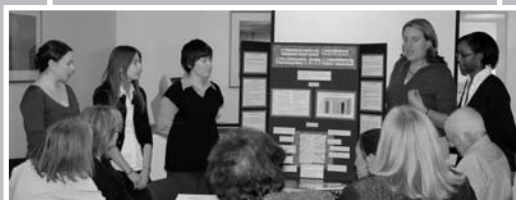


COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

SCHOOL OF NURSING



BULLETIN
2008-2010

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Message from the Dean

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



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

WHY NURSING?

Nursing is in a well-earned position of ascendancy and recognition. Having proven clinical competency in the full scope of primary care and in the care of acutely ill patients, advanced practice nurses have gained broad legislative practice authority in every state. Always a valued career, nursing is now in a position to reaffirm its clinical value while researching ways to sustain quality while containing costs and increasing access. Especially for those underserved and uninsured, nursing has a central role to play in health care reform. Providing primary care, community-based services, disease prevention, and health promotion, practicing in underserved inner city and rural areas, and 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

Message from the Dean

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

WHY COLUMBIA?

Columbia University School of Nursing is part of one of the world's most renowned medical centers. We are a close-knit and interactive group of four schools and three smaller independent programs: the Schools of Medicine, Dental and Oral Surgery, Public Health, and Nursing; and Programs in Occupational Therapy, Physical Therapy, and Human Nutrition. We are a neighborhood collaborating on research and clinical experiences, and sharing a vision for the future of health care in this country. The School of Nursing is proud of its 100+ year history of educating nursing leaders. It is internationally known and clinically unrivaled, and with recognition for excellence in research and curricular advancements. Recent contributions to the profession include the first universal faculty practice plan in a school of nursing, the first Endowed Nursing Chair in Health Policy, the first to be named a World Health Organization Collaborating Center for International Nursing Development in Advanced Practice and the first clinical practice doctorate.

WHY NOW?

Never has a career in nursing been so inviting. With doctoral degree destination for nurses, the advanced practice nurse and translational nurse researchers are increasingly valued. Nursing leadership is critically needed. The practice of professional nursing is one of life's noblest careers, and the advancement of academic nursing and clinical excellence is the mission of this School. We invite you to be a participant in that mission.



Mary O. Munding
Dean of the School of Nursing

Columbia University

By royal charter of King George II of England, Columbia University was founded in 1754 as King's College. It is the oldest institution of higher learning in New York State and the fifth oldest in the nation. Columbia University has, since its inception, addressed the issues of the moment, making important contributions to American life through the teaching and research conducted within its schools and departments. Columbia University now comprises 16 schools and departments and is affiliated with major research-oriented medical centers, most notably New York Presbyterian, the University Hospitals of Columbia and Cornell. Located on the Upper West Side of New York City, the University is associated with 71 research and public service institutes and 22 scholarly journals. The library system contains more than 30 million manuscripts, microfilm tapes, and printed volumes. Faculty members currently number 1,800. Since 1906, 41 Columbia University alumni and faculty have received the Nobel Prize in various fields- a testament to the academic preeminence of the University. Candidates from the top of their high school classes and from the best undergraduate institutions in America compete for places in the University's schools.



Anna C. Maxwell

The School of Nursing

Located on the Health Science Campus, the Columbia University School of Nursing was founded in 1892 with Anna C. Maxwell as its first director. Since its inception, the mission of the School has been the preparation of clinically excellent nurse practitioners, clinical nurse specialists, and scholars. The School of Nursing was the first in the country to award a master's degree in a clinical nursing specialty (1956). More than 9,000 nurses have graduated since the School was opened.

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

The School of Nursing

School of Nursing faculty have substantial experience in teaching and instructional design, practice and research, and maintain expertise in their areas of teaching responsibility through participation at local, regional, and national conferences, involvement in scholarly presentations and publications, and faculty practice. Faculty involvement in scholarly and professional activities is substantial. A positive and supportive environment for these pursuits is maintained.

The graduates of the School of Nursing are one of its major strengths. Graduates are recruited for leadership positions in practice, education, and management. To ensure that graduates meet the needs of a dynamic society and advance the profession while maintaining high academic standards, the School of Nursing continually evaluates the curricula and implements changes in the program of studies and courses.

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

HISTORY OF THE COLUMBIA UNIVERSITY/PRESBYTERIAN HOSPITAL PIN

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



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

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

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

The School of Nursing

MISSION

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

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.

PHILOSOPHY

The faculty represents all clinical nursing specialties, and 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 evidenced-based practice. Nursing's role and responsibility to society are to establish and maintain relationships with clients that support and respect health and well being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

Belief in the integrity and worth of all human beings is basic. Each person is viewed as an individual with unique characteristics and behaviors, evolving through time, in constant interaction with a complex environment. People throughout the life cycle have specific biophysical, psychosocial, cognitive, and spiritual needs that they strive to keep in harmony.

People as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility

The School of Nursing



The School of Nursing



The 2007 White Coat Ceremony

The School of Nursing

to provide health education to assist individuals in effective participation in their care and treatment. Access to health care is the right of all. Nurses engage in political and societal activities supportive of this belief and serve as client advocates in the health care system

The professional nurse is viewed both as a responsible health care provider accountable for the quality of practice and as an agent of change in the health care delivery system. Nursing seeks to advance its contribution through research and collaboration with other health professions. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The faculty endeavors 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.

ACCREDITATION

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



Professor Mary Byrne, MPH, PhD

Resources for Study

Columbia University is comprised of 3 undergraduate and 13 graduate/professional schools. The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property. Located on the Morningside campus are Columbia College; the Schools of General Studies, Law, Engineering and Applied Science, Journalism, International and Public Affairs, the Arts, Business, Social Work, and Architecture, Planning, and Preservation; and the Graduate School of Arts and Sciences. The Columbia University Medical Center, centered at 168th Street and Broadway, also occupies several acres of urban property. Located on the Health Sciences campus are the School of Nursing, College of Physicians and Surgeons with the Programs in Physical Therapy, Occupational Therapies, and Nutrition, Mailman School of Public Health, and the School of Dental and Oral Surgery.

LIBRARIES

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

MEDICAL CENTER LIBRARY

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

This library is a part of the Columbia University library system, which encompasses approximately forty libraries related to major areas of academic inquiry. These libraries contain more than four million volumes. The Long Library houses health-related publications and books. Other libraries used extensively by the faculty and students at the Columbia University School of Nursing include the Butler Library on the Morningside campus, the Wollman Library at Barnard, and the Teachers College Library. In addition, the Library of the Psychiatric Institute, which contains material on mental health and psychiatry, is open to faculty and students.

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

Resources for Study

Columbia Libraries Information Online (CLIO), the online catalog, provides students and faculty with the location, call number, and library location of all current serials and most books cataloged since 1981 at Columbia University. This information may be obtained by author, subject, or title. Multiple online databases for literature search for nursing is rapid, up-to-date, and state-of-the-art. The Microcomputer Center provides a variety of services, including word processing, statistical analysis, and CAI. The Center for Computing Activities has developed workshops to teach students and faculty the fine points of microcomputer usage. The center has approximately thirty IBM PCs, and Macintosh computers.

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

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

COMPUTER FACILITIES

Columbia University Information Technology (CUIT)

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

Medical Center Campus Technology Services

Biomedical and Health Information Services (CUBHIS)

CUBhis provides network services in Medical Center buildings and Residence Halls, the Medical Center Help Desk, support for Medical Center academic computer labs and public access kiosks, support for Medical Center faculty, staff and student desktops, server support, and Web services.

Other University-Wide Technology Services

Center for New Media Teaching and Learning (CCNMTL)

CCNMTL is a free service for faculty members, aids in constructing course Web sites, facilitates the use of CourseWorks, and consults on the development of more advanced online projects.

** Please see FACETS for additional computing information.

CLASSROOMS, CONFERENCE ROOMS, LABORATORIES (SKILLS LEARNING)

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

CLINICAL AND RESEARCH FACILITIES

NewYork-Presbyterian Hospital

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

With dedicated staff, modern facilities, state-of-the-art technology, commitment to quality care, and role in educating future physicians, NewYork-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, NewYork-Presbyterian Hospital delivers excellence in healthcare with compassion and caring.

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

The Milstein Hospital Building: a 745-bed facility providing state-of-the-art patient care. A network of enclosed bridges and tunnels links the hospital with University classrooms and laboratories. Computer terminals are part of every patient care unit, giving nurses the opportunity to concentrate on patient care - their specialty.

Resources for Study

The Allen Pavilion, a 100-bed community hospital and primary care center designed to meet the specific health care needs of the northern Manhattan community. The Allen Pavilion is committed to primary care specialties.

Ambulatory Care Network Corporation (NewYork-Presbyterian Hospital)

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

Morgan Stanley Children's Hospital of New York -Presbyterian

Children's Hospital of New York Presbyterian, founded in 1887, provides general medical and surgical care of infants and children up to their late teens and care for premature babies. It was in fact the first hospital established for infants and children. It is internationally recognized for its research and clinical resources and was cited in an NIH-sponsored study published in the journal *Pediatrics* as a center for excellence both in research and in patient care. Most notable among the many achievements are the development of the Apgar test for assessing infant health at birth, the first amniocentesis, and the identification and diagnosis of cystic fibrosis.

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

The Herbert Irving Cancer Center

The Harkness Eye Institute and Research Laboratories

Russ Berrie Medical Science Pavilion

The Neurological Institute of New York

The New York State Psychiatric Institute

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

In addition to the New York Presbyterian facilities, many other institutions and various community-based agencies provide opportunities for students to learn to care for their populations. These include Visiting Nurse Service, Morris Heights Childbearing Center, Planned Parenthood, Mt. Sinai Medical Center, New York Health and Hospitals 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
Center for the Study of Alzheimer's Disease
Center for the Behavioral and Clinical Study of HIV/AIDS
Center for Children in Poverty
Center for Law and Economics
Center for Population Studies
Center for Neurobiology and Behavior
Center for Research in Career Development
Center for the Study of Society and Medicine
Center for Human Rights
Comprehensive Cancer Center
Institute for Human Nutrition
Institute for Study on Women and Gender
Legislative Drafting Research Fund

SCHOOL OF NURSING ACADEMIC RESEARCH CENTERS

Center for AIDS Research

Director: Joyce K. Anastasi, PhD, DNP, RN, FAAN.

The Center for AIDS Research provides a comprehensive framework for training, educational programs and research which addresses health promotion, disease prevention, symptom management and quality of life for individuals with HIV. The goal of the Center is to create innovative research and service approaches for the prevention and management of HIV. This objective is fulfilled through research, program development and program evaluations.

Center for Health Policy

Director: Kristine M. Gebbie, DrPH, RN, FAAN.

The Center for Health Policy at Columbia University School of Nursing is a research and policy development center committed to improvement of health and health systems. The Center adds the perspective of nursing scholarship to the development of sound health services and health policy through collaboration with other Centers, collaboration across the School of Nursing, and publication and dissemination of the findings of work done at the Center. The Center's current projects include specifications of core competencies in cancer for health professionals, continuing education on emergency preparedness for health professionals, and development of curricula and guidelines for training national, state, and local public health workers in emergency preparedness and response.

Programs for Study

Center for Evidence Based Practice in the Underserved

Director: Suzanne Bakken, DNSc, RN, FAAN

The primary goal of the Center for Evidence-based Practice in the Underserved (CEBP) is to facilitate the development of biobehavioral research capacity in self-management for underserved populations. Toward this goal, CEBP funds four interdisciplinary research resource cores that provide expertise, services, and informatics tools and resources: Administrative; Design, Methods, Biostatistics, and Economic Analysis; Self-Management, Biobehavioral, and Informatics; Dissemination and Translation. Currently, four feasibility projects are applying the resources of CEBP's cores to identify and test strategies to enhance self-management for four vulnerable populations (adolescents with diabetes, persons living with HIV/AIDS and their nutritional needs, diabetics with hypertension, and community-dwelling elders at risk for injury by falls).

Center for Interdisciplinary Research on Antimicrobial Resistance

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

The goal of this Center is to develop strategies to implement and evaluate a long term collaborative program of interdisciplinary research on reducing antimicrobial resistance. The specific aims of CIRAR are to: plan, implement, and evaluate outcomes of a core program and curriculum to prepare biomedical researchers to conduct interdisciplinary research, develop the expertise of CIRAR investigators in interdisciplinary research, conduct interdisciplinary demonstration projects related to the prevention and control of antimicrobial resistance and evaluate the outcomes, disseminate strategies that assure the sustainability and expansion of CIRAR's interdisciplinary research projects and programs, and formalize plans for a sustainable Interdisciplinary Research Consortium for Antimicrobial Resistance.

World Health Organization Collaborating Center for International Nursing Development in Advanced Practice

Director: Richard Garfield, DrPH, RN

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

RESERVATION OF UNIVERSITY RIGHTS

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

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

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

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

Pre-Licensure:

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

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

Objectives

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

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

Programs for Study

- Apply ethical-moral reasoning in clinical decision making.
- Synthesize a personal philosophy of nursing care and practice framework.
- Serve as an advocate for the consumer and the profession of nursing within the health care delivery system and the socio-political-legal arena.

Specialty Studies:

The student enters Specialty Studies with 10 credits of graduate study already completed. The student may select one of the School of Nursing's graduate majors for study (see The Master's Program, below). Admission to Specialty Studies is guaranteed to students who successfully complete pre-licensure studies, and every effort is made for admission to the clinical specialty of choice.

THE MASTER'S PROGRAM

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

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

Objectives

The program prepares students to:

Management of Patient Health/Illness

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

Nurse/Patient Relationship

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

Teaching – Coaching

- Assess, plan, implement and evaluate personalized patient education and coaching interventions.

Programs for Study

Professional Role

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

Managing and Negotiating Health Care Delivery Systems

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

Monitoring and Ensuring Quality of Health Care Practice

- Assume responsibility for practice via self monitoring quality of care provided.

Culturally Sensitive Care

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

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

Master's Curriculum Overview

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

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

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

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

Programs for Study

MS SPECIALTIES

Acute Care Nurse Practitioner

The Acute Care Nurse Practitioner Program is designed to prepare nurses to care for patients who are acutely and critically ill across the continuum of acute care services. Students gain a strong background in advanced assessment (including children), therapeutics, and technology. Clinical experiences are provided in leading medical centers in the tri-state area. Emphasis is placed on integrating didactic knowledge with patient management and advanced technical skills. Graduates are eligible to take the national professional certifying exam offered by the American Nurses Credentialing Center (ANCC).

Adult Nurse Practitioner

The Adult Nurse Practitioner (ANP) program is designed to prepare nurses to deliver primary care to adult clients. The specialty core curriculum provides students with an in-depth understanding of advanced nursing practice and enables them to apply this understanding to a clinical concentration. Students choose one of several concentrations. The clinical concentration provides students with the further educational preparation necessary to pursue leadership positions in clinical practice, research, education and management. Graduates are eligible for certification as a nurse practitioner in all states that require it. Graduates are also eligible to take the certification examination offered by the ANCC (American Nurses Credentialing Center) or the American Academy of Nurse Practitioners. A dual specialization is available in geriatric primary care, women's health or oncology.

Family Nurse Practitioner

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

Geriatric Nurse Practitioner

The Geriatric Nurse Practitioner (GNP) program is designed to prepare nurse practitioners in primary health care of the elderly. The program is sensitive and responsive to the complex and diverse health and psychosocial needs of a growing population of elderly in acute, ambulatory, chronic, and community care settings. The program focuses on comprehensive assessment, illness prevention, health maintenance, management of complex acute and chronic health conditions, client and family education, consultation, and referral. The interdisciplinary nature of geriatric care is reflected in the large variety of clinical experiences. The graduate is also eligible to take the certification examinations offered by the ANCC (American Nurse Credentialing Center) or the American Academy of Nurse Practitioners. A dual major is available in adult primary care.

Programs for Study

Neonatal Nurse Practitioner

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

Nurse Anesthesia

The Nurse Anesthesia graduate program is a 27 month full-time program of study that includes a required 4-semester anesthesia residency. The first year curriculum is largely devoted to advanced science courses and graduate core courses. The program is designed to provide the student with continuous opportunities to relate theoretical knowledge with clinical practice by assuming increasing responsibility for total anesthesia patient care under tutorial guidance. The application of theoretical knowledge to the realities of clinical practice is a dynamic process that enhances and enriches learning as well as prepares the graduate to function effectively and competently as a professional. The program is fully accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs. Graduates are eligible and required to sit for the national nurse anesthesia professional certification examination.

Nurse Midwifery

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

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

Oncology Nurse Practitioner

The Oncology Nurse Practitioner Program enables students to pursue scholarly activities in the nursing care of patients with cancer and their families. The program is based on a holistic philosophy of patient care in which the faculty and students integrate patients' biophysical, psychological, cognitive, and spiritual needs to provide the highest quality of nursing care. The Oncology Nurse Practitioner Program prepares students to excel as advanced practice nurses in several modes: as nurse practitioners

Programs for Study

in oncology primary health care facilities and as nurse practitioners providing and coordinating quality cancer care for patients from diverse populations and settings. Graduates are eligible to sit for the ANCC certifying examination for oncology nurse practitioners.

Pediatric Nurse Practitioner

The Pediatric Nurse Practitioner (PNP) program is designed to prepare nurses who seek advanced knowledge and skill to practice as pediatric nurse practitioners in the delivery of primary health care to infants, children, and adolescents. Graduates work in a variety of settings such as community health centers, day care programs, chronic care facilities, outpatient facilities, private practice offices, schools, health departments, homes, and tertiary care facilities. PNP's who are prepared at this master's degree level exercise sophisticated clinical judgment based on advanced theoretical and scientific knowledge, serve as a model 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. The graduate is also eligible to take the certifying examination offered by the Pediatric Nursing Certification Board (PNCB) and/or by the ANCC (American Nurse Credentialing Center).

Psychiatric/Mental Health Nurse Practitioner

The master's program in Psychiatric Mental Health Nursing provides qualified students the opportunity to acquire an in-depth theoretical understanding of advanced psychiatric nursing practice. The program was established in 1965, and today graduates of the program are practicing in extremely varied and diverse settings such as community mental health centers, day treatment programs, substance abuse programs, shelters for women and children, liaison settings and private practice. Subspecialization is encouraged and includes work with children, adolescents, adults or the elderly, families, alcohol or substance abusing clients, genetic counseling and consultation/liason settings and private practice. Theory and supervised clinical experience form the foundation for work as a primary therapist for individuals, groups and families. The program draws on the psychodynamic, developmental, biological and family systems models. Attention is given to issues of ethnicity, gender, and family values. Students are provided with an in-depth opportunity to integrate theory and therapy techniques. Graduates are eligible to take the certifying exam offered by the ANCC (American Nurse Credentialing Center).

Women's Health Nurse Practitioner

The Women's Health Nurse Practitioner (WHNP) program focuses on the development of an advanced practice nurse who provides primary care to women across the lifespan, from adolescence to old age. The WHNP program encourages the students to consider the uniqueness of the individual woman and the woman in the context of her community, her relationships with others, and her environment. Such woman-centered care is appropriate across populations, social classes, socioeconomic and age groups and in urban, suburban and rural settings. Successful completion of the program qualifies the students to take the Women's Health Nurse Practitioner certifying exam offered by the National Certification Corporation (NCC) for the Obstetric, Gynecological, and Neonatal Nursing Specialties.

Programs for Study

THE UNIVERSITY STATUTORY CERTIFICATE PROGRAMS

These programs are designed to prepare nurses with a master's degree as Advanced Practice Nurses (Nurse Practitioners) without the need to complete an additional master's degree. Theory and clinical experiences focus first on the well population and then progress to episodic and chronic illness. Clinical experiences are consistent with the student's long-term career goals. Graduates assume positions in a variety of settings in both urban and rural areas. Graduates are eligible for certification as nurse practitioners in New York State. Graduates are also eligible to take the certification examination offered by the American Nurse Credentialing Center or other specialty associations. The curriculum consists of supportive science courses and clinical specialty courses. Advanced certificates are available in all the specialty majors: ACNP, ANP, FNP, GNP, NNP, PNP, P/MHNP, WHNP and Nurse Anesthesia.

THE MASTER'S COMPLETION PROGRAMS

This program is designed for advanced practice nurses who possess a baccalaureate and national professional certification in their area of specialty. The School of Nursing recognizes that many baccalaureate prepared nurses pursued various pathways to professional certification on the advanced practice level and recognizes this with up to fifteen (15) advanced standing credits for this certification, based on evaluation of previous course work, transcripts, testing and references. This program was specially designed for but not limited to CNM's, certified ANP's, FNP's, PNP's, or WHNP's.

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

DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM

The Doctor of Nursing Practice program 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 enable the graduate to conduct complex diagnostic and treatment modalities, utilize sophisticated informatics and decision-making technology, and assimilate in-depth knowledge of biophysical, psychosocial, behavioral and clinical sciences. The Residency and portfolio provide mastery and evidence of competency achievement.

Upon completion of all course work and field experiences (the first 9 months), the student enters the Residency. In this clinical experience, the student assumes a mentored and supervised full time position where DNP competencies are mastered. The DNP Residency provides access to and authority



Programs for Study

for expanded scope practice. Students are encouraged to negotiate a paid position. The Residency must be in an approved setting which may or may not be in the New York metropolitan area. However attendance at scheduled seminars at Columbia is required during the Residency year. During the Residency year, the portfolio is developed and submitted as a required criterion for degree completion.

DOCTOR OF NURSING SCIENCE (DNSc) DEGREE PROGRAM

The Doctor of Nursing Science program is a research-intensive curriculum preparing nurse scholars who are ready to conduct research in outcomes and health policy, independently and as part of interdisciplinary teams. To accomplish this, the program provides students with research skills, knowledge of critical frameworks for understanding outcomes and policy questions, and mentored opportunities to move toward independent research. Graduates of the DNSc program will have knowledge of health policy and the research skills necessary to make a major impact on health care nationwide and to further clinical nursing knowledge. Specifically, graduates will be prepared to:

- Design, conduct, direct, and report research studies that increase knowledge about the outcomes of nursing and other clinical practice.
- Provide leadership in improving the health care delivery system.
- Collaborate with other professionals to evaluate and develop policies for the organization and delivery of health services.
- Translate the evidence accumulated through research into practice and policy at multiple levels.

Students must successfully complete a comprehensive examination and write and successfully defend a dissertation. The DNSc program must be completed within seven (7) years of matriculation.

JOINT-DEGREE PROGRAMS

Nursing and Public Health - (MS/MPH)

The objective of this joint-degree program, which offers a Master of Science from the School of Nursing and a Master of Public Health from the 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. Transcripts and test scores are shared, so duplication is not usually necessary. However, students must complete application forms for both schools. Both the School of Nursing and the School of Public Health receive the GRE. The student may apply and be accepted in both programs at the same time but start in either school, with an advisor in each school assigned immediately to coordinate the student's program and to approve each term's class choices. Total credit requirements are a minimum of 75 credits (depending on the nursing and public health specializations) plus the School of Public Health's one-term practicum. At least 30 credits must be earned in residence in each school in order for a dual degree to be granted. Each student's curriculum is planned individually to meet his or her goals, but the basic requirements for admission and graduation for each school must be met. In the School of Nursing, the minimum number of required credits

Programs for Study

for core and major (or track) courses ranges from approximately 30 to 52 credits, depending on the clinical track selected. The completion of the Nursing MS degree allows students to register with New York State as nurse practitioners. In the Mailman School of Public Health, the minimum is approximately 30 to 45 credits, depending on the concentration. In both schools, students must also be accepted in a specific track/division. Some core courses are interchangeable and accepted in each school. Financial aid is available in both schools for eligible students. Students may not, however, receive financial aid from both schools during the same academic year.

Students in the Mailman School of Public Health must complete the core courses in biostatistics, epidemiology, sociomedical sciences, environmental health sciences, and health policy and management. Joint-degree students may choose most School of Public Health majors for combination with any School of Nursing clinical specialty major.

Nursing and Business (MS/MBA)

The School of Nursing, in collaboration with the Columbia University School of Business, offers a combined 75-credit MS/MBA degree. This graduate program is designed for students with an interest in management and nursing who intend to be both advanced clinical practitioners and professionally educated managers in a health care setting.

Applicants apply separately to the School of Nursing and the School of Business for the Fall semester and must meet the admission criteria for both schools. In addition to satisfying the MBA requirements, students must complete fifteen business courses and be registered for 45 credits at the Business School. At the School of Nursing, students must register for and complete a minimum of 30 credits, depending on the area of clinical specialty. Overall, a minimum of 75 credits is required for completion of the joint degree. Students select a clinical specialty at the School of Nursing but need not choose a specific concentration at the Business School. Students are guided in the selection of courses to meet career goals and individual interests.

SUBSPECIALTY PROGRAMS

Subspecialty programs are open to all MS students as part of their major program of study.

Alcohol and Substance Abuse

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

Behavioral Pediatrics

This seven credit subspecialty is specifically designed for the community based pediatric nurse practitioner who encounters children with behavioral dysfunction. It provides knowledge and tools for successfully dealing with identified children and their families.

Programs for Study

Clinical Genetics

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

Emergency Preparedness Response

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

HIV/AIDS

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

Integrative Therapies in Primary Care

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

Informatics

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

Palliative and End of Life Care

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

Pediatric Acute Care

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

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

OFFICE OF ADMISSIONS

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

ADMISSION PROCEDURES

Applicants wishing to apply to the School of Nursing are responsible for submitting a complete application by the appropriate deadline and ensuring that all the supplemental materials are received by the Office of Admissions.

A Completed Application Includes:

- **Online application** - All applicants must submit an **online** application and application fee \$65 for ETP/MS/Certificate or \$75 for doctoral (only credit card payment allowed).
- **Personal Goal Statement**
- **Resume or CV**
- **Three references** - Recommendation forms may be submitted electronically with online application or downloaded and mailed to the Office of Admissions.
- **Official Transcripts** - All post-secondary schools.
- **Official GRE Scores** - Must be submitted directly from ETS, our school code is **R2142**
- Copy of RN/NP Licensure – If applicable
- Official TOEFL Scores - If applicable, must be submitted directly from ETS

Self-Administered Application Procedure:

In addition, all applicants are responsible to collect the supplemental materials and submit in **one envelope at one time** to the Office of Admissions. The applicant must collect all recommendation forms **not** submitted electronically (each recommendation must be in a sealed envelope) and official transcripts from all post secondary schools. Also, a copy of RN/NP licenses, if applicable

Selected contact numbers and websites are: TOEFL at 609-951-1100, Institutional code: 9828, Department code:43; GRE: www.gre.org or 800-537-3160 (Institutional code: 2142, department code: 0610).

Admissions

- Acceptance of a student for admission is based on individual evaluation of character, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements.
- All applicants to the School of Nursing are evaluated and judged on an individual basis and a determination made as to whether the applicant has the qualifications necessary to perform all the essential requirements of the program safely, effectively and independently. Where appropriate, the school makes reasonable accommodations for otherwise qualified students with disabilities.
- All applications not completed within nine months will be automatically inactivated and reapplication is required for further consideration. Applications will not be held more than one year.
- All documents submitted in support of an application for admission become the permanent possession of Columbia University and cannot be returned to the applicant.

ENROLLMENT TERMS AND TIMING OF APPLICATIONS:

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

The Nurse Anesthesia program enrolls once per year in May. Applications are due by November 1. Applicants are notified in January. **The Post-Master's Certificate in Anesthesia program enrolls in September.

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

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



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

Professor Judy C. Honig, EdD, DrNP, CPNP

PROGRAMS OF STUDY AND ADMISSION REQUIREMENTS:

COMBINED BS/MS PROGRAM FOR NON-NURSE COLLEGE GRADUATES

Admission Requirements:

- English Composition, (1 course)
- Life Sciences, (3 - 4 courses; required: human anatomy, human physiology, microbiology)
 - Applicants interested in the Nurse Anesthesia specialty: two semesters of chemistry (at least one organic chemistry course) and one semester of physics)
- Psychology, (1 - 2 courses; intro, life span or developmental psychology)
- Humanities, (2 - 3 courses)
- Statistics, (1 course)
- Social/Behavioral Sciences, (1 - 2 courses)
 - Satisfactory scores on the Graduate Record Examination (GRE)
 - Official transcripts from all post secondary schools.
 - Three references attesting to applicant's academic ability and potential
 - Personal Statement that is congruent with program goals (two page, double-spaced)
 - Resume or Curriculum Vitae

THE MASTER'S PROGRAM

Admission Requirements:

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

Admissions

RN'S WITH NON-NURSING BACCALAUREATE DEGREE

Admission Requirements:

Same as MS admissions requirements.

THE UNIVERSITY STATUTORY CERTIFICATE PROGRAM

Admission Requirements:

- Current New York State nursing license or eligibility
- Master's degree in nursing from an NLN or CCNE accredited program
- Minimum of one year clinical experience
- Satisfactory scores on the Graduate Record Exam (GRE)
- Personal interview with program director
- Three references attesting to applicant's academic ability and potential
- Personal goal statement that is congruent with program goals (two pages, double-spaced, 12 pt font)
- Resume or CV

THE MASTER'S COMPLETION PROGRAM

Admission Requirements:

Same as MS admissions requirements.

THE DOCTORAL PROGRAM (DNP)

Admission Requirements:

- New York State license as Registered Nurse and Advanced Practice Nurse or eligibility
- Current professional certification as an Advanced Practice Nurse
- Bachelor's degree in nursing from an NLN or CCNE accredited program
- Master's degree in advanced nursing practice from an NLN or CCNE accredited program
- Relevant experience in advanced practice nursing
- Three references attesting to applicant's academic ability and potential, including one from professional colleague
- Personal goal statement that is congruent with the program goals
- Satisfactory scores on the GRE
- Case study that represents applicant's level of clinical expertise in the provision of care
- Prerequisites:
 - Statistics within 5 years

THE DOCTORAL PROGRAM (DNSc)

There are two entry tracks, the MS prepared nurse and the BS prepared nurse.

Admission Requirements:

Traditional Pathway:

- Master's degree in nursing from an NLN or CCNE accredited program.
- Applicants with master's degrees in related disciplines who are otherwise well qualified for admission will be considered individually. (If admitted, additional nursing credits to assure an adequate background in nursing science may be required; specific prerequisite credit requirements will be determined by the Doctoral Council and do not count toward the doctoral degree.)
- Otherwise well-qualified applicants who are enrolled in a master's program and are nearing completion of the master's degree can be considered for admission as non-matriculating and, if accepted, can take doctoral courses concurrently while completing the master's program

OR

Post-baccalaureate Pathway:

- Bachelor's degree in nursing from an NLN or CCNE accredited program
- Applicants for post-baccalaureate entry must have career goals that are consistent with the purposes of the DNSc program and demonstrated aptitude for research
- Current US licensure (Foreign applicants must be eligible for licensure)
- Satisfactory score on the Graduate Record Examination (GRE)
- Three references attesting to applicant's academic ability and potential (at least two should be from doctorally-prepared faculty who have taught the applicant)
- Personal goal statement that is congruent with program goals
- Intro to Biostatistics at Columbia (student may either take this course during the first year of study or take the Columbia waiver exam)
- Graduate course in Health Policy
- Computer literacy and ability to work with SPSS or other statistical software programs

ADMISSION AS AN INTERNATIONAL STUDENT

Persons from other countries who meet admission criteria may apply for admission to the School of Nursing. Applicants are encouraged to apply at least six months prior to the expected term of admission if the applicant is currently in residence in the United States, or one year, if the applicant is out of the country. The Office of Admissions will have the transcripts evaluated by the International Student and Scholars Office (ISSO) located at the Columbia University.

International students who are nurses and who apply for the MS or DNSc programs must possess a license to practice as a registered nurse in the United States prior to acceptance. Those who have acquired nursing degrees in foreign nursing schools must have their experience evaluated, take the NCLEX exam and apply for a New York State Nursing License. All of these are accomplished by contacting the Commission of

Admissions

Graduates of Foreign Nursing Schools (CGFNS) at 215-349-8787 or (www.cgfns.org), International applicants whose schooling was not in English must submit TOEFL scores (Test of English as a Foreign Language). Applicants with below average scores must enroll in the American Language Program located on Columbia University's Morningside campus.

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

ADMISSION TESTING INFORMATION

Testing information can be obtained by writing or calling:

GRE

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

TOEFL

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



Financial Aid

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

Funds are available through a variety of sources including alumni and friends of the School, health care agencies, foundations, civic groups, voluntary organizations, and government agencies. The School endeavors to ensure that students meeting admission requirements will have sufficient funds to pursue and complete their nursing education. Financial assistance is determined by a careful evaluation of all the resources available to the student. All students must file a Free Application for Federal Student Aid (FAFSA). Students may apply for FAFSA on line at www.fafsa.ed.gov. Our school code is E00124. Student information is transmitted directly to the U.S. Department of Education and eliminates the additional processing time associated with traditional paper FAFSA. This process is quicker and better for both the students and the School of Nursing. The FAFSA is the only application needed for ALL student aid programs, including School of Nursing Scholarships.

To continue receiving financial aid assistance, students must meet the School's academic progression standards. Students in the Combined BS/MS program must achieve a minimum grade point average of 3.0; students in the Masters advanced practice program must maintain a grade point average of 3.0 with a B or better in all clinical courses. Students failing to meet academic progression standards for any academic year (for financial aid purposes defined as two consecutive terms) are not eligible for additional financial assistance until the required cumulative grade average is achieved. Questions regarding financial aid should be directed to:

Oscar Vasquez, Director of Financial Aid
Columbia University School of Nursing
617 West 168 Street #115
New York, NY 10032
Tel: 212-305-8147
Fax: 212-305-6937
E-mail: ov3@columbia.edu
<http://www.nursing.hs.columbia.edu>



Oscar Vasquez, Director of Financial Aid

Financial Aid

FINANCIAL AID ADMINISTERED BY THE SCHOOL OF NURSING

School of Nursing Scholarships (SONS)

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

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

A student must be:

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

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

Teaching Assistantships

Teaching Assistantships (TA) are available to students in good academic standing enrolled in a master’s or doctoral program. A TA participates in the academic mission of the School of Nursing. TA activities may include but are not limited to assisting with preparation of class materials, leading class seminar/discussion break-out groups, tutoring students in need, assisting with clinical instruction, special literature reviews. The usual method of compensation is tuition forgiveness. Contact the Vice Dean through Cheryl Francis at 305-3582; cmf4@columbia.edu.

Nursing Student Loan

The nursing student loan is a low-interest (5 percent) loan for both undergraduate and graduate students with exceptional financial need. The School of Nursing is the lender. The loan is made with government funds with a share contributed by the school. The student must repay this loan to the school.

School of Nursing-Emergency Loan

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

FEDERAL PROGRAMS

Federal Stafford Loans

Students who need loans to fund their education can consider a Stafford loan. Stafford loans are the most common source of college loan funds. There are two types of Stafford loans:

- **Subsidized loans** are need-based, and the federal government pays the interest on these loans while the student is in school, during a six-month grace period immediately preceding repayment, and during authorized deferment. Students are responsible for the interest at repayment.
- **Unsubsidized loans** are not need-based, and students are responsible for all of the interest that accrues on the loan, including the period of time enrolled in school.

Students who do not qualify for subsidized Stafford Loans, or need more money than the subsidized program can offer, may qualify for an unsubsidized Stafford loan, regardless of the family income. Except for the in-school interest provisions, both subsidized and unsubsidized Stafford loans have similar terms.

Eligibility

- The student must have submitted a Free Application for Federal Student Aid (FAFSA).
- For subsidized Stafford loans, the student must have financial need as determined by the school.
- The student must be a U.S. citizen or national, a U.S. permanent resident, or eligible non-citizen.
- The student must be enrolled or plan to enroll at least half time.
- The student must not be in default on any education loan or owe a refund on an education grant.
- No credit check is required.

Financial Aid

Interest Rates

For Stafford loans first disbursed beginning July 1, 2006, the interest rate is fixed at 6.8%.

Annual Loan Limits for Subsidized and Unsubsidized Stafford Loans

Dependent Undergraduate Students: \$5,500 Each Year

Independent Undergraduate Students: \$10,500 Each Year

Graduate/Professional Students: \$20,500 Each Year

NOTE: The amount of subsidized and unsubsidized Federal Stafford Loan funds for which a student is eligible is determined by the information submitted on the Free Application for Federal Student Aid (FAFSA).

Repayment

The first payment for Federal Stafford Loans is due following a six-month grace period after the student graduates, drops to less than halftime or leaves school for other reasons.

A variety of repayment terms are available:

- **Standard Repayment**
Principal and interest payments are due each month throughout the loan repayment term.
- **Graduated Repayment**
Payments are lower at the beginning of repayment and step up at specified periods and in specified amounts over the term of the loan.
- **Income-Sensitive Repayment**
Monthly payments are based on a percentage of the borrower's monthly income.
- **Extended Repayment**
Lower monthly payments through an extended repayment period, up to 25 years.
- **Student Loan Consolidation**
Combine eligible loans into a new loan with a single monthly payment and a fixed interest rate.

Federal Perkins Loan

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

Federal Parent Loan (PLUS)

A Federal Parent PLUS Loan is a low interest rate loan for parents that can be used to help pay for the college education of a dependent undergraduate child. The interest rate is fixed at 8.5% for loans first disbursed on or after July 1, 2006. There is a 3% loan origination fee deducted from the loan proceeds prior to disbursement.

Eligibility

- The borrower must be the natural or adoptive parent of the student for whom the Federal PLUS Loan is being borrowed. A stepparent is also eligible to borrow.
- The borrower must be a U.S. citizen, U.S. national or permanent resident of the United States.
- The student must be an eligible, dependent undergraduate and enrolled at least half-time.

Flexible Repayment Options

- Standard principal and interest plan offers up to 10 years to repay.
- Income-sensitive repayment based on the monthly income.
- Multiple Federal PLUS loans may be consolidated into one new Federal PLUS with extended and flexible repayment terms.

Graduate Plus Loan (Grad PLUS)

Grad PLUS is a federally-guaranteed student loan that helps meet financial needs that exceed Federal Stafford Loan limits. Previously only available to the parents of undergraduate students, the Grad PLUS loan is now available to graduate and professional students that meet federal eligibility requirements.

Grad PLUS is a credit-based loan, and in order to be eligible, the student cannot currently have adverse credit. However, if the student cannot meet the credit requirements, the student may be able to obtain the loan with an eligible endorser.

Eligibility

- The student must be a Graduate/Professional student enrolled at least half-time in a matriculated program.
- The student must complete a 2006-07 FAFSA.
- The student must first apply for the maximum loan eligibility in Subsidized and Unsubsidized Stafford loan before the PLUS can be awarded.
- Parents of graduate students will not be eligible to borrow the loan.

Credit Eligibility

PLUS Loan borrowers are required to pass a basic credit check. Generally, borrowers without credit blemishes such as the examples listed below are deemed creditworthy.

- 90 days or more delinquent on repayment of any debt
- debt discharged in bankruptcy during the past 5 years
- default, foreclosure, tax lien, repossession, wage garnishment, or write-off of debt during the past 5 years

Annual Limits: Borrower may borrow the difference between the total cost of the student's education (including books, fees, and personal expenses) minus any financial aid the student will receive.

Repayment Terms: Repayment begins within 60 days after the final disbursement of each loan for the loan period for which it is borrowed. The maximum repayment period is 10 years, and the minimum monthly payment is \$50.00. The borrower may be eligible to defer payments as long as the student is enrolled at least half-time.

Financial Aid

Loan Fees

The borrower will be charged a loan fee of 3%, which is deducted proportionately from each loan disbursement.

Interest Rate

The interest rate will be fixed at 8.5% .

Private Student Loans

Private Education Loans, also known as Alternative Education Loans, help bridge the gap between the actual cost of education and the limited amount the government allows the student to borrow in its programs. Private loans are offered by private lenders and there are no federal forms to complete. Eligibility for private student loans often depends on the student's credit score.

NEW YORK STATE PROGRAMS

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

Tuition Assistance Program (TAP)

Legal residents of the State of New York who are enrolled in a full-time degree program may be eligible for awards under this program. Awards vary depending on the applicant's net income and tuition costs. TAP applications are available online at: <http://www.hesc.com>.

Regents Professional Opportunity Scholarship

The purpose of the Regents Professional Opportunity Scholarship is to increase representation of minority and disadvantaged individuals in New York State licensed professions. Applicants must be beginning or already enrolled in an approved degree-bearing program of study in New York State that leads to licensure in a particular profession (see below). Pending the appropriation of State funds during the yearly session of the New York State legislature, at least 220 scholarship winners will receive awards ranging up to \$5,000 per year for payment of college expenses. No award may exceed the total cost of education. Applications and information are available from the Office of K-16 Initiatives and Access Programs, Scholarships and Grants Administration Unit in January of the competition year. <http://www.highered.nysed.gov/kiap/scholarships/pos.htm>.

Student Resources

STUDENT LIFE

Students entering the Columbia University School of Nursing come from diverse educational and experiential backgrounds. While some master's degree candidates enter directly from college, others are making mid-life career changes, and some are returning to college after raising a family. The common factor shared by all students is the goal of a graduate degree and a vision about the importance of the contribution of nurses to health care. For information about Banking, Campus Information and Map, Child care, eating around campus, Parks and Recreation, Jobs, Mail/Postal Services, Places of Worship, Public Safety and Schools for Children, please visit: <http://www.cumc.columbia.edu/students/index.html>.

BARD ATHLETIC CLUB

The renovated Bard Athletic Club encompasses a twenty-yard swimming pool, three squash courts, a gymnasium, an exercise room, Nautilus and Universal exercise equipment, stationary bicycles and rowing machines, lockers, showers, and saunas. The facility is wheelchair-accessible. Membership in the Bard Athletic Club is open to all Columbia University Health Sciences students, their spouses, employees, and alumni. Fees are included in the normal tuition bill. Information is available at Bard Athletic Club at 60 Haven Avenue, or by calling 212-304-7005.

HOUSING

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

INTERNATIONAL STUDENTS

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

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

Student Resources

ORIENTATION

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

PARKING

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

PROGRAM PLANS

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

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

SIGMA THETA TAU

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

TRANSPORTATION

A free shuttle bus system operates between the Health Sciences and Morningside campuses, as well as to the Harlem Hospital Center. Travel time between points is approximately 15 minutes. All scheduled times are approximate; please allow two to three minutes variance. There is no shuttle service on New Year's Day, Dr. Martin Luther King, Jr. Day (observed), Memorial Day, Independence Day, Labor Day, Thanksgiving, or Christmas Day. On Election Day, the Friday after Thanksgiving, and the two University holidays at Christmas time, the summer schedule is in effect. Shuttle schedules are available in the Department of Public Safety or online: <http://www.cumc.columbia.edu/about/guide/transportation.html#shuttle>.

UNIVERSITY BOOKSTORE

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

www.bkstore.com/columbia.

STUDENT ADMINISTRATIVE SERVICES (REGISTRAR, CASHIERING, AND ACCOUNT SERVICES)

In addition to registration and record-keeping, Student Administrative Services, together with academic departments and schools, review student progress towards the completion of degrees and certificates; posts degrees and grades to student records; processes requests for academic transcripts and certifications; and orders and distribute diplomas.

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

Students are invited to save time by visiting the Registrar's Web site to perform transactions and get information: <http://cpmcnet.columbia.edu/student/admin/> Students can register, check their class schedule, view their grades, change their address, and order transcripts online. **Please see FACETS for additional information.



Student Services

Please refer to the SON Student Handbook <http://www.nursing.columbia.edu/stu-svcs/pdf/StudentHandbook2007-2008.pdf> and/or FACETS, the University Student Handbook www.columbia.edu/cu/facets for details about each of the following policies:

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

PART-TIME, HALF-TIME, AND FULL-TIME STUDY

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

Master of Science

- Registration for 5 credits = Part-time status
- Registration for 6-11 credits = Half-time status
- Registration for 12 or more credits = Full-time status

DNSc and DNP

- Registration for 5 credits = Part-time status
- Registration for 6-8 credits = Half-time status
- Registration for 9 or more credits = Full-time status

STUDENT RECORDS

A student's official academic record is maintained and the use thereof is carefully controlled. A student may inspect his/her official records, maintained by the School of Nursing, in accordance with the "Buckley Amendment." After requests for inspection of records are filed, appointments for review are scheduled by the Office of Student Services. All documents submitted to Columbia University School of Nursing become property of the University, and will be treated accordingly.

Students will not be allowed to copy information from their student files. Only registered students may view their records.

Enrolled CUSON students that apply to another Columbia University school may request that their official documents (transcripts and GRE scores) be shared with the other Columbia University school.

Course Descriptions

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

The University reserves the right to withdraw or modify courses of instruction or to change instructors or class times as may be necessary. All clinical specialty and doctoral courses require permission of the instructor for registration.

NURSING N4030

Introduction to Alcohol and Substance Abuse: Theories of Causation

3 credits. Prerequisite and Corequisite: N8560. This course will provide a foundation for the understanding of substance abuse utilizing a variety of theories of causation. Evaluation and assessment skills will be taught. Theoretical models upon which to base clinical practice will be discussed. Students will analyze one theory of causation, the multigenerational process. By constructing a genogram in the context of a family meeting, the student will have an opportunity to see the influence of the multigenerational process and the role that the family plays in maintaining the addiction. Physiological, behavioral, emotional and societal responses to alcohol and substance abuse are investigated. Implications for nursing research are considered.

This course is no longer offered.

NURSING N4032

Contemporary Issues and Trends in Alcohol and Substance Abuse

3 credits. Prerequisite: N4030. This seminar will provide a forum for students to explore issues of prevention in alcohol and substance abuse. Protective factors, social costs, stigma, legalization of drugs and pain management are among the issues which will be discussed and the role that institutions play in identifying and referring. The role of the advanced practice nurse in primary prevention will be explored. Students will be expected to develop a primary prevention program.

This course is no longer offered.

NURSING N4034

Clinical Management of the Patient with Chemical Dependency: Intervention and Evaluation.

3 credits. Prerequisites: N4030 and N4032. This clinical practice course is designed for students to develop skills in working with chemically dependent patients and families. It consists of clinical practice and supervision totaling 12 hours per week. Students will work with chemically dependent clients and families in their advanced practice settings. The course is for students in both clinical specialist and nurse practitioner settings.

This course is no longer offered.

NURSING N4050

Physical Assessment

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

NURSING N4051

Physical Assessment Laboratory

1 credit. Corequisite: M4050. Guided laboratory study for development of skills necessary to perform systematic physical examination.

NURSING N4100

Pharmacology

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

NURSING N5102

The Science of Nursing Practice

3 credits. (previously 2 credits) Corequisite: N5104. This course presents the fundamental-philosophical, scientific and technical frameworks of nursing practice. The nursing taxonomy development, components of caring, the role of basic assessment and critical inquiry, and elements of patient/client response are presented as ongoing themes in this course.

NURSING N5104

Practicum: Science of Nursing Practice

2 credits. (previously 3 credits) Corequisite: N5102. This course is designed to provide the student the experience to apply and integrate concepts along the health/illness continuum, including psychosocial, developmental and physical health promotion, risk reduction and illness care. Key elements of culture, spirituality, poverty, heredity, ethics and health beliefs will be integrated into the nursing care.

NURSING N5110

Issues of Nursing Practice

2 credits. Corequisite: First semester courses of BS/MS program. This course is designed for the baccalaureate student in a combined degree program to develop an understanding of issues confronting professional nurses at the basic level. Emphasis is on history, trends, policy issues and the inter-relatedness of these factors with socio-cultural forces affecting the quality, nature and delivery of basic nursing care.

NURSING N5115

Case Management

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

Course Descriptions

NURSING N5200

The Science of Psychiatric/Mental Health Nurse Practice

3 credits. Prerequisite: successful completion of first semester BS/MS program. Corequisite: M5202. This course focuses on the psychopathology and nursing interventions relative to primary mental health diseases/disorders across the life span.

NURSING N5202

Practice in Psychiatric/Mental Health Nursing

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

NURSING N5270

The Science of Nursing Practice with Childbearing Families

3 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: M5272. This course focuses on the care of families during the childbearing years. The processes of normal pregnancy, high-risk pregnancy, and the care of healthy newborns are presented. Using evidence-based knowledge and critical thinking skills, concepts of individual, environment and health as they pertain to the care of the childbearing family are emphasized.

NURSING N5275

Nursing Practice with Childbearing Families

2 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: M5270. This clinical course focuses on the application of evidence-based knowledge and critical thinking skills in providing care for families during the childbearing years. Experience caring for families during normal pregnancy, high-risk pregnancy, and during the health newborn period is provided. Concepts of family integrity are used as a basis for the provision of care.

NURSING N5280

The Science of Nursing Practice with Children

3 credits. Prerequisite: successful completion of first semester of the BS/MS program. Corequisite: N5282. The focus of this course is care of the child, on the health/illness continuum. Nursing care based on a developmental perspective will be outlined. Content includes psychosocial, developmental and physical health promotion. Nursing care of the child with acute, chronic and/or life-threatening conditions will be discussed. The central role of the family in child health will be highlighted throughout the course. Content on family theory, models on family, family structure and functions and parenting behaviors will be included. Risk factors for child mortality and morbidity will be delineated. Stressors on children with acute and chronic illness will be identified and discussed. Nursing strategies, which minimize the psychological and physiologic distress experienced by children and their families, will be presented. Key elements of culture, spirituality, poverty, heredity, ethics and health beliefs on child health practices will be examined.

Course Descriptions

NURSING N5282

Nursing Practice with Children

2 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5280. This course is designed to develop skills in providing nursing care to the child along the health/illness continuum, including psychosocial, developmental and physical health promotion, risk reduction and illness care. Clinical experiences will include an emphasis on nursing care of the well child and the child with acute, chronic and/or life-threatening conditions. Students will have the opportunity to incorporate family theory, models of family, family structure and function and parenting behaviors into their nursing care. Risk factors for child mortality and morbidity will be assessed. Stressors on children with acute and chronic illness will be evaluated. Nursing interventions will be implemented which minimize the psychological and physiologic distress experienced by children and their families. Key elements of culture, spirituality, poverty, heredity, ethics and health beliefs on child health practices will be integrated into the nursing care.

NURSING N5284

The Science of Nursing Practice with Adults

3 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5286. This course offers an intensive overview of the major biophysical health problems affecting the adult population. The didactic component is designed to provide the student with a sound foundation in the nursing care of the adult. It is taken concurrently with a clinical practicum in adult health.

NURSING N5286

Nursing Practice with Adults

2 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5284. This course is designed to provide the student the experience to apply and integrate concepts for the adult along the health/illness continuum, including psychosocial, developmental, and physical health promotion, risk reduction and illness care. Clinical experiences will include and have emphasis on nursing care of the adult with acute, chronic and/or life threatening conditions. Key elements of culture, spirituality, poverty, heredity, ethics and health beliefs on adult health practices will be integrated into the nursing care.

NURSING N5290

The Science of Nursing Practice in the Community

3 credits. Prerequisite: successful completion of the first semester BS/MS courses. Corequisite: N5295. This course focuses on the role of the nurse in community health: caring for aggregate populations at risk and the community as a whole. Nursing science and epidemiology provide the base for examining the spectrum of community health. Tools for community assessment and diagnosis as well as concepts of health promotion, disease prevention, risk reduction and rehabilitation and evidence-based practice for the health of groups are presented.

Course Descriptions

NURSING N5292

Nursing Practice in the Community

2 credits. Prerequisite: successful completion of the first semester BS/MS courses. Corequisite: N5290.

This course provides students with the opportunity for clinical application of content learned in the classroom about community health. Focus is on using assessment and evidence-based care planning skills to develop culturally sensitive and risk appropriate interventions for identified community groups. There is also emphasis on interdisciplinary collaborative care, not only with other health professionals, but also with extant community groups.

NURSING N5490

Integration of Nursing Practice

5 credits. (previously 4-6 credits) Prerequisites: successful completion of first, second and third semester courses of BS/MS program. Corequisites: Evidence-Based Practice, Case Management, N8120 and N5115.

Nursing integration is the capstone clinical course which builds on previously acquired knowledge and provides the student the opportunity to synthesize the skills and knowledge necessary to function as a beginning professional nurse. It offers the student the opportunity to apply evidence-based knowledge of preventive, therapeutic and rehabilitative nursing interventions to individuals, families and population groups. The student will be able to apply concepts from nursing science in planning, delivering and evaluating nursing practice.

NURSING N5710

Decision Support for Advanced Practice Nursing

1 credit. This course provides an overview of clinical decision support systems and provides the student with “hands-on” experience in three approaches: diagnostic decision support tools, alerts and reminders, and decision trees. In addition, methods for critiquing decision support tools for validity and utility for nursing practice are examined.

NURSING 5800

Topics in Nursing

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

NURSING N5900

Residency in Clinical Nursing

5 credits. (previously 2-6 credits) This clinical nursing residency is designed for post-baccalaureate nursing students. It consists of clinical experiences in health care facilities that focus on strengthening and broadening the baccalaureate 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.

Course Descriptions

NURSING N6100

Advanced Physiology

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

NURSING N6110

Pharmacology of Anesthetics

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

NURSING N6121

Pathophysiology of Adult

3 credits. Prerequisite: N6100. The pathogenesis of common conditions affecting adults will be presented. The discussions will focus on an understanding of the disease processes to allow logical, sequential, and precise therapeutic modalities.



Course Descriptions

NURSING N6122

Pathophysiology of Child

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

NURSING N6124

Homeostatic Mechanisms During Anesthesia

3 credits. Prerequisites and Corequisites: N6100, N6110. A system approach to the homeostatic alterations occurring during anesthesia. Emphasis will be placed on cardiovascular, respiratory and neuroendocrine response to both surgical stress and the anesthetic agents.

NURSING N6140

Advanced Assessment of the Neonate

3 credits. (previously 2-3 credits) Corequisite: N6141. This course provides an opportunity for inquiry into infant health care management, maintenance, and promotion. Course content provides the base for infant health assessment and the effects of imposition of high-risk factors on infant health. Emphasis is placed on the development of plans of health care management, evaluation.

NURSING N6141

Practicum: Advanced Assessment and Management of High Risk Neonates

3 credits. (previously 1-3 credits) Corequisite: N6140. This course provides the opportunity for supervised practice in the acquisition of skills in infant health assessment, problem identification, and health care management and wellness promotion, including performance of selected invasive diagnostic/therapeutic procedures. Emphasis is placed on understanding the physiologic rationale and aims of plans of health care management.

NURSING N6150

Maternal-Fetal-Newborn Physiology

2 credits. Prerequisite and Corequisite: N6100. This course provides an overview of the physiology of reproduction, from gametogenesis through birth and the neonatal period.
This course is no longer offered.

NURSING N6458

Pelvic Assessment of the Adult Woman

1 credit. A concentrated review of physical assessment and history taking for women, with special emphasis on the theory and skill of pelvic assessment.

NURSING N6480

Professional Issues in Nurse-Midwifery

1 credit. Professional Issues in Nurse-Midwifery is designed to concentrate on the transition from student to beginning nurse-midwife practitioner. It examines the history of the profession and the role of its leadership organizations. It examines the essential documents of the ACNM and its functions. It also looks at current critical issues that impact on the profession and discusses organizational and legislative means of effecting change

Course Descriptions

NURSING N6510

The Development of Human Behavior Across the Life Span

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

NURSING N6591

Pathophysiology of the Adult for the Psychiatric Nurse Practitioner

2 credits. Pathophysiology examines alterations in the biologic processes that maintain homeostasis. Each class will focus on a specific physiologic process or organ system. Diseases that commonly occur in adults will be discussed to illustrate the pathophysiological processes. This course is designed specifically for Psychiatric Nurse Practitioner students.
This course is no longer offered.

NURSING N6594

Psychopathology

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

NURSING N6610

Physical and Psychological Assessment of the Child

3 credits. (previously 2-3 credits) *Prerequisite: Instructor's permission.* Physical and Psychological Assessment of the Child is designed to prepare the student to take a complete health and developmental history of a normal child, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented method.

NURSING N6620

Pediatric Primary Care Nursing I

3 credits. (previously 2-3 credits) *Corequisite: M6610.* Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers and preschoolers. It focuses upon the promotion of health and the prevention of illness and the treatment of episodic problems in order that each child may meet his optimal physical, intellectual and emotional growth and development.

NURSING N6622

Pediatric Primary Care Nursing I: Clinical

2 credits. *Prerequisites and Corequisites: N6610, N6620, N6624.* Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers, and preschoolers. It focuses upon the promotion of health and the prevention of illness in order that each child may meet his optimal physical, intellectual and emotional growth and development. The clinical experience involves well childcare in a pediatric clinic, and a weekly clinical conference.

Course Descriptions

NURSING N6624, N6625, AND N6626

Clinical Seminar in Pediatric Primary Care I, II, III

1 credit each. These seminar courses are designed to discuss and interpret clinical experiences at sequential levels of the program.

NURSING N6630

Pediatric Primary Care Nursing II

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

NURSING N6632

Clinical Practicum: Pediatric Primary Care Nursing II

4 credits. (previously 2-3 credits) Prerequisites and Corequisites: N6122, N6610, N6620, N6625, N6630, M6632. Students assess the health status of children in a variety of settings which must include continuity clinic and adolescent clinics and a school setting or inpatient setting.

NURSING N6638

Emergency Pediatric Nursing

1 credit. (previously 2-3 credits) Prerequisites: BLS&PALS. This course focuses on the assessment and management of urgent and emergent care for the pediatric client. Assessment, pathophysiology, differential diagnosis, and management of the pediatric client will be discussed. Strategies for management of these clients will require a synthesis of knowledge from the bio-psycho-social, behavioral, and nursing sciences. Emphasis will be placed on integrating and educating the family regarding the acute care needs of the child. The student will understand the need to maintain continuity of care with the primary care provider.

NURSING N6646

Seminar in the Care of the High Risk Neonate I

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

NURSING N6647

Seminar in the Care of the High Risk Neonate II

1 credit. During the final seminar, the students will be encouraged to integrate knowledge of pathophysiology evidence based practice, and ethical decision making to develop a differential diagnoses, interventions coordinated patient management. The discussion will promote a rationale for clinical decision making.

Course Descriptions

NURSING N6650

Advanced Assessment and Management of High Risk Neonates Clinical II

3 credits. (previously 2 credits) During this supervised clinical experience, the students will integrate theory within the clinical setting. Emphasis is placed on refinement and perfection of decision-making and technical skills in patient care management, including performance of selected invasive diagnostic/therapeutic procedures. The student will continue to develop her role as neonatal nurse practitioner.

NURSING N6655

Advanced Assessment and Management of High Risk Neonates Clinical III

2 credits. Supervised clinical experience in which students integrate theory within the clinical setting. Emphasis is placed on refinement and perfection of decision-making and technical skills in patient care management, including performance of selected invasive diagnostic/therapeutic procedures. The student will continue to develop her role of the neonatal nurse practitioner in education and collaboration.

NURSING N6660

Pathophysiology and Management of the High Risk Neonate I

2 credits. This didactic course will be complete the approach to critical care. Throughout the course, there will be an emphasis is placed on understanding the pathophysiology of various neonatal conditions, including neurological, respiratory, endocrine, cardiovascular, and metabolic and its impact on the plan of care. Discussion will focus on the use of evidenced based research in the use of clinical monitoring of vital signs, developing differential diagnoses, and designing plans of care for the high risk neonate. The advanced practice nurse will be involved in the discharge planning, educational needs of the care providers, and follow-up for the high risk neonate.

NURSING N6665

High Risk Antepartum/Intrapartum

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

NURSING N6680

Introduction to Addictive Behaviors: Theories of Causation

3 credits. This foundation course provides an understanding of addictive behaviors. Current theories regarding the development of addiction will be identified. Evaluation and assessment skills will be taught based on these theoretical models. Physiological, behavioral, emotional, and societal responses to addiction will be explored. Implications for nursing research are considered. *Previously known as N4030.*

Course Descriptions

NURSING N6681

Contemporary Issues and Trends in Addiction

3 credits. Prerequisite: N6680. This course provides a seminar in which students explore issues of prevention and treatment of addictive behaviors. The role of the advanced practice nurse in primary care or private practice will be addressed. Problems specific to selective populations will be discussed as well as issues for the impaired professional. Social costs, the medicalization and/or decriminalization of drug usage, stigma, and pain management will be explored. *Previously known as N4032.*

NURSING N6682

Clinical Management of the Patient with Addiction: Evaluation and Treatment

3 credits. Prerequisites: N6680 and N6681. This clinical practice course is designed for students who have completed the first two subspecialty courses (N6680 and N6681). It consists of clinical practice and supervision totaling 12 hours per week. Students will work with addicted patients in a variety of advanced practice clinical settings. *Previously known as N4034.*

NURSING 6690

HIV/AIDS: Overview of the Epidemic

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

NURSING N6693

HIV/AIDS Management

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

NURSING N6695

Practicum in HIV/AIDS Care

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

NURSING N6700

The Science of Health Promotion and Disease Prevention

3 credits. Promoting an optimum level of wellness and decreasing disease/injury are significant contributions professional nursing can make to individuals and society. In addition, this is a collaborative effort between the consumer and the health care provider. Recognizing that wellness and health can be achieved even in the presence of certain conditions (birth defects, chronic conditions) is an important philosophical starting point for the advanced practice nurse. It is the goal of nursing to promote health and optimal functioning. This course identifies and explores the influence of biologic, environmental and social factors on health and wellness of individuals. Strategies of health promotion and disease prevention for individuals, families, communities, and systems are explored. *Previously known as N4225.*

NURSING N6720

Introduction to Primary Care

This course provides a systematic approach to understanding the delivery of primary health care to the well adolescent and adult. In addition various principles of illness prevention and health maintenance are introduced.

NURSING N6721, N6722, N6723

Clinical Seminar in Adult Primary Care

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

NURSING N6726, N6727, N6729

Clinical Seminar in Geriatric Primary Care

1 credit. Seminar in Geriatric Primary Care is designed to provide the GNP 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. Integrated into the seminar is ongoing discussion, review, and assessment of the final project.

NURSING N6735

Assessing Clinical Evidence

4 credits. This graduate level core research course is designed to help advanced practice nurse learn specific approaches to evaluation the quality and applicability of relevant research. The evidence-based practice (EBP) process will be used to help students learn to transform critical appraisal skills into direct clinical actions. Throughout the course, students will learn how to conceptualize clinical practice problems into research questions and assess these questions using basic epidemiology, biostatistics, and scientific principals.

This course is no longer offered.

Course Descriptions

NURSING N6740

Oncology Nursing Theory I - Fundamentals of Oncology Nursing

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

NURSING N6745

Oncology Nursing Practice I - Fundamentals of Oncology Nursing

3 credits. Corequisite: N6740. In this clinical course, the information learned in Theory I - Fundamentals of Oncology Nursing will be applied to a specifically designated oncology population receiving care in an oncology unit or division of a major hospital or medical center. The practice component offers the opportunity for the role of the oncology clinical nurse specialist to begin to be implemented.

This course is no longer offered.

NURSING N6750

Nursing Seminar in Gerontology I

1 credit. This seminar provides the learner the opportunity to examine frequently occurring pathophysiologic problems found within the geriatric population. This didactic content complements the management course in the GNP/Adult Nurse Practitioner track. Topics selected for study include normal and abnormal system changes in the older adult. Specific assessment and intervention strategies will be covered.

This course is no longer offered.

NURSING N6751

Nursing Seminar in Gerontology II

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

This course is no longer offered.

NURSING N6759

Illness and Aging

3 credits. (previously 2 credits) Prerequisites and Corequisites: N6720, N8786, N8787, N8867, N8770. Utilizing a systems approach, the diagnosis and management of health problems encountered in the care of the geriatric patient. Management of acute and chronic illnesses encountered in the geriatric population are emphasized whether institutionally or community-based.

NURSING N6760

Primary Care of Women Across the Lifespan I

3 credits. Informed by an underlying theoretical framework acknowledging that women's health is inextricably linked to the nature of their lives, this course focuses on wellness, health promotion and advanced clinical diagnosis and treatment of women's physical health problems. Provides knowledge to the beginning women's health care provider to meet selected primary care needs.

NURSING N6790

Introduction to Emergency Preparedness

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

NURSING N6795

Clinical Roles in Emergencies, Disaster and Humanitarian Crises

3 credits. Prerequisite: N6790. This course builds upon the introduction to emergency preparedness (M6790) with an overview of the range of competencies needed by clinicians for emergency preparedness, and the application of clinical skills in emergency situations.

NURSING N6798

Practicum in Emergency Preparedness

3 credits. Prerequisite: N6790. This course allows the student an opportunity to practice some of the competencies essential to effective response to emergencies and to test at least one emergency- or disaster-related role. The student will identify one of the following as the primary focus of the practicum: physical injury; mental health needs in emergency situations, or community-level emergency preparedness and response.

This course is no longer offered.

NURSING N6810

Global Antimicrobial Resistance:

An Interdisciplinary Approach to Antimicrobial Resistance

3 credits. Prerequisites. Students will need basic background in Microbiology and Infectious Diseases. CMBS G4150 (Microbial Molecular Genetics) is helpful but not required. Despite numerous control measures and programmatic efforts in healthcare and community settings, antimicrobial resistance presents an increasing threat to the prevention and treatment of infectious diseases. This course addresses the global problem of antimicrobial resistance from an interdisciplinary perspective. The problem will be examined by a variety of experts, discussing biologic, sociologic, epidemiologic, statistical, economic, clinical, pharmacologic, health care systems and policy, and bio-behavioral perspectives. Note: Cross-Listed as G6025

NURSING N6835

Assessing Clinical Evidence

4 credits. This graduate level core research course is designed to help advanced practice nurse learn specific approached to evaluation the quality and applicability of relevant research. The evidence-based practice (EBP) process will be used to help students learn to transform critical appraisal skills into direct clinical actions. Throughout the course, students will learn how to conceptualize clinical practice problems into research questions and asses these question using basic epidemiology, biostatistics, and scientific principals.

Course Descriptions

NURSING N6838 AND N6839

Diagnosis and Management of the Critically/Acutely Ill Adult, I and II

3 credits each. (previously 2-3 credits) Prerequisites and Corequisites: N6100, N8102, N8787, N8815. A systematic exploration of advanced diagnosis and management techniques in caring for acutely and critically ill adults. This course is offered with a companion clinical course.

NURSING N6868

Regional Anesthesia, Theories and Technique

2 credits. Prerequisites and Corequisites: N6100, N6110, N6870. This is a basic course in the pharmacology of local anesthetics and their application in clinical practice. The theory and techniques of infiltration, peripheral nerve block, central neural blockade, and topical anesthesia are discussed in relation to their clinical application, both intraoperatively and postoperatively for long-term pain management. Through case studies and analysis of current research, complications and alternate methods are emphasized.

NURSING N6869

Basic Principles of Nurse Anesthesia Practice I

3 credits. Prerequisites: N6100, N6110, N6124, N6125, N6862. The various methods and techniques of anesthesia administration, with emphasis on physiological basis for practice are the focus of the course. Function and maintenance of various kinds of technologies, as well as the psychomotor skills specific to the practice are stressed.

NURSING N6870

Basic Principles of Nurse Anesthesia Practice II

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

NURSING N6871

Advanced Principles of Anesthesia Practice I

2 credits. Prerequisite and Corequisite: All first level didactic and clinical anesthesia courses. This advanced approach to anesthesia principles is applied to specific surgical procedures both elective and emergent. The physiological sequel of surgical procedures and their impact on homeostatic mechanisms of the patient are stressed. Neurological, cardiothoracic, and obstetrical procedures, as well as pediatric and geriatric considerations are included. Seminar format facilitates integration of knowledge.

Course Descriptions

NURSING N6872

Advanced Principles of Anesthesia Practice II

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

NURSING N6879

Anesthesia and Co-Existing Disease

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

NURSING N6880

Oncology Nursing Theory II: Advanced Oncology Nursing

2 credits. Prerequisites: N6740, or *Advanced Standing*. This course presents a systematic overview of advanced oncology nursing utilizing various theoretical approaches. It presents the medical and nursing management of symptoms and specific cancers, and provides a framework of advanced practice for the oncology clinical course specialist (OCNS) or nurse practitioner (NP). This framework assists the OCNS/NP in diagnosing, assessing, intervening in, and evaluating potential and actual client/family problems related to cancer treatment, rehabilitation and terminal care.

NURSING N6907

Clinical Research Practicum

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

This course is no longer offered.

NURSING N6920

Health and Social Policy: The Context for Practice and Research

4 credits. This core course examines contextual contributors to health status and relevant current U.S. social and health policies. Issues are explored with a particular emphasis on the impact they have on the current and future delivery of health care and on advanced practice nursing. This course is required for all MS students.

Course Descriptions

NURSING N6930

Interpersonal Violence and Abuse: Prevention, Assessment and Intervention for Health Care Professionals

1 credit. This course increases awareness of the prevalence of interpersonal violence and abuse in individuals and families, providing content needed for prevention, early identification, assessment and intervention/referral.

NURSING N6940

Management and Advanced Practice Nursing

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

NURSING N8020

Practicum in Clinical Teaching

1-6 credits. This course provides a practical opportunity to students to explore in greater depth the process of clinical teaching. Course work may involve development of a special teaching project for nursing students, for a particular group of patients/clients; it may involve working with clinical faculty in supervising students or groups of patients/clients.

NURSING N8102

Advanced Pharmacology

3 credits. *Prerequisites and Corequisites: N6100, N4100.* This is an advanced course in the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic regulations surrounding prescription writing, pursuant to NYS and federal requirements for advanced nurse/practitioner practice. A similar course, M8661, is offered in advanced pediatric pharmacology.

NURSING N8110

Pharmacology of Accessory Drugs

2 credits. A comprehensive study of the pharmacokinetics and pharmacodynamics of concurrent drug therapy and their anesthetic implications.

NURSING N8115

Comparative Health Systems

1-3 credits. This course presents analyses of health service delivery and management issues from an international perspective. It presents a systematic comparative analysis of the evolution, administrative structure, finance, and provision of health and health care services in underdeveloped countries, developing countries, other developed countries, and the U.S. equity/inequity and the influence of globalization will be explored. Health and illness will be dealt with as statistical, historic, economics, and socio-cultural phenomena. Important differences rooted in culture, ethnicity, social, economic and political factors will be examined. Such analysis should assist one to understand the nature of a health system in one country and to identify limitations and opportunities to change it.

Course Descriptions

NURSING N8120

Informatics for Evidence-Based Practice

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

This course is no longer offered.

NURSING N8121

Nursing Informatics Seminar

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

NURSING N8122

Interactive Health Communication

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

This course is no longer offered.

NURSING N8123

Introduction to Databases and Mining

3 credits. *Prerequisites:* Core and Introductory Informatics Core Courses; basic knowledge of storage and file management capabilities of modern computers and features of at least one high level programming language (Java, Pascal, PL/I, C++, etc.). More information on Prerequisites in Appendix D of the textbook. This advanced course in informatics provides a comprehensive grounding in the foundations of database technologies and their application in nursing and health care. Content includes basic concepts of database systems and structured query language (SQL), the theoretical construct of the relational model underlying relational systems, database design and some components of transaction management. A combination of lecture, seminar and laboratory experience is provided.

This course is no longer offered.

NURSING N8124

Nursing Informatics Residency

4 credits. *Prerequisites:* Master's Nursing Informatics courses. Guided experience in a clinical setting focused on applying knowledge and skills related to the development, implementation, and use of informatics-based processes and technologies to support evidence-based practice in underserved populations.

Course Descriptions

NURSING N8160

Genetic Concentration

2 credits. *Prerequisite:* N8290. This course is designed for the student who is interested in increasing knowledge in a specific area of genetic theory relevant to practice. The student will choose an appropriate faculty mentor to be a guide in this concentration.

NURSING N8165

Practicum: Genetic Concentration

2 credits. *Prerequisites and Corequisites:* N8290, N8150. 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 N8290

Incorporating Genetics into Advanced Nursing Practice

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

NURSING N8460

Comprehensive Women's Health

3 credits. (previously 2 credits) *Prerequisites and Corequisites:* N8476, N6458, N8786. This course addresses health issues throughout a woman's life span. It includes an overview of disorders that occur mainly in women and the role of the nurse practitioner in managing care of the adult female. Concurrent supervised clinical experiences are required.

NURSING N8462

Practicum in Comprehensive Women's Health

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

NURSING N8465

Primary Care of Women Across the Life Span II

3 credits. Builds on Primary Care of Women Across the Life Span I, this course focuses on advanced clinical diagnosis and treatment of select women's physical health problems. Provides knowledge for the women's health care provider to meet selected primary care needs.

NURSING N8468

Advanced Seminar and Practicum in Women's Health

4-5 credits. (previously 2-6 credits) *Prerequisites:* All women's health specialty and supporting core courses. This course is designed to facilitate implementation of the advanced nursing practice role in the care of parents and infants, and oriented toward meeting the expressed learning needs of individual students. Students will have opportunity to acquire skills under direction and supervision of a clinical mentor. Students will be expected to practice with increasing independence in an advanced nursing practice role.

NURSING N8469

Newborn Assessment & Care

1 credit. *Prerequisites:* N8471, N8479. This course provides the graduate nurse-midwifery student with a theoretical and practical knowledge of the immediate care of the neonate including newborn resuscitation, with an emphasis on the first six weeks of newborn life. Normal physiology and family centered management skills are emphasized. The students are encouraged to provide care that recognized and respects the cultural dynamics of the family. Pathophysiology is also covered to familiarize the nurse-midwife with various interventions when deviations from the normal are encountered. This course will include a clinical component that will conclude with a clinical check out on newborn physical assessment.

NURSING N8470

Antepartum: Clinical

2 credits. *Prerequisites and Corequisites:* N6458, N8471, N8477, N8458, N8786. This course covers the broad scope of prenatal care and includes: The history and physical examination techniques aimed at understanding the normal parameters of pregnancy, and recognizing any deviations from normal in the pregnant woman/family or the fetus; The physiological, social, emotional, and educational components of antepartum care; Clinical practice includes nurse-midwifery management of the care of the normal antepartum woman/family, screening for high-risk pregnancies, and co-management or referral of high-risk pregnancies.

This course is no longer offered.

NURSING N8471

Antepartum: Didactic

2 credits. *Prerequisites and Corequisites:* N6150, N6458, N8470. An overview of the principles and practice of clinical care during the antepartum and theoretical topics include the public health, physiological, psychological and emotional basis for prenatal care. The practical applications cover clinical midwifery management in the antepartum period, assessment of fetal growth and development, nutritional assessment and management, evaluation of the family unit, and teaching/counseling considerations.

NURSING N8472

Antepartum: Clinical

2 credits. *Prerequisites and Corequisites:* N8786, N6458, N8476, N8477, N8471. This module covers the broad scope of prenatal care and includes: the history and physical examination techniques aimed at understanding the normal parameters of pregnancy, and recognizing any deviations from normal in the pregnant woman/family or the fetus; the physiological, social, emotional and educational components of antepartum care. Clinical practice includes nurse-midwifery management of the care of the normal antepartum woman/family, screening for high-risk pregnancies, and co-management or referral of high-risk pregnancies.

Course Descriptions

NURSING N8475

Clinical Practicum in Nurse-Midwifery

3 credits. (previously 2-5 credits) Prerequisite: N8476 & N8477, N8471 & N8472, N8479 & N8481, N8478, N6466. Nurse-Midwifery services provide intensive clinical experience in all areas of nurse-midwifery practice. Direct student teaching is provided by nurse-midwifery preceptors affiliated with the program.

NURSING N8476

Well Woman Gynecology: Didactic

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

NURSING N8477

Well Woman Gynecology: Clinical

2 credits. Well Woman Gynecology Clinical is designed to concentrate on the physical, emotional, and educational needs of the essentially healthy woman. It provides clinical experience in health maintenance, gynecologic screening, family planning, sexuality and sexual dysfunction, and the late (4-6 week) postpartum period.

NURSING N8478

Breastfeeding and Postpartum Care

1 credits. This course provides theoretical and practical knowledge for care in the immediate postpartum period and to initiate successful breast feedings. Normal physiology and family centered management skills are emphasized. Pathophysiology is also covered with various interventions when deviations from the normal are encountered.

NURSING N8479

Intrapartum: Didactic

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

NURSING N8481

Intrapartum: Clinical

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

NURSING M8482

Primary Care of Childbearing Women

3 credits. (previously 2-3 credits) An overview of the principles and practice of primary care during the prenatal and postpartum period. The focus is on normal antepartum and postpartum. The physiological, psychological, emotional and social basis for prenatal care will be examined in the theoretical context of public health. Topics include the management in the woman throughout the antepartum period, assessment of fetal growth and development, evaluation of the family unit, and teaching/counseling considerations.

Course Descriptions

NURSING M8485

Practicum: Childbearing Woman

3 credits. Prerequisites: M8786, M8789, M8460, M8462, M6150. This course focuses on health promotion, prevention, advanced clinical assessment and management of pregnancy and breastfeeding in the antepartum and postpartum ambulatory care settings.

NURSING N8497

Complex Management of Women's Health Conditions throughout the Lifespan

2 credits. Prerequisites and Corequisites: N8476, N8477, N8479, N8481, N8471, N8472. This course explores complex issues when a woman's health is potentially challenged. It teaches appropriate screening and assessment for a range of health issues that will be encountered in health settings. The course will enable nurse-midwives and nurse-practitioners to identify when consultation, collaborative management, or referral to specialists is needed. It reviews scope of practice issues and how to maintain continuity of care, in culturally appropriate forms, when specialized management is needed.

NURSING N8545

Diagnosis and Management of Illness in Families I

4 credits. Prerequisites and Corequisites: N8557, N6100, N8785; N6121, N8102, N8558, N8693, or N8625. Utilizing a systems approach, the diagnosis and management of problems encountered in Primary Care are studied. Topics selected for study include cardiovascular, gastrointestinal, endocrine, respiratory, and 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 credits. Prerequisites and Corequisites: N8557, N8558, N6100, N8785, N6121, N8625, N8693 or N8625; N8559, N8567 or N8850. Utilizing a systems approach, the diagnosis and management of problems encountered in Primary Care are studied. Among the selected systems for study are neurological, dermatological, musculoskeletal, ophthalmological, psychological, and immunological.

NURSING N8548

Normal Antepartum for Family Primary Care

1 credit. This course provides family nurse practitioner students with a theoretical and practical knowledge base with which to provide safe, evidence-based antepartum care. Normal physiology, psychosocial changes and management skills are emphasized. Patho-physiology is reviewed to identify deviations from normal.

NURSING N8557

Family Primary Care I

2 credits. Corequisite: N8785. This course is designed to introduce the student to the role of the nurse practitioner as a provider of community centered family primary care. The focus will be on health maintenance and illness prevention.

Course Descriptions

NURSING N8558

Family Primary Care II

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

NURSING N8559

Family Primary Care III

1 credit. (previously 2 credits) *Prerequisites and Corequisites:* N8557, N8558; N8771, N8850, or N8566, N8567. This required course is designed to further develop the role of advanced practice student, in the provision of primary care to individuals and families, through the life span in a variety of clinical settings. Utilizing lectures and case presentations, the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied. A formal clinical presentation is required.

NURSING N8560

Family Theory in Context

2 credits. (previously 2-3 credits) *Prerequisites and Corequisites:* N6020 or N8180. This course is an introduction to family theory. It introduces the student to a new epistemology, one in which the central concepts stress a picture of causality that is circular, rather than the linear view of causality. Concepts of the family as a system and theoretical models upon which to base clinical practice will be discussed. The course will apply family systems concepts and methods to problems related to health and illness faced by families. Basic skills of genogram construction, assessment of family life cycle events and transition periods will be demonstrated. Readings, videotapes, case presentations and discussions will be used to explore theoretical and practical issues related to a family systems approach to working with physically and mentally ill patients and their families.



Course Descriptions

NURSING N8562

Practice of Family Therapy

2 credits. Prerequisites: N8560, N8590, N8591. This clinical practice course is designed for students to develop clinical skills in family therapy based on a structural family therapy model. It consists of clinical practice and supervision.

NURSING N8566

Family Primary Care: Practicum IIIA

2 credits. Prerequisites and Corequisites: N8625; N8670. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

NURSING N8567

Family Primary Care: Practicum IIIB

2 credits. Prerequisites and Corequisites: N8625, N8670. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

NURSING N8568

Practicum in Advanced Clinical Assessment for Family Nurse Practitioners

2 credit. Prerequisite and Corequisites: Physical Assessment, N8557, N8786. Utilizing a background in basic physical assessment, advanced practice nursing students apply the didactic content introduced in N8786 to this clinical practicum. Advanced physical assessment skills and the identification of abnormalities in the physical exam and appropriate documentation are emphasized with a focus on the ability to integrate systems appropriately. The complete pelvic exam is included.

NURSING N8571

Seminar on Family Therapy and Technique

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

NURSING N8588

Theory of Group Psychotherapy

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

Course Descriptions

NURSING N8590

Theory and Practice of Individual Psychotherapy I

2 credits. Prerequisites: N6597, N6528. Each student is given an opportunity to work with 1-2 individuals assigned according to the student's needs for a learning experience. Students arrange for clinical contact with the assigned clients. Clinical contact must be at least weekly and more often if required. The student is responsible for assessing the biophysical, psychosocial, cultural, cognitive and spiritual dimensions of the clients. Based upon this assessment the student plans appropriate interventions.

NURSING N8591

Theory and Practice of Individual Psychotherapy II

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

NURSING N8592

Clinical Practice and Supervision with Groups

2 credits. Prerequisites and Corequisites: N8590, N6528, N6588. The student participates as a leader or co-leader in a psychotherapeutic group of 10-12 sessions. Clinical supervision is focused on group dynamics and development.

NURSING N8594

Advanced Practice in Psychiatric Mental Health Nursing I

3-4 credits. Prerequisites: N6530, N6594, N6597, N8590, M8591, N8592. Or Corequisite: M8562. This course is designed to integrate foundation skills and strengthen the student's clinical practice in a variety of psychiatric mental health settings. The practicum is the first of two consecutive courses. Expectations of the clinical experience are direct client contact and therapeutic interaction with staff, families, and systems. The student will develop a knowledge base and skills germane to the role of the advanced practice psychiatric nurse. Details of the practicum will be coordinated with the agency and faculty, with consideration of course objectives, agency objectives and student career goals.

NURSING N8595

Advanced Practice in Psychiatric Mental Health Nursing II

3-4 credits. Prerequisite: *Advanced Practice in Psychiatric Mental Nursing I*. This course is designed to advance the student's clinical practice with clients in a variety of psychiatric mental health settings. The practicum is the second of two consecutive courses. Expectations of the clinical experience are direct client contact and therapeutic interaction with staff, families, and systems. The student will evaluate the roles of the advanced practice psychiatric nurse. Details of the practicum will be coordinated with the student, agency and faculty based upon course objectives, clinical objectives and student career goals.

Course Descriptions

NURSING N8625

Family Primary Care: Practicum II

4 credits. Prerequisites: N6840, N6100, N8557. Corequisites: N8770, N8558, N6121. The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories; perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

NURSING N8661

Advanced Pediatric and Neonatal Pharmacology

3 credits. Prerequisites and Corequisites: N6100, N4100. This course provides an opportunity for the scientific inquiry into the use of pharmacologic agents in the advanced nursing care of infants, including fetal, neonatal life and early childhood and adolescence. Pharmacokinetics, pharmacodynamics, drug use in pregnancy and lactation, pharmacologic agents used in disease prevention and treatment, drug monitoring and drug safety in the home are explored. Proper prescribing and record keeping in accordance with New York and Federal laws are addressed.

NURSING N8663

Pathophysiology and Management of the High Risk Neonate

3 credits. Prerequisites: N6140, N6141, N6650, N6655, N6660. Corequisites: N6647 and N8667. This didactic course will further increase the knowledge of the advanced practice nurse to care for the critically ill neonate. Throughout the course, there will be an emphasis placed on understanding the pathophysiology of various neonatal conditions, including gastrointestinal, renal, post-operative surgical conditions, respiratory, and inborn errors of metabolism. Clinical relevance and the role of the NNP will be reviewed. Discussion will focus on the use of evidence based research in the use of clinical monitoring of vital signs, developing differential diagnoses, and designing plans of care for the high risk neonate. The advanced practice nurse will be involved in the discharge planning, educational needs of the care provider, and follow-up for the high risk neonate.



Course Descriptions

NURSING N8667

Practicum: Case Management of the High Risk Neonate

3 credits. (previously 5 credits) Prerequisites: N6140, N6141, N6650, N6655, N6660. Corequisites: N6647 and N8663. This course is an in-depth practicum which allows the NNP student to utilize all previous learning in his/her management of infants at risk. The practicum in neonatal care is designed to provide the student with practice experience to develop skills of assessment, diagnosis, and management of the high risk neonate. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience. It will be an intensive experience in which the student will analyze all available data utilizing evidence-based research, synthesize his/her thinking, implement a plan of care, and evaluate the results. The role of the nurse practitioner is applied in clinical care areas. The student will begin to develop a database of her patients to evaluate her own clinical practice and refine her collaborative skills working with the interdisciplinary team throughout the course.

NURSING N8670

Pediatric Primary Care Nursing III

2 credits. Prerequisites and Corequisites: N6610, N6620, N6630, N6632, N6122; N8674. This required course in the PNP major introduces the advanced student to the provision of health care to children with common episodic illnesses. Lectures and seminars provide the student with the knowledge base to recognize and manage common health problems in the pediatric population.

NURSING N8672, N8673, N8674

Pediatric Primary Care Nursing III: Clinical

4 credits: of 2 credits - N8673, 3 credits - N8674. Prerequisites and Corequisites: N6610, N6620, N6630, N6632; N8670. This practicum focuses on the delivery of episodic illness care to children and adolescents in the ambulatory settings; and on planning and managing the care of hospitalized children. The Pediatric Clinic is the main clinical setting. Here the student will learn how to assess children with common episodic illnesses, to develop and discuss differential diagnosis, to manage the care of children with minor illnesses and to work with other health professionals collaboratively. When the illness requires hospitalization, they will design and implement a plan of care, including discharge plans and teaching. Students utilize their knowledge of common child and adolescent illnesses and the information presented in N6630 and N8670 to assess and develop plans of care for all children and adolescents.

NURSING N8680

Behavioral Pediatrics for Advanced Practice Nursing: Didactic

2 credits. (previously 3 credits) This course provides the foundation for understanding issues and concepts of behavioral pediatrics, which are encountered in the community setting. The potential impact of the child's environment, risk and protective factors and stressors will be included in the content. Behavioral manifestations fall on a continuum from normal to pathological, including developmental appropriate behaviors, developmental variations, problems and disorders. Lectures provide the student with the knowledge base to recognize, assess, treat and refer children with behavioral problems. This is one of three required courses for the subspecialty.

NURSING N8682

Behavioral Pediatrics for Advanced Practice Nursing: Clinical Seminar

2 credits. Prerequisites and Corequisites: N8680, N8684. This seminar is designed to provide the graduate student an academic environment in which to share practicum experience and present case studies for discussion with their peers and faculty. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references. This is one of three required courses for the subspecialty.

NURSING N8684

Behavioral Pediatrics for Advanced Practice Nursing: Clinical Practicum

2 credits. Prerequisites and Corequisites: N8680, N8682. This practicum focuses on the assessment and management of behavioral disorders in children and adolescents in a variety of community settings. Here the student will develop skills to assess children with behavioral disorders, to formulate a working diagnosis, to design management plans of care and to collaborate with other health professionals. Students utilize their knowledge of development, environmental factors, family dynamics and behavioral disorders in the child and adolescent. The student will demonstrate the ability to recognize, assess, treat and refer children with behavioral problems. This is one of three required course for the subspecialty.

NURSING N8693

Family Primary Care: Practicum IIA

2 credits. Prerequisites and Corequisites: N6840, N6100, N8557, N8558, N6121. The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories; perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

NURSING N8701

Critical Care Nursing of Children

3 credits. Critical care nursing of children focuses on the delivery of acute critical care to the pediatric patient through age 21 years. This includes pathophysiological mechanism resulting in organ system failure. Strategies for the management of these patients will require a synthesis of knowledge from biological, pharmacology, behavioral, and nursing. Emphasis will be placed on the needs of the family in dealing with a critically ill child. The caregiver role of the advanced practice nurse in the critical care setting will be integrated within the course.

NURSING N8703

Seminar in Critical Care Nursing of Children

1 credit. Corequisite: N8701. Seminar in critical care nursing is designed to provide the PNP in an academic environment the opportunity to discuss case presentations and utilize knowledge and skills in discussion of case studies with their peers. In this scholarly forum, the students are expected to present selected cases and review the management. The students are expected to facilitate a class dialogue and to promote management of patients using evidence based practice.

Course Descriptions

NURSING N8750

Symptom Management and Palliative Care for Oncology Nurse Practitioner Students

2 credits. Prerequisites: N6740, N6880. This course is designed to present an integrative approach to identifying and managing the symptoms of cancer and cancer treatment through the disease continuum. The palliative care component would concentrate on those aspects related to physical, psychosocial and spiritual issues that impact the lives of the person/family with cancer.

This course is no longer offered.

NURSING N8751

Practicum for Symptom Management and Palliative Care for Oncology Nurse Practitioner Students

3 credits. Prerequisites and Corequisites: N8750, N6740. This course provides the opportunity to manage the symptoms of cancer and its treatments with expert supervision and collaboration in the clinical setting. Learning is facilitated by expert clinicians in the oncology/hospice/home/long term care areas. Nursing research will be promoted in issues related to quality of life, identification, and prevention of complications of treatment and patient and caregiver stress.

NURSING N8755

Introduction to Palliative and End of Life Care Throughout the Lifespan

3 credits. This introductory course is designed to prepare graduate nursing students, fourth year medical students and residents to offer informed and compassionate palliative and end of life care to patients and families across the lifespan and in a variety of settings.

NURSING N8756

Seminar In Palliative and End of Life Care

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

NURSING N8757

Clinical Practice in Palliative and End of Life Care

0 credit (formerly offered for 1-3 credits). Prerequisites: N8755, N8756 and Permission of Course Director. This advanced level clinical experience provides students with the opportunity to integrate clinical knowledge, theory and research findings into the assessment and treatment of patients and families in need of palliative and end of life care.

NURSING N8760

Integrative Therapies I

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

Course Descriptions

NURSING N8761

Integrative Therapies II

3 credits. This course focuses on various therapies commonly practiced and encountered within the context of the health care system. Basic principles of each therapy as well as safety considerations, training and credentialing of integrative practitioners will also be discussed.

NURSING N8762

Integrative Therapies III

3 credits. This is a combined seminar and clinical experience with a nurse practitioner and an integrative medicine practitioner. Analyze and formulate appropriate therapeutic plans by incorporating both Western and Integrative therapies diagnosis and management.

NURSING N8770

Diagnosis and Management of Illness in Adults I

3 credits. (previously 3-4 credits) Prerequisites and Corequisites: N6700, N6100, N8786; N6121. Utilizing a systems approach, the diagnosis and management of health problems encountered in primary care of adult are studied in depth. Systems selected for study include cardiovascular, gastrointestinal, endocrine and respiratory. The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners.

NURSING N8771

Diagnosis and Management of Illness in Adults II

3 credits. (previously 3-4 credits) Prerequisite: N8770. Utilizing a systems approach, the diagnosis and management of health problems encountered in Primary Adult Care are studied. Systems selected for study include genitourinary, respiratory, immune systems, central nervous and musculoskeletal.

NURSING N8772

Practicum in Adult Primary Care I

2 credits. Prerequisites and Corequisites: N6700, N6100, N8786, N8770, N6121. The practicum is a clinical field experience designed to provide opportunity for students to acquire skills in assessment, decision-making and management of care for adults with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.

NURSING N8773

Practicum in Adult Primary Care II

2 credits. Prerequisite: N8772. The practicum is a clinical field experience designed to provide opportunity for students to strengthen skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical settings function more independently under preceptor supervision.

NURSING N8776

Advanced Practicum in Primary Care

4-6 credits. Prerequisites and Corequisite: N8770, N8771, N8772, N8773. The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical setting are to function more independently under preceptor supervision.

Course Descriptions

NURSING N8779

Advanced Practicum in Adult/Geriatric Health

4 credits. Prerequisites and Corequisite: N8770, N8771, N8772, N8773. The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical setting are to function more independently under preceptor supervision. This course is no longer offered.

NURSING N8786

Advanced Clinical Assessment in Adults

3 credits. (previously 2-3 credits) Prerequisites and Corequisites: N4050, N6100, N6121, N6700. This course explores the theoretical dimensions of advanced clinical assessment of adults and incorporates advanced techniques of history taking and physical examination.

NURSING N8787

Practicum in Advanced Clinical Assessment for Adults

1 credit. Prerequisites and Corequisites: N4050, N6100. Guided study with clinical application of advanced physical assessment techniques in adults.

NURSING N8788

Advanced Clinical Assessment: Acute Care

1 credit. Corequisites: N8786. This course focuses on the essential technology and procedures utilized in the management of the critically ill that is inherent to the role of this nurse practitioner. During laboratory/clinical experiences psychomotor skills and the use of advanced technologies for the nurse practitioner will be developed along with the skill of oral/written presentation of select patients.

NURSING N8789

Advanced Clinical Assessment: Women's Health

1 credit. (previously offered for 2 credits) This course focuses on essential assessment skills for Women Health Nurse Practitioners inherent in providing comprehensive care for women across the life cycle.

NURSING N8792

Advanced Health Assessment in Psychiatric-Mental Health Nursing I

2 credits. Corequisite: N8793. The student is introduced to the symptoms, behavioral manifestations and classification of psychopathology as compared to normative behavior over the life span. Special emphasis is placed upon the ability of the student to interview, classify and evaluate observations. The student will use various assessment tools and guides appropriate for individuals of different ages.

NURSING N8793

Advanced Health Assessment in Psychiatric-Mental Health in Nursing II: Clinical Practicum

1 credit. Corequisite: N8792. This practicum using a case study format is designed to provide an opportunity for students to demonstrate ability to assess and diagnose psychiatric patients.

Course Descriptions

NURSING N8795

Family Primary Care: Practicum IIB

2 credits. *Prerequisites and Corequisites:* N6840, N6100, N8557, N6121, N8558. The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories, perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

NURSING N8816

Practicum in Critical/Acute Care for the Nurse Practitioner

2 credits. (previously 3-4 credits) *Prerequisites and Corequisites:* N6700, N8786, N8788. The practicum in critical/acute care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency and critically ill adult. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting.

NURSING N8820

Advanced Practicum in Critical Care for the Nurse Practitioner

2 credits. (previously 3 credits) *Prerequisites and Corequisites:* N6838, N6839, N8816, N6100, N6121, N8102. The practicum in critical care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience.

NURSING N8823

Advanced Practicum in Acute Care

3 credits. *Prerequisites Master's Level Core Courses, M6720, M8786, M8788, M6838, M8816, M6839, and M8820.* This course will provide an opportunity to synthesize and integrate the advanced practice knowledge and skills acquired through all previous didactic and clinical coursework. Students will be expected to do clinical case presentations, manage a group of patients of varying diagnoses and variability of acuity, and practice with increasing independence in the acute care advanced practice role.

NURSING N8825

Integration Practicum in Critical Care for the Nurse Practitioner

5 credits. (previously 4-5 credits) *Prerequisites and Corequisites:* N6838, N8816, N8820, N6839. The practicum in critical acute care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency and critically ill patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience.

Course Descriptions

NURSING N8835

Critical Decision Making in Nurse Anesthesia Practice I

2 credits. *Prerequisites and Corequisites: Successful completion of all Semester II courses and M8870.* Critical analysis of selected topics in nurse anesthesia practice. Seminar formats will facilitate and engender discussion and critical analysis.

NURSING N8836

Critical Decision Making in Nurse Anesthesia II

2 credits. *Prerequisites and Corequisites: All Semester III courses and M8871.* Critical analysis of selected topics in nurse anesthesia practice. Seminar formats will facilitate discussion and critical analysis.

NURSING N8837

Critical Decision Making in Nurse Anesthesia Practice III

2 credits. *Prerequisite or Corequisite: Successful completion of all previous course work in Anesthesia.* Critical analysis of selected topics in nurse anesthesia practice related to Residency III objectives. Seminar formats will facilitate and engender discussion and critical analysis.

NURSING N8838

Critical Decision Making in Nurse Anesthesia Practice IV

2 credits. *Prerequisite or Corequisite: Successful completion of all previous anesthesia course work.* Critical analysis of selected topics in nurse anesthesia practices related to Residency IV objectives. Seminar formats will facilitate and engender discussion for critical analysis.

NURSING N8843

Acute Care Independent Study

2 credits. (previously 1-8 credits) *Prerequisites: Master's Core Courses, M6720, M8786, M8788, M6838, M8816, M6839, M8820.* This course will provide an opportunity to synthesize and integrate the advanced practice knowledge and skills acquired through previous didactic and clinical coursework. The focus is on modeling the processes of knowledge acquisition and evaluation, clinical inference, and clinical decision-making that the ACNP will employ once in independent practice. The role of the ACNP will be explored with regard to ethical issues, legal implications of practice, professionalism, board certification, and licensure. This course should be taken concurrently with the integration practicum course (N8823).

NURSING N8845

Cancer in Childhood

2 credits. (previously 3 credits). This course presents an in-depth examination of childhood cancers. Content includes etiology, epidemiology, diagnostic and treatment modalities, side effects of therapy, emergencies, clinical management, long-term survival and terminal illness. The course provides a framework of advanced practice for the pediatric oncology clinical nurse specialist and pediatric nurse practitioner in oncology.

NURSING N8850

Family Primary Care: Practicum III

4 credits. *Prerequisites and Corequisites: All previous family primary care specialty courses.* Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

Course Descriptions

NURSING N8864

Practicum in Geriatric Primary Care I

2 credits. Prerequisites and Corequisites: N6700, N6100, N8785, N6750; N6121. The practicum is a clinical field experience designed to provide opportunity for students to acquire initial skills in assessment, decision-making and case management of care of the geriatric client with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.

NURSING N8865

Practicum in Geriatric Primary Care II

2 credits. Prerequisite: N6700, N6100, N4010, N6750, N8860, N8864. The practicum is a clinical field experience designed to provide opportunity for students to strengthen skills in assessment, decision-making and case management of geriatric clients with a variety of episodic and long-term health problems. Students in the clinical settings function more independently under preceptor supervision.

NURSING N8867

Interdisciplinary Approach to Geriatric Assessment and Long Term Care

2 credits. This course provides a systematic overview of a comprehensive interdisciplinary geriatric assessment. In addition, the course reviews the wide range of health and supportive services provided for older individuals at one point or another in the continuum of long term care.

NURSING N8869

Residency in Adult/Geriatric Health

1 credit. The practicum is a clinical field experience designed to strengthen and broaden the student's clinical experiences in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Specific program objectives and clinical experiences are individually identified. Students in the clinical setting are to function more independently under preceptor supervision.

NURSING N8870

Nurse Anesthesia Residency I

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

Course Descriptions

NURSING N8871

Nurse Anesthesia Residency II

2 credits. *Prerequisites and Corequisites:* N6862, N6870 and N8870; N8836. Clinical experiences provide the opportunity for students to integrate theoretical basis of practice within the clinical setting. Students move along a continuum from healthy adults and children to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the implementation and evaluation of a plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites. CRNA faculty members act as facilitators of learning. Clinical conferences and professional meetings help to reinforce and evaluate learning. This is the second of four required residencies.

NURSING N8872

Anesthesia Residency III

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

NURSING N8873

Anesthesia Residency IV

2 credits. *Prerequisite:* N8870, N8871, N8872 and all previous class work. Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in journal 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 N8883

Oncology Nursing Practice III: Cancer Prevention and Detection

3 credits. *Prerequisites:* N6740, N6745 (or *Advanced Standing*), and N6880, N6885; concurrent with *Oncology Nursing Practice III*. This course involves the practice of primary and/or secondary cancer prevention with designated client populations in community or occupational health settings, or in other facilities carrying out cancer prevention activities. In the clinical setting, the student will have the opportunity to assess, plan, implement and/or evaluate primary or secondary prevention activities.

This course is no longer offered.

NURSING N8950

Advanced Practice Primary Care Nursing Post Masters Residency

0 credits. (previously 3-6 credits) *Prerequisite:* Completion of NP program, Certification (eligible). This residency focuses on the delivery of full scope health care to clients. The post graduate student will learn to integrate assessment, therapeutic planning and evaluation of care for clients. Post-graduate students will synthesize their knowledge of primary care concepts, health and illness. This residency is designed to expand clinical knowledge and skills for the graduate Nurse Practitioner.

NURSING N9001

Social and Intellectual Foundations of Nursing

3 credits. (previously 4 credits) *Prerequisites:* Masters of Science in Nursing or by permission of the instructor. Examination of the structure and growth of contemporary nursing knowledge as it developed within a social context. Ideas, events, people, and writings are examined for their influence, inter-relationships and significance to nursing. Philosophy of science is applied to the development of nursing science.

NURSING N9205

Analysis and Evaluation of Health Policy

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

NURSING N9245

Statistical Methods & Data

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

This course is no longer offered.

NURSING N9300

Comparative Research Design and Methodology I

3 credits. *Prerequisites:* Master's level course in research and statistics. This is the first in a two-course sequence that examines the research designs common to nursing and health policy research. This course will address aspects of nursing research from the perspective of preparing researchers to design and carry out studies: the research process; formulation of researchable questions and hypotheses; types of research variables; sampling designs and power analysis; and the uses, strengths and weaknesses of experimental and quasi-experimental designs and designs used in health policy research.

NURSING N9301

Comparative Research Design and Methodology II

3 credits. *Prerequisite:* N9300. This is the second course in a two-course sequence that examines the research designs common to nursing and health policy research. This course will address aspects of nursing research from the perspective of preparing researchers to design and carry out studies. The course will address: the uses, strengths and weaknesses of qualitative, survey, epidemiological and outcomes research.

Course Descriptions

NURSING N9350

Concept Development from Clinical Phenomena in Nursing

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

This course is no longer offered.

NURSING N9354

Measurement of Clinical and Other Phenomena

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

This course is no longer offered.

NURSING N9480

Chronic Illness Management

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

NURSING N9501

Health Care of Vulnerable Populations

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

NURSING N9502

Guided Study in Research I

3 credits. The student will decide, with the research advisor or selected others, on an individually determined study of statistics and research methods based upon the selected focus of dissertation study. Selected courses throughout the University may be used to satisfy this requirement.

NURSING N9505

Research Practicum

2 credits. (previously 1 credit) The student works with a faculty member who is conducting a research project. The specific nature of the experience depends on the nature and stage of the research, but might include search and review of relevant literature, data collection, data analysis and / or grant preparation.

NURSING N9510

Guided Study in Nursing Science

1-3 credits. The student works under the guidance of a faculty member to study in depth a topic related to the development of nursing science. Specific objectives and requirements are negotiated individually. The course may be repeated more than once provided different faculty members supervise the learning experience.

NURSING N9540

Translating Evidence to Practice/Policy

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

NURSING N9600

Legal and Ethical Issues

3 credits. *Prerequisites: Doctoral standing or permission of the instructor.* Explore the broadly defined principles of ethics and their legal and ethical implications for primary care practice. Understand how the principles of ethics can guide the decision making process when clinical, research, and practice management dilemmas arise during the provision of primary care. Examine and analyze: Professional interactions, research experience, gender issues, conflict of interest, informed consent, genetic screening and diagnostic testing, reproductive technology, emerging infectious diseases, pain management and end-of-life issues.

NURSING N9700

Residency for Doctor of Nursing Practice

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

Course Descriptions

NURSING N9802

Dissertation Advisement

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

NURSING 9808

DNP Portfolio Advisement

4 credits. (previously 2) After the student registers for Residency 10 credits, students are required to enroll in Portfolio Advisement until the Portfolio is completed, successfully defended and submitted.

NURSING N9820

Dissertation Credits

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

NURSING N9900

Dissertation Seminar

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

NURSING N9910

Translation and Synthesis of Evidence for Optimal Outcomes

3 Credits. *Prerequisite: Statistics.* This doctoral level course is designed to provide the tools for the doctoral level advanced practice nurse to evaluate, translate and integrate published research results into clinical practice. During the course, students will learn how to conceptualize clinical practice problems, how to transform these problems into answerable clinical research questions, how to search for the best clinical evidence, how to assess clinical evidence using basic epidemiological, biostatistical and scientific principals and how to integrate the research results with patient's values and preferences across clinical sites. The course will culminate in a systematic review of a body of research relevant to advanced practice nursing.

INDIVIDUALIZED STUDY IN NURSING: N4099, N6099, N6229, N8490, N8499, N8550, N8780, N8790, N8843, N8886, N8890, N9815, N9820

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

ACUTE CARE NURSE PRACTITIONER

| <i>Core</i> | <i>Credits</i> |
|---|----------------|
| Assessing Clinical Evidence | 4 |
| Health and Social Policy: Context for Practice and Research | 4 |
| Management of Advanced Practice | 1 |
| Identifying & Preventing Violence | 1 |
| | 10 |
| <i>Sciences</i> | |
| Advanced Physiology | 3 |
| Pathophysiology | 3 |
| Advanced Pharmacology | 3 |
| Incorporating Genetics into Advanced Nursing Practice | 3 |
| | 12 |
| <i>Specialty</i> | |
| Advanced Clinical Assessment | 3 |
| Advanced Clinical Assessment: Acute Care | 1 |
| Health Promotion/Disease Prevention | 3 |
| Diagnosis and Management Acutely Ill: Adult I | 3 |
| Practicum in Acute Care | 2 |
| Diagnosis and Management Acutely Ill: Adult II | 3 |
| Advanced Practice in Acute Care I | 2 |
| Acute Care Integration Practicum | 5 |
| Individual Study in Acute Care | 2 |
| Acute Care Clinical Practicum | 3 |
| | 27 |
| Total Credits | 49 |

ADULT NURSE PRACTITIONER PROGRAM

| <i>Core</i> | <i>Credits</i> |
|---|----------------|
| Assessing Clinical Evidence | 4 |
| Health and Social Policy: Context for Practice and Research | 4 |
| Intensives | 2 |
| | 10 |
| <i>Sciences</i> | |
| Advanced Physiology | 3 |
| Pathophysiology | 3 |
| Advanced Pharmacology | 3 |
| Incorporating Genetics into Advanced Nursing Practice | 3 |
| | 12 |
| <i>Specialty</i> | |
| Introduction to Primary Care | 3 |
| Advanced Clinical Assessment of Adults | 3 |
| Practicum in Advanced Clinical Assessment of Adults | 1 |
| Diagnosis and Management of Illness: Adult I | 3 |
| Diagnosis and Management of Illness: Adult II | 3 |
| Practicum in Primary Care I | 2 |
| Practicum in Primary Care II | 2 |
| Advanced Practicum in Adult Health | 4 |
| Seminar in Adult Primary Care I | 1 |
| Seminar in Adult Primary Care II | 1 |
| Seminar in Adult Primary Care III | 1 |
| | 24 |
| Total Credits | 46 |

Curriculum

FAMILY NURSE PRACTITIONER

| <i>Core</i> | <i>Credits</i> |
|---|----------------|
| Health and Social Policy: Context for Practice and Research | 4 |
| Assessing Clinical Evidence | 4 |
| Interpersonal Violence & Abuse | 1 |
| Management in Advanced Practice | 1 |
| | 10 |
| Sciences | |
| Advanced Physiology | 3 |
| Pathophysiology of the Adult | 3 |
| Advanced Pharmacology | 3 |
| Incorporating Genetics into Advanced Nursing Practice | 3 |
| | 12 |
| Specialty | |
| Family Primary Care I | 2 |
| Advanced Clinical Assessment | 3 |
| Advanced Assessment Practicum | 2 |
| Diagnosis and Management of Illness: Family I | 4 |
| Family Primary Care II | 1 |
| Family Primary Care: Practicum II | 4 |
| Diagnosis and Management of Illness: Family II | 3 |
| Family Primary Care III | 1 |
| Family Primary Care: Practicum III | 4 |
| Family Theory | 3 |
| | 27 |
| Total Credits | 49 |

GERIATRIC NURSE PRACTITIONER PROGRAM

| <i>Core</i> | <i>Credits</i> |
|---|----------------|
| Assessing Clinical Evidence | 4 |
| Health and Social Policy: Context for Practice and Research | 4 |
| Intensives | 2 |
| | 10 |
| Sciences | |
| Advanced Physiology | 3 |
| Pathophysiology of the Adult | 3 |
| Advanced Pharmacology | 3 |
| Incorporating Genetics into Advanced Nursing Practice | 3 |
| | 12 |
| Specialty | |
| Introduction to Primary Care | 3 |
| Advanced Clinical Assessment | 3 |
| Practicum in Advanced Clinical Assessment | 1 |
| Diagnosis and Management of Illness: Adult I | 3 |
| Practicum in Geriatric Primary Care I | 2 |
| Practicum in Geriatric Primary Care II | 2 |
| Illness and Aging | 3 |
| Diagnosis and Management of Illness: Adult II | 3 |
| Interdisciplinary Approach to Geriatric Assessment and Long-Term Care | 2 |
| Seminar in Geriatric Care I | 1 |
| Seminar in Geriatric Care II | 1 |
| Seminar in Geriatric Care III | 1 |
| Residency in Adult/Geriatric Health | 1 |
| Advanced Practicum in Adult/Geriatric Health | 4 |
| | 30 |
| Total Credits | 52 |

NEONATAL NURSE PRACTITIONER PROGRAM

| <i>Core</i> | <i>Credits</i> |
|---|----------------|
| Assessing Clinical Evidence | 4 |
| Health and Social Policy: Context for Practice and Research | 4 |
| Intensives | 2 |
| | 10 |
| <i>Sciences</i> | |
| Pediatric Pathophysiology | 3 |
| Advanced Physiology | 3 |
| Advanced Neonatal and Pediatric Pharmacology | 3 |
| Incorporating Genetics into Advanced Nursing Practice | 3 |
| | 12 |
| <i>Specialty</i> | |
| Physical and Psychological Assessment of the Child | 3 |
| Pediatric Primary Care I | 3 |
| Pediatric Primary Care I – Clinical | 2 |
| Pediatric Primary Care – Seminar I | 1 |
| Pediatric Primary Care II | 2 |
| Pediatric Primary Care II – Clinical | 4 |
| Pediatric Primary Care – Seminar II | 1 |
| Pediatric Emergencies | 1 |
| Pediatric Primary Care III – Clinical Summer | 2 |
| Pediatric Primary Care III | 2 |
| Pediatric Primary Care III – Clinical Fall | 3 |
| Pediatric Primary Care – Seminar III | 1 |
| | 25 |
| Total Credits | 47 |

NURSE ANESTHESIA PROGRAM

| <i>Core</i> | <i>Credits</i> |
|---|----------------|
| Health and Social Policy: Context for Practice and Research | 4 |
| Assessing Clinical Evidence | 4 |
| Intensives | 2 |
| | 10 |
| <i>Sciences</i> | |
| Advanced Physiology | 3 |
| Pathophysiology (Adult) | 3 |
| Advanced Pharmacology | 3 |
| Incorporating Genetics into Advanced Nursing Practice | 3 |
| | 12 |
| <i>Specialty</i> | |
| Homeostatic Mechanisms During Anesthesia | 3 |
| Pharmacology of Anesthetics | 3 |
| Anesthesia and Co-Existing Diseases | 2 |
| Basic Principles of Nurse Anesthesia Practice I | 3 |
| Basic Principles of Nurse Anesthesia Practice II | 3 |
| Pharmacology of Accessory Drugs | 2 |
| Basic Principles of Regional Anesthesia | 2 |
| Nurse Anesthesia Residency I | 2 |
| Advanced Principles of Nurse Anesthesia Practice I | 2 |
| Critical Decision Making in Nurse Anesthesia Practice I | 2 |
| Nurse Anesthesia Residency II | 2 |
| Advanced Principles of Nurse Anesthesia Practice II | 2 |
| Critical Decision Making in Nurse Anesthesia Practice II | 2 |
| Nurse Anesthesia Residency III | 2 |
| Critical Decision Making in Nurse Anesthesia Practice III | 2 |
| Nurse Anesthesia Residency IV | 2 |
| Critical Decision Making in Nurse Anesthesia Practice IV | 2 |
| | 38 |
| Total Credits | 60 |

Curriculum

NURSE MIDWIFERY PROGRAM

| Core | Credits |
|--|----------------|
| Assessing Clinical Evidence | 4 |
| Health and Social Policy: Context for Practice and Research | 4 |
| Interpersonal Violence and Abuse Management in Advanced Practice | 1 |
| | 1 |
| | 10 |
| Sciences | |
| Advanced Pharmacology* | 3 |
| Advanced Physiology* | 3 |
| Maternal and Fetal Physiology* | 2 |
| Incorporating Genetics into Advanced Nursing Practice | 3 |
| | 11 |
| Specialty | |
| Primary Care I | 3 |
| Advanced Clinical Assessment** | 3 |
| Pelvic Assessment of Women** | 1 |
| Primary Care II | 3 |
| Well Woman Gynecology – Didactic ** | 2 |
| Well Woman Gynecology – Clinical ** | 2 |
| Antepartum – Didactic ** | 2 |
| Antepartum – Clinical ** | 2 |
| Intrapartum – Didactic ** | 2 |
| Intrapartum – Clinical ** | 2 |
| Breastfeeding & Postpartum | 1 |
| Newborn Care and Assessment ** | 1 |
| Integration in Nurse Midwifery ** | 3 |
| Complex Management of Women’s Health Condition Throughout The Lifespan | 2 |
| Professional Issues in Midwifery | 1 |
| | 31 |
| Total Credits | 52 |

* Must be taken prior to or concurrent with first clinical courses.

** Clinical courses or courses in the clinical tract must be taken in order.

ONCOLOGY NURSE PRACTITIONER PROGRAM

| Core | Credits |
|--|----------------|
| Oncology Nursing Theory I | 2 |
| Oncology Nursing Theory II | |
| | OR |
| Cancer in Childhood (pediatric or family students) | 2 |
| Symptom Management and Palliative Care in Oncology | 2 |
| Optional: Symptom Management and Palliative Care in Oncology Clinical | 3 |
| Total Credits | 52-54 |
| * OCN certified nurses may seek advanced standing for master’s prepared nurses seeking a University Statutory Certificate: The following courses: | |
| Oncology Nursing Theory I | 2 |
| Oncology Nursing Practice I* | 3 |
| Oncology Nursing Theory II | |
| | OR |
| Cancer in Childhood (pediatric students) | 2 |
| Oncology Nursing Practice II | 3 |
| Oncology Nursing Practice III | 3 |
| Symptom Management and Palliative Care | 2 |
| Genetics for Advanced Practice Nursing | 3 |
| Genetics Concentration: Cancer Genetics | 2 |
| Genetics Practicum: Cancer Genetics | 2 |
| Total Credits | 22 |

PEDIATRIC NURSE PRACTITIONER

Core

| | |
|--|----|
| Assessing Clinical Evidence | 4 |
| Health and Social Policy: Context for Practice and Research Intensives | 4 |
| | 2 |
| | 10 |

Sciences

| | |
|---|----|
| Pediatric Pathophysiology | 3 |
| Advanced Physiology | 3 |
| Advanced Neonatal and Pediatric Pharmacology | 3 |
| Incorporating Genetics into Advanced Nursing Practice | 3 |
| | 12 |

Specialty

| | |
|--|----|
| Physical and Psychological Assessment of the Child | 3 |
| Pediatric Primary Care I | 2 |
| Pediatric Primary Care I – Clinical | 2 |
| Pediatric Primary Care – Seminar I | 1 |
| Pediatric Primary Care II | 2 |
| Pediatric Primary Care II – Clinical | 4 |
| Pediatric Primary Care – Seminar II | 1 |
| Pediatric Primary Care III – Clinical Fall | 3 |
| Pediatric Primary Care III | 2 |
| Pediatric Primary Care III – Clinical Summer | 2 |
| Pediatric Primary Care – Seminar III | 1 |
| Pediatric Emergencies | 1 |
| | 24 |

Total Credits 46

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PROGRAM

Core

| | |
|---|----|
| Health and Social Policy: Context for Practice and Research | 4 |
| Assessing Clinical Evidence | 4 |
| Management in Advanced Practice | 1 |
| Interpersonal Violence & Abuse | 1 |
| | 10 |

Sciences

| | |
|---|---|
| Advanced Pathophysiology | 3 |
| Advanced Pharmacology | 3 |
| Incorporating Genetics into Advanced Nursing Practice | 3 |
| | 9 |

Specialty

| | |
|--|-----|
| Advanced Evaluation and Assessment | 3 |
| Psychopathology | 2 |
| Development of Human Behavior Across the Life Span | 3 |
| Introduction to Alcohol and Substance Abuse: Theories of Causation | 3 |
| Theory and Practice of Individual Psychotherapy I | 2 |
| Theory and Practice of Individual Psychotherapy II | 2 |
| Group Theory | 2 |
| Group Practicum | 2 |
| Family Theory in Context | 2 |
| Seminar on Family Therapy and Technique | 2 |
| Clinical Practice and Supervision with Families | 2 |
| Advanced Practice I – Integration | 3-4 |
| Advanced Practice II – Integration | 3-4 |

Total Credits 31-33
50-52

Curriculum

WOMEN'S HEALTH NURSE PRACTITIONER PROGRAM

Core and Supporting Science Credits

| | |
|--|-----------|
| Assessing Clinical Evidence | 4 |
| Health and Social Policy: Context for Practice and Research | 4 |
| Management in Advanced Practice | 1 |
| Interpersonal Violence/Abuse Prevention | 1 |
| Advanced Physiology | 3 |
| Pathophysiology | 3 |
| Advanced Pharmacology | 3 |
| Maternal-Fetal-Newborn Physiology | 2 |
| Incorporating Genetics | 3 |
| | 24 |

Specialty

| | |
|--|--------------|
| Advanced Clinical Assessment | 3 |
| Advanced Clinical Assessment: Women's Health | 1 |
| Primary Care of Women Across the Life Span I | 3 |
| Comprehensive Women's Health | 3 |
| Practicum in Comprehensive Women's Health | 2 |
| Primary Care of Women Across the Life Span II | 3 |
| Primary Care of Childbearing Women | 3 |
| Practicum: Childbearing Women | 3 |
| Advanced Practicum in Women's Health | 4-5 |
| Capstone Seminar | 1 |
| | 27-28 |
| Total Credits | 50-51 |

Administration and Instructional Affairs

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Lee Bollinger, PhD

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Alan Brinkley, PhD

Provost of the University

Lee Goldman, MD

Vice President for Health Sciences and Biomedical Research

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Vice Dean, School of Nursing

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Administration and Instructional Affairs

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Research: Pediatric mental health, culturally sensitive pediatric care

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PhD, Texas A&M University
Research: Biostatistics in Nursing

Administration and Instructional Affairs

Ritamarie John

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

Angela King

Assistant Professor of Clinical Nursing
BS, University of Dayton
BS, Columbia University
MS, Columbia University
Certified Family Nurse Practitioner
Practice: Urban Family Primary Care

Melissa Kramps

Assistant Professor of Clinical Nursing and Program Director, Geriatric Nurse Practitioner Program
BS, Fairfield University
MS, Columbia University
Certified Geriatric Nurse Practitioner
Practice: Adult and Geriatric Primary Care

Elaine Larson

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

S. Ellen Levine

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

Mary-Jane McEneaney

Assistant Professor of Clinical Nursing, Program Director, Women's Primary Care
BS, Georgetown University
MS, Columbia University
Certified Women's Health Nurse Practitioner Program
Practice: Women's Primary Care

Marlene McHugh

Assistant Professor of Clinical Nursing
BS, Columbia University
MS, Columbia University
DNP, Columbia University
Certified Family Nurse Practitioner
Practice: Palliative Care

Administration and Instructional Affairs

Mary O. Mundinger

Dean; Centennial Professor in Health Policy; Director, WHO Collaborating Center for International Nursing Development of Advanced Practice

BSN, Michigan

MA, Columbia University

DrPH, Columbia University

FAAN, DPNAP

Research: Health policy; family care of the frail elderly; technology assessment in home care

Founder: Columbia Advanced Practice Nurse Associates (CAPNA)

Anita Nirenberg

Assistant Professor of Clinical Nursing and Program Director, Oncology

BS, Skidmore

MS, Columbia University

Certified Pediatric Primary Care

Oncology Certified Nurse

Advanced Oncology Nurse

Practice: Oncology Emergencies, post-cancer survivors

Cheryl A. Pensiero

Assistant Professor of Clinical Nursing

BS, Pennsylvania State University

MS, Columbia University

DNP, Columbia University

Certified Adult Nurse Practitioner

Certified Geriatric Nurse Practitioner

Practice: Cardiology and Primary Care

Paula Pillone

Assistant Professor of Clinical Nursing

BS, St. Peter's College

MS, Columbia University

Certified Psychiatric Nurse Practitioner

Practice: Adult Psychiatry

Courtney Reinisch

Assistant Professor of Clinical Nursing

BA, Immaculata College

BS, University of Delaware

MS, University of Delaware

DNP, Columbia University

Certified Family Nurse Practitioner

Practice: Family Primary and Emergency Care

Nancy Reame

Professor of Nursing and Program Director, Doctor of Nursing Science

BSN, Michigan State

MSN, Wayne State University

PhD, Wayne State University

FAAN

Research: Physiologic responses and womens' health

Administration and Instructional Affairs

Rebekah L. Ruppe

Assistant Professor of Clinical Nursing
BA, Guilford College
BS, Columbia University
MS, Columbia University
Certified Nurse Midwife
Practice: Nurse midwifery

Josephine Sapp

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

Arlene Smaldone

Assistant Professor of Nursing
BS, Hunter College
MA, NYU
DNSc, Columbia University
Research: Pediatrics Diabetes Care

Jennifer Smith

Assistant Professor of Clinical Nursing
Senior Associate Dean
BSN, University of Pittsburgh
MBA, Columbia University
MPH, Columbia University
DNP, Columbia University
Certified Adult Nurse Practitioner

Janice Smolowitz

Associate Professor of Clinical Nursing and Co-Director, Doctor of Nursing Practice Program
Associate Dean, Practice
BS, SUNY
MS, Columbia University
EdD, Teacher's College, Columbia University
DNP, Columbia University Certified Adult Nurse Practitioner
Certified Diabetes Educator
Research: Diabetes, Hypertension; quality assurance
Practice: Adult Primary Care in neurology/movement disorders

Administration and Instructional Affairs

JoAnne Staats

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

Patricia Stone

Associate Professor of Nursing
ASN, State University of New York, Albany
BSN, State University of New York, Albany
MS, Syracuse University, New York
MPH, Harvard University, Boston
PhD, University of Rochester, New York
Postdoctoral Fellowship, Harvard University, Boston
Research: Health care economics

Kristine Takamiya

Assistant Professor of Clinical Nursing
BS,
MS, Columbia University
DNP, Columbia University
Certified Adult Nurse Practitioner
Practice: Adult Primary Care

Laura Zeidenstein

Assistant Professor of Clinical Nursing and Program Director of Nurse Midwifery
BA, Evergreen State College
BS SUNY
MSN, Yale University
DNP, Columbia University
AAP/AHA Neonatal Resuscitation Provider Certified Nurse/Midwife
Practice: Nurse/Midwifery



Administration and Instructional Affairs

FULL-TIME CLINICAL FACULTY

Tracy Andrews, MS, ACNP
Constance Antonio, MS, APRN-BC, ACNP
Christopher A. Bachuss, MSN, FNP
Kathryn Baxter, MS, APRN-BC, ANP
Margaret Carson, MS, C-PNP
Rozelle Corda, MS, APRN-BC, FNP
Margie Fernandez Sloves, DNP, APRN-BC, ANP
Dorothy Ferraro, MS, APRN-BC, ANP
Darylann Ficken, DNP, APRN-BC, ACNP, ANP
Laura Flanigan, MS, CPNP-PC
Margaret Flannery, MS, APRN-BC, FNP
Nicole Goetz, MS, APRN-BC, FNP
Patricia Ann Harren, DNP, APRN-BC, ANP
Dianne Lapointe-Rudow, DNP, APRN-BC, ANP
Rachel Lyons, DNP, CPNP-AC/PC
Michele Lynn Mangini-Vendel, MA, APRN-BC, ACNP
Karen McKearney, MS, CPNP-PC
Maureen McSwiggen-Hardin, MS, APRN-BC, NP-P
Christine M. Merle, MS, APRN-BC, PNP
Debra Miller-Saultz, MS, APRN-BC, FNP
Hilary Nierenberg, MS, APRN-BC, ANP
Lorraine Olivero-Rivera, MS, APRN-BC, FNP
Dallas D. Regan, MSN, APRN-BC, ACNP
Meadow Rose, MS, ACNP
Lori Rosenthal, DNP, APRN-BC, NP-C, ACNP
Jeanne Marie Rubsam, RN, MS, CPNP
Diana Siewko, MS, APRN-BC, ACNP
Lynn R. Silverberg, MSN, MA, APRN-BC, ANP
Jennifer Smrtka, MS, APRN-BC, ANP
Kimberly Sureau, MA, APRN-BC, ACNP
Mary Ellen Tresgallo, MS, MPH, APRN-BC, FNP
Evangeline Veloria, MS, APRN-BC, ACNP
Kara Ventura, DNP, MS, PNP
Elisabeth Visser, MS, APRN-BC, ANP
Marisa Wallace, MS, APRN-BC, FNP
Elsa Wuhrman, MS, APRN-BC, ACNP, FNP

Administration and Instructional Affairs

PART-TIME FACULTY

Aileen Clucas, MS
Amy Dzeirba, PharmD
Karen Fleming-Sherman, MS, P/MH NP
Nadia Guastini Brown, MS, C-NNP
Ann Jorgenson, Ms, C-NNP
Christine Kubin, PharmD
Susan Ledlie, PhD, C-PNP
Mellen Lovrin, DNP, P/MH NP-C
Susan Spadafora, Ms, C-PNP
Karen Trister Grace, MS, CNM
Catherine Tom, PharmD
Denise Hall Quick, Ms, C-PNP

OFFICE OF THE DEAN STAFF

Kristin Warbasse
Executive Assistant to the Dean

Cheryl M. Francis
Senior Administrative Assistant

Michelle Morgan
Administrative Assistant

OFFICE OF STUDENT AFFAIRS

Judy Wolfe, MSED
Director of Admissions

Tania Quispe, MSED
Senior Director of Student Services

Oscar Vasquez
Director of Student Financial Services

Dian Holder, MA
Coordinator for Curricular and Academic Support

Jose Villa, BA
Coordinator of Admissions

Erica Diehl, BA
Student Coordinator

Naveed Ahmad, BA
Administrative Assistant, Admissions

Keisha Sango
Administrative Coordinator

Administration and Instructional Affairs

OFFICE OF OPERATIONS STAFF

Barbara Wallenstein
Director of Operations

Wassie Ayalew
Supervisor

Elsie Byrd
Administrative Assistant, Faculty

Stewart Brisby
Administrative Aide, Faculty

Albert Bayona
Senior Clerk

Ekrem Hilal
Information Technology Manager

Myra Joyce
Database Manager

Danny McNeil
Senior Clerk

Eric Schwartz
User Services Consultant

Maribel Pachay
Administrative Assistant

Ilya Pisman
Systems Administrator

OFFICE OF RESEARCH RESOURCES

Kristine Kulage
Director

Academic Calendar

The following Academic Calendar was correct and complete at the time of publication; however, the University reserves the right to revise or amend it, in whole or in part, at any time. Information on the current statuses of the Academic Calendar for the School of Nursing may be obtained from the school's website: www.nursing.hs.columbia.edu.

MAJOR RELIGIOUS HOLIDAYS FOR 2008-2009

| | |
|----------------------|----------------------------|
| PURIM | Friday, March 21 |
| GOOD FRIDAY | Friday, March 21 |
| PASSOVER | April 20-21 April 26-27 |
| SHAVUOT | June 9-10 |
| FIRST DAY OF RAMADAN | Tuesday, September 2 |
| ROSH HASHANA | Monday, September 30 |
| LAST DAY OF RAMADAN | Monday, September 1 |
| EID-AL-FITR | Thursday, October 2 |
| YOM KIPPUR | Thursday, October 9 |
| SUKKOT | Tuesday, October 14 |
| SHEMINI ATZERET | Thursday, October 21 |
| EID-AL-ADHA | Tuesday, December 9 |

Note: The above religious holidays begin at sunset the previous evening.

SPRING TERM 2008

| | | |
|----------|-------|---|
| January | 7 | First day of Winter Classes for ETP Pre-licensure students |
| | 21 | Martin Luther King Jr's birthday observed - University Holiday |
| | 22 | First day of classes for MS and Doctoral students |
| February | 1 | 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 |
| | 1 | Last day to submit Degree Application for May 2008 degree |
| | 13 | Award of Degrees |
| | 18 | President's Day observed - University Holiday - no classes scheduled |
| March | 14 | Last day of Winter Classes for ETP Pre-licensure students |
| | 17-21 | Spring Recess |
| | 24 | First day of Spring Classes for ETP Pre-licensure students |
| April | 27 | Last day to drop a course |
| | 7-11 | Continuing student registration for Summer 2008 (anticipated dates) |
| May | 16 | Last day of Spring semester for all students |
| | 21 | Commencement |

Academic Calendar

SUMMER TERM 2008

| | | |
|--------|-------|--|
| May | 28 | Orientation |
| | 29 | Program specific orientation |
| | 30 | Program specific orientation |
| June | 2 | First day of class |
| | 6 | 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 | 4 | Academic Holiday - no classes scheduled |
| | 7 | Last day to drop a course |
| August | 14-18 | Continuing student Registration for Autumn 2008 (anticipated dates) |
| | 1 | Last day to submit Degree Application for October 2008 degree |
| | | Last day of summer semester |

AUTUMN TERM 2008

| | | |
|-----------|-------|--|
| August | 27 | New Student Orientation (anticipated date) |
| September | 1 | Labor Day - University Holiday |
| | 12 | 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 | 15 | Award of Degrees |
| November | 3 | Academic Holiday - ETP Pre-licensure students have class |
| | 4 | Election Day - University Holiday - ETP Pre-licensure students have class |
| | 13 | Last day to drop a course |
| | 24-26 | No ETP pre-licensure classes held |
| | 27 | Thanksgiving Day - University Holiday - no classes scheduled |
| December | 28 | University Holiday - no classes scheduled |
| | 1 | Last day to submit Degree Application for February 2009 degree |
| | 1-5 | Continuing student Registration for Spring 2009 (anticipated dates) |

Academic Calendar

MAJOR RELIGIOUS HOLIDAYS FOR 2009-2010

| | |
|----------------------|---------------------------|
| PURIM | Tuesday, March 10 |
| GOOD FRIDAY | Friday, April 10 |
| PASSOVER | April 9-10 April 15-16 |
| SHAVUOT | Friday, May 29 |
| FIRST DAY OF RAMADAN | Friday, August 21 |
| ROSH HASHANA | Saturday, September 19 |
| LAST DAY OF RAMADAN | Monday, September 21 |
| EID-AL-FITR | Monday, September 21 |
| YOM KIPPUR | Saturday, September 28 |
| SUKKOT | Saturday, October 3 |
| SHEMINI ATZERET | Saturday, October 10 |
| EID-AL-ADHA | Sunday, November 28 |

Note: The above religious holidays begin at sunset the previous evening.

SPRING TERM 2009

| | | |
|----------|-------|--|
| January | 5 | First day of Winter Classes for ETP Pre-licensure students |
| | 19 | Martin Luther King Jr's birthday observed - University Holiday - no classes scheduled |
| | 20 | First day of classes for MS and Doctoral students |
| | 30 | 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 |
| February | 2 | Last day to submit Degree Application for May 2009 degree |
| | 11 | Award of Degrees |
| | 16 | President's Day observed - University Holiday - no classes scheduled |
| March | 13 | Last day of Winter Classes for ETP Pre-licensure students |
| | 16-20 | Spring Recess |
| | 23 | First day of Spring Classes for ETP Pre-licensure students |
| April | 26 | Last day to drop a course |
| | 13-17 | Continuing student registration for Summer 2010 (anticipated dates) |
| May | 15 | Last day of Spring semester for all students |
| | 20 | Commencement |

Graduation

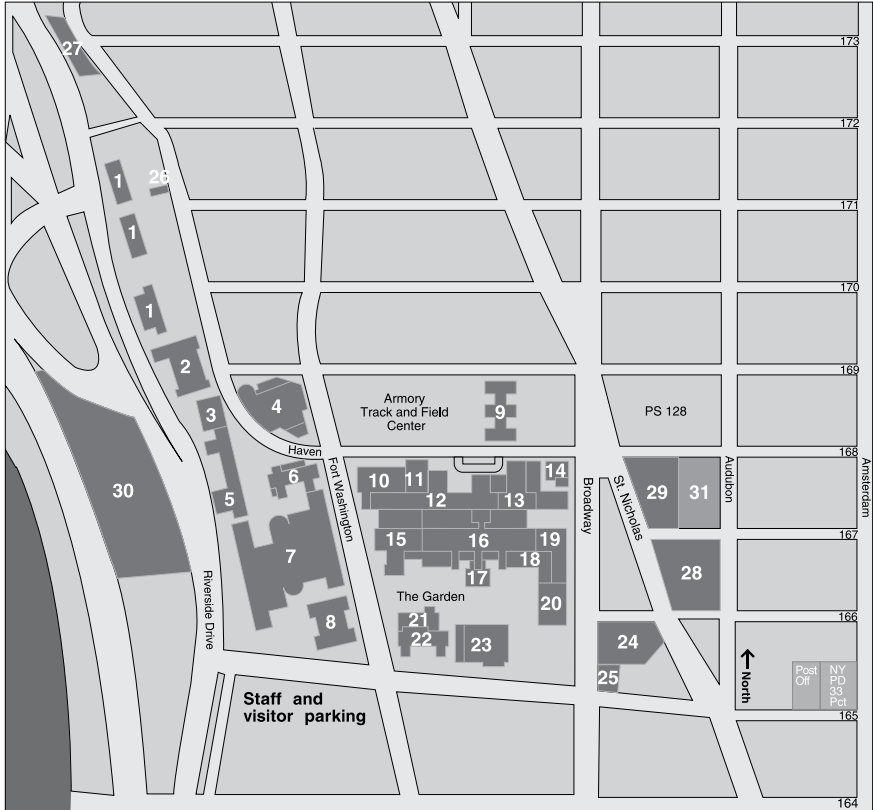
Columbia University School of Nursing confers degrees three times a year in February, May and October.

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

PROJECTED GRADUATION SCHEDULE

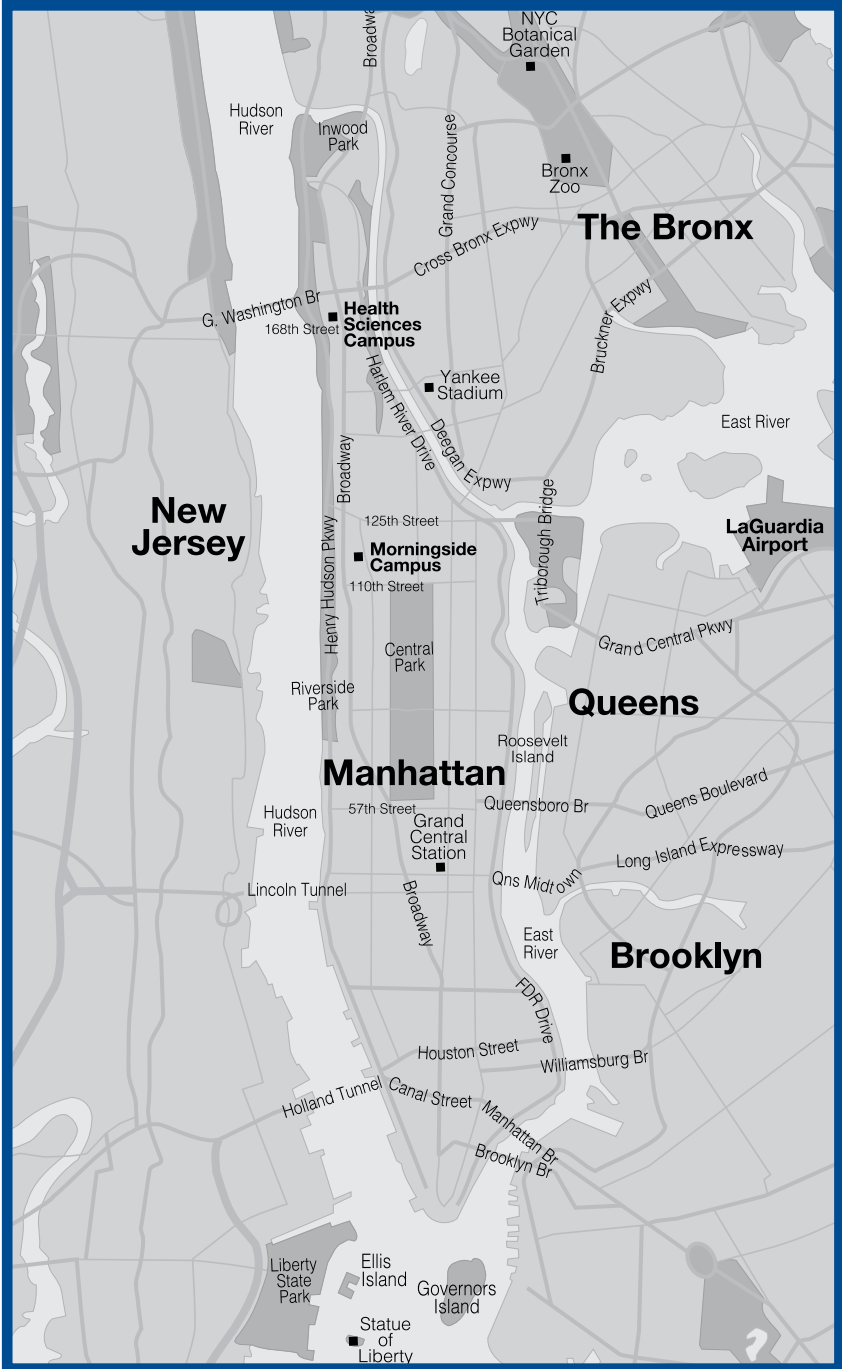
| GRADUATION YEAR | DEADLINE TO APPLY FOR DEGREE | DEGREE CONFERRAL DATE |
|------------------------|-------------------------------------|------------------------------|
| 2008 | | |
| February 2008 | December 1, 2007 | February 13, 2008 |
| May 2008 | February 1, 2008 | May 21, 2008 |
| October 2008 | August 1, 2008 | October 15, 2008 |
| 2009 | | |
| February 2009 | December 1, 2008 | February 11, 2009 |
| May 2009 | February 1, 2009 | May 20, 2009 |
| October 2009 | August 1, 2009 | October 21, 2009 |
| 2010 | | |
| February 2010 | December 1, 2009 | February 10, 2010 |
| May 2010 | February 1, 2010 | May 19, 2010 |
| October 2010 | August 1, 2010 | October 20, 2010 |

Columbia University Health Sciences Campus



- | | |
|---|---|
| 1 Bard Haven Towers | 16 The Presbyterian Hospital Building |
| 2 Bard Hall Medical Student Residence | 17 The Pauline A. Hartford Memorial Chapel |
| 3 The Lawrence C. Kolb Research Building | 18 Radiotherapy Center |
| 4 Armand Hammer Health Sciences Center/ Augustus C. Long Library | 19 Children's Hospital Building, North |
| 5 The NY State Psychiatric Institute (<i>old building</i>) Mailman School of Public Health | 20 Children's Hospital Building, South Sloane Hospital for Women |
| 6 The Neurological Institute of New York | 21 Eye Institute Annex-Research Labs |
| 7 The Milstein Hospital Building | 22 The Edward S. Harkness Eye Institute |
| 8 The Herbert Irving Pavilion | 23 Service Building |
| ★ 9 School of Nursing/Georgian Residence Building | 24 Mary Woodard Lasker Biomedical Research Building |
| 10 William Black Medical Research Building | 25 Audubon NYC Building |
| 11 Alumni Auditorium | 26 106 Haven-Residence Building |
| 12 College of Physicians and Surgeons | 27 154 Haven-Residence/Admin. Building |
| 13 Vanderbilt Clinic/School of Dental and Oral Surgery | 28 Irving Cancer Research Center |
| 14 NYC Department of Health/ Mailman School of Public Health | 29 Russ Berrie Medical Science Pavilion |
| 15 The Harkness Pavilion | 30 The NY State Psychiatric Institute (<i>new building</i>) |
| | 31 Staff Parking |

Finding Your Way



DIRECTIONS TO COLUMBIA UNIVERSITY SCHOOL OF NURSING

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

Location:

617 West 168th Street

New York, NY 10032

West 168th between Broadway and Fort Washington Avenue Directly across from the New York Presbyterian Hospital Emergency Entrance.

By Subway:

The #1 (local) and "A" (express) trains stop at 168th Street and Broadway

- **From Grand Central in Manhattan**, take the Shuttle "S" to Times Square, Take the #1 train (local) to 168th St., or, Take the "A" (express) train to 168th St, or Take the #2 (express) train to 96th St, then transfer to the uptown #1 (local) to 168th St.
- **From Penn Station in Manhattan**, take the #1 (local) or the "A" (express) train to 168th St, or take the #2 or #3 (express) to 96th St, then transfer to the uptown #1 (local) to 168th St.

By Local Bus:

M4 Bus to 168th Street and Fort Washington Avenue

M5 Bus to 168th Street and Broadway

BX7 Bus to 168th Street and Broadway

M2 Bus to 168th Street and St. Nicholas Avenue

M100 Bus to 168th Street

By Car:

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

By Plane:

From LaGuardia Airport:

Take the M60 Bus, or Taxi directly to 168th and Broadway

From Kennedy Airport:

Take a Shuttle Bus to Penn Station, take the "A" or #1 train to 168th and Broadway

Taxi directly to 168th and Broadway

From Newark Airport:

Bus to Penn Station (34th Street), then "A" or #1 train to 168th and Broadway or, Taxi across the George Washington Bridge

