COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

School of Nursing

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Message from the Dean

Columbia has been educating nursing leaders for over a century. Always on the forefront of innovation and excellence, the school today represents the very best in research and clinical practice. As with other health professions schools at Columbia, enrollment is limited to those who have already earned a baccalaureate degree, either in nursing for entrance to the graduate program, or in another field for matriculation in the first professional degree. The advanced practice program offers the MS degree in many clinical specialties, all providing eligibility for certification as a nurse practitioner, as well as dual certification for some as clinical nurse specialists. The Doctor of Nursing Practice degree is a clinical doctorate that educates the BS or MS prepared nurses with the knowledge and experience to provide sophisticated care, across sites and over time, with full authority and accountability for their patients. The Doctor of Nursing Science program is a research-focused doctorate that provides the educational foundation for clinical research and health policy analysis and requires a BS or MS degree in nursing for admission.

The faculty at Columbia represent the very best in clinical competence and scholarly achievement. Translating knowledge to practice, building the evidence for most effective practice, and translating this to policy for further dissemination, and to using this wisdom to improve and advance our curricula for the next generation of students, is the construct that binds and enhances the school’s work.

WHY NURSING?
Nursing is in a well-earned position of ascendancy 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 researching ways to sustain quality while containing costs and increasing access. Especially for those underserved and uninsured, nursing has a central role to play in health care reform. Providing primary care, community-based services, disease prevention, and health promotion, practicing in underserved inner-city and rural areas, and ensuring 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
Message from the Dean

of scholarly nursing endeavors, as demonstrated by the increase in funding for nursing research over the past few years. Education in nursing provides an individual with opportunities for a challenging career with high-level authority and accountability, and deeply gratifying personal rewards. Master's and clinical and research doctoral degrees prepare nurses for leadership positions as fully accountable clinicians, policy experts, and clinical researchers, all of which are in high demand in today's health care environment.

WHY COLUMBIA?
Columbia University School of Nursing is part of one of the world's most renowned medical centers. We are a close-knit and 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 113-year history of educating nursing leaders. It is internationally known and clinically unrivaled, and with recognition for excellence in research and curricular advancements. Recent contributions to the profession include the first universal faculty practice plan in a school of nursing, the first endowed Nursing Chair in Health Policy, the first to be named a World Health Organization Collaborating Center for International Nursing Development in Advanced Practice and the first clinical practice doctorate.

WHY NOW?
Never has a career in nursing been so inviting. With doctoral degree destination for nurses, the advanced practice nurse and translational nurse researchers are increasingly valued. Nursing leadership is critically needed. The practice of professional nursing is one of life's noblest careers, and the advancement of academic nursing 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

Columbia University

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.

Anna C. Maxwell

The School of Nursing

Located on the Health Science Campus, the Columbia University School of Nursing was founded in 1892 with Anna C. Maxwell as its first director. Since its inception, the mission of the School has been the preparation of clinically excellent nurse practitioners, clinical nurse specialists, and scholars. The School of Nursing was the first in the country to award a master's degree in 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 Science 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.
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, research, and management. To ensure that graduates meet the needs of a dynamic society and advance the profession while maintaining high academic standards, the School of Nursing continually evaluates the curricula and implements changes in the program of studies and courses.

Columbia's Nurse Anesthesia program is unique as the first master's degree nurse anesthesia program in New York State and one of the first master's degree programs in the United States. The Nurse Midwifery program is the oldest master's program in the United States. The Doctor of Nursing Practice is the first of its kind in the country.

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

The front face of the pin consists of a white cross background - a symbol of mercy, help and caring; a Laurel wreath, symbolic of the 'victories' of having completed a rigorous program in nursing education. The motto 'Salus Generis Humani,' meaning safety of the human race and the health of humanity is engraved on a ribbon underneath the laurel wreath. In the center of the pin is a red stone, perhaps symbolic of life blood - that of the graduate and those for whom she cares.

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

The tradition of the pin was begun by the School's founder, Anna Caroline Maxwell (who seldom wore a cap but always wore her pin). In recognition that the School now offers only graduate programs in nursing, the current tradition is to present the pin to graduates who have successfully completed the master's degree. Recipients of special awards of distinction receive a blue enameled star to recognize their award, which is affixed to the pin by a gold chain.

The School of Nursing

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

PHILOSOPHY
The faculty represents 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 evidenced-based practice. Nursing's role and responsibility to society are to establish and maintain relationships with clients that support and respect 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.
...Practicing Dressings and Solutions, circa 1900's
GOALS AND OBJECTIVES
Overarching goals and objectives of the School of Nursing are to:
• develop and test advancements in nursing practice, educate students for advanced practice and to conduct research primarily in outcomes and policy, develop strong research capabilities within the faculty, and work in concert with colleagues in other professions, including medicine, public health, health policy, business and law,
• assume active accountability for the quality and excellence of nursing practice through leadership in research, practice, education, advocacy, and policy,
• continuously improve the opportunities for nurses in research and practice to fully use their knowledge and skills to the betterment of science and care,
• partner with communities of defined populations or geographic regions to learn about and respond to specific health care needs,
• develop a strong public constituency for nursing and its benefits to individuals, families, and communities.

ACCREDITATION
All programs are accredited by the Collegiate Commission of Nursing Education and the New York State Education Department. The Nurse Midwifery program is 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 approved by the Pediatric Nursing Certification Board. The Women’s Health and Neonatal Nurse Practitioner programs are approved by the National Certification Corporation. The School is certified as an American Nurse Credentialing Center provider for continuing education. It is a member American Association of Colleges of Nursing. Columbia University is accredited by the Middle States Commission on Higher Education.

Resources for Study
Columbia University is comprised of 3 undergraduate and 13 graduate/professional schools.

The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property. Located on the Morningside campus are Columbia College, the Schools of General Studies, Law, Engineering and Applied Science, Journalism, International and Public Affairs, the Arts, Business, Social Work, and Architecture, Planning, and Preservation; and the Graduate School of Arts and Sciences.

The Columbia University Medical Center, centered at 168th Street and Broadway, occupies several acres of urban property. Located on the Health Sciences campus are the School of Nursing, College of Physicians and Surgeons with the Programs in Physical Therapy, Occupational Therapies, and Nutrition, Mailman School of Public Health, and the School of Dental and Oral Surgery.

LIBRARIES
The Columbia University Libraries are among the nation’s top ten largest academic library systems, with holdings of over 8 million volumes plus archives, manuscripts, serials, microforms, and other non-print formats. The collections are organized into 22 libraries, each general supporting a specific academic or profession discipline.

MEDICAL CENTER LIBRARY
The Augustus C. Long Health Sciences Library serves Columbia University’s Schools of Nursing, Medicine, Dental and Oral Surgery, and Public Health, the Presbyterian Hospital, and other health care, instructional and research programs in the Columbia-Presbyterian Medical Center. The Library is one of the largest academic health sciences libraries in the country. Its collection includes over 300,000 volumes, 4,500 current periodical subscriptions, and extensive holdings of media, electronic resources, rare books and archival materials.

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 (CLO), 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 CAI. The Center for Computing Activities has developed workshops to teach students and faculty the fine points of microcomputer usage. The center has multiple IBM PCs, and Macintosh computers for student use.

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 microfiling, 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.

**COMPUTER FACILITIES**

Academic Information Systems (AIS) is the central organization supporting academic use of technology at Columbia University. It is a service organization whose mission is to improve the quality of instruction and research at the University through the strategic use of computing and communications technologies. AIS also provides several core services to all faculty, students, and staff at Columbia, including electronic services, network services and Internet access, central Web servers, and a central ID system for managing access to computing resources. **Please see FACETS for additional computing information.**

**CLASSROOMS, CONFERENCE ROOMS, LABORATORIES (SKILLS LEARNING)**

All classrooms at the Medical Center are available to all health science students. Four floors in the Hammer Health Sciences Center house the teaching facilities. These floors include classrooms, conference and seminar rooms, and two auditoriums that contain state-of-the-art audiovisual equipment. In addition, the Learning Center at Columbia-Old Presbyterian (17th Floor) houses labs and computer resources. Conference rooms and amphitheaters as well as the 700-seat Alumni Auditorium in the College of Physicians and Surgeons Building are used extensively. The School of Nursing building houses two Technology Learning Centers (TLC). The TLC includes a mock hospital unit containing several patient units and an ambulatory care area for practicing primary care skills. It is used by graduate and undergraduate students for skills development, including physical assessment and state-of-the-art monitoring technology. There are also two informatics laboratories available to School of Nursing students.

**CLINICAL AND RESEARCH FACILITIES**

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, is one of the 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 Blumgart Eye Institute and Research Laboratories**

**Russ Berrie Medical Science Pavilion**

**The Neurological Institute of New York**

**The New York State Psychiatric Institute**

The NYP-Cornell Campus and some 150 clinical placement sites are available in the metro-NY area. Affiliates include Lawrence Hospital in Bronxville, Mt. Sinai Medical Center, Lenox Hill Hospital, New York City Medical Center at Harlem, and St. Luke's/ Roosevelt Hospital.
Resources for Study

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

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

ACADEMIC RESEARCH CENTERS

- Center for AIDS Research
  **Director:** Joyce K. Anastasi, PhD, DrNP, RN, FAAN.

  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 of professionals. Professional training is accomplished through university-based academic programs and clinical affiliation. Faculty interacts with graduate professional students, community systems and individual clients and families.

- Center for Health Policy
  **Director:** Kristine M. Gebbie, DrPH, RN, FAAN.

  The Center for Health Policy at Columbia University School of Nursing is a research and policy development center committed to the improvement of health and health systems. The center adds the perspective of nursing scholarship to the development of sound health services and health policy research through collaboration with other Centers such as the University-wide Public Policy Consortium; collaboration across the School of Nursing; and publication and dissemination of the findings of work done at the Center. The Center sponsors policy dialogues for School of Nursing faculty and students such as the Health Policy Round Table, a biweekly informal discussion of current topics between interested professionals and students.

Center for Evidence Based Practice
**Director:** Suzanne Bahkem, DNsC, RN, FAAN

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 preschooers, 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.

Center for Interdisciplinary Research on Antimicrobial Resistance
**Director:** Elaine Larson, PhD, RN, FAAN, CIC

While much progress has been made to control preventable infectious diseases, infections remain a major cause of morbidity and mortality. Many of the traditional treatments for common infections are no longer effective because of the fast-growing problem of antimicrobial resistance, first associated with hospitals, but increasingly widespread in the community. Antibiotic resistance is now a global problem of major concern. The ultimate goal of this Center for Interdisciplinary Research on Antimicrobial Resistance (CIRAR) is to develop strategies to implement and evaluate a long term collaborative program of interdisciplinary research on reducing antimicrobial resistance. Federally funded, it is one of the first interdisciplinary research centers in the US and the only one directed by a nurse.

World Health Organization Collaborating Center for International Nursing Development in Advanced Practice
**Director:** Richard Garfield, DrPH, RN

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.

Professor Richard S. Garfield, DrPH
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 COMBINED BS/MS PROGRAM FOR NON-NURSE COLLEGE GRADUATES
The Combined BS/MS program is an accelerated combined-degree (BS/MS) program for non-nurse college graduates. The program is designed to prepare the student for a career as an Advanced Practice Nurse. Academic studies are closely integrated with clinical experience.

There are two components: pre-licensure study which prepares the student for basic nursing practice and specialty study which focuses on an advanced practice role in professional nursing.

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

Students begin the program in late May (Summer) term. The course sequencing has been designed to allow for seamless transition into full-time specialty studies.

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

Specialty Studies:
The student enters Specialty Studies with 10 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 Specialty Studies is guaranteed to students who successfully complete pre-licensure studies, and every effort is made for admission to the clinical specialty of choice. Degrees are conferred at the successful completion of both phases of study.

THE ACCELERATED MASTER'S PROGRAM FOR RN'S WITH AN ADN
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. (RNs with an ADN and a non-nursing health care-related 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.

Phase I
The BS phase for RNs with an associate degree requires 15 upper division liberal arts credits (6 in the humanities and 7 in social sciences) and 3 credits of statistics 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 ADN degree.

Phase II
AMP students enter the master's phase at the same time as other School of Nursing MS students. AMP 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
THE MASTER'S PROGRAM
The purpose of the Master of Science degree program is to prepare nurses for site-specific advanced clinical practice. The clinical specialties are in relation to client group, 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 may be added from time to time. Admission to a specialty for matriculation requires a minimum cohort, usually ten (10).

Objectives
The program prepares students to:
- Evaluate the biophysical and behavioral health status of individuals, families, or groups.
- Assume accountability for development of a culturally sensitive plan of care and therapeutic intervention with individuals, families, or groups within various clinical settings.
- Institute and maintain interdependent professional relationships throughout the health care delivery system, collaborating to promote and provide comprehensive health care.
- Apply advanced ethical-moral reasoning in clinical decision-making.
- Initiate, participate in, and utilize research and its findings.
- Analyze historical, theoretical, and current issues in order to influence the development of professional nursing and the health care delivery system.
- Apply advanced information technology strategies to assure evidence-based practice.
- Resynthesize professional goals and plans for implementation.
- Analyze practice management strategies which influence delivery and care.

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

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

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

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

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

MS SPECIALTIES

Acute Care Nurse Practitioner
The Acute Care Nurse Practitioner Program is designed to prepare nurses to care for patients who are acutely and critically ill across the continuum of acute care services. Students gain a strong background in advanced assessment (including children), therapeutics, and technology. 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 American Nurses Credentialing Center (ANCC).

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, women's health or oncology.

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.
Geriatric Nurse Practitioner
The Geriatric Nurse Practitioner (GNP) program is designed to prepare nurses practitioners in primary health care of the elderly. 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. The graduate is also eligible to take the certification examination offered by the ANCC (American Nurse Credentialing Center) or the American Academy of Nurse Practitioners. A dual major is available in adult primary care.

Neonatal Nurse Practitioner
The Neonatal Nurse Practitioner (NNP) Program is designed to prepare nurses who seek advanced knowledge and skill to practice as Neonatal Nurse Practitioners (NNP) in family-centered care of critically ill neonates. NNP’s who are prepared at this master’s degree level exercise sophisticated clinical judgement based on advanced theoretical and scientific knowledge, serve as models of collaborative practice with other health care professionals and lead in the advancement of contemporary professional nursing by contributing to practice, research and theory building. Graduates are also eligible to take the certifying examination offered by National Certification Corporation (NCC).

Nurse Anesthesia
This graduate program is a 27 month full-time one 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 starts in May of the second year. The program is designed to provide the student with continuous opportunities to relate theoretical knowledge with clinical practice by assuming increasing responsibilities 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. 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.

Nurse Midwifery
The Nurse Midwifery program is designed to prepare 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 provide 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 both nurse practitioners and certified nurse midwives.

Oncology Nurse Practitioner
The Oncology Nurse Practitioner Program 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 and students integrate patient’s biophysical, psychological, cognitive, and spiritual needs to provide the highest quality of nursing care. The Oncology Nurse Practitioner Program prepares students to excel as advanced practice nurses in several modes: as nurse practitioners in oncology primary health care facilities and as nurse practitioners providing and coordinating quality cancer care for patients from diverse populations and settings. Graduates are eligible to sit for the US national certifying examination for oncology nurse practitioners. A dual major is available in adult primary care and women’s health.

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. PNPs who are prepared at this master’s degree level exercise 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. The graduate is also eligible to take the certifying examination offered by the Pediatric Nursing Certification Board and/or by the ANCC (American Nurse Credentialing Center).

Psychiatric/Mental Health Nurse Practitioner
The master’s program in Psychiatric Mental Health Nursing 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).

Women's Health Nurse Practitioner
The 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 the very elderly. The WHNP program encourages the students to consider the uniqueness of the individual woman and the woman in the context of her community, her relationships with others, and her environment. Such woman-centered care is appropriate across populations, social classes, socioeconomic and age groups and in urban, suburban and rural settings. Successful completion of the program qualifies the students to take the Women's Health Nurse Practitioner certifying exam offered by the National Certification Corporation (NCC) for Obstetric, Gynecological, and Neonatal Nursing Specialties.

THE UNIVERSITY STATUTORY CERTIFICATE PROGRAMS
These programs are designed to prepare nurses with a master's degree as Advanced Practice Nurses (Nurse Practitioners) without 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 certifica on 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 most of the specialty majors: ACNP, ANP, FNP, GNP, NNP, PNP, PMHNP, WHNP. Curricula for specific programs are available in the Office of Admissions.

THE MASTER'S COMPLETION PROGRAMS
This program is designed for advanced practice nurses who possess a baccalaureate and national professional certification in their area of specialty. The School of Nursing recognizes that many baccalaureate prepared nurses pursue various pathways to professional certification on the advanced practice level and recognizes this with the reward of up to fifteen (15) credits for this certification, based on evaluation of previous course work, transcripts, testing and references. This program was specially designed for CNM's, certified ANP's, FNP's, FMN's, or WHNP's.

The Master’s Completion Program for CRNA’s is designed to provide graduate students with an opportunity to relate theoretical knowledge with their current clinical practice. This program is offered for currently practicing certified nurse anesthetists who desire to obtain a graduate degree.

DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM
The Doctor of Nursing Practice program will prepare nurses with the knowledge, skills and attributes necessary for fully accountable practice with patients across sites and over time. With the increasing scope of clinical scholarship in nursing and the growth of scientific knowledge in the discipline, doctoral level education is required for independent practice. The curriculum includes content which will enable the graduate to conduct complex diagnostic and treatment modalities, utilize sophisticated informatics and decision-making technology, and assimilate in-depth knowledge of biophysical, psychosocial, behavioral and clinical sciences. The Residency and portfolio will provide mastery and evidence of competency achievement.

Upon completion of all course work and field experiences, the student will enter the Residency. In this mentored experience, the students will assume a full time position where DNP competencies can be mastered. The DNP Residency provides access to and authority for expanded scope practice. Students are encouraged to negotiate a paid position. The Residency must be in an approved setting which may or may not be in the New York metropolitan area. Attendance at scheduled seminars at Columbia is required during the Residency year. During the Residency year, the portfolio is developed and submitted as a required criterion for degree completion.
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 the student 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. Transcripts and test scores are shared, so duplication is not usually necessary. However, students must complete application forms for both schools. Both the School of Nursing and the School of Public Health 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 masters and public health specializations) plus the School of Public Health's one-term practicum. At least 30 credits must be earned in residence in each school in order for a dual 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 36 to 57 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 graduate program is designed for students with an interest in management and nursing who intend to be both advanced clinical practitioners and professionally educated managers in a health care setting.

Applicants apply separately to the School of Nursing and the School of Business for the Fall semester and must meet the admission criteria for both schools. 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.

SUBSPECIALTY PROGRAMS

Subspecialty programs are open to all MS students as part of their major program of study. They may also be open to non-matriculated students; contact the Office of Student Services for details.

Alcohol and Substance Abuse

This nine-credit subspecialty is designed to prepare advanced practice nurses to provide advanced and specialized care to persons with chemical dependency. Coursework provides 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 is specifically designed for the community-based pediatric nurse practitioner who encounters children with behavioral dysfunction. It provides knowledge and tools for successfully dealing with identified children and their families.
Programs for 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.

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 healthcare 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.

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.

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.

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 examination.

Palliative and End of Life Care
This nine-credit subspecialty is designed to prepare advanced practice nurses to provide informed and compassionate palliative and end of life care to patient and families across the lifespan and in a variety of settings.

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.

Admissions

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

OFFICE OF ADMISSIONS
Columbia University School of Nursing
630 West 168th Street Box 6
New York, NY 10032
(212) 305-5756
(800) 899-8895
(212) 305-3680 Fax
email: nursing@columbia.edu

ADMISSION PROCEDURES
Self-Administered Application Procedures — ONE ENVELOPE:
A complete self-administered application package is required for all programs. Please pay close attention to enrollment terms, timing of application, and due dates where applicable. The entire completed application is required from you in one envelope at one time, with personal statement, application fee, sealed transcripts, sealed recommendations, and valid nursing license (if applicable). GRE scores and TOEFL scores (if applicable) should be sent to the Admissions Office by ETS.

A complete application includes: (please see below for specific programs of study and admission requirements)

- the one-page application form (a copy of the on-line form)
- a one-page, typed, double-spaced personal statement
- an application fee of $65 for FTP and MS programs if submitted on-line, $90 if mailed
- application for DNSc and DrNP must be submitted on-line, fee $75
- three completed recommendation forms
- official transcripts from all post-secondary schools
- General Graduate Record Exam (GRE) is required — official test scores by ETS
- copy of nursing license (if applicable)

Applications will not be reviewed until they are complete. If an application remains incomplete for longer than nine months it is inactivated. Selected contact numbers and websites are: TOEFL at 609-931-1100, Institutional code: 9828, Department code: 43; GRE: www.gre.org or 800-537-3160 Institutional code: 2142, department code: 0610.

- 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 and documented, the school makes reasonable accommodations for otherwise qualified students with disabilities.

- 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.

**ENROLLMENT TERMS AND TIMING OF APPLICATIONS:**
The Columbia University School of Nursing enrolls new students in September (fall semester), and May (summer semester) and has a rolling admissions policy for most Master's specialties. All clinical sequences begin in the fall semester.

The Nurse Anesthesia program enrolls once per year in May. Applications are due by November 15. Applicants will be notified starting in January. **The Post-Master's Certificate in Anesthesia program enrolls in September.**

The Combined BS/MS program enrolls just once per year at the end of May. Applications are due by November 15 of the prior year as some specialty programs will have enrollment caps, and on-campus housing availability is always an issue. Please check the program fact sheets on the website for the most current admissions requirements of each specialty program.

The Doctor of Nursing Science Program (DNSc) enrolls once per year in September. Applications are due by February 1. Interviews will be conducted throughout February and March. Decisions will be made and applicants will be notified throughout March and April.

The Doctor of Nursing Practice Program (DNP) enrolls once per year in September. Applications are due by February 1. Interviews will be conducted in March and April. Decisions will be made and applicants will be notified throughout April and May.

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**COMBINED BS/MS PROGRAM FOR NON-NURSE COLLEGE GRADUATES**

**Admission Requirements:**
- A baccalaureate degree from a regionally accredited college or university with the following courses:
  - English Composition, 3 credits
  - Life Sciences (anatomy and physiology and microbiology required; two semesters of chemistry with lab and one semester of physics are required for the Anesthesia specialty), 9-12 credits
  - Psychology, 3-6 credits
  - Humanities, 6-9 credits
  - Statistics, 3 credits
  - Social/Behavioral Sciences, 3-6 credits
- Satisfactory scores on the Graduate Record Examination (GRE)
- Official transcripts from all post secondary schools
- Three references attesting to applicant's academic ability and potential
- Personal statement that is congruent with program goals (one page, double-spaced, 12 point type)

**THE ACCELERATED MASTER'S PROGRAM FOR RN'S WITH AN ADN**

**Admission Requirements:**
- An associate degree in nursing from a National League for Nursing accredited program
- Current New York State nursing license or eligibility
- One year basic nursing experience preferred
- Satisfactory scores on the Graduate Record Examination (GRE)
- Three references
- Personal goal statement that is congruent with program goals (one page, double-spaced 12 point type)
- 15 credits, Liberal Arts & Sciences (upper-division) with 8 credits of social sciences & 7 credits of humanities
- **3 credits from college or university only; associate degree credits are not acceptable**

**THE MASTER'S PROGRAM**

**Admission Requirements:**
- Current New York State nursing license or eligibility
- A baccalaureate degree with a nursing major from a program accredited by the National League for Nursing or Commission on Collegiate Nursing Education
- One year of experience is optional except for nurse midwifery and nurse anesthesia programs in a clinical practice related to the clinical specialty course of study. (Obstetrical nursing experience, preferably intrapartum, is required for nurse-midwifery; one year of ICU experience is required for nurse anesthesia.)
An undergraduate course in statistics. (In addition, two undergraduate semesters in chemistry with lab, and one semester in physics are required for the nurse anesthesia specialty)
- A course in basic physical assessment skills. If integrated in the undergraduate course of study, evidence must be submitted for evaluation.
- Satisfactory scores on the Graduate Record Examination (GRE)
- A typed, one-page personal statement which describes professional goals (12 point type)
- Three current references attesting to the applicant’s academic ability and potential attesting to the applicant’s academic ability and potential
- Official transcripts from all post-secondary schools

RN’S WITH NON-NURSING BACCALAUREATE DEGREE
Admission Requirements:
Same as MS admissions requirements.

THE UNIVERSITY STATUTORY CERTIFICATE PROGRAM
Admission Requirements:
- Current New York State nursing license or eligibility
- Bachelor’s degree in nursing from an NLN or CCNE accredited program
  Minimum of one year clinical experience in specified field
- Personal interview with the program director
- Three references attesting to applicant’s academic ability and potential
- Personal goal statement that is congruent with program goals (one page, double-spaced 12 point type)

THE MASTER’S COMPLETION PROGRAM
Admission Requirements:
Same as MS admissions requirements.

THE DOCTORAL PROGRAM (DRNP)
Admission Requirements:
- New York State license as Registered Nurse and Advanced Practice Nurse or eligibility
- Current professional certification as an Advanced Practice Nurse
- Bachelor’s degree in nursing from an NLN or CCNE accredited program
- Master’s degree in advanced nursing practice from an NLN or CCNE accredited program
- Relevant experience in advanced practice nursing
- Three references attesting to applicant’s academic ability and potential, including one from a professional colleague
- Personal goal statement that is congruent with the program goals
- Satisfactory scores on the GRE
- Case study that represents applicant’s level of clinical expertise in the provision of care

Prerequisites:
- Statistics within 5 years
  Graduate Level courses in:
  - Assessing Clinical Evidence / Nursing Research
  - Advanced Physical Assessment
  - Physiology / Pathophysiology
  - Advanced Pharmacology

THE DOCTORAL PROGRAM (DNSC)
There are two entry tracks, the MS prepared nurse and the BS prepared nurse.
Admission Requirements:
- Master’s degree in nursing from an NLN or CCNE accredited program.
  OR
- Master’s degrees in related disciplines who are otherwise well qualified.
  OR
- Post-baccalaureate pathway: Bachelor’s degree in nursing from an NLN or CCNE accredited program.
- Current New York State nursing license or eligibility
- Satisfactory score on the Graduate Record Exam (GRE)
- Three references attesting to applicant’s academic ability and potential (at least two should be from faculty who have taught the applicant).
- Personal goal statement that is congruent with program goals
- Graduate course work in statistics within the last 5 years and an introduction to health policy
- Computer literacy and ability to work with SPSS or other statistical software programs

ADMISSION AS A NON-MATRICULATED STUDENT
Under special circumstances, students who do not meet all the admission requirements may be admitted as a non-matriculated student. Enrollment as a non-degree student is limited to two terms, or completion of 15 points, whichever comes first. To remain enrolled, a minimum grade point average of 3.0 must be maintained. The non-matriculated student admitted to degree candidacy may be awarded a maximum of 15 points of credit for courses taken as a non-matriculated student. **Applicants may not apply for a non-matriculated student status.

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. The Office of Admissions will have the transcripts evaluated by the International Student and Scholars Office (ISSO) located on the Columbia University Medical Center.
Admissions

International students who are nurses and who apply for the AMP, MS or DNSe 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 international 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 US 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:

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

TOEFL
TOEFL/TSE Services
Educational Testing Service
P.O. Box 6151
Princeton, NJ 08541-6151
609-951-1100
www.toefl.org

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 on line at www.fafsa.ed.gov. Our school code is E00124. 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 combined BS/MS 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: ov3@columbia.edu
http://www.nursing.hss.columbia.edu

Oscar Vasquez, Director of Financial Aid
FINANCIAL AID ADMINISTERED BY THE SCHOOL OF NURSING

School of Nursing Scholarships (SONS)
The School of Nursing has combined "gift" monies from different endowment funds into a Scholarship Pool known as the School of Nursing Scholarship (SONS). School of Nursing Scholarships are to assist students with their tuition expense only. Students whose tuition is being paid by outside scholarships or tuition exemption do not qualify for this scholarship. The School of Nursing Scholarship will be determined during the pre-licensure phase of the Combined BS/MS program and 66% of the scholarship will be disbursed during the last two semesters of the ETP program. The remaining 34% will be disbursed in three equal disbursements one each semester while you're enrolled full-time in the master's phase of the program.

Requirements: The following policies and requirements pertain to the School of Nursing Scholarships (SONS).

A student must be:
- Enrolled in the Combined BS/MS or the AMP Program.
- Full-Time MATRICULATED with 12 or more credits (or certified as full-time by University Guidelines).
- In good academic standing as per School of Nursing policy on academic standards.
- Demonstrate "need" as determined by the FAFSA form.

If a student receiving SONS falls below a 3.0 GPA, or is placed on academic probation by the Committee on Admissions 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 master's or doctoral program. A TA may participate in the academic mission of the School of Nursing. TA activities may include but are not limited to assisting with preparation of class materials, leading class seminar/discussion break-out groups, tutoring students in need, assisting with clinical instruction, special literature reviews. The usual method of compensation is tuition forgiveness.

Contact the Vice Dean through Cheryl Francis at 305-3582; cnf4@columbia.edu.

Nursing Student Loan
Low-interest (5 percent) loan for both undergraduate and graduate students with exceptional financial need. The school is the lender. The loan is made with government funds with a share contributed by the school. The student must repay this loan to the school. The Federal Perkins Loan does not require an application, a promissory note will be provided to students during orientation.

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 $300.00.

FEDERAL PROGRAMS

Federal Work-Study Program
This 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 Stafford Loans
The Federal Stafford Loan is a low interest, long-term loan for undergraduate and graduate students. It is regulated by the federal government who may pay a portion of the interest that accrues on the loan while the student is still attending school or during periods of grace and deferment. The Federal Stafford Loan can be either subsidized or unsubsidized; your eligibility for each will be defined in your award letter from the school.

Subsidized
The interest on the loan is paid by the government while the student borrower is in school and during periods of grace and deferment.

Unsubsidized
The student borrower is responsible for the interest on the portion of the loan while in school, during periods of grace and deferment, as well as repayment.

To be eligible for a Federal Stafford Loan, you must:
- Be enrolled as a full or half-time undergraduate, graduate or professional (i.e., health professional, law, etc.) student.
- Be a U.S. citizen, national or an eligible non-citizen.
- You must submit a FAFSA form. Eligibility is ultimately determined by the school based on criteria defined by the Federal government.
Financial Aid

Loan Terms: Annual loan maximum
The amount of subsidized and unsubsidized Federal Stafford Loans combined cannot exceed the amounts defined below:

For Dependent Undergraduate Students: $5,500 Each Year
For Independent Undergraduate Students: $10,500 Each Year
For Graduate/Professional Students: $18,500 Each Year

NOTE: The amount of subsidized and unsubsidized Federal Stafford Loan funds is established by the school using the SAR, based on criteria defined by the Federal government.

Interest Rate
The interest rate is variable and adjusted annually on July 1. The rate is equal to the 91-Day T-bill plus 1.70% while the student is in-school and during periods of grace and deferment. During repayment, the rate is based on the 91-Day T-bill plus 2.30%. The interest rate is capped at 8.25%.

Repayment Terms
You will have up to 10 years to repay your Federal Stafford Loans in addition to any periods of deferment or forbearance.

Postponement of Repayment
Principal payments are not due while you are in school or during your six month grace period. However, interest is due on any unsubsidized Federal Stafford Loan funds while you are in-school and during any periods of grace or deferment. The interest payments may be postponed. Any unpaid interest will be capitalized when repayment begins.

Federal Perkins Loan
Low-interest (5 percent) loan for both undergraduate and graduate students with exceptional financial need. The school is the lender. The loan is made with government funds with a share contributed by the school. The student must repay this loan to the school. The Federal Perkins Loan does not require an application, a promissory note will be provided to students during orientation.

Federal Parent Loan (PLUS)
This loan is 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. 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.hesc.com/

Regents Professional Opportunity Scholarship
This scholarship awards range from $1,000 - $5,000 per year for up to four years of study. To be eligible the student must be enrolled in a full-time Master’s Program. The student must be a resident of New York State and a citizen, or qualifying non-citizen, of the United States. Upon completion of study, the student must work 1 year for each annual payment received.

Kim Whitful, MS, CNM, Jennifer Dohrn, DrNP, CNM, Elaine Larson, PhD
ALTERNATIVE FINANCING

Signature Student Loan
The Signature Student Loan is a private loan the student can apply for along with a Federal Stafford loan. This private loan can supplement funding received through the Federal loan programs to help the student meet the cost of education. Students are not limited to the recommended programs described in this section. The School of Nursing will certify any loan requested for eligible borrowers. The private loan programs outlined are those that the Office of Financial Aid is confident will serve the students well. Students are encouraged to visit the website often for the latest information about borrowing to meet educational costs.

Developed by Sallie Mae, a leader in education financing, the Signature Student Loan is a low-cost private loan that is available to students who need funding beyond the limits of the federal loan program.

Eligibility:
Enrolled or admitted at least half time.
Age 18 or older (minimum may vary by state).
U.S. citizen or national (foreign students must apply with a credit-worthy US citizen or permanent resident as cosigner).
Maintaining satisfactory academic standards

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

Interest rate:
Interest is 91 day T-Bill plus 2.45%. The interest rate is variable, changing quarterly. It is based on the average of the coupon equivalent rates of the most recent auctions of the 13 week U.S. Treasury Bills plus 2.45%. For quarter beginning April 1, 2001, the actual interest rate on the signature loan was 7.5%.

Loan Fees: 0%

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.

INTERNATIONAL STUDENT LOAN
International students with proper CIS documentation may borrow up to $30,000 per year without the need of a U.S. Citizen as a co-signer. Call the Financial Aid office for additional information. 212 305-8147

STUDENT LIFE
Students entering the Columbia University School of Nursing come from diverse educational and experiential backgrounds. While some master's degree candidates enter directly from college, others are making mid-life career changes, and some are returning to college after raising a family. The common factor shared by all students is the goal of a graduate degree and a vision about the importance of the contribution of nurses to health care.

BARD ATHLETIC CLUB
The renovated Bard Athletic Club encompasses a twenty-yard swimming pool, three squash courts, a gymnasium, an exercise room, Nautilus and Universal exercise equipment, stationary bicycles and rowing machines, lockers, 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 50 Haven Avenue, or by calling 212-854-2546.

EXTRAMURAL ACTIVITIES
There are opportunities for students who wish to become involved in community affairs. Such students may participate in the local community planning board or at health fairs, screening clinics, rape intervention crisis centers, or senior citizen centers. Most of these opportunities are well represented by students in all four health profession schools.

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 Medical Center 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://www.cmhc.columbia.edu/depthshousing/ or you may contact the office at (212) 304-7000. Off-campus housing assistance is available as well at (212)-305-5884.

INTERNATIONAL STUDENTS
The International Affairs Office (IAO) at the Columbia University Medical Center is located in the Bruck Building, Room 1-126B or call 212-305-5455. The staff of the IAO provides advice and counseling to foreign students on such matters as housing, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various international student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in
community and cultural activities may be obtained from this office. Maps of New York City and discount tickets to plays are available.

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.

**ORIENTATION**
Orientation program for all new students are held in the Summer and Fall semesters. All new students are required to attend. Information regarding the day, time and place or orientation can be obtained from the Office of Student Services 212-305-5451.

**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.

**PROGRAM PLANS**
Upon admission to a degree program, each student is assigned a faculty advisor. The advisor is available for academic counseling and assistance in planning a program of study.

All students must complete a Program Plan with their advice or that details the timeframe 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.

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

**TRANSPORTATION**
A free shuttle bus system operates between the 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 shuttle service on New Year’s Day, Dr. Martin Luther King, Jr. Day (observed), Memorial Day, Independence Day, Labor Day, Thanksgiving, or 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.

**UNIVERSITY BOOKSTORE**
The CUMC Audubon bookstore carries required and recommended textbooks for the Schools located at the Medical Center as requested by Columbia faculty. It also stocks academic supplies, imprinted items, clothing, academically priced software and medical instruments. Mail and phone orders are also available. Please be certain to purchase your course books before midterms whenever possible, as the bookstore begins returning unsold textbooks to the publishers at this time.

The bookstore accepts Barnes & Noble gift certificates, cash, checks, and credit cards (American Express, MasterCard, Visa, or Discover). Payment by check requires two forms of identification or a Columbia Card. Please call the bookstore at 212-923-2149 for additional information.

**UNIVERSITY REGISTRAR**
In addition to registration and record-keeping, the University Registrar, together with academic departments and schools, review student progress towards the completion of degrees and certificates, post degrees, honors, and grades to student records; processes requests for academic transcripts and certifications; and orders and distribute diplomas.

The University Registrar has direct working relationships with state and federal agencies as well as with accreditation agencies, and provides information and consultation to other University offices that work with these same agencies.

Students are invited to save time by visiting the Registrar’s Web site to perform transactions and get information. Most students can register, change their program, check their class schedule, view their grades, change their address, order transcript and view the final exam schedule on line. **Please see FACETS for additional Registrar information.

For information about Banking, Campus Information and Map, Child care, eating around campus, Parks and Recreation, Jobs, Mail/Postal Services, Places of Worship, Public Safety and Schools for Children, please visit: http://www.cumc.columbia.edu/students/index.html.
Student Administrative Services

Please refer to the SON Student Handbook http://www.nursing hs.columbia.edu/student-services/pdf/Student_Handbook.pdf and/or FACETS, the University Student Handbook www.columbia.edu/cu/facets for details about each of the following policies:

- Academic Discipline
- Advanced Standing
- Attendance and Length of Residence
- Auditing
- Change of Program/Track
- Clinical Placement
- Columbia University Ombuds Office
- Cross-Registration
- Discrimination Grievance Procedure
- Drop/Add
- Federal Family Educational Rights and Privacy Act
- Graduation
- Half Time & Full Time Study
- Incompletes
- Leave of Absence
- Licensure/Certification/Insurance
- Matriculation
- Policy Statement on Discrimination and Harassment
- Protection Against Sexual Harassment
- Re-Admission
- Registration Status
- Religious Holidays
- Rules of University Conduct
- Statement of Nondiscriminatory Policies
- Student Records

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.

Course Descriptions

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 N4030

Introduction to Alcohol and Substance Abuse: Theories of Causation
3 credits. Prerequisite and Corequisite: N856. 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. Students 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 N4032

Contemporary Issues and Trends in Alcohol and Substance Abuse
3 credits. Prerequisite: N4030. 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 N4034

Clinical Management of the Patient with Chemical Dependency: Intervention and Evaluation
3 credits. Prerequisites: N4030 and N4032. 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 N4050

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 N4051

Physical Assessment Laboratory
1 credit. Corequisite: N4050. Guided laboratory study for development of skills necessary to perform systematic physical examination.
Course Descriptions

NURSING N4100
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 N4225
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. This course is no longer offered. Please see N6700.

NURSING N4882
HIV/AIDS Community-based Care
3 credits. Prerequisites and Corequisites: N4890 and N4885. This 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. This course is no longer offered. Please see N6695.

N4885
HIV/AIDS Acute Care
3 credits. Prerequisite and Corequisite: N4890. 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. This course is no longer offered. Please see N6693.

NURSING N4890
AIDS: Contemporary Issues and Challenges
3 credits. Contemporary issues and challenges of providing care to individuals with HIV infection and AIDS are the foci of this course. Physiological, behavioral, emotional, and societal responses to AIDS are investigated. Implications for nursing research are considered. This course is no longer offered. Please see N6690.

NURSING N5102
The Science of Nursing Practice
3 credits. (previously 2 credits) Corequisite: N5104. This course presents the fundamental-philosophical, scientific and technical frameworks of nursing practice. The 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 N5104
Practicum: Science of Nursing Practice
2 credits. (previously 3 credits) Corequisite: N5102. This course is designed to provide the student the 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, leadership, ethics and health beliefs will be integrated into the nursing care.

NURSING N5110
Issues of Nursing Practice
2 credits. Corequisite: First semester courses of BS/MS program. This course is designed for the baccalaureate student 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 socio-cultural forces affecting the quality, nature and delivery of basic nursing care.

NURSING N5115
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 N5200
The Science of Psychiatric/Mental Health Nurse Practice
3 credits. Prerequisite: successful completion of first semester BS/MS program. Corequisite: M5202. This course focuses on the psychopathology and nursing interventions relative to primary mental health diseases/disorders across the life span.

NURSING N5202
Practice in Psychiatric/Mental Health Nursing
2 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: 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 N5270
The Science of Nursing Practice with Childbearing Families
3 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: M5272. This 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 N5275
Nursing Practice with Childbearing Families
2 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: M5270. 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 health newborn period is provided. Concepts of family integrity are used as a basis for the provision of care.

NURSING N5280
The Science of Nursing Practice with Children
3 credits. Prerequisite: successful completion of first semester of the BS/MS program. Corequisite: N5282. 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.
Course Descriptions

NURSING N5286
Nursing Practice with Adults
2 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5284. 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 N5290
The Science of Nursing Practice in the Community
3 credits. Prerequisite: successful completion of the first semester BS/MS courses. Corequisite: N5285. 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 as concepts of health promotion, disease prevention, risk reduction and rehabilitation and evidence-based practice for the health of groups are presented.

NURSING N5292
Nursing Practice in the Community
2 credits. Prerequisite: successful completion of the first semester BS/MS courses. Corequisite: N5290. 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 N5490
Integration of Nursing Practice
6 credits. (Previously 4-5 credits) Prerequisites: successful completion of first, second and third semester courses of BS/MS program. Corequisites: Evidence-Based Practice, Case Management, N8120 and N8115. 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 N5710
Decision Support for Advanced Practice Nursing
1 credit. This course provides an overview of clinical decision support systems and provides the student with "hands-on" experience in three approaches: diagnostic decision support tools, alerts and reminders, and decision trees. In addition, methods for critiquing decision support tools for validity and utility for nursing practice are examined.

NURSING N5712
Web-Based Health Information for Consumer Education
1 credit. The purpose of this intensive course is to provide a framework for professional evaluation and delivery of web-based health information for consumer education and support. Clinical experience and judgement are applied to the review, assessment, and selection of appropriate web-based resources. The course includes "hands-on" development of a topical web page. This course is no longer offered.

NURSING N5800
Topics in Nursing
0 credit. This course provides students with the opportunity for open forum discussions of topics and issues current in healthcare practice with appropriate faculty.

NURSING N5900
Residency in Clinical Nursing
3 credits. (Previously 2-4 credits) This clinical nursing residency is designed for post-baccalaureate nursing students. It consists of clinical experiences in healthcare facilities that focus on strengthening and broadening the baccalaureate clinical attributes inpatient care decision making and psychomotor skills. It is a Prerequisite to graduate level clinical specialty programs for students with no work experience. The student engages in an intensive clinical experience ranging from 25-40 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. This course is no longer offered. Please see N8950.

NURSING N6100
Advanced Physiology
3 credits. The purpose of this course is to aid the student in their understanding of human adult physiology at multiple scales; from the molecular and cellular to the systems level. We will begin with and continually revisit the basic physiological concepts of homeostasis and control. As we move from system to system, we will first discuss fundamental function and mechanics. Then we will examine the system in detail, paying close attention to its dynamics and anatomical context. Finally, we'll consider the mechanisms by which the system is controlled.

NURSING N6110
Pharmacology of Anesthetics
3 credits. Prerequisites: N6124, N6100, N6121. A comprehensive study of the pharmacokinetics and pharmacodynamics of drugs commonly used in anesthesia practice. In case studies and discussions, the complexity of their application is emphasized.

NURSING N6121
Pathophysiology of Adult
3 credits. Prerequisite: N6100. 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 N6122
Pathophysiology of Child
3 credits. Prerequisite: N6100. This course is required for students in Pediatric Primary Care and the Pediatric Specialty Care programs. The pathogenesis of common conditions affecting children is presented and serves as a basis for clinical management. Relevant pharmacology is presented for each of the disease entities.

NURSING N6124
Homeostatic Mechanisms During Anesthesia
3 credits. Prerequisites and Corequisites: N6100, N6110. 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 N6140
Advanced Assessment of the Neonate
2 credits. (Previously 2-3 credits) Corequisite: N6141. This course provides an opportunity for inquiry into infant health care management, maintenance, and promotion. Course content provides the basis 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 N6141
Practicum: Advanced Assessment and Management of High Risk Neonates
1 credit. (Previously 1-3 credits) Corequisite: N6140. 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 N6150
Maternal-Fetal-Newborn Physiology
2 credits. Prerequisite: N6100. This course provides an overview of the physiology of reproduction, from gametogenesis through birth and the neonatal period.

NURSING N6228
Community Collaboration Practicum
1 credit. This course will allow each student to work one on one with a health care/social service agency or community organization. The experience will run over the first three semesters of the program. This course is no longer offered.

NURSING N6340
Advanced Practicum as an NNP
6 credits. Prerequisite: N6140, N6141, N8661, N8663, N8666. 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. This course is no longer offered.

NURSING N6458
Pelvic Assessment of the Adult Woman
1 credit. A concentrated review of physical assessment and history taking for women, with special emphasis on the theory and skill of pelvic assessment.

NURSING N6460
Health Assessment and Primary Care of Women
2 credits. Prerequisite or Corequisite: N6458. This course offers the theoretical knowledge necessary to meet the primary care needs of the adult woman throughout her lifetime. This course is no longer offered. Please see N8770 and N8771.

NURSING N6466
Medical & Obstetrical Complications of Childbearing
2 credits. Prerequisite: N8472 and N8473. This course explores potential complications requiring physician referral among childbearing women. This course is no longer offered. Please see N6669.

NURSING N6480
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 documents 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 N6510
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 N6535
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. This course is no longer offered.

NURSING N6591
Pathophysiology of the Adult for the Psychiatric Nurse Practitioner
2 credits. Pathophysiology examines alterations in the biologic processes that maintain homeostasis. Each class will focus on a specific physiologic process or organ system. Diseases that commonly occur in adults will be discussed to illustrate the pathophysiologic processes. This course is designed specifically for Psychiatric Nurse Practitioner students.
Course Descriptions

NURSING N6594
Psychopathology
2 credits. Through weekly reading assignments and discussions, the student is introduced to the concepts central to major psychopathology.

NURSING N6610
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 N6620
Pediatric Primary Care Nursing I
2 credits. (previously 3 credits) Corequisite: N6610. Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers, and preschoolers. It focuses on 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.

NURSING N6622
Pediatric Primary Care Nursing I: Clinical
2 credits. Prerequisites and Corequisites: N6610, N6620, N6624. Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers, and preschoolers. It focuses on 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 N6624, N6625, AND N6626
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 N6630
Pediatric Primary Care Nursing II
2 credits. Prerequisites and Corequisites: N6122, N6610, N6620, N6632. Pediatric Primary Care Nursing II focuses on the delivery of primary health care to school-age children and adolescents. This includes health promotion, the prevention of illness, and the management of common episodic problems. Using the schools for clinical experience, students will assess health status, teach individuals and groups of children, and will work with teachers and parents. Students will utilize knowledge of growth and development to develop age appropriate teaching plans, and assist children and families to assume active roles as health consumers.

NURSING N6632
Clinical Practicum: Pediatric Primary Care Nursing II
4 credits. (previously 2-3 credits) Prerequisites and Corequisites: N6122, N6610, N6620, N6625, N6630, N6632. Students assess the health status of children in a variety of settings which must include continuity clinic and adolescent clinics and a school setting or inpatient setting.

NURSING N6638
Emergency Pediatric Nursing
2 credits. Prerequisites: BLS & PALS. This course focuses on the assessment and management of urgent and emergent care for the pediatric client. Assessment, pathophysiology, differential diagnosis, and management of the pediatric client will be discussed. Strategies for management of these clients will require a synthesis of knowledge from the bio-psycho-social, behavioral, and nursing sciences. Emphasis will be placed on integrating and educating the family regarding the acute care needs of the child. The student will understand the need to maintain continuity of care with the primary care provider.

NURSING N6646
Seminar in the Care of the High Risk Neonate I
1 credit. The seminar in the care of the high-risk neonate is designed to provide the NNP student the opportunity to discuss clinical case presentations in an academic environment. The student will utilize knowledge and skills in discussion of case studies with their peers. In this scholarly forum, the students are expected to present selected cases and review the management. The students are expected to facilitate a class dialogue and to promote management of patients using evidence-based practice.

NURSING N6647
Seminar in the Care of the High Risk Neonate II
1 credit. During the final seminar, the students will be encouraged to integrate knowledge of pathophysiology evidence-based practice, and ethical decision making to develop a differential diagnosis, interventions coordinated patient management. The discussion will promote a rationale for clinical decision making.

NURSING N6650
Advanced Assessment and Management of High Risk Neonates Clinical II
2 credits. During this supervised clinical experience, the students will integrate theory within the clinical setting. Emphasis is placed on refinement and perfection of decision making and technical skills in patient care management, including performance of selected invasive diagnostic/therapeutic procedures. The student will continue to develop her role as neonatal nurse practitioner.

NURSING N6655
Advanced Assessment and Management of High Risk Neonates Clinical III
2 credits. Supervised clinical experience in which students integrate theory within the clinical setting. Emphasis is placed on refinement and perfection of decision making and technical skills in patient care management, including performance of selected invasive diagnostic/therapeutic procedures. The student will continue to develop her role of the neonatal nurse practitioner in education and collaboration.
NURSING N6660
Pathophysiology and Management of the High Risk Neonate I
2 credits. This didactic course will be complete the approach to critical care. Throughout the course, there will be an emphasis placed on understanding the pathophysiology of various neonatal conditions, including neurological, respiratory, endocrine, cardiovascular, and metabolic and its impact on the care plan. Discussion will focus on the use of evidence-based research in the use of clinical monitoring of vital signs, developing differential diagnoses, and designing plans of care for the high risk neonate. The advanced practice nurse will be involved in the discharge planning, educational needs of the care providers, and follow-up for the high risk neonate.

NURSING N6665
High Risk Antepartum/Intrapartum
2 credits. This didactic course focus on the advances within antepartum and intrapartum care of the maternal child unit. During the course, there will be a focus on optimizing maternal-fetal health. This course will give an in-depth understanding of intrapartum surveillance. The course will focus on growth, development and teratogenic agents and the fetus. Genetic screening, ultrasound evaluation; and fetal well-being studies will be examined as they relate to the role of the NNP. Discussion will focus on how disorders of pregnancy can affect the fetus and the latest diagnostic modalities for monitoring and treated the fetus. There will be an emphasis on the identification of the high risk fetus and variations in embryonal and fetal growth and development.

NURSING 6690
HIV/AIDS: Overview of the Epidemic
3 credits. This course presents an overview of the HIV/AIDS epidemic. Content includes: the epidemiology of the epidemic at the state, national, and international level, the Center for Disease Control's definition of AIDS, HIV counseling and testing, primary and secondary prevention of HIV/AIDS, social and cultural issues, and the problems related to antiretroviral therapy adherence and resistance.

NURSING N6693
HIV/AIDS Management
3 credits. Prerequisite: N6690 This course will focus on: pathophysiology of HIV infection, diagnosis and management of opportunistic infections and HIV-related malignancies, management of HIV infection through the use of HAART, and symptom management.

NURSING N6695
Practicum in HIV/AIDS Care
3 credits. Prerequisite: N6690, Corequisite: N6693 The practicum is a clinical field experience designed to strengthen and broaden the student’s clinical experiences in assessment, decision-making, and management of care for individuals with HIV infection. Specific program objectives and clinical experiences are individually identified. The seminar is designed to provide the student an academic environment in which the students share their practicum experience and present case studies for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

NURSING N6700
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. Previously known as N4225

NURSING N6720
Introduction to Primary Care
2 credits. (previously 1 credit for GNP's). 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. This course is no longer offered. Please see N6700.

NURSING N6721
Clinical Seminar in Adult Primary Care I
1 credit. Corequisites: N8770, N8772. This course is designed to provide the ANP student an academic environment in which the students share their practicum experience and present case studies for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references. Incorporated into the seminar is ongoing discussion, review, and assessment of the final project.

NURSING N6722
Clinical Seminar in Adult Primary Care II
1 credit. Corequisite: N8773. Seminar in Adult Primary Care II is designed to provide the ANP student an academic environment in which the students share their practicum experience and present case studies for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

NURSING N6723
Clinical Seminar in Adult Primary Care III
1 credit. Corequisite: N8776. This course is designed to provide the ANP student an academic environment in which the students share their practicum experience and present case studies for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references. Incorporated into the seminar is ongoing discussion, review, and assessment of the final project.
Course Descriptions

NURSING N6726
Clinical Seminar in Geriatric Primary Care
1 credit. This seminar in Geriatric Primary Care is designed to provide the GNP student with academic and practical experience in geriatric primary care. The seminar focuses on selected topics and case studies that are relevant to geriatric care. Students will discuss and analyze case studies with peers and healthcare professionals. 

NURSING N6728
Theory and Research in Applied Science and Nursing
4 credits. This course will present an overview of theory and research as essential components of scholarly practice. The research process will be used, from posing the research problem to communication of the results, with emphasis on design, 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. This course is no longer offered. Please see N6735.

NURSING N6735
Assessing Clinical Evidence
4 credits. This graduate level core course is designed to help busy clinicians apply the best available evidence to clinical practice problems. The evidence base practice (EBP) process will be used to help students learn to transform critical appraisal skills into direct clinical actions. Throughout the course students will learn how to apply basic epidemiology and biostatistics concepts to relevant clinical practice problems.

NURSING N6740
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 diagnosis, and socioeconomic, ethical and legal issues related to cancer care. The course provides the framework for the synthesis, integration, and application of oncology nursing theory in clinical practice.

NURSING N6745
Oncology Nursing Practice I - Fundamentals of Oncology Nursing
3 credits. Corequisite: N6740. 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 medical hospital. The practice component offers the opportunity for the role of the oncology clinical nurse specialist to begin to be implemented.

NURSING N6750
Nursing Seminar in Gerontology I
1 credit. This seminar provides the learner the opportunity to examine frequently occurring 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 N6751
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, governmental, legal and ethical issues and interventions that impact on the geriatric client and the health care team. The GNP student will assess the multifactorial influences in the management of the elderly client.

NURSING N6758
Nutrition through the Lifespan
1 credit. This course provides advanced content in nutritional assessment methods and intervention strategies for primary care clients through all stages of life. A focus will be placed on promotion of optimum nutrition at various points in the life cycle. This course is no longer offered.

NURSING N6759
Illness and Aging
2 credits. Prerequisites: N6270, N8786, N8787, N8887, N8770. Utilizing a systems approach, this course addresses 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 N6760
Primary Care of Women Across the Lifespan I
3 credits. Offered by an underlying theoretical framework acknowledging that women's health is intertwined with 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.

NURSING N6790
Introduction to Emergency Preparedness
3 credits. This course introduces the advanced practice nursing student or health professional to the range of natural and human-caused conditions that require emergency response and for which emergency preparedness competencies are required. It provides the conceptual basis for the didactic and practicum courses that follow.

NURSING N6795
Clinical Roles in Emergencies, Disaster and Humanitarian Crises
3 credits. Prerequisite: N6790. This course builds upon the introduction to emergency preparedness (N6790) with an overview of the range of competencies needed by clinicians for emergency preparedness, and the application of clinical skills in emergency situations.
NURSING N6798
*Practicum in Emergency Preparedness*
3 credits. Prerequisite: N6790. This course allows the student an opportunity to practice some of the competencies essential to effective response to emergencies and to test at least one emergency- or disaster-related role. The student will identify one of the following as the primary focus of the practicum: physical injury; mental health needs in emergency situations; or community-level emergency preparedness and response.

NURSING N6838 AND N6839
*Diagnosis and Management of the Critically/Icu/Ill Adult, I and II*
2 credits each. (Previously 2-3 credits) Prerequisites and Corequisites: N6100, N6102, N8787, N8815. 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 N6868
*Regional Anesthesia, Theories and Technique*
2 credits. Prerequisites and Corequisites: N6100, N6110, N6870. 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 N6869
*Basic Principles of Nurse Anesthesia Practice I*
2 credits. Prerequisites: N6100, N6110, N6124, N6125, N6862. The various methods and techniques of anesthesia administration, with emphasis on physiological basis for practice are the focus of the course. Function and maintenance in various kinds of technologies, as well as the psychomotor skills specific to the practice are stressed.

NURSING N6870
*Basic Principles of Nurse Anesthesia Practice II*
2 credits. This course is a continuation of Basic Principles I. The various methods and techniques of anesthesia administration, with emphasis on physiological basis of practice are the focus of this course. Function and maintenance in various kinds of technologies as well as psychomotor skills are stressed. Technical skills learned in Basic Principles I are utilized and built upon in this course. These skills are honed and correlated with specific anesthetic management of cases in a lab setting. At the completion of this course, the novice Student Registered Nurse Anesthetist (SRNA) should be prepared to enter the clinical setting.

NURSING N6871
*Advanced Principles of Anesthesia Practice I*
2 credits. Prerequisite and Corequisite: All first level didactic and clinical anesthesia courses. This advanced approach to anesthesia principles is applied to specific surgical procedures, both elective and emergency. The physiological sequel of surgical procedures and their impact on hematologic mechanisms of the patient are stressed. Neuromuscular, cardiothoracic, and obstetrical procedures, as well as pediatric and geriatric considerations are included. Seminar format facilitates integration of knowledge.

NURSING N6872
*Advanced Principles of Anesthesia Practice II*
2 credits. Prerequisite: N6871. 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 within caring for them throughout their operative course.

NURSING N6879
*Anesthesia and Co-Existing Disease*
2 credits. Prerequisite and Corequisites: N6100, N6120, N6124, N6110. History and physical examination techniques aimed at identifying pathology and its effect on the anesthetic process will be stressed. Students will evaluate the information obtained in their physical and psychological assessment and synthesize that knowledge to formulate individualized preoperative anesthesia management plans. Emphasis will be placed on management of patients with altered cardiovascular, pulmonary and neuro-renal status. Previously known as M6862.

NURSING N6880
*Oncology Nursing Theory II: Advanced Oncology Nursing*
2 credits. Prerequisites: N6740, 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 for 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 N6885
*Oncology Nursing Practice II: Advanced Oncology Nursing*
3 credits. Prerequisites and Corequisites: N6740, or Advanced Standing; N6880. 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. This course is no longer offered.

NURSING N6905
*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. This course is no longer offered.
NURSING N6907
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 a "hands-on" experience working as a member of the research team and monitoring clinical drug or device trials being carried out in in-patient, ambulatory or community settings.

NURSING N6920
Health and Social Policy: The Context for Practice and Research
4 credits. This core course examines contextual contributions 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 N6930
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 N6940
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 N8020
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 N8115
Comparative Health Systems
2-3 credits. This course presents analyses of health service delivery and management issues form an international perspective. It presents a systematic comparative analysis of the evolution, administrative structure, finance, and provision of health and health care services in underdeveloped countries, developing countries, other developed countries, and the U.S. equity/inequity and the influence of globalization will be explored. Health and illness will be dealt with as statistical, historic, economics, and socio-cultural phenomena. Important differences rooted in culture, ethnicity, social, economic and political factors will be examined. Such analysis should assist one to understand the nature of a health system in one country and to identify limitations and opportunities to change it.

NURSING N8120
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 standards, electronic health records, retrieval and critical analysis of digital data, information, and knowledge; clinical decision making and decision support including decision analysis.

NURSING N8121
Nursing Informatics Seminar
2 credits. This course provides ongoing small group seminar discussions and presentations facilitated by faculty to explore topics and issues of relevance to the use of informatics to support evidence-based practice in underserved populations. Current events, technology, and research in the rapidly evolving field of nursing informatics will be discussed.

NURSING N8122
Interactive Health Communication
3 credits. Introduction to use of informatics-based approaches to create and deliver educational and behavioral interventions. Topics include: theories related to client-health care provider communication using electronic media; privacy, confidentiality, and security issues related to Internet communication; design of targeted and tailored health messages for underserved populations; evaluating health care content on the World Wide Web.

NURSING N8123
Introduction to Databases and Mining
3 credits. Prerequisites: Core and Introductory Informatics Core Courses; basic knowledge of storage and file management capabilities of modern computers and features of at least one high level programming language (Java, Pascal, PL/I, C++, etc.). More information on Prerequisites in Appendix D of the textbook. This advanced course in informatics provides a comprehensive grounding in the foundations of database technologies and their application in nursing and health care. Content includes basic concepts of database systems and structured query language (SQL), the theoretical construct of the relational model underlying relational systems, database design and some components of transaction management. A combination of lecture, seminar and laboratory experience is provided.
NURSING N8124
Nursing Informatics Residency
4 credits. Prerequisites: Master's Nursing Informatics courses. Guided experience in a clinical setting focused on applying knowledge and skills related to the development, implementation, and use of informatics-based processes and technologies to support evidence-based practice in underserved populations.

NURSING N8160
Genetic Concentration
2 credits. Prerequisite: N8290. This course is 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 N8165
Practicum: Genetic Concentration
2 credits. Prerequisites and Corequisites: N8290, N8130. 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) specific genetic disorders. 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 N8290
Incorporating 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 N8460
Comprehensive Women's Health
2 credits. (Previously 3 credits) Prerequisites and Corequisites: N8476, N6438, N8786. 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. Concurrent supervised clinical experiences are required.

NURSING N8462
Practicum in Comprehensive Women's Health
2 credits. (Previously 3 credits) Prerequisites and Corequisites: N6100, N8460, N8789. Supervised clinical experiences focus on application of history taking and physical examination skills, collaborative diagnosis, and management of women's health throughout the life span. Emphasis is placed on the nurse practitioner role in care of the adult non-pregnant female in ambulatory settings.

NURSING N8465
Primary Care of Women Across the Life Span II
2 credits. Prerequisites: Master's Nursing Informatics courses. This course builds on Primary Care of Women Across the Life Span I, covering comprehensive clinical diagnosis and treatment of gynecological and obstetrical conditions. Focuses on the management of women's health, with an emphasis on the early detection and prevention of gynecological disorders, and the provision of comprehensive care throughout the life span.

NURSING N8468
Advanced Seminar and Practicum in Women's Health
2.4 credits. Prerequisites: N8465. This course is designed to facilitate implementation of the advanced nursing practice role in the care of women with chronic conditions. Students will choose an appropriate faculty mentor to be a guide in this seminar and practicum. Details of the practicum will be negotiated by the student, faculty mentor, and appropriate agency mentor.

NURSING N8469
Newborn Assessment and Care
1 credit. Prerequisites: N8471, N8479. This course provides the graduate nurse-midwifery student with a theoretical and practical understanding of the care of the newborn. This course is designed to prepare the student to manage the immediate care of the newborn, including newborn resuscitation, with an emphasis on the first six weeks of newborn life. Normal physiology and family-centered management skills are emphasized. The student will have opportunities to develop skills in infant feeding, infant care, and the management of common newborn conditions.

NURSING N8470
Antepartum: Clinical
2 credits. Prerequisites and Corequisites: N6150, N8471, N8477, N8485, N8786. This course covers the broad scope of antepartum care and includes: The history and physical examination techniques aimed at understanding the normal parameters of pregnancy, and recognizing deviations from normal in the pregnant woman/family. The student will learn to manage the care of the normal antepartum woman/family, screening for high-risk pregnancies, and co-management or referral of high-risk pregnancies.

NURSING N8471
Antepartum: Didactic
2 credits. Prerequisites and Corequisites: N6150, N6458, N8470. An overview of the principles and practice of clinical care during the antepartum period. This course covers the broad scope of antepartum care and includes: The history and physical examination techniques aimed at understanding the normal parameters of pregnancy, and recognizing deviations from normal in the pregnant woman/family. The student will learn to manage the care of the normal antepartum woman/family, screening for high-risk pregnancies, and co-management or referral of high-risk pregnancies.
NURSING N8475  
Clinical Practicum in Nurse-Midwifery  
2 credits. (previously 2.5 credits) Prerequisite: N8476 & N8477, N8471 & N8472, N8479 & N8481, N8478, N6456. Nurse-Midwifery services provide intensive clinical experience in all areas of nurse-midwifery practice. Direct student teaching is provided by nurse-midwifery preceptors affiliated with the program.

NURSING N8476  
Well Woman Gynecology: Didactic  
2 credits. 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 weeks) postpartum period.

NURSING N8477  
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 weeks) postpartum period.

NURSING N8478  
Breastfeeding and Postpartum Care  
2 credits. This course provides theoretical and practical knowledge for care in the immediate postpartum period and to initiate successful breastfeeding. Normal physiology and family centered management skills are emphasized. Pathophysiology is also covered with various interventions when deviations from the normal are encountered.

NURSING N8479  
Intrapartum: Didactic  
2 credits. (previously 2-3 credits) Prerequisite: N8476, N8477, N8470, N8471, N6150, N6458. This course provides the biophysical and practical knowledge for management of the parturient woman during labor and delivery.

NURSING N8481  
Intrapartum: Clinical  
2 credits. (previously 2-3 credits) Prerequisite: N8476 & N8477, N8479, N8478, N6100, N6150, N8786, N6458. Clinical experience includes 16-20 hours per week in nurse-midwifery management of labor and delivery of childbearing women.

NURSING M8482  
Primary Care of Childbearing Women  
2 credits. (previously 2-3 credits) An overview of the principles and practice 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, M8789, 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 N8545  
Diagnosis and Management of Illness in Families I  
4 credits. Prerequisites and Corequisites: N8557, N6100, N8785, N6121, N8102, N8558, N8693, or N8625. 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 hematologic. The identification and management of clinical problems are emphasized. The role of the nurse practitioner in a collaborative model is discussed.

NURSING N8546  
Diagnosis and Management of Illness in Families II  
3 credits. Prerequisites and Corequisites: N8557, N8558, N6100, N8785, N6121, N8625, N8693 or N8625, N8559, N8567 or N8850. Utilizing a systems approach, the diagnosis and management of problems encountered in Primary Care are studied. Among the selected systems for study are neurological, dermatological, musculoskeletal, ophthalmological, psychological, and immunological.
NURSING N8557
Family Primary Care I
2 credits. Corequisite: N8785. This course is designed to introduce the student to the role of the nurse practitioner as a provider of community centered family primary care. The focus will be on health maintenance and illness prevention.

NURSING N8558
Family Primary Care II
1 credit. Previously 2 credits. Prerequisites and Corequisites: N8557, N8785, N6100; N8625 or N8693, N8770. This required course is designed to prepare the advanced practice student to provide primary care to individuals through the life span. Utilizing lectures and case presentation the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied.

NURSING N8559
Family Primary Care III
1 credit. Previously 2 credits. Prerequisites and Corequisites: N8557, N8558, N8771, N8820, or N8556, N8567. This required course is designed to further develop the role of advanced practice student, in 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 N8560
Family Therapy in Context
2 credits. Previously 2-3 credits. Prerequisites and Corequisites: N6020 or N8180. 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 the family systems approach to working with physically and mentally ill patients and their families.

NURSING N8562
Practice of Family Therapy
2 credits. Prerequisites: N8560, N8393, N8391. 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 N8566
Family Primary Care: Practicum IIIA
2 credits. Prerequisites and Corequisites: N8625, N8670. 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 N8567
Family Primary Care: Practicum IIIB
2 credits. Prerequisites and Corequisites: N8625, N8670. 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 N8568
Practicum in Advanced Clinical Assessment for Family Nurse Practitioners
2 credits. Prerequisites and Corequisites: Physical Assessment, N8557, N8786. Utilizing a background in basic physical assessment, advanced practice nursing students apply the didactic content introduced in N8786 to this clinical practicum. Advanced physical assessment skills and the identifications of abnormalities in the physical exam and appropriate documentation are emphasized with a focus on the ability to integrate systems appropriately. The complete pelvic exam is included.

NURSING N8571
Seminar on Family Therapy and Technique
2 credits. Prerequisites and Corequisites: N8590, N8591, N8560. 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 psychotropic diagnosis and abnormal psychopathology from a systems perspective. Videotape review, didactic materials, class presentation, and discussion will provide a comprehensive theoretical basis for the understanding and development of more advanced clinical skills.
NURSING N8588
Theory of Group Psychotherapy
2 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 N8590
Theory and Practice of Individual Psychotherapy I
2 credits. Prerequisites: N6597, N6528. 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 assessing the biophysical, psychosocial, cultural, cognitive and spiritual dimensions of the clients. Based upon this assessment the student plans appropriate interventions.

NURSING N8591
Theory and Practice of Individual Psychotherapy II
2 credits. Prerequisites: N6597, N6528, N8590. Each student is given an opportunity to work with 1-2 individuals assigned according to the student's need for a learning experience. Students arrange for clinical contact with assigned clients. Clinical contact must be at least weekly and more often if required. The student is responsible for evaluating the interrelatedness of the biophysical, psychosocial, cognitive, cultural, and spiritual dimensions of the clients. Based upon evaluation, the student utilizes appropriate therapeutic intervention which s/he evaluates in terms of the client's responses. The student is responsible to work on termination issues with the client.

NURSING N8592
Clinical Practice and Supervision with Groups
2 credits. Prerequisites and Corequisites: N8590, N6528, N6598. The student participates as a leader or co-leader in a psychotherapeutic group of 10-12 sessions. Clinical supervision is focused on group dynamics and development.

NURSING N8594
Advanced Practice in Psychiatric Mental Health Nursing I
3 credits. Prerequisites: N6530, N6594, N6597, N8590, M8591, N8592. Corequisites: M8562. This course is designed to integrate foundation skills and strengthen the student's clinical practice in a variety of psychiatric mental health settings. The practicum is the first of two consecutive courses. Expectations of the clinical experience are direct client contact and therapeutic interaction with staff, families, and systems. The student will develop a knowledge base and skills germane to the role of the advanced practice psychiatric nurse. Details of the practicum will be coordinated with the agency and faculty, with consideration of course objectives, agency objectives and student career goals.

NURSING N8595
Advanced Practice in Psychiatric Mental Health Nursing II
3 credits. Prerequisite: Advanced Practice in Psychiatric Mental Health 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 N8625
Family Primary Care: Practicum II
4 credits. Prerequisites: N6840, N6100, N8557. Corequisites: N8770, N8558, N6121. The clinical practicum is designed to prepare the student 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 student for the delivery of family focused primary care.

NURSING N8661
Advanced Pediatric and Neonatal Pharmacology
3 credits. Prerequisites and Corequisites: N6100, N4100. This course provides an opportunity for the student to study the use of pharmacologic agents in the advanced nursing care of infants, including metabolic, neonatal life and early childhood/adolescence. Pharmacokinetics, pharmacodynamics, drug use in pregnancy and lactation, pharmacologic agents used in disease prevention and treatment, drug monitoring and drug safety in the home are explored. Proper prescribing and record keeping in accordance with New York and Federal laws are addressed.

NURSING N8670
Pediatric Primary Care: Practicum III
2 credits. Prerequisites and Corequisites: N6610, N6620, N6630, N6632, N6122, N8674. 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.
Course Descriptions

NURSING N8672, N8673, N8674
Pediatric Primary Care Nursing III: Clinical
4 credits or 2 credits - N8673, 2 credits - N8674. Prerequisites and Corequisites: N6610, N6620, N6630, N6632, N8670. This practicum focuses on the delivery of episodic illness care to children and adolescents in the ambulatory setting; and on planning and managing the care of hospitalized children. The Pediatric Clinic is the main clinical setting. Here the student will learn how to assess children with common episodic illnesses, to develop and discuss differential diagnosis, to manage the care of children with minor illnesses and to work with other health professionals collaboratively. When the illness requires hospitalization, they will design and implement a plan of care, including discharge plans and teaching. Students utilize their knowledge of common child and adolescent illnesses and the information presented in M6630 and N8670 to assess and develop plans of care for all children and adolescents.

NURSING N8680
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 knowledge base to recognize, assess, treat and refer children with behavioral problems. This is one of three required courses for the subspecialty.

NURSING N8682
Behavioral Pediatrics for Advanced Practice Nursing: Clinical Seminar
2 credits. Prerequisites and Corequisites: N8680, N8684. 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 N8684
Behavioral Pediatrics for Advanced Practice Nursing: Clinical Practicum
2 credits. Prerequisites and Corequisites: N8680, N8682. 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. 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 N8693
Family Primary Care: Practicum IIA
2 credits. Prerequisites and Corequisites: N6840, N6100, N8557, N8558, N6121. 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 N8701
Critical Care Nursing of Children
3 credits. Prerequisites: N6740, N6745 (or advanced standing); N6880, N6885, N8882, N8883. Corequisite: N68746. 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. This course is no longer offered.

NURSING N8747
Clinical Specialization in Oncology Nursing II
2-3 credits. Prerequisites: N6740, N6745 (or advanced standing); N6880, N6885, N8882, N8883. Corequisite: N68746. 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 N8750
Symptom Management and Palliative Care for Oncology Nurse Practitioner Students
2 credits. Prerequisites: N6740, N6880. This course is designed to present an integrative approach to identifying and managing the symptoms of cancer and cancer treatment throughout the disease continuum. The palliative care component would concentrate on those aspects related to physical, psychosocial and spiritual issues that impact the lives of the person/family with cancer.

NURSING N8751
Practicum for Symptom Management and Palliative Care for Oncology Nurse Practitioner Students
3 credits. Prerequisites and Corequisites: N8730, N6740. 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 N8755
Introduction to Palliative and End of Life Care Throughout the Lifespan
3 credits. This introductory course is designed to prepare graduate nursing students, fourth year medical students and residents to offer informed and compassionate palliative and end of life care to patients and families across the lifespan and in a variety of settings.

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

NURSING N8757
Clinical Practice in Palliative and End of Life Care
1-3 credits. Prerequisites: N8755, N8756 and Permission of Course Director. This advanced level clinical experience provides students with the opportunity to integrate clinical knowledge, theory and research findings into the assessment and treatment of patients and families in need of palliative and end of life care.

NURSING N8760
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 N8761
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 N8762
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 N8770
Diagnosis and Management of Illness in Adults I
3 credits. (previously 3-4 credits) Prerequisites and Corequisites: N6700, N6100, N8786, N6121. Utilizing a systems approach, the diagnosis and management of health problems encountered in primary care of adult 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 N8771
Diagnosis and Management of Illness in Adults II
3 credits. (previously 3-4 credits) Prerequisite: N8770. 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 N8772
Practicum in Adult Primary Care I
2 credits. Prerequisites and Corequisites: N6700, N6100, N8786, N8770, N6121. The practicum is a clinical field experience designed to provide opportunity for students to acquire skills in assessment, decision-making and management of care for adults with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.

NURSING N8773
Practicum in Adult Primary Care II
2 credits. Prerequisite: N8772. 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. Students in the clinical settings function more independently under preceptor supervision.

NURSING N8776
Advanced Practicum in Primary Care
4 credits. Prerequisites and Corequisite: N8770, N8771, N8772, N8773. The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical settings are to function more independently under preceptor supervision.

NURSING N8779
Advanced Practicum in Adult/Geriatric Health
4 credits. Prerequisites and Corequisite: N8770, N8771, N8772, N8773. The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical settings are to function more independently under preceptor supervision.

NURSING N8786
Advanced Clinical Assessment in Adults
3 credits. (previously 2-3 credits) Prerequisites and Corequisites: N4050, N6100, N6121, N6700. This course explores the theoretical dimensions of advanced clinical assessment of adults and incorporates advanced techniques of history taking and physical examination.
NURSING N8787
Practicum in Advanced Clinical Assessment for Adults
1 credit. Prerequisites and Corequisites: N4030, N6100. Guided study with clinical application of advanced physical assessment techniques in adults.

NURSING N8788
Advanced Clinical Assessment: Acute Care
1 credit. Corequisites: N8786. 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 and 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 N8789
Advanced Clinical Assessment: Women's Health
2 credits. This course focuses on essential assessment skills for Women Health Nurse Practitioners inherent in providing comprehensive care for women across the life cycle.

NURSING N8792
Advanced Health Assessment in Psychiatric-Mental Health Nursing I
2 credits. Corequisite: N8793. The student is introduced to the symptoms, behavioral manifestations, and classification of psychopathology as compared to normative behavior over 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 appropriate for individuals of different ages.

NURSING N8793
Advanced Health Assessment in Psychiatric-Mental Health in Nursing II: Clinical Practicum
1 credit. Corequisite: N8792. This practicum using a case study format is designed to provide an opportunity for students to demonstrate ability to assess and diagnose psychiatric patients.

NURSING N8795
Family Primary Care: Practicum IIIB
2 credits. Prerequisites and Corequisites: N6840, N6100, N8557, N6121, N8538. 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 appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

NURSING N8816
Practicum in Critical/Acute Care for the Nurse Practitioner
3 credits. Prerequisites and Corequisites: N6700, N8786, N8788. The practicum in critical/acute care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis, and management of the emergency and critically ill adult. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics, and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting.

NURSING N8820
Advanced Practicum in Critical Care for the Nurse Practitioner
3 credits. Prerequisites and Corequisites: N8825, N8816, N8817, N8121, N8102. The practicum in critical care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis, and management of the emergency and critically ill patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics, and decision making in this closely supervised precepted experience.

NURSING N8825
Integration Practicum in Critical Care for the Nurse Practitioner
5 credits. Prerequisites and Corequisites: N6838, N8816, N8820, N8839. The practicum in critical acute care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis, and management of the emergency and critically ill patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics, and decision making in this closely supervised precepted experience.

NURSING N8835
Critical Decision Making in Nurse Anesthesia Practice I
2 credits. Prerequisites and Corequisites: Successful completion of all Semester II courses and M8870. Critical analysis of selected topics in nurse anesthesia practice. Seminar formats will facilitate and engender discussion and critical analysis.

NURSING N8836
Critical Decision Making in Nurse Anesthesia Practice 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 N8837
Critical Decision Making in Nurse Anesthesia Practice III
2 credits. Prerequisite or Corequisite: 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 N8838
Critical Decision Making in Nurse Anesthesia Practice IV
2 credits. Prerequisite or Corequisite: 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 N8845
Cancer in Childhood
2 credits. (Previously 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, clinical management, long-term survival and terminal illness. The course provides a framework of advanced practice for the pediatric oncology clinical nurse specialist and pediatric nurse practitioner in oncology.

NURSING N8850
Family Primary Care: Practicum III
4 credits. Prerequisites and Corequisites: All previous family primary care specialty courses. 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 N8864
Practicum in Geriatric Primary Care I
2 credits. Prerequisites and Corequisites: N6700, N6100, N8785, N6730, N6121. The practicum is a clinical field experience designed to provide opportunity for students to acquire initial skills in assessment, decision-making and care 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 N8865
Practicum in Geriatric Primary Care II
2 credits. Prerequisite: N6700, N6100, N4101, N6730, N8860, N8864. 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 N8872
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 presentation 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 act as preceptors acting as guides.

NURSING N8870
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 N8871
Nurse Anesthesia Residency II
2 credits. Prerequisites and Corequisites: N6862, N6870 and N8870; N8836. 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.
Course Descriptions

NURSING N8873
Anesthesia Residency IV
2 credits. Prerequisite: N8870, N8871, N8872 and all previous class work. Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in journal clubs, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience includes obstetrics, neurosurgery, cardio-thoracic surgery, pediatrics, post anesthesia care and critical care units. CRNA faculty members and preceptors act as guides.

NURSING N8882
Oncology Nursing Theory III: Cancer Prevention and Detection
2 credits. Prerequisites: N6740, N6745, or Advanced Standing, and N6880, N6885; 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/behavioral carcinogenesis, epidemiology, etiology, risk factors, screening and detection and chemoprevention. This course is no longer offered.

NURSING N8883
Oncology Nursing Practice III: Cancer Prevention and Detection
3 credits. Prerequisites: N6740, N6745 (or Advanced Standing), and N6880, N6885; concurrent with Oncology Nursing Practice III. This course involves the practice of primary and/or secondary cancer prevention with designated client populations in community, institutional, and occupational health settings. The student will have the opportunity to assess, plan, implement and/or evaluate primary or secondary prevention activities. This course is no longer offered.

NURSING N8950
Advanced Practice Primary Care Nursing: Post Masters Residency
1-3 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 N9001
Social and Intellectual Foundations of Nursing
3 credits. (previously 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 N9205
Analysis and Evaluation of Health Policy
4 credits. (previously 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 N9210
Health Systems Colloquium
2 credits. (previously 3 credits). Prerequisite: N9205. 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. This course is no longer offered.

NURSING N9245
Statistical Methods & Data
3 credits. Prerequisite: course in basic statistics. The course is designed to introduce the advanced statistical methods commonly used in health care research. The focus of the course is on applying a variety of statistical methods in research, execution of statistical analyses using statistical software, and interpretation of results from computer outputs.

NURSING N9300
Research Methods I
3 credits. This course, shared with the DNsC students, will address aspects of research from the perspective of preparing researchers to design and carry out studies and preparing clinicians to use research and data to develop interventions for patients and to generate evidence from practice: the research process; formulation of researchable questions and hypotheses; types of research variables; sampling designs and power analysis; and the use, strengths and weaknesses of experimental, quasi-experimental, and epidemiological designs.

NURSING N9301
Comparative Research Design and Methodology II
3 credits. Prerequisite: N9300. 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 research on the perspective of preparing researchers to design and carry out studies. The course will address the use of research, strengths and weaknesses of qualitative, survey, epidemiological and outcomes research.

NURSING N9350
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 research theory implications. Students will examine various frameworks for the development, definition, analysis, and synthesis of theories and concepts, as well as assessing the implications of nursing.
Course Descriptions

direct clinical observation. Focus will be placed on development and analysis of selected concepts.

NURSING N9354
Measurement of Clinical and Other Phenomena
3 credits. Prerequisite: 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 N9400
Practice Management
3 credits. This course is designed to provide the student with the knowledge to apply the best available evidence to clinical practice problems and the information technology to support evidence-based practice. Course content includes critical appraisal skills to determine the quality of the research for usability in practice, to determine if the findings have applicability in a specific practice and what the findings mean for the patient. Overview of informatics topics of most relevance to evidence-based practice will be presented. Topics include: standardized clinical terminology; health care standards; electronic health records; retrieval and critical analysis of digital data, information, and knowledge; clinical decision making and decision support: including decision analysis.

NURSING N9410
Informatics and Evidenced-Based Practice
3 credits. This course is designed to provide the student with the knowledge to apply the best available evidence to resolve clinical practice problems and to use information technology to support evidence-based practice. Course content includes critical appraisal skills to determine the quality of the research for usability in practice, to determine if the findings have applicability in a specific practice and what the findings mean for the patient. Overview of informatics topics of most relevance to evidence-based practice will be presented. Topics include: standardized clinical terminology; health care standards; electronic health records; retrieval and critical analysis of digital data, information, and knowledge; clinical decision making and decision support: including decision analysis.

NURSING N9480
Chronic Illness Management
3 credits. This course will focus on care for persons who are unable to function independently due to age-related alterations in mental and physical status, developmental, perceptual and physical disability and chronic, degenerative illness. Diagnosis and management of this population of patients within the context of hospice care, home care, skilled nursing facilities, rehabilitation centers, group homes, day care facilities and other health related assisted living facilities will be presented. A sophisticated understanding of the complexity of the context of chronic illness care will be emphasized. Content will include discussion of innovative models of care delivery, care systems that enhance outcomes and a deep understanding of an interdisciplinary approach in chronic illness management. The impact of altered clinical presentation and multiple coexisting problems on diagnosis, management, and ethical decision making will be discussed.

NURSING N9501
Health Care of Vulnerable Populations
2 credits. (previously 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 N9502
Guided Study in Research I
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 N9505
Research Practicum
2 credits. (previously 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 N9510
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 N9520
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 an 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. This course is no longer offered.

NURSING N9521
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 predecessor at each selected site, available for regular consultation and guidance as needed. This course is no longer offered.
NURSING N9530
Leadership Colloquium
2 credits. Prerequisite: Doctoral Standing or consent of instructor. Completion of M9203 preferred. Seminars on current issues in leadership, health policy and health care delivery, examining their implications for future system changes and for research. Policy and clinical questions will be discussed as they impact cost, access and quality of care, especially for vulnerable populations and as they present challenges to leadership at all levels of decision-making, including state and national government. This course is no longer offered.

NURSING N9535
Leadership Practice
3 credits. Prerequisites: M9520, or M9210, or M9530 or permission of Faculty. This course provides the doctoral student with an opportunity for the practical application of leadership and health policy skills at a high level within a health care or health-related organization. This experience should be planned with the advisor and course director in advance of the semester in which the student registers in order to be of maximum benefit. This course is no longer offered.

NURSING N9538
Advanced Seminar in Clinical Genomics
2 credits. The application of genomics creates a central challenge for health care to evolve from a model of intervention after disease or loss of function to more predictive models before the onset of disease or loss. This course explores the current parameters of genomics [beyond genetics] as it influences new conceptualizations of health and illness. Using a case discussion approach, clinical issues of genetic testing, genetic exceptionalism, individualized risk assessment and predictions are explored throughout the life span.

NURSING N9540
Translating Evidence to Practice/Policy
2 credits. Seminars on current issues in translating research findings in health policy and health care delivery into practice or policy. The course includes both seminar and field components. It is usually taken during work on the dissertation.

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

NURSING N9608
Practicum in Health Policy
3 credits. 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. This course is no longer offered.

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

NURSING N9700
Residency for Doctor of Nursing Practice
10 credits. The residency focuses on the delivery of full scope, health care across the continuum of care. This residency is designed to provide the opportunity for students to apply the knowledge of: 1) the diagnosis and management of ambulatory patients with complex diagnoses and comorbid conditions in the context of family, community and culture, 2) the diagnosis and management of patients with complex diagnoses and/or comorbid conditions who present with acute changes in health status requiring interventions available only in an acute care setting and 3) the diagnosis and management of patients who are unable to function independently due to age related alteration in mental and physical status, developmental, perceptual and physical disability and chronic, degenerative illness. Sites include hospital based clinics, ambulatory centers, private offices, emergency rooms, walk-in clinics and acute/critical care units in the hospital facilities and settings which provide hospice care, home care, nursing home care, rehabilitative care and assisted living services. The DNPE student will demonstrate an integrative approach to symptom-based assessment, advanced differential diagnosis, therapeutic intervention and evaluation of care for clients and synthesize knowledge of evidence-based practice with patients with complex diagnoses and comorbid conditions. In this context, the DNPE student will organize and develop a professional portfolio.

NURSING N9710 AND N9711
Doctor of Nursing Practice I and II
3 credits. Utilizing a systems approach this course will examine the diagnosis and management of patients with complex diagnoses and/or comorbid conditions in the context of family, community and culture in all settings. Discussion will focus on evidence-based evaluation techniques, appropriate clinical monitoring of vital functions, and therapeutic interventions available in the acute care setting. The accountability and ethical implications in the facilitation and coordination of comprehensive care for a population of ambulatory and acutely ill patients will be emphasized. Transitioning the patient to the appropriate level of care following resolution of the acute illness will be discussed. Cultural diversity, epidemiology, differing health belief models, and alternative therapies will be integrated into all aspect of care.

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

NURSING N9717 AND N9719
Seminar: Doctor of Nursing Practice I and II
1 credit each. Using case studies, the seminar format will encourage students to integrate knowledge of pathophysiology, principles of practice management, evidence-based practice, and ethical decision making to determine differential diagnoses, therapeutic interventions, and coordinated patient management. The discussion will promote the synthesis of all factors that have some bearing on and provide a rationale for clinical decision making. Students will formally present and discuss case studies from DrNP Field Experiences in a seminar format.

NURSING N9802
Dissertation Advisement
0 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 9808
DRNP Portfolio Advisement
2 credits. After the student registers for Residency 10 credits, students are required to enroll in Portfolio Advisement until the Portfolio is completed, successfully defended, and submitted.

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

NURSING N9900
Dissertation Seminar
2 credits. This seminar will focus on skills needed to complete the dissertation process including site access, IRB regulations, research integrity, proposal development, and writing of dissertation. Students begin to develop and refine their research ideas within an atmosphere of collegial/peer review and support.

INDIVIDUALIZED STUDY IN NURSING: N4099, N6099, N6229, N8490, N8499, N8550, N8790, N8843, N8886, N8990, N9815, N9820
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.
OFFICERS OF INSTRUCTION

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

Sally Abolcola
Assistant Professor of Nursing
BS, Rutgers University, Cook College
PhD, Oregon Health and Science University

Suzanne Bahnen
Alumni Professor of Nursing
BS, 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

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

Jeanne Churchill
Assistant Professor of Clinical Nursing
BS, Villanova University
MS, Seton Hall University
Certified Pediatric Nurse Practitioner

Sarah Sheets Cook
Dorothy M. Rodgers Professor of Clinical Nursing
Vice Dean; Administrative Director, WHO Collaborating Center for International Nursing
Development of Advanced Practice
BS, Michigan
MED, Columbia University
DrNP, Columbia University
DPNP
Certified in perinatal and women's health nursing
Practice: Maternal/Child Primary Care

Leanne Currie
Assistant Professor of Nursing
BS, Samuel Merritt College
MS, University of California, San Francisco
DNSc, Columbia University
Nursing Informatics

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

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

Jill Gallin
Assistant Professor of Clinical Nursing
BS, University of Pennsylvania
BS, Columbia University
MS, Columbia University
Certified Pediatric Nurse Practitioner
Richard Garfield
Henri 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 Nursing; Director, Center for Health Policy and Health Services
Research and Director, DNSc: Program
BSN, Saint Olaf College
MN, UCLA
DrPH, University of Michigan
FAAN
Research: Health Policy and Public Health Systems
Faculty Practice: Public Health Systems Development

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

Judy Honig
Associate Professor of Clinical Nursing
BS, State University of New York at Buffalo
MS, Seton Hall
MA, Columbia University
EdD, Teachers College, Columbia University
DNP, 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
DNP, Columbia University
Certified Pediatric Nurse Practitioner
Faculty Practice: Pediatric Primary Care

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. Lehky
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

Ellen S. Levine
Assistant Professor of Clinical Nursing
BS, Mercy College
MS, Columbia University
Certified Pediatric Nurse Practitioner

Susan Lin
Assistant Professor of Sociomedical Nursing
BA Nanjing Normal University
MA Lehigh University
DNP, Columbia University

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
DNP, 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
Assistant Professor of Clinical Nursing and Program Director, Oncology
BS, Skidmore
MS, Columbia University
Certified Pediatric Primary Care
Oncology Certified Nurse
Advanced Oncology Nurse
Clinical Practice: Oncology Emergencies, post-cancer survivors
Ita O’Sullivan  
Assistant Professor of Clinical Nursing  
BS, College of New Rochelle  
MS, Columbia University  
Certified Psychiatric/Mental Health Nurse Practitioner

Cheryl A. Pensiero  
Assistant Professor of Clinical Nursing  
BS, Pennsylvania State University  
MS, Columbia University  
Certified Adult Nurse Practitioner  
Certified Geriatric Nurse Practitioner

Nancy Reame  
Professor of Nursing  
BSN, Michigan State University  
MSN, Wayne State University  
PhD, Wayne State University  
FAAN

W. Dan Roberts  
Assistant Professor of Clinical Nursing and Program Director, Acute Care  
BSN, Medical College of Georgia, Augusta  
MS, University of South Florida, Tampa  
DNSc, Columbia University  
Certified Acute Care Nurse Practitioner

Rechab L. Ruppe, MS, CNM  
Assistant Professor of Clinical Nursing  
BA, Guilford College  
BS, Columbia University  
MS, Columbia University  
Certified Nurse Midwife

Josephine Sapp  
Assistant Professor of Clinical Nursing, and Program Director, AMP  
BSN, William Paterson 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  
DrNP, Columbia University

Arlene Smaldone  
Assistant Professor of Nursing  
BS, Hunter College  
MA, NYU  
DNSc, Columbia University  
Practice: Pediatric Diabetes Care

Janice Smolowitz  
Associate Professor of Clinical Nursing  
BS, SUNY Brockport  
MS, Columbia University  
EdD, Teachers College, Columbia University  
DrNP, 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  
Diploma, St. Luke's School of Nursing  
BS, Adelphi University  
MS, Columbia University  
Certified Adult Nurse Practitioner  
Practice: Adult Primary Care/HIV

Patricia Stone  
Assistant Professor of Nursing  
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

Laura Zeidenstein  
Assistant Professor of Clinical Nursing  
BA, Evergreen State College  
BS, SUNY Brooklyn  
MSN, Yale University  
DrNP, Columbia University  
AAP/AHA Neonatal Resuscitation Provider  
Certified Nurse/Midwife  
Clinical Practice: Nurse/Midwifery
FULL-TIME CLINICAL FACULTY

Dawn Aubel, MS, FNP
Kathryn Baxter, MS, CFNP
Margaret Carson, MS, CPNP
Rozelle Corda, MS, CFNP
Mary Donovan, DrNP, CANP
Stephanie Estala, MSN, CFNP
Dorothy Ferraro, MSC, CS, ANP
Laura Flattigan, MS, PNP
Margaret Flannery, MS, CFNP
Patricia Harren, DrNP, CANP
Anne Herlick, MS, CFNP
Diane LaPoint-Rudow, DrNP, CANP, CCTC
Patricia Maami, DrNP, CFNP
Karen McKearney, MS, CPNP
Christine Merle, MS, CFNP
Hilary Nierenberg, MS, ANP
Lorraine Olivero-Rivera, MS, CFNP
Lori Rosenthal, DrNP, ACNP, C, CCTC
Lynn Silverberg, MS, CANP
Margie Fernandez Sloves, MA, CANP, CCTC
Edwidge Jourdain Thomas, DrNP, CANP
Mary Ellen Tresgallo, MS, CANP, MPH
Elizabeth Visser, MS, CANP
Elsa Wahrman, MS, CFNP, CANP

PART-TIME FACULTY

Laura Ardizzone, MS, CRNA
Msimbo Byrd, MS
Judy Cheng, Pharm D
Aileen Cusca, MS
Marcia Cohen, MS
Umberto Conte, Pharm D
Sue Draper, MS, CRNA
William Enlow, MS, CRNA
Karen Fleming-Sherman, MS
Susan Leslie, PhD, CPNP
Maribeth Massie, MS, CRNA; Assistant, Director, Nurse Anesthesia Program
Marlene McHugh, MS, CFNP
Patricia Funa, MS, CRNA
Maha Sadek, Pharm D
Catherine Tom, Pharm D

OFFICE OF THE DEAN STAFF

Kristin Warbasse
Executive Assistant to the Dean

Cheryl M. Francis
Senior Administrative Assistant

Michelle Morgan
Administrative Assistant

Sarah Hopkins
Project Coordinator

OFFICE OF STUDENT SERVICES AND ADMISSIONS STAFF

Amy Duschenchuk, MSeD
Manager, Student Services and Admissions

Judy Wolfe, MSeD
Coordinator, Admissions

Tania Quipe
Coordinator, Administrative

Desiree Roach
Administrative Aide

OFFICE OF SUPPORT SERVICES STAFF

Barbara Wallenstein
Director of Operations

Elise Byrd
Administrative Assistant, Faculty

Stewart Brisby
Administrative Aide, Faculty

Danny McNeil
Senior Clerk

Albert Bayona
Senior Clerk
ADMINISTRATION AND INSTRUCTIONAL AFFAIRS

COMPUTER RESOURCES STAFF
Ekreem Halil
IT Manager

Richard Herbin
User Services Consultant

Moseley Chaszar
User Services Consultant

FINANCE AND ADMINISTRATION STAFF
Wassie Ayalew
Administrative Assistant

Raymond Marino
Accountant

Myra Joyce
Database Manager

Oscar Vasquez
Director, Financial Aid

ACADEMIC CALENDAR

The following Academic Calendar was correct and complete at 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 from the school’s website: www.nursing.hss.columbia.edu

MAJOR RELIGIOUS HOLIDAYS FOR 2005-06
ROSH HASHANAH
YOM KIPPUR
SUKKOT
SHEMINI ATZERET
FIRST DAY OF RAMADAN
LAST DAY OF RAMADAN
EID-AL-FITR
EID-AL-ADHA
PURIM
GOOD FRIDAY
PASSOVER
SHAVUOT

Tuesday, October 4 & Wednesday, October 5, 2005
Thursday, October 13, 2005
Tuesday, October 18 & Wednesday, October 19, 2005
Tuesday, October 25 & Wednesday, October 26, 2005
Wednesday, October 5, 2005
Friday, November 4, 2005
November 4, 2005
January 10, 2006
Tuesday, March 14, 2006
Friday, April 14, 2006
Thursday, April 13 & Friday, April 14, 2006
Wednesday, April 19 & Thursday, April 20, 2006
Friday, June 2 & Saturday, June 3, 2006

SUMMER 2005

June 1
Summer Orientation

June 2 - 3
Program-specific Orientation

June 6
First day of classes

June 6 - 10
End of Change of Program Period

July 4
Last day to Add/Drop

July 11 - 15
University Holiday

July 29
Continuing Students Early Registration (Autumn 05)

August 1
Last day of Summer semester for MS and DNSc

August 5
Deadline for October Degree Application

FALL 2005

September 5
Labor Day - University Holiday

September 6
First Day of Classes

September 16
End of Change of Program Period/Last Day to Add

October 19
Award of Degrees

November 7
Academic Holiday

November 8
Election Day - University Holiday

November 24
Thanksgiving Day - University Holiday

November 25
University Holiday

November 28
Continuing Students Early Registration (Spring 06)

December 2
Deadline for February Degree Application

December 1
Last day of Fall semester for ETP, MS, DNSc

December 22
**Academic Calendar**

**SPRING 2006**

- **Monday** January 16 Martin Luther King, Jr's birthday observed - University Holiday
- **Tuesday** January 17 First Day of Classes
- **Wednesday** January 18 Deadline for May Degree Application
- **Thursday** January 19 Presidents' Day
- **Friday** January 20 Last Day of Winter Classes for ETP's
- **Monday** to **Friday** March 13 – 17 Spring Recess
- **Monday** March 20 First Day of Spring Classes for ETP's
- **Monday to Friday** April 10 – 14 Continuing Students Early Registration (Spring 06)
- **Friday** May 12 End of Spring semester for MS and DNSc
- **Wednesday** May 17 Commencement
- **Friday** May 19 End of spring semester for ETP

**SUMMER 2006**

- **Wednesday** May 31 Orientation
- **Thursday and Friday** June 1 – 2 Program-specific Orientation
- **Monday** June 5 First Day of Class
- **Monday to Friday** June 5 – 9 End of Change of Program Period
- **Tuesday** July 4 Last day to Add/Drop
- **Monday to Friday** July 10 – 14 Continuing Student Limited Registration (Summer 06)
- **Friday** July 28 Last Day of summer semester for MS and DNSc
- **Tuesday** August 1 Deadline for October Degree Application
- **Friday** August 4 Last day of summer semester for ETP

**FALL 2006**

- **Monday** September 4 Labor Day - University Holiday
- **Tuesday** September 5 First Day of Classes
- **Wednesday** September 6 End of Change of Program Period
- **Thursday** September 7 Last day to Add/Drop a Class
- **Friday** September 8 Award of Degrees
- **Monday** to **Friday** October 18 University Holiday
- **Monday** November 6 Academic Holiday
- **Tuesday** November 7 Election Day - University Holiday
- **Thursday** November 23 Thanksgiving Day - University Holiday
- **Friday** November 24 Continuing Students Early Registration (Spring 07)
- **Monday to Friday** November 27 – 30 Deadline for February Degree
- **Friday** December 1 Last Day of Fall Semester for ETP, MS, DNSc

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**SPRING 2007**

- **Monday** January 15 Martin Luther King, Jr's birthday observed - University Holiday
- **Tuesday** January 16 First Day of Classes
- **Wednesday** January 17 End of Change of Program Period
- **Thursday** January 18 Last Day to Add/Drop
- **Friday** January 19 Deadline for May Degree Application
- **Monday** February 1 President's Day
- **Wednesday** February 14 Award of Degrees
- **Friday** March 9 Last Day of Winter Classes for ETP's
- **Monday to Friday** March 12 – 16 Spring Recess
- **Monday** March 19 First Day of Spring Classes for ETP's
- **Monday to Friday** April 9 – 13 Continuing Student Limited Registration (Spring 07)
- **Monday to Friday** April 16 – 29 Last Day of Spring semester for MS and DNSc
- **Monday to Friday** May 13 Commencement
- **Friday** May 18 Last day of Spring semester for ETP

**SUMMER 2007**

- **Wednesday** May 30 Orientation
- **Monday** June 4 First Day of Class
- **Monday to Friday** June 4 – 9 Change of Program Period
- **Monday to Friday** July 1 – 15 Last day to Add/Drop
- **Monday** July 4 Academic Holiday
- **Monday to Friday** July 9 – 13 Continuing Student Limited Registration (Summer 07)
- **Monday to Friday** July 16 – 20 Last Day of Summer semester for MS and DNSc
- **Monday to Friday** July 23 – 27 Deadline for October Degree Application
- **Monday to Friday** August 1 – 5 Last day of summer semester for ETP

**FALL 2007**

- **Monday** September 3 Labor Day - University Holiday
- **Tuesday** September 4 First Day of Classes
- **Wednesday** September 5 End of Change of Program Period
- **Thursday** September 6 Last Day to Add/Drop
- **Friday** September 7 Award of Degrees
- **Monday** October 17 Academic Holiday
- **Tuesday** November 6 Election Day - University Holiday
- **Thursday** November 22 Thanksgiving Day - University Holiday
- **Friday** November 23 University Holiday
- **Monday** to **Friday** November 26 – 30 Continuing Student Limited Registration (Spring 07)
- **Monday** December 3 Deadline for February Degree Application
- **Monday** December 10 Last Day of Fall Semester for ETP, MS, DNSc

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## Projected Graduation Schedule

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<th>YEAR</th>
<th>DEADLINE</th>
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<tr>
<td>October 2008</td>
<td>August 1, 2008</td>
<td>October 15, 2008</td>
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</tbody>
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## Finding Your Way

Columbia University Health Sciences Campus

1. Barton Towers
2. Barton Hall Medical Student Residence
3. Lawrentia C. Kohn Research Building
4. Armand Hammer Health Sciences Center/Augustine C. Long Library
5. NY State Psychiatric Institute (old building)/Mallman School of Public Health
6. Neurological Institute of New York
7. Miller Center Hospital Building
8. Herbert Irving Pavilion
9. School of Nursing/Georgetown Residence Building
10. William Black Medical Research Building
11. Alumni Auditorium
12. College of Physicians and Surgeons
13. Vanderbilt Clinic/School of Dental and Oral Surgery
14. NYC Department of Health/Mallman School of Public Health
15. The Harkness Pavilion
16. The Presbyterian Hospital Building
17. The Pauline A. Hartford Memorial Chapel
18. Radiation Therapy Center
19. Children's Hospital Building, North
20. Children's Hospital Building, South
21. Steven S. Rosen Hospital for Women
22. Eye Institute Annex-Research Labs
23. The Edward S. Harkness Eye Institute
24. Service Building
25. Marywood Lasker Biomedical Research Building
26. Audubon NYC Building
27. 106 Haven Residence Building
28. 145 Haven Residence/Admin. Building
29. Irving Cancer Research Center
30. Russ Berrie Medical Science Pavilion
31. Staff Parking
DIRECTIONS TO COLUMBIA UNIVERSITY SCHOOL OF NURSING

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

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

By Subway:
The #1 (local) and "A" (express) trains stop at 168th Street and Broadway
- From Grand Central in Manhattan, take the Shuttle "S" to Times Square, Take the #1 train (local) to 168th St., or, Take the "A" (express) train to 168th St, or Take the #2 (express) train to 96th St, then transfer to the uptown #1 (local) to 168th St.
- From Penn Station in Manhattan, take the #1 (local) or the "A" (express) train to 168th St, or take the #2 or #3 (express) to 96th St, then transfer to the uptown #1 (local) to 168th St.

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

By Car:
The most direct way to Columbia University School of Nursing is to follow signs for the George Washington Bridge and Columbia Presbyterian Hospital. The Henry Hudson Parkway, Riverside Drive, Interstate 95, the Major Deegan Highway and Harlem River Drive will all lead you to the George Washington Bridge. We are on West 168th between Broadway and Fort Washington Avenue. The GWB is at about I78th Street.

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

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

From Newark Airport:
Bus to Penn Station (34th Street), then "A" or #1 train to 168th and Broadway or, Taxi across the George Washington Bridge
The Columbia University School of Nursing

TO COMMUNICATE WITH THE SCHOOL:
Columbia University School of Nursing
630 West 168th Street, New York, NY 10032
(212) 305-5756, fax (212) 305-3680