Columbia University
School of Nursing Bulletin 2015-2016

This edition of the Columbia University School of Nursing Bulletin is being published as a one-year issue, covering the 2015-16 academic year.

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This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University School of Nursing 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.
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Message from the Dean

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

WHY NURSING?

Nursing at Columbia is the exemplar for clinical competency practiced at the full scope of primary care and in the care of acutely ill patients in the full range of care environments. Advanced practice nurses have gained broad legislative practice authority in every state. Always a valued career, nursing is now in a position to reaffirm its clinical value while researching ways to sustain quality while containing costs and increasing access. Especially for those underserved and uninsured, nursing has a central role to play in a reformed health system. Providing primary care, community-based services, care management and coordination, disease prevention, and health promotion, practicing in underserved inner city and rural areas, and assuring patient understanding of therapy are all prominent and valuable activities at which nurses excel. As society recognizes the importance of high-level professional nursing practice, talented and forward-thinking individuals are increasingly attracted to the profession. Coinciding with society’s expanded view of nursing is the development of scholarly nursing endeavors, as demonstrated by the increase in funding for nursing research over the past few years. Education in nursing provides an individual with opportunities for a challenging career with high-level authority and accountability, and deeply gratifying personal rewards. Master’s and clinical and research doctoral degrees prepare nurses
for leadership positions as fully accountable clinicians, policy experts, and researchers, all of which are in high demand in today’s 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 collaborative team made up of the Schools of Medicine, Dental and Oral Surgery, Public Health, and Nursing; and Programs in Occupational Therapy, Physical Therapy, and Human Nutrition. We partner on research and clinical experiences, and share a vision for the future of health care in this country. The School of Nursing is internationally known and clinically unrivaled with recognition for excellence in research and curricular advancements. Recent contributions to the profession include the first universal faculty practice plan in a school of nursing, the first Endowed Nursing Chair in Health Policy, the first to be named a World Health Organization Collaborating Center for International Nursing Development in Advanced Practice and the first clinical practice doctorate.

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

Bobbie A. Berkowitz
Dean of the School of Nursing
Columbia University was founded in 1754 as King’s College by royal charter of King George II of England. It is the oldest institution of higher learning in New York and the fifth-oldest in the United States. Columbia University (CU) is committed to education for excellence – a phrase that embraces superior teaching and the advancement of knowledge through research, preeminence in the professions, and leadership in community and national affairs.

The University’s position as a private institution, its location in the Morningside Heights, Manhattanville, and Washington Heights areas of Manhattan; and its reputation provide the basis for this diversified, yet singular, educational purpose. Faculty awards and honors are numerous; the University is proud to have on its faculty: nearly 70 Nobel Prize winners, 19 MacArthur Foundation Award recipients, 7 winners of the National Medal of Science, 35 members of the National Academy of Sciences, and 129 members of the American Academy of Arts and Sciences.
The School of Nursing

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

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

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

The graduates of the School of Nursing are one of its major strengths. Graduates are recruited for leadership positions in practice, education, and management. To ensure that graduates meet the needs of a dynamic society and advance the profession while maintaining high academic standards, the School of Nursing continually evaluates the curricula and implements changes in the program of studies and courses. Columbia’s Nurse Anesthesia program is unique as the first master’s degree nurse anesthesia program in New York State and one of the first master’s degree programs in the United States. The Nurse Midwifery program is the oldest nurse midwifery master’s program in the United States.
Building the Future
Columbia University’s School of Nursing has recently announced plans to build its new home. Columbia Nursing’s mission of teaching and research, patient care and public service will come together in this state-of-the-art new facility.

Anchoring the east end of Columbia University Medical Center, the new building is configured to encourage collaboration, interaction, and clinical excellence. A state-of-the-art simulation learning laboratory will prepare students for real-world complexities when caring for patients in a variety of clinical settings. Small and large meeting rooms will facilitate the exchange of information and ideas essential for innovative research. Faculty will welcome students in their comfortable offices for one on-one guidance and mentoring. A rooftop terrace will offer spectacular views upper Manhattan and the Columbia University Medical Center campus.

Our new building will create an environment that inspires instructional excellence, interactive learning, collaborative research, and clinical distinction. It will serve as the educational home for future generations of nurses who will use the knowledge and skill they acquire within its walls to make a difference in the health and health care of the patients they serve in the US and around the world.
History of the Columbia University/Presbyterian Hospital Pin

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

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

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

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.
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 educational and research programs bring together the resources and unique partnership opportunities available at the Columbia University Medical Center to prepare nurses for leadership positions that improve the health and well-being of patients, families, and communities.

In particular, we view our goals as the following:

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

Diversity and Cultural Affairs

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

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

Through community-based projects, our students help support the health of our neighbors in Washington Heights and other parts of New York City. The Office of Diversity and Cultural Affairs collaborates with neighborhood organizations to provide care and prevention activities for residents of all ages and backgrounds. Columbia Nursing students also mentor high school students who want to learn more about careers in nursing.
The Office of Diversity and Cultural Affairs has several areas of focus:

- **Community and educational diversity**: Building relationships with the community to deliver care to those in need, and with Columbia Nursing faculty members and students, to promote cultural diversity and raise awareness of social justice and cultural competence issues.

- **Curriculum and faculty diversity**: Developing and supporting initiatives that increase the number of faculty from under-represented groups in nursing and a learning environment that reflects cultural awareness and sensitivity toward health disparities in the US and around the world.

- **Student recruitment and enrollment**: Promoting diversity within Columbia Nursing’s student body, with a particular focus on students from historically underrepresented groups.

- **Student retention**: Supporting programs and activities that enable our students to succeed in their courses of study and advance toward higher levels of education.

- **Staff development and support**: Helping create a respectful and supportive work environment that reflects the values and mission of the school.

Through our commitment to educational and workforce diversity, a research program sensitive to health disparities, and our global outreach efforts, Columbia Nursing seeks to be recognized as a leader in promoting equal access to health care for all patients and equal opportunity for educational success for all of our students.

**Accreditation**

- Columbia University School of Nursing is a member of the American Association of Colleges of Nursing
- The baccalaureate, master’s and doctor of nursing practice nursing programs are accredited by the Commission on Collegiate Nursing Education
- Columbia University School of Nursing is accredited as a provider of continuing nursing education by The American Nurses Credentialing Center’s Commission on Accreditation
- The Nurse Midwifery program is accredited by the Accreditation Commission for Midwifery Education
- The Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
- The Pediatric Nurse Practitioner program is approved by the Pediatric Nursing Certification Board
- The Women’s Health Practitioner program is approved by the National Certification Corporation
Philosophy

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

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

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

Libraries

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

Medical Center Library

The Augustus C. Long Health Sciences Library (HSC) serves faculty, students, researchers, and clinicians in the Schools of Nursing, College of Dental Medicine, Public Health, the College of Physicians and Surgeons (P&S), the Graduate School of Arts and Sciences, Columbia Presbyterian Hospital, and other health care, instructional, and research programs at the CUMC. The Library’s collection includes over 500,000 volumes, approximately 4,400 currently received periodical subscriptions, and a large collection of audio-visual material. In addition, the Library also supports a growing collection of electronic services, including full-text and Internet resources. The Library’s Archives and Special Collections section contains the Library’s collection of rare books and its named collections. Also included in the collection are the P&S Archives and many other materials that document the history of medicine and the history of institutions at the CUMC. Services provided by the Health Sciences Library include reference services, reserve readings, instruction in using library and electronic resources, classes on searching the Internet, individual consultation on research topics, mediated literature searches, database searches, interlibrary borrowing, and fax service.
This library is a part of the Columbia University library system, which encompasses approximately forty libraries related to major areas of academic inquiry. These libraries contain more than four million volumes. The Long Library houses health related publications and books. Other libraries used extensively by the faculty and students at the Columbia University School of Nursing include the Butler Library on the Morningside campus, the Wollman Library at Barnard, and the Teachers College Library. In addition, the Library of the Psychiatric Institute, which contains material on mental health and psychiatry, is open to faculty and students.

The services provided by the Augustus C. Long Library are extensive, by virtue of its association with the Schools of Nursing, Medicine, Public Health, and Dental Medicine, and with the Programs in Physical Therapy, Occupational Therapy, and Nutrition.

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

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

Computing and Facilities

Columbia University Information Technology (CUIT)

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

CUMC-IT provides technical support and resources used at the Columbia University Medical Center. Working together with other IT groups and departments, CUMC IT provides prompt resolutions of technical issues. CUMC IT is the initial technical support group for faculty, staff and students, providing free first level troubleshooting for account, programs and systems at CUMC via phone, email, and through the remote CUMC IT eSupport tool.

Columbia Center for New Media Teaching and Learning (CCNMTL)

CCNMTL is a free service for faculty members, supporting efforts from basic course website management to advanced project development.

Classrooms and Learning Facilities

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 audiovisual equipment. Conference rooms and amphitheaters, as well as the 700-seat Alumni Auditorium in the College of Physicians and Surgeons Building, are used extensively. The School of Nursing building houses two Technology Learning Centers (TLC). The TLCs include a mock hospital unit containing several patient units and an ambulatory care area for practicing primary care skills. They are 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

ColumbiaDoctors Midtown

Columbia Nursing’s Primary and Immediate Care Practice is located at ColumbiaDoctors—the multi-speciality faculty practice organization in midtown Manhattan.

Our nurse practitioners are nationally board certified and hold a Doctor of Nursing Practice (DNP) degree—the highest clinical degree in nursing.

Nurse practitioners offer comprehensive physical exams, diagnose and treat acute and chronic illnesses, and write prescriptions as needed. The practice also offers an extensive Travel Medicine program, which includes pre-travel consultations, all necessary immunizations and vaccinations, dietary recommendations and country-specific information for safer travel. Patient education and counseling about disease prevention and health promotion are central components of the practice.
NewYork-Presbyterian Hospital

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

With dedicated staff, modern facilities, state-of-the-art technology, and a commitment to excellence in patient care, research, and community service, New York-Presbyterian Hospital has earned a reputation as a healthcare leader. Whether providing specialty care to the tiniest newborns, performing complex cardiothoracic surgery, or offering comprehensive primary care, New York-Presbyterian Hospital provides exceptional services with care and compassion.

Residents living in the tri-state region have convenient access to quality healthcare services through the New York-Presbyterian Healthcare System. This federation of top-level hospitals, specialty institutes, and continuing care centers in New York, New Jersey, and Connecticut delivers a wide range of services to the communities it serves.

Milstein Hospital Building

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

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

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

Taub Institute for Research on Alzheimer’s disease and the Aging Brain
This is a federally funded research center through the National Institute on Aging (NIA). The Institute operates as an independent department at Columbia University, promoting and administering projects related to Alzheimer’s disease in departments and centers across campus. The Taub Institute works in collaboration with many departments and centers in the study of Alzheimer’s disease and other neurodegenerative disorders.

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

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

Non-New York-Presbyterian Facilities
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 of New York, Morris Heights Health Center, Planned Parenthood, Mt. Sinai Medical Center, New York City Health and Hospitals Corporation 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
- Gertrude H. Sergievsky Center
- HIV Center for Clinical and Behavioral Studies
- National Center for Children in Poverty
- Center for Law and Economics Studies
- Columbia Population Research Center
- Center for Neurobiology and Behavior
- Center for the Study of Society and Medicine
- Institute for the Study of Human Rights
- Herbert Irving Comprehensive Cancer Center
- Institute of Human Nutrition
- Institute for Research on Women & Gender
School of Nursing Academic Centers

Research Centers

Center for Children and Families
Director: Mary W. Byrne, PhD, MPH, CPNP, FAAN
The mission of the Center for Children and Families is to improve the health of children and families at risk through the generation and sharing of clinical and research knowledge, consultation, education, advocacy, and promotion of innovative clinical practice.

Center for Health Policy
Director: Patricia Stone, PhD, FAAN
The Center for Health Policy (CHP) is dedicated to educating graduate nursing students, faculty, and alumni in current health policy issues, methods for effective health policy advocacy, and to developing and disseminating nursing science that informs health policy makers. Activities of the Center for Health Policy include sponsoring educational health policy seminars, supporting student travel to health policy summits and research conferences, reviewing and contributing to the health policy curriculum throughout Columbia Nursing’s educational programs, and conducting research that informs health policy.

Center for Evidence-Based Practice in the Underserved
Director: Suzanne Bakken, DNSc, RN, FAAN
The Center specializes in the use of informatics for reducing health care disparities. Informatics combines nursing knowledge, computer, and information science to better manage and communicate data to support health care providers in making decisions. For example, the Center is helping assemble a databank that will be used for improving the health of the predominately Hispanic community living in the Washington Heights/Inwood neighborhoods of northern Manhattan. Other projects include web-based interventions to improve care for patients with dementia, and using electronic health records to assist patients faster and more effectively.

Center for Interdisciplinary Research to Prevent Infections (CIRI)
Director: Elaine Larson, PhD, RN, FAAN, CIC
The Center for Interdisciplinary Research to Prevent Infections (CIRI) is home to more than a dozen completed or ongoing externally funded projects designed to address infection prevention from a variety of angles and perspectives.
Global Health at Columbia Nursing

Center Director: Jennifer Dohrn, MPH, DNP

The mission of the Office of Global Initiatives of the School of Nursing is to contribute to the improvement of the world’s health through service, education, practice, and research at home and abroad.

Global Health Initiative Objectives

- Provide leadership and leverage existing strengths within the School of Nursing to facilitate knowledge sharing among students and faculty of international partners
- Foster future generations of nurse clinicians who understand the needs and challenges of providing culturally-competent care to diverse populations in other countries and who are experienced in world health issues and challenges
- Provide educational opportunities to faculty and students in the developing world to ensure they have experiential learning opportunities in global health sites
- Build international partnerships for education, practice, and research with peer institutions and study-abroad consortiums that facilitate enrollment at universities and that are sustainable and replicable
- Establish joint programming in order to emphasize all partner schools’ strengths and create a joint vision of nursing in all educational venues
- Increase numbers of students embarking on global health professions and resultant opportunities for translation of classroom knowledge to the field through mentored clinical experiences
  - Support creating of new and innovative global health courses at CUSON
  - Support development of Web-based teaching tools and methods for sharing information
  - Collaborate with international partners to obtain funding from private foundations and government agencies for global health initiatives
World Health Organization (WHO) Collaborating Center

Center Director: Jennifer Dohrn, MPH, DNP

Columbia University School of Nursing was initially designated as a Pan American Health Organization (PAHO)/World Health Organization (WHO) Collaborating Center for Advanced Practice Nursing in 1994. The school has been re-designated every four years since, most currently in January 2011. The school’s Center is one of ten WHO Collaborating Centers in Nursing in the United States and 42 in the world. The WHO designation recognizes Columbia Nursing’s expertise and commitment to advanced practice nursing.

nursing.columbia.edu/global-initiatives

Columbia Global Centers

The Office of Global Initiatives has established linkages with the Columbia Global Centers in Amman, Jordan; Nairobi, Kenya; and establishing linkages in Rio de Janiero, Brazil; and Santiago, Chile. Columbia Nursing plans to work with nursing leadership in these counties to establish a cross-regional group of researchers who will identify priorities in nursing research, and build capacity to conduct this research.

ICAP

Additionally, Columbia Nursing collaborates with Columbia University Mailman School of Public Health ICAP’s Global Nurse Capacity Building Program, which aims to increase the capacity of nurses and midwives, at pre- and in-service, regulatory and policy levels. The program is situated under the leadership of Ministries of Health to ensure country leadership, ownership, and sustainability. This partnership operates in South Africa, Swaziland, Lesotho, Malawi, Zambia, Mozambique, Democratic Republic of Congo, Kenya, Ethiopia, and Cote D'Ivoire.

La Romana Project

In conjunction with IFAP, Columbia Nursing students who fulfill clinical hours at Clinica de Familia in La Romana, Dominican Republic gain a heightened awareness and understanding of the world and of themselves.

Clinica de Familia is the largest HIV clinic in the eastern Dominican Republic, offering care and antiretroviral treatment to 1,600 children and adults with HIV each year. During its 15 years of
operation, the clinic has grown and now also oversees MAMI, the Maternal-Infant Health Annex, working as a public/private collaboration with a large Ministry of Health provincial hospital across the street. MAMI offers adolescents sexual and reproductive health services and education, including a large prenatal care program and family planning services.

Students are integrated into the staff and work a full work week, usually rotating through the clinic, MAMI and the hospital. Students also take on projects that increase the quality of care or support the overall ongoing work. Recent projects have included creating products such as patient educational modules, patient satisfaction surveys and needs assessment research.

The GK (Gonoshasthaya Kendra) Project in Bangladesh
Columbia Nursing’s Center for Children and Families has sponsored several pilot projects collaborating with the GK, a healthcare NGO in Bangladesh including research investigating ways to reduce maternal death during childbirth in this southeast Asian nation. To address this issue, Columbia Nursing faculty and students have conducted educational workshops for GK’s paramedics — healthcare workers trained by the NGO who deliver comprehensive services to patients across the country — as well as to the traditional birth attendants (TBAs) who deliver more than 80 percent of Bangladeshi babies in the home.
Programs of Study

The Combined BS/MS Program

The Combined BS/MS program is an accelerated combined-degree (BS/MS) program for non-nurse college graduates. The program is designed to prepare the student for a career as an Advanced Practice Nurse. Academic studies are closely integrated with clinical experience. There are two components: pre-licensure study which provides students with knowledge of nursing science and nursing practice and specialty study which focuses on an advanced practice role in professional nursing.

Pre-Licensure:

The program of study in the first phase continues instruction in the biological and behavioral sciences and incorporates the clinical and didactic learning necessary for the first professional degree. At the end of the pre-licensure studies, students are eligible to take the professional nurse licensure examination (NCLEX). Clinical education receives a 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. The course sequencing has been designed to allow for seamless transition into full-time specialty studies.

Objectives:

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

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

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

Objectives
The program prepares students in the following areas:

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

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

**Teaching – Coaching**
- Assess, plan, implement, and evaluate personalized patient education and coaching interventions

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

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

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

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

The curriculum for the Master of Science degree has three components: Core, Supporting Sciences, and Clinical Specialty courses.
Doctor of Nursing Practice (DNP) Program
The Doctor of Nursing Practice (DNP) program prepares advanced practice nurses with the knowledge, skills and attributes necessary for fully accountable comprehensive practice with patients across sites and over time. With the increasing scope of clinical scholarship in nursing and the growth of scientific knowledge in the discipline, doctoral level education is required for independent practice. The curriculum includes content which enables the graduate to conduct complex diagnostic and treatment modalities, utilize sophisticated informatics and decision-making technology, and assimilate in-depth knowledge of biophysical, psychosocial, behavioral and clinical sciences. The Residency and portfolio provide mastery and evidence of competency achievement.

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

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

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

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

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

More information on DNP Competencies can be found on the Columbia Nursing Web site: http://nursing.columbia.edu/academics/academic-programs/doctoral-programs/doctor-nursing-practice/competencies
Doctor of Philosophy in Nursing (PhD)

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

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

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

Specialty Programs

Adult-Gerontology Acute Care Nurse Practitioner Program

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

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

Adult-Gerontology Primary Care Nurse Practitioner Program

The Adult-Gerontology Primary Care Nurse Practitioner Program (AG-PCNP) is designed to prepare Advanced Practice Nurses to deliver primary healthcare to all persons across the adult lifespan from adolescence through end of life.
AG-PCNP students are provided with the most innovative, state-of-the-art immersion into advanced practice nursing in order to confidently contribute to the immediate and future healthcare needs of our most rapidly growing and at-risk populations, including adolescent health and geriatric care.

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

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

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

Family Nurse Practitioner Program (FNP)
The Family Nurse Practitioner Program is designed to prepare nurses to deliver primary health care to families in a variety of settings. Students follow patients through the life cycle utilizing obstetric, pediatric, and gynecologic, as well as adult and geriatric primary care diagnostic and management skills.

The scope of practice of the family nurse practitioner is based on a team approach. An interdependent member of the healthcare team, the FNP provides primary care through the following means:

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

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

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

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

**Nurse Midwifery Program**
The Nurse Midwifery Program is designed to prepare nurses as nurse midwives. The focus of the academic and clinical aspects of this program is the management of the health care of women and their newborns. While emphasis is placed on care during the childbearing cycle, the curriculum also includes study of women’s health needs throughout the life cycle. Graduates are prepared for full scope midwifery practice, including well-woman gynecology, family planning, antepartum, intrapartum, postpartum, primary care, and normal newborn care. Intensive clinical experience is provided in each of these areas in a variety of settings, exposing students to diversity in patient populations and practice options. Students learn to provide independent care for healthy women and consultative or collaborative care for women with medical and/or obstetrical complications.
Graduates are eligible to take the national certifying examination administered by the American Midwifery Certification Board (AMCB) to become a Certified Nurse Midwife (CNM). Graduates are also eligible to register with New York State as a licensed midwife.

**Pediatric Nurse Practitioner Program (PNP)**

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

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

**Psychiatric Mental Health Nurse Practitioner**

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

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

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

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

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

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

Students completing this sub-specialty will:
- Critically analyze the issues surrounding the AIDS epidemic
- Collaborate with colleagues and develop prevention and wellness promotion teaching programs
- Examine ethical legal challenges related to the epidemic
- Obtain clinical expertise in the management of HIV/AIDS and the provision of primary care to this population
- Generate research problems related to HIV infection
Oncology Nurse Practitioner
The Oncology Nurse Practitioner sub-specialty prepares advanced practice nurses to assume a leadership role in the delivery of care to the oncology patient and family. Students in this program will be prepared to manage the physical and psychosocial care needs of the individuals with cancer and their families across the illness trajectory.

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

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

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

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

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

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

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

• Acute Care Nurse Practitioner Certificate Program
• Adult-Gerontology Nurse Practitioner Certificate Program
• Family Nurse Practitioner Certificate Program
Master’s Completion Programs

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

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

Joint Degree Programs

Nursing and Business (MS/MBA)

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

This graduate program is designed for students with an interest in management and nursing who intend to be both advanced clinical practitioners and professionally educated managers in a health care setting.

Students must apply separately to, and be admitted by, both schools for the autumn term. In addition to satisfying the MBA requirements, students must complete fifteen business courses and be registered for 45 credits at the Business School. At the School of Nursing, students must register for and complete a minimum of 30 credits, depending on the area of clinical specialty. Overall, a minimum of 75 credits is required for completion of the joint degree.

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

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

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

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

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

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

Students in the School of Public Health must complete the core courses in biostatistics, epidemiology, socio-medical sciences, environmental health sciences, and health policy and management. Joint-degree students may combine most Public Health majors with any School of Nursing clinical specialty. Please contact the School of Public Health to learn about those exceptions.
Admissions

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

General Admissions Information

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

Online Application System
The School of Nursing uses an online application system. We do not accept paper applications. Prospective applicants are able to access an application from the School of Nursing website, www.nursing.columbia.edu

Applicants are able to continuously work on their application and save their work prior to submission. Applicants are required to upload their personal statement and CV/resume before they can submit their application. The application system also allows recommenders to electronically submit their recommendations for an applicant; as well as, transcripts from all schools attended and GRE scores. Applicants are able to check the status of the application and view their decision via this online portal.

Application Deadlines
Applicants must submit their application by the date of the deadline. All application materials must be submitted by the respective deadline. Applications submitted after the deadline will only be considered based on the program’s space availability after reviewing the applications that arrived by the deadline. The Admissions Office recommends that applicants login and check the status of their application periodically. Only completed applications are reviewed by the Admissions Committee.
Graduate Record Exam (GRE)
Columbia Nursing does not have a minimum GRE score requirement. All factors of an application are considered equally – applicants are neither accepted nor denied solely based on test scores.

- Applicants may retake the GRE. The Office of Admissions will select the highest from each section to give you the most competitive score.
- Scores must be sent to school code 2142.
- The exam must be taken by the deadline although it is highly recommended that the exam be completed one month prior to the deadline.

Exemption for graduate/advanced degree holders: Applicants with a conferred graduate or professional advanced degree (certificates do not qualify) at the time of the application deadline are exempt from the GRE requirement. Currently enrolled graduate/professional students (without a degree) must submit GRE scores to complete their application.

International Applicants
TOEFL Required for applicants that have not graduated from a college or university in which all instruction is conducted in English. Score must be sent to school code 9828.

International transcripts must be evaluated by a professional agency accredited by the National Association of Credential Evaluation Services (NACES). Evaluations should include a course-by-course analysis indicating the type of degree received, the U.S. equivalency of the degree, the graduation date and a cumulative grade point average. Please be sure to upload all evaluations to your online application.

A Complete Application
The Admissions Committee only reviews completed applications. Please refer to nursing.columbia.edu for complete information regarding your complete application. A completed application has all the following admissions materials with the Admissions Office by the program application deadline:

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

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

### Application Deadlines

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<th>PROGRAM</th>
<th>DEADLINE</th>
<th>DECISIONS POSTED</th>
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<td>- MS</td>
<td>November 3rd</td>
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<td>- DNP (Post-Bac)</td>
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<td>Nurse Anesthesia</td>
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<td>ETP - All Specialties</td>
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<td>MS (Full-time or Part-time)</td>
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<td>DNP (Post-MS)-All Specialties</td>
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<td>MS (Part-time)</td>
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<td>- Adult NP</td>
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<td>- Psychiatric/Mental Health NP</td>
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<tr>
<td>Nurse Midwifery</td>
<td>April 15th</td>
<td>May</td>
<td>Fall - September</td>
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<td>- MS</td>
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<tr>
<td>- DNP (Post-Bac)</td>
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Please note Financial Aid deadlines:

- ETP FAFSA Deadline: February 15th
- MS/Doctoral FAFSA Deadline: March 15th

**Application Fee**

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

**Program-Specific Admissions Requirements**

**Entry to Practice Program (BS/MS)**

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

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

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

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

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

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

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Nurse Anesthesia
- Nurse Midwifery
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

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

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

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

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

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

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

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

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

**University Statutory Certificate Programs**

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

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

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

**Doctor of Nursing Practice (DNP)**

The Doctor of Nursing Practice is a clinical practice doctoral degree for nurses. The School of Nursing offers two options to students wishing to pursue this degree, post- Baccalaureate and post -Master’s.

**Post-Baccalaureate**

Applicants with a Bachelor’s degree in Nursing or are a practicing RN with a BS in a non-nursing area may apply for the post-Baccalaureate program. This program is a hybrid of the traditional MS program and the DNP program. The structure of the program begins with the MS courses as the framework of the curriculum while integrating DNP classes. The applicant must be accepted into both the MS program, as well as the DNP, to be fully matriculated. All applicants must have completed the following prerequisites:

- Intro to Statistics *(must be within five years of entry term)*
- Health/Physical Assessment *(one course)*

**Post-Master’s**

The post-Master's DNP program is for students that are currently advanced practice nurses with a Masters in Nursing. The DNP program prepares 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 enables the graduate to conduct complex diagnostic and treatment modalities, utilize sophisticated informatics and decision-making technology, and assimilate in-depth knowledge of biophysical, psychosocial, behavioral and clinical sciences. The Residency and portfolio provide mastery and evidence of competency achievement. All applicants must have completed the following prerequisites:

- Intro to Statistics *(must be within five years of entry term)*

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Doctor of Philosophy in Nursing (PhD)

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

Admission Criteria

- Master's degrees in related disciplines, for example MBA or MPH, who are otherwise well-qualified. If admitted, additional nursing credits to ensure an adequate background may be required.

  or

- Post-baccalaureate pathway: Bachelor’s degree in nursing from an accredited program. Applicants for post-BSN entry must have career goals that are consistent with the purposes of the PhD program and demonstrated aptitude for research.

All Applicants Must Also Provide

- Satisfactory score on the Graduate Record Exam (GRE)
- Three references attesting to applicant’s academic ability and potential (at least two must be from PhD-prepared faculty or colleagues who can speak to the candidate's potential for a research career).

- Personal goal statement that is congruent with program goals. In preparing the goal statement, applicants should include their anticipated program of research and explore the PhD program faculty research interests to identify a potential research advisor with similar interests.

- Graduate course work in health and social policy.
Financial Aid

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

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

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

Types of Funding

Need-Based Aid
Need-based institutional aid (grants, university loans, and scholarships) is calculated on the basis of family financial strength as demonstrated by the Free Application for Federal Student Aid (FAFSA) and financial information provided by the student and their family. Prior educational debt and the family's willingness to contribute to the student's educational costs are not factored into the aid decision. To apply for institutional need based aid, students must complete a FAFSA and enter Columbia University's federal code 002707. Need based scholarships may be adjusted if significant changes (e.g., marriage, children, inheritances, tuition exemption, outside awards, family contribution, etc.) have occurred in a student's personal circumstances. Students are required to notify the Office of Financial Aid of any significant changes.

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

More information on veteran benefits is available at veteranaffairs.columbia.edu

**Teaching Assistant Scholarships (TA)**
Assistantships are available to doctoral and graduate (MS) students. TA compensation is provided in the form of tuition exemption. Duties may include teaching, laboratory supervision, participation in faculty research, and other related activities. Lateral entry MS students are not eligible for a TA position in their first semester. TA assignment compensation is considered a grant and will be added to your financial aid package; this may decrease your loan eligibility and portions of your loans may need to be returned to your lender.

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

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

**PhD Funding**
Columbia University School of Nursing is committed to offering all of our PhD students a comprehensive financial aid package for the first two years of doctoral coursework (a total of 37 credits). This package includes tuition, fees and health insurance as well as a stipend of approximately $22,000 per year.
As part of, or in addition to this financial package, your academic advisor may offer you additional learning opportunities and resources related to funded fellowships.

After the first two years of coursework, our PhD students typically receive funding for the dissertation phase (4-6 tuition credits) through a number of different mechanisms such as:

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

**International Students**

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

- Interest rate varies based on borrower's and co-signer's credit review
- Must review promissory note as terms and conditions vary by lender
- There is a list of suggested lenders* on the Columbia website: [http://www.columbia.edu/cu/sfs/docs/Grad_Fin_Aid/suggested_lenders/index.html](http://www.columbia.edu/cu/sfs/docs/Grad_Fin_Aid/suggested_lenders/index.html)

**Satisfactory Academic Progress**

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

Please refer to nursing.columbia.edu for further information about withdrawals, academic probation, and cumulative GPA and completion date requirements.

**Financial Aid Warning**

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

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

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

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

**Contact Information**

Office of Admissions and Financial Aid
Columbia University School of Nursing
212-305-5756
nursing@columbia.edu
Student Resources

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

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

- **Peer mentorship** – As a signature program within the Office of Student Activities, the CUSON peer mentorship program spans the length of the Entry-To-Practice program year. Participants engage in monthly meetings where the mentorship experience is discussed and new tools are provided to further the growth of the mentor/mentee relationship. In addition to fostering interpersonal communication within the mentor/mentee relationship, the Office of Student Activities hosts monthly workshops to enhance students’ understanding of a cadre of topics including personal leadership attributes, current events, leadership, diversity & inclusivity and career development.
• **Student groups and committees** – The Office of Student Activities actively promotes and assists students whom seek to initiate new student groups by providing advising, and financial support to promote student life. The ability to ensure viability and success of each student group is a priority for the office. Students whom seek to become involved with the College can do so by joining committees including The Dean’s Advisory Group, Diversity & Cultural Affairs subcommittees, and CUMC interdisciplinary groups Student Health Advisory Group and Queer Ally Partnership. A full listing of committees and groups for students to volunteer their time can be found on the Columbia Nursing Web site.

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

For information regarding essential policies for the Columbia Community visit:
http://www.essential-policies.columbia.edu/
Academic Program Plans

**Program Plans**
If you are a current student, or recently admitted student, please access your appropriate Program Plan by clicking on your Specialty Program below, where you can access your program plans under "Documents".

**Doctor of Nursing Practice Program Plan**
- Post Master's Doctor of Nursing Practice Program Plan

**Specialty Program Plans**
- Adult-Gerontology Acute Care Nurse Practitioner Program Plans
- Adult-Gerontology Primary Care Nurse Practitioner Program Plans
- Family Nurse Practitioner Program Plans
- Nurse Anesthesia Program Plans
- Pediatric Primary Care Nurse Practitioner Program Plans
- Psychiatric Mental Health Nurse Practitioner Program Plans

**Sub-Specialty Program Plans**
- Oncology Sub-Specialty Program Plans
- Women’s Health Sub-Specialty Program Plans

**Important Reminders for All Admitted and Current Students**
At any time, Columbia University School of Nursing (CUSON) reserves the right to change the course number, course name, course credit, and sequencing of academic courses.

Individual students enrolled in CUSON may need additional courses depending on the school’s requirements, previous study, and experience.

Students may receive advanced standing or exemption, based on standard CUSON policy.

It is the responsibility of all current/enrolled students to meet with their Program Director to discuss any changes to their program plan.

Changes to your program plan may affect financial aid packages.
### Students Enrolled for the Following Credits/Semester

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

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

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

Please contact program directors for more information on prerequisites.

**NURSING N4050**

**Physical Assessment** 3 credit(s)

This course is designed to introduce the ETP student to the knowledge and skills required to perform a systematic examination of a healthy individual and to record findings appropriately. Since skills are easily lost without continued practice and validation of skills, class lectures and discussions, supervised laboratory, and individual use of readings and audiovisual materials will be required for successful learning.

**NURSING N4051**

**Physical Assessment Laboratory** 2 credit(s)

This course is designed to provide the ETP student the experience to apply the knowledge and skills required to perform a systematic examination of a healthy adult, and to record findings appropriately. Since skills are easily lost without continued practice and validation of skills, supervised laboratory and individual use of audiovisual materials will be required for successful learning.

**NURSING N4099**

**Independent Study in Nursing** 1-6 credit(s)
**NURSING N4100**

**Pharmacology** 3 credit(s)

This is a basic level pharmacology course, requiring no prerequisites except a working knowledge of the elementary sciences (biology, chemistry, microbiology, anatomy, and physiology). Principles of pharmacology will be discussed, including pharmacokinetics, pharmacodynamics, and toxicities. Major pharmacologic agents used in treating more common disease states will be discussed with emphasis on relating the mechanism of action to the therapeutic use.

**NURSING N5102**

**Science of Nursing Practice** 3 credit(s)

This fundamental course introduces students to core concepts of nursing science including taxonomy, philosophies of caring, nursing process, and evidence-based care. Concepts from the biological, physical, epidemiological, and behavioral sciences will be utilized as students begin the study of adults experiencing major biophysical health problems. The course is an introduction to the role of the professional nurse in medical/surgical nursing care of the adult client in context of populations.

**NURSING N5104**

**Science of Nursing Practice: Practicum** 1 credit(s)

This fundamental course introduces students to core concepts of nursing science including taxonomy, philosophies of caring, nursing process, and evidence-based care. Concepts from the biological, physical, epidemiological, and behavioral sciences will be utilized as students begin the study of adults experiencing major biophysical health problems. The course is an introduction to the role of the professional nurse in medical/surgical nursing care of the adult client in context of populations.

**NURSING N5105**

**Science of Nursing Practice: Skills Lab** 1 credit(s)

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

**NURSING N5110**

**Issues of Nursing Practice** 3 credit(s)

This course is designed to provide the baccalaureate student in a combined degree program with an overview of current issues confronting professional nursing. Emphasis will be placed on the history of nursing, interrelated theories, current trends, and policy issues that shape the profession and the health care delivery system. The role of the nurse as a patient advocate, designer, manager, and coordinator of care will be discussed.

**NURSING N5200**

**Science of Psychiatric Mental Health Nurse Practice** 3 credit(s)

This clinical course is designed to provide the student with experience to care for the client experiencing a major psychiatric and/or mental health disorder. Emphasis will be placed on the role of the professional nurse in various treatment settings as well as current treatment modalities. The client population includes children, adolescents, and adults along the health-illness continuum.
NURSING N5202  
**Practice in Psychiatric Mental Health Nursing** 2 credit(s)  
This clinical course is designed to provide the student with experience to care for the client experiencing a major psychiatric and/or mental health disorder. Emphasis will be placed on the role of the professional nurse in various treatment settings as well as current treatment modalities. The client population includes children, adolescents, and adults along the health-illness continuum.

NURSING N5270  
**Science of Nursing Practice with Childbearing Families** 3 credit(s)  
This didactic course focuses on the care of the family during the childbearing years. The processes of normal pregnancy and birth, high risk pregnancy, and the care of the healthy newborn are presented. Through integration of the sciences and evidence-based knowledge, concepts of family, environment, health, wellness, and culture will be emphasized. Issues related to women’s reproductive health and contraception will be covered.

NURSING N5275  
**Nursing Practice with Childbearing Families** 2 credit(s)  
This clinical course is designed to provide the student with experience to utilize evidence-based knowledge and critical thinking skills in providing nursing care to childbearing families. Clinical assignments will include caring for families during the antepartum, intrapartum, postpartum, and newborn periods. Concepts of wellness, culture, infant growth and development, family integrity, and patient advocacy are used as a basis for the provision of care.

NURSING N5280  
**Science of Nursing Practice with Children** 3 credit(s)  
This course focuses on nursing care of the child along the health-illness continuum. Core concepts of growth and development, well child care, family structure, environment, heredity, and psychosocial factors will serve as a basis for designing care. The child with acute, chronic, and life threatening illness will be covered as well as risk factors for morbidity and mortality. Nursing strategies to minimize stressors experienced by children and their families during illness will be presented. Key elements of spirituality, culture, socioeconomic status, and health beliefs will be examined.

NURSING N5282  
**Nursing Practice with Children** 2 credit(s)  
This clinical course is designed to provide the student with the opportunity to utilize evidence-based knowledge and critical thinking skills in the planning and provision of comprehensive nursing care to children along the health-illness continuum. Clinical assignments will include caring for the well child as well as the child with acute and chronic illness. Concepts of growth and development, family integrity, wellness, risk reduction and disease prevention will be stressed. Key elements of culture, spirituality, heredity, and patient advocacy will be integrated into nursing care.

NURSING N5284  
**Science of Nursing Practice with Adults** 3 credit(s)  
This course follows N5102 Science of Nursing Practice and builds upon the study of major biophysical health problems affecting the adult population. The course is designed to provide the student with a sound foundation in medical-surgical nursing care of the adult client. Through integration of knowledge from the biological, physical, epidemiological, and behavioral sciences, concepts of health, environment, risk reduction and disease prevention will be presented. Emphasis will be placed on older adults experiencing
common geriatric syndromes. The role of the professional nurse in caring for the adult client continues to be a focus in the context of individual, family, and community.

NURSING N5286
Nursing Practice with Adults 2 credit(s)
This course is designed to provide the student with clinical experience to implement patient-centered care that reflects an understanding of the concepts of human growth and development, pathophysiology, medical management, and nursing management along the health-illness continuum. Emphasis will be placed on nursing care of the adult with acute and chronic illness as well as common geriatric syndromes. Key elements of culture, spirituality, heredity, ethics, and health literacy will be integrated into the planning and provision of nursing care.

NURSING N5490
Integration of Nursing Practice 4 credit(s)
Nursing integration is the capstone immersion experience designed to provide the student with an opportunity to synthesize the knowledge and skills acquired during previous coursework. The student will build clinical reasoning and develop beginning proficiency in patient management and evaluation through assignments in increasingly complex patient care settings. Working closely with staff and faculty, the student will gain the confidence and skill needed to function as a novice nurse who is a designer, manager and coordinator of care.

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

NURSING N5710
Decision Support in Advanced Practice Nursing OR Evidence-Based Practice Decision Making 1 credit(s)
Service learning is a means for students to be involved in service that is relevant to them personally and to their academic activities. It is designed to explore the societal issues addressed by a particular community agency and to allow students to contribute directly to the agency/community. With the help of the agency contact person, the student will propose a project in which she/he will be actively engaged for the minimum of 60 hours of service. The expectation is that this service learning commitment will be mutually beneficial to both the agency and the student. This is a requirement for graduation. The hours are to be completed during the fall and spring semesters, prior to integration.

NURSING N5800
Topics in Nursing Practice 1 credit(s)
This course is designed to introduce baccalaureate students to relevant and emergent topics which affect the practice of nursing in the national and international healthcare system. The focus will be on issues confronting professional nurses including global health, cultural awareness, gender identity, and evidence-based wellness. State mandated topics for licensure will be covered.
*NURSING N5900
Residency in Clinical Nursing 1-8 credit(s)
This clinical nursing residency is designed for post-baccalaureate nursing students. It consists of clinical experiences in health care facilities that focus on strengthening and broadening the baccalaureate clinical attributes, inpatient care decision making, and psychomotor skills. It is a prerequisite to graduate level clinical specialty programs for students with no work experience. The student engages in an intensive clinical experience ranging from 28-40 hours per week. Specific outcome objectives are identified by the program director of the clinical specialty master’s program track that the student wishes to enter. The student meets regularly with the specialty master’s program director or designee to discuss the clinical experience and identify progress in meeting the competencies. Clinical logs, seminars and reaction papers are requirements for completion.

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

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

NURSING N6100
Advanced Physiology 3 credit(s)
The primary purposes of this course are to cover core principles of human physiology, to facilitate an understanding of the normal function of the major organ systems of the body, and to prepare students for Pathophysiology. Particular focus will be placed on the concept of homeostasis and the fundamental mechanics and regulation of each system. Success in this course will require the use of several skills. The ability to assimilate and recall a significant amount of information accurately will be extremely important. Additionally, success in this course will require integration of knowledge, the ability to interpret physiological data, and an understanding of the dynamic relationship between components of any system and how it interacts with other systems. Course will be offered for the last time in Fall 2015.

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

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

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

**NURSING N6121**  
_Pathophysiology Across the Lifespan_ 3 credit(s)  
Pathophysiology examines alterations in the biologic processes that maintain homeostasis. Each class will focus on a specific physiologic process or organ system. Diseases that commonly occur across the lifespan will be discussed to illustrate the pathophysiologic processes.

**NURSING N6122**  
_Pathophysiology of Child_ 3 credit(s)  
This course is required for students in Pediatric Primary Care and the Pediatric Specialty Care programs. The pathogenesis of common conditions affecting children is presented and serves as a basis for clinical management. Relevant pharmacology is presented for each of the disease entities.

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

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

**NURSING N6304**  
_Addressing Population-Health Needs on a Global Scale_ 3 credit(s)  
The pursuit of health for all in the 21st century is a global responsibility. This course is designed to examine the most critical global health issues and provide the student with a systematic approach to understanding them within the framework of human rights and social justice. The course will explore the link between social equity and health disparities existing globally and locally within countries; the epidemic of infectious diseases and the emergent epidemic of noncommunicable diseases; and the role and responsibility of the nursing profession to address these population health needs with both individual and cooperative strategies.

**NURSING N6305**  
_Practicum - Addressing Population-Health Needs on a Global Scale_ 2 credit(s)  
This course is designed to provide the student with the opportunity for clinical application of content learned in N6304 Addressing Population-Health Needs on a Global Scale. Evidence–based knowledge and
critical thinking skills will be utilized as students explore the link between social equity and health disparities existing globally and locally within countries; the epidemic of infectious diseases and the emergent epidemic of non-communicable diseases; and the role and responsibility of the nursing profession to address these population health needs with both individual and cooperative strategies.

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

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

**NURSING N6511**  
Behavioral Development Across the Life Span: A Risk/Vulnerability Perspective 3 credit(s)  
In this seminar course, students examine the development of human behavior across the life span from a risk/vulnerability perspective. Within a developmental context, students explore the dynamics of human behavior as they are determined by intrapersonal systems, interpersonal connections, societal patterns, cultural influences and as they are altered by significant life events.

*NURSING N6594**  
Psychopathology 2 credit(s)  
Through weekly reading assignments, lecture and discussion, the student is taught concepts central to the diagnosis and treatment of psychopathology.

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

**NURSING N6620**  
Pediatric Primary Care Nursing I: Didactic 3 credit(s)  
Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers, and preschoolers so that children may meet their optimal physical, intellectual, and emotional growth and development. The content focuses on health promotion, illness prevention, and the treatment of episodic problems from infancy through preschool.
NURSING N6622
Pediatric Primary Care Nursing I: Clinical 2 credit(s)
Pediatric Primary Care Nursing Clinical I is designed to develop skills in history taking, developmental evaluations and physical assessment for the pediatric client and to prepare the student to provide primary care to infants, toddlers and preschoolers. It focuses upon the promotion of health and the prevention of illness in order that each child may meet his optimal physical, intellectual and emotional growth and development. The clinical experience involves performing complete assessments on newborns and preschoolers and well childcare in a pediatric clinic.

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

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

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

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

NURSING N6632
Pediatric Primary Care Nursing II: Clinical 4 credit(s)
The student will gain knowledge and skill in assessing and evaluating the health status of the children and adolescents to determine and maintain an optimum level of health.
NURSING N6638
Pediatric Emergencies 1 credit(s)
This course focuses on the assessment and management of urgent and emergent care for the pediatric client. Assessment, pathophysiology, differential diagnosis, and management of the pediatric client will be discussed. Strategies for management of these clients will require a synthesis of knowledge from the biopsychosocial, behavioral, and nursing sciences. Emphasis will be placed on integrating and educating the family regarding the acute care needs of the child. The student will understand the need to maintain continuity of care with the primary care provider.

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

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

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

NURSING N6740
Principles and Practice of Oncology 12 credit(s)
This course presents a systematic overview of basic level oncology advanced practice nursing utilizing various theoretical approaches. It incorporates the pathophysiology of cancer, prevention and detection, cancer treatment modalities, diagnosis and socioeconomic, ethical and legal issues related to cancer care. The course provides the framework for the synthesis, integration and application of oncology nursing theory in clinical practice.

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

NURSING N6839
Diagnosis and Management of the Critically/Acutely Ill Adult II 3 credit(s)
A systematic exploration of advanced diagnosis and management techniques in caring for acutely and critically ill adults. This course is offered with a companion clinical course.
NURSING N6863
Regional Anesthesia: Theories and Techniques 2 credit(s)
This course is an introductory course for regional anesthesia. It includes discussion and demonstration of neuraxial anesthesia, simple peripheral nerve blocks and pain management techniques. Pharmacology regarding local anesthetics will be reviewed.

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

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

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

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

NURSING N6879
Anesthesia and Coexisting Disease 3 credit(s)
Discussion regarding preoperative, intraoperative and postoperative management of patients with specific co-existing disease conditions. History and physical examination techniques and specific management methods will be discussed. Students will evaluate information obtained during physical and psychological assessment and synthesize knowledge to formulate individualized perioperative anesthesia management plans.

NURSING N6880
Principles and Practice of Oncology III 3 credit(s)
This course presents a systematic overview of advanced level oncology nursing utilizing various theoretical approaches. It presents the medical and nursing management of symptoms and specific cancers and provides a framework of advanced practice for the oncology nurse practitioner (NP). This framework assists the OCNS/NP in diagnosing, assessing, intervening in and evaluating potential and actual client/family problems related to cancer treatment, rehabilitation and terminal care.
NURSING N6930
Interpersonal Violence and Abuse: Prevention, Assessment and Intervention for Health Care Professionals 1 credit(s)
Aimed at increasing student awareness of the prevalence, context, dynamics and potential outcomes of interpersonal violence (IPV), the goal of this course is to provide advanced practice nurses with the information needed for prevention, identification, assessment appropriate intervention and resource referral for clients and families who are at risk for, have a history with, or are currently experiencing IPV. Course content will explore the dynamics, causes and consequences of IPV, specifically: domestic violence, child abuse, elder abuse and sexual assault.

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

NURSING N7000
Introduction to Evidence-Based Practice 3 credit(s)
This course is designed for graduate nurses to provide them with the skills to understand and utilize research evidence in decisions about clinical practice. The course is designed to help graduate nurses articulate relevant practice-based questions, search the literature to identify relevant evidence, evaluate the quality of research on which the evidence is based, and discuss the application of the evidence in clinical practice to improve quality of care.

NURSING N7001
Normal Physiology and Pathophysiology Across the Lifespan I 3 credit(s)

NURSING N7002
Normal Physiology and Pathophysiology Across the Lifespan II 3 credit(s)

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

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

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

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

NURSING N8113
Psychopharmacology in Advanced Psychiatric Mental Health Nursing I 1 credit(s)
This course provides an in-depth presentation of psychopharmacology, building on a knowledge base of pharmacology and neuroanatomy and a biopsychosocial approach to understanding mental illness. The effects and side effects of psychotropic medication used in the treatment of psychiatric disorders across the life cycle will be discussed. The issues of prescribing and coordinating multiple medications with potential interactions will be considered.

NURSING N8114
Psychopharmacology in Advanced Psychiatric Mental Health Nursing II 1 credit(s)
This course provides a continuation of the exploration of psychopharmacology, reviewing the basics of pharmacology, neuroanatomy and a biopsychosocial approach to understanding mental illness. The effects and side effects of psychotropic medication used in the treatment of psychiatric disorders across the lifespan will be further explored and applied to the students’ clinical case examples. The issues that accompany prescribing and coordinating multiple medications, along with potential interactions will be discussed, with the emphasis on treating complex comorbidities.

NURSING N8160
Genetics Concentration: Independent Study 2 credit(s)
This course provides a mentored, independent study opportunity for the student to develop in-depth knowledge in an area of genetics of particular interest and relevance to his/her clinical practice. Students will focus on the essentials of advanced practice care and genetic counseling relative to clients in area of interest. When taken in conjunction with the practicum, case study discussion and analysis will augment didactic knowledge.

NURSING N8165
Genetics Concentration: Practicum 2 credit(s)
This clinical practicum is designed for the student who is interested in increasing practice skills in providing care to clients with (or at risk) for (a) specific genetic disorder(s). The student will choose an appropriate faculty mentor to be a guide in this practicum. Details of the practicum will be negotiated by the student, faculty mentor, and appropriate agency mentor.
NURSING N8440  
Advanced Care for the Childbearing Year  
3 credit(s)

NURSING N8461  
Practicum in Women’s Health  
1-2 credit(s)

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

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

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

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

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

NURSING N8475  
Clinical Practicum in Nurse-Midwifery  
3 credit(s)
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 N8479
Intrapartum: Didactic 2 credit(s)
Intrapartum - Didactic presents an understanding of the process of labor, birthing and immediate postpartum and how this impacts on the mother and baby from a midwifery perspective. Specific focus centers on the midwifery management process, particularly for the normal, with differential diagnosis to determine when intervention/consultation is necessary. Birthing management will be viewed in a variety of settings and cultures. Practical skills for assessment and management will be taught. The course will provide mastery of the core competencies required by ACNM.

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

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

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

NURSING N8487
Labor Support Program II 1 credit(s)
This course provides continuing pre-clinical nurse midwifery students with opportunities to expand and deepen their experience supporting women and families in labor. The course includes a year-long practicum during which the student provides midwife-supervised labor support at a public NYC hospital.

NURSING N8490
Independent Study in Nurse-Midwifery 1-8 credit(s)

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

NURSING N8545
Diagnosis and Management of Illness in Families I 4 credit(s)
Utilizing a systems approach, the diagnosis and management of problems encountered in Primary Care are studied. Topics selected for study include cardiovascular, gastrointestinal, endocrine, respiratory, and
hematology. The identification and management of clinical problems are emphasized. The role of the nurse practitioner in a collaborative model is discussed.

**NURSING N8546**  
**Diagnosis and Management of Illness in Families II** 3 credit(s)  
Utilizing a systems approach, the diagnosis and management of problems encountered in Primary Care are studied. Among the selected systems for study are neurological, dermatological, musculoskeletal, ophthalmological, psychological, and immunological. Upon completion of this course, the student will apply a systematic approach to the diagnosis and management of selected health problems.

**NURSING N8548**  
**Normal Antepartum for Family Primary Care** 1 credit(s)  
This course covers the broad scope of prenatal care and includes: History and physical examination techniques aimed at understanding the normal parameters of pregnancy, and recognizing any deviations from normal in the pregnant woman/family or the fetus. Physiological, social, emotional and educational components of antepartum care.  
*Last offered Summer 2015.*

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

**NURSING N8550**  
**Independent Study in Psychiatric Mental Health Nursing** 1-6 credit(s)  
This independent study in PMH is designed to provide an opportunity for students to be mentored in their exploration of a topic of their choice in the area of psychiatry. Students are required to develop a focus for their study, followed by a thesis statement, outline, and literature review. Students may present an annotated literature review or a brief paper (3-5 pages) as their completed project.

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

**NURSING N8558**  
**Family Primary Care II** 2 credit(s)  
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 presentations the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied.

**NURSING N8559**  
**Family Primary Care III** 2 credit(s)  
This required course is designed to further develop the role of advanced practice student, in the provision of primary care to individuals, families, and communities through the life span in a variety of clinical settings. Utilizing case presentations, the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied. A formal clinical presentation will be required.
NURSING N8560
Family Theory in Context 2 credit(s) PMH; 1 credit(s) FNP
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 presentations the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied.

NURSING N8562
Clinical Practice and Supervision with Families II 2 credit(s)
This clinical practice course is designed for students to develop clinical skills in family therapy based on Structural, Bowenian and Multicontextual Family Therapy models. It consists of clinical practice and supervision.

NURSING N8566
Family Primary Care: Practicum IIIA 2-4 credit(s)
The clinical practicum is designed to prepare the students to provide primary health care for patients, families and communities, in a variety of settings. Initially, the student will obtain complete histories; perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age-appropriate physical, cognitive and emotional development as well as routine and episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

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

NURSING N8568
Practicum in Advanced Clinical Assessment for Family Nurse Practitioners 2 credit(s)
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 identification of abnormalities in the physical exam and appropriate documentation are emphasized with a focus on the ability to integrate systems appropriately. The complete pelvic exam is included. As well as complete male genital exam.

NURSING N8571
Seminar in Family Therapy and Technique 2 credit(s)
This clinical practice course is designed for students to develop clinical skills in family therapy based on Structural, Bowenian and Multicontextual Family Therapy models. It consists of clinical practice and supervision.

NURSING N8588
Group Theory 2 credit(s)
This seminar course is designed to increase the student's understanding of the key concepts, the dynamics, and development of psychotherapy groups. Students are encouraged to explore the theoretical issues inherent in group practice and their relationship to psychiatric nursing theory and practice. Finally, students will address the developmental needs of clients as they relate to the group experience.
NURSING N8590  
**Supervision and Practice in Individual Psychotherapy I**  2 credit(s)  
One to two (1-2) patients are assigned according to the student’s needs for a learning experience. Students arrange for clinical contact with the assigned patients at least weekly and more often if required. The student is responsible for assessing the biophysical, psychosocial, cultural, cognitive and spiritual dimensions of the patients and planning appropriate interventions.

NURSING N8591  
**Supervision and Practice in Individual Psychotherapy II**  2 credit(s)  
One to two (1-2) clients are assigned according to the student’s needs for a learning experience. Students arrange for clinical contact with the assigned clients. Based upon evaluation, the student selects and utilizes appropriate therapeutic interventions that she/he evaluates in terms of the client’s responses. The student is responsible to work on termination issues with the client.

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

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

NURSING N8595  
**Advanced Practice in Psychiatric Mental Health Nursing II**  4 credit(s)  
One to two (1-2) clients are assigned according to the student’s needs for a learning experience. Students arrange for clinical contact with the assigned clients. Based upon evaluation, the student selects and utilizes appropriate therapeutic interventions that she/he evaluates in terms of the client’s responses. The student is responsible to work on termination issues with the client.

NURSING N8661  
**Advanced Pediatric and Neonatal Pharmacology**  3 credit(s)  
This course provides an opportunity for the scientific inquiry into the use of pharmacologic agents in the advanced nursing care of infants, including fetal and neonatal life, early childhood and adolescence. Pharmacokinetics, pharmacodynamics, drug use in pregnancy and lactation, pharmacologic agents used in disease prevention and treatment, drug monitoring and drug safety in the home are explored. The use of herbal and natural remedies while treating disease will be discussed. Proper prescribing and record keeping in accordance with New York and Federal laws are addressed.
NURSING N8670
Pediatric Primary Care Nursing III: Didactic 2 credit(s)
This required course in PNP major introduces the advanced student to the provision of health care to children with common episodic illnesses. Lectures and seminar provide the student with the knowledge base to recognize and manage common health problems in the pediatric population.

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

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

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

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

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

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

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

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

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

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

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

**NURSING N8763**  
**Clinical Practice in Palliative and End of Life Care 1 credit(s)**  
Clinical Seminar in Primary Care Across the Adult Life I is designed to provide the AGNP student an academic environment in which the students share their practicum experience and present case studies and journal articles for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.
NURSING N8764
Clinical Seminar in Primary Care Across the Adult Lifespan II 2 credit(s)
Clinical Seminar Across the Adult Life Ills designed to provide the AGNP student an academic environment in which the students share their practicum experience and present case studies and journal articles for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

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

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

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

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

NURSING N8770
Diagnosis and Management in Primary Care Across the Adult Lifespan I 3 credit(s)
A triad model for comprehensive learning is utilized within the Adult-Gerontology Nurse Practitioner program, consisting of a didactic component, clinical practicum component, and a practicum seminar component. Diagnosis and Management of Illness Across the Adult Lifespan I, II, and III consists of the didactic portion of this triad, where the student will grow longitudinally by increasing their synthesis and depth of knowledge across three semesters. N8770 is the first course in a series of three sequential courses to review the diagnosis and management of illness across the adult lifespan. Using a systems approach, this course will emphasize the importance of current health promotion, disease prevention, and screening guidelines, and will extensively study the differential diagnosis and comprehensive healthcare management of integrated physical and mental health problems as they affect individuals across the adult lifespan. For each physical system studied, the role of the Advanced Practice Nurse (APN), evaluation techniques (including recommended tests of choice and screening tools), diagnostic findings (for prevention,
as well as diagnosis and management), and multi-modal management tools specific to adolescents (as defined by the state board of nursing), young adults, adults, and geriatric populations will be highlighted. Emphasis will be placed on the age-specific biopsychosocial (including cultural and ethnic competencies) variables influencing those health problems and behaviors, and barriers to health promotion and disease prevention, which are most likely to present, and most amenable to management in a primary care setting.

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

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

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

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

NURSING N8788
Advanced Clinical Assessment in Acute Care 1 credit(s)
NURSING N8790
Independent Study in Adult Primary Care  1-8 credit(s)
Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect both the role of the clinical specialist / nurse practitioner and the student’s specific interests. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

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

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

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

NURSING N8816
Practicum in Acute Care for the Nurse Practitioner  2 credit(s)
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 Acute Care for the Nurse Practitioner I  3 credit(s)
This course will provide an opportunity for the student to synthesize and integrate the knowledge obtained in Diagnosis and Management of the Acutely Ill Adult II. This is the second clinical practicum for the student to evaluate and manage adult patients in an acute care setting. Students will be expected to demonstrate their ability to evaluate and manage the patient through the techniques of history taking, physical examination, medical decision-making, coordination of appropriate care using a holistic approach, and collaboration with the medical team. The student should demonstrate progressive independence in the management of patients.
NURSING N8823
Advanced Practicum in Acute Care for the Nurse Practitioner II 3 credit(s)
This course will provide an opportunity to synthesize and integrate the advanced practice knowledge and skills acquired through all previous didactic and clinical coursework. Students will be expected to do clinical case presentations, manage a group of patients of varying diagnoses and variability of acuity, and practice with increasing independence in the acute care advanced practice role.

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

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

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

NURSING N8843
Independent Study in Adult Acute Care 2 credit(s)
This course will provide an opportunity to synthesize and integrate the advanced practice knowledge and skills acquired through previous didactic and clinical coursework. The focus is on modeling the processes of knowledge acquisition and evaluation, clinical inference, and clinical decision-making that the ACNP will employ once in independent practice. The role of the ACNP will be explored with regard to ethical issues, legal implications of practice, professionalism, board certification, and licensure. This course should be taken concurrently with the integration practicum course 8823.

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

NURSING N8870
Nurse Anesthesia Residency I 2 credit(s)
Clinical experiences provide the opportunity for students to integrate theory within the clinical setting. Students move along a continuum from healthy adults to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the developmental implementation and evaluation of an individualized plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms,
and diagnostic suites. CRNA or 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 credit(s)**  
Clinical experiences provide the opportunity for students to integrate theoretical basis of practice within the clinical setting. Students move along a continuum from healthy adults and children to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the implementation and evaluation of a plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites. CRNA faculty members act as facilitators of learning. Clinical conferences and professional meetings help to reinforce and evaluate learning. This is the second of four required residencies.

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

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

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

**NURSING N8875**  
**Seminar in Nurse Anesthesia Practice II 1 credit(s)**  
The second in a series of four courses that provides critical analysis of selected topics in nurse anesthesia practice. Lecture and discussion facilitate integration of didactic content with clinical experiences as students’ progress from advanced beginner to competent student nurse anesthetists.
NURSING N8876
Seminar in Nurse Anesthesia Practice III 1 credit(s)
This is the third of four seminar courses. This course represents the capstone of the nurse anesthesia master’s program. It provides an opportunity for the student to integrate and synthesize didactic and clinical core content with the experiences of the residencies as they progress from competent student nurse anesthetist to proficient student nurse anesthetists. Student and faculty will work collaboratively to identify content areas that are essential to the beginning practice of a master’s prepared nurse anesthetist. Results of this inquiry will be formally presented to the class and interested public members as an abstract and a poster presentation.

NURSING N8877
Seminar in Nurse Anesthesia Practice IV 1 credit(s)
This course will provide critical analysis of selected topics in nurse anesthesia practice related to Residency IV objectives. Student power point presentation utilizing the “turning point” format will facilitate and engender discussion in preparation for board examination.

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

NURSING N8950
Advanced Practice Nursing Post-Masters Residency 3-6 credit(s)
This residency focuses on the delivery of full scope health care to clients. The post graduate student will learn to integrate assessment, therapeutic planning and evaluation of care for clients. This residency is designed to expand clinical knowledge and skills for the graduate Nurse Practitioner.

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

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

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

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

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

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

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

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

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

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

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

**NURSING N9481**  
*Health Policy and Advocacy*  
2 credit(s)

**NURSING N9502**  
*Guided Study in Research*  
3 credit(s)  
Using the format of a research seminar highlighting research “challenges” of the DNSc faculty, this course is designed to strengthen the student’s ability to integrate and synthesize knowledge in statistics and nursing research methodologies, and to apply this integrated knowledge to common problems in study design and data analysis.
NURSING N9505  
Research Practicum 2 credit(s)  
The student works with a faculty member or other scientist who is conducting a research project. The specific nature of the experience depends on the nature and stage of the research, but might include search and review of relevant literature, data collection, data analysis and/or grant preparation.

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

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

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

NURSING N9700  
Residency for Doctor of Nursing Practice 5 credit(s)  
The residency focuses on the delivery of fully accountable scope, health care across the continuum of sites and patient needs. This residency requires students to apply the knowledge of: 1) diagnosis and management of ambulatory patients with complex diagnoses and comorbid conditions in the context of family, community and culture, 2) diagnosis and management of patients requiring interventions available only in an acute care setting and 3) diagnosis and management of patients who are unable to function independently due to age alterations and/or deficits in mental or physical status, developmental, perceptual and physical disability and chronic, degenerative illness. Sites include hospital based clinics, ambulatory centers, private offices, emergency rooms, walk-in clinics and acute/critical care units, labor and delivery suites in the hospital facilities and settings which provide hospice care, supportive care, home care, nursing home care, rehabilitative care, technologically dependent care and assisted living services. The DNP student will demonstrate an integration of comprehensive assessment, advanced differential diagnosis, therapeutic intervention and evaluation of care for patients and synthesis of evidence-based practice with patients with a variety of conditions. In this context, the DNP student will organize and develop a professional portfolio.

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

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

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

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

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

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

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

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

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

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

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

**NURSING N9901**
**Research Residency 0 credit(s)**
The course is intended for PhD students who are engaged in relevant scholarly activities that are not associated with the required course sequence. Such activities must accrue more than 20 hours/week.
NURSING N9910
Translation and Synthesis of Evidence for Optimal Outcomes 3 credit(s)
This course is designed to provide the tools for the doctorally prepared nurse to evaluate, translate and integrate published research results into clinical practice. During the course, students will learn how to conceptualize clinical practice problems and transform them into answerable clinical research questions, how to search for the best clinical evidence, and how to assess clinical evidence using basic epidemiological, biostatistical and scientific principles. The course will culminate in a systematic review or meta-analysis of a body of research relevant to advanced practice nursing.
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**Penelope Buschman, MS, RN, PMHCNS-BC, FAAN**  
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**Karen S. Desjardins, DNP, MPH, ANP, GNP, DCC**  
Director, Combined BS/MS Program

**Susan Doyle-Lindrud, DNP, ANP, DCC**  
Director, Doctor of Nursing Practice Program  
Director, Oncology Subspecialty

**Darylann Ficken**  
Director, Adult-Gerontology Acute Care Nurse Practitioner Program
Elizabeth Hall, DNP, FNP, LNP
Director, Family Nurse Practitioner Program

Rita Marie John, DNP, EdD, CPNP-PC, DCC
Director, Pediatric Primary Care Nurse Practitioner Program

Jeffrey Kwong, DNP, MPH, ANP-BC, ACRN, AAHIVS
Director, Adult-Gerontology Primary Care Nurse Practitioner Program

James Roberson, DNP, CRNA
Director, Nurse Anesthesia Program

Arlene Smaldone, PhD, CPNP-PC, CDE
Director, PhD Program

Laura Zeidenstein, DNP, CNM
Director, Nurse Midwifery Program
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Assistant Professor of Physiology in Nursing  
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PhD, University of Miami

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PhD, University of California at San Francisco

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PhD, Yale University

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Mary O’Neil Mundinger Professor of Nursing  
Senior Vice President, Columbia University Medical Center  
BSN, University of Washington  
MSN, University of Washington  
PhD, Case Western Reserve University

**Walter Bockting**  
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Kandidaats, Vrije Universiteit  
Doctorandus, Vrije Universiteit  
PhD, Vrije Universiteit

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Charlotte Cabello  
Elizabeth Cohn  
Mary Duffy  
Dorothy Ferraro

Keith Fester  
Erin Fusco  
Nicole Holuba  
Preti Jain  
Fiona Paul  
Lora Peppard  
Andrew Phillips

Fatima Ramos-Marcuse  
Joel Regalado  
Dallas Regan  
Roxana Sasse  
Basirah Taha

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Amy Dzierba  
Anne Marie Greco  
Jon Samuels

Clinical Directors
Lucille Corva, MS, CPNP – PNP Program  
Heidi Hahn-Schroeder
Instructors of Nursing

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Lorraine Afflito
Jaclyn Basso
Jean Battaglia
Janice Bistritz
Edith Brous
Herfa Brown
Jyasree Buman
Mara Burney
Lissette Candelario
Hilary Carlson
Charlene Cort
Jacqueline Czahur
Jennifer Dacuycuy
Suzanne DeWindt
Deniz Dishman
Mary Doyle
Judy Duni
Judith Egwuogu
Taylor Ely
Abigail Flanagan
Karen Fleming-Sherman
Allison Flynn
Cynthia French
Sigrid Gabler
Rebecca Genauer
Bayyinah Guerrant
Tellyrose Guijab-Santa Ana
Elaine Henry
Daniel Hogan
Claudia Jacobs
Hope Jauntig
Devon Klauck
Michelle Knapp
Theresa Lafay
Sheung Ming Lau
Mellen Lovrin
Kerri Lyman
Kathy Martin
Luzviminda Mauro
Daniel McAlvin
Kirsten Meister
Bridget Messina
Mary Moran
Rosemarie Murray
Cassie O’Hara
Fiorella Paradisi
Komal Patel
June Paul
Michelle Peters
Helen Richards
Teresa Richardson
Christine Rodney-Paul
Ariana Rose-Komaroff
Tracey Rossi
Vidia Saleem
Molly Schulman
Maryann Siewers
Candice Smith
Brittany Thornton
Luisa Umali
Hannah Whithead
Karlene Williams
Kevin Xuereb

Visiting Associate Professor
Borghild Loyland

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Sarah Iribarren
Ruth Masterson Caber
Alsacia Pacsi
Tanyka Smith

Postdoctoral Research Scientists
Michelle Odlum
Sunmoo Yoon, PhD, RN
**Academic Calendar**

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

### Summer 2015

<table>
<thead>
<tr>
<th>DATE</th>
<th>DETAILS</th>
</tr>
</thead>
</table>
| **May 27** | New Student Orientation  
             | New and continuing student registration |
| **May 27-29** | New ETP (pre-licensure) student orientation  
                     | New and continuing student registration |
| **June 1** | First day of classes for ETP pre-licensure, MS, and doctoral students |
| **June 1-5** | Change of program period; late registration with fee period |
| **June 5** | End of change of program period; last day to add a course  
             | Last day to drop a course with full tuition refund and without "W" grade on transcript |
| **July 3** | Independence Day observed (anticipated)  
             | No classes scheduled |
| **July 6** | Last day to drop individual courses or change grading option (anticipated) |
| **July 13-24** | Continuing student registration for Fall 2015 (anticipated) |
| **August 3** | Last day to submit degree application for October 2015 degree |
| **August 7** | Last day of classes for ETP pre-licensure, MS, and doctoral students |
### Fall 2015

<table>
<thead>
<tr>
<th>DATE</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 31</strong></td>
<td>First day of classes for ETP pre-licensure students</td>
</tr>
</tbody>
</table>
| **September 2** | New student orientation  
       | New and continuing student registration                          |
| **September 7** | Labor Day (University holiday)                                  |
| **September 8** | First day of classes for MS and doctoral students               |
| **September 8-18** | Change of program period  
       | Late registration with fee period                                |
| **September 18** | End of change of program period; last day to add a course  
       | Last day to drop a course with full tuition refund and without "W" grade on transcript |
| **October 21** | October degrees conferred                                      |
| **November 2** | ETP pre-Licensure students do not have class                    |
| **November 3** | Election Day (University holiday)  
       | ETP pre-licensure students **have** class                       |
| **November 19** | Last day to drop individual courses or change grading option    |
| **November 23-25** | No ETP pre-licensure classes held                              |
| **November 26** | Thanksgiving Day (University holiday)  
       | No classes scheduled                                             |
| **November 27** | University holiday  
<pre><code>   | No classes scheduled                                             |
</code></pre>
<p>| <strong>November 30 - December 11</strong> | Continuing student registration for Spring 2016 (anticipated dates) |
| <strong>December 1</strong> | Last day to submit degree application for February 2016 degree |
| <strong>December 18</strong> | Last day of Fall semester for ETP pre-licensure, MS, and doctoral students |</p>
<table>
<thead>
<tr>
<th>DATE</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 18</strong></td>
<td>Martin Luther King Jr's birthday observed (University holiday) No classes scheduled</td>
</tr>
<tr>
<td><strong>January 19</strong></td>
<td>First day of classes for ETP pre-licensure, MS and doctoral students</td>
</tr>
<tr>
<td><strong>January 19-29</strong></td>
<td>Change of program period Late registration with fee period</td>
</tr>
<tr>
<td><strong>January 29</strong></td>
<td>End of change of program period; last day to add a course Last day to drop a course with full tuition refund and without &quot;W&quot; grade on transcript</td>
</tr>
<tr>
<td><strong>February 1</strong></td>
<td>Last day to submit degree application for May 2016 degree</td>
</tr>
<tr>
<td><strong>February 10</strong></td>
<td>February degrees conferred</td>
</tr>
<tr>
<td><strong>February 15</strong></td>
<td>President's Day observed (University holiday) No classes scheduled</td>
</tr>
<tr>
<td><strong>March 14-18</strong></td>
<td>Spring recess No classes scheduled</td>
</tr>
<tr>
<td><strong>March 24</strong></td>
<td>Last day to drop individual courses or change grading option</td>
</tr>
<tr>
<td><strong>April 11-22</strong></td>
<td>Continuing student registration for Summer 2016 (anticipated dates)</td>
</tr>
<tr>
<td><strong>May 13</strong></td>
<td>Last day of Spring semester for ETP pre-licensure, MS, and doctoral students</td>
</tr>
<tr>
<td><strong>May 18</strong></td>
<td>University Commencement (anticipated date)</td>
</tr>
</tbody>
</table>
**Major Religious Holidays**

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

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

**Graduation**

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

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

Directions to the 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 A, C, and 1 trains stop at 168th Street and Broadway.

From Grand Central in Manhattan
- Take the Shuttle "S" to Times Square; transfer to the 1 (local), A (express), or C (local) to 168th Street.
From Penn Station in Manhattan

- Take the 1 (local), A (express), or C (local) to 168th Street.
- Take the 2 or 3 (express to 96th Street); transfer to the 1 (local) to 168th Street.

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 Street between Broadway and Fort Washington Avenue. The GWB is at approximately 178th Street.

By Airplane

From LaGuardia Airport

- Take the M60 bus the 125th Street A/C station at St. Nicholas Avenue and transfer Uptown to 168th Street on the A (express) or C (local) trains.

From Kennedy Airport

- Take AirTran to Jamaica Center. Transfer to the Long Island Rail Road (LIRR) to Penn Station. At Penn Station, take the A, C, or 1 train to 168th Street.
- Take AirTran to Howard Beach/JFK Airport MTA station; transfer to the A train to 168th Street.

From Newark Airport

- Bus to Penn Station (34th Street), then “A” or #1 train to 168th
- Take New Jersey Transit train to Penn Station. Transfer to the 1, A, or C train Uptown to 168th Street.