced practice nursing role
- Lead and collaborate with other healthcare providers to provide effective interdisciplinary care
- Accept personal responsibility for professional development and learning
- Advocate for patients and families
- Evaluate implications of health policy and participates in policy development

Managing and Negotiating Health Care Delivery Systems
- Effectively navigate the healthcare system to promote accessible, cost-effective and quality healthcare across the continuum of care.
- Practice within authorized scope of practice.
- Participate in professional advocacy activities to promote policies and legislation that positively affect health care.

Monitoring and Ensuring Quality of Health Care Practice
- Assume responsibility for practice via self-monitoring quality of care provided.

Culturally Sensitive Care
- Prevent personal biases from interfering with the delivery of quality care
- Incorporate patient’s cultural preferences, values, spiritual beliefs, health beliefs and behaviors into care.

The curriculum for the Master of Science degree has three components: Core, Supporting Sciences, and Clinical Specialty courses

Master’s Curriculum Overview
Supporting Science and Core Courses provide the basis for the analysis and application of a variety of theories and science to an Advanced Practice role, and the opportunity to discuss broad professional issues across specialties.

Clinical Specialty Courses focus on the clinical application and integration of theory to Advanced Practice situations. Didactic and clinical courses are specific to the clinical specialty chosen for study. In clinical experience courses, students function in the role of nurse practitioner.

Courses in the clinical major focus on clinical application and integration of theory through guided practice. Because majors may partially overlap in relation to client health status or client age group, courses in one major may be elected by students from another major in order to respond to students’ special interests.
Flexibility is also enhanced through individualized study courses offered in the final term of most majors. Curricula for specific programs are available in the Office of Student Affairs or on the School of Nursing website at [www.nursing.hs.columbia.edu](http://www.nursing.hs.columbia.edu).

All Master’s students complete either a comprehensive examination or a specially focused project as part of their degree requirements.
SPECIALTY PROGRAMS:

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

Adult-Gerontology Nurse Practitioner (NP) 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 newly-developed Adult-Gerontology Nurse Practitioner Program combines Columbia's nationally-recognized curricula from both the Adult and Gerontologic specialty training programs into one enhanced, comprehensive single program of study. Additionally, 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 Adult-Gerontology NP 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 Adult-Gerontology NP 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 Adult-Gerontology Nurse Practitioner program are eligible for licensure and certification as an Adult-Gerontology Nurse Practitioner in all states in which board certification is required. Columbia's Adult-Gerontology Nurse Practitioner 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). The Program
Family Nurse Practitioner Program
The Family Nurse Practitioner (FNP) 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, 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 health 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 health care professionals
- Referral to appropriate health care providers
- Coordination of health care

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 Anesthesia Program
The Nurse Anesthesia program is a 27-month, full-time, front-loaded program that includes a clinical anesthesia residency. The first year curriculum is devoted to advanced science courses, graduate core courses and specialty courses which form the basis for advanced specialty concepts later in the program. The clinical component starts in May of the second year. During clinical experiences, increasing responsibility for anesthesia patient care under tutorial guidance is afforded. The application of theoretical knowledge to the realities of clinical practice is a dynamic process that enhances and enriches learning as well as prepares the graduate to function effectively and competently as a professional. The sequential design of the program permits the student to acquire the skills necessary to move along this continuum.

Graduates are eligible to take the certifying examination administered by the Council on Certification of Nurse Anesthetists, a requirement for practice. The program is fully accredited by the Council on Accreditation (COA) through 2019.

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, intrapartum, 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 Nurse Practitioner Program**
The Pediatric Nurse Practitioner (PNP) 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 Nurse Practitioner**
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.

**Women’s Health Nurse Practitioner**
The Women’s Health Nurse Practitioner (WHNP) Program focuses on the development of an advanced practice nurse who provides primary care to women across the life span, from adolescence to the elderly.

The WHNP Program encourages students to consider the uniqueness of the individual woman and the woman in the context of her community, her relationship with family and others, and her environment. Such woman-centered care is appropriate across populations, social classes, socioeconomic and age groups, and in urban, suburban, and rural settings. In addition to their traditional role in primary care, obstetric, gynecology, and family planning settings, WHNPs work in specialized areas of women’s health care, bringing with them a specific
focus on health promotion and prevention in the context of that setting. They apply the practices of women-centered primary care to complex patients in collaboration with an interdisciplinary team. By ensuring communication with the team and promoting shared decision making with the patient, WHNPs reinforce the humanistic approach necessary to ensure positive health outcomes.

Graduates are eligible for certification as a nurse practitioner in all states in which certification is required as well as for professional certification exams.

**SUB-SPECIALTY PROGRAMS:**

**Genetics in Advanced Practice**
The Genetics in Advanced Practice Sub-Specialty is designed for nurses in a master’s program in nursing who wish to develop expertise in working with families at risk for or with genetic disorders.

Students completing this sub-specialty will:
- Identify individuals and families at risk for a genetic disorder and make appropriate referrals
- Discuss preventative measures in genetics
- Discuss and interpret findings and recommendations by the medical geneticist
- Develop skills in taking a genetic history
- Participate and collaborate with genetic interdisciplinary teams
- Be sensitive to the relevant ethical, legal, and cultural issues involved in genetic services and in the application of genetic technology on health care policy
- Identify services needed by families in the community and make appropriate referrals
- Discuss research findings and their significance to prevention and intervention in genetic disorders
- Explore the effects of Human Genome Project on individuals, families and health care providers

**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 designed 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 Nurse Practitioner
The Oncology Nurse Practitioner sub-specialty prepares advanced practice nurses to assume a leadership role in the delivery of care to the oncology patient and family. Students in this program will be prepared to manage the physical and psychosocial care needs of the individuals with cancer and their families across the illness trajectory.

Through participation in the program, students will:

- Perform cancer risk assessments for diverse populations including the general population, high risk individuals and cancer survivors
- Develop skills in diagnosis and management of common cancers; the diagnostic process includes critical thinking, differential diagnosis and interpretation of data
- Perform assessments of patients with cancer that includes an evaluation of manifestations and toxicities related to cancer and its treatment
- Use evidence based practice guidelines to guide prevention strategies, screening activities and health promotion
- Assist patients and families in coping with the illness and its potential or expected outcomes
- Coordinate palliative and end of life care in collaboration with patients, families, caregivers and members of the multi-disciplinary health care team
- Assess actual or potential late effects of cancer and its treatment including secondary cancers, cardiomyopathy, pulmonary dysfunction, etc. in cancer survivors

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 patient and families across the lifespan and in a variety of settings.

Students completing this sub-specialty will:

- Recognize dynamic changes in population demographics, health care economics and services delivery that necessitate improvements in palliative and end of life care
- Explore attitudes, feelings, values, and expectations about death and grief and the individual, cultural, and spiritual diversity existing in beliefs and traditions
- Promote the provision of palliative and end of life care to the dying as active, desirable and an integral component of care
- Collaborate with interdisciplinary team members while implementing the nursing role in palliative and end of life care
- Explore the experience of suffering, grief, loss, and bereavement for the patient and family
- Communicate effectively and sensitively with the patient, family, and health care team about palliative and end of life issues
- Understanding legal and ethical principles in the analysis of complex issues and end of life care, recognizing the influence of personal values and professional codes
- Assess multiple dimensions including physical, psychological, social and spiritual needs to improve quality at end of life
• Demonstrate skill in the development of a plan for improved palliative and end of life care within a health care delivery system or in a community
• Apply knowledge gained from palliative and end of life care research to education and care

UNIVERSITY STATUTORY CERTIFICATES:

University Statutory Certificates, which carry master’s level credit equivalence, are available to nurses with master’s degrees in nursing who wish an additional specialization without completing an additional master’s degree. Please contact the Office of Admissions for specific requirements.

• Acute Care Nurse Practitioner Certificate Program
• Adult-Gerontology Nurse Practitioner Certificate Program
• Family Nurse Practitioner Certificate Program
• Nurse Anesthesia Certificate Program
• Nurse Midwifery Certificate Program
• Pediatric Nurse Practitioner Certificate Program
• Psychiatric/Mental Health Nurse Practitioner Certificate Program
• Women’s Health Nurse Practitioner Certificate Program

MASTER’S COMPLETION PROGRAMS:

This program is designed for advanced practice nurses who possess a baccalaureate and national professional certification in their area of specialty. The School of Nursing recognizes that many baccalaureate prepared nurses pursued various pathways to professional certification on the advanced practice level and recognizes this with the reward of up to fifteen (15) credits for this certification, based on evaluation of previous course work, transcripts, testing and references.

This program requires 30 credits in residency at the University. This program was specially designed for CNM's, certified ANP's, FNP's, PNP's, or WHNP's.

JOINT DEGREE PROGRAMS:

Nursing and Business (MS/MBA)

The School of Nursing, in collaboration with Columbia University School of Business, offers a combined 75 credit MS/MBA degree. This program allows full or part-time study.

This graduate program is designed for students with an interest in management and nursing who intend to be both advanced clinical practitioners and professionally educated managers in a health care setting. Students must apply separately to, and be admitted by, both schools for the autumn term. In addition to satisfying the MBA requirements, students must complete fifteen business courses and be registered for 45 credits at the Business School. At the School of Nursing, students must register for and complete a minimum of
30 credits, depending on the area of clinical specialty. Overall, a minimum of 75 credits is required for completion of the joint degree.

Students select a clinical specialty at the School of Nursing but need not choose a specific concentration at the Business School. Students are guided in the selection of courses to meet career goals and individual interests.

**Nursing and Public Health (MS/MPH)**
The objective of this joint-degree program, which offers a Master of Science in nursing from the School of Nursing and Master of Public Health from the Columbia University Mailman School of Public Health, is to prepare nurses to be both advanced clinical practitioners and public health practitioners or administrators in a variety of community settings, including hospitals. The program is particularly valuable to nurses whose career goals are focused on the field of nursing but who also desire a broader interdisciplinary outlook.

Joint application is simplified. Certain documents, such as transcripts, GRE scores, and references, may be shared, so duplication may not be necessary. However, students must complete application forms for both schools. The School of Nursing and the School of Public Health both require the Graduate Record Examination (GRE).

Students may apply and be accepted into both programs at the same time but start in either school, with an advisor in each school assigned immediately to coordinate the student’s program and to approve each term’s class choices. Total credit requirements are a minimum of 75 credits (depending on the nursing and public health specializations) plus the School of Public Health’s one-term practicum.

At least 30 credits must be earned in residence in each school in order for a degree to be granted. Each student’s curriculum is planned individually to meet his or her goals, but the basic requirements for admission and graduation for each school must be met. In the School of Nursing, the minimum number of required credits for core and major (or track) courses ranges from approximately 30 to 52 credits, depending on the clinical track selected.

The completion of the master’s degree in nursing allows students to register with New York State as nurse practitioners. In the School of Public Health, the minimum is approximately 30 to 45 credits, depending on the concentration. In both schools, students must also be accepted in a specific track/division. Financial aid is available in both schools for eligible students. Students may not, however, receive financial aid from both schools during the same academic year.

Students in the School of Public Health must complete the core courses in biostatistics, epidemiology, sociomedical sciences, environmental health sciences, and health policy and management. Joint-degree students may combine most Public Health majors with any School of Nursing clinical specialty. Please contact the School of Public Health to learn about those exceptions.
DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM:

The Doctor of Nursing Practice (DNP) program prepares advanced practice nurses with the knowledge, skills and attributes necessary for fully accountable comprehensive practice 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. The curriculum includes content which enables the graduate to conduct complex diagnostic and treatment modalities, utilize sophisticated informatics and decision-making technology, and assimilate in-depth knowledge of biophysical, psychosocial, behavioral and clinical sciences. The Residency and portfolio provide mastery and evidence of competency achievement.

Given the complexity of care, growth of information and biomedical technology, an aging and increasingly diverse population, and worsening disparities in care, the need for a DNP program to prepare clinicians to fill the growing societal need for expert clinicians is timely and necessary.

The post baccalaureate program is 3 years in duration. The first 5 semesters focus on the advanced practice coursework and clinical which vary across the different specialties. In the remaining 3 didactic semesters, the curriculum is offered as a Friday Cohort followed by a mentored and supervised, 1-2 semester-long residency experience.

The post master’s program is 2 years in duration and is offered as a Friday Cohort for 4 semesters followed by a mentored and supervised, 1-2 semester-long residency experience.

In the residency, students master the Columbia University DNP Competencies in Comprehensive Care. The residency must be in an approved setting which may or may not be in the New York metropolitan area.

DNP Competencies for Comprehensive Care 2013:
DNP students specializing in comprehensive care will demonstrate expertise in the provision, coordination, and direction of comprehensive care to patients, including those who present in healthy states and those who present with complex, chronic, and/or co-morbid conditions, across clinical sites and over time. The DNP student will:

Domain I: Comprehensive Clinical Care
Competency 1: Evaluate patient needs based on genetic profile, family history, age, developmental stage and individual risk to formulate plans for health promotion and disease prevention.

Competency 2: Evaluate health risk utilizing principles of epidemiology and clinical prevention

Competency 3: Formulate differential diagnoses, and diagnostic strategies and therapeutic interventions with attention to scientific evidence, safety and cost, for patients who present with new conditions and those with ambiguous or incomplete date, complex illnesses, and comorbid conditions.

Competency 4: Appraise acuity of patient condition, determine need to transfer patient to higher acuity setting, coordinate, and manage transfer to optimize patient outcomes.
Competency 5: Evaluate and direct care during hospitalization, and design a comprehensive discharge plan for patients from an acute care setting.

Competency 6: Direct comprehensive care for patient in a sub-acute setting to maximize quality of life and functional status.

**Domain 2: Interdisciplinary and Patient Centered Communication**

Competency 1: Assemble a collaborative interdisciplinary network, refer and consult appropriately while maintaining primary responsibility for comprehensive patient care.

Competency 2: Coordinate, and manage the care of patients with chronic illness utilizing specialists, other disciplines, community resources, and family, while maintaining primary responsibility for direction of patient care as the focus of care transitions across ambulatory to acute, sub-acute settings, and community settings.

Competency 3: Translate health information, incorporating shared decision-making and address the specific needs of a patient in context of family and community.

Competency 4: Facilitate and guide the process of palliative care and/or planning end of life care and promote informed choices and shared decision making by patient, family, and members of the health care team.

**Domain 3: Systems and Context of Care**

Competency 1: Construct and evaluate outcomes of a culturally sensitive, individualized intervention.

Competency 2: Evaluate gaps in health care access that compromise optimal patient outcomes, and apply current knowledge of the organization and financing of health care systems to advocate for the patient and to ameliorate negative impact.

Competency 3: Synthesize the principles of legal and ethical decision-making and analyze dilemmas that arise in patient care, inter professional relationships, research, or practice management to improve outcomes.

Competency 4: Integrate principles of business, finance, economics, and/or health policy to design an initiative that benefits a group of patients, practice, community and/or a population.

**Domain 4: Building and using Evidence for Best Clinical Practices and Scholarship**

Competency 1: Synthesize and analyze evidence from practice, clinical information systems and patient databases using reflection, interpretation and cumulative clinical knowledge.

Competency 2: Evaluate quality of care against standards using reliable and valid methods and measures and propose innovative, interdisciplinary models that enhance outcomes.

Competency 3: Critically appraise and synthesize research findings and other evidence to inform practice and policy for optimal patient outcomes.
Competency 4: Assess and critically appraise clinical scholarship through participation in the peer review process.

Competency 5: Utilize informatics tools to build data to identify best practices and to identify deficits and improve delivery of care.

DOCTOR OF PHILOSOPHY IN NURSING (PhD):

The PhD program is a research-intensive curriculum that prepares nurse scholars to conduct research independently and as part of interdisciplinary teams. To accomplish this, the program provides students with an understanding of the philosophical and theoretical underpinnings of nursing science, and a strong foundation in research methods (design, statistics, measurement) for clinical, translational and health services research. In addition, all students are mentored by research advisors as they move toward independent research and assuming the roles of doctorally prepared scholars.

Graduates of the PhD program will have the research skills necessary to make a major impact on health care nationwide and to further nursing knowledge at the local, national and international level. Specifically, graduates will be prepared to:

- Design, conduct, direct, and report research studies that increase knowledge about the outcomes of nursing and other healthcare practice
- Provide leadership in improving the health care delivery system
- Translate evidence accumulated through research into practice and policy at multiple levels
- Lead and participate in interdisciplinary research teams
Admissions

The School of Nursing bulletin is updated annually. Students and applicants should always refer to the admissions page on www.nursing.columbia.edu for the most current and specific information on programs, deadlines and admissions requirements. The School of Nursing is a graduate school with an accelerated combined BS/MS program for non-nurse college graduates, Master’s programs in several different specialties, post-master’s certificate programs, and two doctoral degree programs.

GENERAL ADMISSIONS INFORMATION

Entry Terms:
The School of Nursing accepts applications for the summer and fall terms. There is no spring term entry for new students. Please note that each program has specific entry terms and deadlines.

Online Application System:
The School of Nursing uses an online application system. We do not accept paper applications. Prospective applicants are able to access an application from the School of Nursing website, www.nursing.columbia.edu. Applicants are able to continuously work on their application and save their work prior to submission. Applicants are required to upload their personal statement and CV/resume before they can submit their application. The application system also allows recommenders to electronically submit their recommendations for an applicant; as well as, transcripts from all schools attended and GRE scores. Applicants are able to check the status of the application and view their decision via this online portal.

Application Deadlines:
Applicants must submit their application by the date of the deadline. All application materials must be submitted by the respective deadline. Applications submitted after the deadline will only be considered based on the program’s space availability after reviewing the applications that arrived by the deadline. The Admissions Office recommends that applicants login and check the status of their application periodically. Only completed applications are reviewed by the Admissions Committee.

Admissions Entry Exam:
All programs require the General GRE exam by ETS for admissions. Applicants can register for the GRE exam at www.gre.org. Applicants must provide our school code: 2142 and department code: 0610 at the time of the exam. Applications are not complete until the admissions office receives the official scores from ETS. ETS only keeps records of exam scores for five years. Applicants that have GRE scores older than five years must submit their original scores to the Admissions Office. If the applicant does not have the original scores sheet, a letter from their previous institution on official school letterhead with the applicant’s recorded score is acceptable. Applicants that cannot provide either option must re-take the GRE exam to be considered for admissions.
International Applicants:
The School of Nursing accepts applications from students that studied outside of the United States. Nurses from outside of the U.S. interested in applying to the School of Nursing must have a New York State (NYS) Registered Nurse (RN) license prior to enrolling. International nurses that do not have an RN license from the U.S. are encouraged to contact the Commission of Graduate Foreign Nursing Schools (CGFNS) at www.cgfns.org to have their education and experience evaluated for eligibility to take the NCLEX Nursing exam and apply for a NYS RN License.

Applicants that have received a bachelor degree from the U.S. or studied in a foreign university that taught in English are waived from taking the TOEFL exam. All other applicants must take a TOEFL to submit with their application by the deadline. The School of Nursing TOEFL school code is 9828 and department code is 43. The GRE exam is a separate exam and does not waive the TOEFL. Applicants must submit an official transcript from the previous university/college. If the transcript is not in English, applicants must submit an official translation. All foreign transcripts are evaluated by Columbia University’s International Students and Scholars Office.

International applicants requesting a student visa must apply as a full-time student and maintain the full-time status throughout their enrollment at the School of Nursing. After being offered admissions, applicants must complete an Application for Visa Certificate to apply for a student visa.

A COMPLETE APPLICATION

The Admissions Committee only reviews completed applications. A completed application has all the following admissions materials with the Admissions Office by the program application deadline.

- Application and application processing fee
- Transcripts of all post-secondary colleges/universities will be uploaded
- Personal statement (2 pages, 12 font, and double spaced) will be uploaded
- Case Study (Executive Post-Masters DNP Applicants Only) will be uploaded
- CV/Resume will be uploaded
- Three letters of recommendation/references submitted electronically
- Official General GRE scores will be uploaded
- RNs and APRNs must upload copies of licenses and certifications (MS/DNP/PhD Applicants Only)
- International applicants upload official TOEFL scores

All applicants must have a Bachelor’s degree from an accredited institution. RNs and APRNs must have a nursing education from an NLN or CCNE accredited program.
APPLICATION DEADLINES

Application Deadlines:

<table>
<thead>
<tr>
<th>Program</th>
<th>Deadline</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined BS/MS Entry to Practice Program (ETP)</td>
<td>November 15</td>
<td>Full-time Only</td>
</tr>
<tr>
<td>MS and Certificate Nurse Anesthesia</td>
<td>November 1</td>
<td>Full-time Only</td>
</tr>
<tr>
<td>Master's Program Summer Applicants</td>
<td>January 15</td>
<td>Full-time or Part-time</td>
</tr>
<tr>
<td>PhD Program</td>
<td>January 2</td>
<td>Full-time Only</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (DNP) Programs</td>
<td>March 1</td>
<td>Full-time Only</td>
</tr>
<tr>
<td>Master's Program Fall Applicants</td>
<td>April 16</td>
<td>Midwifery and Certificate Apps Full-time; Other MS programs Part-Time, if available</td>
</tr>
</tbody>
</table>

Application Fee:
The $65 application fee is non-refundable. Applicants are responsible to complete the application by the deadline to be reviewed. Application fee waivers are reviewed on a case by case basis. Applicants must make a request at least a month prior to the deadline and submit documentation of financial constraints to the Admissions Office.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

Entry to Practice Program (BS/MS)
Entry to Practice (BS/MS) is an accelerated full-time BS/MS combined degree program for applicants that have a baccalaureate degree but are not nurses. Prior to enrolling applicants must have completed the following prerequisites:

- Human Anatomy and Physiology *(two courses unless the school offers a concentrated course that covers all systems in one course)*
- Microbiology *(one course)*
- Nutrition *(one course)*
- Psychology *(one course in Intro, General, Developmental or Lifespan)*
- English Composition or Intense Writing *(one course)*
- Intro to Statistics *(one course)*

BS/MS applicants applying to the Anesthesia Specialty must also take these additional prerequisites:

- Intro to Chemistry *(one course)*
- Organic to Chemistry *(one course)*

The BS/MS program begins in the summer term each year. Students are required to complete all prerequisite coursework and have conferred their bachelor’s degree by the first day of orientation. As the BS/MS program is a dual degree program, applicants must choose a Master’s specialty at the time of application. Applicants are encouraged to address their career goals for their chosen specialty in their personal statement.

Admission Deadlines:
Summer Term: Entry to Practice (Full-time) – November 15
MS GRADUATE PROGRAM

The MS programs are for RNs that hold a nursing or a non-nursing bachelor’s degree. Applicants currently enrolled in a nursing education program must be eligible to sit for the NCLEX prior to applying. Applicants may choose from one of the following specialties:

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult-Gerontology Acute Care Nurse Practitioner</td>
<td>Nurse Anesthesia</td>
</tr>
<tr>
<td>Adult-Gerontology Primary Care Nurse Practitioner</td>
<td>Nurse Midwifery</td>
</tr>
<tr>
<td>Pediatric Primary Care Nurse Practitioner</td>
<td></td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>Psychiatric Mental Health Nurse Practitioner</td>
</tr>
</tbody>
</table>

Please note that all applicants must have a NYS RN license prior to beginning their clinical rotations.

RNs with a non-nursing bachelor’s degree are eligible to apply but, if offered admissions, must complete an additional five credits in community health coursework prior to completing the program.

All applicants must have completed the following prerequisites prior to enrolling:

- Intro to Statistics *(one course)*
- Health/ Physical Assessment *(one course)*

**Midwifery Applicants** Program cohort is only available full-time with fall entry.

**Anesthesia Applicants** must have at least one year of ICU clinical experience prior to enrolling. Program cohort is only offered full-time. In addition to the general MS prerequisites, Anesthesia applicants must also take these additional prerequisites:

- Intro to Chemistry *(one course)*
- Organic to Chemistry *(one course)*

**Acute Care Applicants** must have one year of experience in a critical care environment.

Admission Deadlines:
Summer Term: Nurse Anesthesia (Full-time) – November 1
Summer Term: Other MS Programs (Full-time or Part-time Study, if available) – January 15
Fall Term (Midwifery Full-time and Part-time Study if available) – April 15
UNIVERSITY STATUTORY CERTIFICATE PROGRAMS

University Statutory Certificates, which carry master's level credit equivalence, are available to nurse practitioners with master's degrees in nursing who wish an additional specialization without completing an additional master's degree. Additionally, the GRE is not required for students applying for a certificate program. All applicants must have completed the following prerequisites:

- Intro to Statistics (*one course*)
- Health /Physical Assessment (*one course*)

_Anesthesia Certificate Applicants_ have the same deadline as the Anesthesia MS program. Unlike the MS Anesthesia program, certificate applicants enroll in the fall term.

**Admission Deadlines:**
Nurse Anesthesia – November 1 – Fall Term
MS Certificate Programs – April 15 – Fall Term

DOCTOR OF NURSING PRACTICE (DNP)

The Doctor of Nursing Practice (DNP) program prepares advanced practice nurses with the knowledge, skills and attributes necessary for fully accountable comprehensive practice 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. The curriculum includes content which enables the graduate to conduct complex diagnostic and treatment modalities, utilize sophisticated informatics and decision-making technology, and assimilate in-depth knowledge of biophysical, psychosocial, behavioral and clinical sciences. The Residency and portfolio provide mastery and evidence of competency achievement.

Given the complexity of care, growth of information and biomedical technology, an aging and increasingly diverse population, and worsening disparities in care, the need for a DNP program to prepare clinicians to fill the growing societal need for expert clinicians is timely and necessary.

The post baccalaureate program is 3 years in duration. The first 5 semesters focus on the advanced practice coursework and clinical which vary across the different specialties. In the remaining 3 didactic semesters, the curriculum is offered as a Friday Cohort followed by a mentored and supervised, 1-2 semester-long residency experience.

The post master's program is 2 years in duration and is offered as a Friday Cohort for 4 semesters followed by a mentored and supervised, 1-2 semester-long residency experience.

In the residency, students master the Columbia University DNP Competencies in Comprehensive Care. The residency must be in an approved setting which may or may not be in the New York metropolitan area.

The Director of the Doctor of Nursing Practice program is [Susan Doyle-Lindrud, DNP APN](mailto:susan.doyle-lindrud@cumc.columbia.edu).

**Admission**
Nurses are able to apply to the DNP program as a post-BSN graduate or post-Master's graduate. The admissions requirements vary by program and have different deadlines.
Post-BSN Entry

- Begins every summer
- Class days vary based on specialty area, students have the option of a fast-track full time program or a slow track part-time program
- New York State Registered Nurse license or eligibility
- Applicants must select a Master’s specialty on the application
- Applications are reviewed by both the Master’s and the DNP Admissions Committees

Executive Post-Master’s Entry

- Begins every fall
- Courses are offered Fridays only, allowing nurses to practice while in the doctoral program.
- Current professional certification as an Advanced Practice Nurse
- Master’s degree in advanced nursing practice from an NLN or CCNE accredited program
- Applicants should have successfully passed graduate-level pharmacology, advanced physiology, physical assessment, and health policy.

Admissions Requirements for ALL applicants:

- Three references attesting to applicant’s academic ability and potential; one of the references must be from a professional colleague
- Satisfactory score on the GRE
- Case study that represents applicant’s level of clinical expertise in the provision of care
- Prerequisite (C or better): Statistics within 5 years
- Personal goal statement that is congruent with program goals (two pages, double-spaced, 12 pt. font)
- Resume or Curriculum Vitae
- Applicants will be selected for an interview with the Admissions Committee

Admission criteria include:

- New York State license as Registered Nurse and Advanced Practice Nurse or eligibility
- Current professional certification as an Advanced Practice Nurse
- Master’s degree in advanced nursing practice from an NLN or CCNE accredited program
- Relevant experience in advanced practice nursing
- Three references attesting to applicant’s academic ability and potential, including one from professional colleague
- Satisfactory score on the GRE (score must be 5 years old or less)
- Case study that represents applicant’s level of clinical expertise in the provision of care
- Prerequisite (C or better): Statistics within 5 years
- Personal goal statement that is congruent with program goals (two pages, double-spaced, 12 pt. font)
- Resume or Curriculum Vitae

Admission Deadlines:
Post-Bachelor’s Entry DNP Program – January 15 – Summer Term
Post-Masters Entry DNP Program – March 1 – Fall Term
DOCTOR OF PHILOSOPHY IN NURSING (PhD)

The PhD program is a research-intensive curriculum preparing nurse scholars who are ready to begin to conduct research in nursing outcomes and health policy, independently and as part of interdisciplinary teams. To accomplish this, the program provides students with an understanding of the philosophical and theoretical underpinnings of nursing science, and a strong foundation in research methods (design, statistics, measurement) for clinical, translational and health services research. In addition, all students are mentored by research advisors as they move toward independent research and assume the role of a nurse scientist.

Admission Criteria:
- Master’s degrees in related disciplines, for example MBA or MPH, who are otherwise well-qualified. If admitted, additional nursing credits to ensure an adequate background may be required.
  - or
- Post-baccalaureate pathway: Bachelor's degree in nursing from an accredited program. Applicants for post-BSN entry must have career goals that are consistent with the purposes of the PhD program and demonstrated aptitude for research.

And for all applicants:
- Satisfactory score on the Graduate Record Exam (GRE)
- Three references attesting to applicant's academic ability and potential (at least two must be from PhD-prepared faculty or colleagues who can speak to the candidate's potential for a research career).
- Personal goal statement that is congruent with program goals. In preparing the goal statement, applicants should include their anticipated program of research and explore the PhD program faculty research interests to identify a potential research advisor with similar interests.
- Graduate course work in health and social policy.

Admission Deadlines:
PhD Program – January 2 – Fall Term
Financial Aid

The Office of Financial Aid at Columbia University School of Nursing is comprised of a team of dedicated professionals committed to serving students by providing them information to secure the necessary financial resources to meet their educational goals and financial obligations to Columbia University. We provide quality customer service in delivering information on federal, state, institutional, and private sources of financial aid.

In pursuing our mission we strive to uphold the highest degree of professionalism, confidentiality, honesty, and integrity and work collaboratively with all areas of the School of Nursing, recognizing that only together can we achieve our common goal to enhance enrollment, retention, and academic success of our students.

WHAT IS FINANCIAL AID?
Money provided to the student and the family to help them pay for the student's education or which is conditioned on the student's attendance at an educational institution. Major forms of financial aid include gift aid (grants and scholarships) and self-help aid (loans and work) (FinAid, 2013).

TYPES OF FUNDING

Gift Aid and/or Scholarships
Financial aid, such as grants and scholarships, which does not need to be repaid.

Merit-based
Financial aid that is merit-based depends on your academic merit or some other criteria, and does not depend on the existence of financial need. Merit-based awards use your grades, test scores, hobbies and special talents to determine your eligibility for scholarships.

Nursing Student Loan (NSL)
A low interest loan administered by the US Department of Health and Human Services (HHS) and available to students enrolled in nursing programs.

Perkins Loan
Formerly the National Direct Student Loan Program, the Perkins Loan allows students to borrow up to $3,000/year (5 year max) for undergraduate school and $5,000/year for graduate school (6 year max). The Perkins Loan has one of the lowest interest rates and is awarded by the financial aid administrator to students with exceptional financial need. The student must have applied for a Pell Grant to be eligible. The interest on the Perkins Loan is subsidized while the student is in school.

Direct Stafford Loans
Federal loans that come in two forms, subsidized and unsubsidized. Subsidized loans are based on need; unsubsidized loans aren't. The interest on the subsidized Stafford Loan is paid by the federal government while the student is in school and during the 6 month grace period. The Subsidized Stafford Loan was formerly known as the Guaranteed Student Loan (GSL). The Unsubsidized Stafford Loan may be used to pay the EFC.
Undergraduates may borrow up to $31,000 ($5,500 during the freshman year, $6,500 during the sophomore year and $7,500 during the third, fourth and fifth years) no more than $23,000 of which may be subsidized ($3,500 during the freshman year, $4,500 during the sophomore year and $5,500 during the third, fourth and fifth years) and graduate students up to $65,500 including any undergraduate Stafford loans ($20,500 per year, no more than $8,500 of which may be subsidized). The difference between the subsidized loan amount and the unsubsidized limit may be borrowed by the student as an unsubsidized loan.

Higher unsubsidized Stafford loan limits are available to independent students, dependent students whose parents were unable to obtain a PLUS Loan and graduate/professional students. Undergraduates may borrow up to $57,500 ($9,500 during the freshman year, $10,500 during the sophomore year and $12,500 during each subsequent year) and graduate students up to $138,500 including any undergraduate Stafford loans ($20,500 per year). These limits are for subsidized and unsubsidized loans combined. The amounts of any subsidized loans are still subject to the lower limits for dependent students. Certain medical school students may borrow an aggregate amount of $224,000.

The terms for Direct Loans are the same as for the Stafford Loan program. For more information about Direct Loans, contact the Direct Loan Servicing Center at 1-800-848-0979.

Private Loans
Education loan programs established by private lenders to supplement the student and parent education loan programs available from federal and state governments

Veteran Benefits
For Federal financial aid purposes such as determining dependency status, a veteran is a former member of the US Armed Forces (Army, Navy, Air Force, Marines or Coast Guard) who served on active duty and was discharged other than dishonorably (i.e., received an honorable or medical discharge). You are a veteran even if you serve just one day on active duty - not active duty for training - before receiving your DD-214 and formal discharge papers. (Note that in order for a veteran to be eligible for VA educational benefits, they must have served for more than 180 consecutive days on active duty before receiving an honorable discharge. There are exceptions for participation in Desert Storm/Desert Shield and other military campaigns.)

FREQUENTLY USED FINANCIAL AID TERMS

Expected Family Contribution (EFC)
The amount of money that the family is expected to be able to contribute to the student's education, as determined by the Federal Methodology need analysis formula approved by Congress. The EFC includes the parent contribution and the student contribution, and depends on the student's dependency status, family size, number of family members in school, taxable and nontaxable income and assets. The difference between the COA and the EFC is the student's financial need, and is used in determining the student's eligibility for need-based financial aid.
Verification
Verification is a review process in which the FAO determines the accuracy of the information provided on the student's financial aid application. During the verification process the student and parent will be required to submit documentation for the amounts listed (or not listed) on the financial aid application. Such documentation may include signed copies of the most recent Federal and State income tax returns for you, your spouse (if any) and your parents, proof of citizenship, proof of registration with Selective Service, and copies of Social Security benefit statements and W2 and 1099 forms, among other things. Financial aid applications are randomly selected by the Federal processor for verification, with most schools verifying at least 1/3 of all applications. If there is an asterisk next to the EFC figure on your Student Aid Report (SAR), your SAR has been selected for verification. Schools may select additional students for verification if they suspect fraud. Some schools undergo 100% verification.

If any discrepancies are uncovered during verification, the financial aid office may require additional information to clear up the discrepancies. Such discrepancies may cause your final financial aid package to be different from the initial package described on the award letter you received from the school. If you refuse to submit the required documentation, your financial aid package will be cancelled and no aid awarded.

Free Application for Federal Student Aid (FAFSA)
All students must file a Free Application for Federal Student Aid (FAFSA). Students may apply for FAFSA on line at www.fafsa.ed.gov. Our university code is 002707. Student information is transmitted directly to the U.S. Department of Education and eliminates the additional processing time associated with traditional paper FAFSA. This process is quicker and better for both the students and the School of Nursing. The FAFSA is the only application needed for ALL student aid programs, including School of Nursing Scholarships (www.fafsa.ed.gov).

Awarding
Financial aid may be adjusted if you receive additional resources such as outside scholarships or tuition assistance, if your enrollment status and/or credit load changes including withdrawing from the University, or if your expected student/family contribution is amended or reassessed upon review of your FAFSA information or if your FAFSA information is updated. You are responsible to inform the Office of Financial Aid of any changes on your FAFSA, enrollment, or financial information (this includes on-campus housing and student health insurance).

The Office of Financial Aid will be reviewing all financial aid packages and may reconcile your budget and your awards after the drop/add period, the first few couple of weeks of each term. If there are any changes in your enrollment or cost of education (budget), your loans may be returned to the lender. Students must be enrolled no less than half time if applying for federal financial aid. More information about half time status and half time certification is available in our student handbook p. 22.

PH.D Funding
Columbia University School of Nursing is committed to offering all of our PhD students a comprehensive financial aid package for the first two years of doctoral coursework (a total of 37 credits). This package includes tuition, fees and health insurance as well as a stipend of approximately $22,000 per year.
As part of, or in addition to this financial package, your academic advisor may offer you additional learning opportunities and resources related to funded fellowships. After the first two years of coursework, our PhD students typically receive funding for the dissertation phase (4-6 tuition credits) through a number of different mechanisms such as:

- Fellowships on institutional training grants.
- Individual training grants or competitive awards from foundations
- Additional paid opportunities as a research assistant or a teaching assistant.

**International Students**

International students are not eligible to receive financial aid. International students can be eligible to apply for private loan if your cosigner is a US Citizen or Permanent Resident

(International students may apply with a US Citizen or Permanent Resident Co-signer)

- Interest rate varies based on borrower’s and co-signer’s credit review
- Must review promissory note as terms and conditions vary by lender
- There is a list of suggested lenders* on the Columbia website:

  [http://www.columbia.edu/cu/sfs/docs/Grad_Fin_Aid/suggested_lenders/index.html](http://www.columbia.edu/cu/sfs/docs/Grad_Fin_Aid/suggested_lenders/index.html)

**SATISFACTORY ACADEMIC PROGRESS**

According to federal regulations, Columbia University School of Nursing is required to monitor standards of satisfactory academic progress (SAP) for students receiving Federal Title IV funding. This includes: Federal Stafford Loan and Federal Parent Loan. Students who are receiving federal aid, as well as campus based aid, are required to maintain SAP in order to continue to be eligible to receive aid.

Please refer to page 9 of your Student Handbook for further information about withdrawals, academic probation, and cumulative GPA and completion date requirements (Link: [http://www.cumc.columbia.edu/nursing/students/pdf/StudentHandbook2012-2013.pdf](http://www.cumc.columbia.edu/nursing/students/pdf/StudentHandbook2012-2013.pdf))

**FINANCIAL AID WARNING**

Any student who does not meet the GPA Requirement and/or the Completion Rate Requirement will be placed on “Financial Aid Warning” for the following term.
EXIT COUNSELING INFORMATION

All student borrowers who leave the Columbia University School of Nursing either by graduating, withdrawing, or failing to return for a subsequent semester are required by Federal Law to complete exit counseling on the web at www.studentloans.gov.

Student borrowers must complete exit counseling to obtain an official transcript from the Columbia University.

Exit counseling takes approximately 30-40 minutes to complete. The Office of Financial Aid receives results of exit counseling once a week. Official transcripts may be released only after results are received.

Contact Information:
Office of Financial Aid
Columbia University School of Nursing
617 West 168 Street #134
New York, NY 10032
Tel: 212-305-8147
Fax: 212-342-3189
E-mail: sonfinaid@columbia.edu
http://www.nursing.hs.columbia.edu

Office Hours:
Walk-In Days: Walk-in days are now Monday - Wednesday, 9-4pm

By appointment only: Thursdays and Fridays 9-4pm.

* Appointment Request: We are asking that you send your appointment request in writing to sonfinaid@columbia.edu. Please title the email “Appointment Request”. The Office of Financial Aid will contact the student with 1-2 business days with our availability.
Student Resources

Bard Athletic Center
The renovated Bard Athletic Club encompasses a twenty-yard swimming pool, three squash courts, a gymnasium, an exercise room, Nautilus and Universal exercise equipment, stationary bicycles and rowing machines, lockers, and showers. The facility is wheelchair-accessible. Membership in the Bard Athletic Club is open to all Columbia University Health Sciences students, their spouses, employees, and alumni. Membership fees are included in the normal tuition bill. Information is available at Bard Athletic Club at 50 Haven Avenue, Level L3, or by calling 212-304-7010: http://www.cumc.columbia.edu/facilities-management/housing/bard-athletic-center

Housing
Over 1300 students, faculty and post docs live in Medical Center accommodations, a practical and cost-effective way to live in Manhattan. All of the residential buildings are located at the Center and are within walking distance to academic buildings and labs, the library, the campus athletic center and the city’s subway and bus system. Campus accommodations for students include a wide range of offerings from single dormitory rooms, to 2, 3 and 4 person suites to one bedroom apartments. Students that will be enrolled as Full-Time status students are eligible to apply for on campus housing. Individuals must maintain full-time matriculated student status to continue and remain in campus housing. On-campus housing is not guaranteed, and students should also consider off-campus housing options. General information and housing information/application request cards are distributed by the School of Nursing at the time of student’s acceptance. General housing information is available at: http://www.cumc.columbia.edu/facilities-management/housing/housing or by phone at (212) 304-7000. Off-campus housing assistance is available at (212) 304-7267.

International Students
The International Affairs Office (IAO) serves the immigration-related needs of CUSON students. The staff of the IAO provides advice and counseling to foreign students on such matters as admission, housing, regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study), information about the various international student clubs at Columbia, travel in the United States, and community, cultural, and other activities. The staff evaluates all foreign transcripts for equivalency to American education. International students must maintain lawful F-1 or J-1 student status while enrolled at CUSON. International Students must maintain full-time enrollment and normal, full-time progress toward your degree or certificate. IAO is located in the Black Building, Room 1-126B, phone number 212-305-5455.

Orientation
CUSON holds an Orientation program for all new students in the Summer and Fall semesters. All new students are required to attend. Information regarding the day, time and place of orientation can be obtained from the Office of Student Affairs at 212-305-5451.
Advisement
Upon admission to a degree program, each student is assigned a faculty advisor. The advisor is available for academic counseling and assistance in planning a program of study. All students must create a Program Plan that details the time frame in which the student will complete degree requirements. This program plan will be the basis of registration throughout the students program. It is the responsibility of students to maintain this plan to ensure accurate registration.

Sigma Theta Tau
The Alpha Zeta Chapter of Sigma Theta Tau, the International Nursing Honor Society, was established at the School of Nursing in 1964. Membership is by invitation, and the selection of graduate and undergraduate students is based on excellence in academic performance and evidence of leadership potential. The Chapter sponsors a research conference as well as several program meetings annually.

Transportation
A free shuttle bus system operates between the CUMC and Morningside campuses, as well as to the Harlem Hospital Center. Students must have their CU ID card to ride the shuttle. Travel time between points is approximately 20 minutes. All scheduled times are approximate; please allow two to three minutes variance. There is no shuttle service on University Holidays. Shuttle schedules are available online:
http://www.columbia.edu/cu/transportation/docs/shuttles/intercampus.html

Parking
Parking at the Columbia University Medical Center Campus is extremely limited. Information, eligibility, and parking permit applications can be found online:
http://www.cumc.columbia.edu/facilities-management/parking/parking

University Bookstore
The CUMC Audubon Bookstore carries required and recommended textbooks for CUMC schools as requested by Columbia faculty. It also stocks academic supplies, imprinted items, clothing, academically priced software and medical instruments. Visit the CUMC Bookstore at 3954 Broadway at 165th Street. Students can also visit the Morningside campus bookstore: http://www.columbiabookstore.com

Student Administrative Services (Registrar, Cashiering, and Account Services)
In addition to registration, record-keeping, and billing, Student Administrative Services posts degrees and grades to student records; processes requests for academic transcripts and certifications; and distributes diplomas. Students can visit the Student Administrative Services website for information:
http://www.cumc.columbia.edu/student/admin/
Student Activities

Students entering the Columbia University, School of Nursing come from diverse backgrounds. While some master’s degree candidates enter directly from college, others are making mid-life career changes, and/or returning to college after raising a family. The common factor shared by all students is the goal of a graduate degree and a vision about the importance of the contribution of nurses to health care. The Office of Student Activities at Columbia University, School of Nursing, ensures that students from all walks of life, are actively engaged with the College, community, and university partners; enhancing their overall student experience.

The Office of Student Activities is responsible for building a comprehensive and viable student life experience for School of Nursing students. Through active participation in co-curricular and extra-curricular events, activities, and programs, School of Nursing students enjoy the benefits of balancing an active social life with their academic endeavors; enhancing their collegiate experience while embracing and engaging in the diversity of New York City. With the support of our students, The Office of Student Activities manages and develops events and programs that correlate with the academic and social needs of School of Nursing students including:

- **Peer mentorship** – As a signature program within the Office of Student Activities, the CUSON peer mentorship program spans the length of the Entry To Practice program year. Participants engage in monthly meetings where the mentorship experience is discussed and new tools are provided to further the growth of the mentor/mentee relationship. In addition to fostering interpersonal communication within the mentor/mentee relationship, the Office of Student Activities hosts monthly workshops to enhance students’ understanding of a cadre of topics including personal leadership attributes, current events, leadership, diversity & inclusivity and career development.

- **Student groups and committees** – The Office of Student Activities actively promotes and assists students whom seek to initiate new student groups by providing advising, and financial support to promote student life. The ability to ensure viability and success of each student group is a priority for the office. Students whom seek to become involved with the College can do so by joining committees including The Dean’s Advisory Group, Diversity & Cultural Affairs subcommittees, and CUMC interdisciplinary groups Student Health Advisory Group and Queer Ally Partnership. A full listing of committees and groups for students to volunteer their time can be found here: [http://www.cumc.columbia.edu/nursing/studentaffairs/opportunities.php](http://www.cumc.columbia.edu/nursing/studentaffairs/opportunities.php)

For information regarding activities and events throughout New York City, and student discounts on NYC attractions, please visit: [http://www.cumc.columbia.edu/nursing/studentaffairs/stuSpot.php](http://www.cumc.columbia.edu/nursing/studentaffairs/stuSpot.php)

For information about Banking, Campus Information and Map, Child care, eating around campus, Parks and Recreation, Jobs, Mail/Postal Services, Places of Worship, Public Safety and Schools for Children, please visit: [http://cumc.columbia.edu/about/student-resources](http://cumc.columbia.edu/about/student-resources)
CUSON STUDENT HANDBOOK

The Student Handbook is updated each year. It contains important information on SON’s academic and professional standards, as well as policies and procedures.

The current version of the Student Handbook can be found on the SON Student Services Website: http://www.cumc.columbia.edu/nursing/students/stuResources.html

Below are some topics that are covered in the Student Handbook:

- Essential Qualifications for Students
- Academic, Professional, and Grading Standards
- Academic Review and Probation
- Withdrawal
- Academic Honors
- Advisement
- Code of Ethics and Professional Behavior
- Dean’s Discipline Procedure
- Student Academic Grievance Procedure
- Procedure for Student Complaint against Faculty
- Attendance
- Lateness
- Enrollment Requirements
- Student Enrollment Status
- International Student Enrollment
- Re-admission
- Student Records
- Academic Computing
- Graduation
- RN Licensure
- Professional Liability Insurance
- Professional Licensure & Certification
- Post-Graduation
- Student Attire in Clinical Settings
- Religious Holidays
- Residency Requirements
- Advanced Standing
- Auditing
- Cross-Registration
- Change of Program Period
- Change of Specialty or Program
- Non-degree Status
- Matriculation
- Clinical Placement
- HIPAA Training
- Background Checks
- Required Drug Testing
- Leave of Absence
- Veterans Leave of Absence and Re-admission

ESSENTIAL POLICIES FOR THE COLUMBIA COMMUNITY

The Essential Policies for the Columbia Community site contains valuable information to help students, faculty and staff understand some of the policies and regulations of the University: http://www.essential-policies.columbia.edu/
ENROLLMENT REQUIREMENTS AND STUDENT ENROLLMENT STATUS

Students are required to enroll in at least 5 credits per term at CUSON. Student status is determined by the amount of credits a student registers for in each term.

**Bachelor of Science Students:**
Registration for 5 credits = Part-time status
Registration for 6-11 credits = Half-time status
Registration for 12 or more credits = Full-time status

**Master of Science Students:**
Registration for 5 credits = Part-time status (PT)*
*Students taking 5 credits with one or more credits in a clinical course can request to certify as HT
Registration for 6-11 credits = Half-time status**
**Students taking 9 credits with one or more credits in a clinical course can request to certify as FT
Registration for 12 or more credits = Full-time status

**PhD and DNP Students:**
Registration for 5-8 credits = Half-time status
Registration for 9 or more credits = Full-time status

STUDENT RECORDS

A student's official academic record is maintained and the use thereof is carefully controlled according to The Federal Family Educational Rights and Privacy Act (FERPA) of 1974. Columbia University strictly follows the privacy regulations outlined in the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 which regulates a wide range of privacy related activities including:

- Management of student records maintained by the University
- Regulations regarding who has access to student records
- For which purposes access to student records is granted

The act also:
- Permits the University to release limited directory information without a student's consent
- Guarantees students access to their records, and allows them to restrict such access to others
- Students may restrict access to their academic records by submitting a signed Withhold Information Request Form to the Registrar's Office
- A student may obtain access to his education records by making application to the Student Service Center of the Office of the Registrar

Please refer to Essential Policies for the Columbia Community for details on FERPA.

THE CLERY ACT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is available on the Department of Public Safety website:
http://www.columbia.edu/cu/publicsafety/
Office of Curricular and Academic Support

The Office of Curricular and Academic Support (OCAS) provides support for the curricular activities for the Division of Academic Affairs. OCAS acts as a liaison between the school and all central academic services, including specialty program support, classroom management, course management, data reporting, etc. Within the school, the OCAS team continues to be responsible for course offerings each semester and course evaluations, clinical placement agreements, clinical database (Medatrax and Typhon), non-salaried appointments for preceptors, exam and syllabi maintenance and program specific needs.

As Columbia University, Columbia University Medical Center and the School of Nursing move towards more efficiency in conjunction with high expectations and standards, the responsibilities that fall under the rubric of academic and curricular support continues to expand in quantity and complexity. OCAS is proactive in contributing to the academic mission of the school.
Curriculum Requirements: Sample Program Plans

This section will provide you with a sample of each program curriculum requirements Columbia University School of Nursing reserves the right to change the course requirements at any time without notice.

Please check the School of Nursing website and/or contact the Office of Curricular and Academic Support for the most current requirements.

School of Nursing Website:
http://www.cumc.columbia.edu/nursing/academics/index.html

Office of Curricular and Academic Support:
Phone Number: 212-342-3920
Email: son-ocas@cumc.columbia.edu

PROGRAM PLANS COVERED IN THIS SECTION:

• Combined BS/MS (ETP) Program
• Master’s Specialties and Subspecialties
  o Adult-Gerontology Acute Care Nurse Practitioner Program
  o Adult-Gerontology Primary Care Nurse Practitioner Program
  o Family Nurse Practitioner Program
  o Nurse Anesthesia Program
  o Nurse Midwifery Program
  o Pediatric Primary Care Nurse Practitioner Program
  o Genetics in Advanced Practice
  o HIV/AIDS
  o Oncology Nurse Practitioner
  o Palliative and End of Life Care
  o Women’s Health Sub-Specialty
• Master’s Completion Programs (ANPs, FNPs, WHNPs)
• Doctor of Nursing Practice (DNP) Post Baccalaureate and Post Master’s
• Doctor of Philosophy in Nursing (PhD)
## COMBINED BS/MS (ETP) PROGRAM: Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>N4050</td>
<td>Physical Assessment</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N4051</td>
<td>Physical Assessment Laboratory</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N4100</td>
<td>Pharmacology</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5102</td>
<td>The Science of Nursing Practice</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5104</td>
<td>Practicum: Science of Nursing Practice</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5110</td>
<td>Issues of Nursing Practice</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5800</td>
<td>Topics in Nursing</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6100</td>
<td>Advanced Physiology</td>
<td>3</td>
<td>Core</td>
</tr>
</tbody>
</table>

**Summer I: 20 Credits**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>N5270</td>
<td>The Science of Nursing Practice with Childbearing Families</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5275</td>
<td>Nursing Practice with Childbearing Families</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5280</td>
<td>The Science of Nursing Practice with Children</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5282</td>
<td>Nursing Practice with Children</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5284</td>
<td>The Science of Nursing Practice with Adults</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5286</td>
<td>Nursing Practice with Adults</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5800</td>
<td>Topics in Nursing</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6121</td>
<td>Pathophysiology Across the Lifespan</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6826</td>
<td>Evaluation and Application of Research</td>
<td>3</td>
<td>Core</td>
</tr>
</tbody>
</table>

**Fall: 22 Credits**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6703</td>
<td>The Science of Health Promotion and Disease Prevention in the Community</td>
<td>3</td>
<td>Specialty</td>
</tr>
</tbody>
</table>

**Winter/Spring I: 18 Credits**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>N5200</td>
<td>The Science of Psychiatric/Mental Health Nurse Practice</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5202</td>
<td>Practice in Psychiatric/Mental Health Nursing</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5490</td>
<td>Integration of Nursing Practice</td>
<td>6</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5491</td>
<td>Integration Seminar</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5492</td>
<td>Community Service Learning Project</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5710</td>
<td>Decision Support for Advanced Practice Nursing</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N5800</td>
<td>Topics in Nursing</td>
<td>3</td>
<td>Specialty</td>
</tr>
</tbody>
</table>

**Total Credits 60**
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer I: 9 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6100</td>
<td>Advanced Physiology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6826</td>
<td>Evaluations and Application of Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8786</td>
<td>Advanced Clinical Assessment Across the Adult Lifespan</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td><strong>Fall I: 12 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6121</td>
<td>Pathophysiology Across the Lifespan</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6838</td>
<td>Diagnosis and Management of the Critically/Acutely Ill Adult I</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8102</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8788</td>
<td>Advanced Clinical Assessment: Lab</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8816</td>
<td>Practicum in Acute Care</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Spring I: 8 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6839</td>
<td>Diagnosis and Management of the Critically/Acutely Ill Adult II</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6930</td>
<td>Interpersonal Violence and Abuse</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N6940</td>
<td>Management and Advanced Practice Nursing</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N8820</td>
<td>Advanced Practicum in Critical Care for the Nurse Practitioner II</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Summer II: 8 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8823</td>
<td>Advanced Practicum in Critical Care for the Nurse Practitioner III</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8843</td>
<td>Acute Care Independent Study</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6920</td>
<td>Health and Social Policy: Context for Practice and Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td><strong>Fall II: 8 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8290</td>
<td>Incorporating Genetics</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8825</td>
<td>Acute Care Integration and Pract. III</td>
<td>5</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>45</strong></td>
<td></td>
</tr>
</tbody>
</table>
ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER PROGRAM: Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer I: 9 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6100</td>
<td>Advanced Physiology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6826</td>
<td>Evaluations and Application of Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8786</td>
<td>Advanced Clinical Assessment Across the Lifespan</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td><strong>Fall I: 13 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6121</td>
<td>Pathophysiology Across the Lifespan</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6920</td>
<td>Health and Social Policy</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8766</td>
<td>Practicum in Primary Care Across the Adult Lifespan I</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8770</td>
<td>Diagnosis and Management of Illness – Adult Lifespan I</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8102</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td><strong>Spring I: 9 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8290</td>
<td>Incorporating Genetics</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8763</td>
<td>Clinical Seminar in Primary Care Across the Adult Lifespan I</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8767</td>
<td>Practicum in Primary Care Across the Adult Lifespan II</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8771</td>
<td>Diagnosis and Management of Illness – Adult Lifespan II</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Summer II: 9 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6930</td>
<td>Interpersonal Violence</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N6940</td>
<td>Management in Advanced Practice</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N8764</td>
<td>Clinical Seminar in Primary Care Across the Adult Lifespan II</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8768</td>
<td>Practicum in Primary Care Across the Adult Lifespan III</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8774</td>
<td>Diagnosis and Management of Illness – Adult Lifespan III</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Fall II: 5 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8765</td>
<td>Clinical Seminar in Primary Care Across the Adult Lifespan III</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8776</td>
<td>Advanced Practicum in Primary Care</td>
<td>4</td>
<td>Specialty</td>
</tr>
</tbody>
</table>

**Total Credits** 45
### FAMILY NURSE PRACTITIONER PROGRAM:
#### Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I: 7 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6920</td>
<td>Health and Social Policy: The Context for Practice and Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8102</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8548</td>
<td>Normal Antepartum for Family Primary Care</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>Fall I: 13 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6100</td>
<td>Advanced Physiology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6826</td>
<td>Evaluation and Application of Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8557</td>
<td>Family Primary Care I</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8568</td>
<td>Practicum in Advanced Clinical Assessment for Family Nurse Practitioners</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8786</td>
<td>Advanced Clinical Assessment Across the Lifespan</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>Spring I: 14 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6121</td>
<td>Pathophysiology Across the Lifespan</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8545</td>
<td>Diagnosis and Management of Illness in Families I</td>
<td>4</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8558</td>
<td>Family Primary Care II</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8560 (Family)</td>
<td>Family Theory in Context</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8693</td>
<td>Family Primary Care: Practicum IIA</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>Summer II: 6-8 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6930</td>
<td>Interpersonal Violence and Abuse: Prevention, Assessment and Intervention for Health Care Professionals</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N6940</td>
<td>Management and Advanced Practice Nursing</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N8566</td>
<td>Family Primary Care: Practicum IIIA</td>
<td>2-4</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8795</td>
<td>Family Primary Care: Practicum IIB</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>Fall II: 13-15 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8290</td>
<td>Incorporating Genetics into Advanced Nursing Practice</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8546</td>
<td>Diagnosis and Management of Illness in Families II</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8559</td>
<td>Family Primary Care III</td>
<td>5</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8567</td>
<td>Family Primary Care: Practicum IIIIB</td>
<td>2-4</td>
<td>Specialty</td>
</tr>
</tbody>
</table>

**Total Credits**: 53-57
NURSE ANESTHESIA PROGRAM:
Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I: 9 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6100</td>
<td>Advanced Physiology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6920</td>
<td>Health and Social Policy: The Context for Practice and Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8102</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>Fall I: 12 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6121</td>
<td>Pathophysiology Across the Lifespan</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6864</td>
<td>Principles and Practice of Nurse Anesthesia I</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8111</td>
<td>Pharmacology for Anesthesia and Critical Care</td>
<td>4</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8786</td>
<td>Advanced Clinical Assessment Across the Lifespan</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>Spring I: 13 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6863</td>
<td>Regional Anesthesia, Theories, and Techniques</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6865</td>
<td>Principles and Practice of Nurse Anesthesia II</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6879</td>
<td>Anesthesia and Co-Existing Disease</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6930</td>
<td>Interpersonal Violence and Abuse: Prevention, Assessment and Intervention for Health Care Professionals</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N8290</td>
<td>Incorporating Genetics into Advanced Nursing Practice</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8833</td>
<td>Professional Role of the Nurse Anesthetist I</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8866</td>
<td>Health Assessment for Nurse Anesthesia</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>Summer II: 6 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6866</td>
<td>Principles and Practice of Nurse Anesthesia III</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8870</td>
<td>Nurse Anesthesia Residency I</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8874</td>
<td>Seminar in Nurse Anesthesia Practice I</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>Fall II: 9 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6826</td>
<td>Evaluation and Application of Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6867</td>
<td>Principles and Practice of Nurse Anesthesia IV</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8871</td>
<td>Nurse Anesthesia Residency II</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8875</td>
<td>Seminar in Nurse Anesthesia Practice II</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>Spring II: 5 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8834</td>
<td>Professional Role of the Nurse Anesthetist II</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8872</td>
<td>Anesthesia Residency III</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8876</td>
<td>Seminar in Nurse Anesthesia Practice III</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>Summer III: 4 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8873</td>
<td>Anesthesia Residency IV</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8877</td>
<td>Seminar in Nurse Anesthesia Practice IV</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>58</td>
<td></td>
</tr>
</tbody>
</table>
## NURSE MIDWIFERY PROGRAM:
### Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall I: 12 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6100</td>
<td>Advanced Physiology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6760</td>
<td>Primary Care of Women Across the Lifespan I</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6920</td>
<td>Health and Social Policy: The Context for Practice and Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8102</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td>Sciences</td>
</tr>
<tr>
<td><strong>Spring I: 7 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6930</td>
<td>Interpersonal Violence and Abuse: Prevention, Assessment and Intervention for Health Care Professionals</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N8290</td>
<td>Incorporating Genetics into Advanced Nursing Practice</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8465</td>
<td>Primary Care of Women Across the Life Span II</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Summer I: 10 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6150</td>
<td>Maternal-Fetal-Newborn Physiology</td>
<td>2</td>
<td>Sciences</td>
</tr>
<tr>
<td>N6458</td>
<td>Pelvic Assessment of the Adult Woman</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6826</td>
<td>Evaluation and Application of Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8786</td>
<td>Advanced Clinical Assessment Across the Lifespan</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Fall II: 10 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8471</td>
<td>Normal Antepartum: Didactic</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8472</td>
<td>Normal Antepartum: Clinical</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8476</td>
<td>Well Woman Gynecology: Didactic</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8477</td>
<td>Well Woman Gynecology: Clinical</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8483</td>
<td>Midwifery Clinical Competency I</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Spring II: 12 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6480</td>
<td>Professional Issues in Nurse-Midwifery</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8469</td>
<td>Newborn Assessment &amp; Care</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8478</td>
<td>Breastfeeding and Postpartum Care</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8479</td>
<td>Intrapartum: Didactic</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8481</td>
<td>Intrapartum: Clinical</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8484</td>
<td>Midwifery Clinical Competency II</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Summer II: 5 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8475</td>
<td>Clinical Practicum in Nurse-Midwifery</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8497</td>
<td>Complex Management of Women's Health Conditions throughout the Lifespan</td>
<td>2</td>
<td>Specialty</td>
</tr>
</tbody>
</table>

**Total Credits**: 56
PEDIATRIC PRIMARY CARE NURSE PRACTITIONER PROGRAM:
Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6100</td>
<td>Advanced Physiology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6826</td>
<td>Evaluation and Application of Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6611</td>
<td>Physical and Psychological Assessment Across the Lifespan</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6620</td>
<td>Pediatric Primary Care I</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6622</td>
<td>Pediatric Primary Care I – Clinical</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6624</td>
<td>Pediatric Primary Care</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6920</td>
<td>Health and Social Policy: The Context for Practice and Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8661</td>
<td>Advanced Neonatal and Pediatric Pharmacology</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6122</td>
<td>Pediatric Pathophysiology</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6625</td>
<td>Pediatric Primary Care II – Seminar</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6630</td>
<td>Pediatric Primary Care II – Lecture</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6632</td>
<td>Pediatric Primary Care II – Clinical</td>
<td>4</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6638</td>
<td>Pediatric Emergencies</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N6930</td>
<td>Interpersonal Violence</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N6940</td>
<td>Management in Advanced Practice</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8673</td>
<td>Pediatric Primary Care III – Clinical</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6626</td>
<td>Pediatric Primary Care III - Seminar</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8290</td>
<td>Incorporating Genetics</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8670</td>
<td>Pediatric Primary Care III</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8674</td>
<td>Pediatric Primary Care III – Practicum</td>
<td>3</td>
<td>Specialty</td>
</tr>
</tbody>
</table>

Total Credits 45
### PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PROGRAM:
Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer I: 12 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6100</td>
<td>Advanced Physiology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6680</td>
<td>Introduction to Addictive Behaviors</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6826</td>
<td>Evaluation and Application of Research</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8786</td>
<td>Advanced Clinical Assessment Across the Lifespan</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td><strong>Fall I: 12 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6511</td>
<td>Behavioral Development Across the Life Span: A Risk/Vulnerability Perspective</td>
<td>3</td>
<td>Specialty</td>
</tr>
<tr>
<td>N6920</td>
<td>Health and Social Policy</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8102</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8792</td>
<td>Advanced Evaluation and Assessment/PMH</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8793</td>
<td>Advanced Health Assessment in Psychiatric-Mental Health in Nursing II: Clinical Practicum</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Spring I: 9 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6121</td>
<td>Pathophysiology Across the Lifespan</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N6594</td>
<td>Psychopathology</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8560</td>
<td>Family Theory in Context</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8590</td>
<td>Theory and Practice of Individual Psychotherapy I</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Summer II: 5 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6940</td>
<td>Management and Advanced Practice Nursing</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>N8571</td>
<td>Seminar on Family Therapy and Technique</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8591</td>
<td>Theory and Practice of Individual Psychotherapy II</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Fall II: 6 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8562</td>
<td>Clinical Practice and Supervision with Families</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8588</td>
<td>Group Theory</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8592</td>
<td>Group Practicum</td>
<td>2</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Spring II: 5 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8113</td>
<td>Psychopharmacology I</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8594</td>
<td>Advanced Practicum I</td>
<td>4</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Summer III: 7 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N8114</td>
<td>Psychopharmacology II</td>
<td>1</td>
<td>Specialty</td>
</tr>
<tr>
<td>N8290</td>
<td>Incorporating Genetics into Advanced Nursing Practice</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>N8595</td>
<td>Advanced Practice II</td>
<td>4</td>
<td>Specialty</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>56</strong></td>
<td></td>
</tr>
</tbody>
</table>
### GENETICS IN ADVANCED PRACTICE – SUB-SPECIALTY PROGRAM: Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N8160</td>
<td>Genetic Concentration</td>
<td>2</td>
</tr>
<tr>
<td>N8165</td>
<td>Practicum: Genetic Concentration</td>
<td>2</td>
</tr>
<tr>
<td>N8290</td>
<td>Incorporating Genetics into Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

### HIV/AIDS – SUB-SPECIALTY PROGRAM: Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6694</td>
<td>HIV/AIDS: Management</td>
<td>3</td>
</tr>
<tr>
<td>N6695</td>
<td>Practicum in HIV/AIDS Care</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>
# ONCOLOGY – SUB-SPECIALTY PROGRAM:
## Sample Program Plan

### Adult Oncology Nurse Practitioner Subspecialty Program – Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fall I: 2 Credits</strong></td>
<td></td>
</tr>
<tr>
<td>N6740</td>
<td>Principles and Practice of Oncology I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Spring I: 2 Credits</strong></td>
<td></td>
</tr>
<tr>
<td>N6880</td>
<td>Principles and Practice of Oncology II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Summer I: 3-5 Credits</strong></td>
<td></td>
</tr>
<tr>
<td>N8750</td>
<td>Cancer Symptom Management</td>
<td>2</td>
</tr>
<tr>
<td>N8751</td>
<td>Practicum for Cancer Symptom Management</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>7-9</td>
</tr>
</tbody>
</table>

### Pediatric Oncology Nurse Practitioner Subspecialty Program – Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fall I: 2 Credits</strong></td>
<td></td>
</tr>
<tr>
<td>N6740</td>
<td>Principles and Practice of Oncology I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Spring I: 2 Credits</strong></td>
<td></td>
</tr>
<tr>
<td>N8845</td>
<td>Cancer in Childhood</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Summer I: 3-5 Credits</strong></td>
<td></td>
</tr>
<tr>
<td>N8750</td>
<td>Cancer Symptom Management</td>
<td>2</td>
</tr>
<tr>
<td>N8751</td>
<td>Practicum for Cancer Symptom Management</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>7-9</td>
</tr>
</tbody>
</table>
### Palliative and End of Life Care – Sub-Specialty Program: Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N8755</td>
<td>Introduction to Palliative and End of Life Care Throughout the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>N8756</td>
<td>Seminar in Palliative and End of Life Care</td>
<td>1</td>
</tr>
<tr>
<td>N8757</td>
<td>Clinical Practice in Palliative and End of Life Care</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

### Women’s Health – Sub-Specialty Program: Sample Program Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6150</td>
<td>Maternal-Fetal-Newborn Physiology</td>
<td>2</td>
</tr>
<tr>
<td>N8460</td>
<td>Comprehensive Women's Health</td>
<td>3</td>
</tr>
<tr>
<td>N8461</td>
<td>Practicum in Comprehensive Women’s Health</td>
<td>2</td>
</tr>
<tr>
<td>N8482</td>
<td>Primary Care of Childbearing Women</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
MASTER’S COMPLETION PROGRAM:
Sample Program Plan

The listing below represents the basic master’s completion courses in this major. Individual students may need additional course work, depending on previous study and experience. Students may receive advances standing or exemption, based on standard School policy.

<table>
<thead>
<tr>
<th>Required Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Clinical Evidence</td>
<td>4</td>
</tr>
<tr>
<td>Health and Social Policy: Context Practice &amp; Research</td>
<td>4</td>
</tr>
<tr>
<td>Incorporating Genetics into Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Intensives</td>
<td>3</td>
</tr>
<tr>
<td>Master’s Nursing Electives</td>
<td>13</td>
</tr>
<tr>
<td>CRNA Certification</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>
DOCTOR OF NURSING PRACTICE (DNP) POST MASTER’S:
Sample Program Plan

<table>
<thead>
<tr>
<th>Support Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N9300 Comparative Quantitative Research Design and Methodology I</td>
<td>3</td>
</tr>
<tr>
<td>N9400 Practice Management</td>
<td>2</td>
</tr>
<tr>
<td>N9412 Informatics for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>N9538 Advanced Seminar in Clinical Genomics</td>
<td>2</td>
</tr>
<tr>
<td>N9600 Legal and Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>N9672 Principles of Epidemiology and Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>N9910 Translation and Synthesis of Evidence for Optimal Outcomes</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Support Core</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Core Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N9480 Chronic Illness Management</td>
<td>2</td>
</tr>
<tr>
<td>N9700 Residency for Doctor of Nursing Practice</td>
<td>10</td>
</tr>
<tr>
<td>N9710 Doctor of Nursing Practice I</td>
<td>2</td>
</tr>
<tr>
<td>N9711 Doctor of Nursing Practice II</td>
<td>2</td>
</tr>
<tr>
<td>N9714 Field Experience: Doctor of Nursing Practice I</td>
<td>1</td>
</tr>
<tr>
<td>N9715 Field Experience: Doctor of Nursing Practice II</td>
<td>1</td>
</tr>
<tr>
<td>N9717 Seminar: Doctor of Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>N9718 Seminar: Doctor of Nursing Practice I</td>
<td>1</td>
</tr>
<tr>
<td>N9719 Seminar: Doctor of Nursing Practice II</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Clinical Core</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**Total Credits** | **40**
### Required Coursework:

#### Course Number

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>N9001</td>
<td>Social/Intellectual Foundations of Nursing (or equivalent course: Philosophy of Science)</td>
</tr>
<tr>
<td>N9103</td>
<td>Introduction to Biostatistics (cross-listed with SPH6103)</td>
</tr>
<tr>
<td>N9353</td>
<td>Advanced Methods in Health Services Research and Policy Analysis</td>
</tr>
<tr>
<td>N9260</td>
<td>Building Interdisciplinary Research Models</td>
</tr>
<tr>
<td>N9265</td>
<td>Interdisciplinary Research Seminar</td>
</tr>
<tr>
<td>N9355</td>
<td>Quantitative Methods</td>
</tr>
<tr>
<td>N9352</td>
<td>Qualitative Research Design</td>
</tr>
<tr>
<td>N9351</td>
<td>Concept Development and Measurement of Clinical Phenomena in Nursing</td>
</tr>
<tr>
<td>N9505</td>
<td>Research Practicum</td>
</tr>
<tr>
<td>N9506</td>
<td>Research Synthesis</td>
</tr>
<tr>
<td>G4010</td>
<td>Responsible Conduct of Research</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>Elective course in Advanced Statistical Analysis</td>
</tr>
</tbody>
</table>

### Additional Optional Courses

- N9100: Translation and Synthesis of evidence

### Upon completion of the required courses, students will take a qualifying exam to progress to the dissertation phase. After which the following courses will be taken:

- N9900: Dissertation Seminar
- N9840: Dissertation Research
Course Descriptions

This bulletin is intended for the guidance of personals applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms in this bulletin. This bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

Intraspecialty course registration: Students must get permission to register for a clinical/specialty course from their own Program Director (PD), the PD of the specialty in which the course is offered and all of the course directors who teach the course.

COURSE DESCRIPTIONS

NURSING N4099  
Independent Study in Nursing  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 N4050  
Physical Assessment  3 credit(s)  
This course is designed to introduce the BS/MS student to the knowledge and skills required to perform a systematic examination of a healthy adult, and to record findings appropriately. Since skills are easily lost without continued practice and validation of observations, class lecture and discussions, supervised laboratory, and individual use of readings and audiovisual materials will be required for successful learning.

NURSING N4051  
Physical Assessment Laboratory  2 credit(s) Corequisite: N4050  
This course is designed to provide the BS/MS student the experience to apply the knowledge and skills required to perform a systematic examination of a healthy adult, and to record findings appropriately. Since skills are easily lost without continued practice and validation of skills, supervised laboratory and individual use of audiovisual materials will be required for successful learning.

NURSING N4100  
Pharmacology  3 credit(s)  
The course is a basic one, requiring no Prerequisites except a basic working knowledge of the elementary sciences (biology, chemistry, anatomy and physiology). Basic physiology and pathophysiology will be discussed and then the various drugs that are involved in the modification or therapeutics of those systems will be explained.
COURSE DESCRIPTIONS

NURSING N5102
The Science of Nursing Practice 3 credit(s) Corequisite: N4100, N5104, N6100
This fundamental course introduces students to core concepts of nursing science including taxonomy, philosophies of caring, nursing process, and evidence-based care. Concepts from the biological, physical, epidemiological, and behavioral sciences will be utilized as students begin the study of adults experiencing major biophysical health problems. The course is an introduction to the role of the professional nurse in medical/surgical nursing care of the adult client in context of populations.

NURSING N5104
Practicum: Science of Nursing Practice 2 credit(s) Corequisite: N4100, N5102, N6100
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 N5110
Issues of Nursing Practice 3 credit(s) Corequisite: First semester courses of BS/MS program or faculty permission.
This course is designed to provide the baccalaureate student in a combined degree program 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 patient advocate, designer, manager, and coordinator of care will be discussed.

NURSING N5200
The Science of Psychiatric/Mental Health Nurse Practice 3 credit(s) Prerequisite: successful completion of first semester BS/MS program Corequisite: N5202
This course focuses on the population of clients experiencing acute and chronic neuropsychological 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 N5202
Practice in Psychiatric/Mental Health Nursing 2 credit(s) Prerequisite: successful completion of first semester BS/MS courses Corequisite: N5200
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 N5270
The Science of Nursing Practice with Childbearing Families 3 credit(s) Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5275
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.
COURSE DESCRIPTIONS

NURSING N5275
Nursing Practice with Childbearing Families  2 credit(s) Prerequisite and Corequisite: N5270
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 N5280
The Science of Nursing Practice with Children  3 credit(s) Prerequisite: successful completion of first semester of the BS/MS program Corequisite: N5282
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.

NURSING N5282
Nursing Practice with Children  2 credit(s) Prerequisite: successful completion of first semester BS/MS courses Corequisite: N5280
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 N5284
The Science of Nursing Practice with Adults  3 credit(s) Prerequisite: successful completion of first semester BS/MS courses Corequisite: N5286
This course follows N5102 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 N5286
Nursing Practice with Adults  2 credit(s) Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5284.
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.
COURSE DESCRIPTIONS

NURSING N5292
Nursing Practice in the Community 2 credit(s) Prerequisite: successful completion of the first semester BS/MS courses Corequisite: N6703
This course is designed to provide the student with the opportunity for clinical application of content learned in N6703 Science of Health Promotion & Disease Prevention in the Community. Evidence-based knowledge and critical thinking skills will be utilized as students participate in clinical prevention and population-focused interventions, with attention to risk assessment, health promotion, disease prevention, equity, and social justice. Emphasis will be placed on interprofessional collaboration as well as collaboration with extant community groups.

NURSING N5490
Integration of Nursing Practice 6 credit(s) Prerequisite: successful completion of first, second and third semester courses of BS/MS program Corequisite: Evidence-Based Practice, Case Management, N8120 and N5115
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 N5491
Integration Seminar 2 credit(s) Prerequisite: Successful completion of all previous coursework. Corequisite: N5490 Integration of Nursing Practice
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 N5492
Nursing Practice in the Community 2 credit(s) Prerequisite: successful completion of the first semester BS/MS courses Corequisite: N6703
Service learning is a means for students to be involved in service that is relevant to them personally and to their academic activities. It is designed to explore the societal issues addressed by a particular community agency and to allow students to contribute directly to the agency/community. With the help of the agency contact person, the student will propose a project in which she/he will be actively engaged for the minimum of 60 hours of service. The expectation is that this service learning commitment will be mutually beneficial to both the agency and the student. This is a requirement for graduation. The hours are to be completed during the fall and spring semesters, prior to integration.

NURSING N5710
Decision Support for Advanced Practice Nursing 1 credit(s)
This course provides an overview of clinical decision support systems and provides the student with a "hands-on" experience in three approaches: diagnostic decision support tools, alerts and reminders, and decision trees. In addition, methods for critiquing decision support tools for validity and utility for nursing practice are examined.

NURSING N5800
Topics in Nursing 3 credit(s)
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 N6001
Medical Spanish  1 credit(s)
This class is designed for students who have never taken Spanish, or who have had less than one year of formal study. The student will gain working level knowledge of basic social situations, 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.

NURSING N6002
Intermediate Medical Spanish  1 credit(s) Prerequisites and Corequisites: 2 years of HS Spanish or 1 year of college Spanish. Prerequisites: N6001
This course is designed to provide students with the specific medical vocabulary and terminology necessary to communicate with and help treat Spanish speaking patients with limited English proficiency. 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. Students will be expected to have taken Spanish and retained basic conversational abilities.

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 N6100
Advanced Physiology  3 credit(s)
The primary purposes of this course are to cover core principles of human physiology, to facilitate an understanding of the normal function of the major organ systems of the body, and to prepare students for Pathophysiology. Particular focus will be placed on the concept of homeostasis and the fundamental mechanics and regulation of each system. Success in this course will require the use of several skills. The ability to assimilate and recall a significant amount of information accurately will be extremely important. Additionally, success in this course will require integration of knowledge, the ability to interpret physiological data, and an understanding of the dynamic relationship between components of any system and how it interacts with other systems.

NURSING N6104
Principles and Practice of Nurse Anesthesia  2 credit(s) Prerequisites: N6100; Corequisite: N6864, N6121, N8111, and N8786
The first of three laboratory courses. Focus is placed upon essential technology and procedures utilized in the management of the patient during the pre-operative, 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 N6121
Pathophysiology Across the Lifespan  3 credit(s) Prerequisite: N6100
Pathophysiology examines alterations in the biologic processes that maintain homeostasis. Each class will focus on a specific physiologic process or organ system. Diseases that commonly occur across the lifespan will be discussed to illustrate the pathophysiologic processes.
COURSE DESCRIPTIONS

NURSING N6122
Pathophysiology of Child 3 credit(s) Prerequisite: N6100
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 a basis for clinical management. Relevant pharmacology is presented for each of the disease entities.

NURSING N6150
Maternal-Fetal-Newborn Physiology 2 credit(s) Prerequisite and Corequisite: N6100
This course focuses on the physiological mechanisms relevant to the maternal experience, embryonic development, fetal life, and the neonatal period. We will examine the normal adaptations in maternal physiology that accommodates pregnancy, the acute changes that occur during labor and delivery, and the physiology of the maternal postpartum state. Development of the concepts from the embryological through the fetal stages will be examined as will the key physiological transitions necessary to sustain the newly introduced extrauterine life of the neonate.

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 N6458
Pelvic Assessment of the Adult Woman 2 credit(s) *Previously 1 credit 3/2011
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 perimenopause 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 credit(s)
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 credit(s)
A Risk/Vulnerability Perspective Description : In this seminar course, students examine development of human behavior across the life span from the perspectives of risk/vulnerability/ Students explore the dynamics of human behavior within a developmental context, with a focus on intrapersonal systems, interpersonal connections, societal patterns, cultural influences and how these are altered by significant life events.

NURSING N6594
Psychopathology 2 credit(s) Prerequisite: N6124
This course augments content in general pathophysiology course (N6100) to explore the most common pathologies in psychiatry and mental health. Through weekly reading assignments and discussions, the student is introduced to the concepts central to major psychopathology.
COURSE DESCRIPTIONS

NURSING N6611
Physical Assessment Across the Lifespan for PNP students  3 credit(s) Basic Physical Assessment course
Physical Assessment across the lifespan for PNP students is designed to prepare students with a background in basic physical assessment, to perform a complete health and developmental history and a systematic physical examination to patients across the lifespan. The student will be prepared to 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 N6620
Pediatric Primary Care Nursing I  3 credit(s) Prerequisite: N6610 Corequisite: N6622, N6624
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  2 credit(s) Prerequisite: N6610 Corequisite: N6620, N6624
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 childcare in a pediatric clinic.

NURSING N6624
Clinical Seminar in Pediatric Primary Care I  1 credit(s) Prerequisite: N6610 Corequisite: N6620, N6622
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 II  1 credit(s) Corequisite: N6630
Seminar in Pediatric Primary Care Nursing II is designed to provide the PNP student an academic environment in which the students share their practicum experience 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 N6626
Clinical Seminar in Pediatric Primary Care III  1 credit(s) Corequisite: N8670
Syllabus M8670, M6630, M6620 and M6610 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.
COURSE DESCRIPTIONS

NURSING N6630
Pediatric Primary Care Nursing II 2 credit(s) Prerequisite: N6610, N6620, N6622, N6624 Corequisite: N6122, N6625, N6632
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 schools for clinical experience, students will assess health status, teach individuals and groups of children, and will work with teachers and parents. Students will utilize knowledge of growth and development to develop age appropriate teaching plans, and assist children and families to assume active roles as health consumers.

NURSING N6632
Clinical Practicum: Pediatric Primary Care Nursing II 4 credit(s) N6610, N6620, N6622, N6624
Corequisites: N6122, N6625, N6630
Students assess the health status of children in a variety of settings which must include continuity clinic and adolescent clinics and a school setting or inpatient setting.

NURSING N6638
Emergency Pediatric Nursing 1 credit(s) Prerequisite: BLS & PALS.
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 bio-pyscho-social, 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 N6646
Seminar in the Care of the High Risk Neonate I 1 credit(s) Corequisite: N6140, N6141
The seminar in the care of the high-risk neonate is designed to provide the NNP student the opportunity to discuss clinical case presentations in an academic environment. The student will utilize knowledge and skills in discussion of case studies with their peers. In this scholarly forum, the students are expected to present selected cases and review the management. The students are expected to facilitate a class dialogue and to promote management of patients using evidence based practice.

NURSING N6647
Seminar in the Care of the High Risk Neonate II 1 credit(s) Prerequisite: N6140, N6141, N6646 Corequisite: N6150
During the final seminar, the students will be encouraged to integrate knowledge of pathophysiology evidence based practice, and ethical decision making to develop a differential diagnoses, interventions coordinated patient management. The discussion will promote a rationale for clinical decision making.

NURSING N6648
High Risk Neonate: Clinical Practicum I 5 credit(s) First and second semester clinical, seminar and didactic
Supervised clinical experience in which students integrate theory within the clinical setting. Emphasis is placed on refinement and perfection of decision-making and technical skills in patient care management, including performance of selected invasive diagnostic/therapeutic procedures. The use of evidence in clinical practice is stressed. The student will analyze all available data utilizing evidence-based research, synthesize his/her thinking, implement a plan of care, and evaluate the results. The student will continue to develop her role of the neonatal nurse practitioner.
COURSE DESCRIPTIONS

NURSING N6649
High Risk Neonate: Clinical Practicum II 5 credit(s)
This course is an in-depth practicum which allows the NNP student to utilize all previous learning in his/her management of infants at risk. The practicum in neonatal care is designed to provide the student with practice experience to develop skills of assessment, diagnosis, and management of the high risk neonate. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised experience. It will be an intensive experience in which the student will analyze all available data utilizing evidence-based research, synthesize his/her thinking, implement a plan of care, and evaluate the results. The role of the nurse practitioner is applied in clinical care areas. The student will begin to develop a database of her patients to evaluate her own clinical practice and refine her collaborative skills working with the interdisciplinary team throughout the course.

NURSING N6680
Introduction to Addictive Behaviors: Theories of Causation 3 credit(s)
This foundation 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 N6681
Contemporary Issues and Trends in Addiction 1 credit(s) Prerequisite: N6680
This course provides a seminar in which students explore issues of prevention and treatment of addictive behaviors. The role of the advanced practice nurse in primary care or private practice will be addressed. Problems specific to selective populations will be discussed as well as issues for the impaired professional. Social costs, the medicalization and/or decriminalization of drug usage, stigma, and pain management will be explored.

NURSING N6682
Clinical Management of the Patient with Addiction: Evaluation and Treatment 1 credit(s) Prerequisites: N6680 and N6681
This clinical practice course is designed for students who have completed the first two subspecialty courses (N6680 and N6681). It consists of clinical practice and faculty supervision. Students will work with addicted patients in a variety of advanced practice clinical settings.

NURSING N6690 - No longer offered
HIV/AIDS: Overview of the Epidemic 3 credit(s)
This course presents an overview of the HIV/AIDS epidemic. Content includes; the epidemiology of the epidemic at the state, national, and international level, the Center for Disease Control’s definition of AIDS, HIV counseling and testing, primary and secondary prevention of HIV/AIDS, social and cultural issues, and the problems related to antiretroviral therapy adherence and resistance.

NURSING N6693 - No longer offered
HIV/AIDS: Management 3 credit(s) Prerequisite: N6690
This course will focus on: pathophysiology of HIV infection, diagnosis and management of opportunistic infections and HIV-related malignancies, management of HIV infection through the use of HAART, and symptom management.
COURSE DESCRIPTIONS

N6694
HIV/AIDS: Management  3 credit(s)
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
*This course replaces N6690 and N6693

NURSING N6695
Practicum in HIV/AIDS Care  2 credit(s) N6690, N6693
The practicum is a clinical field experience designed to strengthen and broaden the student's clinical experiences in assessment, decision-making, and management of care for individual's with HIV infection. Specific program objectives and clinical experiences are individually identified. The seminar is designed to provide the 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 N6703
The Science of Health Promotion and Disease Prevention in the Community  3 credit(s) Prerequisite: successful completion of first semester BS/MS program; Corequisite: N5292
This course is designed to provide the student with a systematic approach to understanding the delivery of primary health care to individuals, communities, and populations. The role of the nurse in the community working with aggregate populations will be the focus. Nursing science and epidemiology will provide the basis for examining the spectrum of community health issues.

NURSING N6740
Principles and Practice of Oncology I  2 credit(s) Prerequisites: N6100 Corequisite: N6121
This course presents a systematic overview of basic level oncology nursing utilizing various theoretical approaches. It incorporates the pathophysiology of cancer, prevention and detection, cancer treatment modalities, nursing diagnoses, 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 N6760
Primary Care of Women Across the Lifespan I  3 credit(s) Prerequisites: N6100, N6121; Corequisite: N8462, N8460
Utilizing a systems approach, the diagnosis and management of health problems encountered in primary care of adolescents and adults, male and female, are studied in depth. Systems selected for study include cardiovascular, gastrointestinal, endocrine, respiratory, gynecologic, and genitourinary. The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners.

NURSING N6826
Evaluation and Application of Research  3 credit(s)
This course is designed for advanced practice nurses to identify relevant evidence, evaluate the quality of the research on which the evidence is based, and critically appraise the application of the evidence in clinical practice. The course is designed to help advanced practice nurses articulate relevant practice-based questions, search the literature, and evaluate the quality of research.
COURSE DESCRIPTIONS

NURSING N6838
Diagnosis and Management of the Critically/Acutely Ill Adult I 3 credit(s) Prerequisites and Corequisites: N6100, N8102, N8787, N8820  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 N6839
Diagnosis and Management of the Critically/Acutely Ill Adult II
3 credit(s) Prerequisites and Corequisites: N6100, N8102, N8787, N8820  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 credit(s)
This course is an introductory course for regional anesthesia. It includes discussion and demonstration of neuraxial anesthesia, simple peripheral blocks and pain management techniques. Pharmacology regarding local anesthetics will be reviewed.

NURSING N6864
Principles and Practice of Nurse Anesthesia I 2 credit(s) Prerequisites: N6100
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 credit(s) Prerequisites: N6100, N6864, N8786.
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 the pre-operative, intraoperative and postoperative period (peri-anesthetic period), peri-anesthetic management of specific surgical procedures as well as the psychomotor skills specific to practice.

NURSING N6866
Principles and Practice of Nurse Anesthesia III 2 credit(s) Prerequisites: N6100, N6865, N8786.
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. This course discusses the alterations in homeostatic mechanisms and advanced anesthetic management of parturients and pediatric patients as well as patients undergoing cardiac surgery. Seminar format facilitates integration of knowledge.

NURSING N6867
Principles and Practice of Nurse Anesthesia IV 2 credit(s) Prerequisites: N6100, N6866, N8786.
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.
COURSE DESCRIPTIONS

NURSING N6879
Anesthesia and Co-Existing Disease 2 credit(s) Prerequisite: N8111 and N8786.
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 II 2 credit(s) Prerequisites: N6100, N6121, N8786, N6740 or Faculty permission.
This course presents a systematic overview of advanced 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 clinical course specialist (OCNS) or 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 N6920
Health and Social Policy: The Context for Practice and Research 3 credit(s)
This core course examines contextual contributions to health status and relevant current US social and health policies. Issues are explored with particular emphasis on the impact they have on current and future delivery of health care and on advanced practice nursing.

NURSING N6930
Interpersonal Violence and Abuse: Prevention, Assessment and Intervention for Health Care Professionals 1 credit(s)
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(s) Prerequisites: Core and supporting sciences and most specialty major classes.
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 health care environment are stressed.

NURSING N8020
Practicum in Clinical Teaching 1-6 credit(s)
This course provides a practical opportunity to students to explore in greater depth the process of clinical teaching. Course work may involve development of a special teaching project for nursing students, for a particular group of patients/clients; it may involve working with clinical faculty in supervising students or groups of patients/clients.
COURSE DESCRIPTIONS

NURSING N8102
Advanced Pharmacology  3 credit(s) Prerequisite: N4100; Corequisite: N6100 and N6121
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 utilize therapeutic agents in a rational and responsible manner in patients. Initially, basic principles of pharmacology will be reviewed (from N4100 course), 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 credit(s) Prerequisite: N6100
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 N8113
Psychopharmacology in Psychiatric and Mental Health  1 credit(s) Prerequisite: N4100 and N8102
This course provides an in depth understanding of psychopharmacology, building on the knowledge of general advanced pharmacology, neuroanatomy and neuropharmacological concepts. The effects and side effects of psychotropic medications used in the treatment of common psychiatric and mental illnesses across the life span will be discussed. Issues of prescribing and coordinating multiple medications and potential interactions will also be considered.

NURSING N8114
Psychopharmacology II In Advances Psych/Mental Health  1 credit(s) Prerequisite: N8102, N8113; Corequisites: N8594/N8595
This course builds upon an in-depth presentation of psychopharmacology, reviewing the basics of pharmacology, neuroanatomy and a biopsychosocial approach to understanding mental illness. The effects and side effects of psychotropic medication used in the treatment of psychiatric disorders across the lifespan will be further explored and applied to the students’ clinical case examples from their Advanced Practice sites. The issues that accompany prescribing and coordinating multiple medications, along with potential interactions will be discussed, with the emphasis on treating complex comorbidities.

NURSING N8160
Genetic Concentration  2 credit(s) Prerequisite: N8290
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
Practicum: Genetic Concentration  2 credit(s) Prerequisites: N8290; Corequisites: N8160
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.
COURSE DESCRIPTIONS

NURSING N8290
Incorporating Genetics into Advanced Nursing Practice  3 credit(s) Prerequisite: N6100; Corequisite: N6121
This course is intended to provide a strong foundation in the concepts of genetics. 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 knowledge and new information from the Human Genome Project (HGP), as well as the evolution of genetic counseling and the ethical, legal, and social issues which arise daily in this rapidly developing field.

NURSING N8460
Comprehensive Women's Health  3 credit(s) Prerequisite: N6458, N8786; Corequisite: N8462
This course addresses issues throughout a woman's life span in the arena of gynecological well-being. It focuses on the development of a knowledge base that enables us to understand what well-being is for a woman and how this impacts on her health, physically, mentally, emotionally, and culturally. From this perspective we can develop appropriate education to maximize her ability to achieve and maintain her well-being. Topics include health maintenance, gynecologic screening, family planning, and sexuality. The course includes an overview of deviations from well-being that are within the scope of nurse-practitioner and nurse-midwife practice. Information is presented within the construct of the nurse-midwifery/nurse-practitioner management process, which allows for assessment and management of the normal, and intervention/collaboration for complex issues. Concurrent supervised clinical experiences enhance and ground this didactic experience.

NURSING N8462
Practicum in Comprehensive Women's Health  2 credit(s) Prerequisites N6100, N6150, N6121, N8786, and N8789
Prerequisites and Corequisites: N6100, N8460, N8789.
Supervised clinical experiences focus on application of history taking and physical examination skills, collaborative diagnosis, and management of women's health throughout the life span. Emphasis is placed on the nurse practitioner role in care of the adult non-pregnant female in ambulatory settings.

NURSING N8465
Primary Care of Women Across the Life Span II  3 credit(s) Prerequisite: N8786
Builds on Primary Care of Women Across the Life Span I, this course focuses on advanced clinical diagnosis and treatment of select women's physical health problems. Provides knowledge for the women's health care provider to meet selected primary care needs.

NURSING N8466
Capstone Seminar  1 credit(s) Prerequisites: All core and supporting Sciences, N8485, N8460, N8462, N6760, N8465; Corequisite: N6940
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 N8467
Labour Support Training Program  0 credit(s) Prerequisite: 2nd semester BS/MS nurse midwifery students; others with faculty permission.
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.
COURSE DESCRIPTIONS

NURSING N8468
Advanced Practicum in Women's Health  4-6 credit(s) Prerequisites: All women’s health specialty, core and supporting courses; Corequisite: N6940
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 N8469
Newborn Assessment & Care  2 credit(s) Prerequisites: N6150, N8471; Corequisite: N8479
This course provides the graduate nurse-midwifery student with a theoretical and practical knowledge of the immediate care of the neonate including newborn resuscitation, with an emphasis on the first six weeks of newborn life. Normal physiology and family centered management skills are emphasized. The students are encouraged to provide care that recognized and respects the cultural dynamics of the family. Pathphysiology is also covered to familiarize the nurse-midwife with various interventions when deviations from the normal are encountered. This course will include a clinical component that will conclude with a clinical check out on newborn physical assessment.

NURSING N8471
Normal Antepartum: Didactic  2 credit(s) Prerequisite: N6150, N6458; Corequisite: N8472
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 credit(s) Prerequisites: N8786, N6458, N8476, N8477; Corequisite: N8471.
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 N8475
Clinical Practicum in Nurse-Midwifery  3 credit(s) Prerequisite: N8476 & N8477, N8471 & N8472, N8479 & N8481, N8478, N6466.
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 N8476
Well Woman Gynecology: Didactic  3 credit(s) Prerequisites: N8786, N6458; Corequisite: N8477
This course addresses issues throughout a woman’s life span in the arena of gynecological well-being. It focuses on the development of a knowledge base that enables us to understand what well-being is for a woman and how this impacts on her health, physically, mentally, emotionally, and culturally. From this perspective we can develop appropriate education to maximize her ability to achieve and maintain her well-being. Topics include health maintenance, gynecologic screening, family planning, and sexuality. The course includes an overview of deviations from well-being that are within the scope of nurse-practitioner and nurse-midwife practice. Information is presented within the construct of the nurse-midwifery/nurse-practitioner management process, which allows for assessment and management of the normal, and intervention/collaboration for complex issues. Concurrent supervised clinical experiences enhance and ground this didactic experience.
COURSE DESCRIPTIONS

NURSING N8477
Well Woman Gynecology: Clinical 2 credit(s) Prerequisite/Corequisite: N6458, N8476, N8471, N8477, N8786
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 N8478
Breastfeeding and Postpartum Care 2 credit(s) Prerequisite/Corequisite: N6150, N8479, N8481
This course provides theoretical and practical knowledge for care in the immediate postpartum period and to initiate successful breast feedings. Normal physiology and family centered management skills are emphasized. Pathophysiology is also covered with various interventions when deviations from the normal are encountered.

NURSING N8479
Intrapartum: Didactic 2 credit(s) Prerequisite: N8476, N8477, N6150, N6460; Corequisite: N8481
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 credit(s) Prerequisite: N8469, N8476 & N8477, N8478, N6100, N6150, N8786, N6458; Corequisite: N8479
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 N8482
Primary Care of Childbearing Women 3 credit(s) Prerequisites: N8786, N8789, N8460, N8462, N6150. Successful completion of all master’s core and supporting sciences; Corequisite: N8485
The focus of this course is the principles and practice of primary care of the childbearing woman and family during the ante- and post-partum periods. Recognition of common complications of pregnancy and management thereof is also a focus, as well as assessment and support of the infertile couple. Physical, psychological, emotional and social basis for prenatal care is examined in the context of public health. Topics include management of the pregnant family through the antepartum period, assessment of fetal growth and development, evaluation of the family unit and teaching/coaching consideration.

NURSING N8483
Midwifery Clinical Competency Skills I 2 credit(s) N8476 WWG and N8471 Antepartum
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 N8490
Independent Study in Nurse Midwifery
COURSE DESCRIPTIONS

NURSING N8497
Complex Management of Women's Health Conditions throughout the Lifespan 2 credit(s) Prerequisites and Corequisites: N8476, N8477, N8479, N8481, N8471, N8472.
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 N8499
Independent Study: Women's Health

NURSING N8545
Diagnosis and Management of Illness in Families I 4 credit(s) Prerequisites: N6100, N6920, N8568, N8557, N8786; Second semester of Family Primary Care; Corequisites: N6121, N8102, N8558, N8693
Utilizing a systems approach, the diagnosis and management of problems encountered in Primary Care are studied. Topics selected for study include cardiovascular, gastrointestinal, endocrine, respiratory, and hematology. The identification and management of clinical problems are emphasized. The role of the nurse practitioner in a collaborative model is discussed.

NURSING N8546
Diagnosis and Management of Illness in Families II 3 credit(s) Prerequisites: N8557, N8558, N6100, N6121, N8625, N8693 or N8625; N8545, N8102, N8560, N6920, N8290; Corequisites: N8559, N8567 or N8850
Utilizing a systems approach, the diagnosis and management of problems encountered in Primary Care are studied. Among the selected systems for study are neurological, dermatological, musculoskeletal, ophthalmological, psychological, and immunological. Upon completion of this course, the student will apply a systematic approach to the diagnosis and management of selected health problems.

NURSING N8548
Normal Antepartum for Family Primary Care 1 credit(s) Corequisite: N8786, N6100
This course covers the broad scope of prenatal care and includes: 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. Physiological, social, emotional and educational components of antepartum care.

NURSING N8550
Independent Study in Psychiatric Mental Health Nursing 1-3 credit(s) Prerequisite: Permission of faculty
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 credit(s) Corequisite: N8568, N8786
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.
COURSE DESCRIPTIONS

NURSING N8558
Family Primary Care II 2 credit(s) Prerequisites: N6100, N8557, N8568, N8786; Corequisites: N6735, N8545, N6121, N8102, N8290, N8625 or N8693
This required course is designed to prepare the advanced practice student to provide primary care to individuals through the life span. Utilizing lectures and case presentation the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied.

NURSING N8559
Family Primary Care III 2 credit(s) Prerequisites: N8557, N8558, N8545, N6121, N6100, N8102; Corequisites: N8546, 8850, or N8567
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 N8560
Family Theory in Context 2 credit(s)
This course is an introduction to family theory. It introduces the student to a new epistemology, one in which the central concepts stress a picture of causality that is circular, rather than the linear view of causality. Concepts of the family as a system and theoretical models upon which to base clinical practice will be discussed. The course will apply family systems concepts and methods to problems related to health and illness faced by families. Basic skills of genogram construction, assessment of family life cycle events and transition periods will be demonstrated. Readings, videotapes, case presentations and discussions will be used to explore theoretical and practical issues related to a family systems approach to working with physically and mentally ill patients and their families.

NURSING N8562
Practice of Family Therapy 2 credit(s) Prerequisites: N8560, N8571, N8590, N8591; P/MH majors only or with permission of instructor
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 N8567
Family Primary Care: Practicum III B 2 credit(s) Prerequisites: N6100, N8557, N8545, N6121, N8102, N8558, N8693, N8786, N8568, N6920; Corequisites: N8558
Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

NURSING N8566
Family Primary Care: Practicum III A 2 credit(s) Prerequisites: N6100, N6121, N6920, N8102, N8545, N8557, N8558, N8560, N8566, N8568, N8593, N8786; Corequisites: N8290, N8546, N8559
Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.
COURSE DESCRIPTIONS

NURSING N8568
Practicum in Advanced Clinical Assessment for Family Nurse Practitioners 2 credit(s) Prerequisite and Corequisites: Physical Assessment, N8557, N8786
Utilizing a background in basic physical assessment, advanced practice nursing students apply the didactic content introduced in M8786 to this clinical practicum. 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. The complete pelvic exam is included.

NURSING N8571
Seminar on Family Therapy and Technique 2 credit(s) Prerequisites: N8560, N8590 Corequisites: N8591
This course focuses on an integrated systems approach, including structural, Bowenian, and the multicontextual framework and is designed to assist the student in integrating the theoretical and practical aspects of the systems approach to treating families. The course will review the basic issues involved in psychiatric diagnosis and abnormal psychopathology from a systems perspective. Videotape review, didactic materials, class presentation, and discussion will provide a comprehensive theoretical basis for the understanding and development of more advanced clinical skills.

NURSING N8588
Theory of Group Psychotherapy 2 credit(s)
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 N8590
Theory and Practice of Individual Psychotherapy I 2 credit(s) Prerequisites: N6510, N8792/8793; Corequisite: N6594
Each student is given an opportunity to work with 1-2 individuals assigned according to the student’s needs for a learning experience. Students arrange for clinical contact with the assigned clients. Clinical contact must be at least weekly and more often if required. The student is responsible for assessing the biophysical, psychosocial, cultural, cognitive and spiritual dimensions of the clients. Based upon this assessment the student plans appropriate interventions.

NURSING N8591
Theory and Practice of Individual Psychotherapy II 2 credit(s) Prerequisites: N6510, N8590, N6594, N8792/8792
Each student is given an opportunity to work with 1-2 individuals assigned according to the student’s need for a learning experience. Students arrange for clinical contact with assigned clients. Clinical contact must be at least weekly and more often if required. The student is responsible for evaluating the interrelatedness of the biophysical, psychosocial, cognitive, cultural, and spiritual dimensions of the clients. Based upon evaluation, the student utilizes appropriate therapeutic intervention which s/he evaluates in terms of the client’s responses. The student is responsible to work on termination issues with the client.

NURSING N8592
Clinical Practice and Supervision with Groups 2 credit(s) Prerequisites: N6510, N8590/N8591, N6594, N8792/8792; Corequisites: N6588
The student participates as a leader or co-leader in a psychotherapeutic group of 10-12 sessions. Clinical supervision is focused on group dynamics and development.
NURSING N8594
Advanced Practice in Psychiatric Mental Health Nursing I 4 credit(s) Prerequisites: N6594, N6597, N8590, N8591, N8592, N8102, N8792/N8793; Corequisite: N8562
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 client contact and therapeutic interaction with staff, families, and systems. The student will develop a knowledge base and skills germane to the role of the advanced practice psychiatric nurse. Details of the practicum will be coordinated with the agency and faculty, with consideration of course objectives, agency objectives and student career goals.

NURSING N8595
Advanced Practice in Psychiatric Mental Health Nursing II 4 credit(s) Prerequisite: Advanced Practice in Psychiatric Mental Nursing I
This course is designed to advance the student's clinical practice with patients in a variety of psychiatric mental health settings. The practicum is the second of two consecutive courses. Expectations of this clinical experience are direct patient contact, therapeutic interaction with staff, families, and systems, as well as medication management. The student will function in the role of the advanced practice psychiatric nurse practitioner. Details of the practicum will be coordinated with the student, agency and faculty based upon course objectives, clinical objectives and student educational goals.

NURSING N8661
Advanced Pediatric and Neonatal Pharmacology 3 credit(s) Prerequisites and Corequisites: N6100, N4100
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. Proper prescribing and record keeping in accordance with New York and Federal laws are addressed.

NURSING N8670
Pediatric Primary Care Nursing III 2 credit(s) Prerequisites: 8670, N6626; Corequisites: N6610, N6622, N6624, N6630, N6632, N8673
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 III: Clinical 2 credit(s) Prerequisites: N6610, N6620, N6630, N6632; Corequisites: N8670
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, they 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 N6630 and N8670 to assess and develop plans of care for all children and adolescents.
COURSE DESCRIPTIONS

NURSING N8674
Pediatric Primary Care Nursing III  3 credit(s) Prerequisites: N6610, N6620, N6630, N6632; Corequisites: N8670
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 hospitalized children and to work with other health professionals collaboratively. When the illness requires hospitalization, the will design and implement a plan of care, including discharge plans land 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 N8693
Family Primary Care: Practicum IIA  2 credit(s) Prerequisites: N6100, N8557, N8786, N8568, N6735; Corequisites: N8545, N8558, N6121, N8560, N8290, N6920, N8102
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 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 – 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 credit(s) Prerequisites and Corequisites: N6100, N8102, N6740, N8750
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 palliative care component would concentrate on those 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  1-3 credit(s) Prerequisites and Corequisites: N6100, N6880, N8102, N6740, N8750
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 the 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.
COURSE DESCRIPTIONS

NURSING N8755
Introduction to Palliative and End of Life Care Throughout the Lifespan 3 credit(s)
This introductory course is designed to prepare graduate nursing students, fourth year medical students and residents to offer informed and compassionate palliative and end of life care to patients and families across the lifespan and in a variety of settings.

NURSING N8756
Seminar in Palliative and End of Life Care 1 credit(s) Prerequisite: N8755
This advanced level seminar continues to build an evidence based discipline by incorporating content of N8755 into discussion of 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(s) Prerequisites: N8755, N8756 and Permission of Course Director.
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 credit(s)
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 N8762 - No longer offered
Integrative Therapies III 3 credit(s)
This is a combined seminar and clinical experience with a nurse practitioner and an integrative medicine practitioner. Analyze and formulate appropriate therapeutic plans by incorporating both Western and Integrative therapies diagnosis and management.

NURSING N8763
Clinical Seminar in Primary Care Across the Adult Lifespan I 1 credit(s) Prerequisites: N8770, N8771, N8774; Corequisite: Clinical Placement
This course is designed to provide the ANP student an academic environment in which the students share their practicum experience and present cases 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. Previously offered as N6721.

NURSING N8764
Clinical Seminar in Primary Care Across the Adult Lifespan II 1 credit(s) Prerequisites: N8770, N8771, N8774; Corequisite: Clinical Placement
This course is designed to provide the ANP 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. Previously offered as N6722.
NURSING N8765  
Clinical Seminar in Primary Care Across the Adult Lifespan III  1 credit(s) Prerequisites: N8770, N8771, N8774; Corequisite: Clinical Placement  
Clinical Seminar in Primary Care Across the Adult Lifespan III is designed to provide the Adult Gerontology Nurse Practitioner (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 N8766  
Practicum in Primary Care Across the Adult Lifespan I  1 credit(s) Prerequisite: N6100, N6121, Prerequisite/Corequisite: N8786  
Guided study with clinical application of advanced physical assessment techniques in adults.

Nursing N8767  
Practicum in Primary Care Across the Adult Lifespan II  2 credit(s) Prerequisites: N6100, N6121, N6703, N8766, N8770; Corequisites: N8771  
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. Previously N8772. With the permission of the faculty and PD, this course can be taken for up to 3 credits.

NURSING N8768  
Practicum in Primary Care Across the Adult Lifespan III  2 credit(s) Prerequisite: N6100, N6121, N8766, N8767  
The practicum is a clinical field experience designed to provide opportunity for students to strengthen skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical settings function more independently under preceptor supervision.

NURSING N8769 - No longer offered  
Comprehensive Geriatric Assessment  1 credit(s). Corequisite: N8766, N8766  
This course provides a systematic overview of a comprehensive interdisciplinary geriatric assessment. Taken concurrently with Advanced Clinical Assessment Across the Adult Lifespan, 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. Previously N8867.

NURSING N8770  
Diagnosis and Management of Illness in Adults I  3 credit(s) Prerequisites and Corequisites: N6700, N6100, N8786; N6121. N8770 is the first course in a series of three sequential courses to review the diagnosis and management of illness across the adult lifespan. Using a systems approach, this course will emphasize the importance of current health promotion, disease prevention, and screening guidelines, and will extensively study the differential diagnosis and comprehensive healthcare management of integrated physical and mental health problems as they affect individuals across the adult lifespan. For each physical system studied, the role of the Advanced Practice Nurse, evaluation techniques (including recommended tests of choice and screening tools), diagnostic findings (for prevention, as well as diagnosis and management), and multi-modal management tools specific to adolescents, young adults, adults, and geriatric populations will be highlighted. Emphasis will be placed on the age-specific biopsychosocial variables influencing those health problems and behaviors, and barriers to health promotion and disease prevention, which are most likely to present, and most amenable to management in a primary care setting. Same as N6760. As of Spring 2011, this course includes additional content pertaining to late adolescent and old age.
COURSE DESCRIPTIONS

NURSING N8771
Diagnosis and Management of Illness in Adults II 3 credit(s) Prerequisite: N8786, N8787, N8770, N8772
N8771 is the second course in a series of three sequential courses to review the diagnosis and management of illness across the adult lifespan. Using a systems approach, this course will emphasize the importance of current health promotion, disease prevention, and screening guidelines, and will extensively study the differential diagnosis and comprehensive healthcare management of integrated physical and mental health problems as they affect individuals across the adult lifespan. For each physical system studied, the role of the Advanced Practice Nurse, evaluation techniques (including recommended tests of choice and screening tools), diagnostic findings (for prevention, as well as diagnosis and management), and multi-modal management tools specific to adolescents, young adults, adults, and geriatric populations will be highlighted. Emphasis will be placed on the age-specific biopsychosocial variables influencing those health problems and behaviors, and barriers to health promotion and disease prevention, which are most likely to present, and most amenable to management in a primary care setting.
Same as N8465. As of Spring 2011, this course includes additional content pertaining to late adolescent and old age.

NURSING N8772
Practicum in Adult Primary Care I 2 credit(s) Prerequisites and Corequisites: N6700, N6100, N8786, N8770, N6121.
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.
This course is no longer offered. See N8767. 5/2010

NURSING N8773
Practicum in Adult Primary Care II 2-4 credit(s) Prerequisite: N8772.
The practicum is a clinical field experience designed to provide opportunity for students to strengthen skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical settings function more independently under preceptor supervision.
This course is no longer offered. See N8768. 5/2010

NURSING N8774
Diagnosis and Management of Illness Across the Adult Lifespan III 3 credit(s) : N8770 and 8771, N6100, N6121, N8102, N8786; N8769
N8774 is the third course in a series of three sequential courses to review the diagnosis and management of illness across the adult lifespan. Using a systems approach, this course will emphasize the importance of current health promotion, disease prevention, and screening guidelines, and will extensively study the differential diagnosis and comprehensive healthcare management of integrated physical and mental health problems as they affect individuals across the adult lifespan. For each physical system studied, the role of the Advanced Practice Nurse, evaluation techniques (including recommended tests of choice and screening tools), diagnostic findings (for prevention, as well as diagnosis and management), and multi-modal management tools specific to adolescents, young adults, adults, and geriatric populations will be highlighted. Emphasis will be placed on the age-specific biopsychosocial variables influencing those health problems and behaviors, and barriers to health promotion and disease prevention, which are most likely to present, and most amenable to management in a primary care setting.

NURSING N8776
Advanced Practicum in Primary Care 4 credit(s) Prerequisites and Corequisite: N8770, N8771, N8772, N8773.
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.
COURSE DESCRIPTIONS

NURSING N8786
Advanced Clinical Assessment Across the Lifespan  3 credit(s) Prerequisites: A course in basic physical assessment and performance of a systematic head-to-toe physical check-out; Co-requisites: N6458, N8568, N8788; Co-requisite/Prerequisite: N8766
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 Practicum in Primary Care  4 credit(s) Prerequisites and Corequisite: N8770, N8771, N8772, N8773.
The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical setting are to function more independently under preceptor supervision.

NURSING N8789
Advanced Clinical Assessment: Women's Health  2 credit(s) Prerequisite: N6100; Corequisite: 6150
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 perimenopause 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.
Changed in credit is effective beginning summer 2012.

NURSING N8790
Independent Study: 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 credit(s) Corequisite: N8793
The student is introduced to the signs, symptoms and DSM-IV-TR classification of psychiatric disorders. 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 in Nursing II: Clinical Practicum  1 credit(s) Corequisite: N8792
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.
COURSE DESCRIPTIONS

NURSING N8795
Family Primary Care: Practicum IIB  2 credit(s) Prerequisites: Completion of Master’s Core and Supporting Sciences; Completion of Master’s Level Courses: N8545, N8557, N8568, N8693, and N8786; Corequisites: N8558
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 episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

NURSING N8816
Practicum in Critical/Acute Care for the Nurse Practitioner  2 credit(s) Prerequisites: Completion of Master’s Core and Supporting Sciences; Corequisites: N6838
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 N8820
Advanced Practicum in Critical Care for the Nurse Practitioner  3 credit(s) Prerequisites and Corequisites: N6838, N6839, N8816, N6100, N6121, N8102.
The practicum in critical 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 patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience.

NURSING N8823
Advanced Practicum in Acute Care  3 credit(s) Prerequisites Master’s Level Core Courses N8786, N8788, N6838, N8816, N6839, and N8820
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 N8825
Integration Practicum in Critical Care for the Nurse Practitioner  5 credit(s) Prerequisites: N6838, N8816, N8820, N6839, N6720, N8786, N8788, N8823
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 patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience.

NURSING N8833
Professional Role of the Nurse Anesthetist I  1 credit(s)
This is the first of two courses examining the professional role of the nurse anesthetist. Legal and practice requirements, practice environments and patient-centered collaborative practice will be emphasized. Discussions, presentations and clinical observation will facilitate assimilation into the role.
COURSE DESCRIPTIONS

NURSING N8834
Professional Role of the Nurse Anesthetist II  
1 credit(s) Prerequisite: N8833
This course will examine the professional role of the nurse anesthetist through discussions and writings/presentations. Current topics in health care delivery, reimbursement, politics and policy as they relate to nurse anesthesia will be emphasized.

NURSING N8840  - No longer offered
Professional Role of the Nurse Anesthetist II  
2 credit(s) N8833
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.
N8840 replaces N8834. Rev. Fall 2012

NURSING N8843
Acute Care Independent Study  
2 credit(s) Prerequisites: Master’s Core Courses, N8786, N8788, N6838, N8816, N6839, N8820
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. This course should be taken concurrently with the integration practicum course (N8823).

NURSING N8845
Cancer in Childhood  
2 credit(s) Prerequisites: N6100, N6121, N6740
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 N8866
Health Assessment for Nurse Anesthesia  
1 credit(s) N8786
This course focuses on the essential technology and procedures utilized during peri-operative patient management. During didactic lectures and laboratory experiences psychomotor skills and critical thinking inherent to the practice of nurse anesthesia will be developed along with written/oral presentation of specific patients. As a component of the course specific skills must be safely demonstrated.

NURSING N8870
Nurse Anesthesia Residency I  
2 credit(s) Prerequisite: All previous course work in Anesthesia
Clinical experiences provide the opportunity for students to integrate theory within the clinical setting. Students move along 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. CRNA/MD preceptors act as facilitators of learning. Clinical conferences and professional meetings help to reinforce and enhance learning.
COURSE DESCRIPTIONS

NURSING N8871  
Nurse Anesthesia Residency II  2 credit(s) Prerequisite: N8870  
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 N8872  
Anesthesia Residency III  2 credit(s) Prerequisite or Corequisite: All previous course work in Anesthesia.  
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 in surgery and anesthesia includes obstetrics, neurosurgery, and pediatrics. CRNA and MD faculty members and preceptors act as guides.

NURSING N8873  
Anesthesia Residency IV  2 credit(s) Prerequisite: N8870, N8871, N8872 and all previous class work.  
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  2 credit(s) Prerequisite: N8870  
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  2 credit(s) Prerequisite: N8871  
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  2 credit(s) Prerequisite: N8872  
This is the third of four seminar courses. Review questions and discussion facilitate integration of didactic content with clinical experiences as students progress from competent to proficient student nurse anesthetists. This course will summarize all previous content and provide critical analysis of selected topics in nurse anesthesia practice. Students will be assigned specific content and present utilizing “turning point” format which will facilitate and engender discussion in preparation for board examination.
COURSE DESCRIPTIONS

NURSING N8877
Seminar in Nurse Anesthesia Practice IV 2 credit(s) Prerequisite: N8872
This is the final of four seminar courses. This course represents the culmination 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 proficient student nurse anesthetist to novice practitioner. 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 N8890
Individualized Study in Nurse Anesthesia 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 N8950
Advanced Practice Nursing Post Masters Residency 3-6 credit(s) Prerequisite: Completion of NP program, Certification (eligible)
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 N9001
Social and Intellectual Foundations of Nursing 3 credit(s) Prerequisites: Matriculated PhD student or by permission of the instructor.
Examination of the structure and growth of contemporary nursing knowledge as it developed within a social context. Ideas, events, people, and writings are examined for their influence, inter-relationships and significance to nursing.

NURSING N9260
Building Interdisciplinary Research Models 2 credit(s) Prerequisite: Good standing in a Columbia University graduate program and permission of the instructors.
Interdisciplinary research is an approach to advancing scientific knowledge requiring mastery of specific competencies. This seminar will introduce the students to competencies in interdisciplinary research through a combination of readings and lectures in each necessary aspect, chosen from fields essential to successful interdisciplinary research.

NURSING N9265
Research Seminar 0 credit(s) Corequisites: For students taking the course for credit, attendance at a 2nd seminar series in another discipline is required
The purpose of this Seminar Series is to provide a venue for presentation, positive critique and scholarly interchange regarding ongoing cross-disciplinary research and related methodologies. The course is designed for and required by students in the PhD program in Nursing. It is open to pre- and post-doctoral fellows, other students, faculty, and visiting scholars on a non-credit basis. Scholarly, interdisciplinary interaction is an essential component to the PhD research training; this series will expose participants to scholars with whom they might not otherwise interact.
COURSE DESCRIPTIONS

NURSING N9300
Comparative Quantitative Research Design and Methodology | 3 credit(s) Prerequisites: Master's level course in research and statistics
This course examines the research designs common to nursing and health policy research. This course will address aspects of nursing research from the perspective of preparing researchers to design and carry out studies using quantitative methods: formulation of researchable questions and hypotheses; types of research variables; sampling designs and power analysis; and the uses, strengths and weaknesses of experimental and quasi-experimental designs and designs.

NURSING N9351
Concept Development and Measurement of Clinical Phenomena in Nursing | 3 credit(s)
This doctoral-level theory course is designed to enhance the student’s ability to conceptualize and measure phenomena of interest to the discipline of nursing. The course examines approaches to the analysis and development of concepts, the applicability of nursing concepts and theories to clinical practice and research, and issues related to instrumentation and measurement of concepts. Focus will be on development of critical thinking skills in analyzing literature portraying key concepts, extant practice for theory implications and critical analysis of measurement methods.

NURSING N9352
Qualitative Research Design and Methods | 3 credit(s)
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 credit(s)
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 Methods | 3 credit(s)
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 N9400
Practice Management | 2 credit(s)
This course is designed to provide the student with sophisticated knowledge, tools, and techniques to manage the clinical and administrative components of practice. Students will have a guided experience to develop the following aspects of practice: sound business plan (including contracting/negotiating with third party payers), risk management, billing compliance, quality improvement and financial analysis of practice.
COURSE DESCRIPTIONS

NURSING N9412
Informatics for Advanced Practice  3 credit(s)
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 N9480
Chronic Illness Management  2 credit(s) Prerequisite(s): Doctoral level or permission of faculty
An in-depth understanding of the complexity of chronic illness management will be emphasized. Content will include discussion of current and innovative models of care delivery, issues impacting patients, caregivers and advanced practice nurses, care systems that enhance outcomes, and use of an interdisciplinary approach to chronic illness management for persons across the lifespan.

NURSING N9502
Guided Study in Research I  3 credit(s)
The student will decide, with the research advisor or selected others, on an individually determined study of statistics and research methods based upon the selected focus of dissertation study. Selected courses throughout the University may be used to satisfy this requirement.

NURSING N9505
Research Practicum  2 credit(s)
The student works with a faculty member 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 credit(s)
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 review and rationale for aims, and hypotheses of the proposed work.

NURSING N9510
Guided Study in Nursing Science 1-3 credit(s)
The student works under the guidance of a faculty member to study in depth a topic related to the development of nursing science. Specific objectives and requirements are negotiated individually. The course may be repeated more than once provided different faculty members supervise the learning experience.

NURSING N9538
Advanced Seminar in Clinical Genomics  2 credit(s) Prerequisite: Doctoral level; MS completing or permission of the instructor
This course explores the current parameters of genomics as it influences new conceptualizations of health and illness. Using a case discussion approach, clinical issues of genetics testing, genetic exceptionalism, individualized risk assessments and predictions are explored throughout their life span.
COURSE DESCRIPTIONS

NURSING N9600
Legal and Ethical Issues  3 credit(s) Prerequisites: Doctoral standing or permission of the instructor.
This course will explore the broadly defined principles of ethics and the legal and ethical implications for practice and research. Case studies will be used to illustrate how the principles of ethics can guide the decision making process when clinical, research, and practice management dilemmas arise. Emphasis is placed on ethical and legal issues in practice, scholarly work and research. Content will include the following: professional interactions, research experience, gender issues, conflict of interest, genetic screening and diagnostic testing, reproductive technology, emerging infectious disease, pain management and end-of-life issues.

Nursing N9672
Principles of Epidemiology and Environmental Health  3 credit(s) Prerequisites: Doctoral standing or permission of the instructor; Introduction to Evidence Based Practice; Biostatistics or Epidemiology.
This course addresses the application of public health methods and research results to inform the clinical practice of health care. An understanding of sciences based on groups of people, including environmental health, occupational health, and some aspects of genetics, can orient the practitioner with any 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  5-10 credit(s) Prerequisites: Completion of DNP coursework and Comprehensive Examinations
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, perpetual and physical disability and chronic, degenerative illness. Sites include hospital based clinics, ambulatory centers, private 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 N9710
Doctor of Nursing Practice I  2 credit(s) Corequisite: Clinical Seminar and Field Experience
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.
COURSE DESCRIPTIONS

NURSING N9711
Doctor of Nursing Practice II  2 credit(s) Corequisite: Clinical Seminar and Field Experience
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(s) Corequisite: N9717
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(s) Corequisite: N9717
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 in the ambulatory setting and patients with acute changes in health status requiring interventions available only in an acute care setting. The clinical experience will emphasize principles of comprehensive 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 and sites that provide hospice care, home care, nursing home care, rehabilitative care and assisted living services.

NURSING N9717
Seminar: Doctor of Nursing Practice  1 credit(s) Corequisite: Field Experience
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(s) Corequisite: Field Experience and DNP I
Building on Seminar I, this course will provide the venue for student to develop practice scholarship and to begin the iterative process of clinical case narrative writing. Using actual patient encounters, students will systematically document the encounter, examine their clinical decision-making. Students will apply in depth reflection and analysis, synthesis, critical appraisal and application of evidence used in the provision of comprehensive care. This process will be shared with their peers for review. Individual plans for guided study will be reviewed and revised as needed.
COURSE DESCRIPTIONS

NURSING N9719
Seminar: Doctor of Nursing Practice II  1 credit(s) Corequisite: Field Experience and DNP II
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 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 credit(s)
All doctoral students must complete a minimum of 2 dissertation credits, and must register for at least 2 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) Prerequisite: PhD student
All doctoral students must complete a minimum of 2 dissertation credits, and must register for at least 2 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 N9900
Dissertation Seminar  2 credit(s) Prerequisite: Completion of doctoral course work and comprehensive exam
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  1 credit(s) Prerequisite: Enrollment in PhD program and Good academic standing
The residency is designed for doctoral students who are in coursework prior to completion of the comprehensive exam (year one and year two). 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 credit(s) Prerequisite: Statistics.
This doctoral level course is designed to provide the tools for the doctoral level advanced practice nurse to evaluate, translate and integrate published research results into clinical practice. During the course, students will learn how to conceptualize clinical practice problems, how to transform these problems into answerable clinical research questions, how to search for the best clinical evidence, how to assess clinical evidence using basic epidemiological, biostatistical and scientific principals and how to integrate the research results with patient’s values and preferences across clinical sites. The course will culminate in a systematic review of a body of research relevant to advanced practice nursing.
Faculty & Administration

UNIVERSITY ADMINISTRATION

Lee C. Bollinger, JD  
President of the University

John H. Coatsworth, PhD  
Provost of the University

Lee Goldman, MD  
Executive Vice President for Health Sciences and Biomedical Research  
Dean, Faculties of Health Sciences and Medicine

School of Nursing

Bobbie Berkowitz, PhD, RN, CNA, FAAN  
Dean and The Mary O’Neil Mundinger Professor  
Senior Vice President, Columbia University Medical Center

Janice Smolowitz, DNP, EdD, ANP-BC  
Senior Associate Dean, Practice

Elaine Larson, PhD, RN, FAAN, CIC  
Associate Dean, Research

Judy Honig, DNP, EdD, CPNP-PC  
Associate Dean, Student Affairs

Vivian Taylor, EdD  
Associate Dean, Diversity and Cultural Affairs

Jason Wright, MPA  
Associate Dean, Finance and Administration

Reva Feinstein, MPA  
Associate Dean, Development and Alumni Relations

Karen S. Desjardins, DNP, MPH, ANP, GNP, DCC  
Assistant Dean, Academic Affairs

Susan Doyle-Lindrud, DNP, ANP, DCC  
Assistant Dean, Academic Affairs

Arlene M. Smaldone, DNSc, CPNP-PC, CDE  
Assistant Dean, Scholarship and Research
Wilhemina Manzano, MA, RN  
Assistant Dean, Clinical Affairs

PROGRAM DIRECTORS

Adena Bargad, PhD, CNM  
Assistant Professor of Clinical Nursing and Program Director Women’s Health Nurse Practitioner  
PhD, Yale University

Penelope Buschman, AB, BS, MS, PMHCNS-BC, FAAN  
Assistant Professor of Clinical Nursing and Program Director/Psychiatric Nurse Practitioner Program  
AB, Wheaton College  
BS, Columbia University  
MS, Boston University

Karen Desjardins, BS, MS, MPH, DNP, ANP, GNP  
Assistant Professor of Clinical Nursing and Program Director, BS/MS Year One  
Assistant Dean, Academic Affairs  
BS, Medical College of Georgia  
MS, Columbia University  
MPH, Columbia University  
DNP, Columbia University  
Certified Adult Nurse Practitioner  
Certified Geriatric Nurse Practitioner  
Practice: Adult/Geriatric Primary Care

Susan Doyle-Lindrud, DNP, ANP, AOCNP, DCC  
Assistant Professor of Clinical Nursing  
Assistant Dean, Academic Affairs  
Program Director, Oncology  
BS, Georgetown University  
MS, Columbia University  
DNP, Columbia University

Eileen Evanina, DNP, CRNA  
Assistant Professor of Clinical Nursing and Program Director, Nurse Anesthesia  
BS, Wilkes University  
MS, Wilkes University  
DNP, Columbia University  
Certified Registered Nurse Anesthetist

Elizabeth Hall, DNP, MSN, FNP-BC, GNP-BC  
Assistant Professor of Clinical Nursing and Program Director, Family Primary Care  
BSN, William Patterson College  
MSN, Pace University  
DNP, Columbia University  
Certified Family Nurse Practitioner and Geriatric Nurse Practitioner  
Practice: Family Practice Clinic, Nagel Avenue
Ritamarie John, DNP, EdD, CPNP, PMHS, DCC  
Associate Professor of Nursing at CUMC  
Program Director, Pediatric Primary Care  
BSN, Georgetown University  
MSN, Seton Hall University  
EdD, Teacher’s College, Columbia University  
DNP, Columbia University  
Certified Pediatric Nurse Practitioner  
Practice: Pediatric Primary Care

Mary Johnson, DNP, ACNP-BC  
Associate Professor of Nursing at CUMC  
Program Director, Acute Care Nurse Practitioner Program  
BS, William Paterson College  
MS, Columbia University  
DNP, Columbia University  
Certified Acute Care Nurse Practitioner  
Practice: Acute Care

Jeffrey Kwong, DNP, MPH, ANP-BC, ACRN, AAHIVS  
Assistant Professor of Nursing at CUMC  
Program Director, Adult-Gerontology Nurse Practitioner Program  
DNP, University of Colorado, Denver  
MS, University of California San Francisco  
MPH, University of California Los Angeles

Elizabeth K Hall, DNP, MSN, FNP-BC, GNP-BC  
Assistant Professor of Nursing at CUMC  
FNP Program Director  
DNP, Columbia University School of Nursing  
MSN, PACE University School of Nursing  
BSN, William Patterson University School of Nursing

Arlene Smaldone, PhD, CPNP, CDE  
Associate Professor of Nursing at CUMC  
Assistant Dean, Scholarship and Research  
Director, PhD Program  
Education and Training  
BS Hunter College-Bellevue School of Nursing  
MA New York University  
PhD Columbia University School of Nursing

Laura Zeidenstein, DNP, CNM  
Associate Professor of Nursing at CUMC  
Midwifery Program Director  
BS, Downstate Medical Center  
MSN, Yale University School of Nursing  
DNP, Columbia University School of Nursing
FACULTY

Named Professors

Suzanne Bakken, DNSc, RN, FAAN, FACMI  
*Alumni Professor of Nursing and Professor of Biomedical Informatics*  
*Professor of Biomedical Informatics*  
*Director, Center for Evidence-based Practice in the Underserved*  
BSN, Arizona State University  
MS, University of California at San Francisco  
DNSc, University of California at San Francisco  
FAAN  
Nurse Informaticist  
Research: Coding and Classification Systems for Ambulatory Care

Bobbie Berkowitz, PhD, RN, CNA, FAAN  
*Dean*  
*The Mary O’Neil Mundinger Professor*  
*Professor of Health Policy and Management, School of Public Health*  
*Senior Vice President, Columbia University Medical Center*  
BSN, University of Washington  
MSN, University of Washington  
PhD, Case Western Reserve University  
Research/Clinical Interest: Public Health Nursing Practice, Health Disparities, Public Health Systems and Services  
Research, and Health Policy

Mary Byrne, PhD, DNP, MPH, CPNP  
*Stone Foundation and Elise D. Fish Professor in Clinical Health Care for the Underserved*  
BS, Cornell University  
MS, Adelphi University  
MPH, Columbia University  
PhD, Adelphi University  
Certified Pediatric Nurse Practitioner  
Research: High Risk Families

Sarah Sheets Cook, DNP, RN-CS  
*Dorothy M. Rodgers Professor Emerita of Clinical Nursing*  
*Vice Dean; Administrative Director, WHO Collaborating Center for International Nursing*  
*Development of Advanced Practice*  
BSN, Michigan  
MEd, Columbia University  
DNP, Columbia University  
DPNAP, Certified Perinatal Nurse Specialist  
Practice: Maternal/Child Primary Care

Elaine Larson, PhD, RN, FAAN, CIC  
*Anna C. Maxwell Professor of Nursing Research*  
*Associate Dean for Research*  
Education and Training
PhD, University of Washington  
MA, University of Washington  
BSN, University of Washington

**Mary O'Neil Mundinger, DrPH**  
*Dean Emeritus*  
*Edward M. Kennedy Professor of Health Policy*  
DrPH, Columbia University  
MA, Columbia University

**Nancy Reame, PhD, RN, FAAN, Certified Menopause**  
*Mary Dickey Lindsay Professor of Nursing*  
*Leader, Pilot Studies Resource, Irving Institute for Clinical and Translational Research*  
MSN, Wayne State University College of Nursing  
PhD, Wayne State University School of Medicine (Physiology)  
Postdoctoral Fellowship University of Michigan School of Medicine (Clinical Endocrinology)

**Patricia Stone, PhD, RN, FAAN**  
*Centennial Professor in Health Policy*  
*Director of the Center for Health Policy*  
PhD Rochester University  
MPH Harvard University  
RN New York State University

**Professors of Clinical Nursing**  
Judy Honig, EdD, DNP, CPNP  
*Associate Dean, Student Affairs*  
BS, State University of New York at Buffalo  
MS, Seton Hall  
MA, Columbia University  
EdD, Teachers College, Columbia University  
DNP, Columbia University

Janice Smolowitz, DNP, EdD, ANP-BC, DCC  
*Senior Associate Dean*  
DNP, Columbia University School of Nursing  
EdD, Columbia University  
MS, Columbia University

**Professor of Medical Psychology (in Psychiatry and Nursing)**  
Walter Bockting, PhD  
*Co-Director, Initiative for LGBT Health*  
PhD, Vrije Universiteit, Amsterdam, The Netherlands

**Associate Professors of Clinical Nursing**  
Linda Sue Greenfield, RN, PhD  
Ritamarie John, DNP, EdD, CPNP-PC, DCC
Associate Professor of Clinical Nursing (in Biomedical Informatics)
Jacqueline Merrill, DNSc, RN, MPH

Associate Clinical Professors of Nursing
Lori Cogan, DNP, ACNP, ANP, DCC
Kara Ventura, DNP, CPNP, DCC

Associate Research Scientist
Monika Pogorzelska, PhD, MPH

Assistant Professors of Nursing
Elizabeth Cohn, DNSc, RN
Kathleen Hickey, EdD, FNP, ANP, FAHA, FAAN
Robert J. Lucero, PhD, RN
Lusine Poghosyan, PhD, RN
Rebecca Schnall, PhD, RN
Jingjing Shang, PhD, RN

Associate Professor of Clinical Biostatistics (in Nursing)
Haomiao Jia, PhD

Assistant Professor of Clinical Physiology (in Nursing)
Sally W. Aboelela, PhD, RN

Assistant Professor of Social Welfare Science (in Nursing)
Tawandra L. Rowell-Cunsolo, PhD
PhD, University of Pennsylvania
MA, Rutgers University
BA, Purdue University

Assistant Professors of Nursing at CUMC
Christina Araujo, DNP, CPNP, FNP-BC
Adena Bargad, PhD, MSN, CNM
Penelope Buschman, MS P/MH, CNS, FAAN
Damaris C. Carriero, MS, NP-C
Elizabeth Cohn, PhD, RN
Rozelle Corda, MS, FNP-BC
Jeanne N. Churchill, DNP, CPNP-PC
Maria Corsaro, DNP, MSN, MPH
Karen Desjardins DNP, MPH, ANP, GNP, DCC
Jennifer Dohrn, DNP, CNM
Susan Doyle-Lindrud DNP, ANP, DCC
Giovanni Dugay, MSN, C-ANP
William M. Enlow, DNP, CRNA, DCC
Eileen Evanina, DNP, CRNA
Ellen Fahey, DNP, MSN
Margie Fernandez Sloves, DNP, ANP-BC
Margaret Flannery, MS, ANP-BC
Jeffrey Kwong, DNP, MPH, ANP-BC, ACRN, AAHIVS
Elizabeth K. Hall, DNP, FNP, GNP
Patricia Ann Harren, DNP, ANP, DCC
Kathleen Hickey, EdD, FNP, ANP, FAHA, FAAN
Mary Huang, DNP, C-PNP
Mary Johnson, DNP, ACNP, ANP
Joan Kearney, PhD, CS, APRN
Robert J. Lucero, PhD, RN
Mary-Jane McEneaney, DNP, WHNP
Marlene E. McHugh, DNP, FNP, DCC
Lusine Poghosyan, PhD, RN
Cliff Roberson, DNP, CRNA
Jean Marie Rubsam-Kane, DNP, MS, CPNP
Rebekah L Ruppe, DNP, CNM
Rebecca Schnall, PhD, RN
Inna Selik, MS, ACNP-BC
Jingjing Shang, PhD, RN
Lynn R. Silverberg, MSN, ANP-BC
Caroline Sullivan, DNP, MS, ANP
Phyllis Tarallo, DNP, FNP-C, DCC
Mary Ellen Tresgallo, DNP, MPH, FNP-BC
Elsa Wuhrman, DNP, ANP, CCRN

Instructors of Clinical Nursing
Anna Aluf-Senra, MSN, PNP-BC
Melanie Cambell, MS, ATC, APRN, FNP-C
Tifanny DeSadier, MSN, ACNP-BC
Oliver Diaz, MSN, ACNP
Gina DiNapoli, MSN, PNP-BC
Maria Carmela Evangelista, DNP, ANP-BC
Patricia P. Garnica, RN, MSN, ANP-BC, CDE
Silvia Guevara, MSN, ACPN-BC
Lizbeth Keller, ACNP-BC
Keisha Caroline Landell, MS, ANP-BC
Rachel Maki, PMHNP
Jessica Miglin, MSN, ACNP-BC
Andre Robinson
Evangeline Veloria, DNP, ACNP, APRN-BC, MS
Christina Wheelwright, ACNP

Clinical Directors
First Year BS/MS Program: Ellen Levine, MS, PNP
PNP Program: Lucille Corva, MS, CPNP

Postdoctoral Research Fellow
Ann-Margaret Navarra, PhD, CPNP
Adriana Arcia, PhD, RN

Postdoctoral Research Scientist
Sunmoo Yoon, PhD, RN
DEPARTMENTS/ADMINISTRATION

Office of the Dean
Kristin Warbasse
Executive Assistant to the Dean

Diana Belizario
Administrative Assistant

Office of Diversity and Cultural Affairs
Cheryl F. Murray-Francis
Senior Administrative Manager

Division of Student Affairs

Admissions and Student Financial Services
Judy Wolfe, MSED
Senior Director of Admissions and Student Financial Services

Brittany Pavon Suriel
Administrative Coordinator

Keisha Sango
Administrative Coordinator

Office of Student Financial Services
Desiree Cameron, BA
Assistant Director, Financial Aid

Laura Cabrera
Coordinator of Financial Aid

Admissions
Jose Villa, BA
Assistant Director of Admissions

Naveed Ahmad, BA
Coordinator of Admissions

Student Services
Tania Quispe, MSEd
Senior Director of Students Services

Erica Diehl, BA
Student Coordinator

Office of Student Activities
K. Sasha Best
Student Activities Coordinator
Division of Academic Affairs

Office of Curricular and Academic Support

Dian Holder, MA
Director of Curricular and Academic Support

Alana Zbaren, MS
Academic Affairs Coordinator

Lovette Esliker
Academic Program Coordinator, Curricular

Tasha White
Academic Program Coordinator, Clinical

Office of Scholarship and Research Development

Kristine Kulage, MA
Director, Office of Scholarship and Research

Alumni Relations

Reva Feinstein
Associate Dean, Development and Alumni Relations

Janice Rafferty
Director of Development

Janine Handfus
Associate Director, Annual Fund & Foundation Relations

Larin Smith
Assistant Director for Alumni Relations

Denise Yankou
Development Associate

Combined BS/MS Entry to Practice (ETP) Program

Nina Luciano
Senior Program Coordinator

Chandra L. Cates
Administrative Assistant

Ellen “Sunni” Levine
Clinical Placement Director
The following Academic Calendar was correct and complete as of the time of publication; however, the University reserves the right to revise or amend it, in whole or in part, at any time. Information on the current status of the Academic Calendar for the School of Nursing may be obtained in the Office of Student Services.

### UNIVERSITY HOLIDAYS

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year's Day</td>
<td>Tuesday, January 1, 2013</td>
</tr>
<tr>
<td>Martin Luther King Jr. Birthday</td>
<td>Monday, January 21, 2013</td>
</tr>
<tr>
<td>President's Day</td>
<td>Monday, February 18, 2013</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 27, 2013</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Thursday, July 4, 2013</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 2, 2013</td>
</tr>
<tr>
<td>Election Day</td>
<td>Tuesday, November 5, 2013</td>
</tr>
<tr>
<td>Thanksgiving Day</td>
<td>Thursday, November 28, 2013</td>
</tr>
<tr>
<td>University Designated Holiday</td>
<td>Friday, November 29, 2013</td>
</tr>
<tr>
<td>University Designated Holiday</td>
<td>Tuesday, December 24, 2013</td>
</tr>
<tr>
<td>Christmas Day</td>
<td>Wednesday, December 25, 2013</td>
</tr>
<tr>
<td>University Designated Holiday</td>
<td>Tuesday, December 31, 2013</td>
</tr>
</tbody>
</table>
# ACADEMIC CALENDAR

## SPRING 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 7</td>
<td>First day of Winter Classes for ETP Pre-licensure students</td>
</tr>
<tr>
<td>Tuesday, January 15 - 17</td>
<td>Continuing Student Registration</td>
</tr>
<tr>
<td>Monday, January 21</td>
<td>Martin Luther King Jr's birthday observed - University Holiday</td>
</tr>
<tr>
<td></td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>Tuesday, January 22 - 1</td>
<td>Change of Program period</td>
</tr>
<tr>
<td></td>
<td>Late registration with fee period</td>
</tr>
<tr>
<td>Wednesday, January 23</td>
<td>First day of classes for MS and Doctoral students</td>
</tr>
<tr>
<td>Friday, February 1</td>
<td>End of change of program period - Last day to add a course; Last day</td>
</tr>
<tr>
<td></td>
<td>to drop a course with full tuition refund and without &quot;W&quot; grade on</td>
</tr>
<tr>
<td></td>
<td>transcript</td>
</tr>
<tr>
<td>Friday, February 1</td>
<td>Last day to submit Degree Application for May 2013 degree</td>
</tr>
<tr>
<td>Wednesday, February 13</td>
<td>Award of Degrees</td>
</tr>
<tr>
<td>Monday, February 18</td>
<td>President's Day observed - University Holiday</td>
</tr>
<tr>
<td></td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>Friday, March 15</td>
<td>Last day of Winter Classes for ETP Pre-licensure students</td>
</tr>
<tr>
<td>Monday, March 18 - 22</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>Monday, March 25</td>
<td>First day of Spring Classes for ETP Pre-licensure students</td>
</tr>
<tr>
<td>Thursday, March 28</td>
<td>Last day to drop individual courses or change grading option</td>
</tr>
<tr>
<td>Monday, April 15 - 19</td>
<td>Continuing student registration for Summer 2013 (anticipated dates)</td>
</tr>
<tr>
<td>Friday, May 17</td>
<td>Last day of Spring semester for all students</td>
</tr>
<tr>
<td>Wednesday, May 22</td>
<td>University Commencement</td>
</tr>
</tbody>
</table>

## SUMMER 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, May 29</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td></td>
<td>New and continuing student registration</td>
</tr>
<tr>
<td>Thursday, May 30 - 31</td>
<td>Program specific orientation</td>
</tr>
<tr>
<td></td>
<td>New and continuing student registration</td>
</tr>
<tr>
<td>Monday, June 3</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Monday, June 3 - 7</td>
<td>Change of Program period Late registration with fee period</td>
</tr>
<tr>
<td>Friday, June 7</td>
<td>End of change of program period - Last day to add a course;</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Monday, July 8</td>
<td>Last day to drop a course with full tuition refund and without &quot;W&quot; grade on transcript</td>
</tr>
<tr>
<td>Monday, July 15 - 19</td>
<td>Continuing Student Registration for Fall 2013 (anticipated dates)</td>
</tr>
<tr>
<td>Thursday, August 1</td>
<td>Last day to submit Degree Application for October 2013 degree</td>
</tr>
<tr>
<td>Friday, August 2</td>
<td>Last day of summer semester</td>
</tr>
</tbody>
</table>

**FALL 2013**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, August 28</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td></td>
<td>New and continuing student registration (anticipated)</td>
</tr>
<tr>
<td>Thursday, August 29</td>
<td>New and continuing student registration</td>
</tr>
<tr>
<td>Monday, September 2</td>
<td>Labor Day - University Holiday</td>
</tr>
<tr>
<td>Tuesday, September 3</td>
<td>First day of classes for ETP Pre-licensure, MS, and Doctoral students</td>
</tr>
<tr>
<td>Tuesday, September 3 - 13</td>
<td>Change of Program period</td>
</tr>
<tr>
<td></td>
<td>Late registration with fee period</td>
</tr>
<tr>
<td>Friday, September 13</td>
<td>End of change of program period - Last day to add a course; Last day to drop a course with full tuition refund and without &quot;W&quot; grade on transcript</td>
</tr>
<tr>
<td>Wednesday, October 16</td>
<td>October Degrees Conferred</td>
</tr>
<tr>
<td>Monday, November 4</td>
<td>Academic Holiday</td>
</tr>
<tr>
<td></td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>Tuesday, November 5</td>
<td>Election Day - University Holiday</td>
</tr>
<tr>
<td></td>
<td>ETP Pre-Licensure students have class</td>
</tr>
<tr>
<td>Thursday, November 14</td>
<td>Last day to drop individual courses or change grading option</td>
</tr>
<tr>
<td>Monday, November 25 - 27</td>
<td>No ETP Pre-Licensure classes held</td>
</tr>
<tr>
<td>Thursday, November 28</td>
<td>Thanksgiving Day - University Holiday</td>
</tr>
<tr>
<td></td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>Friday, November 29</td>
<td>University Holiday</td>
</tr>
<tr>
<td></td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>Monday, December 2 - 6</td>
<td>Continuing Student Registration for Spring 2014 (anticipated dates)</td>
</tr>
<tr>
<td>Monday, December 2</td>
<td>Last day to submit Degree Application for February 2014 degree</td>
</tr>
<tr>
<td>Friday, December 13</td>
<td>Last day of Fall semester for MS, and Doctoral students</td>
</tr>
<tr>
<td>Thursday, December 19</td>
<td>Last day of Fall semester for ETP Pre-licensure students</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Monday, January 20</td>
<td>Martin Luther King Jr's birthday observed - University Holiday</td>
</tr>
<tr>
<td></td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>Tuesday, January 21</td>
<td>First day of classes for ETP Pre-Licensure, MS and Doctoral students</td>
</tr>
<tr>
<td>Tuesday, January 21 - 31</td>
<td>Change of Program period</td>
</tr>
<tr>
<td></td>
<td>Late registration with fee period</td>
</tr>
<tr>
<td>Friday, January 31</td>
<td>End of change of program period - Last day to add a course; Last day to drop a course with full tuition refund and without &quot;W&quot; grade on transcript</td>
</tr>
<tr>
<td>Monday, February 3</td>
<td>Last day to submit Degree Application for May 2014 degree</td>
</tr>
<tr>
<td>Wednesday, February 12</td>
<td>February Degrees Conferred</td>
</tr>
<tr>
<td>Monday, February 17</td>
<td>President's Day observed - University Holiday</td>
</tr>
<tr>
<td></td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>Monday, March 17 - 21</td>
<td>Spring Recess</td>
</tr>
<tr>
<td></td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>Thursday, March 27</td>
<td>Last day to drop individual courses or change grading option</td>
</tr>
<tr>
<td>Monday, April 14 - 18</td>
<td>Continuing student registration for Summer 2014 (anticipated dates)</td>
</tr>
<tr>
<td>Friday, May 16</td>
<td>Last day of Spring semester for ETP Pre-licensure, MS, and Doctoral students</td>
</tr>
<tr>
<td>Wednesday, May 21</td>
<td>University Commencement (anticipated date)</td>
</tr>
</tbody>
</table>
MAJOR RELIGIOUS HOLIDAYS

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

GRADUATION

Columbia University School of Nursing confers degrees three times a year in February, May and October.

A University-wide commencement ceremony is held each May on the Morningside Campus. Additionally the School of Nursing holds a Graduation ceremony in May at which time Masters, Certificate, and Doctoral degree candidates are individually recognized. Graduates from the entire academic year, including the Fall, Spring and the following Summer semesters are eligible and encouraged to attend the School of Nursing graduation.

Projected Graduation Schedule

<table>
<thead>
<tr>
<th>Graduation Date</th>
<th>Application Deadline</th>
<th>Degree Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>December 1, 2012</td>
<td>February 13, 2013</td>
</tr>
<tr>
<td>May</td>
<td>February 1, 2013</td>
<td>May 22, 2013</td>
</tr>
<tr>
<td>October</td>
<td>August 1, 2013</td>
<td>October 16, 2013</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>December 1, 2013</td>
<td>February 12, 2014</td>
</tr>
<tr>
<td>May</td>
<td>February 1, 2014</td>
<td>May 21, 2014</td>
</tr>
</tbody>
</table>
### Finding Your Way

**COLUMBIA UNIVERSITY HEALTH SCIENCES CAMPUS – DIRECTORY**

<table>
<thead>
<tr>
<th>1. Bard Haven Towers, 100 Haven Avenue, New York, NY 10032</th>
<th>2. Bard Hall Medical Student Residences, 50 Haven Avenue, New York, NY 10032</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. College of Dental Medicine / Vanderbilt Clinic Building, 622 W. 168 Street, New York, NY 10032</td>
<td>14. New York City Department of Health / Mailman School of Public Health Programs, 600 W. 168 Street, New York, NY 10032</td>
</tr>
<tr>
<td>17. Pauline A. Hartford Memorial Chapel, 622 W. 168 Street, New York, NY 10032</td>
<td>18. Children’s Hospital (North), 3959 Broadway, New York, NY 10032</td>
</tr>
<tr>
<td>19. Children’s Hospital (South) / Sloane Hospital for Women, 3959 Broadway, New York, NY 10032</td>
<td>20. Eye Institute Research Laboratories, 635 W. 165 Street, New York, NY 10032</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>27. Irving Cancer Research Center</td>
<td>28. Russ Berrie Medical Science Pavilion, New York, NY 10032, 1150 Saint Nicholas Avenue, New York, NY 10032</td>
</tr>
<tr>
<td>29. New York State Psychiatric Institute, 1051 Riverside Drive, New York, NY 10032</td>
<td>30. Morgan Stanley Children's Hospital Building</td>
</tr>
<tr>
<td>31. Future Audubon IV</td>
<td>32. Future Audubon V</td>
</tr>
</tbody>
</table>
DIRECTIONS TO COLUMBIA UNIVERSITY SCHOOL OF NURSING

If you are traveling to the Columbia University School of Nursing:

Location:
617 West 168th Street
New York, NY 10032
West 168th between Broadway and Fort Washington Avenue Directly across from the New York Presbyterian Hospital Emergency Entrance.

By Subway:
The #1 (local) and “A” (express) trains stop at 168th Street and Broadway
• From Grand Central in Manhattan, take the Shuttle "S" to Times Square, Take the #1 train (local) to 168th St., or, Take the "A" (express) train to 168th St, or Take the #2 (express) train to 96th St, then transfer to the uptown #1 (local) to 168th St.
• From Penn Station in Manhattan, take the #1 (local) or the “A’ (express) train to 168th St, or take the #2 or #3 (express) to 96t St, then transfer to the uptown #1 (local) to 168th St.

By Local Bus:
M4 Bus to 168th Street and Fort Washington Avenue
M5 Bus to 168th Street and Broadway
BX7 Bus to 168th Street and Broadway
M2 Bus to 168th Street and St. Nicholas Avenue
M100 Bus to 168th Street

By Car:
The most direct way to Columbia University School of Nursing is to follow signs for the George Washington Bridge and Columbia Presbyterian Hospital. The Henry Hudson Parkway, Riverside Drive, Interstate 95, the Major Deegan Highway and Harlem River Drive will all lead you to the George Washington Bridge. We are on West 168th between Broadway and Fort Washington Avenue. The GWB is at about 178th Street.

By Plane:
From LaGuardia Airport:
Take the M60 Bus, or Taxi directly to 168th and Broadway

From Kennedy Airport:
Take a Shuttle Bus to Penn Station, take the “A” or #1 train to 168th and Broadway
Taxi directly to 168th and Broadway

From Newark Airport:
Bus to Penn Station (34th Street), then “A” or #1 train to 168th and Broadway or, Taxi across the George Washington Bridge