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Message from the Dean

This academic bulletin offers an overview of curriculum, faculty, and student activities in the School of Nursing. As the School celebrates the beginning of the twenty-first century, it also celebrates its renewal and redefinition as a premier educational resource for aspiring nurse leaders. 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 Advanced Practice education, or in another field for matriculation in the first professional degree. Registered nurses without a degree can be admitted to an honors program leading to the MS degree. The curriculum is accelerated and targeted at superior academic performers with firm career goals in the nursing profession. 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 Science degree program provides training in clinical research and health policy and requires an MS degree in nursing for admission. The faculty represents the very best in clinical competence and scholarly achievement.

WHY NURSING?

Nursing is in a well-earned position of ascendency and recognition, having proven clinical competency in the full scope of primary care and in the care of acutely ill patients. 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 advancing to containing costs and increasing access. Especially for those underserved and uninsured, nursing has a central role to play in health care reform. Providing primary care, community-based services, 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 doctoral degrees prepare nurses for leadership positions as clinical specialists, administrators, policy experts, and researchers, all of which are in high demand in today’s health care environment.

WHY COLUMBIA?

The Columbia University School of Nursing is part of one of the world’s most renowned medical centers. We are a close-knit and interactive group of four schools and three smaller independent programs: the Schools of Medicine, Dental and Oral Surgery, Public Health, and Nursing; and Programs in Occupational Therapy, Physical Therapy, and Human Nutrition. We are a neighborhood collaborating on research and clinical experiences, and sharing a vision for the future of health care in this country. The School of Nursing is proud of its 100+ year history of educating nursing leaders. It is internationally known and clinically unrivaled, with recognition for excellence in other scholarly endeavors as well. 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 and the first with a WHO Collaborating Center for International Nursing Development in Advanced Practice.

WHY NOW?

Never has a career in nursing been so inviting. Advanced Practice Nurses are in short supply. Nursing leadership is critically needed. The practice of professional nursing is one of life’s noblest careers, and the advancement of nursing academic and clinical excellence is the mission of this School. We invite you to be a participant in that mission.

Mary O. Mundinger
Dean of the School of Nursing

By royal charter of King George II of England, Columbia University was founded in 1754 as King’s College. It is the oldest institution of higher learning in New York State and the fifth oldest in the nation.

Columbia University has, since its inception, addressed the issues of the moment, making important contributions to American life through the teaching and research conducted within its schools and departments. Columbia University now comprises 16 schools and departments and is affiliated with major research-oriented medical centers, most notably New York Presbyterian, the University Hospitals of Columbia and Cornell.

Located on the Upper West Side of New York City, the University is associated with 71 research and public service institutes and 22 scholarly journals. The library system contains more than 30 million manuscripts, microfilm tapes, and printed volumes. Faculty members currently number 1,800. Since 1906, 41 Columbia University alumni and faculty have received the Nobel Prize in various fields—a testament to the academic preeminence of the University. Candidates from the top of their high school classes and from the best undergraduate institutions in America compete for places in the University’s schools.

Located on the Health Sciences 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 a clinical nursing specialty (1956). 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 Joseph L. Mailman 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 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 teaching and instructional design, practice and research, and maintain expertise in their areas of teaching responsibility through participation at local, regional, and national conferences, involvement in scholarly presentations and publications, and faculty practice. Faculty involvement in scholarly and professional activities is substantial. A positive and supportive environment for these pursuits is maintained.

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.

PHILOSOPHY

The faculty represent all clinical nursing specialties, and believe 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 research-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. Each person is viewed as an individual with unique characteristics and behaviors, evolving through time, in constant interaction with a complex environment. People throughout the life cycle have specific biophysical, psychosocial, cognitive, and spiritual needs that they strive to keep in harmony.

People as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. Access to health care is the right of all. Nurses engage in political and societal activities supportive of this belief and serve as client advocates in the health care system.

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. Well-developed leadership abilities are inherent in professional nursing practice. 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 recognize 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 Entry-To-Practice (ETP) program and the Accelerated Master’s Program (AMP) are BS/MS combined degree programs that develop the competence required for general professional nursing practice and provide a firm base for graduate study. The Master’s program advances nursing competence by extending and deepening knowledge within a specific clinical specialty. The Doctor of Nursing Science Program prepares nurses scholars to examine, shape, and direct nursing practice within our evolving system of health care delivery. The Continuing Education program addresses the emerging needs of practicing nurses in maintaining their clinical expertise. All programs emphasize the development of clinical expertise, a hallmark of the Columbia University School of Nursing.

ORGANIZATION OF THE CURRICULA

The organizing framework, encompassing the concepts of person, environment, health, and nursing, is derived from the philosophy of the School of Nursing. The concept of person recognizes the individual as a growing human organism best understood in the context of the individual's own life process, beliefs, and culture. Person is understood to include individuals, families, groups, and communities. The concept of environment allows for study of the person in relation to the individual's immediate and global surroundings. The surroundings may include neighborhoods, hospitals, or the health care system in general. Health is studied on a health-illness continuum, acknowledging that each person has specific biophysical and psychosocial needs. Nursing is a profession whose members have the responsibility to enhance health care through scientific inquiry, through collaboration with other health professionals, and through client advocacy in the health care system. The School of Nursing programs use a multi-theoretical approach to execute these concepts. Examples of theories used include nursing theories, stress/adaptation theory, physiological theories, and systems theory.

ACCREDITATION

All programs are accredited by the National League for Nursing and the New York State Education Department. The Nurse Midwifery program is
Practicing Dressings and Solutions
accredited by the American College of Nurse Midwives; the Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The Pediatric Nurse Practitioner program is accredited by the National Certification Board of Pediatric Nurse Practitioners. The School is certified as an ANCC (American Nurse Credentialing Center) provider for consulting education. It is a member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing.

ACADEMIC DEGREE PROGRAMS

Underlying the programs offered by the School of Nursing is the view that nursing is a practiced art, one that is dedicated to the health of people. It is an applied science based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting optimal levels of health, and acting effectively during periods of illness.

The Entry To Practice (ETP) program enrolls non-RN baccalaureate holders who wish to study nursing in an accelerated program that combines basic nursing education and clinical specialization at the master’s level. The Accelerated Master’s Program (AMP) is a comparable program for the RN with an associate’s degree.

The Master’s program, leading to the MS degree, affords baccalaureate prepared nurses the opportunity to increase their knowledge in Advanced Nursing Practice. All programs are registered with the New York State Education Department as Nurse Practitioner programs, enabling graduates to be certified for advanced practice and prescriptive privileges. Specialization is possible in adult, family, geriatric, pediatric, or women’s health primary care; acute care; neonatal care; nurse midwifery; nurse anesthestia; and psychiatric mental health. New specialties include informatics and advanced clinical management. Sub specializations are available in HIV/AIDS, alcohol and substance abuse, genetics for advanced practice nursing, pediatric acute care, behavioral pediatrics, integrative therapies, clinical research coordination, informatics and emergency preparedness.

The Advanced Certificate program allows registered nurses who hold a master’s degree in nursing to pursue an Advanced Practice program as nurse practitioner in a clinical area without earning another master’s degree.

The Masters Completion program allows nationally certified professional nurse practitioners to pursue a Master’s degree.

The Doctor of Nursing Science (DNSc) degree program is designed to prepare master’s degree-holding clinical nurse scholars to examine, shape, and direct the practice of nursing within our evolving system of health care delivery.

The Continuing Education program addresses the educational needs of practicing nurses. Programs are offered that develop or expand clinical expertise or prepare nurses for certification examinations.
LIBRARIES AND COMPUTER FACILITIES

The Augustus C. Long Library occupies four floors of the Hammer Health Sciences Center. 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 Long Library are extensive, by virtue of its association with the Schools of Nursing, Medicine, Public Health, and Dental and Oral Surgery, and with the Programs in Physical Therapy, Occupational Therapy, and Nutrition. Columbia Libraries Information Online (CLIO), the online catalog, 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. The Microcomputer Center provides a variety of services, including word processing, statistical analysis, and CAL. The Center for Computing Activities has developed workshops to teach students and faculty the fine points of microcomputer usage. The center has approximately thirty IBM PCs, and Macintosh computers.

The Long Library contains more than 350,000 volumes of books and journals, some 5,000 pamphlets, and about 2,000 slides on the history of medicine and health care. More than 4,000 national and international journals are received. An entire floor of the library is devoted to facilities for self-instruction through audiovisual material. Other aids include microfilming, inter-library loans, study and conference facilities, and photocopying services.

An extensive Florence Nightingale Collection is maintained in the 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. It is 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.

CLINICAL AND RESEARCH FACILITIES

The major center of clinical activity for the Health Sciences is the New York Presbyterian’s (NYP) Columbia campus. NYP is recognized as one of the finest academic medical centers in the world. Patient care, research, and teaching are integral to its service to society. Charged with the energy of new ideas, it provides an unparalleled clinical environment for nursing students. Among the most notable sites are:

The Milstein Hospital Building: A 745-bed facility providing state-of-the-art 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 100-bed community hospital and primary care center designed to meet the specific health care needs of the northern Manhattan community. The Allen Pavilion is committed to primary care specialties.

Children’s Hospital of NY and the Sloane Hospital for Women. Most notable among their 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.

The Center for Geriatrics and Gerontology, including the Taub Institute for Research on Alzheimer’s Disease and the Aging Brain, and one of eleven federally funded centers designated as a regional academic resource by the U.S. Department of Aging. This Center brings together specialists in geriatrics, including faculty from the fields of nursing, medicine, dentistry, public health, occupational therapy, psychiatry, and social work.

Columbia Weill Cornell Transplantation Institute. Organ transplantation is a complex enterprise. The transplant team, including nurse clinicians, works closely with families to help them cope with the stress of the transplant experience. This integrative effort is a cornerstone of Columbia’s approach to patient care.

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 NY-Presbyterian Campus and some 150 clinical placement sites are available in the metro-NY area. Affiliates includes Lawrence Hospital in Bronxville, Mt. Sinai Medical Center, Lenox Hill Hospital, New York City Medical Center at Harlem, and St. Luke’s/Roosevelt Hospital.
Various community-based agencies provide opportunities for students to learn to care for their populations. These include Visiting Nurse Service, Morris Heights Childbearing Center, and Planned Parenthood.

**ACADEMIC RESEARCH CENTERS AT THE COLUMBIA UNIVERSITY SCHOOL OF NURSING**

**CENTER FOR AIDS RESEARCH**

Director: Joyce K. Anastasi, Ph.D., R.N., F.A.A.N.

The Center for AIDS Research provides a comprehensive framework for training, educational programs and research which addresses health promotion, disease prevention, symptom management and quality of life for individuals with HIV.

The goal of the Center is to create innovative research and service approaches for the prevention and management of HIV. This objective is fulfilled through research, program development and program evaluations. Education is the philosophical thread that weaves through all Center activities; health promotion and education for clients; clinical and academic training for professionals. Professional training is accomplished through university-based academic programs and clinical affiliation. Faculty interact with graduate professional students, community systems and individual clients and families.

**CENTER FOR HEALTH POLICY**

Director: Kristine M. Gebbie, Dr.PH, R.N., F.A.A.N.

The Center for Health Policy addresses urgent health-care delivery needs, especially those of the nation’s inner-city populations. The Center has worked to develop models for the education of nurses and models of care delivery that will increase access to high-quality, cost-effective primary care prevention services for inner-city residents. Center personnel are currently working to identify the education needs of public health nurses in the changing health system and are studying paradigms of public health in use by State Health agencies.

The Center also convenes policy makers and interested professionals to explore current issues. The Health Policy Round Table, an informal exploration of current health policy topics, meets every other week.

**WORLD HEALTH ORGANIZATION COLLABORATING CENTER FOR INTERNATIONAL NURSING DEVELOPMENT IN ADVANCED PRACTICE**

Director: Richard Garfield, Dr.PH, R.N.

The purposes of this center include: sharing of relevant curricula, teaching methods and clinical site development for advanced nursing practice nationally and internationally, including the exchange of nursing scholars in education, practice and research; collaboration with specific countries and other collaborating centers in the promotion and network development for advanced practice in the multi-site delivery of health care, including the capacity for health policy strategy and health services research; and collaboration with WHO and PAHO in disseminating models of interdisciplinary education, practice and research in nursing, especially as they pertain to advanced nursing practitioners in primary care collaboration with physicians.

**CENTER FOR EVIDENCE BASED PRACTICE**

Director: Suzanne Bakken, DMSc, R.N., F.A.A.N.

The Center for Evidence Based Practice is an exploratory research center funded by the National Institutes of Health to support evidence based interventions which will improve the health status of underserved populations. Health care needs of preschoolers, HIV positive patients and Latino’s are topics of special focus. These initiatives use informatics-based approaches to target and tailor interventions for identified populations.

**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:

- American Law Institute
- Center for the Study of Alzheimer’s Disease
- Center for the Behavioral and Clinical Study of HIV/AIDS
- Center for Children in Poverty
- Center for Law and Economics
- Center for Population Studies
- Center for Neurobiology and Behavior
- Center for Research in Career Development
- Center for the Study of Society and Medicine
- Center for Human Rights
- Comprehensive Cancer Center
- Institute for Human Nutrition
- Institute for Study on Women and Gender
- Legislative Drafting Research Fund
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.

THE ENTRY-TO-PRACTICE (ETP) PROGRAM
The Entry-To-Practice (ETP) program is an accelerated combined-degree (BS/MS) program for non-nurse college graduates. The Entry-To-Practice program is designed to prepare the student for a career as an Advanced Practice Nurse. Academic studies are closely integrated with clinical experience. Graduate-level courses are incorporated into basic education, facilitating the transition to master’s level study in a selected specialty.

There are two components: the first phase prepares the student for basic nursing practice (baccalaureate degree) and the second (master’s degree) focuses on an advanced practice role in professional nursing. This latter role is the primary goal of the program.

ETP PHASE I: PRE-LICENSE
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. The Bachelor of Science phase can be completed in twelve months of full-time study. At the end of this phase, 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. Phase I is completed in four semesters at the end of the Spring semester (May). This course sequencing has been designed to allow for seamless transition into full-time graduate study and earlier access to graduate level scholarships and loans.

OBJECTIVES
At the end of the first phase of the accelerated Entry-To-Practice program, the student is awarded a Bachelor of Science degree with a major in nursing and 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.

ETP PHASE II: POST-LICENSE
The student enters Phase II of the accelerated Entry-To-Practice program with 8 credits of graduate study already completed. The student may select one of the School of Nursing's graduate majors for study (see The Master’s Program, below). Admission to the Master’s program is guaranteed to students who successfully complete Phase I, and every effort is made for admission to the clinical specialty of choice.

THE ACCELERATED MASTER'S PROGRAM FOR NURSES (AMP)
OVERVIEW
The Accelerated Master’s Program (AMP) recognizes the clinical knowledge and experience of the practicing registered nurse with an associate's degree in nursing and provides an academic and theoretical base for their practice. It is the companion program to ETP. RNs with an ADN and a non-nursing baccalaureate may apply directly to the Masters Program. In addition to the MS program requirements, applicants will take an additional 5 credits in community health courses.

The School of Nursing sees the AMP program as a way to further enrich the collaboration between education and practice in order to help meet the growing needs for baccalaureate and masters-prepared clinicians, and to enable nurses to further their education and careers.

BS PHASE I
The BS phase for RNs with an associate degree requires 18 upper division liberal arts credits (9 in the humanities and 9 in social sciences) as well as 42 Columbia School of Nursing credits for a total of 60 credits. The additional 60 credits required for a baccalaureate degree come from the associate's degree.

MS PHASE II
AMP students enter the master’s phase at the same time as other School of Nursing MS students. AMP students, like the ETP students, have already completed some graduate work and are therefore exempt from 8 credits. A minimum of 36 credits in residence at the School of Nursing, and all specialty program requirements must be
completed in this phase. In the MS phase, all AMP students are assigned a faculty advisor in their area of clinical interest, who will guide them in planning a specific program of graduate study in one of the clinical majors (see The Master's Program, below). Both ETF and AMP students must complete the first phase of their programs of study and articulate to the second phase before beginning master's study.

THE MASTER'S PROGRAM

OVERVIEW

The purpose of the Master of Science degree program is to prepare nurses in Advanced Clinical Practice. The clinical specialties are in relation to client group, which in turn is defined by age and by 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. Clinical majors currently available are as follows:

Acute Care Nurse Practitioner
Adult Nurse Practitioner
Advanced Clinical Management
Nurse Anesthesia
Family Nurse Practitioner
Informatics
Geriatric Nurse Practitioner
Pediatric Nurse Practitioner
Nurse Midwifery
Neonatal Nurse Practitioner
Oncology Nurse Practitioner
Psychiatric/Mental Health Nurse Practitioner
Women's Health Nurse Practitioner

Other specialty majors may be added from time to time. Admission to a specialty for matriculation requires a minimum cohort, usually ten (10).

OBJECTIVES OF THE MASTER'S PROGRAM

The program prepares students to:

1. Evaluate the biophysical and behavioral health status of individuals, families, or groups.
2. Assume accountability for development of a culturally sensitive plan of care and therapeutic intervention with individuals, families, or groups within various clinical settings.
3. Institute and maintain interdependent professional relationships throughout the health care delivery system, collaborating to promote and provide comprehensive health care.
4. Apply advanced ethical-moral reasoning in clinical decision-making.
5. Initiate, participate in, and utilize research and its findings.
6. Analyze historical and current issues in order to influence the development of professional nursing and the health care delivery system.

7. Apply advanced information technology strategies to assure evidence-based practice.
8. Resynthesize professional goals and plans for implementation.

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

MASTER'S CURRICULUM OVERVIEW

Core Courses provide the basis for the analysis and application of a variety of theories to an Advanced Practice role, and the opportunity to discuss broad professional issues across specialties.

Supporting Science Courses provide the basis for an understanding of normal and abnormal bodily functioning and enable the student to form a comprehensive plan of care in the promotion of health and prevention of illness.

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 either 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 Services or on the School of Nursing website at www.nursing.hs.columbia.edu.

A Master's Completion program is also offered for certified NPs, CNMs, and CRNAs who hold baccalaureate degrees.

All Master's students complete either a comprehensive examination or a specialty focused project as part of their degree requirements.

MS ADVANCED PRACTICE PROGRAMS

ACUTE CARE NURSE PRACTITIONER

This program formerly known as Critical Care 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 (both adults and children) and therapeutics, technology and skills.

Clinical experiences are provided in leading medical centers in the tri-state area. 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 ANCC (American Nurse Credentialing Center). The program is certified for advanced practice/nurse practitioner status by the New York State Education Department.

NURSE ANESTHESIA

This graduate program is a 24-month full-time or 36-month part-time program that includes a required 4-semester anesthesia residency. The first year curriculum is largely devoted to advanced science courses and graduate core courses. The Clinical component is begun during the Summer session of the first year.

The program is designed to provide the student with continuous opportunities to relate theoretical knowledge with clinical practice by assuming increasing responsibility.
for total anesthesia patient care under tutorial guidance. 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. Mastery of learning is a prerequisite for progress during this phase.

The program is fully accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs. Graduates are eligible and required to sit for the national nurse anesthesia professional certification examination. Clinical experiences are provided at leading medical facilities throughout the tri-state and New England area.

NURSE MIDWIFERY
The Nurse Midwifery program is designed to prepare nurses with labor and delivery experience to be nurse midwives. The focus of the academic and clinical aspects of this program is the management of the health care of low-risk women across the life cycle. Although emphasis is placed on care during the childbearing cycle, the curriculum also includes study of women’s primary health care needs. The graduate is thus prepared for the full scope of midwifery practice, including well-woman gynecology and primary health care, family planning, antepartum, intrapartum, postpartum, 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 in practice options. Students learn to function as independent care for healthy women and consultative or collaborative care for the woman with medical and/or obstetrical complications.

All students graduating from the Nurse Midwifery program are eligible and required to take the national certifying examination administered by the American College of Nurse-Midwives’ Certification Council, and are eligible for licensure in New York State as certified nurse midwives.

PSYCHIATRIC/MENTAL HEALTH NURSE PRACTITIONER
The master’s program in Psychiatric Mental Health Nursing at Columbia University provides qualified students the opportunity to acquire an in-depth theoretical understanding of advanced nursing practice. The program was established in 1965, and 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. Subspecialization is encouraged and includes work with children, adolescents, adults or the elderly, families, alcohol or substance abusing clients, genetic counseling and consultation/liaison settings and private practice. Theory and supervised clinical experience form the foundation for work as a primary therapist for individuals, groups and families. The program draws on the psychodynamic, developmental, biological and family systems models. Attention is given to issues of ethnicity, gender, and family values. Students are provided with an in-depth opportunity to integrate theory and therapy techniques.

Graduates are eligible to take the certifying exam offered by the ANCC (American Nurse Credentialing Center) and are eligible for licensure in New York State as Psychiatric Mental Health Nurse Practitioners.

ADVANCED CLINICAL MANAGEMENT
Columbia University’s graduate program for Advanced Clinical Management (ACM) has been developed to prepare clinical nurses with skills and knowledge base to reflect the current state of health care delivery in the U.S. The specialty will assist experienced BS nurses in transition to institutionally based clinical management positions by enhancing the knowledge base, skills and professional competence to lead in a clinical management role. It focuses on leadership using informatics and management techniques to improve quality of care and outcomes inpatient care units – either institutional or community based.

ADULT NURSE PRACTITIONER
This program is designed to prepare nurses to deliver primary care to adult clients. The core curriculum provides students with an in-depth understanding of advanced nursing practice and enables them to apply this understanding to a clinical concentration. Students choose one of several concentrations. The clinical concentration provides students with the further educational preparation necessary to pursue leadership positions in clinical practice, research, education and management.

Graduates are eligible for certification as a nurse practitioner in all states that require it. Graduates are also eligible to take the certification examination offered by the ANCC (American Nurses Credentialing Center) or the American Academy of Nurse Practitioners. A dual specialization is available in geriatric primary care.

GERIATRIC NURSE PRACTITIONER
The Geriatric Nurse Practitioner (GNP) program is designed to prepare nurse practitioners in primary health care of the elderly and their families. The program is sensitive and responsive to the complex and diverse health and psychosocial needs of a growing population of elderly in acute, ambulatory, chronic, and community care settings.

The program focuses on comprehensive assessment, illness prevention, health maintenance, management of complex acute and chronic health conditions, client and family education, consultation, and referral. The interdisciplinary nature of geriatric care is reflected in the large variety of clinical experiences.

Successful completion of the Geriatric Nurse Practitioner program qualifies the student to apply for certification as a geriatric nurse practitioner in New York State. The graduate is also eligible to take the certification examinations offered by the ANCC (American Nurses Credentialing Center) or the American Academy of Nurse Practitioners. A dual major is available in adult primary care.

FAMILY NURSE PRACTITIONER
The Family Nurse Practitioner (FNP) major is a graduate program designed to prepare nurses to deliver primary health care to families in a variety of settings. Students follow family members through the life cycle utilizing obstetric, pediatric, gynecologic, as well as adult and geriatric primary care diagnostic and management skills. Graduates are eligible to take the certifying examination offered by the ANCC (American Nurses Credentialing Center) or the American Academy of Nurse Practitioners. Graduates assume positions in a variety of settings such as outpatient clinics, community health centers, private practice offices, health departments, homeless shelters, chronic care facilities, day care programs, hospices, homes, and acute care settings. The scope of practice of the family nurse practitioner is based on a team approach.

INFORMATICS
Columbia University’s graduate program for Informatics is designed to prepare nurses with the knowledge and skills needed for Informatics specialist certification, and informatics practice in a variety of settings. The curriculum is multi-disciplinary, focusing on evidence-based practice, telecommunications, clinical information systems, databases and data mining, project management, decision support systems, human computer
interaction and knowledge representation. Courses are taught by informatics faculty from the School of Nursing, the Department of Medical Informatics and the Mailman School of Public Health.

Successful completion qualifies the graduate to sit for the professional certification examination offered by the ANCC (American Nurse Credentialing Center).

**ONCOLOGY NURSE PRACTITIONER**

Columbia University's graduate program for Oncology Nurse Practitioner (ONP) enables students to pursue scholarly activities in the nursing care of patients with cancer, and their families. The program is based on a holistic philosophy of patient care in which the faculty focus on the development of an advanced practice nurse who provides primary care across the lifespan, to patients with, or at risk of cancer. Oncology is often paired with a second major such as pediatric or family primary care. Currently there is no national certifying examination in advanced practice oncology nursing.

**NEONATAL NURSE PRACTITIONER**

The Neonatal Nurse Practitioner (NNP) graduate program is designed to prepare nurses who seek advanced knowledge and skill to practice as neonatal nurse practitioners. NNP's practice health care management of clients in the neonatal period and infancy in a variety of care settings, such as acute care facilities, chronic care facilities, outpatient facilities, homes, and hospitals. Theory and clinical experiences focus first on the well neonate and then progress to episodic and chronic illness. The nurse who is prepared at this master's degree level exercises sophisticated clinical judgment based on advanced theoretical and scientific knowledge, serves as a model in collaborative practice with other health care professionals, and leads in the advancement of contemporary professional nursing by contributing to practice, research, and theory building.

Successful completion of the NNP program qualifies the graduate to apply for certification as a neonatal nurse practitioner in New York State. The graduate is also eligible to take the certifying examination offered by the National Certification Corporation for the Obstetric, Gynecologic and Neonatal Nursing Specialties (NCC).

**PEDIATRIC NURSE PRACTITIONER**

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. Graduates work in a variety of settings such as community health centers, day care programs, chronic care facilities, outpatient facilities, private practice offices, schools, health departments, homes, and tertiary care facilities. The nurse who is prepared at this master's degree level exercises sophisticated clinical judgment based on advanced theoretical and scientific knowledge, serves as a model in collaborative practice with other health care professionals, and leads in the advancement of contemporary professional nursing by contributing to practice, research, and theory building.

Successful completion of the PNP program qualifies the student to apply for certification as a pediatric nurse practitioner in New York State. The graduate is also eligible to take the certifying examination offered by the National Certification Board of Pediatric Nurse Practitioners and/or by the ANCC (American Nurse Credentialing Center).

**WOMEN'S HEALTH NURSE PRACTITIONER**

Columbia University's graduate program for Women's Health Nurse Practitioner (WHNP) focuses on the development of an advanced practice nurse who provides primary care to women across the lifespan, from adolescence to very elderly.

The WHNP program encourages the students to consider the uniqueness of the individual woman and the woman in the context of (1) her community, (2) her relationships with others, (3) her environment. Such woman-centered care is appropriate across populations, social classes, socioeconomic and age groups and in urban, suburban and rural settings.

Successful completion of the program qualifies the students to apply for certification as Nurse Practitioners in New York State and to take the Women's Health Nurse Practitioner certifying exam offered by the National Certification Corporation (NCC) for the Obstetric, Gynecologic, and Neonatal Nursing Specialties.

**THE ADVANCED CERTIFICATE PROGRAMS**

These programs are designed to prepare nurses with a master's degree as Advanced Practice Nurses (Nurse Practitioners) with the need to complete an additional master's degree. Theory and clinical experiences focus first on the well population and then progress to episodic and chronic illness. Clinical experiences are consistent with the student's long-term career goals. Graduates assume positions in a variety of settings in both urban and rural areas. Graduates are eligible for certification as nurse practitioners in New York State. Graduates are also eligible to take the certification examination offered by the American Nurse Credentialing Center or other specialty associations. The curriculum consists of supportive science courses and clinical specialty courses. Advanced certificates are available in all the specialty majors: ANP, GNP, FNP, PNP, WHNP, NNP, ACNP, P/MPHNP, CNM. Curricula for specific programs are available in the Office of Student Services.

**MASTER'S COMPLETION PROGRAMS**

These programs are designed for professionally certified advanced practice nurses who do not hold master's degrees and add academic credentials to the practice certification.

**SUBSPECIALTY PROGRAMS**

Subspeciality programs are open to all MS students as part of their major program of study. They may also be open to non-matriculants. Contact the Office of Student Services for details.

**HIV/AIDS**

This nine-credit program is designed to provide advanced and specialized care to persons with HIV infection. Students will have an opportunity to participate with many of the New York State Designated AIDS Centers, and with the School's Center for AIDS Research.
Programs of Study

CLINICAL GENETICS
This seven-credit subspecialty is designed for nurses in a master of science program in nursing who wish to develop expertise in working with families at risk for or with genetic disorders. Advances of the human genome project as well as ethical, social, emotional, and legal issues are considered. The first course of this subspecialty is required for all master’s students.

ALCOHOL AND SUBSTANCE ABUSE
This nine-credit subspecialty is designed to prepare nurses to provide advanced and specialized care to persons with chemical dependency as Nurse Practitioners and Clinical Specialists. Coursework will provide a foundation for the understanding of substance abuse utilizing a variety of theories of causation. Students will develop skills working with chemically-dependent patients and families in their advanced practice settings.

BEHAVIORAL PEDIATRICS
This seven-credit subspecialty explores the issues and concepts of behavioral pediatrics encountered in a primary care community setting. Comprised of a didactic course, a seminar and a clinical practicum, content focuses on the developmentally appropriate behaviors, variations, problems and disorders as well as the impact of environment, stressors, risk and protective factors.

CLINICAL RESEARCH COORDINATION
This six-credit subspecialty develops the knowledge necessary to supervise the running of clinical research trials. Two didactic courses explore the practical aspects, research design and measurement and their implementation. A clinical practicum provides opportunity for supervised experience.

PEDIATRIC ACUTE CARE
This eight-credit subspecialty is designed to prepare pediatric nurse practitioners in the areas of pediatric acute/critical care as a way to increase the scope of their professional primary care practice.

INTEGRATIVE THERAPIES IN PRIMARY CARE
This nine-credit subspecialty can best be defined as a broad range of multi-disciplinary health practices (e.g. acupuncture, biofeedback, botanical medicine, etc.) encompassing an array of traditional health care systems in combination with conventional medical practices.

EMERGENCY PREPAREDNESS RESPONSE
The Emergency Preparedness and Response subspecialty was developed in response to the increasing need for nurses who are ready to work in communities and health care settings to assure appropriate response in the event of natural disasters or human-caused disasters such as bioterrorism. Content includes system-level preparedness and clinical applications. The sequence of three courses (9 credits) is open to all masters or doctoral students.

INFORMATICS
The Nursing Informatics subspecialty is designed to prepare nurse practitioners (NPs) with the informatics knowledge and skills most relevant to evidence-based practice in underserved populations. This subspecialty requires completion of three informatics courses, a nursing informatics seminar, and a nursing informatics residency. The subspecialty is open to master’s NP students. Individual courses in the subspecialty may be taken as electives for master’s and doctoral students. Students completing the subspecialty meet the academic requirements to sit for the American Nurses Association Informatics Certification Exam.

DOCTOR OF NURSING SCIENCE (DNSc) DEGREE PROGRAM
The Doctor of Nursing Science (DNSc) degree program is designed to prepare clinical nurse scholars to examine, shape, and direct the practice of nursing within our evolving system of health care delivery. The doctoral program enhances the foundation of nursing science cultivated at the master’s level. Core courses help students develop skills in research methodology, which are necessary to ensure the insightful examination of clinical nursing practice, and provide knowledge of health policy that prepares graduates to play major roles in reshaping nursing and health care. Students choose either clinical nursing research or health policy tracks, developing depth in the specialty area through an individualized program of study. Specifically, graduates will be prepared to:
- Direct improvements in nursing care within the health care delivery system
- Test and/or generate concepts, theories, and models for clinical nursing practice
- Function as clinical nurse scientists
- Design, conduct, direct, and report research studies;
- Evaluate and develop standards for the advancement of nursing science;
- Collaborate with other professionals to influence the delivery of health care.

The curriculum consists of a core of required courses in the theoretical foundations of nursing science and the analytical foundations of nursing science; a specialty component in either health policy or clinical nursing leadership and research; and the dissertation. In addition, students must successfully complete a comprehensive examination and write and successfully defend a dissertation. The doctoral program must be completed within seven (7) years of matriculation.

JOINT-DEGREE PROGRAMS
NURSING AND PUBLIC HEALTH - (MS/MPH)
The objective of this joint-degree program, which offers a Master of Science from the School of Nursing and a Master of Public Health from the 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. References and transcripts are shared, so duplication is not usually necessary. However, students must complete application forms for both schools. Although the School of Nursing accepts either the GRE or MAT, the School of Public Health will only accept the GRE.

The student may apply and be accepted in 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).
Programs of Study

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 Nursing MS degree 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. Some core courses are interchangeable and accepted in each school. 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 choose any School of Public Health major for combination with any School of Nursing clinical specialty major.

NURSING AND BUSINESS (MS/MBA)

The School of Nursing, in collaboration with the 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 healthcare 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.

Applicants apply separately to the School of Nursing and the School of Business and must meet the admission criteria for both schools. The School of Business admission requirements include:

1. A baccalaureate degree (in nursing).
2. A calculus course. A four-day refresher course, as well as a six-day course for those with a limited calculus background who feel that they need an extensive concentrated course, are offered at the Business School in August.
3. Graduate Management Aptitude Test (GMAT) scores. Applicants to the M.S. M.B.A. program should not take the GRE. An average GMAT score is necessary for admission. Students considering admission for the fall term should take the GMAT no later than the preceding January.

Admissions

Applicants may apply to the School of Nursing as candidates for a degree or advanced certificate, or as non-degree students. Information is immediately available on our website www.nursing.bscolumbia.edu. Or, please write or telephone:

OFFICE OF ADMISSIONS
Columbia University School of Nursing
630 West 168th Street
New York, NY 10032
(212) 305-5756
(800) 899-895
(212) 305-3680 Fax
email: nursing@cs.bscolumbia.edu

ADMISSION PROCEDURES
• An applicant for admission must complete the form in the application packet or online at www.nursing.bscolumbia.edu. The completed form must be accompanied by the application fee: a credit card for online applications, a check or money order made payable to Columbia University for printed applications. The fee is $75 for non-doctoral programs, $100 for doctoral programs. This fee helps to cover the cost of processing the application; it is therefore not refundable, nor is it credited toward tuition. Applications received without the required application fee will not be processed. Applicants are responsible for the submission of all required admission materials. A complete application includes at a minimum:
  1. An application form which includes a typed, one-page personal statement describing professional goals and aspirations.
  2. Official transcripts from all postsecondary institutions attended.
  3. Standard graduate exam score (GRE, MAT, MCAT etc.). Exam score is waived in the Master’s Program only (unless otherwise indicated), if the applicant has a master’s degree, or has a 3.5 GPA or better. The exam score is waived in the ETP program only if the applicant has a master’s degree.
  5. A valid nursing license (except for ETP applicants).
  6. Applicants whose education was not in English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).
• Individual consideration is given to those applicants who do not meet specific requirements for admission.
• Acceptance of a student for admission is based on individual evaluation of character, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements.
• All applicants to the School of Nursing are evaluated and judged on an individual basis and a determination made as to whether the applicant has the qualifications necessary to perform all the essential requirements of the program safely, effectively and independently. Where appropriate, the school makes reasonable accommodations for otherwise qualified students with disabilities.
• In most programs applications may be submitted at any time. The Admissions Committee reviews applications on a rolling basis when the application is complete. The two exceptions are:
  • The ETP program for non-nurse college graduates. This program enrolls just once per year in late May. Applications are due by November 15 of the prior year.
  • The Nurse Anesthetist program. This program enrolls each September. Applications are due by November 15 of the prior year.
• All applications not completed within nine months will be automatically inactivated.
and reapplication is required for further consideration. Applications will not be held more than one year.

- All documents submitted in support of an application for admission become the permanent possession of Columbia University and cannot be returned to the applicant.

PROGRAMS OF STUDY AND ADMISSION REQUIREMENTS:

ADMISSION TO THE ENTRY-TO-PRACTICE (ETP) PROGRAM FOR NON-NURSE COLLEGE GRADUATES

The Entry-To-Practice program is an accelerated combined degree (BS/MS) program for Non-Nurse College Graduates. The School of Nursing grants both a BS degree in nursing as well as an MS degree in a nursing specialty.

Admission Requirements – Phase I

Both ETP and AMP students must successfully complete Phase I before articulating into Phase II (MS) study.

1. A baccalaureate degree from a regionally accredited college or university, with a cumulative grade point average of 3.0 (on a scale of 4.0) is required for admission. Credit distribution must include:
   - English Composition, 3-6 credits
   - Life Sciences (anatomy and physiology required, chemistry and microbiology recommended), 9-12 credits
   - Applicants interested in Anesthesia need one semester of physics and two semesters of chemistry.
   - Psychology, 3-6 credits
   - Humanities, 6-9 credits
   - Statistics, 3 credits
   - Social/Behavioral Sciences, 3-6 credits
2. Successful completion of any standard graduate exam e.g. Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). Waived for applicants with previous master’s degrees except for nurse anesthesia.
3. Three references.
4. Personal Statement of one-page typed which describes your professional goals.
5. Official transcripts from all post-secondary schools.

ADMISSION TO THE ACCELERATED MASTER’S PROGRAM (RN/AMP) FOR THOSE WHO HAVE AN ASSOCIATES DEGREE IN NURSING:

The Accelerated Master’s Program (AMP) is a combined degree (BS/MS) program that recognizes the clinical knowledge and experience of the practicing registered nurse with an associate’s degree in nursing. (RNs with an ADN and a non-nursing baccalaureate may apply directly to the masters program, see MS programs below.)

AMP Admission Requirements – Phase I

Both ETP and AMP students must successfully complete Phase I before articulating into Phase II (MS) study.

1. An associate degree in nursing from a National League for Nursing accredited program with a cumulative grade point average of at least 3.0 on a scale of 4.0.
2. A current license to practice as a registered nurse in the United States.
3. One year basic nursing experience preferable.
4. Three current references including at least one from an immediate nursing supervisor.
5. One-page personal statement which describes professional goals.
7. 18 credits in upper division courses (beyond the associate’s degree). Nine credits are required in the humanities and nine credits in the social sciences.
8. Graduate exam scores e.g. GRE, MAT, etc.

ADMISSION TO THE GRADUATE PROGRAM

The Master’s (MS) Program is designed to prepare baccalaureate nurses for advanced practice. An MS degree is awarded upon completion of this program. The School offers thirteen specialties and seven subspecialties.

Master’s Degree Admission Requirements

1. A bachelor’s degree with a nursing major from a program accredited by the National League for Nursing or Commission on Collegiate Nursing Education with a cumulative GPA of 3.0 on a 4.0 scale.
2. A current license to practice as a registered nurse in the United States.
3. One year of experience is preferred in a clinical practice related to the clinical specialty major courses for study. (Obstetrical nursing, preferably intrapartum, is required for nurse-midwifery; one year of ICU experience is required for nurse anesthesia.)
4. An undergraduate course in statistics. (In addition, two undergraduate semesters in chemistry, and one semester in physics are required for the nurse anesthesia major)
5. A course in basic physical assessment skills. If integrated in the undergraduate course of study, evidence must be submitted for evaluation.
6. Successful completion of one of the standard graduate exams such as the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). The exam score is waived if the applicant has another master’s degree, or a GPA of 3.5 or better unless an applicant for nurse anesthesia where GRE is required.
7. A typed, one-page personal statement which describes professional goals.
8. Three current references including at least one from an immediate nursing supervisor.

ADMISSION OF NURSES WITH NON-NURSING BACCALAUREATE DEGREES TO THE MASTER’S PROGRAM

Registered nurses with a bachelor’s degree in a field other than nursing may apply directly to the MS program described above. The applicant must complete five additional credits of community health in addition to the standard MS program curriculum.

Admission Requirements

Same as above.

ADMISSION TO THE STATUTORY CERTIFICATE PROGRAM

The Statutory Certificate program is designed to prepare Master’s prepared nurses in additional areas of advanced practice. Areas of study include Nurse Anesthesia, Adult, Geriatric, Neonatal, Pediatric, Family, Women’s Health, Oncology, Nurse-Midwifery, and Psychiatric Mental Health Nursing. Graduates of the practitioner program are qualified to apply to New York State for Certification. This program allows development of additional clinical expertise without completion of a second master’s degree.

Admission Requirements

1. Baccalaureate and master’s degree with a major in nursing from a program accredited by the National League for Nursing or Commission on Collegiate Nursing Education with a cumulative grade point average of 3.0 on a 4.0 scale.
2. Personal Statement which describes your professional goals.
3. Minimum of one year’s experience in nursing.
4. A current license to practice as a registered nurse in the United States.
5. Three current references to include at least one from an immediate nursing supervisor.
6. Student must secure a new site and preceptor for primary care student practice that is acceptable to the program director, and the site/preceptor must indicate in writing his/her willingness to mentor the applicant.
7. Official transcripts from all post-secondary institutions attended.

ADMISSION TO THE MASTERS COMPLETION PROGRAM

The Masters Completion program is designed for professionally certified Advanced Practice Nurses who do not have a master's degree. Contact the Admissions Office for requirements.

ADMISSION TO THE DOCTORAL PROGRAM

The Doctor of Nursing Science (DNSc) program will provide nurses with a foundation in the science and research methodology for the professional discipline and practice of nursing. There are two entry tracks, the MS prepared nurse and the BS prepared nurse. Admission is competitive and based upon the following:
1. A master's degree or bachelor's degree in nursing from an NLN or CCNE accredited program.
2. A minimum of a 3.0 GPA at the undergraduate level and 3.5 at the graduate level on a 4.0 scale.
3. Satisfactory scores on a standard graduate exam such as the GRE or MAT taken in the last five years.
4. Personal statement of goals, and research interest.
5. A personal interview with doctoral faculty. Interviews are scheduled by invitation, and only following a preliminary faculty review of the completed application.
7. Course work in statistics, nursing theory, health policy, and research methods.
8. Three references (at least two from faculty who can address academic potential).
9. Evidence of professional practice, research, and scholarly activities.
10. Official transcripts from all undergraduate and graduate institutions attended.

ADMISSION AS A NON-DEGREE STUDENT

Under special circumstances, students who do not meet all the admission requirements may be admitted as non-matriculant (non-degree students). Enrollment as a non-degree student is limited to three terms, or completion of 15 points, whichever comes first. A minimum grade point average of 3.0 is required. The non-degree student admitted to degree candidacy may be awarded a maximum of 15 points of credit for courses taken as a non-matriculant. Non-degree students are permitted to enroll on a space-available basis, and are not eligible to register for clinical specialty courses. Preference is given to non-degree applicants whose undergraduate cumulative grade point average is 3.0 on a scale of 4.0. Non-degree students must apply for admission; “walk-in” registration is not permitted. Non-degree students are not eligible for School of Nursing financial aid or loans. All non-degree students must apply for matriculation before the completion of 15 credits of course work. Successful course work as a non-degree student does not ensure admission to degree candidacy.

Non-Degree Student Admission Requirements:
1. Submission of an application and $75 non-refundable application fee.
2. Official transcripts from all post-secondary institutions attended.
3. One reference
4. Personal Statement.

ADMISSION AS AN INTERNATIONAL STUDENT

Persons from other countries who meet admission criteria may apply for admission to the School of Nursing. Applicants are encouraged to apply at least six months prior to the expected term of admission if the applicant is currently in residence in the United States, or one year, if the applicant is out of the country. Official transcripts must be sent to the Office of Admissions, Columbia University School of Nursing, 630 West 168th Street, New York, NY 10032. The Office of Admissions will have the transcripts evaluated by the International Student and Scholars Office (ISSO) located on the Columbia University Health Sciences campus.

International students who are nurses and who apply for the AMP, MS or DNSc programs must possess a license to practice as a registered nurse in the United States prior to acceptance. Those who have acquired nursing degrees in foreign nursing schools must have their experience evaluated, take the NCLEX exam and apply for a New York State Nursing License. All of these are accomplished by contacting the Commission of Graduates of Foreign Nursing Schools (CGFNS) at 215-349-8787 or (www.cgfns.org).

International applicants whose schooling was not in English must submit TOEFL scores (Test of English as a Foreign Language). Applicants with below average scores must enroll in the American Language Program located on Columbia University’s Morningside campus.

International students who are not permanent residents are not eligible for School of Nursing financial aid or federal loans.

ADMISSION TESTING INFORMATION

TESTING INFORMATION CAN BE OBTAINED BY WRITING OR CALLING:

MAT
Miller Analogies Test Coordinator
The Psychological Corporation
555 Academic Court
San Antonio, TX 78204
800-228-0752
www.mat.org

GRE
Graduate Record Examination
Educational Testing Service
PO. Box 6000
Princeton, NJ 08541-6000
609-771-7670
www.gre.org

TOEFL
TOEFL/TSE Services
Educational Testing Service
PO. Box 6151
Princeton, NJ 08541-6151
609-951-1100
www.toefl.org
ADVANCED STANDING AND EXEMPTION

Advanced standing for a course already successfully completed elsewhere may be granted on an individual basis to students as either transfer credits or credit by exam. Transfer credits are based on documentation of comparable coursework at an accredited college, university, or graduate school. In order for course(s) taken at another school to be considered for either advanced standing or exemption, the syllabus for the course and a written request must be submitted to the Office of Student Services. Generally there is a limit of 9 credits of advanced standing and/or exemption. See the Student Handbook for details.

REGISTRATION – NEW STUDENTS AND CONTINUING STUDENTS

New Students: Before attending University classes, each new student must register in person during the registration period (see Academic Calendar). Once registered as a student, you must comply with all regulations set by the University. The registration procedure is as follows:

1. New students are sent a registration packet approximately one month before the semester begins. The packet includes a health form, and miscellaneous other materials such as address forms. It is essential to read these materials.
2. New students must meet with their advisor and develop an individual program plan for their course of study.
3. MMR Clearance for Registration: New students must provide proof of immunity to Measles, Mumps and Rubella (MMR) either by (a) lab reports demonstrating immune titers obtained within five (5) years of the date of registration, or (b) written documentation that the student received two MMR immunizations 4-6 weeks apart no earlier than September 1, 1997, or (c) if the first two options are not possible, students can visit the Immunization Office on campus at Tower 1 room 3E on, or before the day of registration to have MMR serologies or immunizations.

Dr. Suzanne Bakken, Professor of Nursing and Alumni Chair.
Financial Aid

The goal of the SON Financial Aid Office is to provide students with sufficient resources to meet their need and to distribute funds to eligible students in a fair and equitable manner. Scholarships, grants, loans, and employment opportunities are among the sources of financial aid that are available to students enrolled in the School of Nursing.

Funds are available through a variety of sources including alumni and friends of the School, health care agencies, foundations, civic groups, voluntary organizations, and government agencies.

The School endeavors to ensure that students meeting admission requirements will have sufficient funds to pursue and complete their nursing education. Financial assistance is determined by a careful evaluation of all the resources available to the student. All students must file a Free Application for Federal Student Aid (FAFSA). Students may apply for FAFSA electronically on the Internet. The Internet address is www.fafsa.ed.gov. Your 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 you and the School of Nursing. The FAFSA is the only application you need for ALL student aid programs, including School of Nursing Scholarships.

To continue receiving financial aid assistance, students must meet the School’s academic progression standards. Students in the entry-into-practice program must achieve a minimum grade point average of 3.0. Students in the Masters advanced practice program must maintain a grade point average of 3.0 with a B or better in all clinical courses. Students failing to meet academic progression standards for any academic year (for financial aid purposes defined as two consecutive terms) are not eligible for additional financial assistance until the required cumulative grade average is achieved.

Questions regarding financial aid should be directed to:
Oscar Vasquez, Director of Financial Aid
Columbia University School of Nursing
617 W. 168 Street #206
New York, NY 10032
Tel: 212-305-8147
Fax: 212-305-6937
E-mail: ovas@columbia.edu
http://www.nursing.hss.columbia.edu

FINANCIAL AID ADMINISTERED BY THE SCHOOL OF NURSING

Awards are made annually, primarily on the basis of financial aid need. Applicants for financial aid must complete an application for financial assistance. The application will be accompanied by requested supporting documentation. Incomplete applications will not be processed. Late applications are considered only in exceptional circumstances and on a funds-available basis.

SCHOOL OF NURSING SCHOLARSHIPS (SONS)

The School of Nursing administers several privately endowed scholarships. Recipients are chosen for their financial need and academic performance. Students are expected to incur a minimum loan amount and part-time work before they are considered for SONS. School of Nursing Scholarships are limited to a maximum of 50% of tuition.

REQUIREMENTS:

The following policies and requirements pertain to the School of Nursing Scholarships (SONS). A student must be:

• An undergraduate student in the ETG or AMP Program.
• Full-time MATRICULATED with 12 or more credits (or certified as full-time by University Guidelines).
• In good academic standing (3.0 GPA or better) with all clinical courses with a grade of B or better.
• Demonstrate “need” as determined by the FAFSA form.

If a student receiving SONS falls below a 3.0 GPA, is placed on academic probation by the Student Admissions and Promotions Committee (SAPC), or drops courses which will place them below the 12 credit full-time requirement, the SONS will be reviewed by the Financial Aid Committee and a determination will be made to continue, reduce or remove the SONS.

TEACHING ASSISTANTSHIPS

Teaching Assistantships are available to students in good academic standing enrolled in a masters or doctoral program. Teaching Assistants (TA's) receive tuition credit and a small stipend in return for weekly work assisting faculty. Teaching Assistantship activities include assisting with course teaching (clinical supervision, laboratory assistant, tutoring) special projects with faculty, or assisting with research or grant projects. Application should be made to the Dean's Office.

NURSING STUDENT LOAN

A Nursing Student Loan is a low-interest rate loan (5%) for both undergraduate and graduate students with exceptional financial aid need. The School of Nursing is the lender and the loan is made with government funds. Loan funds are made in two equal disbursements, one at the beginning of the loan period and the second at midpoint.

SCHOOL OF NURSING-EMERGENCY LOAN

These are short-term interest free loans. Emergency loans must be repaid as soon as possible so that other students with emergencies may have access to these funds. Applications are available in the Financial Aid Office. Loan is limited to $500.00.
FEDERAL PROGRAMS

FEDERAL WORK-STUDY PROGRAM
Provides part-time employment for students who demonstrate financial need and express an interest in working by indicating so on the SON award letter. Work-Study jobs are limited and employment cannot be guaranteed. Students who are unable to find a Work-Study job will be referred to The Center for Career Services located at East Campus. This is a need-based program. Eligibility is determined from the information provided on the FAFSA form.

FEDERAL SUBSIDIZED STAFFORD LOANS
A Federal Subsidized student loan is awarded on the basis of need. The federal government pays the interest on the loan until repayment begins and during authorized periods of deferment. Students must be enrolled in an eligible program of study at least half-time (six credits). Undergraduate students can borrow up to $5,500 per year. Graduate students can borrow up to $8,500 per year. The interest rate is variable and tied to the 91-day Treasury Bill (adjusts every July 1). The interest rate will never exceed 8.25%. Loan funds are made in two equal disbursements, one at the beginning of the loan period and the second at midpoint. All borrowers must pay an origination and guarantee fee equal to 3%, deducted proportionately from each disbursement of your loan. Applications must be submitted to the Financial Aid Office approximately two months before the date funds are needed.

FEDERAL UNSUBSIDIZED STAFFORD LOANS
A Federal Unsubsidized Loan is not awarded on the basis of need. You will be charged interest from the time the loan is disbursed until it is paid in full. The interest may be deferred until repayment begins. Undergraduate students can borrow up to $5,500 per year. Graduate students can borrow up to $10,000 per year. The interest rate is variable and tied to the 91-day Treasury Bill (adjusts every July 1). The interest rate will never exceed 8.25%. Loan funds are made in two equal disbursements, one at the beginning of the loan period and the second at midpoint. All borrowers must pay an origination and guarantee fee equal to 3%, deducted proportionately from each disbursement of your loan. Applications must be submitted to the Financial Aid Office approximately two months before the date funds are needed.

FEDERAL PERKINS LOAN
A Federal Perkins Loan is a low-interest rate loan (5%) for both undergraduate and graduate students with exceptional financial aid need. The School of Nursing is the lender and the loan is made with government funds. Loan funds are made in two equal disbursements, one at the beginning of the loan period and the second at midpoint.

FEDERAL PARENT LOAN (PLUS)
Available to parents of dependent students. Parents with good credit histories may borrow the total cost of education (for the student) minus any financial aid. Parents are responsible for interest accrued while the student is in school and have the option of paying the interest or of having it capitalized (added to the principal). The interest rate is variable, but will never exceed 9%. The rate is adjusted each year on July 1. Parents will pay an origination and guarantee fee equal to 3% of the loan amount. Applications should be submitted to the Financial Aid Office approximately two months before the date funds are needed.

NEW YORK STATE PROGRAMS
New York State and other states offer a variety of grants. Although applications are made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the School of Nursing when preparing the student’s financial aid package.

TUITION ASSISTANCE PROGRAM (TAP)
Legal residents of the State of New York who are enrolled in a full-time degree program may be eligible for awards under this program. Awards vary depending on the applicant’s net income and tuition costs. TAP applications are available online at: http://www.nysed.gov/

REGENTS PROFESSIONAL OPPORTUNITY SCHOLARSHIP
Awards range from $1,000 - $5,000 per year for up to four years of study. To be eligible you must be enrolled in a full-time Master’s Program. You must be a resident of New York State and a citizen, or qualifying non-citizen, of the United States. Upon completion of study, you must work 1 year for each annual payment received.

Celebrating Jack Rudin and The Rudin Scholars.
ALTERNATIVE FINANCING

SIGNATURE STUDENT LOAN

The Signature Student Loan is a private loan you can apply for along with a Federal Stafford loan. Private loans can be supplement funding received through Federal loan programs to help you meet the cost of education. We also offer the Signature Health Loan for health profession students. Call 1-800-695-3317 for more information or to start your application over the phone.

ELIGIBILITY:

- Enrolled or admitted at least half-time
- U.S. citizen or a national (foreign students must apply with a credit-worthy U.S. citizen or permanent resident as cosigner).
- Making satisfactory academic progress.

LOAN LIMITS:

- Annual: Cost of education minus other aid received.
- Lifetime: $100,000 in original principal from private loans.

INTEREST RATE:

- Check out our current rates. Interest is capitalized at repayment.
- Call 1-800-695-3317.

REPAYMENT:

- Term: up to 15 years.
- Minimum payment: $50 per month per loan.
- Begins: 6 months after borrower graduates, leaves school or drops below half-time enrollment.
- Options: In addition to a standard payment plan, borrowers may choose to make interest only payments for the first 2 or 4 years of repayment with a Select Step Account.

BENEFITS:

- Sallie Mae’s money-saving interest rate reductions include the Signature Rewards Program and the Direct Repay Plan.

SUPPLEMENTAL FEES:

- 0% Fees
Office of Student Services

The staff also provides information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement. The staff evaluates all foreign transcripts for equivalency to American education.

HOUSING
Over 1,000 students reside on the Health Sciences campus in university accommodations. Both single student and couples housing is available. The goal of the Health Sciences Housing Office is to provide on-campus housing for as many incoming students as possible. Although on-campus housing is not guaranteed, every effort is made to provide on-campus housing to students who are coming to the university and live outside the metropolitan area. General information and housing information/application request cards are distributed by the School of Nursing at the time of acceptance. General housing information is available at: http://cnicnet.columbia.edu/dept/hsb/housing/general.html or you may contact the office at (212)-304-7000. Off-campus housing assistance is available as well at (212)-304-5884.

DISABILITY-RELATED SERVICES
Students with permanent or temporary disabilities are encouraged to contact Disability Services upon acceptance and are urged to notify the Associate Dean for Student Services as early as possible. To allow adequate time for making such arrangements, please give at least eight weeks notice before the start of the term involved. For taped texts or special housing arrangements, 3-4 months notice is needed. General questions about services, resources, wheelchair access, or student networking can be found in FACETS, or may be directed to the Coordinator of Disability Services, 305 Low Memorial Library, 212-854-6789.

STUDENT HEALTH SERVICE
The Student Health Service on the Health Sciences Campus is a primary care facility that offers to students and their families comprehensive medical care and a broad array of specialist services directed toward prevention as well as treatment of health problems. The Student Health Service facility is located on the Health Sciences campus, on the street level of 60 Haven Avenue, Tower 1. Detailed information about the Student Health Service on the Health Sciences campus may be found in FACETS, the Columbia University Handbook for Students, or call 212-795-4181 (x114).

BARD ATHLETIC CLUB
The renovated Bard Athletic Club encompasses a twenty-yard swimming pool, three squash courts, a gymnarium, an exercise room, Nautilus and Universal exercise equipment, stationary bicycles and rowing machines, lockers, showers, and saunas. 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. Fees are included in the normal tuition bill. Information is available at Bard Athletic Club at 60 Haven Avenue, or by calling 212-854-2546.

PARKING
The privilege of parking in University-operated lots is offered first to any students with disabilities and to all full-time matriculated students who must drive to school. Parking privileges may be granted to others as space permits. Applications for parking and information regarding fees can be obtained in the Office of the Dean.

BOOKSTORE
The Medical Center Bookstore, operated by Barnes and Noble, is located in the Audubon Building at West 165th Street and Broadway. It offers a wide variety of supplies and services dedicated to the Health Sciences campus.

ORIENTATION
Orientation programs for all new students are held every semester. All new students are strongly encouraged to attend, and all full-time new students are required to attend. Information regarding the day, time, and place of orientation can be obtained from the Office of Student Services 212-305-5451.

TUTORING
For students having academic difficulty, the University's Learning Center on the Morningside campus is the main referral source. Tutors are available in writing, basic math and science, and other subjects. These services are provided free to Columbia students.

COUNSELING
The Student Health Service provides a comprehensive mental health care program. Short-term counseling for any problem is provided by a professional staff of psychiatrists/psychologists. Appointments are scheduled immediately. Confidentiality is maintained. For those students not enrolled in the Health Services plan, the Associate Dean for Student Services can suggest referral sources.

ETP students receive their White Coats.

ETP Class of 2002.
Office of Student Services

ADVISEMENT

Upon enrollment, each student is assigned a faculty advisor who provides academic and professional guidance throughout the course of study. The academic advisor assists individual students to plan a program of study consistent with the academic requirements for the appropriate program and the academic policies of the School of Nursing and Columbia University. Academic advisors may also assist the student in career planning and development and are responsible for writing a summary performance report and recommendation for the School of Nursing, and record for each advisee that the student completes the requirements of the program. This summary becomes part of the graduate's permanent record.

STUDENT RECORDS

Student records related to admission and progression are maintained in the Office of Student Services. Transcripts are maintained by the Registrar, and released from the Registrar's Office either upon written authorization of the student, or online request. Verbal requests will not be honored. There is a one-time transcript fee paid with the student's tuition. This service is provided by the Office of Student Administrative Services, located at 630 West 168th Street, Room 141 Black Building, New York, NY 10032; telephone 212-305-3992.

All documents submitted in support of an application for admission become the permanent possession of Columbia University and cannot be returned or duplicated for the applicant or student. Access to student records according to the Buckley Amendment can be made through the Office of Student Services. In addition, students can access/review information on the Columbia website such as their grades and courses (current / previous back eight years in duration), holds, address changes, transcript orders, account balances, and refund requests at: http://www.columbia.edu/cu/student_services

TRANSPORTATION

A free shuttle bus system operates between the Health Sciences and Morningside campuses, as well as to the Harlem Hospital Center. Travel time between points is approximately 15 minutes. All scheduled times are approximate; please allow two to three minutes variance. There is no service on New Year's Day, Martin Luther King, Jr. Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas Day. On Election Day, the Friday after Thanksgiving, and the two university holidays at Christmas time, the summer schedule is in effect. Shuttle schedules are available in the Security Office. For students living in off-campus housing, the reduced rates for car service in the "Columbia Corridor" are available. Contact the Office of Student Services for more information.

CREDIT CARD POLICY

The University has contracted with an outside provider to permit students, beginning August 1, 2001, to make payments toward their student accounts using MasterCard and/or Visa. A convenience fee will be charged to the cardholder based on the amount of the payment. This will be the only method available for using a credit card to pay your student account balance since the University will not be able to process such payments as of that date. Refer to the resource page on the Columbia website: www.columbia.edu/cu/sfs/nccp.html.

Academic Information and Regulations

PROGRAM PLANS

Upon admission to a degree program, each student is assigned a faculty advisor (non-degree students are advised by the Associate Dean for Student Services). The advisor is available for academic counseling and assistance in planning a program of study.

All students must complete a Program Plan with their advisor that details the time frame in which the student will complete degree requirements. This plan will be the basis of registration for continuing students. It is the responsibility of students to maintain this plan on an ongoing basis to ensure accurate registration.

COURSE CHANGES

Once registered, a student may drop or add courses or change sections by phone or online during the change-of-program (add/drop) period each term (see Academic Calendar for specific dates). All such changes must first be approved by the student's advisor.

No courses may be changed after the formal Add/Drop period. Failure to attend classes or notification to the instructor does not constitute dropping a course and will result in a failing grade in the course. Students are responsible for all tuition costs and fees involved in changes not made by phone or online processes after the Add/Drop period.

ACADEMIC STANDING

A cumulative grade point average (GPA) of 3.0 or above in all courses is considered to be an indication of good academic standing. Failure of any course requires repeating the course. Students who fail two courses will be withdrawn from the program.

Students not in good academic standing are reviewed by the Committee on Admissions (COA). At the discretion of the committee, the student may be allowed to remain in the program with conditions, be placed on academic probation for one term, or be withdrawn from the program. Appeals of a withdrawal decision made by the COA must be made in writing to the Dean within 10 days of receiving the withdrawal letter. The School of Nursing reserves the right to withdraw the student or to withdraw any student not in good academic standing.

The student placed on academic probation is expected to consult with the faculty advisor for guidance in determining actions necessary to improve performance. It is the responsibility of the student to initiate and maintain this consultation. Students on academic probation will be reviewed at the end of the first term following probation. Students who have not improved or who fail to meet school standards may be withdrawn. Students may not graduate while on probation.

EVALUATION AND GRADING

The evaluation system provides assessment of the student's performance, progress, and achievement within each course. In theory courses, performance is evaluated by means of examinations and/or written and oral assignments. For each clinical rotation, written clinical evaluations are prepared by preceptors and clinical instructors. Faculty use this data to assess students' needs and abilities and to plan and implement appropriate learning experiences. Students are informed of their progress by faculty in individual courses at intervals during each academic year. Refer to the Student Handbook for details on the grading system. Grade reports are available online on the Columbia University web page.
DEAN’S LIST
During each academic term, students in Phase I of the Entry to Practice Program who have earned an average of 3.7 or higher in 12 or more points of letter credit for the preceding term are placed on the Dean’s List.

ATTENDANCE AND LEAVE OF ABSENCE
In education for a profession, learning is the basis for practice as well as knowledge. Therefore, regular class attendance is an important part of professional responsibility, and students are expected to attend all scheduled classes in every course for which they are registered. Attendance at skills laboratories and clinical sites is required.

Columbia University regulations mandate attendance at the first class meeting unless excused.

A leave of absence usually may not exceed one academic year. A leave of absence is granted only for compelling reasons (military, medical, religious obligations). See the Student Handbook for more detailed information.

WITHDRAWAL
If a student then decides to withdraw, he or she must go to the Office of Student Services with accompanying documents to complete the appropriate forms. Unless official notice is received, there is no tuition refund and a grade of F* (failure due to unofficial withdrawal) will appear on the transcript for each course in that term. A student who has withdrawn must petition for readmission.

Tuition adjustment is based on the date the student’s notice of withdrawal is received. The Student Health Service fee is refundable on a prorated basis. Students may elect to retain coverage. For additional information on tuition and fees adjustment, see Withdrawal and Adjustment of Fees or contact the Office of Bursar Operations in the Black Building.

SUSPENSION
Any student can be suspended from attending class or clinical sessions, or from school entirely, by the Associate Dean for Student Services, in consultation with the Dean, for any behavior determined to be unprofessional, unethical, unsafe, or illegal. See the Student Handbook for detail.

DISMISSAL
Any student can be dismissed at any time from the School of Nursing by the Dean for any behavior determined to be unprofessional, unethical, unsafe, or illegal, or for performance that is unsuitable for the practice of nursing. Refer to the Student Handbook for additional information.

GRADUATION
Students who satisfactorily complete the prescribed course of study including successful completion of the master’s project or comprehensive examination and have a cumulative grade point average of at least 3.0 are recommended for the award of the appropriate degree. Degrees are awarded in February, May, and October. A University-wide commencement ceremony is held each May on the Morningside campus. Candidates for degrees are presented by their respective Deans, and the President of the University publicly confers the degrees. The School of Nursing holds an exercise in May at which degree candidates are recognized. Students must file a degree application with the University. University deadlines for filing degree applications are as follows: August 1 for October degrees; December 1 for February degrees; February 1 for May degrees.

The School of Nursing reserves the right to withhold the degree of any student deemed unsuitable for the practice of nursing. It is the student’s responsibility to make sure that they have met all degree requirements before graduation.

PROFESSIONAL INTEGRITY
Professional Integrity is a sense of personal satisfaction and self-esteem derived from a confidence in one’s established values. This sense of honor is an integral part of personal identity and influences thinking so that one can understand and exhibit integrity, respect for others, and assume responsibility for one’s actions as a professional nurse.

Such integrity and self-esteem are necessary in the provision of proper patient and health care. Accordingly, students are required to comply with University/Clinical Agency policies and standards of ethical and personal behavior. Courtesy and consideration for others are often sufficient guides in most situations. Confidentiality of patient information and individual rights to privacy and safe care are also considered under the subject of this code.

ACADEMIC ETHICS
Students will not seek help during examinations except needed and legitimate clarification from the instructor. They will not use supplementary materials during examinations in a manner unauthorized by the instructor. All work including examination, papers, laboratory exercises, presentations and other written work are to be the student’s own, and the student will properly cite references for sources of quotations, information, opinions or ideas contributing to his or her work. Please refer to the Student Handbook for the complete code of Academic Ethics.

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.
The University reserves the right to withdraw or modify courses of instruction or to change instructors or class times as may be necessary. Course descriptions are in numerical order.

All clinical specialty and doctoral courses require permission of the instructor for registration.

NURSING M4030
INTRODUCTION TO ALCOHOL AND SUBSTANCE ABUSE: THEORIES OF CAUSATION
3 credits. Prerequisite and Corequisite: M8560. This course will provide a foundation for the understanding of substance abuse utilizing a variety of theories of causation. Evaluation and assessment skills will be taught. Theoretical models upon which to base clinical practice will be discussed. The course has a clinical component where the student will analyze one theory of causation, the multigenerational process. By constructing a genogram in the context of a family meeting, the student will have an opportunity to see the influence of the multigenerational process and the role that the family plays in maintaining the addiction. Physiological, behavioral, emotional and societal responses to alcohol and substance abuse are investigated. Implications for nursing research are considered.

NURSING M4032
CONTEMPORARY ISSUES AND TRENDS IN ALCOHOL AND SUBSTANCE ABUSE
3 credits. Prerequisite: M4030. This seminar will provide a forum for students to explore issues of prevention in alcohol and substance abuse. Protective factors, social costs, stigma, legalization of drugs and pain management are among the issues which will be discussed and the role that institutions play in identifying and referring. The role of the advanced practice nurse in primary prevention will be explored. Students will be expected to develop a primary prevention program.

NURSING M4034
CLINICAL MANAGEMENT OF THE PATIENT WITH CHEMICAL DEPENDENCY: INTERVENTION AND EVALUATION
3 credits. Prerequisite: M4030 and M4032. This clinical practice course is designed for students to develop skills in working with chemically dependent patients and families. It consists of clinical practice and supervision totaling 12 hours per week. Students will work with chemically dependent clients and families in their advanced practice settings. The course is for students in both clinical specialist and nurse practitioner settings.

NURSING M4050
PHYSICAL ASSESSMENT
3 credits. This course is designed to introduce 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/discussions, supervised laboratory, and individual use of readings and audiovisual materials will be required for successful learning.

NURSING M4051
PHYSICAL ASSESSMENT LABORATORY
1 credit. Corequisite: M4050. Guided laboratory study for development of skills necessary to perform systematic physical examination.
NURSING M4100
PHARMACOLOGY
3 credits. 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.

NURSING M4108
ANATOMY AND PHYSIOLOGY
4 credits. This course presents the structure (anatomy) and function (physiology) of the human body. It will survey the body on several levels - from organism and system to cell and molecule. A sound understanding of the body - its anatomy and physiology - are essential for more advanced knowledge of health and disease. Extensive computer resources are used.
This course is no longer offered.

NURSING M4114
ISSUES IN PROFESSIONAL NURSING
2 credits. This course is designed for the baccalaureate student, in a combined degree program in nursing, to develop an understanding of issues confronting the professional nurse. The emphasis is on history, trends, issues of the profession and their interrelatedness with sociocultural forces affecting the quality, nature and delivery of health care.
This course is no longer offered.

NURSING M4125
ADVANCED ISSUES IN PROFESSIONAL NURSING FOR RNS
3 credits. Designed to develop an understanding of issues confronting the professional practitioner. Emphasis on history, trends, issues of profession and their interrelatedness with sociocultural forces affecting the quality, nature and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.
This course is no longer offered.

NURSING M4140
NURSING MANAGEMENT AND INFORMATICS
3 credits. One of the major goals in the education of a professional nurse is directed at developing the ability to make decisions and judgments appropriate to the management of practice problems. Another goal is to facilitate an acceptance of a leadership role regardless of the employment setting. The nursing management and informatics course will provide theoretical knowledge and skills to understand organizations, to identify leadership behaviors and to utilize problem solving in reaching nursing management decisions. There is a focus on interrelating theories of management and leadership with nursing informatics and computer literacy.
This course is no longer offered.

NURSING M4204
COMMUNITY HEALTH NURSING FOR RNS (AMP)
4 credits. This course focuses on the role of the professional nurse in community health with emphasis on use of the nursing process with aggregate diagnosis are analyzed within the context of nursing process. Current concepts of health promotion, disease prevention and rehabilitation are applied to the community as a whole and to individuals, families and groups over the life span. In addition, influences affecting family health (culture, violence, and abuse) are examined, as are the venues in which the nurse may encounter them (home, work and school).
This course is no longer offered.

NURSING M4206
COMMUNITY HEALTH PRACTICUM FOR RNS (AMP)
4-5 credits. Prerequisite or Corequisites: M4204 and M4050. Community Health Practicum for RNs is a clinical course for registered professional nurses. It builds upon previous knowledge and experience, and provides the student with an opportunity to apply community health nursing theory to clients and families in a community setting. This course allows the student to plan, deliver, and evaluate nursing services in the community at the baccalaureate level of practice.
This course is no longer offered.

NURSING M4225
THE SCIENCE OF HEALTH PROMOTION AND DISEASE PREVENTION
3 credits. Promoting an optimum level of wellness and decreasing disease/injury are significant contributions professional nursing can make to individuals and society. In addition, this is a collaborative effort between the consumer and the health care provider. Recognizing that wellness and health can be achieved even in the presence of certain conditions (birth defects, chronic conditions) is an important philosophical starting point for the advanced practice nurse. It is the goal of nursing to promote health and optimal functioning. This course identifies and explores the influence of biologic, environmental and social factors on health and wellness of individuals. Strategies of health promotion and disease prevention for individuals, families, communities, and systems are explored.

NURSING M4298
NURSING CARE OF ADULTS IN HEALTH AND ILLNESS
3 credits. Prerequisites and Corequisites: M4000, M4050, M4350, M4352, M4100. An intensive study of the major biophysical health problems affecting the adult population. The didactic component is designed to provide the student with a sound foundation in the nursing care of the adult. It is taken concurrently with M4300.
This course is no longer offered.

NURSING M4300
PRACTICE IN ADULT HEALTH NURSING
3 credits. Corequisite: M4298. This course is designed to provide the student the experience to apply and integrate concepts from the course Nursing Care of Adults in Health and Illness in clinical settings. The clinical experience will enable the student to assess, plan, implement and evaluate nursing care for the adults and their families during illness. Clinical competencies and techniques are learned and applied in specific clinical situations.
This course is no longer offered.
NURSING M4350
SCIENTIFIC AND PHILOSOPHICAL FOUNDATIONS OF NURSING
2 credits. The biological and behavioral sciences inform the basics of nursing and the components of sharing. Differences between nursing and medicine in the practice of health care are explored.
This course is no longer offered.

NURSING M4352
SCIENTIFIC AND PHILOSOPHICAL FOUNDATIONS OF NURSING: PRACTICUM
3 credits. Prerequisites and Corequisites: M4350, M4353, M4050, M4051. Guided opportunity to practice basic skills of nursing intervention.
This course is no longer offered.

NURSING M4353
SCIENTIFIC AND PHILOSOPHICAL FOUNDATIONS OF NURSING: SEMINAR
1 credit. Ongoing small group seminar discussions facilitated by faculty to explore dimensions of initial foundational nursing experiences.
This course is no longer offered.

NURSING M4470
NURSING CARE OF THE CHILDBEARING FAMILY
3 credits. Prerequisites and Corequisites: M4000, M4050, M4108, M4225, M4350, M4352, M4353, M4472. This course focuses on the care of families during the childbearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The processes of normal pregnancy, high risk pregnancy, and the care of healthy and ill infants and children through adolescence are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. This course is offered concurrently with clinical experience.
This course is no longer offered.

NURSING M4471
NURSING CARE OF THE CHILD-REARING FAMILY
3 credits. This course focuses on the care of families during the child-rearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The care of healthy and ill infants and children through adolescence is presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. This course is offered concurrently with a clinical component M4473 and has the same prerequisites as M4470.
This course is no longer offered.

NURSING M4472
NURSING CARE OF THE CHILDBEARING FAMILY - CLINICAL
2 credits. Prerequisite and Corequisites: M4050, M4108, M4225, M4350, M4352, M4353, M4470. This clinical course focuses on the care of families during the childbearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The concepts of individual, environment, and health as they pertain to the care of the family are emphasized. The course is offered concurrently with a didactic classroom course.
This course is no longer offered.

NURSING M4473
NURSING CARE OF THE CHILD-REARING FAMILY CLINICAL
3 credits. Prerequisites: M4050, M4108, M4225, M4350, M4352, M4471. This clinical course focuses on the care of families during the child-rearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The care of healthy and ill infants and children through adolescence are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. This course is offered concurrently with a didactic classroom course.
This course is no longer offered.

NURSING M4518
PSYCHIATRIC MENTAL HEALTH NURSING
2 credits. Prerequisites and Corequisites: M4000, M4050, M4108, M4225, M4350, M4352, M4353, M4520. Psychiatric / Mental Health Nursing explores the conceptual base of human psychopathology through the life span; assessment and identification, management of major mental health problems, and comprehensive nursing interventions.
This course is no longer offered.

NURSING M4520
PRACTICUM: PSYCHIATRIC / MENTAL HEALTH NURSING
2 credits. Prerequisites and Corequisites: M4000, M4050, M4108, M4225, M4350, M4352, M4353, M4470, M4472, M4518. Guided clinical experience at inpatient and outpatient facilities in nursing interventions in major mental health problems.
This course is no longer offered.

NURSING M4882
HIV/AIDS COMMUNITY-BASED CARE
3 credits. Prerequisites and Corequisites: M4890 and M4885. This clinical course focuses on maintaining wellness in the community setting. There will also be emphasis on the diverse resources that patients can access in the community. Issues relevant to community health nursing are discussed.

NURSING M4885
HIV/AIDS ACUTE CARE
3 credits. Prerequisites and Corequisite: M4890. This course will focus on individuals who are experiencing acute HIV-related diseases requiring hospitalization. Pathophysiology of HIV infection, opportunistic infections, HIV-related malignancies, CNS manifestations, and other HIV related diseases requiring acute nursing care. One seminar and clinical day per week are required.

NURSING M4890
AIDS: CONTEMPORARY ISSUES AND CHALLENGES
3 credits. Contemporary issues and challenges of providing care to individuals with HIV infection and AIDS are the focus of this course. Physiological, behavioral, emotional, and societal responses to AIDS are investigated. Implications for nursing research are considered.
NURSING M5015
DISCIPLINE OF NURSING: LECTURE
2 credits. This lecture presents the fundamental-philosophical, scientific and technical framework of nursing practice. The historical antecedents of the nursing profession, and their influence on the evolution of the professional role, taxonomy development, components of caring, the role of basic assessment and critical inquiry, and elements of patient/client response are presented as ongoing themes in this course. Attention is paid to the application of rational/thought problem solving approaches to the delivery of basic nursing care.

This course is no longer offered.

NURSING M5102
THE SCIENCE OF NURSING PRACTICE
2 credits. Corequisite: M5104. This course presents the fundamental-philosophical, scientific and technical frameworks of nursing practice. Nursing taxonomy development, components of caring, the role of basic assessment and critical inquiry, and elements of patient/client response are presented as ongoing themes in this course.

NURSING M5104
PRACTICUM: SCIENCE OF NURSING PRACTICE
3 credits. Corequisite: M5102. This course is designed to provide the student the clinical laboratory experience to apply and integrate concepts along the health/illness continuum, including psychosocial, developmental and physical health promotion, risk reduction and illness care. Key elements of culture, spirituality, poverty, heredity, ethics and health beliefs will be integrated into the nursing care.

NURSING M5110
ISSUES OF NURSING PRACTICE
2 credits. Corequisites: First semester courses of ETP program. This course is designed for the baccalaureate student in a combined degree program to develop an understanding of issues confronting professional nurses at the basic level. Emphasis is on history, trends, policy issues and the inter-relatedness of these factors with sociocultural forces affecting the quality, nature and delivery of basic nursing care.

NURSING M5115
CASE MANAGEMENT
1 credit. Changes in the practice and delivery of health care as a result of scientific and technological advances, government regulations, and increasing costs have prompted nursing to adopt a case management model of nursing care. It is with this model that quality of care of the patient's biopsychosocial needs is encouraged through a cost-effective coordination of health care resources. The focus of this course is the planning, implementation and evaluation of the coordination of care components in a case management model.

NURSING M5200
THE SCIENCE OF PSYCHIATRIC/MENTAL HEALTH NURSE PRACTICE
3 credits. Prerequisite: Successful completion of first semester ETP program. Corequisites: M5202. This course focuses on the psychopathology and nursing interventions relative to primary mental health diseases/disorders across the life span.

NURSING M5202
PRACTICE IN PSYCHIATRIC/MENTAL HEALTH NURSING
2 credits. Prerequisite: Successful completion of first semester ETP courses. Corequisites: M5200. This clinical course focuses on the application of evidence-based knowledge and critical thinking skills in providing Psychiatric-Mental Health nursing care. Experience will be provided that focuses on psychopathology and nursing interventions of major mental health problems across all age groups. The role of the Psychiatric Nurse in various clinical treatment settings will be demonstrated.

NURSING M5270
THE SCIENCE OF NURSING PRACTICE WITH CHILDBEARING FAMILIES
3 credits. Prerequisite: Successful completion of first semester ETP courses. Corequisites: M5272. This clinical course focuses on the care of families during the childbearing years. The processes of normal pregnancy, high-risk pregnancy, and the care of healthy newborns are presented. Using evidence-based knowledge and critical thinking skills, concepts of individual, environment and health as they pertain to the care of the childbearing family are emphasized.

NURSING M5275
NURSING PRACTICE WITH CHILDBEARING FAMILIES
2 credits. Prerequisites: Successful completion of first semester ETP courses. Corequisites: M5272. This clinical course focuses on the application of evidence-based knowledge and critical thinking skills in providing care for families during the childbearing years. Experience caring for families during normal pregnancy, high-risk pregnancy, and during the healthy newborn period is provided. Concepts of family integrity are used as a basis for the provision of care.

NURSING M5280
THE SCIENCE OF NURSING PRACTICE WITH CHILDREN
3 credits. Prerequisites: Successful completion of first semester of the ETP program. Corequisites: M5282. The focus of this course is care of the child, on the health/illness continuum. Nursing care based on a developmental perspective will be outlined. Content includes psychosocial, developmental and physical health promotion. Nursing care of the child with acute, chronic and/or life-threatening conditions will be discussed. The central role of the family in child health will be highlighted throughout the course. Content on family theory, models on family, family structure and functions and parenting behaviors will be included. Risk factors for child mortality and morbidity will be delineated. Stressors on children with acute and chronic illness will be identified and discussed. Nursing strategies, which minimize the psychological and physiologic distress experienced by children and their families will be presented. Key elements of culture, spirituality, poverty, heredity, ethics and health beliefs on child health practices will be examined.
NURSING M5282
NURSING PRACTICE WITH CHILDREN
2 credits. Prerequisite: Successful completion of first semester of ETP courses.
Corequisites: M5280. This course is designed to develop skills in providing nursing care to the child along the health/illness continuum, including psychosocial, developmental, and physical health promotion, risk reduction and illness care. Clinical experiences will include an emphasis on nursing care of the well child and the child with acute, chronic and/or life-threatening conditions. Students will have the opportunity to incorporate family theory, models of family, family structure and function and parenting behaviors into their nursing care. Risk factors for child mortality and morbidity will be assessed. Stressors on children with acute and chronic illness will be evaluated. Nursing interventions will be implemented which maximize the psychological and physiologic distress experienced by children and their families. Key elements of culture, spirituality, poverty, heredity, ethics and health beliefs on child health practices will be integrated into the nursing care.

NURSING M5284
THE SCIENCE OF NURSING PRACTICE WITH ADULTS
3 credits. Prerequisites: Successful completion of first semester of ETP courses.
Corequisites: M5286. This course offers an intensive overview of the major biophysical health problems affecting the adult population. The didactic component is designed to provide the student with a sound foundation in the nursing care of the adult. It is taken concurrently with a clinical practicum in adult health.

NURSING M5286
NURSING PRACTICE WITH ADULTS
2 credits. Prerequisite: Successful completion of first semester of ETP courses.
Corequisites: M5284. This course is designed to provide the student the experience to apply and integrate concepts for the adult along the health/illness continuum, including psychosocial, developmental, and physical health promotion, risk reduction and illness care. Clinical experiences will include and have emphasis on nursing care of the adult with acute, chronic and/or life threatening conditions. Key elements of culture, spirituality, poverty, heredity, ethics and health beliefs on adult health practices will be integrated into the nursing care.

NURSING M5290
THE SCIENCE OF NURSING PRACTICE IN THE COMMUNITY
3 credits. Prerequisite: Successful completion of the first semester of ETP courses.
Corequisites: M5295. This course focuses on the role of the nurse in community health; caring for aggregate populations at risk and the community as a whole. Nursing science and epidemiology provide the base for examining the spectrum of community health. Tools for community assessment and diagnosis as well concepts of health promotion, disease prevention, risk reduction and rehabilitation and evidence-based practice for the health of groups are presented.

NURSING M5292
NURSING PRACTICE IN THE COMMUNITY
2 credits. Prerequisite: Successful completion of the first semester of ETP courses.
Corequisites: M5290. This course provides students with the opportunity for clinical application of content learned in the classroom about community health. Focus is on using assessment and evidence-based care planning skills to develop culturally sensitive and risk appropriate interventions for identified community groups. There is also emphasis on interdisciplinary collaborative care, not only with other health professionals, but also with extant community groups.

NURSING M5298
CONTINUUM OF ADULT HEALTH
3 credits. Prerequisites and Corequisites: M4108 or M6100, M5015, M4050, M4100, M4225, M5471, M6060 & M6961. This course offers an intensive overview of the major biophysical health problems affecting the adult population. The didactic component is designed to provide the student with a sound foundation in the nursing care of the adult. It is taken concurrently with a clinical practicum in an inpatient setting.

This course is no longer offered.

NURSING M5470
CARE OF THE CHILDBEARING FAMILY
3 credits. Corequisite: M4518. This course focuses on the care of families during the childbearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The processes of normal pregnancy, high-risk pregnancy, and the care of healthy newborns are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the childbearing family are emphasized. This course is offered concurrent with M6596.

This course is no longer offered.

NURSING 5471
DIMENSIONS OF CHILD HEALTH: LECTURE
3 credits. Prerequisite: This course focuses on the care of families during the childbearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The care of healthy and ill infants and children through adolescence are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized.

This course is no longer offered.

NURSING M5490
INTEGRATION OF NURSING PRACTICE
4 credits. Prerequisites: Successful completion of first, second and third semester courses of ETP program. Corequisites: Evidence-Based Practice, M8120 and Case Management, M5115. Nursing integration is the capstone clinical course which builds on previously acquired knowledge and provides the student the opportunity to synthesize the skills and knowledge necessary to function as a beginning professional nurse. It offers the student the opportunity to apply evidence-based knowledge of preventive, therapeutic and rehabilitative nursing interventions to individuals, families and population groups. The student will be able to apply concepts from nursing science in planning, delivering and evaluating nursing practice.
NURSING 5518
DOMAIN OF BEHAVIORAL HEALTH
3 credits. Prerequisite or Corequisites: M6595 clinical. This course focuses on the psychopathology and nursing interventions relative to primary mental health diseases/disorders across the life span. This course is offered concurrently with a psychiatric nursing clinical component.
This course is no longer offered.

NURSING M5900
RESIDENCY IN CLINICAL NURSING
2-4 credits. This clinical nursing residency is designed for post-baccalaureate nursing students. It consists of clinical experiences in health care facilities that focus on strengthening and broadening the baccalaureate’s clinical attributes inpatient care decision making and psychomotor skills. It is a prerequisite to graduate level clinical specialty programs for students with no work experience. The student engages in an intensive clinical experience ranging from 28-40 hours per week. Specific outcome objectives are identified by the program director of the clinical specialty master’s program track that the student wishes to enter. The student meets regularly with the specialty master’s program director or designee to discuss the clinical experience and identify progress in meeting the competencies. Clinical logs, seminars and reaction papers are requirements for completion.

NURSING 6005
FUNDAMENTALS OF NURSING PRACTICE
3 credits. This course is to provides opportunities for students to practice basic nursing assessment and intervention skills with individuals, families and communities in institutional and community settings.
This course is no longer offered.

NURSING 6060
NURSING CARE OF THE ADULT
3 credits. This course provides clinical opportunities for students to practice nursing assessment, intervention and outcome evaluation skills in various dimensions of health and illness with adult in institutional and community based settings.
This course is no longer offered.

NURSING 6061
NURSING CARE OF THE CHILD
3 credits. These courses provide clinical opportunities for students to practice nursing assessment, intervention and outcome evaluation skills in various dimensions of health and illness with children in institutional and community based settings.
This course is no longer offered.

NURSING M6110
PHARMACOLOGY OF ANESTHETICS
3 credits. Prerequisites and Corequisites M6124, M6100, M6121. A comprehensive study of the pharmokinetics and pharmacodynamics of drugs commonly used in anesthesia practice. In case studies and discussions, the complexity of their application is emphasized.

NURSING M6121
PATHOPHYSIOLOGY OF ADULT
3 credits. Prerequisite: M6100. The pathogenesis of common conditions affecting adults will be presented. The discussions will focus on an understanding of the disease processes to allow logical, sequential, and precise therapeutic modalities.

NURSING M6122
PATHOPHYSIOLOGY OF CHILD
3 credits. Prerequisite: M6100. This course is required for students in Pediatric Primary Care and the Pediatric Specialty Care programs. The pathogenesis of common conditions affecting children is presented and serves as a basis for clinical management. Relevant pharmacology is presented for each of the disease entities.

NURSING M6124
HOMEOSTATIC MECHANISMS DURING ANESTHESIA
3 credits. Prerequisites and Corequisites: M6100, M6110. A system approach to the homeostatic alterations occurring during anesthesia. Emphasis will be placed on cardiovascular, respiratory and neuroendocrine response to both surgical stress and the anesthetic agents.

NURSING M6140
ADVANCED ASSESSMENT OF THE NEONATE
2-3 credits. Corequisites: M6141. This course provides an opportunity for investigation into infant health care management, maintenance, and promotion. Course content provides the base for infant health assessment and the effects of imposition of high-risk factors on infant health. Emphasis is placed on the development of plans of health care management, evaluation.

NURSING M6141
PRACTICUM: ADVANCED ASSESSMENT AND MANAGEMENT OF HIGH RISK NEONATES
1-3 credits. Corequisites: M6620. This course provides the opportunity for supervised practice in the acquisition of skills in infant health assessment, problem identification, and health care management and wellness promotion, including performance of selected invasive diagnostic/therapeutic procedures. Emphasis is placed on understanding the physiologic rationale and aims of plans of health care management.

NURSING M6150
MATERNAL- FETAL-NEWBORN PHYSIOLOGY
2 credits. Prerequisite and Corequisite: M6100. This course provides an overview of the physiology of reproduction, from gametogenesis through birth and the neonatal period.
NURSING M6340
ADVANCED ASSESSMENT AND MANAGEMENT OF HIGH RISK NEONATES I
6 credits. Prerequisite: M6141, M8661, M8663, M8666. Supervised clinical experience
in which students integrate theory within the clinical setting. Emphasis is placed on
refinement and perfection of decision-making skills in patient care management and
development of the role of the neonatal nurse practitioner in education and collaboration.

NURSING M6458
PELVIC ASSESSMENT OF THE ADULT WOMAN
 1 credit. Corequisite: M6460. A concentrated review of physical assessment and
history taking for women, with special emphasis on the theory and skill of pelvic
assessment.

NURSING M6460
HEALTH ASSESSMENT AND PRIMARY CARE OF WOMEN
 2 credits. Prerequisite or Corequisite: M6458. This course offers the theoretical
knowledge necessary to meet the primary care needs of the adult woman throughout
her lifetime.

NURSING M6466
MEDICAL & OBSTETRICAL COMPLICATIONS OF CHILDBEARING
 2 credits. Prerequisite: M8472 & M8473. This course explores potential complications
requiring physician referral among childbearing women.

NURSING M6480
PROFESSIONAL ISSUES IN NURSE-MIDWIFERY
 1 credit. Professional Issues in Nurse-Midwifery 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. It examines the essential
components of the ACNM and its functions. It also looks at current critical issues that
impact on the profession and discusses organizational and legislative means of effecting
change.

NURSING M6510
THE DEVELOPMENT OF HUMAN BEHAVIOR ACROSS THE LIFE SPAN
 3 credits. This seminar course examines the development of human behavior across
the life span. Within a developmental context, students will explore the dynamics of
human behavior as they are determined by intrapersonal systems, interpersonal
connections, societal patterns, and cultural influences and as they are altered by significant
life events.

NURSING M6535
BEHAVIORAL HEALTH IN PRIMARY CARE ADVANCED NURSING PRACTICE
 1 credit. This course explores the diagnosis and management of psychiatric and
mental health issues commonly seen in community based primary care practices.

NURSING M6594
PSYCHOPATHOLOGY
 2 credits. Through weekly reading assignments and discussions, the student is
introduced to the concepts central to major psychopathology.

NURSING M6595
NURSING CARE IN PSYCHIATRIC MENTAL HEALTH NURSING
 2.5 credits. Corequisite: M5518. Psychiatric-Mental Health Nursing focuses on the
psychopathology and nursing interventions of major mental health problems across all
groups. This course also focuses on the role of the Psychiatric Nurse may assume in
various clinical treatment settings.
This course is no longer offered.

NURSING M6596
PRACTICUM: NURSING CARE OF THE CHILDBEARING FAMILY
 2.5 credits. Prerequisites: M4108, M4100, M650, Foundations of Nursing, M4471,
M4473. This clinical course focuses on the care of families during the childbearing years,
including prevention of disease and disability, maintenance of health and family
functioning and restoration/rehabilitation after common acute or chronic illness. The
processes of normal pregnancy, high-risk pregnancy, and the care of healthy newborns
are presented. Using the nursing process, the concepts of individual, environment and
health as they are pertinent to the care of the family are emphasized.
This course is no longer offered.

NURSING M6598
ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING ASSESSMENT
 0-1 credits. Throughout the semester the student is introduced to the symptoms,
behavioral manifestations and classification of psychopathology as compared to
normative behavior during the life span. Special emphasis is placed upon the ability of
the student to interview, classify and evaluate observations. The student will use various
assessment tools and guides with individuals of different ages.

NURSING M6599
PRACTICUM IN ADVANCED PSYCHIATRIC-MENTAL HEALTH NURSING ASSESSMENT
 1 credit. Throughout the semester the student is introduced to the symptoms,
behavioral manifestations and classification of psychopathology as compared to
normative behavior during the life span. Special emphasis is placed upon the ability of
the student to interview, classify and evaluate observations. The student will use various
assessment tools and guides with individuals of different ages.

NURSING M6610
PHYSICAL AND PSYCHOLOGICAL ASSESSMENT OF THE CHILD
 2 credits. Prerequisite: Instructor’s permission. Physical and Psychological
Assessment of the Child is designed to prepare the student to take a complete health
and developmental history of a normal child, perform a systematic physical examination,
recognize physical and psychological health and developmental problems, and record
findings using the problem-oriented method.

NURSING M6620
PEDIATRIC PRIMARY CARE NURSING I
 3 credits. Corequisite: M6610. Pediatric Primary Care Nursing I is designed 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, and the treatment of
episodic problems in order that each child may meet his optimal physical, intellectual
and emotional growth and development.
Course Descriptions

NURSING M6622
PEDIATRIC PRIMARY CARE NURSING I: CLINICAL
2 credits. Prerequisites and Corequisites: M6610, M6620, M6624. Pediatric Primary Care Nursing I is designed 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 well child care in a pediatric clinic, and a weekly clinical conference.

NURSING M6624, M6625, AND M6626
CLINICAL SEMINAR IN PEDIATRIC PRIMARY CARE I, II, III
1 credit each. These seminar courses are designed to discuss and interpret clinical experiences at sequential levels of the program.

NURSING M6630
PEDIATRIC PRIMARY CARE NURSING II
2 credits. Prerequisites and Corequisites: M6122, M6610, M6620, M6624. 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 work with teachers and parents. Students will utilize knowledge of growth and development to develop appropriate teaching plans, and assist children and families to assume active roles as health consumers.

NURSING M6632
CLINICAL PRACTICUM: PEDIATRIC PRIMARY CARE NURSING II
2-3 credits. Prerequisites and Corequisites: M6122, M6610, M6620, M6625, M6630. Students assess the health status of children in a variety of settings which must include continuity clinic, adolescent clinics and a school setting or inpatient setting. M6632 & M6634 are no longer offered.

NURSING M6638
EMERGENCY DEPARTMENT (ED) PEDIATRIC NURSING
2 credits Prerequisites: BLS & PALS. This course focuses on the assessment and management of urgent and emergent care for the pediatric clients. Assessment, pathophysiology, differential diagnosis, and management of the pediatric clients will be discussed. Strategies for management of these clients will require a synthesis of knowledge from the bio-psychosocial, 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 providers.

NURSING M6720
INTRODUCTION TO PRIMARY CARE
2 credits, 1 for GNPs. This course provides a systematic approach to understanding the delivery of primary health care to the well adult. In addition, various principles of illness prevention and health maintenance are introduced.

NURSING M6721
CLINICAL SEMINAR IN ADULT PRIMARY CARE I
1 credit. Corequisites: M8770, M8772. This course is designed to provide the ANP student an academic environment in which the students share their practitioner experiences 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 class dialogue and offer appropriate references. Incorporated into the seminar is ongoing discussion, review, and assessment of the final project.

NURSING M6723
CLINICAL SEMINAR IN ADULT PRIMARY CARE II
1 credit. Corequisites: M8771, M8773. This course is designed to provide the ANP student an academic environment in which the students share their practitioner experiences 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 class dialogue and offer appropriate references. Incorporated into the seminar is ongoing discussion, review, and assessment of the final project.

NURSING M6728
THEORY AND RESEARCH IN APPLIED SCIENCE AND NURSING
4 credits. This core course will present an overview of theory and research as essential components of scholarly practice. The research process will be used, from posing of the research problem to communication of the results, with emphasis on designs, methods and evaluation of applied clinical theory and research. The course is designed to prepare expert, critical users of theory and research in practice. It is a required core course for MS students.

NURSING M6740
ONCOLOGY NURSING THEORY I - FUNDAMENTALS OF ONCOLOGY NURSING
2 credits. 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 M6745
ONCOLOGY NURSING PRACTICE I - FUNDAMENTALS OF ONCOLOGY NURSING
3 credits. Corequisite: M6740. In this clinical course, the information learned in Theory I - Fundamentals of Oncology Nursing will be applied to a specifically designated oncology population receiving care in an oncology unit or division of a major hospital or medical center. The practice component offers the opportunity for the role of the oncology clinical nurse specialist to begin to be implemented.

Mary Byrne, Ph.D., M.PH.
NURSING M6750
NURSING SEMINAR IN GERONTOLOGY I
1 credit. This seminar provides the learner the opportunity to examine frequently occurring pathophysiologic problems found within the geriatric population. This didactic content complements the management course in the GNP/Adult Nurse Practitioner track. Topics selected for study include normal and abnormal system changes in the older adult. Specific assessment and intervention strategies will be covered.

NURSING M6751
NURSING SEMINAR IN GERONTOLOGY II
1 credit. This seminar will focus on the factors impacting on the care and management of the geriatric patient. Topics will include political, government, legal and ethical issues and syndromes that impact the geriatric client and the health care team. The GNP student will assess the multifactorial influences in the management of the elderly client.

NURSING M6758
NUTRITION THROUGH THE LIFESPAN
1 credit. This course provides advanced content in nutritional assessment methods and intervention strategies for primary care clients throughout the lifespan with a focus on promotion of optimum nutrition at various points in the life cycle.

NURSING M6759
ILLNESS AND AGING
2 credits. Prerequisites and Corequisites: M6720, M8786, M8787, M8867, M8770. Utilizing a systems approach, the diagnosis and management of health problems encountered in the care of the geriatric patient. Management of acute and chronic illnesses encountered in the geriatric population are emphasized whether institutionally or community-based.

NURSING M6760
PRIMARY CARE OF WOMEN ACROSS THE LIFESPAN I
2 credits. Informed by an underlying theoretical framework acknowledging that women's health is inextricably linked to the nature of their lives, this course focuses on wellness, health promotion and advanced clinical diagnosis and treatment of women's physical health problems. Provides knowledge to the beginning women's health care provider to meet selected primary care needs affecting the skin, HEENT, respiratory, gastrointestinal and musculoskeletal systems of adolescents to the very elderly.

NURSING M6775
HEALTH PROMOTION OF THE ELDERLY
3 credits. Prerequisites and Corequisites: M6900, M8787, M8770, M6720, M8864, M6750. This course explores the theoretical dimensions of health aging and discusses health promotion and disease prevention strategies in gerontology. This course is no longer offered.

NURSING M6838 AND M6839
DIAGNOSIS AND MANAGEMENT OF THE CRITICALLY/ACUTELY ILL ADULT I AND II
2 credits each. Prerequisites and Corequisites: M6100, M8102, M8787, M8815. 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 M6862
ANESTHESIA AND COEXISTING DISEASE
2-3 credits. Prerequisites and Corequisites: M6100, M6120, M6124, M6110. History and physical examination techniques aimed at identifying pathology and its effect on the anesthetic process rather than diagnose disease entities will be stressed. Students will evaluate the information obtained in their physical and psychological assessment and synthesize that knowledge to formulate individualized perioperative anesthesia management plans. Emphasis will be placed on management of patients with altered cardiovascular, pulmonary and renal-renal status.

NURSING M6868
BASIC PRINCIPLES OF REGIONAL ANESTHESIA
2 credits. Prerequisites and Corequisites: M6100, M6110, M6870. This is a basic course in the pharmacology of local anesthetics and their application in clinical practice. The theory and techniques of infiltration, peripheral nerve block, central neural blockade, and topical anesthesia are discussed in relation to their clinical application, both intraoperatively and postoperatively for long-term pain management. Through case studies and analysis of current research, complications and alternate methods are emphasized.

NURSING M6870
BASIC PRINCIPLES OF NURSE ANESTHESIA PRACTICE
4 credits. Prerequisite: M6100, M6110, M6123, M6125, M6862. The various methods and techniques of anesthesia administration, with emphasis on physiological basis for practice are the focus of the course. Function and maintenance of various kinds of technologies, as well as the psychomotor skills specific to the practice are stressed.

NURSING M6871
ADVANCED PRINCIPLES OF ANESTHESIA PRACTICE I
2 credits. Prerequisite and Corequisites: All first level didactic and clinical anesthesia courses. This advanced approach to anesthesia principles is applied to specific surgical procedures both elective and emergent. The physiological sequel of surgical procedures and their impact on homeostatic mechanisms of the patient are stressed. Cardiothoracic, and obstetrical procedures, and pediatric considerations are included. Seminar format facilitates integration of knowledge.

NURSING M6872
ADVANCED PRINCIPLES OF ANESTHESIA PRACTICE II
2 credits. Prerequisite: M6871. This course is essentially a continuation of Advanced Principles I. A system approach will be employed to discuss the various types of surgical patients and problems that the student will be challenged with when caring for them. We will look at the various different surgical procedures in some detail, including pre-op assessment, planning for the intra-operative events, and caring for the patient in the post-op period. Also to be discussed will be the types of patients likely to present for each particular procedure, and the unique problems that types of patients will challenge us with, in caring for them throughout their operative course.

NURSING M6875
PROFESSIONAL ASPECTS OF NURSE ANESTHESIA PRACTICE
2 credits. In a seminar format, the professional, legal, and regulatory aspects of nurse anesthesia practice in the U.S. will be analyzed. This course is no longer offered.
NURSING M6880
ONCOLOGY NURSING THEORY II: ADVANCED ONCOLOGY NURSING
2 credits. Prerequisite: M6740, M6745 (for CNS students), or Advanced Standing. 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 M6885
ONCOLOGY NURSING PRACTICE II: ADVANCED ONCOLOGY NURSING
3 credits. Prerequisites and Corequisites: M6740, M6745, or Advanced Standing; M6880. In this clinical course, for clinical nurse specialist students, the information learned in oncology Nursing Theory II - Advanced Oncology Nursing will be applied to a specifically designated oncology population receiving care in an oncology unit or division of a major hospital, medical center, community or institutional setting. The practice component offers the opportunity for the educator, consultant and/or coordinator role of the oncology clinical nurse specialist to begin to be implemented.

NURSING M6905
CLINICAL RESEARCH STUDY COORDINATION
2 credits. This course addresses the conduct of clinical trials from the perspective of the clinical research coordinator. Content will include the nature and conduct of clinical trials, Federal guidelines and regulations, basic statistics, research design, sampling and subject recruitment, elements of good clinical practice, and the role of the clinical research coordinator during planning, start-up, implementation and termination phases of the project.

NURSING M6907
CLINICAL RESEARCH PRACTICUM
3 credits. An individualized practicum experience in which the student participates as a member of one or more teams carrying out or evaluating randomized clinical trials. The practicum is designed to provide the student with "hands-on" experience working as a member of the research team and/or monitoring clinical drug or device trials being carried out in in-patient, ambulatory or community settings.

NURSING M6920
HEALTH AND SOCIAL POLICY: THE CONTEXT FOR PRACTICE AND RESEARCH
4 credits. This core course examines contextual contributors to health status and relevant current U.S. social and health policies. Issues are explored with a particular emphasis on the impact they have on the current and future delivery of health care and on advanced practice nursing. This course is required for all MS students.

NURSING M6930
INTERPERSONAL VIOLENCE AND ABUSE: PREVENTION, ASSESSMENT AND INTERVENTION FOR HEALTH CARE PROFESSIONALS
1 credit. This course increases awareness of the prevalence of interpersonal violence and abuse in individuals and families, providing content needed for prevention, early identification, assessment and intervention/referral.

NURSING M6940
MANAGEMENT AND ADVANCED PRACTICE NURSING
1 credit. This course explores the dimensions of independent advanced practice nursing in a challenging and constantly changing health care environment. Legal, regulatory, billing, reimbursement and practice configurations are discussed.

NURSING M6950
PRACTICUM: NURSING INTEGRATION
5 credits. This course provides an extended clinical opportunity for students to integrate and synthesize knowledge learned in previous courses in the provision of comprehensive, client sensitive nursing assessment, intervention and outcome evaluation. This course is no longer offered.

NURSING M8013
RESOURCE MANAGEMENT
3 credits. This course is designed to develop the practice skills needed by nurse leaders. Content will cover human resources management, fiscal management, information management, risk management, (i.e. ethical and legal concerns). Students will develop a portfolio demonstrating their acquired skills.

NURSING M8014
CLINICAL MANAGEMENT LABORATORY
3 credits. This clinical course is designed to provide the student with targeted skills needed to form the basis of the nursing leadership role. Topics include interviewing, hiring, coaching and counseling staff, credentialing and privileging staff, preparing and monitoring operational and capital budgets, evaluating staffing patterns, and skill mix, assessing competence of staff, peer review processes, program planning and project management.

NURSING M8016
MANAGERIAL ECONOMICS
3 credits. This course focuses on making business decisions through the use of economic reasoning. Topics include basic supply-demand theory, the impact of the market setting and strategic interactions among both internal and external players based on game theory.

NURSING M8018
PROJECT MANAGEMENT
3 credits. This course is designed to provide the student with tools and techniques to assess organizational readiness for innovations and/or process change and to manage redesign and/or information system technology projects. Students will learn a five-stage framework for project management (i.e. from idea generation through maintenance). Students will also learn software needed to support various project phases.

NURSING M8020
PRACTICUM IN CLINICAL TEACHING
1-6 credits. 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.
NURSING M8050
ADVANCED PRACTICUM IN EMERGENCY CARE FOR THE NURSE PRACTITIONER
3 credits. Prerequisites and Corequisites: M6838, M8102. The practicum in emergency 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. The role of the nurse practitioner is applied in the clinical setting of the Emergency Department. Permission of the program director is required.
This course is no longer offered.

NURSING M8102
ADVANCED PHARMACOLOGY
3 credits. Prerequisites and Corequisites: M6100, M4100. This is an advanced course in the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common pathophysiological states. It also includes the principles and regulations surrounding prescription writing, pursuant to NYS and federal requirements for advanced nurse/practitioner practice. A similar course, M8661, is offered in advanced pediatric pharmacology.

NURSING M8110
PHARMACOLOGY OF ACCESSORY DRUGS
2 credits. A comprehensive study of the pharmacokinetics and pharmacodynamics of concurrent drug therapy and their anesthetic implications.

NURSING M8120
INFORMATICS FOR EVIDENCE-BASED PRACTICE
3 credits. Overview of informatics topics of most relevance to evidence-based practice. Topics include standardized clinical terminology; health care standard's, electronic health records; retrieval and critical analysis of digital data, information, and knowledge; clinical decision making and decision support including decision analysis.

NURSING M8160
GENETIC CONCENTRATION
2 credits. Prerequisite: M8290. This course is a tutorial designed for the student who is interested in increasing knowledge in a specific area of genetic theory relevant to practice. The student will choose an appropriate faculty mentor to be a guide in this concentration.

NURSING M8165
PRACTICUM: GENETIC CONCENTRATION
2 credits. Prerequisites and Corequisites: M8290, M8150. This clinical practicum is designed for the student who is interested in increasing practice skills in providing care to clients with (or at risk) for (a) specific genetic disorder(s). The student will choose an appropriate faculty mentor to be a guide in this practicum. Details of the practicum will be negotiated by the student, faculty mentor, and appropriate agency mentor.

NURSING M8290
INTEGRATING GENETICS INTO ADVANCED NURSING PRACTICE
3 credits. This course will introduce students to clinical genetic theory incorporating new information from the human genome project, the history and evolution of genetic counseling, including the ethical, moral and legal issues which arise daily in this rapidly developing field. This course is intended to add to the knowledge base of advanced practice nurses so that they will increase their sensitivity to the issues confronting families at risk for or with genetic disorders.

NURSING M8330
THE CONSULTATION/LIAISON PROCESS IN ADVANCED NURSING PRACTICE
3 credits. This seminar will introduce the student to the consultation/ligaison process and its application in a variety of health care and community settings. The knowledge gained will enhance the effectiveness of the advanced practice nurse.

NURSING M8460
COMPREHENSIVE WOMEN'S HEALTH
3 credits. Prerequisites and Corequisites: M6458, M8462, M8787. This course addresses health issues throughout a woman's life span. It includes an overview of disorders that occur mainly in women and the role of the nurse practitioner in managing care of the adult female. Topics related to gynecologic health including deviations and non-gynecologic medical problems are presented. Concurrent supervised clinical experiences are required.

NURSING M8462
PRACTICUM IN COMPREHENSIVE WOMEN'S HEALTH
3 credits. Prerequisites and Corequisites: M8460, M8787. 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 M8465
PRIMARY CARE OF WOMEN ACROSS THE LIFE SPAN II
2 credits. 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 related to infectious disease, autoimmune disease and the cardiac, hematological, neurological, metabolic, and endocrine systems.

NURSING M8468
ADVANCED SEMINAR AND PRACTICUM IN WOMEN'S HEALTH
3-6 credits. Prerequisites: M6080, M6651, M8460, M8462. This course is designed to facilitate implementation of the advanced nursing practice role in the care of parents and infants, and oriented toward meeting the expressed learning needs of individual students. Students will have opportunity to acquire skills under direction and supervision of a clinical mentor. Students will be expected to practice with increasing independence in an advanced nursing practice role.
NURSING M8471
NORMAL ANTEPARTUM: DIDACTIC
2 credits. Prerequisites and Corequisites: M6150, M6758, M8472. An overview of the principles and practice of clinical care during the antepartum and theoretical topics include the public health, physiological, psychological, and emotional basis for prenatal care. The practical applications cover clinical midwifery management in the antepartum period, assessment of fetal growth and development, nutritional assessment and management, evaluation of the family unit, and teaching/counseling considerations.

NURSING M8472
NORMAL ANTEPARTUM: CLINICAL
2 credits. Prerequisites and Corequisites: M6100, M6150, M6758, M8471. This course 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 M8473
INTRA PARTUM: CLINICAL
2-3 credits. Prerequisite: M8476 & 8477, M8479, M8478, M6100, M6150, M6460. Clinical experience includes 16-20 hours per week in nurse midwifery management of labor and delivery of childbearing women. Experience on the postpartum ward in the newborn nursery is obtained in this clinical rotation when intrapartum patients are not available.

NURSING M8475
CLINICAL RESIDENCY IN NURSE-MIDWIFERY
2-3 credits. Prerequisite: All Nurse-Midwifery specialty core courses. 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 M8476
WELL WOMAN GYNECOLOGY: DIDACTIC
2 credits. Corequisites: M6458, M6780. Well Woman Gynecology 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 M8477
WELL WOMAN GYNECOLOGY: CLINICAL
2 credits. Well Woman Gynecology Clinical is designed to concentrate on the physical, emotional, and educational needs of the essentially healthy woman. It provides clinical experience in health maintenance, gynecologic screening, family planning, sexuality and sexual dysfunction, and the late (4-6 week) postpartum period.

NURSING M8478
BREASTFEEDING, POSTPARTUM, AND NEWBORN CARE
2 credits. This course provides theoretical and practical knowledge of the immediate postpartum period and the neonate. Normal physiology and family centered management skills are emphasized. Pathophysiology is also covered with various interventions when deviations from the normal are encountered.

NURSING M8479
NORMAL INTRAPARTUM
2-3 credits. Prerequisite: M8476, M8477, M8473, M8476, M6100, M6150, M6460, M6758. The course is offered for eight weeks in the Spring. The first week consists of four days of seminars with focus on orientation to the module and basic information that will allow students to begin clinical with a sound theoretical base. For the remainder of the course, there are four hours of seminars each week.

NURSING M8482
PRIMARY CARE OF CHILDBEARING WOMEN
3 credits. An overview of the principles and practices of primary care during the prenatal and postpartum period. The focus is on normal antepartum and postpartum. The physiological, psychological, emotional and social basis for prenatal care will be examined in the theoretical context of public health. Topics include the management in the woman throughout the antepartum period, assessment of fetal growth and development, evaluation of the family unit, and teaching/counseling considerations.

NURSING M8485
PRACTICUM: CHILDBEARING WOMAN
3 credits. Prerequisites: M8786, M6468, M8460, M8462, M6150. This course focuses on health promotion, prevention, advanced clinical assessment and management of pregnancy and breastfeeding in the antepartum and postpartum ambulatory care settings.

NURSING M8545
DIAGNOSIS AND MANAGEMENT OF ILLNESS IN FAMILIES I
4 credits. Prerequisites and Corequisites: M8557, M6100, M8755; M6121, M8102, M8558, M8693, or M625. 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 hematological. The identification and management of clinical problems are emphasized. The role of the nurse practitioner in a collaborative model is discussed.

NURSING M8546
DIAGNOSIS AND MANAGEMENT OF ILLNESS IN FAMILIES II
3 credits. Prerequisites and Corequisites: M8557, M8558, M6100, M8755, M6121, M8625, M8693 or M625; M8559, M8567 or M8560. 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.
NURSING M8557
FAMILY PRIMARY CARE I
2 credits. Corequisite: M8785. This course is designed to introduce the student to the role of the nurse practitioner as a provider of community-centered family primary care. The focus will be on health maintenance and illness prevention.

NURSING M8558
FAMILY PRIMARY CARE II
2 credits. Prerequisites and Corequisites: M8557, M8785, M6100; M8625 or M8693, M8770. 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 M8559
FAMILY PRIMARY CARE III
2 credits. Prerequisites and Corequisites: M8557, M8558; M8771, M8850, or M8566, M8567. This required course is designed to further develop the role of advanced practice student, the provision of primary care to individuals and families, through the life span in a variety of clinical settings. Utilizing lectures and case presentations, the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied. A formal clinical presentation is required.

NURSING M8560
FAMILY THEORY IN CONTEXT
2-3 credits. Prerequisites or Corequisites: M6020 or M8180. 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 M8562
PRACTICE OF FAMILY THERAPY
2 credits. Prerequisite: M8560, M8590, M8591. This clinical practice course is designed for students to develop clinical skills in family therapy based on a structural family therapy model. It consists of clinical practice and supervision.

NURSING M8566, M8567
FAMILY PRIMARY CARE: PRACTICUM III, IV
2 credits. Prerequisites and Corequisites: M8770, M8825; M8670, M8771. 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 M8568
PRACTICUM IN ADVANCED CLINICAL ASSESSMENT FOR FAMILY NURSE PRACTITIONERS
1 credit. Prerequisite and Corequisite: Physical Assessment, M8557, M8786. 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 M8571
SEMINAR ON FAMILY THERAPY AND TECHNIQUE
2 credits. Prerequisites and Corequisites: M8590, M8591, M8560. 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 M8588
THEORY OF GROUP PSYCHOTHERAPY
2 credits. This 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. Students will address the developmental needs of clients as they relate to the group experience.

NURSING M8590
THEORY AND PRACTICE OF INDIVIDUAL PSYCHOTHERAPY I
2 credits. Prerequisite: M6597, M6528. 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, and spiritual dimensions of the clients. Based upon this assessment the student plans appropriate interventions.

NURSING M8591
THEORY AND PRACTICE OF INDIVIDUAL PSYCHOTHERAPY II
2 credits. Prerequisites: M6597, M6528, M8590. 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 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 he/she evaluates in terms of the client's responses. The student is responsible to work on termination issues with the client.
NURSING M8592
CLINICAL PRACTICE AND SUPERVISION WITH GROUPS
2 credits. Prerequisites and Corequisites: M8590, M6528, M6588. 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 M8594
ADVANCED PRACTICE IN PSYCHIATRIC MENTAL HEALTH NURSING I
3 credits. Prerequisite: M6530, M6594, M6597, M8590, M8591, M8592. Or Corequisite: M6562. 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 M8595
ADVANCED PRACTICE IN PSYCHIATRIC MENTAL HEALTH NURSING II
3 credits. Prerequisite: Advanced Practice in Psychiatric Mental Nursing I. This course is designed to advance the student's clinical practice with clients in a variety of psychiatric mental health settings. The practicum is the second of two consecutive courses. Expectations of the clinical experience are direct client contact and therapeutic interaction with staff, families, and systems. The student will evaluate the roles of the advanced practice psychiatric nurse. Details of the practicum will be coordinated with the student, agency, and faculty based upon course objectives, clinical objectives and student career goals.

NURSING M8625
FAMILY PRIMARY CARE: PRACTICUM II
4 credits. Prerequisites: M6840, M6100, M8557. Corequisites: M6770, M8558, M6121. The clinical practicum is designed to provide the student with the opportunity to practice primary 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 appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the student for the delivery of family primary care.

NURSING M8640
ADVANCED SEMINAR AND PRACTICUM IN WOMEN'S HEALTH
3-6 credits. Prerequisite: M6631, M6080, M8460, M8462. This course is designed to facilitate implementation of the advanced nursing practice role in the care of parents and infants, and oriented toward meeting the expressed learning needs of individual students. Students will have opportunity to acquire skills under direction and supervision of a clinical mentor. Students will be expected to practice with increasing independence in an advanced nursing practice role.

NURSING M8661
ADVANCED PEDIATRIC AND NEONATAL PHARMACOLOGY
3 credits. Prerequisites and Corequisites: M6100, M4100. This course provides an opportunity for the scientific inquiry into the use of pharmacologic agents in the advanced nursing care of infants, including fetal, neonatal life and 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 M8663
PATHOPHYSIOLOGY AND MANAGEMENT OF THE HIGH RISK NEONATE II
2-3 credits. Prerequisites and Corequisites: M6140, M6141, M8666, M8661. This course introduces the advanced student to a systematic approach to critical care. Emphasis is placed on understanding the pathophysiology of various neonatal conditions, including neurological, respiratory, endocrine, renal, cardiovascular, and metabolic.

NURSING M8666
PRACTICUM: PATHOPHYSIOLOGY AND MANAGEMENT OF THE HIGH RISK NEONATE
3-5 credits. Prerequisites and Corequisites: M6140, M6141; M8663, M8661. This course is designed to advance the student's clinical practice with high-risk infants and their families. The practicum is designed to provide the student with the opportunity to apply his/her knowledge to selected high-risk neonates. It will be an intensive experience in which the student will analyze all available data, synthesize his/her thinking, implement the plan of care and evaluate the results. The student will refine collaborative skills with physicians, nurses and other allied health personnel through the course.

NURSING M8670
PEDIATRIC PRIMARY CARE NURSING III
2 credits. Prerequisites and Corequisites: M6610, M6620, M6630, M6632, M6122; M8674. This required course in the PNP major introduces the advanced student to the provision of health care to children with common episodic illnesses. Lectures and seminars provide the student with the knowledge base to recognize and manage common health problems in the pediatric population.

NURSING M8672, M8673, M8674
PEDIATRIC PRIMARY CARE NURSING III: CLINICAL
4 credits. M8672, 2 credits - M8673, 2 credits - M8674. Prerequisites and Corequisites: M6610, M6620, M6630, M6632, M8670. 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 Clinics 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 M6630 and M8670 to assess and develop plans of care for all children and adolescents.
NURSING M8680
BEHAVIORAL PEDIATRICS FOR ADVANCED PRACTICE NURSING: DIDACTIC
3 credits. This course provides the foundation for understanding issues and concepts of behavioral pediatrics, which are encountered in the community setting. The potential impact of the child's environment, risk and protective factors and stressors will be included in the content. Behavioral manifestations fall on a continuum from normal to pathological, including developmental appropriate behaviors, developmental variations, problems and disorders. Lectures provide the student with the needed knowledge base to recognize, assess, treat and refer children with behavioral problems. This is one of three required courses for the subspecialty.

NURSING M8682
BEHAVIORAL PEDIATRICS FOR ADVANCED PRACTICE NURSING: CLINICAL
2 credits. Prerequisites and Co-requisites: M8680, M8684. This seminar is designed to provide the graduate student an academic environment in which to share practicum experience and present case studies for discussion with their peers and faculty. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references. This is one of three required courses for the subspecialty.

NURSING M8684
BEHAVIORAL PEDIATRICS FOR ADVANCED PRACTICE NURSING: CLINICAL PRACTICUM
2 credits. Prerequisite and Corequisites: M8680, M8682. This practicum focuses on the assessment and management of behavioral disorders in children and adolescents in a variety of community settings. Here the student will develop skills to assess children with behavioral disorders, to formulate a working diagnosis, to design management plans of care and to collaborate with other health professionals. The students utilize their knowledge of development, environmental factors, family dynamics and behavioral disorders in the child and adolescent. The student will demonstrate the ability to recognize, assess, treat and refer children with behavioral problems. This is one of three required courses for the subspecialty.

NURSING M8693
FAMILY PRIMARY CARE: PRACTICUM II A
2 credits. Prerequisites and Corequisites: M6840, M6100, M8557; M8770, M8558, M6121. 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 M8701
CRITICAL CARE NURSING OF CHILDREN
3 credits. Prerequisite: M6638. Critical care nursing of children focuses on the delivery of acute critical care to the pediatric patient through age 21 years. This includes pathophysiological mechanisms resulting in organ system failure. Strategies for the management of these patients will require a synthesis of knowledge from biological, pharmacology, behavioral, and nursing. Emphasis will be placed on the needs of the family in dealing with a critically ill child. The caregiver role of the advanced practice nurse in the critical care setting will be integrated within the course.

NURSING M8703
SEMINAR IN CRITICAL CARE NURSING OF CHILDREN
1 credit. Co-requisites: M8701. Seminar in critical care nursing is designed to provide the PNP in an academic environment the opportunity to discuss case presentations and 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 M8747
CLINICAL SPECIALIZATION IN ONCOLOGY NURSING II
2-3 credits. Prerequisites: M6740, M6745 (or advanced standing); M6880, M6885, M6882, M8883. Corequisites: M8746. This course provides the opportunity for clinical specialization in an area of oncology nursing selected by student. Learning is facilitated by a preceptor with recognized expertise in the particular clinical area. In this course, a research-based clinical project may be implemented.

NURSING M8750
SYMPTOM MANAGEMENT AND PALLIATIVE CARE FOR ONCOLOGY NURSE PRACTITIONER STUDENTS
2 credits. Prerequisites: M8740, M6880. This course is designed to present an integrative approach to identifying and managing the symptoms of cancer and cancer treatments 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 M8751
PRACTICUM FOR SYMPTOM MANAGEMENT AND PALLIATIVE CARE FOR ONCOLOGY NURSE PRACTITIONER STUDENTS
3 credits. Prerequisites and Corequisites: M8750, M8740. 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. Nursing research will be promoted in issues related to quality of life, identification, and prevention of complications of treatment and patient and caregiver stress.

NURSING M8760
INTEGRATIVE THERAPIES I
3 credits. This course introduces various health care systems within their field of Integrative Medicine. Presents historical and theoretical foundations of several major integrative medicine traditions such as Traditional Chinese Medicine, Ayurveda, Kampo to name a few.

NURSING M8761
INTEGRATIVE THERAPIES II
3 credits. This course focuses on various therapies commonly practiced and encountered within the context of the health care system. Basic principles of each therapy as well as safety considerations, training and credentialing of integrative practitioners will also be discussed.
NURSING M8762
INTEGRATIVE THERAPIES III
3 credits. 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 M8770
DIAGNOSIS AND MANAGEMENT OF ILLNESS IN ADULTS I
3-4 credits. Prerequisites and Corequisites: M6720, M6100, M8785; M6121, M8772. Utilizing a systems approach, the diagnosis and management of health problems encountered in primary care of adults are studied in depth. Systems selected for study include cardiovascular, gastrointestinal, endocrine and respiratory. The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners.

NURSING M8771
DIAGNOSIS AND MANAGEMENT OF ILLNESS IN ADULTS II
3-4 credits. Prerequisite: M8770. Utilizing a systems approach, the diagnosis and management of health problems encountered in Primary Adult Care are studied. Systems selected for study include genitourinary, respiratory, immune systems, central nervous and musculoskeletal.

NURSING M8772
PRACTICUM IN ADULT PRIMARY CARE I
4 credits. Prerequisites and Corequisites: M6720, M6100, M8785; M8770, M6121. 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/geriatic nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.

NURSING M8773
PRACTICUM IN ADULT PRIMARY CARE II
3 credits. Prerequisite: M8772. 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 setting function more independently under preceptor supervision.

NURSING M8776
ADVANCED PRACTICUM IN PRIMARY CARE
2 credits. Corequisite: M8771. 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 M8778
ADVANCED PRACTICUM IN GERIATRIC PRIMARY CARE
1-2 credits. Corequisite: M8771. 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 elderly 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 M8779
ADVANCED PRACTICUM IN ADULT/GERIATRIC HEALTH
3 credits. Prerequisite: M8771. 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 M8786
ADVANCED CLINICAL ASSESSMENT IN ADULTS
2-3 credits. Prerequisites and Corequisites: M6050, M6100, M6121, M6720. This course explores the theoretical dimensions of advanced clinical assessment of adults and incorporates advanced techniques of history taking and physical examination.

NURSING M8787
PRACTICUM IN ADVANCED CLINICAL ASSESSMENT FOR ADULTS
1 credit. Prerequisites and Corequisites: M6050, M6100, M6900. Guided study with clinical application of advanced physical assessment techniques in adults.

NURSING M8788
ADVANCED CLINICAL ASSESSMENT: ACUTE CARE
1 credit. Corequisite: M8786. This course focuses on the essential technology and procedures utilized in the management of the critically ill that is inherent to the role of this nurse practitioner. During laboratory/clinical experiences psychomotor skills and the use of advanced technologies for the nurse practitioner will be developed along with the skill of oral/written presentation of select patients.

NURSING M8795
FAMILY PRIMARY CARE: PRACTICUM III
2 credits. Prerequisites and Corequisites: M6840, M6100, M8557, M8770, M6121; M8558. The clinical practicum is designed to prepare the students to provide primary healthcare in a variety of settings. Initially, the student will be exposed to the history, 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.

The Associate Dean of Students and friend.
Course Descriptions

NURSING M8815
INTRODUCTORY PRACTICUM IN CRITICAL CARE I FOR THE NURSE PRACTITIONER
1 credit. Prerequisites and Corequisites: Master's program core courses, M8786. This course focuses on the essential technology and procedures utilized in the management of the critically ill that is inherent to the role of the nurse practitioner. During laboratory I clinical experiences psychomotor skills and the use of advanced assessment technologies for the nurse practitioner will be developed. This course companions M8786.

This course is no longer offered.

NURSING M8816
PRACTICUM IN CRITICAL/ACUTE CARE FOR THE NURSE PRACTITIONER
3-4 credits. Prerequisites and Corequisites: M8788, M8810, M6838. 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 therapies and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting.

NURSING M8820
ADVANCED PRACTICUM IN CRITICAL CARE FOR THE NURSE PRACTITIONER
3 credits. Prerequisites and Corequisites: M8838, M8839, M8816, M6100, M6101, M8102. 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 therapies and decision making in this closely supervised precepted experience.

NURSING M8825
INTEGRATION PRACTICUM IN CRITICAL CARE FOR THE NURSE PRACTITIONER
4-5 credits. Prerequisites and Corequisites: M6838, M8816, M8820, M6839. 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 therapies and decision making in this closely supervised precepted experience.

NURSING M8835
CRITICAL DECISION MAKING IN NURSE ANESTHESIA PRACTICE I
2 credits. Prerequisites and Corequisites: Successful completion of all Semester II courses and M8786. Critical analysis of selected topics in nurse anesthesia practice. Seminar formats will facilitate and engender discussion and critical analysis.

NURSING M8836
CRITICAL DECISION MAKING IN NURSE ANESTHESIA II
2 credits. Prerequisites and Corequisites: All Semester III courses and M8871. Critical analysis of selected topics in nurse anesthesia practice. Seminar formats will facilitate discussion and critical analysis.

NURSING M8837
CRITICAL DECISION MAKING IN NURSE ANESTHESIA PRACTICE III
2 credits. Prerequisite or Corequisites: Successful completion of all previous course work in Anesthesia. Critical analysis of selected topics in nurse anesthesia practice related to Residency III objectives. Seminar formats will facilitate and engender discussion and critical analysis.

NURSING M8838
CRITICAL DECISION MAKING IN NURSE ANESTHESIA PRACTICE IV
2 credits. Prerequisite or Corequisites: Successful completion of all previous anesthesia course work. Critical analysis of selected topics in nurse anesthesia practices related to Residency IV objectives. Seminar formats will facilitate and engender discussion for critical analysis.

NURSING M8845
CANCER IN CHILDHOOD
3 credits. This course presents an in-depth examination of childhood cancers. Content includes etiology, epidemiology, diagnostic and treatment modalities, side effects of therapy, emergencies, critical 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 M8850
FAMILY PRIMARY CARE: PRACTICUM III
4 credits. Prerequisites and Corequisites: M8770, M8625; M8670, M8771. 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 M8864
PRACTICUM IN GERIATRIC PRIMARY CARE I
2 credits. Prerequisites and Corequisites: M6720, M6100, M8785, M6750, M6121. The practicum is a clinical field experience designed to provide opportunity for students to acquire initial skills in assessment, decision-making and case management of care of the geriatric client with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.

NURSING M8865
PRACTICUM IN GERIATRIC PRIMARY CARE II
2 credits. Prerequisite: M6720, M6100, M4010, M8750, M8860, M8864. The practicum is a clinical field experience designed to provide opportunity for students to strengthen skills in assessment, decision-making and case management of geriatric clients with a variety of episodic and long-term health problems. Students in the clinical settings function more independently under preceptor supervision.

NURSING M8867
INTERDISCIPLINARY APPROACH TO GERIATRIC ASSESSMENT AND LONG TERM CARE
2 credits. This course provides a systematic overview of a comprehensive interdisciplinairy geriatric assessment. In addition, the course reviews the wide range of health and supportive services provided for older individuals at one point or another in the continuum of long term care.
NURSING M8869  
RESIDENCY IN ADULT/GERIATRIC HEALTH  
1 credit. 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 adults with a variety of episodic and long-term health problems. Specific program objectives and clinical experiences are individually identified. Students in the clinical setting are to function more independently under preceptor supervision.

NURSING M8870  
NURSE ANESTHESIA RESIDENCY I  
2 credits. Prerequisite: All previous course work in Anesthesia. Clinical experiences provide the opportunity for students to integrate theory within the clinical setting. Students move along a continuum from healthy adults to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the 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.

NURSING M8871  
NURSE ANESTHESIA RESIDENCY II  
2 credits. Prerequisites and Corequisites: M6862, M6870 and M8870, M8836. 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 M8872  
ANESTHESIA RESIDENCY III  
2 credits. 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 M8873  
ANESTHESIA RESIDENCY IV  
2 credits. Prerequisite: M8870, M8871, 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 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, cardiothoracic surgery, pediatrics, post anesthesia care and critical care units. CRNA faculty members and preceptors act as guides.

NURSING M8882  
ONCOLOGY NURSING THEORY III: CANCER PREVENTION AND DETECTION  
2 credits. Prerequisites: M6470, M6745, (or Advanced Standing), and M6870, M8855; concurrent with Oncology Nursing Practice III. This course presents an in-depth examination of primary and secondary cancer prevention and the expanded role of the nurse in preventive health care. Topics include: health education/behaviors carcinogenesis, epidemiology, etiology, risk factors, screening and detection and chemoprevention.

NURSING M8883  
ONCOLOGY NURSING PRACTICE III: CANCER PREVENTION AND DETECTION  
3 credits. Prerequisites: M6740, M6745 (or Advanced Standing), and M6870, M8855; concurrent with Oncology Nursing Practice III. This course involves the practice of primary and secondary cancer prevention with designated client populations in community or occupational health settings, or in other facilities carrying out cancer prevention activities. In the clinical setting, the student will have the opportunity to assess, plan, implement and/or evaluate primary or secondary prevention activities.

NURSING M8950  
ADVANCED PRACTICE PRIMARY CARE NURSING POST MASTERS RESIDENCY  
3-6 credits. 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. Post-graduate students will synthesize their knowledge of primary care concepts, health and illness. This residency is designed to expand clinical knowledge and skills for the graduate Nurse Practitioner.

NURSING M9001  
SOCIAL AND INTELLECTUAL FOUNDATIONS OF NURSING  
4 credits. Prerequisites: Masters of Science in Nursing 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. Philosophy of science is applied to the development of nursing science.
NURSING M9200
DOCTORAL DISSERTATION ADVISEMENT

3 credits. This is one option for the student who has completed all requirements for the doctorate but the dissertation, and must maintain continuous enrollment. The student is eligible to register for this status if he or she is conducting dissertation research and has completed the required number of dissertation credits and needs to maintain continuous enrollment until graduation. It is an alternative to enrolling in M9820. A fee is charged, and the student has access to University resources.

NURSING M9205
ANALYSIS AND EVALUATION OF HEALTH POLICY

3 credits. Prerequisites: Introductory course in health policy or consent of instructor. This course introduces students to the contributions of research to the development of health policy. It offers a critical review of methods and results of policy research, examines the relationship among science, policy and politics, explores ways to use policy to extend innovations, and identifies critical questions shaping the future policy research agenda.

NURSING M9210
HEALTH SYSTEMS COLLOQUIUM

3 credits. Prerequisite: M9205. This course endeavors to link clinical practice in nursing with policy issues, by exploring a series of topical clinical issues that have significant health systems and health policy implications. Each seminar topic will address policy questions at four levels: the delivery system (across settings); cultural and ethnic groups; state and regional levels; and national level policies.

NURSING M9280
DISSERTATION CREDITS

1-3 credits. Student conducts independent research under the guidance of a sponsor and dissertation committee. Minimum of 2 credits is required, and constitutes a full-time load for doctoral candidates. The course can be repeated. A student who has completed all required coursework and has been admitted to candidacy for the doctoral degree must maintain continuous enrollment until graduation by enrolling in either M9280 or M9200.

NURSING M9300
COMPARATIVE RESEARCH DESIGN AND METHODOLOGY I

3 credits. Prerequisites: Master's level course in research and statistics. This is the first in a two-course sequence that 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: the research process; 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 used in health policy research.

NURSING M9301
COMPARATIVE RESEARCH DESIGN AND METHODOLOGY II

3 credits. Prerequisite: M9300. This is the second course in a two-course sequence that 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. The course will address the uses, strengths and weaknesses of qualitative, survey, epidemiological and outcomes research.

NURSING M9350
CONCEPT DEVELOPMENT FROM CLINICAL PHENOMENA IN NURSING

3 credits. The course examines the empirical foundation of advanced nursing practice, analyzing nursing theories, their concepts, and their applicability to observed clinical nursing. Focus will be placed on development of critical thinking skills in analyzing extant practice for theory implications. Students will examine various frameworks for the development, definition, analysis, and synthesis of theories and concepts, as well as assessing theory applications through direct clinical observation. Focus will be placed on development and analysis of selected concepts.

NURSING M9354
MEASUREMENT OF CLINICAL AND OTHER PHENOMENA

3 credits. Prerequisite: M9500 or permission of instructor. The course will explore the methods used to study clinical and other phenomena. Included will be discussion of issues related to instrumentation, both qualitative and quantitative, access to patient populations including clinical trials, validity, reliability and ethical aspects of research.

NURSING M9500
HEALTH CARE OF VULNERABLE POPULATIONS

3 credits. Seminar aimed at the continued refinement of critical thinking associated with a focused area of clinical nursing. The framework of the seminar will be the health care of vulnerable populations.

NURSING M9502 AND M9503
GUIDED STUDY IN RESEARCH I AND II

3 credits. 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 M9505
DOCTORAL RESEARCH PRACTICUM

1 credit. 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 M9510
GUIDED STUDY IN NURSING SCIENCE

1-3 credits. 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 M9520
CLINICAL LEADERSHIP COLLOQUIUM
2 credits. This colloquium is designed for the doctoral student in the clinical nursing research specialty. Seminars will include an examination of current theory, research findings and issues regarding an area of clinical practice identified by the student. Each student will pursue in-depth study of a clinical phenomenon in the context of clinical research. Conceptual and empirical issues and the applicable theoretical underpinnings will be explored fully. The primary outcome of the colloquium is to prepare effective leaders in clinical practice, using principles of change, leadership, and the scientific literature as the foundations.

NURSING M9521
PRACTICUM IN CLINICAL LEADERSHIP
3 credits. This course is designed for the doctoral student in the clinical leadership and research track. The purpose of the course is to provide an opportunity for participation in the development, analysis, and evaluation of innovations and/or research in clinical practice settings that are relevant to the student’s sub-specialty emphasis. This Practicum is required of all doctoral students in the clinical leadership and research track, and is open as an elective to doctoral students in the health policy track. The course experience should be planned with the student’s advisor and the practicum coordinator. There must be an identified preceptor at each selected site, available for regular consultation and guidance as needed.

NURSING M9608
PRACTICUM IN HEALTH POLICY
This course provides students with specialization in Health Policy, a Practicum experience developing and analyzing health policy in an organization relevant to the student’s clinical practice specialty. Required for Health Policy majors.

NURSING M9900
DISSERTATION SEMINAR
2 credits. The seminar will focus on the dissertation process including site access, IRB regulations, research integrity, issues of sampling, instrumentation, data collection, analysis, and writing of dissertation.

G4010
RESEARCH ETHICS: FRONTIERS IN SCIENTIFIC CONDUCT
1 credit. Required multidisciplinary course about current issues related to proper conduct of basic and scientific research. The course follows the NIH Guidelines for instruction.

G6651
PHILOSOPHY OF SCIENCE
3 credits. This required course, offered by the Philosophy department in the graduate School of Arts and Sciences, will give students a foundation in the logic of inquiry in the natural sciences.

INDIVIDUALIZED STUDY IN NURSING: M4099, M6099, M8490, M8499, M8550, M8695, M8780, M8790, M8843, M8886, M8890, M9815, M9820
1-8 credits. 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 M9800, M9802
DISSERTATION ADVISEMENT
0 credits.
OFFICERS OF INSTRUCTION

Joyce Anastasi
Helen F. Pettit, Associate Professor of Nursing, Director, Center for AIDS Research
BSN, Wagner College
MA, New York University
PhD, Adelphi University
FAAN
Research: AIDS, HIV symptomology

Suzanne Bakken
Alumni Professor of Nursing
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

Geoffrey S. Berg
Assistant Clinical Professor of Nursing Management
Vice Dean, Finance and Administration
BA, Syracuse
MBA, Boston University

Penelope Buschman
Assistant Professor of Clinical Nursing and Program Director, Psychiatric Mental Health
AB, Wheaton College
BS, Columbia University
MS, Boston University
FAAN
Certified Clinical Specialist in Psychiatric and Mental Health Nursing
Research: Grief and Bereavement
Faculty Practice: Babies and Children's Hospital, CPMC

Mary Byrne
Associate Professor of Clinical Nursing
BS, Cornell University
MS, Adelphi University
MPH, Columbia University
PhD, Adelphi University
Certified Pediatric Nurse Practitioner
Research: High Risk Families

Sarah Sheets Cook
Dorothy M. Rodgers Professor of Clinical Nursing
Vice Dean; Administrative Director, WHO Collaborating Center for International Nursing Development of Advanced Practice
BSN, Michigan
MEd, Columbia University
DFNAP, Certified Perinatal Nurse Specialist
Faculty Practice: Maternal-Child Health Joint Practice, OB/GYN, Stamford, CT.
Lesly Curtis  
Assistant Professor of Clinical Nursing and Program Director, Entry to Practice  
BS, Columbia University  
MS, Columbia University  
MA, Purdue  
NP Certification  
Psychoanalytic Psychotherapy  
Practice: Psychiatric Nursing

Karen Desjardins  
Assistant Professor of Clinical Nursing and Program Director, Geriatric Primary Care  
BS, Medical College of Georgia  
MS, Columbia University  
MPH, Columbia University  
Certified Adult Nurse Practitioner  
Certified Geriatric Nurse Practitioner  
Practice: Adult/Geriatric Primary Care

Jennifer Dohrn  
Assistant Professor of Clinical Nursing  
BA, University of Chicago  
BS, Hunter College  
MS, Columbia University  
Certified Nurse Midwife, certified OB/GYN Nurse Practitioner  
Faculty Practice: Nurse Midwifery, Women's Health

Richard Garfield  
Henrik H. Bendixen Clinical Professor of International Nursing; Co-Director, WHO Collaborating Center for International Nursing Development of Advanced Practice  
ADN, Hahnemann Medical College  
BA, Beacon College  
MPH, Columbia University  
MS, Columbia University  
DrPH, Columbia University  
Certified Community Health Nurse  
Research: Health policy and community access patterns for health care; Effect of political and economic embargoes on health care

Kristine Gebbie  
Elizabeth S. Gill Associate Professor of Clinical Nursing; Director, Center for Health Policy and Health Services Research and Director, DNSc Program  
BSN, Saint Olaf College  ×N, UCLA  
DrPH, University of Michigan  
FAAN  
Research: Health Policy and Public Health Systems  
Faculty Practice: Public Health Systems Development

Linda Gibbs  
Assistant Professor of Clinical Nursing  
Associate Dean Practice Development  
BSN, University Of Michigan  
MBA, Columbia University

Elizabeth Hall  
Assistant Professor of Clinical Nursing and Program Director, Family Primary Care  
BSN, William Patterson College  
MS, Pace University  
Certified Family Nurse Practitioner, and Geriatric Nurse Practitioner  
Faculty Practice: Family Practice Clinic, Nagel Avenue

Judy Honig  
Assistant Professor of Clinical Nursing  
BS, State University of New York (Buffalo)  
MS, Seton Hall  
MA, Columbia University  
EdD, Teachers College, Columbia University  
Certified Pediatric Nurse Practitioner  
Faculty Practice: Pediatrics 2000  
Research: Pediatric mental health, culturally sensitive pediatric care

Ritamarie John  
Assistant Professor of Clinical Nursing and Program Director, Pediatric Primary Care  
BSN, Georgetown University  
MSN, Seton Hall University  
EdD(c), Teacher's College, Columbia University  
Certified Pediatric Nurse Practitioner  
Faculty Practice: Pediatric Emergency Care

Marcia Jones  
Assistant Professor of Clinical Nursing  
BS, Women's Health, Empire State College, State University of New York  
MS, Nursing, Columbia University School of Nursing, New York  
NP, Case Western Reserve University  
Certified Nurse Midwife, certified OB/GYN Nurse Practitioner

Elaine Larson  
Professor of Pharmaceutical and Therapeutic Research and Public Health  
BS, MA, PhD, University of Washington, Seattle  
Post-doctoral Fellowship, University of Pennsylvania  
FAAN, DPNAP  
Certified in Infection Control  
Research: Epidemiology, Infectious Diseases

Timothy J. Lehe  
Assistant Professor of Clinical Nursing and Program Director, Anesthesia  
BS, Cornell University School of Nursing  
BA, City University of New York  
MS, Columbia University  
Certified Registered Nurse Anesthetist  
Faculty Practice: Nyack Anesthesia Associates

Wilhemina Manzano  
Assistant Dean for Clinical Affairs  
BS, New York University  
MA, New York University  
Vice President of Nursing, New York Presbyterian Hospital
Administration and Instructional Affairs

Mary O. Mundinger
Dean; Centennial Professor in Health Policy; Director, WHO Collaborating Center for International Nursing Development of Advanced Practice
BSN, Michigan
MA, Columbia University
DrPH, Columbia University
FAAN, DPNAP
Research: Health policy; family care of the frail elderly; technology assessment in home care
Founder: Columbia Advanced Practice Nurse Associates (CAPNA)

Anita Nirenberg
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BS, Skidmore
MS, Columbia University
Certified Pediatric Primary Care
Oncology Certified Nurse
Advanced Oncology Nurse
Clinical Practice: Oncology Emergencies

W. Dan Roberts
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MS, University of South Florida, Tampa
BSN, Medical College of Georgia, Augusta
Certified Acute Care Nurse Practitioner
Clinical Practice: Adult Pulmonology

Josephine Sapp
Assistant Professor of Clinical Nursing, and Program Director, AMP
BSN, William Patterson College
MS, Columbia University
Certified Adult Psychiatric Clinical Nurse Specialist and Psychiatric/Mental Health Nurse Practitioner
Clinical Practice: Outpatient Psychiatric Nurse Practitioner, Bayonne, NJ

Jennifer Smith
Assistant Professor of Clinical Nursing
Associate Dean for Development and Alumni Affairs
BSN, University of Pittsburgh
MBA, Columbia University
MPH, Columbia University

Janice Smolowitz
Assistant Professor of Clinical Nursing
BS, SUNY
MS, Columbia University
EdD, Teachers' College, Columbia University
Certified Adult Nurse Practitioner
Certified Diabetes Educator
Research: Diabetes, Hypertension, quality assurance
Practice: Adult Primary Care in neurology/movement disorders

JoAnne Staats
Assistant Professor of Clinical Nursing and Program Director, Adult Primary Care
BS, Adelphi University
MS, Columbia University
Diploma, St. Luke's School of Nursing
Certified Adult Nurse Practitioner
Practice: Adult Primary Care / HIV

Patricia Stone
Assistant Professor of Clinical Nursing and Program Director, Advanced Clinical Management
ASN, State University of New York, Albany
BSN, State University of New York, Albany
MS, Syracuse University, New York
MPH, Harvard University, Boston
PhD, University of Rochester, New York
Postdoctoral Fellowship, Harvard University, Boston
Research: Health care economics

Edwidge Jourdain Thomas
Assistant Professor of Clinical Nursing
BSN, Rutgers University
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Certified Adult Nurse Practitioner
Clinical Practice: CAPNA

Laura Zeidenstein
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BA, Evergreen State College
BSC, SUNY
MSC, Yale University
AAP/AHA Neonatal Resuscitation Provider
Certified Nurse/Midwife
Clinical Practice: Nurse/Midwifery
FULL-TIME CLINICAL FACULTY
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Margaret Carson MS, CPNP
Rozelle Corda, MS, CFNP
Maura DeBene MS, C-P/MHNP
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Margaret Flannery, MS, CFNP
Patricia Harren, MS, CANP
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Patricia Maani MS, CFNP
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Christine Merle, MS, CPNP
Mary Nealon MS, CPNP
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Lori Seidman MS, CPNP
Lynn Silverberg MS, CANP
Mary Ellen Tregonal, MS, CANP, MPH
Elizabeth Visser, MS, CANP

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Umberto Conte, Pharm D
Lisa Capella MS, CGNP
Carole Garabedian PhD, RN
Ellen Lauria, MS, RN
Susan Ledlie PhD, CPNP
Maribeth Massie, MS, CRNA
Marlene McHugh MS, CFNP
Mercedes Camacho MS, CANP
Nancy Moribenn, MS, CRNA
Robin Oden MS, CSP/MH
Susan Spadanora MS, CPNP
Patricia Puma, MS, CRNA
Ronald Slavin, PhD

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Senior Administrative Assistant
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Raymond Marino
Accountant
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Administrative Assistant
Ray Kilpatrick
Systems Administrator
Richard Herbin
User Services Consultant

OFFICE OF FINANCIAL AID
Oscar Vasquez
Director, Financial Aid
2002-2004

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 Information Services 212-305-5756.

MAJOR RELIGIOUS HOLIDAYS

Some of the major religious holidays are shown below. The Jewish and Islamic holy days begin at sundown of the preceding day. The exact dates for the Islamic holy days may vary by one or two days from the estimated dates given below.

2002-2003

Rosh Hashanah
  Saturday, Sunday, September 15,16, 2002

Yom Kippur
  Monday, September 16, 2002

First days of Succoth
  Saturday, Sunday, September 20,21, 2002

Concluding days of Succoth
  Saturday, Sunday, September 28,29, 2002

Id al Fitr
  Friday, Dec 6, 2002

Lunar New Year
  Wednesday, January 1, 2003

Id al Adha
  February 12, 2003

First days of Passover
  Thursday, Friday, April 17, 18, 2003

Good Friday
  Friday, April 18, 2003

Concluding days of Passover
  Thursday, Friday, April 24,25, 2003

Shavuoth
  June 6, 2003

2003 - 2004

Rosh Hashanah
  Saturday, Sunday, September 27,28, 2003

Yom Kippur
  October 6, 2003

First days of Succoth
  October 11,12, 2003

Concluding days of Succoth
  October 18,19, 2003

Eid-al-Fitr
  November 26, 2003

Lunar New Year
  January 1, 2004

Eid-ul-Adha
  February 2, 2004

First day of Passover
  April 6, 2004

SUMMER SESSION 2002

May 23-24 Thursday - Friday. New Student Registration for Summer Session.
27 Monday. Memorial Day. No classes.
28 Tuesday. Summer Term begins. Add/drop begins
29 Wednesday. ETP Class of 2003 move-in day.
30-31 Thursday-Friday. ETP Class of 2003 Orientation.

June 03. Monday. Add/drop ends. No adjustment of fees for individual courses dropped after this date.
03 Monday. ETP Summer Semester begins.

July 4 Tuesday. Independence Day. No classes.

August 1 Thursday. Last day to file an application for October graduation
02 Friday. Summer term ends.
09 Friday. ETP Summer term ends.
10 ETP Summer Recess begins
28 Wednesday. New Student Orientation
28-29 Wednesday - Thursday. New Student Registration for the Fall Term.

AUTUMN TERM 2002

September 2 Monday. Labor Day. No Classes. Last day of ETP summer recess.
02 Tuesday. Classes begin. First day of add/drop.
13 Friday. Last day to add/drop. No adjustment of fees for individual courses dropped after this date.

October 16 Wednesday. Award of October degrees.

November 4 Monday. Academic Holiday. No classes.
5 Tuesday. Election Day. No classes.
25-27 Monday-Wednesday. ETP Fall Recess.
28-29 Thursday - Friday. Thanksgiving Holidays. No classes.

December 02-06 Monday - Friday. Early registration for continuing students
09 Monday. Last day of classes.
10 - 13 Tuesday - Friday. Study days.
13 Friday. Classes end ETP Autumn Term.
13 - 20 Friday - Friday. Examination period. Term ends for all classes.
21-31 University Holidays. No classes

SPRING TERM 2003

January 6 Monday. ETP winter term begins.
20 Monday. University Holiday. Martin Luther King's Birthday
21 Tuesday. First day of classes for non-ETP students. First day of add/drop.
31 Friday. Last day of add/drop.
February 12 Wednesday. February degrees conferred.

March 17-21 Monday-Friday. Spring Break. No classes
24 ETP Spring term begins.

May 02 Friday. Last day of classes.
09-16 Friday-Friday. Final exams.
16 Friday. ETP Spring term ends.
21 Wednesday. Commencement

SUMMER SESSION 2003
May 26 Monday. Memorial Day. No classes.
27 Tuesday. Master's classes begin. First day of Add/Drop.
28 Wednesday. ETP Class of 2004 move-in day.
29-30 Thursday-Friday. ETP Class of 2004 Orientation

June 2 Monday. ETP Class of 2004 classes begin.
June 2. Last day to add/drop programs. No adjustment of fees for individual courses dropped after this date.

July 4 Friday. Independence Day. No classes.
30 Wednesday. Term ends.

August 1 Friday. Last day to file an application for October degree.
8 Friday. ETP Summer Session ends.
27 Wednesday. New Student Orientation.
27-28 Wednesday-Thursday. New Student Registration

AUTUMN TERM 2003
September 1 Monday. Labor Day. No classes.
2 Tuesday. Classes begin. First day to add/drop programs.
12 Friday. Last day to add/drop programs. No adjustment of fees for individual courses dropped after this date.

October 15 Wednesday. Award of October degrees.

November 3 Monday. Academic Holiday. No classes.
04 Tuesday. Election Day. No classes.
27 - 28 Thursday - Friday. Thanksgiving Holiday. No classes.

December
01-05 Monday - Friday. Early registration for continuing students
08 Monday. Last day of classes.
09 - 12 Tuesday - Friday. Study days.
12 Friday. Classes end ETP Autumn Term.
12 - 19 Friday - Friday. Examination period. Term ends.
25 - 26 Thursday-Friday. University Holidays. No classes

SPRING TERM 2004
January 01-02 Thursday-Friday. University holidays. No classes
05 Monday. ETP Winter Session begins.
19 Monday. University Holiday. Martin Luther King's Birthday
20 Tuesday. First day of classes for non-ETP students. First day of add/drop.
30 Friday. Last day of add/drop.

February 11 Wednesday. Degrees conferred.

March 15-19 Monday-Friday. Spring Break. No classes

May 03 Monday. Last day of classes.
04-06 Tuesday-Thursday. Study Days
07-14 Friday-Friday. Final exams
19 Wednesday. Commencement

SUMMER SESSION 2004
May 20-21 Thursday - Friday. New student registration for Summer Session. (Subject to change.)
24 Monday. Classes begin. First day to add/drop programs.
26 Wednesday. ETP Class of 2005 move-in day.
27-28 Thursday-Friday. ETP Class of 2005 Orientation
28 Friday. Last day to add/drop programs. No adjustment of fees for individual courses dropped after this date.
31 Monday. Memorial Day. No classes.

June 2 Monday. ETP Class of 2005 classes begin
**Academic Calendar**

**July**
- 30 Friday. Term ends.

**August**
- 6 Friday. Last day to file an application for October degree.
- 6 Friday. ETP Summer Session ends.
- 27 Wednesday. New Student Orientation.
- 27-28 Wednesday-Thursday. New Student Registration for Fall term.

**AUTUMN TERM 2004**
- September 6 Monday. Labor Day. No classes.
- 7 Tuesday. Classes begin. First day to add/drop programs.
- 17 Friday. Last day to add/drop programs. No adjustment of fees for individual courses dropped after this date.
- October 20 Wednesday. Award of October degrees.
- November 1 Monday. Academic Holiday. No classes.
- 2 Tuesday. Election Day. No classes.
- 25-26 Thursday - Friday. Thanksgiving Holiday. No classes.

**December**
- 06-10 Monday – Friday. Early registration for continuing students
- 013 Monday. Last day of classes.
- 14 - 15 Tuesday - Wednesday. Study days.
- 16 Thursday. Classes end ETP Autumn Term.
- 16-23 Thursday-Thursday. Examination period. Term ends.
- 24 Friday. University Holiday. No classes

**SPRING TERM 2005**
- January 03. University holiday. No classes
- 04 Tuesday. ETP Winter Session begins.
- 17 Monday. University Holiday. Martin Luther King's Birthday
- 18 Tuesday. First day of classes for non-ETP students. First day of add/drop.
- 28 Friday. Last day of add/drop.

**February**
- 09 Wednesday. Degrees conferred.

**March**
- 14-18 Monday-Friday. Spring Break. No classes

**May**
- 02 Monday. Last day of classes.
- 03-05 Tuesday-Thursday. Study Days
- 06-13 Friday-Friday. Final exams
- 18 Wednesday. Commencement
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 Columbia 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 to 168th St., or, Take the “A” train to 168th St, or Take the #2 train to 96th St, then transfer to the uptown #1 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 th “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
The Columbia University School of Nursing

TO COMMUNICATE WITH THE SCHOOL:
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