

# School of Nursing

## BULLETIN 2010-2012



COLUMBIA UNIVERSITY

*School of Nursing*



# COLUMBIA UNIVERSITY

## SCHOOL OF NURSING BULLETIN 2010-2012

*This edition of the Columbia University School of Nursing Bulletin is being published as a two-year issue, covering the 2010-2011 and 2011-2012 academic year.*

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# Dean's Welcome

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## BOBBIE BERKOWITZ NAMED SCHOOL OF NURSING'S NEW DEAN

We are very pleased to announce the appointment of Bobbie Berkowitz, PhD, RN, FAAN, as the new dean of the Columbia University School of Nursing. She succeeds Dr. Mary O'Neil Munding, whose outstanding 24-year tenure as Dean has been noteworthy for setting a new standard in nursing education. Among the many achievements under her leadership were the establishment of two doctoral degree programs, the Doctor of Nursing Practice (DNP) and the Doctor of Nursing Science PhD. In 1995, Dr. Munding was named the Centennial Professor in Health Policy at the School of Nursing, the first chair of health policy in a nursing school nationwide. We are enormously grateful for her service to Columbia.

Dr. Berkowitz's appointment as Dean of the School of Nursing, as the Mary O'Neil Munding, DrPH Professor of Nursing, and as Senior Vice President at Columbia University Medical Center will be effective Sept. 1, 2010.

Dr. Berkowitz, a distinguished leader in nursing and public health, comes to us from the University of Washington, where she is the Alumni Endowed Professor of Nursing, adjunct professor in the School of Public Health and previously served as chair of the Department of Psychosocial and Community Health. Dr. Berkowitz led the National Program Office of the Robert Wood Johnson Foundation's Turning Point Initiative as director and principal investigator. Prior to joining the University of Washington, Dr. Berkowitz held leadership positions in both state and local government, as deputy secretary in the Washington State Department of Health, and as chief of nursing for the Seattle-King County Department of Public Health.

Dr. Berkowitz received her PhD in nursing science from Case Western Reserve University and her Master and Bachelor of Science degrees in nursing from the University of Washington. She is an elected member of the prestigious Institute of Medicine, a member of the board on Population Health and Public Health Practice, an elected fellow of the American Academy of Nursing, as well as a member of the Academy's Board of Directors. Dr. Berkowitz currently chairs the board of trustees of Group Health Cooperative. In addition to serving on the board for several journals, she also is the author of books on public health nursing leadership, nursing management, and communications in health care organizations.

Dr. Berkowitz's research focuses on health policy and public health system reform, primarily at the state level, as well as systems-level efforts to eliminate health disparities. Her scholarship is directly informed by her rich firsthand knowledge of the politics of policy creation and implementation, as well as by her experience in building public health systems.

We would like to express our appreciation to the search committee, led by Dr. Andrew Davidson, for its outstanding work in identifying an exceptional new dean. Please join us in welcoming Bobbie Berkowitz to the Columbia community.

Sincerely,

Lee C. Bollinger  
President

Lee Goldman  
Executive Vice President for Health and Biomedical Sciences  
and Dean of the Faculties of Health Sciences and Medicine

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# Message from the Dean

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



## WHY NURSING?

Nursing at Columbia is the exemplar for clinical competency practiced at the full scope of primary care and in the care of acutely ill patients in the full range of care environments. Advanced practice nurses have gained broad legislative practice authority in every state. Always a valued career, nursing is now in a position to reaffirm its clinical value while researching ways to sustain quality while containing costs and increasing access. Especially for those underserved and uninsured, nursing has a central role to play in a reformed health system. Providing primary care, community-based services, care management and coordination, disease prevention, and health promotion, practicing in underserved inner city and rural areas, and assuring patient understanding of therapy are all prominent and valuable activities at which nurses excel. As society recognizes the importance of high-level professional nursing practice, talented and forward-thinking individuals are increasingly attracted to the profession. Coinciding with society's expanded view of nursing is the development of scholarly nursing endeavors, as demonstrated by the increase in funding for nursing research over the past few years. Education in nursing provides an individual with opportunities for a challenging career with high-level authority and accountability, and deeply gratifying personal rewards. Master's and clinical and research doctoral degrees prepare nurses for leadership positions as fully accountable clinicians, policy experts, and researchers, all of which are in high demand in today's health care environment.

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# Message from the Dean

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## WHY COLUMBIA?

Columbia University School of Nursing is part of one of the world's most renowned medical centers. We are a close-knit and collaborative team made up of the Schools of Medicine, Dental and Oral Surgery, Public Health, and Nursing; and Programs in Occupational Therapy, Physical Therapy, and Human Nutrition. We partner on research and clinical experiences, and share a vision for the future of health care in this country. The School of Nursing is internationally known and clinically unrivaled with recognition for excellence in research and curricular advancements. Recent contributions to the profession include the first universal faculty practice plan in a school of nursing, the first Endowed Nursing Chair in Health Policy, the first to be named a World Health Organization Collaborating Center for International Nursing Development in Advanced Practice and the first clinical practice doctorate.

## WHY NOW?

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



Bobbie A. Berkowitz  
Dean of the School of Nursing

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# Columbia University

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**B**y 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**

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## The School of Nursing

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**L**ocated 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.

School of Nursing faculty has 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.

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# The School of Nursing

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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.

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# The School of Nursing

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## 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.

## 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.

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# The School of Nursing

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## 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 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.

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# Resources for Study

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Columbia University is comprised of 3 undergraduates and 13 graduate/professionals 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.

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# Resources for Study

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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 (CUMC-IT)***

CUMC-IT 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 Course Works, and consults on the development of more advanced online projects.

\*\* Please see FACETS for additional computing information.

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# Resources for Study

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## **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. Conference rooms and amphitheaters as well as the 700-seat Alumni Auditorium in the College of Physicians and Surgeons Building are used extensively. The School of Nursing building houses two Technology Learning Centers (TLC). The TLC's include a mock hospital unit containing several patient units and an ambulatory care area for practicing primary care skills; it is used by graduate and undergraduate students for skills development, including physical assessment and state-of-the-art monitoring technology. There are also two informatics laboratories available to School of Nursing students.

## **Clinical and Research Facilities**

### ***New York-Presbyterian Hospital***

New York-Presbyterian Hospital is one of the most comprehensive university hospitals in the world, with leading specialists in every field of medicine. It is composed of two renowned medical centers, New York-Presbyterian Hospital/Columbia University Medical Center and New York-Presbyterian Hospital/Weill Cornell Medical Center, and affiliated with two Ivy League medical institutions, Columbia University College of Physicians & 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, New York-Presbyterian Hospital has earned a reputation as a healthcare leader. Whether providing specialty care to the tiniest newborns, performing complex cardiothoracic surgery, or offering comprehensive primary care, New York-Presbyterian Hospital delivers excellence in healthcare with compassion and caring.

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

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

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

### ***The Ambulatory Care Network Corporation (NewYork-Presbyterian Hospital)***

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

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# Resources for Study

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## ***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, 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

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# Resources for Study

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## SCHOOL OF NURSING ACADEMIC CENTERS



Demonstration by R. Lyons, DNP

### *Center for Clinical Practice*

**Director: Janice Smolowitz, DNP, EdD, DCC**

The mission of the Center for Clinical Practice at Columbia University School of Nursing is to advance the scholarly development of comprehensive health care by contributing to advanced practice education, providing expert clinical case, developing innovative clinical practice models, generating and disseminating knowledge derived from practice, and promoting policy initiatives.



CHP sponsored AcademyHealth's Research Meeting

### *Center for Health Policy*

**Director: Patricia Stone, PhD, 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.



Dr. Bakken, Center Director

### *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 bio-behavioral research capacity in self-management for underserved populations. Toward this goal, CEBP funds four interdisciplinary research resource cores that provide expertise, services, and informatics tools and resources: Administrative; Design, Methods, Biostatistics, and Economic Analysis; Self- Management, Bio-behavioral, and Informatics; Dissemination and Translation. 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).

# Resources for Study

## *Center for Interdisciplinary Research on Antimicrobial Resistance (CIRAR)*

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



**Dr. Larson, Center Director**

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 of Advanced Practice*

*Center Director: Jennifer Smith, MPH, DNP*

*Director of Policy: Richard Garfield, DRPH*

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.



CUSON, through its WHO Collaborating Center, became involved in the relief efforts in Haiti after the devastating earthquake in January 2010.

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# Programs of Study

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

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

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

### *Pre-Licensure:*

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

### *Objectives*

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

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

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# Programs of Study

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## 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.

### *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

#### **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.



Lending a helping hand in Haiti



Helping the elderly in Haiti

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# Programs of Study

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## **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.
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## **Monitoring and Ensuring Quality of Health Care Practice**

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

## **Culturally Sensitive Care**

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

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

### ***Master's Curriculum Overview***

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

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

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

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

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# Programs of Study

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## 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. Geriatric content is now incorporated into the ANP program. The ANP program is designed to cover adult across the lifespan. 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.

### *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.

### *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).



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# Programs of Study

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## ***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.

## ***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

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# Programs of Study

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settings and private practice. Subspecialization is encouraged and includes work with children, adolescents, adults or the elderly, families, alcohol or substance abusing clients, genetic counseling and consultation/liaison settings and private practice. Theory and supervised clinical experience form the foundation for work as a primary therapist for individuals, groups and families. The program draws on the psychodynamic, developmental, biological and family systems models. Attention is given to issues of ethnicity, gender, and family values. Students are provided with an in-depth opportunity to integrate theory and therapy techniques. Graduates are eligible to take the certifying exam offered by the ANCC (American Nurse Credentialing Center).

## ***Women's Health Nurse Practitioner***

The Women's Health Nurse Practitioner (WHNP) 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.

## **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, 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.

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# Programs of Study

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## 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 comprehensive care 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 Residency, the student assumes a mentored and supervised clinical experience where DNP competencies are mastered. The DNP Residency is an academic practicum that provides access to and authority for comprehensive care 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.

### *DNP Competencies for Comprehensive Care 2010*

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

#### **Competency 1: Comprehensive Clinical Care**

Evaluate patient needs based on age, developmental stage, family history, ethnicity, individual risk, including genetic profile to formulate plans for health promotion, anticipatory guidance, counseling, and disease prevention services for healthy or sick patients and their families in any clinical setting.

Evaluate population or geographically-based health risk utilizing principles of epidemiology, clinical prevention, environmental health, and biostatistics.

Formulate differential diagnoses, and diagnostic strategies and therapeutic interventions with attention to scientific evidence, safety, cost, invasiveness, simplicity, acceptability, adherence, and efficacy for patients who present with new conditions and those with ambiguous or incomplete data, complex illnesses, comorbid conditions, and multiple diagnoses in all clinical settings.

Appraise acuity of patient condition, determine need to transfer patient to higher acuity setting, coordinate, and manage transfer to optimize patient outcomes.

Evaluate and direct care during hospitalization, and design a comprehensive discharge plan for patients from an acute care setting.

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

Facilitate and guide the process of palliative care and/or planning end of life care by discussing diagnoses and prognosis, clarifying and validating patient desires and priorities, and promoting informed choices and shared decision making by patient, family and members of the health care team.

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# Programs of Study

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## **Competency 2: Interdisciplinary and patient centered communication**

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

Coordinate, and manage the care of patients with chronic illness utilizing specialists, other disciplines, community resources, and family, while maintaining primary responsibility for direction of patient care and insuring the seamless flow of information among providers as the focus of care transitions across ambulatory to acute, sub acute settings, and community settings.

## **Competency 3: Systems and Context of Care**

Construct and evaluate outcomes of a culturally sensitive, individualized intervention that incorporates shared decision-making and addresses the specific needs of a patient in context of family and community.

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

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

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

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

Synthesize and analyze evidence from practice, clinical information systems and patient databases using informatics tools to identify deficits and improve delivery of care.

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

Critically appraise and synthesize research findings and other evidence using a systematic methodology and interdisciplinary models to inform practice and policy for optimal patient outcomes.

Assess and critically appraise clinical scholarship through participation in the peer review process for the purpose of disseminating knowledge to the professional community.

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# Programs of Study

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## **Doctor of Nursing Practice Program Comprehensive Care Across the Lifespan Post BSN Entry**

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

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

The curriculum plan was developed with the intent of producing advanced practice nurses who can utilize skills and knowledge to independently provide expert nursing care in all care settings.

## **PhD in Nursing**

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

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

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

## **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.

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# Programs of Study

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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 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.

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.

### ***Addictive Behaviors***

This 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.

### ***Genetics in Advanced Practice***

This 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.

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# Programs of Study

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## ***HIV/AIDS***

This subspecialty 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.

## ***Oncology***

The Oncology Nurse Practitioner subspecialty prepares students to excel as advanced practice nurses in a variety of primary and acute settings, including comprehensive cancer centers, community hospitals, ambulatory clinics, private practice, palliative care settings and hospice. Graduates of the Adult Oncology Nurse Practitioner program are eligible for certification through the ANCC or AANP. In addition, students will be prepared to obtain certification as an Advanced Oncology Certified Nurse Practitioner (AOCNP) by the Oncology Nursing Certification Corporation (ONCC) pending required clinical hours. Graduates of the Pediatric Oncology Nurse Practitioner program are eligible for certification through the ANCC or the NCBPNP/N. In addition, students will be prepared to obtain certification as a Certified Pediatric Hematology Oncology Nurse (CPHON) by the ONCC pending required clinical hours.

## ***Palliative and End of Life Care***

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

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# Admissions

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

## General Admissions Information

### Entry Terms

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

### Online Application System

The School of Nursing uses an online application system by Hobsons/Applyyourself. We do not accept paper applications. Prospective applicants are able to access an application from the School of Nursing website, [www.nursing.columbia.edu](http://www.nursing.columbia.edu). Applicants are able to continuously work on their application and save their work prior to submission. Applicants are required to upload their personal statement and CV/resume before they can submit their application. The application system also allows recommenders to electronically submit their recommendations for an applicant. Applicants are able to check the status of the application and view their decision via this online portal.

### Application Deadlines

Applicants must submit their application by the date of the deadline. All application materials that are mailed to the Admissions Office, such as official transcripts and GRE scores, must be postmarked by the deadline. Applications submitted after the deadline will only be considered based on the program's space availability after reviewing the applications that arrived by the deadline. The Admissions Office recommends that applicants login and check the status of their application periodically. Only completed applications are reviewed by the Admissions Committee.

### Admissions Entry Exam

All programs require the General GRE exam by ETS for admissions. Applicants can register for the GRE exam at [www.gre.org](http://www.gre.org). Applicants must provide our **school code: 2142** and **department code: 0610** at the time of the exam. Applications are not complete until the admissions office receives the official scores from ETS. ETS only keeps records of exam scores for five years. Applicants that have GRE scores older than five years must submit their original scores to the Admissions Office. If the applicant does not have the original scores sheet, a letter from their previous institution on official school letterhead with the applicant's recorded score is acceptable. Applicants that cannot provide either option must re-take the GRE exam to be considered for admissions.

### International Applicants

The School of Nursing accepts applications from students that studied outside of the United States. Nurses from outside of the U. S. interested in applying to the School of Nursing must have a New York State (NYS) Registered Nurse (RN) license prior to enrolling. International nurses that do not have an RN license from the U.S. are encouraged to contact the Commission of Graduate Foreign Nursing Schools (CGFNS) at [www.cgfns.org](http://www.cgfns.org) to have their education and experience evaluated for eligibility to take the NCLEX Nursing exam and apply for a NYS RN License.

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# Admissions

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

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

## A Complete Application

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

- Application and application processing fee
- Official transcripts of all post-secondary colleges/universities. **All applicants must have a Bachelor's degree from an accredited institution. RNs and APRNs must have a nursing education from an NLN or CCNE accredited program.**

- Personal statement (2 pages, 12 font, and double spaced)
- Case Study(DNP Applicants Only)
- CV/Resume
- Three letters of recommendation/references
- Official General GRE scores
- RNs and APRNs must submit copies of licenses and certifications
- International applicants must submit official TOEFL scores

## Program Specific Admissions Requirements

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

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

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

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

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

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

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# Admissions

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Students in the BS/MS program may apply for either doctoral program during their first year of enrollment.

## **Admissions Deadline: November 15**

### **MS Graduate Programs**

The MS programs are for RNs that hold a nursing **or** a non-nursing bachelor's degree. Applicants currently enrolled in a nursing education program must be eligible to sit for the NCLEX prior to applying. **Please note that all applicants must have a NYS RN license prior to beginning their clinical rotations.** RNs with a non-nursing bachelor's degree are eligible to apply but, if offered admissions, must complete an additional five credits in community health coursework prior to completing the program. All applicants must have completed the following courses prior to enrolling:

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

**Anesthesia applicants** must have at least one year of ICU clinical experience prior to enrolling. In addition to the general MS prerequisites, Anesthesia applicants must also take these additional prerequisites:

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

**Neonatal applicants** must have one year of experience in a critical care environment where high risk neonatal care is provided with continued full time employment during the program or at least two years of experience prior to entry into the program.

### **Admission Deadline:**

**Summer Term (Full-time or Part-time Study) – December 1**

**Fall Term (Part-time Study and Certificate Programs) – April 15**

**Anesthesia Program - November 1**

### **University Statutory Certificate Programs**

University Statutory Certificates, which carry master's level credit equivalence, are available to nurses with master's degrees in nursing who wish an additional specialization without completing an additional master's degree. All applicants must have completed:

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

Currently there are no specific program deadlines for the certificate programs. Applicants must apply by the entry deadline for the term they wish to enroll.

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

### **Doctor of Nursing Practice (DNP)**

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

Applicants with a Bachelor's degree in Nursing or are a practicing RN with a BS in a non-nursing area may apply for the post-Baccalaureate program. This program is a hybrid of the traditional MS program and the DNP program. The structure of the program begins with the MS courses as the framework of the curriculum

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# Admissions

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while integrating DNP classes. The applicant must be accepted into both the MS program, as well as the DNP, to be fully matriculated. All applicants must have completed the following:

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

The post-Master's DNP program is for students that are currently advanced practice nurses with a Masters in Nursing. The DNP program prepares nurses with the knowledge, skills and attributes necessary for fully accountable practice with patients across sites and over time. With the increasing scope of clinical scholarship in nursing and the growth of scientific knowledge in the discipline, doctoral level education is required for independent practice. The curriculum includes content which enables the graduate to conduct complex diagnostic and treatment modalities, utilize sophisticated informatics and decision-making technology, and assimilate in-depth knowledge of biophysical, psychosocial, behavioral and clinical sciences. The Residency and portfolio provide mastery and evidence of competency achievement. All applicants must have completed the following:

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

## PhD in Nursing

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

The traditional post-Masters admissions option is for nurses who hold an advanced degree in nursing or a related discipline and desire doctoral preparation in research.

The second option is for post-BSN applicants. This second option is designed for exceptionally well-qualified nurses whose career goals are research-focused and who desire doctoral preparation, but who do not opt for advanced nursing practice/nurse practitioner preparation at the master's level. Students in the traditional program take approximately 55 credits of doctoral study. Post-BSN students take approximately 85 credits, including 30 pre-doctoral credits. Prerequisite courses are determined individually for each student. All applicants must submit the following:

- Three references attesting to applicant's academic ability and potential (at least two should be from doctorally-prepared faculty that have taught the applicant).
- Personal goal statement that is congruent with program goals. In preparing the goal statement, applicants should include their anticipated program of research and explore the PhD program faculty profiles to identify a potential research advisor with similar interests.
- Graduate course work in health and social policy

## Application Fee

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

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# Financial Aid

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**T**he 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](http://www.fafsa.ed.gov). Our university code is 002707. Student information is transmitted directly to the U.S. Department of Education and eliminates the additional processing time associated with traditional paper FAFSA. This process is quicker and better for both the students and the School of Nursing. The FAFSA is the only application needed for ALL student aid programs, including School of Nursing Scholarships.

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:

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

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# Student Resources

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## 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://cumc.columbia.edu/about/student-resources>

## 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, and showers. The facility is wheelchair-accessible. Membership in the Bard Athletic Club is open to all Columbia University Health Sciences students, their spouses, employees, and alumni. Membership fees are included in the normal tuition bill. Information is available at Bard Athletic Club at 50 Haven Avenue, Level L3, or by calling 212-304-7000.

## HOUSING

Over 1,300 students reside on the Health Sciences campus in university accommodations.

Campus accommodations for students include a wide range of offerings from single dormitory rooms, to 2, 3 and 4 person suites to one bedroom apartments. Students that will be enrolled as Full-Time status students are eligible to apply for on campus housing. Individuals must maintain full-time matriculated student status to continue and remain in campus housing. On-campus housing is not guaranteed, and students should also consider off-campus housing options. General information and housing information/application request cards are distributed by the School of Nursing at the time of student's acceptance. General housing information is available at: <http://www.cumc-housing.columbia.edu/> or by phone at (212) 305-4357.

Off-campus housing assistance is available at (212) 304-7267.

## INTERNATIONAL STUDENTS

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

## PARKING

Parking at the Columbia University Medical Center Campus is extremely limited. Priority for parking is given first to disabled students, and then applications are evaluated based on a student's place of residence, commute, and course hours. Further information and parking permit applications can be found online:

<http://www.cumc.columbia.edu/dept/facilities/parking.html>

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# Student Resources

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## **ORIENTATION**

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

## **ADVISEMENT**

Upon admission to a degree program, each student is assigned a faculty advisor. The advisor is available for academic counseling and assistance in planning a program of study. All students must create a Program Plan that details the time frame in which the student will complete degree requirements. This program plan will be the basis of registration throughout the students program. It is the responsibility of students to maintain this plan to ensure accurate registration. Changes made to a program plan

## **SIGMA THETA TAU**

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

## **TRANSPORTATION**

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

## **UNIVERSITY BOOKSTORE**

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

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

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

## **SSOL (STUDENT SERVICES ONLINE)**

SSOL is a students' self-service access to academic and financial services such as Address Updates, Direct Deposit, Billing and Payments. Students also register, check their class schedule, view their grades, and order transcripts via SSOL.

## **FACETS (ESSENTIAL POLICIES FOR THE COLUMBIA COMMUNITY)**

The Essential Policies for the Columbia Community site contains valuable information to help students, faculty and staff understand some of the policies and regulations of the University.  
<http://facets.columbia.edu/>

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# Student Services

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## CUSON STUDENT HANDBOOK

The Student Handbook is updated each year. It contains important information on SON's academic and professional standards, as well as policies and procedures. The current version of the Student Handbook can be found on the SON Student Services Website:

<http://www.nursing.columbia.edu/students/>

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

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

## ENROLLMENT REQUIREMENTS AND STUDENT ENROLLMENT STATUS

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

### Master of Science Students

**Registration for 5 credits = Part-time status (PT)\***

\*Students taking 5 credits with one or more credits in a clinical course can request to certify as HT

**Registration for 6-11 credits = Half-time status**

\*Students taking 9 credits with one or more credits in a clinical course can request to certify as FT

**Registration for 12 or more credits = Full-time status**

### PhD and DNP Students

**Registration for 5-8 credits = Half-time status**

**Registration for 9 or more credits = Full-time status**

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# Student Services

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## **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.

## **THE CLERY ACT**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act  
<http://www.columbia.edu/cu/publicsafety/SecurityReport.pdf>

# Curriculum Requirements for the Combined BS/MS Program for Non-Nurse College Graduates

Requirements for this program are current as of Summer 2011. The CUSON reserves the right to change the course requirements at any time without notice.

Course Number	Title	Credits	Type
<b><u>Summer</u></b>		<b>19</b>	
N4050	Physical Assessment	3	Specialty
N4051	Physical Assessment Laboratory	2	Specialty
N4100	Pharmacology	3	Specialty
N5102	The Science of Nursing Practice	3	Specialty
N5104	Practicum: Science of Nursing Practice	2	Specialty
N5110	Issues of Nursing Practice	3	Specialty
N6100	Advanced Physiology	3	Core
<b><u>Fall</u></b>		<b>21</b>	
N5270	The Science of Nursing Practice with Childbearing Families	3	Specialty
N5275	Nursing Practice with Childbearing Families	2	Specialty
N5280	The Science of Nursing Practice with Children	3	Specialty
N5282	Nursing Practice with Children	2	Specialty
N5284	The Science of Nursing Practice with Adults	3	Specialty
N5286	Nursing Practice with Adults	2	Specialty
N6121	Pathophysiology of the Adult	3	Core
N8290	Incorporating Genetics	3	Core
<b><u>Winter/Spring</u></b>		<b>20</b>	
N5200	The Science of Psychiatric/Mental Health Nurse Practice	3	Specialty
N5202	Practice in Psychiatric/Mental Health Nursing	2	Specialty
N5292	Nursing Practice in the Community	2	Specialty
N5490	Integration of Nursing Practice	5	Specialty
N5491	Integration Seminar	2	Specialty
N5710	Evidence-Based Practice: Decision Making	1	Specialty
N5800	Topics in Nursing Practice	1	Specialty
N6703	Science of Health Promotion and Disease Prevention in the Community	3	Specialty
N6825	Foundations of Research	1	Core
<b>PROGRAM TOTAL</b>		<b>60</b>	

# Curriculum Requirements

*This section will provide you with a sample of each program curriculum requirements. Requirements for these programs are current as of Fall 2010. The CUSON reserves the right to change the course requirements at any time without notice. Please check website and/or contact the Office of Curricular and Academic Support for the most current requirements.*

*Note: D – Didactic Course CL- Clinical Course*

## ***Acute Care Nurse Practitioner Program***

Course Number	Title	Credits	Type
N6825	Foundation of Research	1	D
N6826	Evaluation and Application of Research	3	D
N6920	Health and Social Policy: Context for Practice and Research	4	D
N6930	Interpersonal Violence and Abuse	1	D
N6940	Management in Advanced Practice	1	D
		<b>10</b>	<b>Core</b>
N6100	Advanced Physiology	3	D
N6121	Pathophysiology Across the Lifespan	3	D
N8102	Advanced Pharmacology	3	D
N8290	Incorporating Genetics	3	D
		<b>12</b>	<b>Sciences</b>
N6838	Diagnosis and Management Acutely Ill: Adult I	3	D
N6839	Diagnosis and Management of the Critically/Acutely Ill Adult II	3	D
N8786	Advanced Clinical Assessment	3	D
N8788	Advanced Clinical Assessment: <b>Lab</b>	1	CL
N8816	Practicum in Acute Care	2	CL
N8820	Advanced Practicum in Critical Care for the Nurse Practitioner II	3	CL
N8823	Advanced Practicum in Critical Care for the Nurse Practitioner III	3	D
N8825	Acute Care Integration and Practicum III	5	CL
N8843	Individual Study in Acute Care	2	D
		<b>25</b>	<b>Specialty</b>
	<b>Total Credits</b>	<b>47</b>	

# Curriculum Requirements

## *Adult Nurse Practitioner Program*

Course Number	Title	Credits	Type
N6825	Foundation of Research	1	D
N6826	Evaluation and Application of Research	3	D
N6920	Health and Social Policy: Context for Practice and Research	4	D
N6930	Interpersonal Violence and Abuse	1	D
N6940	Management in Advanced Practice	1	D
		<b>10</b>	<b>Core</b>
N6100	Advanced Physiology	3	D
N6121	Pathophysiology Across the Lifespan	3	D
N8102	Advanced Pharmacology	3	D
N8290	Incorporating Genetics	3	D
		<b>12</b>	<b>Sciences</b>
N8673	Clinical Seminar in Primary Care Across the Adult Lifespan I	1	D
N8764	Clinical Seminar in Primary Care Across the Adult Lifespan II	1	D
N8765	Clinical Seminar in Primary Care Across the Adult Lifespan III	1	D
N8766	Practicum in Primary Care Across the Adult Lifespan I	1	CL
N8767	Practicum in Primary Care Across the Adult Lifespan II	2	CL
N8768	Practicum in Primary Care Across the Adult Lifespan III	2-4	CL
N8769	Comprehensive Geriatric Assessment	1	D
N8770	Diagnosis and Management of Illness: Adult I	3	D
N8771	Diagnosis and Management of Illness: Adult II	3	D
N8774	Diagnosis and Management of Illness: Adult III	3	D
N8776	Advanced Practicum in Adult Health	4-6	CL
N8786	Advanced Clinical Assessment Across the Lifespan	3	D
		<b>25-29</b>	<b>Specialty</b>
	<b>Total Credits</b>	<b>47-51</b>	

# Curriculum Requirements

## *Family Nurse Practitioner Program*

Course Number	Title	Credits	Type
N6825	Foundation of Research	1	D
N6826	Evaluation and Application of Research	3	D
N6920	Health and Social Policy: Context for Practice and Research	4	D
N6930	Interpersonal Violence and Abuse	1	D
N6940	Management in Advanced Practice	1	D
		<b>10</b>	<b>Core</b>
N6100	Advanced Physiology	3	D
N6121	Pathophysiology Across the Lifespan	3	D
N8102	Advanced Pharmacology	3	D
N8290	Incorporating Genetics	3	D
		<b>12</b>	<b>Sciences</b>
N8545	Diagnosis and Management of Illness: Family I	4	D
N8546	Diagnosis and Management of Illness: Family II	3	D
N8548	Antepartum for FPC	1	D
N8557	Seminar in Adult Primary Care I	2	D
N8558	Family Primary Care II	1	D
N8559	Family Primary Care III	1	D
N8560	Family Theory	3	D
N8566	Family Primary Care: Practicum IIIA	2	CL
N8567	Family Primary Care IIIB	2	CL
N8568	Practicum in Advanced Clinical Assessment for Family Nurse Practitioners	2	CL
N8693	Family Primary Care: Practicum IIA	2	CL
N8786	Advanced Clinical Assessment	3	D
N8795	Family Primary Care: Practicum IIB	2	CL
		<b>28</b>	<b>Specialty</b>
	<b>Total Credits</b>	<b>50</b>	

# Curriculum Requirements

## *Neonatal Nurse Practitioner*

Course Number	Title	Credits	Type
N6825	Foundation of Research	1	D
N6826	Evaluation and Application of Research	3	D
N6920	Health and Social Policy: Context for Practice and Research	4	D
N6930	Interpersonal Violence and Abuse	1	D
N6940	Management in Advanced Practice	1	D
		<b>10</b>	<b>Core</b>
N6100	Advanced Physiology	3	D
N6150	Maternal and Fetal Physiology	2	D
N8290	Incorporating Genetics into Advanced Nursing Practice	3	D
N8560	Family Theory	2	D
N8661	Advanced Pediatric and Neonatal Pharmacology	3	D
		<b>13</b>	<b>Sciences</b>
N6140	Advanced Assessment of the Neonate	3	D
N6646	Seminar on Care of HR Neonate I	1	D
N6647	Seminar on Care of HR Neonate II	1	D
N6648	High Risk Neonate: Clinical Practicum I	5	D
N6649	High Risk Neonate: Clinical Practicum I	5	CL
N6660	Pathophysiology and Management HR Neonate	2	D
N6665	High Risk Antepartum/Intrapartum	2	D
N8663	Pathophysiology and Management HR Neonate II	3	D
N8664	Advanced Assessment of the Well Neonate	1	CL
N8665	High Risk Neonate: Supervised Clinical Practice	1	CL
		<b>23</b>	<b>Specialty</b>
	<b>Total Credits</b>	<b>47</b>	

# Curriculum Requirements

## *Nurse Anesthesia Program*

Course Number	Title	Credits	Type
N6825	Foundation of Research	1	D
N6826	Evaluation and Application of Research	3	D
N6920	Health and Social Policy: Context for Practice and Research	4	D
N6930	Interpersonal Violence and Abuse	1	D
N6940	Management in Advanced Practice	1	D
		<b>10</b>	<b>Core</b>
N6100	Advanced Physiology	3	D
N6121	Pathophysiology Across the Lifespan	3	D
N8102	Advanced Pharmacology	3	D
N8290	Incorporating Genetics	3	D
		<b>12</b>	<b>Sciences</b>
N6863	Regional Anesthesia, Theories and Technique	2	D
N6864	Principles and Practice of Nurse Anesthesia I	2	D
N6865	Principles and Practice of Nurse Anesthesia II	3	D
N6866	Principles and Practice of Nurse Anesthesia III	2	D
N6867	Principles and Practice of Nurse Anesthesia IV	2	D
N6879	Anesthesia and Co-Existing Disease	2	D
N8111	Pharmacology of Anesthesia and Critical Care	4	D
N8786	Advanced Clinical Assessment Across the Adult Lifespan	3	D
N8833	Professional Role of the Nurse Anesthetist I	1	D
N8834	Professional Role of the Nurse Anesthetist II	1	D
N8866	Health Assessment for Nurse Anesthesia	1	D
N8870	Nurse Anesthesia Residency I	2	CL
N8871	Nurse Anesthesia Residency II	2	CL
N8872	Nurse Anesthesia Residency III	2	CL
N8873	Nurse Anesthesia Residency IV	2	CL
N8874	Seminar in Nurse Anesthesia I	2	D
N8875	Seminar in Nurse Anesthesia II	2	D
N8876	Seminar in Nurse Anesthesia III	2	D
N8877	Seminar in Nurse Anesthesia IV	2	D
		<b>39</b>	<b>Specialty</b>
	<b>Total Credits</b>	<b>61</b>	

# Curriculum Requirements

## *Nurse Midwifery Program*

Course Number	Title	Credits	Type
N6825	Foundation of Research	1	D
N6826	Evaluation and Application of Research	3	D
N6920	Health and Social Policy: Context for Practice and Research	4	D
N6930	Interpersonal Violence and Abuse	1	D
		<b>9</b>	<b>Core</b>
N6100	Advanced Physiology	3	D
N6150	Maternal and Fetal Physiology	2	D
N8102	Advanced Pharmacology	3	D
N8290	Incorporating Genetics into Advanced Nursing Practice	3	D
		<b>11</b>	<b>Sciences</b>
N6458	Pelvic Assessment of Women	1	CL
N6480	Professional Issues in Midwifery	2	D
N6760	Primary Care I	3	D
N8465	Primary Care of Women Across the Lifespan II	3	D
N8469	Newborn Care and Assessment	2	D
N8471	Antepartum – Didactic	2	D
N8472	Antepartum – Clinical	2	CL
N8475	Integration in Nurse Midwifery	3	CL
N8476	Well Woman Gynecology –Didactic	3	D
N8477	Well Woman Gynecology –Clinical	2	CL
N8478	Breastfeeding & Postpartum	2	D
N8479	Intrapartum – Didactic	2	D
N8481	Intrapartum – Clinical	2	CL
N8497	Complex Management of Women’s Health Condition Throughout the Lifespan	2	D
N8786	Advanced Clinical Assessment	3	D
		<b>32</b>	<b>Specialty</b>
<b>Total Credits</b>		<b>55</b>	

# Curriculum Requirements

## *Pediatric Nurse Practitioner Program*

Course Number	Title	Credits	Type
N6825	Foundation of Research	1	D
N6826	Evaluation and Application of Research	3	D
N6920	Health and Social Policy: Context for Practice and Research	4	D
N6930	Interpersonal Violence and Abuse	1	D
N6940	Management in Advanced Practice	1	D
		<b>10</b>	<b>Core</b>
N6100	Advanced Physiology	3	D
N6122	Pediatric Pathophysiology	3	D
N8290	Incorporating Genetics	3	D
N8661	Advanced Neonatal and Pediatric Pharmacology	3	D
		<b>12</b>	<b>Sciences</b>
N6610	Physical and Psychological Assessment of the Child	3	D
N6620	Pediatric Primary Care I	3	D
N6622	Pediatric Primary Care I - Clinical	2	CL
N6624	Pediatric Primary Care – Seminar I	1	D
N6625	Pediatric Primary Care – Seminar II	1	D
N6626	Pediatric Primary Care – Seminar III	1	D
N6630	Pediatric Primary Care II	2	D
N6632	Pediatric Primary Care II – Clinical	4	CL
N6638	Pediatric Emergencies	1	CL
N8670	Pediatric Primary Care III	2	D
N8673	Pediatric Primary Care III – Clinical	2	CL
N8674	Pediatric Primary – Seminar III	3	D
		<b>25</b>	<b>Specialty</b>
	<b>Total Credits</b>	<b>47</b>	

# Curriculum Requirements

## *Psychiatric Mental Health Nurse Practitioner Program*

Course Number	Title	Credits	Type
N6825	Foundation of Research	1	D
N6826	Evaluation and Application of Research	3	D
N6920	Health and Social Policy: Context for Practice and Research	4	D
N6940	Management in Advanced Practice	1	D
		<b>9</b>	<b>Core</b>
N6121	Pathophysiology Across the Lifespan	3	D
N8102	Advanced Pharmacology	3	D
N8290	Incorporating Genetics	3	D
		<b>9</b>	<b>Sciences</b>
N6511	Behavioral Development Across the Life Span: A Risk/Vulnerability Perspective	3	D
N6594	Psychopathology	2	D
N6680	Introduction to Addictive Behaviors	3	D
N8113	Psychopharmacology in Psychiatric and Mental Health	1	D
N8560	Family Theory in Context	2	D
N8562	Clinical Practice and Supervision with Families	2	CL
N8571	Seminar on Family Therapy and Technique	2	D
N8588	Group Theory	2	D
N8590	Theory and Practice of Individual Psychotherapy I	2	CL
N8591	Theory and Practice of Individual Psychotherapy II	2	CL
N8592	Group Practicum	2	CL
N8594	Advanced Practice I	4	CL
N8595	Advanced Practice II	4	CL
N8786	Advanced Physical Assessment	3	D
N8792	Advanced Health Assessment/PMH	2	D
N8793	Advanced Health Assessment in Psychiatric-Mental Health in Nursing II: Clinical Practicum	1	CL
		<b>37</b>	<b>Specialty</b>
	<b>Total Credits</b>	<b>55</b>	

\*Effective spring 2011, N6100, Advanced Physiology, must be fulfilled as a prerequisite for N6121 by this program.

# Curriculum Requirements

## Women's Health Nurse Practitioner Program

Course Number	Title	Credits	Type
N6825	Foundation of Research	1	D
N6826	Evaluation and Application of Research	3	D
N6920	Health and Social Policy: Context for Practice and Research	4	D
N6930	Interpersonal Violence and Abuse	1	D
N6940	Management in Advanced Practice	1	D
		<b>10</b>	<b>Core</b>
N6100	Advanced Physiology	3	D
N6121	Pathophysiology Across the Lifespan	3	D
N6150	Maternal-Fetal-Newborn Physiology	2	D
N8102	Advanced Pharmacology	3	D
N8290	Incorporating Genetics	3	D
		<b>14</b>	<b>Sciences</b>
N6760	Primary Care of Women I	3	D
N8460	Comprehensive Women's Health	3	D
N8462	Practicum in Comprehensive Women's Health	2	CL
N8465	Primary Care of Women II	3	D
N8466	Capstone Seminar	1	D
N8468	Advanced Practicum in Women's Health	4-6	CL
N8482	Primary Care of Childbearing Women	3	D
N8485	Practicum in Childbearing Women	3	CL
N8786	Advanced Physical Assessment	3	D
N8789	Advanced Physical Assessment Lab	1	CL
		<b>26-28</b>	<b>Specialty</b>
	<b>Total Credits</b>	<b>50-52</b>	

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# Curriculum Requirements

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## Post MS DNP Cohort

Course Number	Title	Credits
N9300	Quantitative Methods	3
N9400	Practice Management	2
N9412	Informatics for Advanced Practice	3
N9480	Chronic Illness	2
N9538	Genomics	2
N9600	Legal and Ethical Issues	3
N9672	Epidemiology and Environmental Principles	3
N9700	Residency	5
N9700	Residency	5
N9710	DNP I: Didactic	2
N9711	DNP II: Didactic	2
N9714	DNP I: Field Experience	1
N9715	DNP II: Field Experience	1
N9717	DNP Seminar	1
N9719	DNP II: Seminar	1
N9910	Translation and Synthesis of Evidence	3
<b>PROGRAM TOTAL</b>		<b>40</b>

# Curriculum Requirements

## *Doctor of Nursing Practice Program Comprehensive Care Across the Lifespan, Post BSN Entry*

Course Number	Title	Credits
N6100	Advanced Physiology	3
N6121	Pathophysiology Across the Lifespan	3
N6825	Foundation of Research	1
N6826	Evaluation and Application of Research	3
N6920	Health and Social Policy: Context for Practice and Research	4
N6930	Interpersonal Violence and Abuse	1
N6940	Management in Advanced Practice	1
N8102	Advanced Pharmacology	3
N8545	Diagnosis and Management of Illness: Family I	4
N8546	Diagnosis and Management of Illness: Family II	3
N8548	Antepartum for FPC	1
N8557	Seminar in Adult Primary Care I	2
N8558	Family Primary Care II	1
N8559	Family Primary Care III	1
N8560	Family Theory	3
N8566	Family Primary Care: Practicum IIIA	2
N8567	Family Primary Care IIIB	2
N8568	Practicum in Advanced Clinical Assessment for Family Nurse Practitioners	2
N8693	Family Primary Care: Practicum IIA	2
N8786	Advanced Clinical Assessment	3
N8795	Family Primary Care: Practicum IIB	2
N9300	Quantitative Methods	3
N9400	Practice Management	2
N9412	Informatics for Advanced Practice	3
N9480	Chronic Illness	2
N9538	Genomics	2
N9600	Legal and Ethical Issues	3

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# Curriculum Requirements

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## *Doctor of Nursing Practice Program Comprehensive Care Across the Lifespan, Post BSN Entry*

N9672	Epidemiology and Environmental Principles	3
N9700	Residency	5
N9700	Residency	5
N9710	DNP I: Didactic	2
N9711	DNP II: Didactic	2
N9714	DNP I: Field Experience	1
N9715	DNP II: Field Experience	1
N9717	DNP Seminar	1
N9718	DNP I: Seminar	1
N9719	DNP II: Seminar	1
N9910	Translation and Synthesis of Evidence	3

The above is a sample curriculum for Post BSN DNP Cohort in Comprehensive Care specializing in the Family Nurse Practitioner Program.

# Curriculum Requirements

## *PhD Program*

Course Number	Title	Credits
N9001	Social/Intellectual Foundations	3
N9103	Introduction to Biostatistics	3
N9205	Analysis of Health Policy	3
N9260	Interdisciplinary Research Methods	2
N9265	TRANSIT Doctoral Research Seminar	1
N9300	Quantitative Research Design	3
N9301	Qualitative Research Methods	3
N9350	Concept Development	3
N9354	Measurement of Clinical Phenomena	3
N9505	Research Practicum	2
N9506	Research Synthesis	2
N9600	Legal and Ethical Issues	3
N9900	Dissertation Seminar	2
N9103	Intro to Biostatistics	3
<b>Specialty Total</b>		<b>33</b>
Electives(Multivariate Statistics)		3
Elective (Dissertation Topic)		3
<b>Elective Total</b>		<b>6</b>
N9840	Dissertation Research	4-8
<b>Dissertation Research Total</b>		<b>Min. 4*</b>

\*Students must complete a minimum of 4 credits of Dissertation Research per semester, and be re-enrolled in this course until the dissertation is successfully defended. This plan reflects the minimum requirements of 55 credits; additional credits may be needed to complete all prerequisites or other requirements as determined by the academic advisor.

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# Course Descriptions

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*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.*

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

## **Nursing N4050**

### ***Physical Assessment***

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

## **Nursing N4051**

### ***Physical Assessment Laboratory***

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

## **Nursing N4099**

### ***Independent Study in Nursing***

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

*A project is required.*

## **Nursing N4100**

### ***Pharmacology***

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

## **Nursing N5102**

### ***The Science of Nursing Practice***

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

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# Course Descriptions

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## **Nursing N5104**

### ***Practicum: Science of Nursing Practice***

*2 credits. Corequisite: N4100, N5102, and N6100.* This fundamental course provides the student with clinical experience to implement patient-centered care that reflects an understanding of the concepts of human growth and development, health promotion, nursing management of illness, and patient safety.

Philosophies and scientific theories of nursing will serve as a foundation for the development of critical thinking and skill acquisition. Key elements of culture, spirituality, heredity, and ethics will be integrated into the planning and provision of nursing care to individuals and populations.

## **Nursing N5110**

### ***Issues of Nursing Practice***

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

## **Nursing 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.

*This course is no longer offered. New course number N5491.*

## **Nursing N5200**

### ***The Science of Psychiatric/Mental Health Nurse Practice***

*3 credits. Prerequisite: successful completion of first semester BS/MS program. Corequisite: N5202.* This course focuses on the population of clients experiencing acute and chronic neuropsychological disorders across the lifespan. Emphasis will be placed on the nurse/client relationship, psychopharmacology, and treatment modalities. Environmental stressors and the effects of mental health disorders on clients and their families will be discussed.

## **Nursing N5202**

### ***Practice in Psychiatric/Mental Health Nursing***

*2 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5200.* This clinical course is designed to provide the student with experience to care for the client experiencing a major psychiatric and/or mental health disorder. Emphasis will be placed on the role of the professional nurse in various treatment settings as well as current treatment modalities. The client population includes children, adolescents, and adults along the health-illness continuum.

## **Nursing N5270**

### ***The Science of Nursing Practice with Childbearing Families***

*3 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5275.* This didactic course focuses on the care of the family during the childbearing years. The processes of normal pregnancy and birth,

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# Course Descriptions

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high-risk pregnancy, and the care of healthy newborns are presented. Through integration of the sciences and evidence-based knowledge, concepts of family, environment, health, wellness, and culture will be emphasized. Issues related to women's reproductive health and contraception will be covered.

## **Nursing N5275**

### ***Nursing Practice with Childbearing Families***

*2 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5270.* This clinical course is designed to provide the student with experience to utilize evidence-based knowledge and critical thinking skills in providing nursing care to childbearing families. Clinical assignments will include caring for families during the antepartum, intrapartum, postpartum, and newborn periods. Concepts of wellness, culture, infant growth and development, family integrity, and patient advocacy are used as a basis for the provision of care.

## **Nursing N5280**

### ***The Science of Nursing Practice with Children***

*3 credits. Prerequisite: successful completion of first semester of the BS/MS program. Corequisite: N5282.* This course focuses on nursing of the child along the health-illness continuum. Core concepts of growth and development, well child care, family structure, environment, heredity, and psychosocial factors will serve as a basis for designing care. The child with acute, chronic, and life threatening illness will be covered as well as risk factors for morbidity and mortality. Nursing strategies to minimize stressors experienced by children and their families during illness will be presented. Key elements of spirituality, culture, socioeconomic status, and health beliefs will be examined.

## **Nursing N5282**

### ***Nursing Practice with Children***

*2 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5280.* This clinical course is designed to provide the student with the opportunity to utilize evidence-based knowledge and critical thinking skills in the planning and provision of comprehensive nursing care to children along the health-illness continuum. Clinical assignments will include caring for the well child as well as the child with acute and chronic illness. Concepts of growth and development, family integrity, wellness, risk reduction and disease prevention will be stressed. Key elements of culture, spirituality, heredity, and patient advocacy will be integrated into nursing care.

## **Nursing N5284**

### ***The Science of Nursing Practice with Adults***

*3 credits. Prerequisite: successful completion of first semester BS/MS courses. Corequisite: N5286.* This course follows N5102 Science of Nursing Practice and build upon the study of major biophysical health problems affecting the adult population. The course is designed to provide the student with a sound foundation in medical-surgical nursing care of the adult client. Through integration of knowledge from the biological, physical, epidemiological, and behavioral sciences, concepts of health, environment, risk reduction and disease prevention will be presented. Emphasis will be placed on older adults experiencing common geriatric syndromes. The role of the professional nurse in caring for the adult client continues to be a focus in the context of individual, family, and community.

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# Course Descriptions

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## **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 with clinical experience to implement patient-centered care that reflects an understanding of the concepts of human growth and development, pathophysiology, medical management, and nursing management along the health-illness continuum. Emphasis will be placed on nursing care of the adult with acute and chronic illness as well as common geriatric syndromes. Key elements of culture, spirituality, heredity, ethics, and health literacy will be integrated into the planning and provision of nursing care.

## **Nursing 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.

*This course is no longer offered. Content is incorporated in N6703. 5/2010.*

## **Nursing N5292**

### ***Nursing Practice in the Community***

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

## **Nursing N5490**

### ***Integration of Nursing Practice***

*5 credits. (previously 4-6 credits) Prerequisites: successful completion of first, second and third semester courses of BS/MS program. Corequisites: Integration Seminar, N5491.* Nursing integration is the capstone immersion experience designed to provide the student with an opportunity to synthesize the knowledge and skills acquired during previous coursework. The student will build clinical reasoning and develop beginning proficiency in patient management and evaluation through assignments in increasingly complex patient care settings. Working closely with staff and faculty, the student will gain the confidence and skill needed to function as a novice nurse who is a designer, manager and coordinator of care.

## **Nursing N5491**

### ***Integration Seminar***

*2 credits. Prerequisites: successful completion of first, second and third semester courses of BS/MS program. Corequisites: Integration Seminar* is designed to provide baccalaureate students an academic environment to share their integration immersion experience and present case studies for discussion with their peers. In this scholarly forum, students are required to present selected cases from integration in an organized, professional format.

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# Course Descriptions

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Students are expected to facilitate a class dialogue and care is delivered will be included in the dialogue.  
*Previously N5115, Case Management*

## **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***

*0-1 credit.* This course is designed to introduce baccalaureate students to relevant and emergent topics which affect the practice of nursing in the national and international healthcare system. The focus will be on issues confronting professional nurses including global health, cultural awareness, gender identity, and evidence-based wellness. State mandated topics for licensure will be covered.

## **Nursing N5900**

### ***Residency in Clinical Nursing***

*5 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.

## **N6001**

### ***Medical Spanish***

*1 credit.* This class is designed for students who have never taken Spanish, or who have had less than one year of formal study. The student will gain working level knowledge of basic social situations, vocabulary, verb conjugation, and medical terminology for use in a clinical setting. In addition to short lectures to facilitate grammar and usage patterns, class time will be used for intensive speaking practice to improve pronunciation, enhance comprehension, and build confidence in using Spanish through the use of hypothetical scenarios, student presentations, and small group discussions

## **N6001**

### ***Intermediate Medical Spanish***

*1 credit.* This course is designed to provide students with the specific medical vocabulary and terminology necessary to communicate with and help treat Spanish speaking patients with limited English proficiency. In addition to short lectures to facilitate grammar and usage patterns, class time will be used for intensive speaking practice to improve pronunciation, enhance comprehension, and build confidence in using Spanish through the use of hypothetical scenarios, student presentations, and small group discussions. Students will be expected to have taken Spanish and retained basic conversational abilities.

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# Course Descriptions

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## **Nursing N6099**

### ***Independent Study***

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

*A project is required.*

## **Nursing N6100**

### ***Advanced Physiology***

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

## **Nursing N6110**

### ***Pharmacology of Anesthetics***

3 credits. Prerequisites and Corequisites N6124, N6100, and 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.

*This course is no longer offered. See N8111. 5/2010.*

## **Nursing N6121**

### ***Pathophysiology Across the Lifespan***

3 credits. Prerequisite: N6100. Pathophysiology examines alterations in the biologic processes that maintain homeostasis. Each class will focus on a specific physiologic process or organ system. Diseases that commonly occur across the lifespan will be discussed to illustrate the pathophysiological processes.

*Formerly Pathophysiology of the Adult*

## **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 and 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.

*This course is no longer offered. Content is integrated into Principles and Practices I-IV. 5/2010*

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# Course Descriptions

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## **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.

## **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, utilizing evidence based research in practice, utilizing onsite searches to look up clinical questions, and develop health care plans.

*This course is no longer offered. 1/2011.*

## **Nursing N6150**

### ***Maternal-Fetal-Newborn Physiology***

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

## **Nursing N6299**

### ***Independent Study in FNP***

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

*A project report is required.*

## **Nursing N6458**

### ***Pelvic Assessment of the Adult Woman***

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

## **Nursing N6480**

### ***Professional Issues in Nurse-Midwifery***

2 credit. The Professional Issues in Nurse-Midwifery course is designed to concentrate on the transition from student to beginning nurse-midwife practitioner. It examines the history of the profession and the role of its leadership organizations including the ACNM. Students will submit articles for publication to the Journal of Midwifery and Women's Health. The course curriculum also examines current critical issues that impact on

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# Course Descriptions

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the profession, both national and international, and addresses organizational and legislative means of effecting change.

## **Nursing N6510**

### ***The Development of Human Behavior Across the Life Span***

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

*This course is no longer offered. See N6511. 6/1/2010*

## **Nursing N6511**

### **Behavioral Development Across the Life Span: A Risk/Vulnerability Perspective**

*3 credit(s)* In this seminar course, students examine development of human behavior across the life span from the perspectives of risk/vulnerability/ Students explore the dynamics of human behavior within a developmental context, with a focus on intrapersonal systems, interpersonal connections, societal patterns, cultural influences and how these are altered by significant life events.

*Previously offered as N6510.*

## **Nursing N6594**

### ***Psychopathology***

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

## **Nursing N6610**

### ***Physical, Psychological and Developmental Assessment of the Child***

*3 credits. Prerequisite: Instructor's permission; N4050 or Basic Physical Assessment course.*

Physical, Psychological and Developmental Assessment of the Child is designed to prepare the student to take a complete health and developmental history of a normal child, and perform a systematic physical examination. The student should recognize physical, psychological, and developmental problems, and begin to develop differential diagnosis. Emphasis will be placed on recording key history points, physical examination findings, and developmental assessment as well as the use of screening tools.

## **Nursing N6620**

### ***Pediatric Primary Care Nursing I***

*3 credits. Prerequisite: N6610; Corequisite: N6622 and N6624.* Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers, and preschoolers so that children may meet their optimal physical, intellectual, and emotional growth and development. The content focuses on health promotion, illness prevention, and the treatment of episodic problems from infancy through preschool.

## **Nursing N6622**

### ***Pediatric Primary Care Nursing I: Clinical***

*2 credits. Prerequisite: N6610; Corequisites: N6620 and N6624.* Pediatric Primary Care Nursing Clinical I is designed to develop skills in history taking, developmental evaluations and physical assessment for the pediatric client and to prepare the student to provide primary care to infants, toddlers and preschoolers. It focuses upon the promotion of health and the prevention of illness in order that each child may meet his

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# Course Descriptions

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optimal physical, intellectual and emotional growth and development. The clinical experience involves performing complete assessments on newborns and preschoolers and well childcare in a pediatric clinic.

## **Nursing N6624**

### ***Clinical Seminar in Pediatric Primary Care I***

1 credit. Prerequisite: N6610; Corequisites: N6620 and N6622. Seminar in Pediatric Primary Care Nursing I is designed to provide PNP students an academic environment in which to share their practicum experience and present case studies in an organized format for discussion with their peers and faculty. Students are expected to facilitate a class dialogue and offer appropriate references.

## **Nursing N6625**

### ***Clinical Seminar in Pediatric Primary Care II***

1 credit. Corequisite: N6630. Seminar in Pediatric Primary Care Nursing I is designed to provide the PNP student an academic environment in which the students share their practicum experience present case studies for discussion with their peers and faculty. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

## **Nursing N6626**

### ***Clinical Seminar in Pediatric Primary Care III***

1 credit. Corequisite: N8670. Seminar in Pediatric Primary Care Nursing III is designed to provide the PNP student an academic environment in which the students share their practicum experience and present case studies for discussion with their peers and faculty. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

## **Nursing N6630**

### ***Pediatric Primary Care Nursing II***

2 credits. Prerequisites: N6610, N6620, N6622, N6624; Corequisites: N6122, N6625, and 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 school for clinical experience, the student will assess the status, teach individuals and groups of children, and will work with teachers and parents. Student will utilize knowledge of growth and development to develop age appropriate teaching plans, and assess children and families to assume an active role as health consumers. Current courses in pediatric pathophysiology and child development contribute to the student's knowledge base. Students continue to provide primary care to their caseload of well children in their pediatric primary care sites.

## **Nursing N6632**

### ***Clinical Practicum: Pediatric Primary Care Nursing II***

4 credits. Prerequisites: N6610, N6620, N6622, N6624; Corequisites: N6122, N6625, and N6630. Students assess the health status of children in a variety of settings which must include continuity clinic and adolescent clinics and a school setting or inpatient setting.

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# Course Descriptions

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## **Nursing N6638**

### ***Emergency Pediatric Nursing***

*1 credit. 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. Corequisites: N6140 and N6141.* The seminar in the care of the high-risk neonate is designed to provide the NNP student the opportunity to discuss clinical case presentations in an academic environment. The student will utilize knowledge and skills in discussion of case studies with their peers. In this scholarly forum, the students are expected to present selected cases and review the management. The students are expected to facilitate a class dialogue and to promote management of patients using evidence based practice.

## **Nursing N6647**

### ***Seminar in the Care of the High Risk Neonate II***

*1 credit. Prerequisite: N6140, N6141, N6646; Corequisite: N6150.* During the final seminar, the students will be encouraged to integrate knowledge of pathophysiology evidence based practice, and ethical decision making to develop a differential diagnoses, interventions coordinated patient management. The discussion will promote a rationale for clinical decision making.

## **Nursing N6648**

### **High Risk Neonate: Clinical Practicum I**

*5 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 use of evidence in clinical practice is stressed. The student will analyze all available data utilizing evidence-based research, synthesize his/her thinking, implement a plan of care, and evaluate the results. The student will continue to develop her role of the neonatal nurse practitioner.

## **Nursing N6649**

### **High Risk Neonate: Clinical Practicum II**

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

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# Course Descriptions

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## **Nursing N6650**

### ***Advanced Assessment and Management of High Risk Neonates Clinical II***

3 credits. Prerequisite: N6140, N6141, N6150; Corequisite: N6646, N6647. 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.

*This course is no longer offered. 1/2011.*

## **Nursing N6655**

### ***Advanced Assessment and Management of High Risk Neonates Clinical III***

2 credits. Prerequisite: Completion of all prerequisites and NNP coursework; Corequisite: N6660. 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.

*This course is no longer offered. 1/2011.*

## **Nursing N6660**

### ***Pathophysiology and Management of the High Risk Neonate I***

2 credits. Prerequisite: 6140, N6141, N6150; Corequisite: N6655. 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. Prerequisite: N6100; Corequisite: N6150. 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.

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# Course Descriptions

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## **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.

## **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.

## **Nursing 6690**

### ***HIV/AIDS: Overview of the Epidemic***

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

## **Nursing N6693**

### ***HIV/AIDS: Management***

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

## **Nursing N6695**

### ***Practicum in HIV/AIDS Care***

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

## **Nursing N6703**

### ***The Science of Health Promotion and Disease Prevention in the Community***

*3 credits. Prerequisite: successful completion of first semester BS/MS program. Corequisite: N5292.* This course is designed to provide the student with a systematic approach to understanding the delivery of primary health care to individuals, communities, and populations. The role of the nurse in the community working with aggregate populations will be the focus. Nursing science and epidemiology will provide the basis for examining the spectrum of community health issues.

*This course title changed to include "in the community." 5/2010.*

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# Course Descriptions

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## **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.

*This course is no longer offered. 5/2010.*

## **Nursing N6721, N6722, N6723**

### ***Clinical Seminar in Adult Primary Care***

*1 credit. Corequisites: N8770, N8772 and N8774.* 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.

*These courses are no longer offered. See N8763, N8764 and N8765. 5/2010*

## **Nursing N6726, N6727**

### ***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 are ongoing discussion, review, and assessment of the final project.

*These courses are no longer offered. 5/2010*

## **Nursing N6729**

### ***Clinical Seminar in Geriatric Primary Care III***

*1 credit. Prerequisites: N8770, N8771; Corequisite: Clinical Placement.* Clinical Seminar in GPC III is designed to provide the ANP/GNP student an academic environment in which the students share their practicum experience and present case studies and journal articles for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references.

*This course is for current students completing the Geriatric Nurse Practitioner Program. 5/2010*

## **Nursing N6740**

### ***Principles and Practice of Oncology I***

*2 credits. Prerequisites: N6100; Corequisite: N6121.* This course presents a systematic overview of basic level oncology nursing utilizing various theoretical approaches. It incorporates the pathophysiology of cancer, prevention and detection, cancer treatment modalities, nursing diagnoses, and socioeconomic, ethical and legal issues related to cancer care. The course provides the framework for the synthesis, integration, and application of oncology nursing theory in clinical practice.

*Oncology certified nurses are exempt from this course. Previously known as Oncology Nursing Theory I - Fundamentals of Oncology Nursing.*

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# Course Descriptions

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## **Nursing N6759**

### ***Illness and Aging***

*3 credits. Prerequisites: enrolled in specialty courses.* Utilizing a systems approach, the diagnosis and management health problems encountered in the care of the geriatric patient will be discussed. Management of acute and chronic illnesses encountered in the geriatric population are emphasized throughout the continuum of care. Upon completion of the course, the student will be able to apply a systematic problem-solving process to selected health problems in both the physical and psychosocial realm in a given geriatric population.

*This course is for current students completing the Geriatric Nurse Practitioner Program. This course is no longer offered after 9/2010.*

## **Nursing N6760**

### ***Primary Care of Women Across the Lifespan I***

*3 credits. Prerequisites: N6100, N6121; Corequisite: N8462, N8460.* Utilizing a systems approach, the diagnosis and management of health problems encountered in primary care of women across the adult lifespan are studied in depth. Systems selected for study include respiratory, cardiovascular, hematology, endocrine, lipid disorders, gynecologic, peripheral vascular, neurologic, pain management and palliative care. The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners.

## **Nursing N6810**

### ***Global Antimicrobial Resistance:***

#### ***An Interdisciplinary Approach to Antimicrobial Resistance***

*3 credits.* 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.

*Cross-Listed as G6025*

## **Nursing N6825**

### ***Foundations of Research***

*1 credit.* This course is the first of three research courses designed for advanced practice nurses to identify and evaluate the quality and applicability of relevant research. The evidence-based practice process is used to explicate methods to transform critical appraisal skills into clinical actions. Students will learn how to conceptualize clinical practice problems, transform these problems into answerable research questions, search for the best clinical evidence using basic epidemiological, biostatistical, and scientific principles, and integrate research results being mindful of patient's values and preferences.

## **Nursing N6826**

### ***Evaluation and Application of Research***

*3 credits. Prerequisites: N6825 or equivalent.* 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 principles.

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## **Nursing N6835**

### ***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 principles.

*This course was last offered during the spring 2011 term. See N6825 and N6826. 5/2010*

## **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, N8820. A systematic exploration of advanced diagnosis and management techniques in caring for acutely and critically ill adults. This course is offered with a companion clinical course.

## **Nursing N6863**

### **Regional Anesthesia, Theories, and Techniques**

2 credit(s). This course is an introductory course for regional anesthesia. It includes discussion and demonstration of neuraxial anesthesia, simple peripheral blocks and pain management techniques. Pharmacology regarding local anesthetics will be reviewed.

*Previously offered as N6868.*

## **Nursing N6864**

### ***Principles of Nurse Anesthesia Practice I***

2 credit(s). Prerequisites: N6100. This is the first of four courses that discuss techniques for anesthetic administration and related technologies in the context of various surgical and diagnostic interventions in diverse anesthetizing locations. Focus is monitoring modalities and pre-, intra-, and post-anesthesia (peri-operative) management for less complex surgical and diagnostic interventions.

## **Nursing N6865**

### ***Principles of Nurse Anesthesia Practice II***

3 credit(s). Prerequisites: N6100, N6864, N8786. This is the second course of four that discusses the various methods and basic techniques of anesthesia administration, with an emphasis on physiological basis for practice. This course will emphasize the function and maintenance of technologies employed during peri-anesthetic period. The development of peri-anesthetic plans for specific surgical procedures as well as the psychomotor skills specific to practice will be evaluated.

## **Nursing N6866**

### ***Principles of Nurse Anesthesia Practice III***

2 credit(s). Prerequisites: N6100, N6865, N8786. This is the third course of four that discusses the various methods and techniques of anesthesia administration, with an emphasis on physiological basis for practice. Alterations in homeostatic mechanisms and advanced anesthetic management of obstetric and pediatric populations and patients undergoing cardiac surgery are emphasized.

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## **Nursing N6867**

### ***Principles of Nurse Anesthesia Practice IV***

2 credit(s). Prerequisites: N6100, N6866, N8786. This is the last of four courses that discusses various methods and techniques of anesthesia administration, with an emphasis on physiological basis for practice. Advanced surgical procedures and the anesthetic implications in the peri-anesthetic period will be explored

## **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.

*This course is no longer offered. See N6863.*

## **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.

*This course is no longer offered. See N6864.*

## **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.

*This course is no longer offered. See N6865.*

## **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.

*This course is no longer offered. See N6866.*

## **Nursing N6872**

### ***Advanced Principles of Anesthesia Practice II***

2 credits. Prerequisite: N6871. This course is essentially a continuation of Advanced Principles I. A system approach will be employed to discuss the various types of surgical patients and problems that the student will be challenged with when caring for them. We will look at the various different surgical procedures in some

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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.

*This course is no longer offered. See N6867.*

## **Nursing N6879**

### ***Anesthesia and Co-Existing Disease***

*2 credits. Prerequisite: N8111 and N8786.* Discussion regarding preoperative, intraoperative and postoperative management of patients with specific co-existing disease conditions. History and physical examination techniques and specific management methods will be discussed. Students will evaluate information obtained during physical and psychological assessment and synthesize knowledge to formulate individualized perioperative anesthesia management plans.

## **Nursing N6880**

### ***Principles and Practice of Oncology II***

*2 credits. Prerequisites: N6100, N6121, N6740, N8786 or Faculty Permission.* This course presents a systematic overview of advanced oncology nursing utilizing various theoretical approaches. It presents the medical and nursing management of symptoms and specific cancers, and provides a framework of advanced practice for the oncology clinical course specialist (OCNS) or nurse practitioner (NP). This framework assists the OCNS/NP in diagnosing, assessing, intervening in, and evaluating potential and actual client/family problems related to cancer treatment, rehabilitation and terminal care.

*Previously known Oncology Nursing Theory II: Advanced Oncology Nursing*

## **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.

## **Nursing N6930**

### ***Interpersonal Violence and Abuse: Prevention, Assessment and Intervention for Health Care Prof.***

*1 credit.* Aimed at increasing student awareness of the prevalence, context, dynamics and potential outcomes of interpersonal violence (IPV), the goal of this course is to provide advanced practice nurses with the information needed for prevention, identification, assessment, appropriate intervention and resource referral for clients and families who are at risk for, have a history with, or are currently experiencing IPV. Course content will explore the dynamics, causes and consequences of IPV, specifically: domestic violence, child abuse, elder abuse and sexual assault.

## **Nursing N6940**

### ***Management and Advanced Practice Nursing***

*1 credit. Prerequisite: Core and supporting sciences and most specialty major classes.* This course focuses on advanced practice issues not usually familiar to the average nurse. It explores the dimensions of independent advanced practice nursing (APN) in our challenging and constantly changing health care environment. Legal issues, regulation, reimbursement, practice management concerns, and development of a comprehensive view of the APN's role in the current health care environment are stressed.

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## **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: N4100; Corequisites: N6100 and N6121.* The goals of this course are to provide students with a basic knowledge and understanding of the actions of drugs in order to enable them to utilize therapeutic agents in a rational and responsible manner in patients. Initially, basic principles of pharmacology will be reviewed (from N4100 course), including absorption, distribution, metabolism, and excretion of drugs by the body. Drug-receptor interactions will also be presented and illustrated with appropriate examples. The focus of these lectures will be case-based whenever possible to demonstrate the therapeutic application of these pharmacologic principles and how this translates into efficacy and potential toxicity.

## **Nursing N8110**

### ***Pharmacology of Accessory Drugs***

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

*This course is no longer offered. See N8111. 5/2010*

## **Nursing N8111**

### ***Pharmacology of Anesthesia and Critical Care***

*4 credits. Prerequisite: N6100.* This course provides an overview of anesthetics, adjuvants and critical care medications commonly used in anesthesia practice with emphasis on application of theoretical foundations.

## **Nursing N8113**

***Psychopharmacology in Psychiatric and Mental Health*** *1 credit(s).* This course provides an in depth understanding of psychopharmacology, building on the knowledge of general advanced pharmacology, neuroanatomy and neuropharmacological concepts. The effects and side effects of psychotropic medications used in the treatment of common psychiatric and mental illnesses across the life span will be discussed. Issues of prescribing and coordinating multiple medications and potential interactions will also be considered.

## **Nursing N8160**

### ***Genetic Concentration for Advanced Practice Nursing***

*2 credits. Prerequisite: N8290.* This course provides a mentored, independent study opportunity for the student to develop in-depth knowledge in an area of genetics of particular interest and relevance to his/her clinical practice. Students will focus on the essentials of advanced practice care and genetic counseling relative to clients in area of interest. When taken in conjunction with the practicum, case study discussion and analysis will augment didactic knowledge.

## **Nursing N8165**

### ***Practicum: Genetic Concentration for Advanced Practice Nursing***

*2 credits. Prerequisites: N8290; Corequisites: N8160.* This clinical practicum is designed for the student who is interested in increasing practice skills in providing care to clients with (or at risk) for (a) specific genetic

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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. Prerequisite: N6100; Corequisite: N6121. This course is intended to provide a strong foundation in the concepts of genetics. Both classical (Mendelian) and molecular genetics will be examined, in order to provide a knowledge base that will enable the advanced practice nurse to integrate genetic knowledge and new developments in genetics with advanced practice nursing care. The course will incorporate new information from the Human Genome Project (HGP), as well as the history and evolution of genetic counseling and the ethical, legal, and social issues which arise daily in this rapidly developing field.

## **Nursing N8460**

### ***Comprehensive Women's Health***

3 credits. (previously 2 credits) Prerequisite: N6458, N8786; Corequisite: N8462. This course addresses issues throughout a woman's life span in the arena of gynecological well-being. It focuses on the development of a knowledge base that enables us to understand what well-being is for a woman and how this impacts on her health, physically, mentally, emotionally, and culturally. From this perspective we can develop appropriate education to maximize her ability to achieve and maintain her well-being. Topics include health maintenance, gynecologic screening, family planning, and sexuality. The course includes an overview of deviations from well-being that are within the scope of nurse-practitioner and nurse-midwife practice. Information is presented within the construct of the nurse-midwifery/nurse-practitioner management process, which allows for assessment and management of the normal, and intervention/collaboration for complex issues. Concurrent supervised clinical experiences enhance and ground this didactic experience.

## **Nursing N8462**

### ***Practicum in Comprehensive Women's Health***

2 credits. (previously 3 credits) Prerequisites N6100, N6150, N6121, N8786, and 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. Prerequisites: N8786. Builds on Primary Care of Women Across the Life Span I, this course focuses on advanced clinical diagnosis and treatment of select women's physical health problems. Provides knowledge for the women's health care provider to meet selected primary care needs.

## **Nursing N8466**

### ***Capstone Seminar in Women's Health***

1 credit. Prerequisites: All core and supporting Sciences, N8485, N8460, N8462, N6760, N8465; Corequisite: N6940. This course is designed to integrate and synthesize knowledge and skills learned throughout previous course work. This course should guide the student in transition from student to beginning professional advanced practitioner in women's health.

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# Course Descriptions

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## **Nursing N8467**

### ***Labour Support (Doula) Training Program***

0 credits. Prerequisites: 2nd semester BS/MS nurse midwifery students; others with faculty permission. This course provides the first phase of nurse midwifery students with theoretical and practical knowledge in preparation for provision of support to women in labor. The course includes a year-long practicum during which the student provides supervised labor support

## **Nursing N8468**

### ***Advanced Seminar and Practicum in Women's Health***

4-6 credits. Prerequisites: All women's health specialty, core and supporting courses; Corequisite: N6940. This course is designed to integrate and synthesize knowledge and skills learned throughout previous course work. This course should guide the student in transition from student to beginning professional advanced practitioner in women's health.

## **Nursing N8469**

### ***Newborn Assessment & Care***

2 credit. Pre/corequisites: N6150, N8471; Corequisite: N8479. This course provides the graduate nurse-midwifery student with a theoretical and practical knowledge of the immediate care of the neonate including newborn resuscitation, with an emphasis on the first six weeks of newborn life. Normal physiology and family centered management skills are emphasized. The students are encouraged to provide care that recognized and respects the cultural dynamics of the family. 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 N8471**

### ***Normal Antepartum: Didactic***

2 credits. Prerequisites: N6150, N6458; Corequisites: N8472. This course provides the graduate student with a theoretical and practical knowledge for the normal antepartum period. Normal physiology and management skills are emphasized. Pathophysiology is also reviewed when deviations from the normal are encountered.

## **Nursing N8472**

### ***Normal Antepartum: Clinical***

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

## **Nursing N8475**

### ***Clinical Practicum in Nurse-Midwifery***

3 credits. (previously 2-5 credits) Prerequisite: N8476 & N8477, N8471 & N8472, N8479 & N8481, N8478, N8469, N8465, N8497. 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.

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# Course Descriptions

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## **Nursing N8476**

### ***Well Woman Gynecology: Didactic***

3 credits. Prerequisite: N8786, N6458; Corequisite: N8477. This course addresses issues throughout a woman's life span in the arena of gynecological well-being. It focuses on the development of a knowledge base that enables us to understand what well-being is for a woman and how this impacts on her health, physically, mentally, emotionally, and culturally. From this perspective we can develop appropriate education to maximize her ability to achieve and maintain her well-being. Topics include health maintenance, gynecologic screening, family planning, and sexuality. The course includes an overview of deviations from well-being that are within the scope of nurse-practitioner and nurse-midwife practice. Information is presented within the construct of the nurse-midwifery/nurse-practitioner management process, which allows for assessment and management of the normal, and intervention/collaboration for complex issues. Concurrent supervised clinical experiences enhance and ground this didactic experience.

## **Nursing N8477**

### ***Well Woman Gynecology: Clinical***

2 credits. Prerequisite/Corequisite: N6458, N8476, N8471, N8477, N8786.

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

## **Nursing N8478**

### ***Breastfeeding and Postpartum Care***

2 credits. Prerequisite/Corequisite: N6150, N8479, N8481. This course provides theoretical and practical knowledge for care in the immediate postpartum period and to initiate successful breast feedings. Normal physiology and family centered management skills are emphasized. Pathophysiology is also covered with various interventions when deviations from the normal are encountered.

## **Nursing N8479**

### ***Intrapartum: Didactic***

2 credits. Prerequisite: N8476, N8477, N6150, N6460; Corequisite: N8481. Intrapartum - Didactic presents an understanding of the process of labor, birthing and immediate postpartum and how this impacts on the mother and baby from a midwifery perspective. Specific focus centers on the midwifery management process, particularly for the normal, with differential diagnosis to determine when intervention/consultation is necessary. Birthing management will be viewed in a variety of settings and cultures. Practical skills for assessment and management will be taught. The course will provide mastery of the core competencies required by ACNM.

## **Nursing N8481**

### ***Intrapartum: Clinical***

2 credits. Prerequisite: N8469, N8476 & N8477, N8478, N6100, N6150, N8786, N6458; Corequisite: N8479. Clinical practice includes nurse-midwifery management of the care of the normal intrapartum woman/newborn /family and collaboration and/or referral for complex management. Experience on the postpartum ward and in newborn care is obtained in this clinical rotation when intrapartum patients are not available.

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## **Nursing N8482**

### ***Primary Care of Childbearing Women***

*3 credits Prerequisites: N8786, N8789, N8460, N8462, N6150. Successful completion of all master's core and supporting sciences; Corequisite: N8485.* The focus of this course is the principles and practice of 'primary care' of the childbearing woman and family during the ante- and post-partum periods. Recognition of common complications of pregnancy and management thereof is also a focus, as well as assessment and support of the infertile couple. Physical, psychological, emotional and social basis for prenatal care is examined in the context of public health. Topics include management of the pregnant family through the antepartum period, assessment of fetal growth and development, evaluation of the family unit and teaching/coaching consideration.

## **Nursing N8485**

### ***Practicum: Childbearing Woman***

*3 credits. Prerequisites: N8786, N8789, N8460, N8462, N6150. Successful completion of all master's core and supporting sciences; Corequisite: N8482.* This course provides a clinical opportunity to apply knowledge from the corequisite didactic course. The focus is on health promotion, prevention of disease/complications in both mother and child, advanced clinical assessment and management of pregnancy, promotion and support of breast feeding and development of a family unit in antepartum and postpartum ambulatory care settings. Experiences include assessing normal parameters of pregnancy, recognition of deviations; physiologic, social, emotional and educational components of antepartal care and understanding the role of the women's health nurse practitioner in these processes.

## **Nursing N8490**

### ***Individualized Study Nurse Midwifery***

*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 is required.***

## **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: N6100, N6920, N8568, N8557, N8786; Second semester of Family Primary Care; Corequisites: N6121, N8102, N8558, N8693.* Utilizing a systems approach, the diagnosis and management of problems encountered in Primary Care are studied. Topics selected for study include cardiovascular, gastrointestinal, endocrine, respiratory, and hematology. The identification and management of clinical problems are emphasized. The role of the nurse practitioner in a collaborative model is discussed.

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## **Nursing N8546**

### ***Diagnosis and Management of Illness in Families II***

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

## **Nursing N8548**

### ***Normal Antepartum for Family Primary Care***

1 credit. Corequisite: N6100, N8786. This course covers the broad scope of prenatal care and includes: History and physical examination techniques aimed at understanding the normal parameters of pregnancy, and recognizing any deviations from normal in the pregnant woman/family or the fetus. Physiological, social, emotional and educational components of antepartum care.

## **Nursing N8550**

### ***Independent Study in Psychiatric Mental Health Nursing***

1-8 credits. Prerequisite: Permission of faculty. This independent study in PMH is designed to provide an opportunity for students to be mentored in their exploration of a topic of their choice in the area of psychiatry. Students are required to develop a focus for their study, followed by a thesis statement, outline, and literature review.

## **Nursing N8557**

### ***Family Primary Care I***

2 credits. Corequisite: N8568, 8786. This course is designed to introduce the student to the role of the nurse practitioner as a provider of community centered family primary care. The focus will be on health maintenance and illness prevention.

## **Nursing N8558**

### ***Family Primary Care II***

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

## **Nursing N8559**

### ***Family Primary Care III***

1 credit. Prerequisites: N8557, N8558, N8545, N6121, N6100, N8102; Corequisites: N8546, 8850, or N8567. This required course is designed to further develop the role of advanced practice student, in the provision of primary care to individuals 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.*

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## **Nursing N8560**

### ***Family Theory in Context***

2-3 credits. 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.

*Psych/MH students are required to register for 2 credits. FNP students are required to register for 3 credits.*

## **Nursing N8562**

### ***Practice of Family Therapy***

2 credits. *Prerequisites:* N8560, N8571, N8590, N8591; *P/MH majors only or with permission of instructor.* This clinical practice course is designed for students to develop clinical skills in family therapy based on a structural family therapy model. It consists of clinical practice and supervision.

## **Nursing N8566**

### ***Family Primary Care: Practicum IIIA***

2 credits. *Prerequisites:* N6100, N6121, N6920, N8102, N8545, N8557, N8558, N8560, N8566, N8568, N8593, N8786; *Corequisites:* N8290, N8546, N8559. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

## **Nursing N8567**

### ***Family Primary Care: Practicum IIIB***

2 credits. *Prerequisites:* N6100, N8557, N8545, N6121, N8102, N8558, N8693, N8786, N8568, N6920; *Corequisites:* N8558. The clinical practicum is designed to prepare the students to provide primary health care for patients, families and communities, in a variety of settings. Initially, the student will obtain complete histories; perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age-appropriate physical, cognitive and emotional development as well as routine and episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

## **Nursing 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 M8786 to this clinical practicum. Advanced physical assessment skills and the identification of abnormalities in the physical exam and appropriate documentation are emphasized with a focus on the ability to integrate systems appropriately. The complete pelvic exam is included.

## **Nursing N8571**

### ***Seminar on Family Therapy and Technique***

2 credits. *Prerequisites:* N8590, N8560; *Corequisites:* N8591. This course focuses on an integrated systems approach, including structural, Bowenian, and the multicontextual framework and is designed to assist the

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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.

## **Nursing N8590**

### ***Theory and Practice of Individual Psychotherapy I***

*2 credits. Prerequisites: N6510, N8792/8793; Corequisite: N6594.* Each student is given an opportunity to work with 1-2 individuals assigned according to the student's needs for a learning experience. Students arrange for clinical contact with the assigned clients. Clinical contact must be at least weekly and more often if required. The student is responsible for assessing the biophysical, psychosocial, cultural, cognitive and spiritual dimensions of the clients and planning appropriate interventions.

## **Nursing N8591**

### ***Theory and Practice of Individual Psychotherapy II***

*2 credits. Prerequisites: N6510, N8590, N6594, N8792/8792.* Each student is given an opportunity to work with 1-2 individuals assigned according to the student's need for a learning experience. Students arrange for clinical contact with assigned clients. Based upon evaluation, the student selects and utilizes appropriate therapeutic interventions 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: N6510, N8590/N8591, N6594, N8792/8792; Corequisites: N6588.* The student participates as a leader or co-leader in a psychotherapeutic group of 10-12 sessions. Clinical supervision is focused on group dynamics and development.

## **Nursing N8594**

### ***Advanced Practice in Psychiatric Mental Health Nursing I***

*3-4 credits. Prerequisites: N6594, N6597, N8590, N8591, N8592, N8102, N8792/N8793; Corequisite: N8562.* This course is designed to integrate foundation skills and strengthen the student's clinical practice in a variety of psychiatric mental health settings. The practicum is the first of two consecutive courses. Expectations of the clinical experience are direct client contact and therapeutic interaction with staff, families, and systems. The student will develop a knowledge base and skills germane to the role of the advanced practice psychiatric nurse. Details of the practicum will be coordinated with the agency and faculty, with consideration of course objectives, agency objectives and student career goals.

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## **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 patients in a variety of psychiatric mental health settings. The practicum is the second of two consecutive courses. Expectations of this clinical experience are direct patient contact, therapeutic interaction with staff, families, and systems, as well as medication management. The student will function in the role of the advanced practice psychiatric nurse practitioner. Details of the practicum will be coordinated with the student, agency and faculty based upon course objectives, clinical objectives and student educational goals.

## **Nursing N8625**

### ***Family Primary Care: Practicum II***

*4 credits. Prerequisites: N6100, N8557, N8786, N8568; Corequisites: N8545, N8558, N6121, N8560, N8290, N6920.* 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.

*This course is no longer offered. 9/2009*

## **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: N6660.* 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, postoperative 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.

## **Nursing N8664**

### ***Advanced Assessment of the Well Neonate: Clinical***

*1 credit.* This is a supervised clinical experience caring for well babies in a well baby nursery. The course is designed to apply the content from advanced assessment of the neonate. The student should recognize physical, psychological, and developmental problems, and begin to develop differential diagnosis. Emphasis will be placed on appropriate patient write up which should include a complete medical history, physical

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examination, developing a differential diagnosis for a variety of newborn problems, and developing a plan. Emphasis is placed on understanding the physiologic rationale, utilizing evidence based research in practice, utilizing onsite searches to look up clinical questions, and develop health care plans.

## **Nursing N8665**

### ***N8665 High Risk Neonate: Supervised Clinical Practice***

*1 credit.* This is a supervised clinical lab experience using simulations of a variety of clinical scenarios. Low-fidelity simulation will allow the student to practice specific NNP skills in isolation. The students will repeatedly practice starting different kinds of IV lines including umbilical lines, arterial blood gas acquisition, intubation, lumbar punctures, and practice with ventilator setting working with models. This will be progressed to medium-fidelity simulation using SIM baby who will be programmed for a variety of heart sounds, breath sounds, and vital signs to increase knowledge and skill acquisition. Finally, the students working in teams will use high fidelity stimulation in which case scenarios will be used to help assess the simulated neonatal case scenarios to plan, implement, and evaluate NNP action in a professional, respectful environment. 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.

## **Nursing N8667**

### ***Practicum: Case Management of the High Risk Neonate***

*3 credits. (previously 5 credits) Prerequisites: First semester clinical, seminar and didactic courses; Corequisites: Second semester didactic and seminars.* 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.

*This course is no longer offered. 1/2011.*

## **Nursing N8670**

### ***Pediatric Primary Care Nursing III***

*2 credits. Prerequisites: 8670, N6626; Corequisites: N6610, N6622, N6624, N6630, N6632, N8673.* 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 N8673, N8674**

### ***Pediatric Primary Care Nursing III: Clinical Practicum***

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

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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.

*This course is no longer offered.*

## **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.

*This course is no longer offered*

## **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.

*This course is no longer offered*

## **Nursing N8693**

### ***Family Primary Care: Practicum IIA***

*2 credits. Prerequisites: N6100, N8557, N8786, N8568, N6735; Corequisites: N8545, N8558, N6121, N8560, N8290, N6920, N8102.* The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories; perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

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## **Nursing N8695**

### ***Individual Study Pediatric Specialty***

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

## **Nursing N8748**

### ***Independent Study – Oncology***

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

## **Nursing 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.

## **Nursing N8751**

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

1-3 credits. Prerequisites and Corequisites: N6100, N6880, N8102, N6740, N8750. This course provides the opportunity to manage the symptoms of cancer and its treatments with expert supervision and collaboration in the clinical setting. Learning is facilitated by expert clinicians in the oncology/hospice/home/long term care areas. Nursing research will be promoted in issues related to quality of life, identification, and prevention of complications of treatment and patient and caregiver stress.

## **Nursing N8755**

### ***Introduction to Palliative and End of Life Care Throughout the Lifespan***

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

## **Nursing N8756**

### ***Seminar in Palliative and End of Life Care***

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

## **Nursing N8757**

### ***Clinical Practice in Palliative and End of Life Care***

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

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## **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.

*This course is no longer offered. 5/2010*

## **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.

*This course is no longer offered. 5/2010*

## **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.

*This course is no longer offered. 5/2010*

## **Nursing N8763, N8764, N8765**

### ***Clinical Seminar in Adult Primary Care***

*1 credit. Prerequisites: N8770, N8771, N8774; Corequisite: Clinical Placement.* This course is designed to provide the ANP student an academic environment in which the students share their practicum experience and present case studies for discussion with their peers. In this scholarly forum, the students are expected to present selected cases from their practicum in an organized format. The students are expected to facilitate a class dialogue and offer appropriate references. Incorporated into the seminar is ongoing discussion, review, and assessment of the final project.

*Previously offered as N6721, N6722, N6723. 5/2010*

## **Nursing N8766**

### **Practicum in Primary Care Across the Adult Lifespan I**

*1 credit(s). Prerequisite: N6100, N6121; Corequisite: N8786*

Guided study with clinical application of advanced physical assessment techniques in adults.

*Previously N8787.*

## **Nursing N8767**

### **Practicum in Primary Care Across the Adult Lifespan II**

*2 credit(s). Prerequisites: N6100, N6121, N6703, N8786, N8770; Corequisites: N8771.* The practicum is a clinical field experience designed to provide opportunity for students to acquire skills in assessment, decision-making and management of care for adults with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers. *Previously N8772.*

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## **Nursing N8768**

### **Practicum in Primary Care Across the Adult Lifespan III**

*2-4 credit(s) N8767. Prerequisite: N6100, N6121, N8766, N8767*

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

*Previously N8773.*

## **Nursing N8769**

### **Comprehensive Geriatric Assessment**

*1 credit(s). Corequisite: N8766, N8766*

This course provides a systematic overview of a comprehensive interdisciplinary geriatric assessment. Taken concurrently with Advanced Clinical Assessment Across the Adult Lifespan, this course highlights the unique physical and psychosocial issues that impact the older adult. Emphasis is placed on functional assessment and the holistic approach to providing care to older adults. *Previously N8867.*

## **Nursing N8770**

### **Diagnosis and Management of Illness in Adults I**

*3 credits. (previously 3-4 credits) Prerequisites and Corequisites: N6100, N6121, N8102, N8786; N8769*

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

## **Nursing N8771**

### **Diagnosis and Management of Illness in Adults II**

*3 credits. (previously 3-4 credits) Prerequisite: N8786, N8787, N8770, N8772. N8771 is the second course in a series of three sequential courses to review the diagnosis and management of illness across the adult lifespan. Using a systems approach, this course will emphasize the importance of current health promotion, disease prevention, and screening guidelines, and will extensively study the differential diagnosis and comprehensive healthcare management of integrated physical and mental health problems as they affect individuals across the adult lifespan. For each physical system studied, the role of the Advanced Practice Nurse, evaluation techniques (including recommended tests of choice and screening tools), diagnostic findings (for prevention, as well as diagnosis and management), and multi-modal management tools specific to adolescents, young adults, adults, and geriatric populations will be highlighted. Emphasis will be placed on the age-specific biopsychosocial variables influencing those health problems and behaviors, and barriers to health promotion and disease prevention, which are most likely to present, and most amenable to management in a primary care setting.*

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## **Nursing N8772**

### ***Practicum in Adult Primary Care I***

2 credits. *Prerequisites and Corequisites:* N6703, 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.

*This course is no longer offered. See N8767. 5/2010*

## **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.

*This course is no longer offered. See N8767. 5/2010*

## **Nursing N8774**

### ***Diagnosis and Management of Illness in Adults II***

3 credits. (previously 3-4 credits) *Prerequisite:* N8770 and 8771, N6100, N612, N8102, N8786; N8769. This is the third course in a series of three sequential courses to review the diagnosis and management of illness across the adult lifespan. Using a systems approach, this course will emphasize the importance of current health promotion, disease prevention, and screening guidelines, and will extensively study the differential diagnosis and comprehensive healthcare management of integrated physical and mental health problems as they affect individuals across the adult lifespan. For each physical system studied, the role of the Advanced Practice Nurse, evaluation techniques (including recommended tests of choice and screening tools), diagnostic findings (for prevention, as well as diagnosis and management), and multi-modal management tools specific to adolescents, young adults, adults, and geriatric populations will be highlighted. Emphasis will be placed on the age-specific biopsychosocial variables influencing those health problems and behaviors, and barriers to health promotion and disease prevention, which are most likely to present, and most amenable to management in a primary care setting.

## **Nursing N8776**

### ***Advanced Practicum in Primary Care***

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

## **Nursing 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, decisionmaking, 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.*

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# Course Descriptions

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## Nursing N8786

### ***Advanced Clinical Assessment in Across the Adult Lifespan***

3 credits. Prerequisites: A course in basic physical assessment and performance of a systematic head-to-toe physical check-out. Corequisites: N6458, N8568, N8766, N8788. Utilizing a systems approach and a background in basic physical assessment, advanced physical assessment skills are studied. The identification and interpretation of abnormalities in the physical exam are emphasized in depth. The approach to the development of the differential diagnosis is introduced. The goal of this course is to provide the critical thinking necessary for the beginning advanced practice nursing student to analyze history and physical exam data.

## Nursing 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.

*This course is no longer offered. See N8766. 5/2010*

## 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. Prerequisite: N6100; Corequisite: 6150. Pelvic Assessment of the Adult Woman develops the required technical knowledge base and clinical skills for adequate gynecologic assessment of women from adolescence, through the perimenopause and into the postmenopausal years. This comprehensive knowledge base regarding the anatomy and physiology of the pelvic and reproductive organs, including normal variations, prepares the student for the acquisition of practical skills for assessment and intervention. Respect for women and cultural sensitivity for this vulnerable exam will be emphasized.

## Nursing N8790

### ***Independent Study – Adult Primary Care***

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

## Nursing 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.

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# Course Descriptions

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## **Nursing N8793**

### ***Advanced Health Assessment in Psychiatric-Mental Health in Nursing II: Clinical Practicum 1 credit.***

*Corequisite: N8792.* This practicum is designed to provide an opportunity for students to learn how to interview psychiatric patients in order to formulate and record a comprehensive psychiatric evaluation.

## **Nursing N8795**

### ***Family Primary Care: Practicum IIB***

*2 credits. Prerequisites: and Corequisites: Completion of Master's Core and Supporting Sciences; Completion of Master's Level Courses: N8545, N8557, N8568, N8693, and N8786. Corequisites: N8558.* The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories, perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

## **Nursing N8816**

### ***Practicum in Critical/Acute Care for the Nurse Practitioner***

*2 credits. Prerequisites: Completion of Master's Core and Supporting Sciences; Corequisites: N6838.* The practicum in critical/acute care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency and critically ill adult. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting.

## **Nursing N8820**

### ***Advanced Practicum in Critical Care for the Nurse Practitioner***

*2 credits. Prerequisites: Completion of Master's Level Courses; N6838, N8816, N8102.*

This course will provide an opportunity for the student to synthesize and integrate the knowledge obtained in Diagnosis and Management of the Acutely Ill Adult II. This is the second clinical practicum for the student to evaluate and manage adult patients in an acute care setting. Students will be expected to demonstrate their ability to evaluate and manage the patient through the techniques of history taking, physical examination, medical decision-making, coordination of appropriate care using a holistic approach, and collaboration with the medical team. The student should demonstrate progressive independence in the management of patients. As methods of evaluation, the student will submit: evidence of clinical experience via the Clinical Log Application for PDAs, excel sheet with dates & hours worked in each clinical rotation, two oral presentations of patients followed by the student at the clinical sites, six written comprehensive history and physical's from the students clinical rotation and preceptor clinical evaluation form.

## **Nursing N8823**

### ***Advanced Practicum in Acute Care***

*3 credits. Prerequisites Master's Level Core Courses N8786, N8788, N6838, N8816, N6839, and N8820.* This course will provide an opportunity to synthesize and integrate the advanced practice knowledge and skills acquired through all previous didactic and clinical coursework. Students will be expected to do clinical case presentations, manage a group of patients of varying diagnoses and variability of acuity, and practice with increasing independence in the acute care advanced practice role.

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# Course Descriptions

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## **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.

## **Nursing N8833**

### ***Professional Role of the Nurse Anesthetist I***

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

## **Nursing N8834**

### ***Professional Role of the Nurse Anesthetist II***

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

## **Nursing 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.

No longer offered. See N8874. 5/2010

## **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.

No longer offered. See N8875. 5/2010

## **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.

No longer offered. See N8876. 5/2010

## **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.

No longer offered. See N8877. 5/2010

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# Course Descriptions

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## **Nursing N8839**

### ***Advanced Principles of Nurse Anesthesia III***

*1 credit(s). Pre/corequisite: All previous core, supporting science and anesthesia coursework.* This course represents the 'capstone' of the nurse anesthesia master's program, providing an opportunity for the student to integrate and synthesize didactic and clinical core content with the experiences of the residencies. Student and faculty will work collaboratively to catalogue major content areas essential to the beginning practice of a master's prepared nurse anesthetist.

## **Nursing N8843**

### ***Independent Study in Adult Critical Care***

*2 credits. (previously 1-8 credits) Prerequisites: Master's Core Courses, N8786, N8788, N6838, N8816, N6839, N8820.* This course will provide an opportunity to synthesize and integrate the advanced practice knowledge and skills acquired through previous didactic and clinical coursework. The focus is on modeling the processes of knowledge acquisition and evaluation, clinical inference, and clinical decision-making that the ACNP will employ once in independent practice. The role of the ACNP will be explored with regard to ethical issues, legal implications of practice, professionalism, board certification, and licensure. This course should be taken concurrently with the integration practicum course (N8823).

## **Nursing N8845**

### ***Cancer in Childhood***

*2 credits. Prerequisite: N6100, N6121, N6740.* This course presents an in-depth examination of childhood cancers. Content includes etiology, epidemiology, diagnostic and treatment modalities, side effects of therapy, emergencies, clinical management, long-term survival and terminal illness. The course provides a framework of advanced practice for the pediatric oncology clinical nurse specialist and pediatric nurse practitioner in oncology.

## **Nursing N8850**

### ***Family Primary Care: Practicum III***

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

## **Nursing N8864**

### ***Practicum in Geriatric Primary Care I***

*2 credits. Prerequisites and Corequisites: N8786, 8787 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.

*This course is no longer offered. 5/2010*

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# Course Descriptions

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## **Nursing N8865**

### ***Practicum in Geriatric Primary Care II***

*2 credits. Prerequisite: N6703, 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 longterm health problems. Students in the clinical settings function more independently under preceptor supervision.

*This course is no longer offered. 5/2010*

## **Nursing N8866**

### ***Health Assessment for Nurse Anesthesia***

*1 credit. Prerequisite: N8786.* This course focuses on the essential technology and procedures utilized during peri-operative patient management. During didactic lectures and laboratory experiences psychomotor skills and critical thinking inherent to the practice of nurse anesthesia will be developed along with written/oral presentation of specific patients. As a component of the course specific skills must be safely demonstrated.

## **Nursing N8867**

### ***Interdisciplinary Approach to Geriatric Assessment and Long Term Care***

*1 credits. Prerequisite: N6100.* 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.

*This course is no longer offered. See N8769. 5/2010*

## **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.

*This course is no longer offered. 5/2010*

## **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.

## **Nursing N8871**

### ***Nurse Anesthesia Residency II***

*2 credits. Prerequisites and Corequisites: N6862, N6870 and N8870.* Clinical experiences provide the opportunity for students to integrate theoretical basis of practice within the clinical setting. Students move

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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 N8874**

### ***Seminar in Nurse Anesthesia Practice I***

*2 credits. Prerequisite: N8870.* This course is the first in a series of four utilizing lectures, discussion, writings, and presentations to integrate didactic instruction and clinical experiences as students progress from novice to advanced beginner student nurse anesthetists.

## **Nursing N8875**

### ***Seminar in Nurse Anesthesia Practice II***

*2 credits. Prerequisite: N8871.* The second in a series of four courses that provides critical analysis of selected topics in nurse anesthesia practice. Lecture and discussion facilitate integration of didactic content with clinical experiences as students progress from advanced beginner to competent student nurse anesthetists.

## **Nursing N8876**

### ***Seminar in Nurse Anesthesia Practice III***

*2 credits. Prerequisite: N8872.* This is the third of four seminar courses. Review questions and discussion facilitate integration of didactic content with clinical experiences as students progress from competent to proficient student nurse anesthetists. This course will summarize all previous content and provide critical

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analysis of selected topics in nurse anesthesia practice. Students will be assigned specific content and present utilizing “turning point” format which will facilitate and engender discussion in preparation for board examination.

## **Nursing N8877**

### ***Seminar in Nurse Anesthesia Practice IV***

*2 credits. Prerequisite: N8872.* This is the final of four seminar courses. This course represents the culmination of the nurse anesthesia master’s program. It provides an opportunity for the student to integrate and synthesize didactic and clinical core content with the experiences of the residencies as they progress from proficient student nurse anesthetist to novice practitioner. Student and faculty will work collaboratively to identify content areas that are essential to the beginning practice of a master’s prepared nurse anesthetist. Results of this inquiry will be formally presented to the class and interested public members as an abstract and a poster presentation

## **Nursing N8890**

### ***Individualized Study in Nurse Anesthesia***

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

## **Nursing N8950**

### ***Advanced Practice Primary Care Nursing Post Masters Residency***

*3-6 credits. Prerequisite: Completion of NP program, Certification (eligible).* This residency focuses on the delivery of full scope health care to clients. The post graduate student will learn to integrate assessment, therapeutic planning and evaluation of care for clients. 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. Prerequisites: Matriculated PhD student or by permission of the instructor.* Examination of the structure and growth of contemporary nursing knowledge as it developed within a social context. Ideas, events, people, and writings are examined for their influence, inter-relationships and significance to nursing.

## **Nursing N9103**

### ***Introduction to Biostatistics***

*3 credits. Prerequisites: Matriculated PhD student or Permission of the instructor.* This course covers the basic tools for the collection, analysis, and presentation of data in all areas of public health. Central to these skills is assessing the impact of chance and variability on the interpretation of research findings and subsequent recommendations for public health practice and policy. Topics covered include: general principles of study design; probability, hypothesis testing; review of methods for comparison of discrete and continuous data including ANOVA, t-test, correlation, and regression.

## **Nursing N9205**

### ***Analysis and Evaluation of Health Policy***

*3 credits. Prerequisites: Introductory course in health policy or permission of instructor.* This course introduces students to the contributions of research to the development of health policy. It offers a critical review of

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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 N9260**

### ***Building Interdisciplinary Research Models***

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

## **Nursing N9265**

### ***Research Seminar***

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

## **Nursing N9300**

### ***Comparative Research Design and Methodology I***

*3 credits. Prerequisites: Master's level course in research and statistics.* This course will address aspects of nursing research from the perspective of preparing researchers to design and carry out studies and preparing clinicians to use research and data to develop interventions for patients and to evaluate evidence for practice. Included are: the research process; formulation of researchable questions and hypotheses; types of research variables; sampling designs and power analyses; and the uses, strengths and weaknesses of experimental, quasi-experimental, and epidemiologic designs.

## **Nursing N9301**

### ***Comparative Research Design and Methodology II***

*3 credits. Prerequisite: N9300.* This introductory, overview course examines methodologic and design aspects of qualitative nursing research. Students will study published, qualitative, empirical research in nursing and related disciplines with emphasis on paradigm distinctions, theoretical perspectives, various research approaches, designs and methods, critique of research reports, and ethical issues in qualitative research. Learning experiences include fieldwork exercises and proposal development.

## **Nursing N9350**

### ***Concept Development from Clinical Phenomena in Nursing***

*3 credits.* This doctoral-level theory course is designed to enhance the student's ability to conceptualize phenomena of interest to the discipline of nursing, and to evaluate the role of concepts in nursing knowledge. The course examines the theoretical and empirical foundation of advanced nursing practice, approaches to the analysis and development of nursing concepts, the role of concepts in nursing science, and the applicability of nursing concepts and theories to clinical practice. Focus will be on development of critical thinking skills in analyzing literature portraying key nursing concepts and extant practice for theory implications.

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## **Nursing N9354**

### ***Measurement of Clinical and Other Phenomena***

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

## **Nursing N9400**

### ***Practice Management***

*2 credit(s).* This course is designed to provide the student with sophisticated knowledge, tools, and techniques to manage the clinical and administrative components of practice. Students will have a guided experience to develop the following aspects of practice: sound business plan (including contracting/negotiating with third party payers), risk management, billing compliance, quality improvement and financial analysis of practice.

## **Nursing N9412**

### ***Informatics for Advanced Practice***

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

## **Nursing N9480**

### ***Chronic Illness Management***

*2 credits. Prerequisite(s): Doctoral level or permission of faculty.* 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 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.

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## **Nursing N9506**

### ***Research Synthesis***

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

## **Nursing N9510**

### ***Guided Study in Nursing Science***

1-3 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 N9538**

### ***Advanced Seminar in Clinical Genomics***

2 credits. Prerequisite: Doctoral level; MS completing or permission of the instructor.

This course explores the current parameters of genomics as it influences new conceptualizations of health and illness. Using a case discussion approach, clinical issues of genetics testing, genetic exceptionalism, individualized risk assessments and predictions are explored throughout their life span.

## **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 N9672**

### ***Principles of Epidemiology and Environmental Health***

3 credit(s). Prerequisites: Doctoral standing or permission of the instructor; Introduction to Evidence Based Practice; Biostatistics or Epidemiology.

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

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## **Nursing N9700**

### ***Residency for Doctor of Nursing Practice***

*5 credits. Prerequisites: Completion of DNP coursework and Comprehensive Examinations.* The residency focuses on the delivery of health care services across the continuum of sites and patient needs. This residency requires students apply the knowledge of diagnosis and management of patients with complex diagnoses and comorbid conditions across settings and over time. Sites of care include hospital based clinics, ambulatory centers, private offices, emergency departments, urgent care centers, acute/critical care units, labor and delivery, hospice care, supportive care, home care, nursing home care, rehabilitative care, technologically dependent care, and assisted living services. The DNP resident will demonstrate comprehensive assessment, advanced differential diagnosis, therapeutic intervention and evaluation of care and synthesis of evidence-based practice for patients with a variety of conditions. In this context, the DNP resident will organize and develop a professional portfolio.

## **Nursing N9710**

### ***Doctor of Nursing Practice I***

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

## **Nursing N9711**

### ***Doctor of Nursing Practice II***

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

## **Nursing N9714**

### ***Field Experience: Doctor of Nursing Practice I***

*1 credit(s). Corequisite: N9717.* This practicum is a clinical field experience designed to provide the opportunity for students to apply knowledge of the diagnosis and management of patients with complex diagnoses and/or comorbid conditions who present in the ambulatory setting and patients with acute changes in health status requiring interventions available only in an acute care setting. The clinical experience will emphasize principles of comprehensive care including integration, accessibility, accountability, and ethical decision making. Clinical sites include hospital based clinics, ambulatory centers, private offices, the emergency room, acute/critical care units in the hospital and sites that provide hospice care, home care, nursing home care, rehabilitative care and assisted living services.

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## **Nursing N9715**

### **Field Experience: Doctor of Nursing Practice II**

*1 credit(s). Corequisite: N9717.* This practicum is a clinical field experience designed to provide the opportunity for students to apply knowledge of the diagnosis and management of patients with complex diagnoses and/or comorbid conditions who present in the ambulatory setting and patients with acute changes in health status requiring interventions available only in an acute care setting. The clinical experience will emphasize principles of comprehensive care including integration, accessibility, accountability, and ethical decision making. Clinical sites include hospital based clinics, ambulatory centers, private offices, the emergency room, acute/critical care units in the hospital and sites that provide hospice care, home care, nursing home care, rehabilitative care and assisted living services.

## **Nursing N9717**

### **Doctor of Nursing Practice Seminar**

*1 credit(s). Corequisite: Field Experience.* Using case studies the seminar format will encourage students to integrate knowledge of pathophysiology, principles of practice management, evidence based practice, and ethical decision making to determine differential diagnoses, therapeutic interventions and coordinated patient management. The discussion will promote the synthesis of all factors that have some bearing on and provide a rationale for clinical decision making. Students will formally present and discuss case studies from DNP Field Experiences in a seminar format.

## **Nursing N9718**

### **Seminar: Doctor of Nursing Practice I**

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

## **Nursing N9719**

### **Seminar: Doctor of Nursing Practice II**

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

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# Course Descriptions

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## **Nursing N9790**

### ***1-8 credit(s). Independent Study – Clinical Doctorate in Nursing***

Individualized, guided learning experiences at the doctoral level in a selected area of concentration. Proposed work must be outlined prior to registration and agreed upon by both faculty and student.

## **Nursing N9802**

### ***Dissertation Advisement***

*2 credits (DNSc); 4-8 (PhD).* 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. A fee is charged, and the student has access to University resources.

## **Nursing 9808**

### ***DNP Portfolio Advisement***

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

## **Nursing N9815**

### ***Post-Doctoral Individual Study***

*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.

## **Nursing N9820**

### ***Dissertation Credits***

*2-4 credits. Prerequisite: Matriculated DNSc.* All doctoral students must complete a minimum of 2 dissertation credits, and must register for at least 2 dissertation credits each Fall and Spring semester until the dissertation is complete. Enrollment in elective courses selected with the advisor can also satisfy the continuous enrollment requirement.

## **Nursing N9840**

### ***Dissertation Research***

*4-8 credit(s). Prerequisite: Matriculated PhD student.* All doctoral students must complete a minimum of 2 dissertation credits, and must register for at least 2 dissertation credits each Fall and Spring semester until the dissertation is complete. Enrollment in elective courses selected with the advisor can also satisfy the continuous enrollment requirement.

## **Nursing N9900**

### ***Dissertation Seminar***

*2 credits. Prerequisite: Completion of doctoral course work and comprehensive exam.* 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.

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# Course Descriptions

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## **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.

For updates to course descriptions please visit our online directory at  
[http://sklad.cumc.columbia.edu/nursing/courses/crs\\_lstgs.php](http://sklad.cumc.columbia.edu/nursing/courses/crs_lstgs.php).

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# Administration & Instructional Affairs

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## University Administrators

***Lee C. Bollinger, JD***

President of the University

***Claude M. Steele, PhD***

Provost of the University

***Lee Goldman, MD***

Executive Vice President for Health Sciences and Biomedical Research

Dean, Faculties of Health Sciences and Medicine

***Bobbie Berkowitz, PhD, RN, CNAA, FAAN***

Dean and The Mary O'Neil Munding Professor

Senior Vice President, Columbia University Medical Center

***Sarah Sheets Cook, DNP, RN-CS***

Vice Dean, School of Nursing

***Reva Feinstein***

Assistant Dean, Development, School of Nursing

***Judy Honig, DNP, EdD, CPNP-PC***

Associate Dean, Student Services, School of Nursing

***Eileen Kearney, MS***

Assistant Dean, Administration

***Elaine Larson, PhD, RN, FAAN, CIC***

Associate Dean, Research, School of Nursing

***Wilhemina Manzano, MA, RN***

Assistant Dean, Clinical Affairs

***Jennifer Smith, DNP, MBA, MPH, NPC***

Senior Associate Dean, School of Nursing

***Janice Smolowitz, DNP, EdD, ANP-BC***

Associate Dean, Practice, School of Nursing

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# Administration & Instructional Affairs

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## Officers of Instruction

### ***Sally Aboelela***

*Assistant Professor of Clinical in Nursing*  
BS Rutgers University, Cook College  
PhD, Oregon Health and Science University

### ***Christina Araujo***

*Assistant Professor of Clinical Nursing*  
BS, St. Peter's College  
MS, State University of New York at Stonybrook  
Certified Pediatric Nurse Practitioner

### ***Laura Ardizzone***

*Assistant Professor of Clinical Nursing. Clinical Coordinator, Nurse Anesthesia Program*  
BS, University of Pennsylvania  
MS, Columbia University  
DNP, Columbia University  
Certified Registered Nurse Anesthetist  
Practice: Nurse Anesthesia

### ***Suzanne Bakken***

*Alumni Professor of Nursing and Professor of Medical Informatics*  
BSN, Arizona State University  
MS, University of California at San Francisco  
DNSc, University of California at San Francisco  
FAAN  
Nurse Informaticist  
Research: Coding and Classification Systems for Ambulatory Care

### ***Bobbie Berkowitz, PhD, RN, CNAA, FAAN***

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

### ***Penelope Buschman***

*Assistant Professor of Clinical Nursing and Program Director, Psychiatric Mental Health*  
AB, Wheaton College  
BS, Columbia University  
MS, Boston University  
FAAN  
Certified Clinical Specialist in Psychiatric and Mental Health Nursing  
Research: Grief and Bereavement

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# Administration & Instructional Affairs

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## **Mary Byrne**

*Stone Foundation and Elise D. Fish Professor in Clinical Health Care for the Underserved and Professor of Clinical Anesthesiological Sciences*

BS, Cornell University

MS, Adelphi University

MPH, Columbia University

PhD, Adelphi University

Certified Pediatric Nurse Practitioner

Research: High Risk Families

## **Jeanne Churchill DNP, MS, CPNP**

*Assistant Professor of Clinical Nursing*

BSN, Villanova University

MS, Seton Hall University

DNP, Columbia University

Certified Pediatric Nurse Practitioner

## **Elizabeth G. Cohn, DNSc, ACNP-C, ANP, MS, RN**

*Assistant Professor of Nursing*

BS/MS State University of New York at Stony Brook

RN Nassau Community College

DNSc Columbia University

Research: The Hip Hop Public Education Center at Harlem Hospital Central Harlem Health Revival Novel ways of reaching 'easy to miss' populations Pedagogy in nursing

## **Sarah Sheets Cook**

*Dorothy M. Rodgers Professor of Clinical Nursing*

Vice Dean; Administrative Director, WHO Collaborating Center for International Nursing

Development of Advanced Practice

BSN, Michigan

MEd, Columbia University

DNP, Columbia University

DPNAP, Certified Perinatal Nurse Specialist

Practice: Maternal/Child Primary Care

## **Maria Corsaro**

*Assistant Professor of Clinical Nursing*

BA, State University of New York at Buffalo

BS, State University of New York, Brooklyn

MS, Columbia University

MPH, Columbia University

Certified Nurse Midwife and Obstetrics and Gynecology Nurse Practitioner

Practice: Nurse Midwifery

## **Karen Desjardins**

*Assistant Professor of Clinical Nursing and Program Director, BS/MS Year One*

BS, Medical College of Georgia

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# Administration & Instructional Affairs

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MS, Columbia University  
MPH, Columbia University  
DNP, Columbia University  
Certified Adult Nurse Practitioner  
Certified Geriatric Nurse Practitioner  
Practice: Adult/Geriatric Primary Care

## ***Jennifer Dohrn***

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

## ***Susan Doyle-Lindrud***

*Assistant Professor of Clinical Nursing*  
*Program Director, Oncology*  
BS, Georgetown University  
MS, Columbia University  
DNP, Columbia University

## ***William Enlow***

*Assistant Professor of Clinical Nursing and Assistant Director, Nurse Anesthesia Program*  
BS, University of Maryland  
MS, Columbia University  
DNP, Columbia University  
Certified Registered Nurse Anesthetist

## ***Eileen Evanina***

*Assistant Professor of Clinical Nursing and Program Director, Nurse Anesthesia*  
BS, Wilkes University  
MS, Wilkes University  
Certified Registered Nurse Anesthetist

## ***Richard Garfield***

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

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# Administration & Instructional Affairs

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## ***Elizabeth Hall***

*Assistant Professor of Clinical Nursing and Program Director, Family Primary Care*

BSN, William Patterson College

MS, Pace University

DNP, Columbia University

Certified Family Nurse Practitioner and Geriatric Nurse Practitioner

Practice: Family Practice Clinic, Nagel Avenue

## ***Norma Stevens Hannigan***

*Assistant Professor of Clinical Nursing*

BS, Hunter College

MS, Pace University

DNP, Columbia University

Certified Family Nurse Practitioner

Practice: Urban Family Primary Care

## ***Kathleen Hickey***

*Assistant Professor of Nursing*

BS, Hunter College

MA, New York University

Certificate Program, Pace

EdD, Teacher's College, Columbia University

Certified Adult and Family Nurse Practitioner

Practice and Research: Nuclear Cardiology

## ***Judy Honig***

*Professor of Clinical Nursing, Associate Dean, Student Services, and Program Director, Doctor of Nursing Practice Program*

Associate Dean, Student Affairs

BS, State University of New York at Buffalo

MS, Seton Hall

MA, Columbia University

EdD, Teachers College, Columbia University

DNP, Columbia University

Certified Pediatric Nurse Practitioner

Practice: Urban Pediatric Primary Care

Research: Pediatric mental health, culturally sensitive pediatric care

## ***Haomiao Jia***

Assistant Professor of Clinical Biostatistics in Nursing

BS, Xidian University, China

MS, University of Southern Mississippi

PhD, Texas A&M University

Research: Biostatistics in Nursing

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# Administration & Instructional Affairs

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## ***Ritamarie John***

*Associate 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

## ***Mary (Donovan) Johnson***

*Assistant Professor of Clinical Nursing and Program Director, Nurse Anesthesia*

BS, William Paterson College

MS, Columbia University

DNP, Columbia University

Certified Acute Care Nurse Practitioner

Practice: Acute Care

## ***Joan Kearney, PhD, CS, APRN-BC***

*Assistant Professor of Clinical Nursing*

MS, City University of New York

PhD, University of Connecticut

Practice: Psychiatry

## ***Melissa Kramps***

*Assistant Professor of Clinical Nursing*

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***

*Clinical Placement Director*

BS, Mercy College

MS, Columbia University

Certified Pediatric Nurse Practitioner

## ***Robert Lucero, PhD, MPH, RN***

*Assistant Professor of Nursing*

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# Administration & Instructional Affairs

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*Center for Evidenced Based Practice in the Underserved*

MPH, University of Arizona

MSN, Arizona State University

PhD, University of Pennsylvania

Research: Process of Clinical Care; Patients Falls

## ***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 Emeritus of the Faculty of Nursing, Edward M. Kennedy Professor in Health Policy*

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)

## ***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*

BSN, Michigan State

MSN, PhD, Wayne State University

FAAN

Research: Physiologic responses and women's health

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# Administration & Instructional Affairs

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***Rebekah L. Ruppe***

*Assistant Professor of Clinical Nursing*

BA, Guilford College

BS, Columbia University

MS, Columbia University

Certified Nurse Midwife

Practice: Nurse Midwifery

***Rebecca Schnall, PhD***

*Associate Research Scientist*

BA, Northwestern University

MBA/MPH, University of Illinois at Chicago

PhD, Columbia University

***Arlene Smaldone***

*Associate 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***

*Senior Associate Dean, Professor of Clinical Nursing and Co-Director, Doctor of Nursing Practice Program*

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

***Patricia Stone***

*Professor of Clinical Nursing and Program Director for PhD in 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

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# Administration & Instructional Affairs

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## ***Kristine Takamiya***

*Assistant Professor of Clinical Nursing*

BS, University of Rochester

MS, Columbia University

DNP, Columbia University

Certified Adult Nurse Practitioner

Practice: Adult Primary Care

## ***Argerie Tsimicalis, RN, PhD***

*Dean's Distinguished Postdoctoral Fellow*

MScN, Windsor University

MSc, Queen's University

PhD, University of Toronto

Interest: Social, Economical, and Political Aspects of Childhood Chronic Illness

## ***Teresa Turnbull, DNP, APN-C***

*Assistant Professor of Clinical Nursing*

BSN, Montana State University

MSN, Montana State University

DNP, Columbia University

Certified Family Nurse Practitioner

## ***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

## **Full-Time Attending Nurse Faculty**

Tracy Andrews, MS, ACNP

Maria Camela (Dacanay)Evanagelista, MSN, C-ANP, RN

Rozelle Corda, MS, APRN-BC, FNP

Maureen (McFadden) Devlin, DNP, MS, C-ACNP, BSN

Oliver Diaz, MSN, RN, C-ACNP

Giovanna Dugay, MSN, C-ANP, BSN

Margie Fernandez Sloves, DNP, APRN-BC, ANP

Margaret Flannery, MS, APRN-BC, FNP

Patricia P. Garnica, RN, MS, ANP-BC, CDE

Nicole Goetz, MS, APRN-BC, FNP

Patricia Ann Harren, DNP, APRN-BC, ANP

Mary Huang, DNP, CPNP

Margaret Kern, ACNP, RN, MSN, JD

Cara Mia Konzel, MS, RN, ACNP-BC

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# Administration & Instructional Affairs

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Rachel Lyons, DNP, CPNP-AC/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  
Lori Rosenthal, DNP, APRN-BC, NP-C, ACNP  
Jeanne Marie Rubsam, RN, MS, CPNP  
Inna Selick, MS, ACNP-BC  
Lynn R. Silverberg, MSN, MA, APRN-BC, ANP  
Phyllis Tarallo, DNP, MSN, C-FNP, RN  
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  
Elsa Wuhrman, MS, APRN-BC, ACNP, FNP

## **Part-Time Faculty**

Amy Dzeirba, PharmD  
Karen Fleming-Sherman, MS, P/MH NP  
Nadia Guastini Brown, MS, C-NNP  
Ibis Lopez, PharmD  
Sabrina Opiola McCauley, MS, C-NNP  
Ann Jorgenson, MS, C-NNP  
Susan Ledlie, PhD, C-PNP  
Mellen Lovrin, DNP, P/MH NP-C  
Denise Hall Quick, Ms, C-PNP  
Susan Spadafora, Ms, C-PNP

## **Office of the Dean Staff**

Kristin Warbasse  
Executive Assistant to the Dean

Cheryl M. Francis  
Administrative Manager

Diana Belizario  
Administrative Assistant

## **Office of Student Affairs**

### ***Admissions and Student Financial Services***

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

Brittany Pavon Suriel  
Administrative Assistant

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# Administration & Instructional Affairs

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## ***Office of Student Financial Services***

Desiree Cameron, BA  
Assistant Director, Financial Aid

Jajaira Baez  
Coordinator of Financial Aid

## ***Admissions***

Jose Villa, BA  
Assistant Director of Admissions

Naveed Ahmad, BA  
Coordinator of Admissions

## ***Student Services***

Tania Quispe, MSED  
Senior Director of Students Services

Erica Diehl, BA  
Student Coordinator

Keisha Sango  
Administrative Coordinator

## ***Curricular and Academic Support***

Dian Holder, MA  
Executive Coordinator for Curricular and Academic Support

## ***Faculty Support***

Barbara Luna  
Administrative Assistant  
Programs: PhD, Nurse Midwifery, Psychiatric Mental Health, Family, Pediatrics, and Neonatal

Tasha White  
Administrative Assistant  
Programs: Nurse Anesthesia, Acute Care, Adult, and Women's Health

## **Office of Research Resources**

Kristine Kulage, MA  
Director

Laureen Pagan  
Administrative Coordinator

# 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](http://www.nursing.hs.columbia.edu).

## SUMMER 2011

Wednesday, June 1	New Student Orientation New and continuing student registration
Thursday, June 2 - 3	Program specific orientation New and continuing student registration
Monday, June 6	First day of classes
Monday, June 6 - 10	Change of Program period Late registration with fee period
Friday, June 10	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
Monday, July 11	Last day to drop individual courses or change grading option
Monday, July 18 - 22	Continuing Student Registration for Fall 2011
Monday, August 1	Last day to submit Degree Application for October 2011 degree
Friday, August 5	Last day of summer semester

## FALL 2011

Wednesday, August 31	New Student Orientation New Student Registration
Thursday, September 1	New Student Registration
Monday, September 5	Labor Day - University Holiday
Tuesday, September 6	First day of classes for all students
Tuesday, September 6 - 16	Change of Program period Late registration with fee period
Friday, September 16	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
Wednesday, October 19	Award of Degrees
Monday, November 7	Academic Holiday BS/MS Pre-licensure students have class

# Academic Calendar

Tuesday, November 8	Election Day - University Holiday BS/MS Pre-Licensure students have class
Thursday, November 17	Last day to drop individual courses or change grading option
Monday, November 21 - 23	No BS/MS Pre-Licensure classes held
Thursday, November 24	Thanksgiving Day - University Holiday No classes scheduled
Friday, November 25	University Holiday No classes scheduled
Monday, November 28 - 2	Continuing Student Registration for Spring 2012 (anticipated dates)
Thursday, December 1	Last day to submit Degree Application for February 2012 degree
Friday, December 23	Last day of Fall semester

## SPRING 2012

Monday, January 4	First day of Winter Classes for BS/MS Pre-licensure students
Tuesday, January 10 - 12	Continuing Student Registration
Monday, January 16	Martin Luther King Jr's birthday observed - University Holiday No classes scheduled
Tuesday, January 17	First day of classes for MS and Doctoral students
Tuesday, January 17 - 27	Change of Program period Late registration with fee period
Friday, January 27	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
Wednesday, February 1	Last day to submit Degree Application for May 2012 degree
Wednesday, February 8	Award of Degrees
Monday, February 20	President's Day observed - University Holiday
Friday, March 9	Last day of Winter Classes for BS/MS Pre-licensure students
Monday, March 12 - 16	Spring Recess
Monday, March 19	First day of Spring Classes for BS/MS Pre-licensure students
Thursday, March 22	Last day to drop individual courses or change grading option
Monday, April 9 - 13	Continuing student registration for Summer 2012 (anticipated dates)
Friday, May 11	Last day of Spring semester for all students
Wednesday, May 16	University Commencement

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# Major Religious Holidays

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

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

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## Graduation

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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*

<b>Graduation Date</b>	<b>Application Deadline</b>	<b>Degree Conferred</b>
<b>2011</b>		
<i>February 2011</i>	<i>December 1, 2010</i>	<i>February 2011</i>
<i>May 2011</i>	<i>February 1, 2011</i>	<i>May 2011</i>
<i>October 2011</i>	<i>August 1, 2011</i>	<i>October 2011</i>
<b>2012</b>		
<i>February 2012</i>	<i>December 1, 2011</i>	<i>February 2012</i>
<i>May 2012</i>	<i>February 1, 2012</i>	<i>May 2012</i>
<i>October 2012</i>	<i>August 1, 2012</i>	<i>October 2012</i>

# Finding Your Way

## *Columbia University Health Sciences Campus*



# Finding Your Way

## Map Directory

<ul style="list-style-type: none"> <li>• <b>1. Bard Haven Towers, 100 Haven Avenue, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>2. Bard Hall Medical Student Residences, 50 Haven Avenue, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>3. Lawrence C. Kolb Research Building, 722 W. 168 Street, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>4. Hammer Health Sciences Center (classrooms) / Augustus C. Long Library, 701 W. 168 Street, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>5. Allan Rosenfield Building / Mailman School of Public Health, 722 W. 168 Street, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>6. Neurological Institute of New York, 710 W. 168 Street, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>7. Milstein Hospital Building, 177 Fort Washington Avenue, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>8. Herbert Irving Pavilion, 161 Fort Washington Avenue, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>9. School of Nursing / Georgian Residence Building, 617 W. 168 Street, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>10. William Black Medical Research Building, 650 W. 168 Street, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>11. P&amp;S Alumni Auditorium, 650 W. 168 Street, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>12. College of Physicians and Surgeons, 630 W. 168 Street, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>13. College of Dental Medicine / Vanderbilt Clinic Building, 622 W. 168 Street, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>14. New York City Department of Health / Mailman School of Public Health Programs, 600 W. 168 Street, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>15. Harkness Pavilion, 180 Fort Washington Avenue, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>16. Presbyterian Building, 622 W. 168 Street, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>17. Pauline A. Hartford Memorial Chapel, 622 W. 168 Street, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>18. Children's Hospital (North), 3959 Broadway, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>19. Children's Hospital (South) / Sloane Hospital for Women, 3959 Broadway, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>20. Eye Institute Research Laboratories, 635 W. 165 Street, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>21. Edward S. Harkness Eye Institute, 635 W. 165 Street, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>22. Service Building, 627 W. 165 Street, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>23. Mary Woodard Lasker Biomedical Research Building / University Bookstore, 3960 Broadway, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>24. Audubon NYC Building, 3960 Broadway, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>25. Residence Building, 106 Haven Avenue, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>26. Residence Administrative Building, 154 Haven Avenue, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>27. Irving Cancer Research Center</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>28. Russ Berrie Medical Science Pavilion, New York, NY 10032, 1150 Saint Nicholas Avenue, New York, NY 10032</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>29. New York State Psychiatric Institute, 1051 Riverside Drive, New York, NY 10032</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>30. Morgan Stanley Children's Hospital Building</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>31. Future Audubon IV</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>32. Future Audubon V</b></li> </ul>

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# Finding Your Way

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## 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

# NewYork-Presbyterian Hospital/Columbia University Medical Center

- Legend**
- Visitor's Entrance | Entrada de Visitas
  - Accessible Entrance | Entrada Accesible
  - Emergency | Emergencia
  - Information Desk | Información
  - Elevators | Elevadores
  - Restrooms | Baños
  - Visitor's Parking | Estacionamiento para Visitas
  - Valet Parking | Estacionamiento Atendido
  - Subway Entrance | Subterráneo
  - Bus | Autobus

