EMORY
NELL HODGSON WOODRUFF SCHOOL OF NURSING
PREPARING Visionary NURSE LEADERS
CATALOG 2015–2016
Emory University ................................................................. 2
Nell Hodgson Woodruff School of Nursing .......................... 3
Academic Calendar ............................................................. 8
Admission ........................................................................... 10
  Overview of Admission
  Bachelor of Science in Nursing Procedure and Requirements
  Master of Science in Nursing Procedure and Requirements
  Post-Masters Degree in Nursing Procedure and Requirements
Financial Information ........................................................... 19
Student Life and Support Services ....................................... 22
Academic Policy and Regulations ......................................... 33
Bachelor of Science in Nursing Program ................................ 46
  Bachelor of Science in Nursing
  Accelerated Bachelor of Science in Nursing
  Accelerated Bachelor of Science in Nursing/Master of Science in Nursing
  Course Descriptions
Master of Science in Nursing Program .................................. 67
  Master of Science in Nursing
  Master of Science in Nursing–Master of Arts
  Master of Science in Nursing–Master of Public Health
  Course Descriptions
Doctor of Nursing Practice Program ...................................... 97
Doctor of Philosophy in Nursing Program ............................. 103
Trustees, Administration, and Faculty ................................... 105

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The Nell Hodgson Woodruff School of Nursing is the professional collegiate nursing school of Emory University and is one of seven divisions constituting the Robert W. Woodruff Health Sciences Center.
Mission Statement

Emory University’s mission is to create, preserve, teach, and apply knowledge in the service of humanity. To fulfill this mission, the university supports the full range of scholarship, from undergraduate to advanced graduate and professional instruction, and from basic research to its application in public service. Although it is a comprehensive research university, Emory limits its academic scope to those fields in which, by virtue of its history and location, it can excel. Hence its academic programs focus on the arts and sciences, business, law, theology, and the health professions. These disciplines are unified by their devotion to liberal learning; by cooperative interdisciplinary programs; and by the common pursuit of intellectual distinction. The Emory community is open to all who meet its high standards of intelligence, competence, and integrity. It welcomes a diversity of ethnic, cultural, socioeconomic, religious, national, and international backgrounds, believing that the intellectual and social energy that results is a primary asset of the university. In keeping with the demand that teaching, learning, research, and service be measured by high standards of integrity and excellence, and believing that each person and every level of scholarly activity should be valued on its own merits, the university imbues scholarship at Emory with

- a commitment to humane teaching and mentorship and a respectful interaction among faculty, students, and staff
- open disciplinary boundaries that encourage integrative teaching, research, and scholarship
- a commitment to use knowledge to improve human well-being
- a global perspective on the human condition

The university, founded by the Methodist Episcopal Church, cherishes its historical affiliation with the United Methodist Church. Even though Emory’s programs are today entirely nonsectarian (except for those at Candler School of Theology), the university has derived from this heritage the conviction that education can be a strong moral force in both society and the lives of its individual members.

The University

From its founding in 1836, Emory University has grown into a national teaching, research, and service institution with an enrollment of more than 11,000. A coeducational, privately administered university affiliated with the United Methodist Church, Emory awards more than 2,500 degrees annually. In addition to the School of Nursing, the university’s academic divisions include Emory College and Oxford College; the Graduate School of Arts and Sciences; and the Schools of Business, Law, Medicine, Theology, and Public Health. The university campus stands on 640 hilly and wooded acres six miles northeast of downtown Atlanta. The original Emory campus—located thirty-eight miles from Atlanta—is now the site of Oxford College, a two-year, undergraduate division of the university.

Among the centers for specialized research and study at Emory are The Carter Center of Emory University, the Graduate Institute of the Liberal Arts, the Rollins Center for Church Ministries, the Emory Center for International Studies, the Center for Research in Faith and Moral Development, the Emory Center for Ethics in Public Policy and the Professions, the Center for the Interdisciplinary Study of Religion, the Emory Center for Myth and Ritual in American Life, and the Michael C. Carlos Museum. Campus-based independent affiliates include the American Academy of Religion, the African Studies Association, and the National Faculty for the Humanities, Arts, and Sciences.
Emory University maintains linkage agreements with many countries, including Australia, Austria, Ethiopia, England, France, Germany, Italy, Japan, Kenya, South Korea, the Netherlands, People’s Republic of China, Republic of Georgia, Russia, Scotland, and Spain.

**The Woodruff Health Sciences Center**

Named for the legendary leader of The Coca-Cola Company, the Robert W. Woodruff Health Sciences Center of Emory University was founded in 1966. Its mission is to serve humanity by improving health through integration of education, discovery, and health care.

The center’s components include Emory University School of Medicine, Nell Hodgson Woodruff School of Nursing, Rollins School of Public Health, Yerkes National Primate Research Center, Winship Cancer Institute, and Emory Healthcare, the largest, most comprehensive health system in Georgia.

Components of the Woodruff Health Sciences Center

- Emory University School of Medicine
- Nell Hodgson Woodruff School of Nursing
- Rollins School of Public Health
- Yerkes National Primate Research Center
- Winship Cancer Institute
- Emory Healthcare
- Emory University Hospital
- Emory University Hospital Midtown
- Emory University Orthopaedics & Spine Hospital
- Emory Wesley Woods Hospital (inpatient psychiatric care)
- Emory Saint Joseph’s Hospital
- Emory Johns Creek Hospital
- Emory Rehabilitation Hospital
- Emory Wesley Woods Center (geriatric care, including a clinic, skilled nursing care facility, and retirement residential facility)
- Emory Clinic
- Emory Specialty Associates (outreach physician practice organization with locations throughout the city and state)
- Emory Healthcare Network (a network of physicians and hospitals formed to improve care coordination and quality outcomes as well as control costs for patients and the community)

**The Nell Hodgson Woodruff School of Nursing**

The Nell Hodgson Woodruff School of Nursing is recognized as a leader in the preparation of nurses for beginning and advanced practice. Graduates of the programs are at the forefront in leadership, serving as role models for excellence in nursing practice throughout the world.
Mission and Goals

PREAMBLE
In support of the mission of Emory University and the Robert W. Woodruff Health Sciences Center, the Nell Hodgson Woodruff School of Nursing sustains and nurtures the full range of academic programs from undergraduate to doctoral, and scholarly activity from basic research to clinical applications in the acute care setting, home, and community. We prepare visionary nurse leaders who have the knowledge and skills to transform care and the health care system. The School of Nursing is fully invested in the scholarship of discovery, teaching, and application and in uniting faculty and students in a commitment to excellence and integrity. The faculty, students, staff, and administration endeavor to create a culture of scholarship that challenges thinking, encourages dialogue and critique, supports innovation, nurtures creativity, and celebrates diversity. Acting in a socially responsible manner expands learning through community and global engagement and population-based research opportunities. Our values of excellence, leadership, collaboration, social responsibility, and innovation are our compass. The Nell Hodgson Woodruff School of Nursing draws from its rich history as it fulfills this mission in partnership with its interdisciplinary colleagues in the Robert W. Woodruff Health Sciences Center and the larger university.

MISSION
Educate visionary nurse leaders and scholars, generate and apply knowledge, and transform nursing, health, and systems of health care within the local and global community.
GOALS
Our goals and strategic initiatives drive our activities to achieve this mission:
1. Create an outstanding student experience throughout the trajectory from prospective student to alumni.
2. Transform nursing science through inquiry, methods, and partnerships.
3. Lead in the development of innovative education programs and teaching-learning methods.
4. Become a leader in health policy and advocacy, positively influencing systems of health care delivery and issues of health equity and social justice.
5. Lead and model the integration of optimal health and wellness thorough the SON, University, and community.

PHILOSOPHY
The Nell Hodgson Woodruff School of Nursing has 320 bachelor’s, 178 master’s, and 27 PhD students. Bachelor’s degree graduates go on to become national and international leaders in patient care, public health, government, and education. Master’s degree graduates are qualified to seek certification as nurse practitioners, nurse midwives, and/or clinical nurse specialists. The school’s PhD program focuses on clinical research. Its DNP program offers two specialty tracks: health systems leadership and population health.

The school offers a dual undergraduate degree with several colleges, dual master’s degrees with public health and with Emory’s Laney Graduate School in bioethics as well as an accelerated BSN/MSN program for students with degrees in other fields who want to serve the community as advanced practice nurses.

In fiscal year 2014, the school received $12.3 million in research funding. U.S. News & World Report ranked the school’s graduate programs 10th overall, its nurse midwifery graduate program 9th, its family nurse practitioner program 11th, and its adult/gerontology primary care program 14th in the nation.

The school has 104 faculty, and students can learn from adjunct faculty at some 300 clinical sites, including an alternative winter/spring break in five countries and a multidisciplinary summer program with Georgia migrant farmworkers. The school has 7,092 alumni.

Programs of Study
The School of Nursing offers degree programs leading to the bachelor of science in nursing (BSN), the master of science in nursing (MSN), and doctor of nursing practice (DNP). Those individuals with earned bachelor’s degrees in other disciplines can take advantage of the Accelerated BSN or MSN option, which allows students to progress directly from the BSN to the MSN programs. Post-master’s programs are available in all specialty areas except emergency nurse practitioner. The Doctor of Nursing Practice (DNP) is offered through the Nell Hodgson Woodruff School of Nursing and has two specialty tracks, health systems leadership and population health. The doctor of philosophy degree (PhD) is offered through the Graduate School of Arts and Sciences of Emory University.
Three schools have entered into an agreement to provide academic advisement and appropriate prerequisite courses for students interested in pursuing an Emory nursing education. The schools currently participating in this agreement are Agnes Scott College in Decatur, Georgia; Spelman College in Atlanta, Georgia; Berry College in Rome, Georgia; and Wheaton College in Wheaton, Illinois. In order to qualify, students must submit an intent-to-enroll form available at the respective institution’s registrar’s office.

Accreditation
The bachelor of science in nursing program is approved by the Georgia Board of Nursing. The baccalaureate degree in nursing/master’s degree in nursing/or post-graduate APRN certificate at Emory University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791, www.accn.nche.edu.

Emory University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097 (telephone 404.679.4501) to award degrees at the associate, bachelor’s, master’s, and doctoral levels.

Enrollment
In the 2014–2015 academic year, 542 students were enrolled, including 323 in the bachelor’s program, 187 in the master’s program, seven in the DNP program, and 25 in the doctoral program.
Alumni Association
Nell Hodgson Woodruff School of Nursing graduates become members of the Nurses Alumni Association. The association promotes unity of thought and action regarding problems of nursing, allied professions, and society as a whole; supports the mission of the school; and serves as a means of communication among the individual nurse, the school, and its graduates. Members of the Nurses Alumni Association automatically become members of the Association of Emory Alumni.

Lectureships
An Emory education is enriched by special opportunities for students to learn from national and international leaders in nursing. The School of Nursing has three permanently established endowed lectureships. They provide a continuing ability for the school to host distinguished leaders in nursing and create opportunities for students to learn directly from a variety of national and international leaders in nursing. These endowments continue to enrich the quality of an Emory education and are supported by faculty, friends, and alumni of the school.

The Ada Fort Lectureship was established in 1975 to honor Dean Ada Fort’s twenty-nine years of service to the School of Nursing. Dean Fort especially wanted national and international nursing leaders to have the opportunity to present their ideas here and to open dialogues with the Emory community that would benefit nursing and patient care. This endowment permits the school to offer programs and initiatives that both honor the contributions of Fort and further the mission of the school.

Virginia Lee Franklin received her master’s degree in nursing from Emory in 1957 and later served as an instructor in the school. Upon her death, her parents established the trust to continue their daughter’s commitment to teaching and training student nurses and nursing professionals. The trust supports an annual conference that focuses on neuroscience nursing.

The Hugh P. Davis Lecture was established in memory of the gifted surgeon who valued nursing. A special feature of this lectureship is the request that the lecturer spend time exclusively with students. In addition to the endowed lectures, the school and nursing community of Emory benefit from the caring and renewable contributions to special lectures. For example, the annual David Jowers Lecture focuses on patient safety.

The David Jowers Lecture is funded through an endowment established by the family and friends of David C. Jowers to enhance awareness of important health care issues, especially those of care, quality and safety.
### FALL 2015 SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 17</td>
<td>Monday</td>
<td>Last day to register for classes without $150 late fee</td>
</tr>
<tr>
<td>August 19–20</td>
<td>Wednesday–Thursday</td>
<td>BSN Orientation</td>
</tr>
<tr>
<td>August 24</td>
<td>Monday</td>
<td>MSN Orientation</td>
</tr>
<tr>
<td>August 26</td>
<td>Wednesday</td>
<td>First official day of fall 2015 classes Drop/Add period begins</td>
</tr>
<tr>
<td>September 2</td>
<td>Wednesday</td>
<td>Last day for drop/add fall term</td>
</tr>
<tr>
<td>September 7</td>
<td>Monday</td>
<td>Labor Day (university holiday—no classes)</td>
</tr>
<tr>
<td>September 11</td>
<td>Friday</td>
<td>Deadline for degree applications for fall 2015 graduates without $25 late fee</td>
</tr>
<tr>
<td>October 12–13</td>
<td>Monday–Tuesday</td>
<td>Fall Break (no classes)</td>
</tr>
<tr>
<td>October 26</td>
<td>Monday</td>
<td>Pre-Registration begins for spring 2016 term</td>
</tr>
<tr>
<td>November 26–27</td>
<td>Thursday–Friday</td>
<td>Thanksgiving break (university holiday—no classes)</td>
</tr>
<tr>
<td>December 8</td>
<td>Tuesday</td>
<td>Last day of fall 2015 classes</td>
</tr>
<tr>
<td>December 9–19</td>
<td>Wednesday–Saturday</td>
<td>Final exams</td>
</tr>
<tr>
<td>December 19</td>
<td>Saturday</td>
<td>End of fall 2015 term</td>
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### SPRING 2016 SEMESTER

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<thead>
<tr>
<th>Date</th>
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<th>Event</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Monday</td>
<td>First official day of spring 2016 classes. Drop/Add period begins</td>
</tr>
<tr>
<td>January 18</td>
<td>Monday</td>
<td>Martin Luther King Jr. Holiday (university holiday—no classes)</td>
</tr>
<tr>
<td>January 19</td>
<td>Tuesday</td>
<td>Last for drop/add for spring term</td>
</tr>
<tr>
<td>February 5</td>
<td>Friday</td>
<td>Deadline for Degree applications for spring 2016 graduates without $25 late fee</td>
</tr>
<tr>
<td>February 5</td>
<td>Friday</td>
<td>Pre-Registration for summer 2016 begins</td>
</tr>
<tr>
<td>March 7–11</td>
<td>Monday–Friday</td>
<td>Spring Break (no classes)</td>
</tr>
<tr>
<td>March 28</td>
<td>Monday</td>
<td>Pre-Registration begins for fall 2016 term</td>
</tr>
<tr>
<td>April 25</td>
<td>Monday</td>
<td>Last day of spring 2016 classes</td>
</tr>
<tr>
<td>April 26–May 6</td>
<td>Tuesday–Friday</td>
<td>Final exams</td>
</tr>
<tr>
<td>May 9</td>
<td>Monday</td>
<td>End of spring 2016 term</td>
</tr>
<tr>
<td>May 9</td>
<td>Monday</td>
<td>Commencement</td>
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## SUMMER 2016 SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>May 16</td>
<td>Monday</td>
<td>First official day of summer 2016 classes</td>
</tr>
<tr>
<td>May 20</td>
<td>Friday</td>
<td>Last day for drop/add for summer term.</td>
</tr>
<tr>
<td>May 30</td>
<td>Monday</td>
<td>Memorial Day (university holiday—no classes)</td>
</tr>
<tr>
<td>July 1</td>
<td>Friday</td>
<td>Deadline for degree applications for summer 2016 graduates without $25 late fee</td>
</tr>
<tr>
<td>July 4</td>
<td>Monday</td>
<td>Independence Day (university holiday—no classes)</td>
</tr>
<tr>
<td>August 3</td>
<td>Wednesday</td>
<td>Last day of summer 2016 classes</td>
</tr>
<tr>
<td>August 4–5</td>
<td>Thursday–Friday</td>
<td>Final exams</td>
</tr>
<tr>
<td>August 5</td>
<td>Friday</td>
<td>End of summer 2016 term</td>
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</table>
The School of Nursing selects applicants who are best qualified academically and who have the greatest potential for success in the BSN and MSN programs. We evaluate all undergraduate coursework and give preference to applicants with an overall grade point average (GPA) of 3.0 or higher. Applications and supporting credentials sent before or on January 15 and December 1 (AMSN only) will be given priority for admission and merit based scholarships. However, applications will continue to be accepted and reviewed as long as class space is available.

Application forms and related materials may be obtained by visiting the web at www.nursing.emory.edu. The application is available online. After all application materials are received, the Admission Committee reviews the applicant’s credentials and makes the decision to accept or deny admission. Final acceptance and enrollment is contingent upon satisfactory completion of prerequisites; therefore, a final transcript must be submitted prior to matriculation. Following notice of acceptance, a nonrefundable deposit of $250 is required; it serves as confirmation of intent to enroll and will apply to the first semester’s tuition.

**BSN Program Requirements**

**PREREQUISITES FOR BSN APPLICANTS**

The prerequisites for the BSN program include 60 semester hours or 90 quarter hours of college course credit. You may submit an application for admission with the courses in progress, but all prerequisites must be complete with a grade of C or higher by the time you plan on beginning the nursing program. Please review the prerequisites below:

**Physical Sciences**

- General Chemistry I
- Human Anatomy & Physiology I with lab*
- Human Anatomy & Physiology II with lab*
- Microbiology with lab*

*Starred courses must have been taken no more than seven years prior to beginning the BSN program.

**Math**

- Introductory Statistics

**Social Sciences, Four courses**

- Human Growth and Development or Life Span Development*

*The Human Growth and Development prerequisite must cover human development from conception through death.

**General Electives**

Additional courses to reach 60 semester hours or 90 quarter hours*

*Prerequisite credit cannot be given for nursing, pathophysiology, pharmacology, technical, learning support, or physical education courses.

**All courses are subject to review by the Office of Enrollment and Student Affairs.
All prerequisites must be taken at a regionally accredited college or university.
PREREQUISITES FOR AMSN APPLICANTS
The prerequisites for the AMSN program include seven courses. You may submit an application for admission with the courses in progress, but all prerequisites must be complete with a grade of C or higher by the time you plan on beginning the nursing program. Please review the prerequisites below:

Physical Sciences
- General Chemistry I
- Human Anatomy & Physiology I with lab*
- Human Anatomy & Physiology II with lab*
- Microbiology with lab*

*Starred courses must have been taken no more than seven years prior to beginning the AMSN program.

Math
- Introductory Statistics

Social Sciences
- Human Growth and Development or Life Span Development

*The Human Growth and Development prerequisite must cover human development from conception through death.

**All courses are subject to review by the Office of Enrollment and Student Affairs. All prerequisites must be taken at a regionally accredited college or university.

ACCELERATED BACHELOR OF SCIENCE IN NURSING APPLICANTS
The prerequisites for the ABSN program include seven courses. You may submit an application for admission with the courses in progress, but all prerequisites must be complete with a grade of C or higher by the time you plan on beginning the nursing program. Please review the prerequisites below:

Physical Sciences
- General Chemistry I
- Human Anatomy & Physiology I with lab*
- Human Anatomy & Physiology II with lab*
- Microbiology including lab*

*Starred courses must have been taken no more than seven years prior to beginning the BSN 2nd Degree program.

Math
- Introductory Statistics

Social Sciences
- Human Growth and Development or Life Span Development*

*The Human Growth and Development prerequisite must cover human development from conception through death.

**All courses are subject to review by the Office of Enrollment and Student Affairs. All prerequisites must be taken at a regionally accredited college or university
CORE PERFORMANCE STANDARDS REQUIRED FOR ADMISSION TO AND RETENTION IN THE BSN PROGRAM

For successful completion of the program of study leading to the bachelor’s degree in nursing, the candidate must have abilities and skills that are essential to the practice of professional nursing. These abilities and skills include communication, critical thinking, physical mobility, fine motor ability, sensory ability, and mental/emotional stability.

The School of Nursing is prohibited by federal law from making a preadmission inquiry as to whether an applicant has a disability. However, upon admission, it is the responsibility of the student to contact the Office of Disability Services with questions or concerns about accommodation. The office is located in 110 Administration Building. The telephone number is 404.727.6016, and the website is located at www.ods.emory.edu.

Communication
A candidate must possess communication and interpersonal abilities sufficient for interaction with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds. These interactions include activities such as explaining treatment procedures, health education or discharge instruction, providing verbal and written descriptions of patient responses to care, and collaboration with other health care personnel.

Critical Thinking
A candidate must have critical-thinking abilities sufficient for clinical judgment. Critical thinking is necessary for problem solving, evaluating clinical situations, determining accuracy of information, processing information, making decisions, and developing a plan of action.

Physical Mobility
A candidate must have the physical mobility, strength, and endurance to provide direct physical care to people of all ages and states of health; to operate and manipulate equipment; to move freely and quickly in response to emergencies; and to perform physically taxing, repetitive tasks. Examples include activities such as bathing, positioning, and ambulating patients, emptying drainage bags, hanging intravenous infusions, suctioning patients, and performing cardiopulmonary resuscitation.

Fine Motor Ability
A candidate must be able to use fine motor skills to conduct client assessments, administer treatments, and use and calibrate equipment. Examples include use of an ophthalmoscope, preparing and administering intravenous injections, and performing sterile procedures.

Sensory Ability
A candidate must be able to use the senses of vision, hearing, smell, and touch to detect and evaluate changes in a client’s condition. Examples include the ability to identify changes in general appearance, heart and breath sounds, unusual odors, and changes in temperature or neurovascular status.

Mental/Emotional Stability
A candidate must have the mental/emotional stability to tolerate stressful experiential situations, adapt to change, respond to the unexpected, maintain objectivity, and recognize personal strengths and limitations. Examples include coping with sudden changes in client condition, responding to cli-
ent needs for emotional support, dealing with complex interpersonal dynamics, and resolving legal, moral, or ethical dilemmas.

Students must meet all the requirements of the clinical sites where they are assigned for clinical learning experiences. Criminal background checks and drug screens will be required of all students.

**Application Process for BSN, BSN Second Degree, and AMSN**

Applications must be completed by January 15 or December 1 (AMSN only) in order to be considered for priority admission and merit-based scholarships. In order to be considered for admission, applicants must:

1. Submit the nonrefundable $50 application fee (not required from Oxford College and Emory University applicants and candidates using Nursing CAS (NCAS)).
2. Submit a complete application packet that includes:
   a. An application for admission.
   b. Three recommendations, two of which must be academic: one from a physical science instructor and the other from an instructor in any academic area. The third letter may be an academic or a personal/professional letter from anyone other than a family member or friend.
   c. A statement of purpose describing personal and professional reasons for selecting nursing as a career. The Admission Committee members read it for content, grammar, and spelling. It should reflect the applicant’s own writing ability, interest in nursing, and questions outlined in the application.
   d. Official college/university transcripts from all schools attended regardless if a degree was earned.
   e. Resume including work experience, community service, leadership roles and research.
   f. Official scores on the Graduate Record Examination (GRE) or Millers Analogies Test (MAT) scores must not be more than five years old (AMSN only).
3. International applicants must:
   a. Include all transcripts; however, if from institutions outside the United States, these transcripts must be evaluated by World Education Services (WES; www.wes.org).
   b. Submit scores from the Test of English as a Foreign Language (TOEFL). Preference will be given to applicants with scores of 100 or greater on the Internet-based test. Scores must be less than two years old. In lieu of TOEFL scores, an applicant may submit proof of having completed a bachelor’s degree from an accredited college or university in the United States or meet the following outlined criteria: native language is English; country of initial education was Australia, Bermuda, Canada, Ireland, Jamaica, New Zealand, South Africa, Trinidad or the United Kingdom.
4. Permanent Residents
   Green card holders and applicants who already possess visas that allow them to enroll in academic programs must submit photocopies of their current immigration status.
**MSN Program Requirements**

**MSN PREREQUISITES**

Bachelor of science in nursing from a regionally accredited institution

Statistics

Health assessment course

**Application Process for MSN and MSN-MPH Program**

Applications must be completed by January 15 in order to be considered for priority admission and merit-based scholarships. In order to be considered for admission, applicants must:

1. Submit the nonrefundable $50 application fee (not required from current Emory University students or Emory Healthcare employees or candidates using Nursing CAS).

2. Submit application materials including:
   a. An application for admission.
   b. Three recommendations: one from an immediate supervisor in a recent work setting; one from a person who has had direct contact with the applicant in an academic setting; one from a professional associate of the applicant’s choosing.
   c. Official college/university transcripts, from a state board accredited, regionally accredited, National League for Nursing, or the Commission on Collegiate Nursing Education that list all previous course work, and must include a final transcript showing bachelor’s or associate’s degree or diploma earned.
   d. Official scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT). Scores must not be more than five years old.
   e. A statement of purpose. The statement of purpose is a very important part of the application process. The Admission Committee members read it for content, grammar, and spelling; it should reflect the applicant’s own writing ability and interest in nursing.
   f. Professional resume.

3. Submit evidence of current registration to practice professional nursing in at least one state.

4. Provide evidence of recent professional experience. A minimum of one year of work experience as a registered nurse in, or related to, the selected clinical area is highly recommended. However, the faculty recognizes the diversity of the applicant pool and understands that exceptions to this policy may be warranted. An applicant who does not meet this criteria must submit an additional essay outlining the difference between a registered nurse and an advanced practice registered nurse, and explain the rationale for seeking the exception. If the faculty member concurs with the request, he or she will notify the Admission Committee in writing.

5. An applicant interview (either by phone or in person) will be scheduled at the discretion of the MSN specialty coordinator.

6. International applicants must also submit:
   a. Satisfactory scores on the Test of English as a Foreign Language (TOEFL), www.TOEFL.org. The School of Nursing recommends a score of 100 or greater on the Internet-based test. Scores must be two years old or less. In lieu of TOEFL scores, an applicant may submit proof of having completed a bachelor’s degree from an accredited college or university within the United States or meet the following outlined criteria: native language is English; country of initial education was Australia, Bermuda, Canada, Ireland, Jamaica,
New Zealand, South Africa, Trinidad or the United Kingdom.
b. Official college/university transcripts that list all previous course work, which must include proof of having obtained the equivalent of a United States bachelor’s degree.
c. International applicants must include all transcripts; however, if from institutions outside the US, these transcripts must be evaluated by the World Education Services (WES: www.wes.org).
d. Evidence of completion of a basic nursing education program. Applicants who have completed nursing programs outside the United States must submit an official credentials evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) (www.cgfns.org).

TRANSFER CREDIT
A maximum of twelve semester hours of post-bachelor’s academic credit from an accredited school may be transferred, with faculty approval, and will be credited toward meeting the MSN degree requirements. These twelve semester hours may not have been used to satisfy requirements for a previous degree.

Application Process for Post-Master’s Certificate Programs
In order to be considered for admission, applicants must:
1. Submit the nonrefundable $50 application fee. (Not required for Oxford College and Emory University students or students using Nursing CAS.)
2. Submit a complete application packet, which includes:
a. An application for admission.

b. Three recommendations: one from an immediate supervisor in a recent work setting; one from a person who has had direct contact with the applicant in an academic setting; one from a professional associate of the applicant’s choosing.

c. A statement of professional goals.

d. A brief description of both previous and current nursing practice (Note: faculty in the specialty area to which an application is being made will evaluate the currency of clinical experience).

e. Official college/university transcripts from all academic institutions attended, including a final transcript showing master’s degree in nursing earned from a school accredited by the National League for Nursing or the Commission on Collegiate Nursing Education.

f. Proof of RN licensure in Georgia.

g. Professional resume.

3. Complete an interview with faculty in the specialty area to which application is being made.

Additional Admission Information

ENROLLMENT

An applicant who is offered admission to the BSN or the MSN full-time program is expected to enroll in the fall semester, with the exception of AMSN applicants who enroll full time in the summer semester.

Application documents are held for one year following the original expected enrollment date. Applicants who wish to reactivate after the one-year has elapsed will need to submit new application forms as well as necessary supporting documents.
Prior to enrollment each applicant accepted into the BSN and MSN programs must submit:

1. Proof of having successfully completed the prerequisites with a C grade or better (applicants may apply for admission while taking prerequisite course work).
2. Documentation of having obtained current Basic Life Support for Health Care Providers CPR credentials through the American Heart Association.
3. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan.
4. Proof of immunization or immune status.
5. Physical examination results from a health care provider that gives evidence of good health.
6. Drug screen and background check.
7. Licensure as a registered nurse in the state of Georgia (MSN only). Contact the Georgia Board of Nursing at www.sos.georgia.gov/plb/rn

International Applicants must also submit:

8. Documentation that demonstrates adequate financial support for the duration of the academic program. The Office of Enrollment and Student Affairs will send a financial certificate with instructions for completion to all applicants who have been accepted into the program. Once this form is completed and returned to Emory University, an I-20 or DS2019 form will be issued and sent to the student, who will need the I-20 or DS2019 form to apply for a visa in his or her home country. The student should not make plans to leave his or her country until he or she has received both a letter of acceptance and either a Form I-20 (for anyone requesting a student visa) or Form DS2019 (for anyone requesting a visiting scholar visa) from Emory University. Please note that each international student is required by United States immigration laws to register as a full-time student (twelve or more semester hours) during each academic term except the summer. Note: RN licensure is gained in the United States by passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Health Status

Upon acceptance by the school, students are required to submit three health forms directly to the Office of Student Health Services. The first is the Emory University Student Health Services medical history form that is to be completed by the student online at www.studenthealth.emory.edu. The second is a physical exam form, which must be completed by a physician or other health care provider. The third is a student immunization record showing that the requirements of clinical agencies have been met. Students will not be permitted to attend clinical practice unless all documentation is on file.

For readmission after a lapse in attendance of a year or more, a new university health form and a health status report is required. For readmission after withdrawal for medical reasons, medical clearance by designated university officials is required. Health forms must be received before registration.

All students enrolled in the School of Nursing are required to show proof of health insurance coverage. Students must participate in the Emory University student health insurance policy or be covered by an approved health insurance policy. For additional information, please visit the following website, www.emory.edu/UHS, or telephone 404.727.7560. If an otherwise qualified disabled student cannot obtain health insurance because of his or her disability, other arrangements may be made. Students are responsible for all of their expenses related to health care.
Requirements for Clinical Training

Students will be required to complete a drug screening, criminal background, and employment check in order to be able to meet the requirements of our clinical partner sites. Background checks will be conducted through a vendor designated by the school and will cover the past seven (7) years or a time period since the student’s eighteenth birthday, whichever is less. The check will cover all states of prior residence and will cover Social Security verification, residency history (all states), employment history, Georgia and nationwide county criminal search, nationwide sex offender search, nationwide health care fraud and abuse and the United States Patriot Act. The drug test will be the standard health care professional eleven panel screen. Types and panels are subject to change based on the requirements of the clinical partner sites.

If adverse results from the background check and/or drug screen are reported, students will be notified by the School of Nursing in writing. Adverse results of the background check and/or drug screen may prevent the School of Nursing from securing suitable clinical placement for the student and may result in either the revocation of admission prior to enrollment or the inability of the student to meet all of the degree requirements, resulting in dismissal from the program. Furthermore, adverse results may affect a student’s ability to gain licensure by the Georgia Board of Nursing. It is the student’s responsibility to contact the Georgia Board of Nursing regarding any adverse results.

Readmission

After withdrawal or absence for one or more semesters, except summer for BSNs, a student must complete an application for readmission. Requests must be submitted and approved no later than 60 days prior to the beginning of the semester in which the student wishes to return to the School of Nursing and should be addressed to the Office of Enrollment and Student Affairs. Students will be permitted to preregister for the semester for which they seek readmission, provided that the request for readmission is received and approved by the deadline described above, which is June 1 for fall consideration and November 1 for the spring semester. If a student has not enrolled for two semesters, a new background check and drug screen are required.

Special Standing Students

Special standing allows students to enroll as nondegree seeking in nursing courses for the purposes of personal enrichment or professional development. Generally, core curriculum courses may be taken in special-standing status but no clinical courses may be taken. No more than twelve semester hours may be taken as a special-standing student, and these twelve hours may be transferred into an appropriate program if the student applies for and gains admission to the School of Nursing. Being granted special-standing status does not guarantee full degree-seeking admission to the Emory University School of Nursing. To request approval, a student must submit a request for special standing form and $50 fee to the Office of Enrollment and Student Affairs.

Transient Status

Transient status applies to a student who is regularly enrolled in another college or university yet wants to take courses at the School of Nursing. A transient student must submit a transient application, a $50 application fee, and have all course work authorized by the student’s primary institution. Transient status will be subject to the availability of requested course(s) and approval of the Office of Enrollment and Student Affairs.
Tuition and Academic Fees 2015–2016
The university reserves the right to revise tuition and other charges whenever necessary.

BSN Program

Full-time tuition..............................................................$21,000 per semester
Part-time tuition (less than twelve semester hours).............. $1,750 per semester hour
Student activity fee..........................................................$92 per semester
Student athletic fee....................................................... 157 per semester $47 per summer semester
Mental Health and Counseling Fee ...........................................$58 per semester
Transcript fee (one time).................................................. $70

MSN and DNP Program

Full-time tuition..............................................................$21,000 per semester
Part-time tuition (less than twelve semester hours).............. $1,750 per semester hour
Student activity fee..........................................................92 per semester
Student athletic fee....................................................... $120 per semester $47 summer semester
Mental Health and Counseling Fee ...........................................$58 per semester
Transcript fee (one time).................................................. $70

Policy Statement on Refunds

Refunds for first-time Emory University students who are federal (Title IV) aid recipients will be prorated in accordance with the Higher Education Amendments of 1992 and any related regulations.

Students who withdraw from the nursing curriculum may qualify for tuition refund on a prorated basis. Except for first-year students, for whom the $250 deposit is not refundable, tuition refunds apply as follows:
Withdrawal during first five days of class ................................................ 100 percent refund  
Withdrawal during second five days of class .............................................. 80 percent refund  
Withdrawal during third five days of class ................................................ 60 percent refund  
Withdrawal during fourth five days of class ............................................. 40 percent refund  
Withdrawal during fifth five days of class ............................................... 20 percent refund  
Withdrawal after fifth week of any semester ............................................ no refund

No refund is given if a course is dropped after the last day for approved course schedule changes as specified in the academic calendar.

Financial Requirements for Graduation
All financial obligations to the university must be satisfied prior to graduation. In the case of outstanding loans not then due and payable, loan documents satisfactory to the university must have been executed and delivered to it, and all payments must be current.

Scholarships
Scholarships are awarded each year by the School of Nursing on the basis of scholastic achievement. To be considered for these scholarships, complete an application prior to priority admission deadline.

ROBERT W. WOODRUFF CLINICAL SCHOLARSHIP
The Robert W. Woodruff Clinical Scholarship is awarded to students who have been accepted to the Accelerated BSN or Accelerated MSN programs and who demonstrate strong current or potential commitment to improving the quality of health care. Candidates should have interest in improving health care delivery in areas such as quality and safety, bioethics, health policy, or health care economics/finance. Qualified applicants demonstrate outstanding academic achievement, motivation for the study of nursing, impressive skills in communication, significant leadership and creativity in school or community and clear potential for enriching the lives of their contemporaries at Emory University.

ROBERT W. WOODRUFF CLINICAL FELLOWSHIP
The Robert W. Woodruff Clinical Fellowship is awarded to BSN-prepared nurses who have been accepted to the Master of Science in Nursing program and who demonstrate strong current or potential commitment to improving the quality of health care. Candidates should have interest in improving health care delivery in areas such as quality and safety, bioethics, health policy, or health care economics/finance. Qualified applicants demonstrate outstanding academic achievement, motivation for the study of nursing, impressive skills in communication, significant leadership and creativity in school or community and clear potential for enriching the lives of their contemporaries at Emory University.

FULD SERVICE LEARNING FELLOWSHIP
The Fuld Service Learning Fellowship provides a half-tuition scholarship to candidates who have been accepted to the Accelerated MSN program and who have a special commitment to leadership and social responsibility as a component of professional nursing practices. Candidates must have a prior history of leadership and social responsibility activities and have definitive plans to work with underserved populations in the US or abroad. Students who apply for the Fuld Fellowship must write an essay and may be interviewed by a selection committee.

FULD PALLIATIVE CARE FELLOWSHIP
The Fuld Palliative Care Fellowship provides a half-tuition scholarship to candidates who have been
accepted to the Accelerated MSN program and who have a special commitment to leadership and palliative care as a component of professional nursing practice. Candidates must have a prior history of leadership and palliative care activities and have definitive plans to work in a palliative care environment. Students who apply for the Fuld Palliative Care Fellowship must write an essay and may be interviewed by a selection committee.

OTHER NAMED SCHOLARSHIPS/SPECIAL FUNDS

GRANTS, TRAINEESHIPS, AND LOANS
Many grants, traineeships, and loans are appropriated each year through a variety of government agencies. Students should contact the Office of Enrollment and Student Affairs for applications and eligibility requirements.

LOAN FUNDS
Loan funds are available at low interest rates, from both federal and private sources including Emory University loans. Information is available from the Emory University Office of Financial Aid.

GEORGIA TUITION GRANT
Georgia residents may apply for aid through the Georgia Tuition Equalization Grant Program for Private College Students. Applications are available for undergraduate students after January 1 from the Emory University Office of Financial Aid.

DIRECT STUDENT LOANS
Georgia residents may apply for these loans, the amount of which depends on the student’s field of study and the amount of funds appropriated. A portion of these loans may be payable by approved service in Georgia (one year of service for each year for which the loan was received), or the loans may be repaid by cash with interest.

EMPLOYMENT
Nursing students often choose to work in nearby hospitals. Graduate students often work and attend school to complete the MSN program. Students should investigate their places of employment for tuition-reimbursement programs.

Limited employment is available on campus and in the immediate vicinity. Students with special qualifications often can find part-time work in the city. Students who wish to earn part of their expenses are advised to come to Emory with at least enough money to pay the first semester’s expenses. By the end of this period, most students are able to find employment that pays part of their expenses thereafter.

Students offered college work-study as part of their financial aid package will be placed by the work-study section of the Emory University Office of Financial Aid.
Student Organizations

EMORY STUDENT NURSES’ ASSOCIATION
The Emory Student Nurses’ Association (ESNA) participates at the state and national levels as the local representative body of the Georgia Association of Nursing Students and the National Student Nurses’ Association. ESNA is a professional student nursing organization active in many aspects of professional development, education, community health service, and public awareness in the Emory community.

EMORY INTERNATIONAL STUDENT NURSES’ ASSOCIATION
The Emory International Student Nurses’ Association (EISNA) promotes and fosters cultural exchange, increases the understanding of international health care issues, and provides a forum for the discussion of international nursing concerns. This organization provides an opportunity for both undergraduate and graduate nursing students to utilize and expand clinical knowledge and become actively involved in the international nursing community.

GRADUATE STUDENT NURSES’ ASSOCIATION
The Graduate Student Nurses’ Association (Graduate Council) provides unity, support, and recreational outlets to graduate nursing students. It serves as a forum to discuss problems, to make recommendations for change, and to inform graduate nursing students of activities and resources available to them on campus. Each graduate program specialty has a representative on the Graduate Council.

MULTICULTURAL NURSING STUDENT ASSOCIATION
The Emory Multicultural Nursing Student Association (EMNSA) was created to strengthen the role and presence of multicultural nursing students at the School of Nursing. Its purpose is to celebrate, support, and represent the unique needs of nursing students from diverse backgrounds through fostering personal, academic, and professional development; encouraging strong leadership; and striving to enhance access to opportunities offered by the School of Nursing, Emory University, and the Atlanta community. The association also focuses on domestic engagement and outreach to young adolescents and high school students from various communities throughout metro-Atlanta, along with other programming designed to attract students to the Emory School of Nursing from all backgrounds and cultures. EMNSA is open to all undergraduate and graduate nursing students.

Academic Support Services

EMORY UNIVERSITY INFORMATION TECHNOLOGY DIVISION
The Information Technology Division (ITD) provides a wide range of systems, software, and services to students, staff, faculty, researchers, and administrative users. Services include public computing facilities, residential computing, electronic conferencing, computing help and training, software distribution, web, email, and multimedia resources.

ITD operates a six–day–a–week computing lab in Cox Hall, which is staffed continuously by student consultants. Hours of operation are 9:00 a.m.–11:00 p.m., Monday–Thursday; 9:00 a.m.–5:00 p.m., Friday; and 1:00 p.m.–11:00 p.m., Sunday. Cox Computing Lab offers Intel, Apple, and Sun computers linked to the campus network and the internet. ITD also provides staffed computing labs in some of the residence halls. In addition, many departments have labs. Cox Computing Lab
offers additional services such as color scanners, color printers, and desktop publishing software. Questions about computing lab resources at Emory should be addressed to the Cox Computing Lab at 404.727.7549.

ITD’s Computing Information Center (CIC) provides answers to faculty, staff, and students with questions about using computing resources. The CIC also maintains a web-help database so that users can locate the answers themselves. The CIC can be reached by phone at 404.722.5250, by email at cic@emory.edu, or by visiting. The CIC is located in the Cox Hall Computing Lab on the second floor.

SOFTWARE DISTRIBUTION CENTER
The Software Distribution Center provides Emory-licensed software to faculty, staff, and students at a substantial cost savings. Payment for software orders will be accepted by check, money order, or Emory Card (bookstore account). Various freeware and shareware software products also are available to students from the software server, which is accessible from a Macintosh or Intel-based computer in the Cox Hall Computing Lab, campus-networked computer, or via a modem connection. For additional information, please contact the Software Distribution Center at 404.727.4741.

OFFICE OF ACCESS, DISABILITY SERVICES, AND RESOURCES
Emory University’s School of Nursing is committed to ensuring that all university goods, services, facilities, privileges, advantages, and accommodations are accessible to qualified persons with disabilities in accordance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Action of 1973, and other pertinent federal, state, and local laws.

Emory provides all persons an equal opportunity to participate in and benefit from all programs and services. The Office of Access, Disability Services, and Resources (ADSR) assists qualified students in receiving a variety of services, including alternative testing, note taking, alternative media formats, interpreting, advocacy, and mobility/transportation assistance.

Eligibility for services is determined by ADSR. Individuals must self-identify and provide proper documentation as outlined by ADSR. After eligibility is approved, students meet with an assigned coordinator to develop an individualized service plan that identifies appropriate accommodations and services.

The ADSR website can be accessed at www.ods.emory.edu. Further information about disability services is available upon request from the Office of Access, Disability Services, and Resources, Emory University, 110 Administration Building, Atlanta, Georgia, 30322, or at 404.727.9877.

UNIVERSITY LIBRARIES
Emory University’s seven libraries are available for use by School of Nursing students. The primary reading resources for School of Nursing students are in the Health Sciences Library and the Robert W. Woodruff Library for Advanced Studies. The university library system comprises 2.7 million volumes, 4.5 million microforms approximately 14,000 linear feet of manuscripts, and an extensive array of electronic resources. The libraries maintain 39,000 subscriptions to serials and periodicals. EUCLID, the library’s integrated library computer system, contains records for a substantial portion of the library holdings. It can be searched at all Emory libraries and through the campus network for those with computer workstations.
ROBERT W. WOODRUFF HEALTH SCIENCES CENTER LIBRARY
The Health Sciences Center Library consists of the A. W. Calhoun Medical Collections, the Alice Kydd Davis Nursing Collection, and the Sheppard W. Foster Dental Collection. In addition, the library includes the collection of the American Cancer Society that was given to Emory when the society moved its national headquarters to Atlanta. The library is located on levels 1 and B of the Dental Building on the north campus. Faculty, students, and residents working at Grady Memorial Hospital are served by two facilities: the Grady Branch Library located in the Thomas K. Glenn Building and the Electronic Satellite Library located on the sixteenth floor of Grady Memorial Hospital.

ROBERT W. WOODRUFF LIBRARY
The Woodruff Library supports services, collections, and facilities for study and research. The Public Services Division provides reference services, lending services, interlibrary loan, and copy services. A variety of computerized databases may be accessed directly by users or with staff assistance. Reference staff members provide both group and individual instruction in library use.

The library’s collection numbers more than 215,000 volumes and more than 2,400 current periodicals. The library’s resources also include audiovisual materials, access to computerized literature searching, and a microcomputer laboratory for health sciences students. The library’s web page provides access to a wealth of electronic resources available through the internet.

SCHOOL OF NURSING INSTRUCTIONAL COMMUNICATIONS OFFICE
The Instructional Communications office provides students, faculty, and staff with comprehensive services to meet individual and group instructional learning needs. Individual consultation is available to assist with all software packages.

SCHOOL OF NURSING OFFICE OF ENROLLMENT AND STUDENT AFFAIRS
Office staff members focus on recruiting students to the school and providing administrative advisement during enrollment. In addition, staff members provide assistance with orientation and course registration, financial aid procedures, international student issues, career services, financial aid, Student Academic Success and Student Affairs, and the maintenance of student records.

Additional Resources
The university possesses a wide array of resources for the enrichment of students, faculty, and staff. Those resources of importance to nursing students are highlighted below.

MICHAEL C. CARLOS MUSEUM
The Michael C. Carlos Museum collects, preserves, and exhibits the art and artifacts of cultures from antiquity to the present. It houses a permanent collection of more than 15,000 objects, including art from Egypt, Greece, Rome, the Near East, the Americas, Asia, Africa, and Oceania. Additionally, the museum has a growing collection of works of art on paper, with thousands of examples ranging from illuminated manuscripts to drawings and prints of the Middle Ages and the Renaissance, and drawings and photographs of the nineteenth and twentieth centuries.

Founded in 1919, the museum was expanded in 1993 to include twenty-nine galleries for the permanent collections and eight galleries for special exhibitions that feature the holdings of other nationally and internationally renowned institutions.
The museum also has a bookshop offering students a great selection of mythology, art and art history books, and magazines. Students are invited to attend the many lectures, films, performances, and workshops offered by the museum.

Student-level membership to the Carlos Museum is available. Benefits include invitations to exhibition previews and receptions, subscriptions to the museum’s publications and calendar of events, discounts in the bookshop, domestic and international travel opportunities, and more.

The Carlos Museum is located on the university’s main Quadrangle. Gallery hours are Monday through Saturday, 10:00 a.m. to 5:00 p.m.; Sunday, noon to 5:00 p.m. Admission is free for students. For more information, call 404.727.4291.

THE CARTER CENTER
The Carter Center addresses issues in international democracy and development, global and domestic health, and urban revitalization. Based just three miles from the Emory University campus, the center is a nonprofit, nongovernmental organization dedicated to finding practical solutions to significant problems. Through internships or volunteer work, students can assist center staff in projects to fight disease, hunger, poverty, conflict, and oppression around the world.

Former United States President Jimmy Carter and Rosalynn Carter established the center in 1982. One of the fundamental tenets of The Carter Center is that it does not duplicate the role of other effective organizations. In fact, the center prides itself on its cooperation with other institutions, complementing rather than duplicating their work. Jimmy Carter’s stature as a world leader and Nobel Prize winner provides the center with singular access, vision, and direction. Emory University’s strong academic programs provide a solid base for studying contemporary issues and implementing solutions to global problems.

Distinguished fellows and associates, most of whom are professors at Emory, join with President Carter in efforts to resolve conflict, promote democracy, protect human rights, improve health, and fight hunger around the world. Programs currently are under way in Africa, Latin America, and the Caribbean, as well as in the new independent states. Recent activities include election monitoring in Panama, Paraguay, Guyana, and the Dominican Republic; conflict resolution efforts in Ethiopia, Liberia, Sudan, Bosnia, North Korea, and Haiti; and assistance to Ethiopia in building institutional safeguards to protect human rights. Other center initiatives include a mental health policy program; an Interfaith Health Program to promote the involvement of faith groups in health issues; an international Commission on Radio and Television Policy; and programs to prevent river blindness and to eradicate Guinea worm disease.

EMORY UNIVERSITY COUNSELING CENTER
The university Counseling Center, located at 1462 Clifton Road, Suite 235, provides a full range of counseling services to Emory students at no charge. The Counseling Center offers individual, couples, and group counseling for both personal and academic difficulties. The center also functions to link students with other service providers, should they be needed. The center is open from 8:30 a.m.—5:00 p.m. on weekdays. Please call 404.727.7450 to make an appointment.

EMORY UNIVERSITY STUDENT HEALTH SERVICES
The university Student Health Services provides comprehensive medical care to the students, faculty, and staff of the university. Services available in Student Health Services include care for acute and ongoing medical problems, mental health services, a gynecology clinic, an immunization and allergy clinic, and a health education program.
Visits to Student Health Services during regular hours are covered by Emory tuition. Other services, such as laboratory tests, x-rays, and allergy injections, are not covered by a student’s tuition and must be paid for by the student. Payment is due at the time of service. Cash, checks, Visa, MasterCard, and EmoryCard are accepted.

The Student Health Services is open from 8:30 a.m. to 6:00 p.m. Monday through Friday and 10:00 a.m. to 1:00 p.m. most Saturdays (during the fall and spring semesters). Students are seen by appointment. Appointments can be made via Medbuddy–U at www.emory.edu/UHS. Hospitalization is at Emory University or Crawford Long hospitals. Information regarding after-hours care is available by calling 404.727.7551. Students’ spouses and children older than twelve are seen in the faculty/staff clinic on a fee-for-service basis.

EMORY UNIVERSITY OFFICE OF LESBIAN/GAY/BISEXUAL/TRANSGENDER LIFE
The Office of Lesbian/Gay/Bisexual/Transgender Life sponsors educational, cultural, and social events focused on the lesbian/gay/bisexual/transgender community and provides campuswide speakers and workshops on homophobia and other lesbian/gay/bisexual/transgender issues. The office also coordinates and facilitates the activities of lesbian/gay/bisexual/transgender faculty, staff, and student groups on campus. The lesbian/gay/bisexual/transgender office number is 404.727.0272.

EMORY UNIVERSITY OFFICE OF THE UNIVERSITY CHAPLAIN
The Office of the University Chaplain is the center of religious programming for the Emory campus. The chaplains appointed by the university work with other religious leaders appointed by the various denominations and faith traditions.

As a university related to the United Methodist Church, Emory takes the religious dimension of life seriously and provides ample opportunities for worship, study, service, and community life. University Worship, an interdenominational service, is held each Sunday in Cannon Chapel. Undergraduates serve as University Worship deacons, offering leadership and hospitality in the worship community. There are morning and evening celebrations of the Mass for Roman Catholics each Sunday, and a variety of Protestant services are offered during the week. Jewish organizations offer Shabbat services and many other programs and activities, and Muslim students meet regularly for prayer services and other events.

The Interreligious Council is composed of representatives and staff members from all the campus ministry groups. Its goals are to foster interfaith understanding at Emory. In addition to the many separate programs and activities, the religious staff and organizations meet together on a regular basis and jointly sponsor events during the year. Student organizations related to the chaplain’s office, such as the Emory Chapter of Habitat for Humanity, are very active in the quest for social justice and service. There are many opportunities for active involvement in community service. The university chaplain’s office annually sponsors a service/learning trip either to a developing nation or to an area of the United States that offers a cross-cultural experience.

Members of the professional religious staff are available for personal conferences on matters of concern. Students should not hesitate to make individual appointments with them. For further information, call 404.727.6226, or visit the chaplain’s office in 316 Cannon Chapel.
THE CENTER FOR WOMEN AT EMORY

The Center for Women at Emory, located on the third floor of Cox Hall, was established in 1992 to offer services that will support and enhance Emory women's growth, remove barriers that inhibit their full participation in the community, and promote anti-oppressive attitudes. The women’s center offers a variety of programs, including support and discussion groups tackling diverse topics, guest speakers, events highlighting women’s accomplishments, and programs exploring important issues such as women’s health, sexuality, and violence against women. The center has a library and resource room that features journals, magazines, books, and reference materials. Titles reflect the diverse views and interests of Emory women. A bulletin board highlights weekly clippings from newspapers across the country, covering topics relating to women’s health, lesbian life, spirituality, multiculturalism, the environment, economic and political issues, and library resources. The center welcomes suggestions for programs and events.

HELPLINE

Helpline is a telephone counseling service that provides anonymous support to members of the Emory community. The Helpline is under the supervision of the university Counseling Center. The Helpline offers a variety of services, including referral to campus and community services, personal counseling, and crisis intervention. The Helpline emphasizes objective yet empathetic peer-counseling services.

The Emory Helpline is in its sixteenth year of operation and has continued to expand. The initial staff of twelve volunteers has been increased to approximately thirty. These volunteers represent a cross-section of the Emory community, including graduates and undergraduates. These volunteers undergo extensive training prior to beginning work on the lines. This training is supplemented by workshops for all Helpline staff and subsequent in-service training sessions with speakers. These staff members, who are all volunteers, bring with them a sense of commitment and concern that has been invaluable in establishing the service as a viable and highly regarded component of the Emory support network.

Anyone interested in working with Emory Helpline may call 404.727.7450. The Emory Helpline works in coordination with the other counseling, social, and health care services on the Emory campus and in the community. All calls to the Helpline are treated with strict confidence.

Housing

A variety of on-campus and off-campus housing is available for undergraduate and graduate students. On-campus housing offers a wide variety of accommodations ranging from a high-rise tower to one-, two-, and three-bedroom apartments. The complex includes recreational, conference, and seminar facilities and is convenient to campus. Rental rates start at approximately $3,600 per semester for a one-bedroom unfurnished apartment, including local telephone service, water, sewer, sanitation, cable, and datalink. Further information is available from the Office of Residential Services, Drawer B, Emory University, Atlanta, Georgia 30322, 404.727.7631. Students interested in campus housing should apply online via www.emory.edu/HOUSING/. Assignment priority is based on application date. A housing application places a student’s name on the waiting list but does not guarantee university housing. Applicants will be notified if housing is available.
ELIGIBILITY
Students enrolled for ten or more semester hours are eligible for campus housing.

PROPERTY
Residents must arrange for their own insurance coverage. No financial responsibility is assumed by the university for personal property of students.

OFF-CAMPUS HOUSING
Information on off-campus housing is available on the web at https://housing.emory.edu/off-campus/home.cfm.

Vehicles on Campus

REGISTRATION
All students operating automobiles, motorcycles, and scooters at Emory must register their vehicles with the Parking and Community Services Center immediately after arrival on campus or as soon as the vehicle is acquired. Proof of ownership is required at time of registration. Any vehicle operated on campus must be registered. Check with the Parking and Community Services Center for fee information. Note that separate vehicle registration must be made for the summer semester.

PARKING AND TRAFFIC REGULATIONS
University regulations, which are strictly enforced in housing areas and on campus, are specified in a regulation booklet furnished at the time of vehicle registration. Persons with vehicles on campus are expected to know and abide by these regulations. Failure to do so may result in fines and/or removal of vehicles from campus. If there are any questions, please contact the Parking and Community Services Center at 404.727.PARK.

TRANSPORTATION
Atlanta’s Hartsfield-Jackson International Airport makes Emory readily accessible from any part of the world. Airport limousines and taxis provide transportation to the campus vicinity. Students are able to travel to Emory via the Metropolitan Atlanta Rapid Transit Authority (MARTA) from the airport. MARTA buses and trains connect Emory to every part of Atlanta: Lenox Square, Woodruff Arts Center, Peachtree Center, and Philips Arena. The Grady Memorial Hospital bus, which travels between campus and the downtown hospital, runs every hour at no charge.

MEALS
Meals are available at several campus dining areas, including the central food service operation in Cox Hall. Bonus cards for dining are available, offering savings. For more information, please contact the director of Food Services, Emory University, Atlanta, GA 30322.

BOOKS
The Emory University Barnes and Noble Bookstore, located in the Oxford Road Building, stocks new and used textbooks for all Emory courses, as well as a broad selection of study aids, general and scholarly trade titles, school and office supplies, Emory-imprinted clothing and gifts, and many other items.
Honors and Awards

SIGMA THETA TAU
Sigma Theta Tau, founded in 1922, is the international honor society of nursing in the United States. The Emory chapter, Alpha Epsilon, was chartered in 1964. Election to membership constitutes one of the higher honors that may come to a professional nurse. Eligibility for student membership is determined by scholastic achievement, evidence of professional leadership potential, and achievement in the practice of nursing. Active members invite both undergraduate seniors and graduate students to join the society using guidelines recommended by the national organization.

OMICRON DELTA KAPPA (ODK)
ODK recognizes student, faculty, staff, and alumni leadership. Members—both men and women—are elected from the university community and the Association of Emory Alumni. Membership is based on character, scholarship, participation in student activities, and service to the university.

WHO’S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES
Who’s Who honors college and university students who have made significant contributions to their schools. The selection is made on the basis of leadership, service, and scholarship.

MORTAR BOARD
This national honor society was established to recognize outstanding leadership, scholarship, and service to the university. Nursing students are elected and installed in the spring of their junior year.

100 SENIOR HONORARY
The 100 Senior Honorary is an award and designation presented by the Emory Alumni Association (EAA) and the Student Alumni Board (SAB). The honor is given to the 100 most outstanding seniors in the undergraduate schools. Graduates of Oxford, Emory College, Goizueta Business School, and the School of Nursing are represented in the 100 Senior Honorary. Recipients of the 100 Senior Honorary are honored for their accomplishments during their time at Emory and are charged with the responsibility of maintaining strong ties with their classmates and Emory during their many years after graduation.

NELL HODGSON WOODRUFF AWARD FOR EXCELLENCE IN NURSING
The Nell Hodgson Woodruff Award for Excellence in Nursing, also known as the Silver Bowl Award, was initiated in 1949 by the Associates of the Nell Hodgson Woodruff School of Nursing to honor an outstanding graduating senior nursing student. The first presentation of the award was made by Nell Hodgson Woodruff to a BSN student, Mary Owen Hall, who is now a nursing professor emeritus. An outstanding graduating PhD, DNP, MSN, and BSN student also is selected and is presented the award by the Nurses Alumni Association. Criteria include a good academic record, excellence in clinical practice, a true passion for the art and science of nursing, and a commitment to the School and the profession.
NELL HODGSON WOODRUFF SCHOOL OF NURSING AWARD
FOR COMPASSION AND CARING

Nell Hodgson Woodruff was best known for her compassionate and caring spirit. The Nell Hodgson Woodruff Award for Compassion and Caring honors her legacy by recognizing an Emory nursing student who exhibits extraordinary compassion when caring for their patients. The award recipient will be announced at the School of Nursing’s Awards Celebration. BSN, MSN, ABSN, AMSN, DNP, and PhD students are eligible. Demonstrated excellence in leadership, scholarship, and social responsibility as a student at the Nell Hodgson Woodruff School of Nursing. Students will be recognized at the School of Nursing’s Awards Celebration in May.

WESLEY WOODS GERONTOLOGY AWARD

The Wesley Woods Gerontology Award is given to a student who exhibits excellence in caring for older adults. This award was established by the Wesley Woods Foundation and honors a BSN student who has a passion for geriatric nursing. The award is presented at the School of Nursing’s Awards Celebration.

AWARD OF EXCELLENCE

The Award of Excellence is given to a BSN and MSN student who achieves outcomes that are significant and distinctive with persistent commitment to high quality.

EXCELLENCE IN COLLABORATION AWARD

The Excellence in Collaboration Award is given to a BSN and MSN student who embraces community, partnerships, mentoring, and diverse perspectives.

EXCELLENCE IN SOCIAL RESPONSIBILITY AWARD

The Excellence in Social Responsibility Award is given to a BSN and MSN student who treats all with respect and dignity, and who engages others to positively influence health and social justice.

EXCELLENCE IN INNOVATION AWARD

The Excellence in Innovation Award is given to a BSN and MSN student who creates, uses, evaluates, and disseminates cutting-edge approaches to advance our mission and vision.

EXCELLENCE IN LEADERSHIP AWARD

The Excellence in Leadership Award is given to a BSN and MSN student who shapes nursing, health care, and the Nell Hodgson Woodruff School of Nursing through vision, courage, and optimism.

MARION LUTHER BRITTAINE AWARD

The Marion Luther Brittain Award is presented each year to a graduating student from any academic division of the University who is considered to have performed the most “significant, meritorious, and
devoted service to Emory University.” The award is made under provisions of a gift by the late Dr. M. L. Brittain, former President of Georgia Institute of Technology and alumnus of Emory. The Brittain Award is generally acknowledged to be the highest honor given to a student by Emory University.

**BOISFEUILLET JONES MEDAL**
These medals were established, designed, and initially endowed by D.V.S. Senior Society to honor Boisfeuillet Jones, a D.V.S. alumnus and one of Emory’s most prominent and distinguished graduates. Representing what was special and unique about Jones, recipients are selected for their good citizenship, outstanding leadership, devoted service to Emory and the community, academic performance, and potential to become a ‘Change Agent’ in their chosen profession and society at large.
Registration
An applicant who is offered admission to a degree program is expected to enroll for the semester indicated in the letter of acceptance. All students must register on the dates given in the Academic Calendar. Preregistration dates are given for students already in residence. Any student who fails to register and pay tuition at the proper time incurs a $150 late fee penalty. Application documents are held for one year following the semester for which applications were made. Applicants who wish to reactivate after the year has elapsed will need to submit new application forms as well as necessary supporting documents.

BSN Course Load
A minimum of twelve semester hours is required for full-time status. Students wishing to take fewer than twelve hours, or more than eighteen hours, per semester may do so only with approval of the associate dean for educational innovation or his/her designee. Part-time study is an option for regular BSN students only in extenuating circumstances and with approval of the assistant dean for BSN education. The sequence of courses for part-time study is individually planned, and all requirements for the degree must be completed within five years after enrollment. Limited financial aid is available for part-time students.

Undergraduate Program Academic Standards and Policies
The academic standards and policies of the Nell Hodgson Woodruff School of Nursing reflect the level of intellectual rigor required by both Emory University and the profession of nursing. As a professional school, the School of Nursing must maintain the highest standards to ensure that the graduates of the program exhibit the level of knowledge, clinical skill, and integrity expected by the public and the profession.

1. Grading Policies for Undergraduate Courses

1.1. The grading scale:

<table>
<thead>
<tr>
<th>Quality Points</th>
<th>Letter Grade</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A+</td>
<td>97–100</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>93–96</td>
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<tr>
<td>3.7</td>
<td>A-</td>
<td>90–92</td>
</tr>
<tr>
<td>3.3</td>
<td>B+</td>
<td>87–89</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>2.7</td>
<td>B-</td>
<td>80–82</td>
</tr>
<tr>
<td>2.3</td>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>73–76</td>
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<tr>
<td>1.7</td>
<td>C-</td>
<td>70–72</td>
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<tr>
<td>1.3</td>
<td>D+</td>
<td>67–69</td>
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<tr>
<td>1</td>
<td>D</td>
<td>63–66</td>
</tr>
<tr>
<td>0.7</td>
<td>D-</td>
<td>60–62</td>
</tr>
<tr>
<td>0</td>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
1.2. Clinical performance will be rated as Satisfactory or Unsatisfactory. The ratings are defined as follows:

Satisfactory—The student demonstrates safe nursing practice, possession of knowledge commensurate with the expected degree of development, and at least minimal competence in nursing practice as described in the clinical evaluation form.

Unsatisfactory—The student fails to demonstrate safe nursing practice, or has not achieved minimal competence in nursing practice or is unable to demonstrate adequate possession and application of knowledge, facts, and theories reasonably expected at the level of development within the curriculum.

A rating of satisfactory is required for progression in the program of study. Since a rating of Unsatisfactory reflects less than minimally safe nursing practice, it will result in a grade of “F” for that clinical course regardless of achievement on tests or other written course work and will preclude continuance in the program.

2. Academic Standing and Academic Dismissal

2.1. Students earning a grade of “C” in any clinical course or, more than one grade of “C” in any single semester, or earning consecutive grades of “C” in two science or professional development courses or obtains a score of “1” or below on an ATI proctored exam, will be reviewed by the Assistant Dean for BSN Education for appropriate follow up. Follow up will include the development of a plan for improvement including registration in NRSG 324 or 424, Case Study Analysis.

2.2. Students earning one grade of “D” in any nursing course will be required to retake the course in which the “D” was earned. Repeating a course means the student may have to interrupt the program of full-time study and graduation may be delayed for at least one year. Individualized plans of study will be developed jointly by the student, the faculty mentor, and the assistant dean for BSN Education. These students are also required to take NRSG 324/424, Case Study Analysis.

2.3. Achievement of two or more grades of “D” in nursing courses will result in exclusion from the program.

2.4. Achievement of one grade of “F” in any nursing course will result in exclusion from the program.

3. Grade Point Average Requirement

3.1. A 2.5 average must be maintained in each semester to remain in good academic standing and to continue in the program.

3.2. A cumulative GPA of 2.5 in junior-level courses is required in order to be eligible to continue to senior-level courses.

3.3. A cumulative GPA of at least 2.5 is required for graduation.

Any ABSN student earning a letter grade of “D” in any nursing course will be placed in the BSN program of study.
**AMSN Students**

Any AMSN student earning a letter grade of D in any course in the AMSN program will not be able to matriculate automatically into the MSN program and must reapply to the MSN program. The student will be placed in the traditional BSN program of study and will be required to earn a C or better in the comparable course to continue in the traditional BSN program of study.

**MSN Course Load**

Full-time master of science in nursing students may begin study in the fall and part-time MSN students may begin in any semester. A minimum of twelve semester hours is required for full-time status. Financial aid is predicated on full-time status. All requirements for the degree must be completed within five years after enrollment.

**Graduate Program Academic Standards and Policies**

The academic standards and policies of the Nell Hodgson Woodruff School of Nursing reflect the level of intellectual rigor required by both Emory University and the profession of nursing. As a professional school, the School of Nursing must maintain the highest standards to ensure that the graduates of the program exhibit the level of knowledge, clinical skill, and integrity expected by the public and the profession.

The progress of each student is carefully monitored and evaluated by the faculty. Evaluation will be based on each individual student’s achievement of both course and curriculum objectives.

1. Grading Policies for Graduate Courses

1.1. The grading scale for graduate courses is as follows:

<table>
<thead>
<tr>
<th>Quality Points</th>
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</tr>
<tr>
<td>0</td>
<td>F</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

1.2. Clinical performance will be rated as satisfactory or unsatisfactory by the clinical preceptor and faculty.

Satisfactory: The student demonstrates safe advanced nursing practice, possession of
clinical knowledge commensurate with the expected degree of development in the clinical specialty area, effective oral and written communication, and professional conduct.

Unsatisfactory: The student fails to demonstrate safe advanced nursing practice, or does not possess clinical knowledge commensurate with the expected degree of development in the clinical specialty area, or does not use effective oral and written communication, or does not maintain professional conduct.

A rating of Satisfactory is required for progression in the program. A rating of Unsatisfactory results in a grade of “F” for the clinical course regardless of achievement on tests, papers, or other written assignments. This will result in exclusion from the program with no option for re-entry.

2. Academic Standing and Academic Dismissal
   2.1. A student who receives a “C+” or less in any clinical course will be excluded from the graduate program in the School of Nursing.
   2.2. A student who receives an “F” in a non-clinical course will be referred to the appropriate specialty coordinator for follow up. Individualized plans of study will be developed jointly by the student, the specialty coordinator and the assistant dean for MSN education and approved by the associate dean for educational innovation or his/her designee.
   2.3. A second grade of “F” in any non-clinical course will result in exclusion from the program.
   * Please note that a grade of “D” is not awarded in the MSN program.

3. Grade Point Average Requirement
   3.1. A grade point average of 3.0 must be maintained each semester in order for a student to remain in good academic standing. Students whose GPA falls below 3.0 will be reviewed by the assistant dean for MSN education and specialty coordinator within three weeks of the start of the new semester and notified of the requirements for continuation and graduation. The MSN assistant dean for MSN education and the specialty coordinator will develop and document steps required for remediation with the student.
   3.2. A cumulative GPA of 3.0 is required for graduation.

Post-Master’s Academic Standards and Policies
Academic policies for post-master’s students are the same as those for master’s students.

Academic Grievance and Appeal Procedure
Students may refer to the School of Nursing student handbook for academic grievance and appeal procedure.
Change of MSN Specialty
In order to change the selected specialty, the student must inform the current specialty coordinator of the desired change and seek permission and consent from the new specialty coordinator. Changes will not be implemented until both coordinators sign the change-of-specialty form. Changes in specialty must be made prior to preregistration for the following semester to allow for adjustments in class sizes and clinical schedules. Change-of-specialty forms are available in the Office of Enrollment and Student Affairs.

Incomplete Grades
The option of a grade of Incomplete (“I”) is available to students who, due to extraordinary personal or professional circumstances, are unable to complete final course requirements within the designated time frame. This grade must be approved by the course coordinator, and arrangements must be made to replace the “I” grade within one calendar year or another time frame agreed upon by both the student and faculty member. Typically the arrangements to change the incomplete grade should not require the student to attend classes. However, during the time that the student is completing the coursework, he or she must be enrolled in other courses or registered as “in residence.”

Students seeking this option must obtain an Application for Incomplete Grade form from the Office of Enrollment and Student Affairs and take it to the course coordinator. Once the form has been completed and signed by both the student and the course coordinator, the course coordinator will give a copy of the form to the student and turn the original in to the Office of Enrollment and Student Affairs. Faculty members will not be able to turn in a grade of “I” for a student without having submitted a completed Application for Incomplete Grade form.

Unless otherwise stated on the Application for Incomplete Grade form, incomplete grades that are carried for more than one calendar year will automatically be changed to an “F.”

Course Withdrawal
Registration may be cancelled by the student until the last day of the drop/add period and no entry for that semester will be made on the student’s transcript. To withdraw from a course or multiple courses after the drop/add period a student must submit a Notification of Withdrawal Form to the Office of Enrollment and Student Affairs. A student who withdraws from a course or multiple courses by the mid-term date posted on the Nell Hodgson Woodruff School of Nursing website will be assigned a grade of “W” for the course regardless of their academic standing in the course. A student who withdraws from a course after the mid-term date will be assigned a grade of “WF” if they are in good academic standing in the course or a grade of “WF” if they are in academic jeopardy. The instructor of the course will determine the grade. Students should note that a grade of “WF” factors into a grade point average as an “F” and will result in dismissal from the program. Students may withdraw from multiple courses during the undergraduate program, however, a student may only withdraw from a specific course once during their tenure at the Nell Hodgson Woodruff School of Nursing. A second withdrawal request from a particular course will result in the inability to meet degree requirements for the BSN program and the student will be withdrawn from the school at the end of the academic semester during which the withdrawal occurs.
Involuntary Withdrawal

Emory University considers the safety and welfare of its students, faculty, and staff a top priority. When a student engages in behavior that violates Emory’s rules of conduct, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct Code. The Student Conduct Code defines prohibited conduct and outlines a process for conducting disciplinary proceedings.

This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy, or process. It is not intended to apply to situations in which a student engages in behavior that violates the university’s rules of conduct. It is intended to apply when a student’s observed conduct, actions, and/or statements indicate a direct threat to the student’s own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the Student Conduct Code may apply. In all cases, the dean of the School of Nursing shall have final authority regarding the decision, enactment, enforcement, and management of the involuntary withdrawal of a student.

CRITERIA

A student may be withdrawn involuntarily from Emory if the university determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior that would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the university.

PROCEDURE

When the associate dean for educational innovation or his/her designee, based on a student’s conduct, actions, or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, he or she may initiate an assessment of the student’s ability to safely participate in the university’s program.

The associate dean for educational innovation or his/her designee initiates this assessment by first meeting with the student to (1) review available information concerning the behavior and/or incidents that have caused concern, (2) provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student, (3) provide the student an opportunity to explain his/her behavior, and (4) discuss options available to the student, including counseling, voluntary withdrawal, and evaluation for involuntary withdrawal. If the student agrees to withdraw voluntarily from the university and waives any right to any further procedures available under this policy, the student will be given a grade of W for all courses, will be advised in writing of any conditions necessary prior to re-enrollment, and will be referred for appropriate mental health services. If the student refuses to withdraw voluntarily from the university, and the associate dean for educational innovation or his/her designee continues to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the associate dean for educational innovation or his/her designee may require the student to be evaluated by an appropriate mental health professional.
EVALUATION

The associate dean for educational innovation or his/her designee may refer the student for a mandatory evaluation by an appropriate mental health professional. The mental health professional may be selected by the university, so long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student.

The evaluation must be completed within five school days after the date the referral letter is provided to the student. Prior to the evaluation, the student will be required to sign a written authorization authorizing the exchange of relevant information among the mental health professional(s) and the university. Upon completion of the evaluation, copies of the evaluation report will be provided to the associate dean for educational innovation or his/her designee and the student.

The mental health professional making the evaluation shall make an individualized and objective assessment of the student’s ability to safely participate in Emory’s program, based on a reasonable professional judgment relying on the most current medical knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration, and severity of the risk posed by the student to the health or safety of himself/herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. The mental health professional will, with appropriate authorization, share his/her recommendation with the associate dean for educational innovation or his/her designee, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Emory. A copy of the mental health professional’s recommendation will be provided to the student, unless, in the opinion of the mental health professional, it would be damaging to the student to do so.

If the evaluation results in a determination by the mental health professional that the student’s continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the university, no further action shall be taken to withdraw the student from the university.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health or safety of the student or others, such that there is a high probability of substantial harm, or a significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the university, the student may be involuntarily withdrawn from the university. In such an event, the student shall be informed in writing by the associate dean for educational innovation or his/her designee of the involuntary withdrawal, of his/her right to an informal hearing, of his/her right to appeal the decision of the hearing officer, and of any conditions necessary for re-enrollment. In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which the student is currently enrolled.

INFORMAL HEARING

A student who has been involuntarily withdrawn may request an informal hearing before a hearing officer appointed by the associate dean for educational innovation or his/her designee by submitting a written request to be heard within two business days from receipt of the notice of involuntary withdrawal. A hearing will be set as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing. The hearing shall be informal and non-adversarial. During the hearing, the student may present relevant information and may be advised by an Emory faculty or
staff member or a licensed health professional of his/her choice. The role of the advisor is limited to providing advice to the student.

At the conclusion of the hearing, the hearing officer shall decide whether to uphold the involuntary withdrawal or whether to reconsider, and the student shall be provided written notice of the hearing officer’s decision as soon as possible.

**APPEAL TO THE DEAN**
The student may appeal the hearing officer’s decision to the dean, who shall review all information presented and make a final decision as to whether or not to uphold the involuntary withdrawal.

**EMERGENCY SUSPENSION**
The university may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which (a) there is imminent danger of serious physical harm to the student or others, (b) there is imminent danger of significant property damage, (c) the student is unable or unwilling to meet with the associate dean for educational innovation or his/ her designee, (d) the student refuses to complete the mandatory evaluation, or (e) the associate dean for educational innovation or his/ her designee determines such other exceptional circumstances exist that suspension is warranted. In the event emergency action is taken to suspend the student on an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based.

**CONDITIONS FOR RE-ENROLLMENT**
Because this Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the dean or his/her designee may require a student who has been involuntarily withdrawn under this Policy to be re-evaluated before he/she is readmitted in order to assure that he/ she presents no direct threat to himself/ herself or others.

**Medical Leave of Absence**
Degree-seeking students in the Nell Hodgson Woodruff School of Nursing are eligible to take an official medical leave of absence. The period of this leave will not count against the five year limit to complete degree requirements.

To be eligible for medical leave, a student must provide a letter to the associate dean for enrollment and student affairs stating the nature of the leave and the intended return date as well as a note from her/his health care provider documenting the medical condition that is the reason for the leave of absence. Upon receipt of this documentation, the student will be withdrawn from all course work—unless the semester is still in the schedule-change period, in which case the student will be dropped from classes.

If the student was enrolled as a full-time student at the point of withdrawal and has provided the required documentation, she/he may be eligible to have the tuition collected during the semester of withdrawal credited to his or her account in a subsequent semester. Please consult the university Office of Student Financial Services.
Holidays and Absences
Vacations and holidays are indicated in the academic calendar. During the professional program, students are expected to attend all classes, labs, and clinical practice periods. When illness prevents attendance, arrangements for making up lost time will be made individually.

Dates for examinations are determined at the beginning of each semester. Special scheduling or deferral of a final examination is permitted only after consultation with the course coordinator.

Official Transcripts
Upon written request to the university registrar, students may receive an unofficial copy of their academic records or have an official transcript mailed to agencies or institutions at no charge, provided their records show no financial indebtedness to the university.

Official transcripts bearing the university seal and validating signatures are not issued to the student but are mailed as confidential information and as directed to agencies or institutions. Transcripts include a student's entire academic record; no partial or incomplete statements of record will be issued.

For prompt mailing of transcripts, students should make requests a reasonable length of time prior to need. A delay in issuance may occur immediately before or after a term break.

Graduation Requirements

Graduation Requirements: BSN and Accelerated BSN Students
1. Completion of sixty semester hours of prescribed bachelor’s-level nursing courses, of which forty-five semester hours must be taken at Emory University.
2. Completion of course requirements (see above) within five years of entrance to the program.
3. Cumulative GPA of 2.5.
4. Undergraduates with a cumulative GPA of 3.7 to 3.849 will be awarded cum laude, with a cumulative GPA of 3.850 to 3.999 will be awarded magna cum laude, and with a cumulative GPA of 4.0 will be awarded summa cum laude.

Graduation Requirements: Accelerated BSN/MSN Students
Students in the accelerated program must satisfy all degree requirements for the BSN program and all degree requirements listed for the master’s specialty program in which they have studied. They must have a minimum GPA of 3.0 to continue in the MSN program.

Graduation Requirements: MSN Students
1. Completion of requirements as delineated by the specialty
2. Cumulative GPA of 3.0 or above
3. Completion of all degree requirements within five years of date of enrollment

Conferring of Degrees
Formal application for the degree must be made at the beginning of the semester in which the degree is to be conferred. Applications for degree are available from the Office of Enrollment and Student Affairs. Students must be registered during the semester in which the degree is to be conferred.
Graduation Attendance
Official university and school commencement exercises are held at the end of the spring semester. All candidates completing degree requirements in the prior summer or fall or current spring semester of the academic year are strongly encouraged to be present at commencement events, including university commencement, the School of Nursing diploma ceremony, and other events related to graduation.

Students who have not met degree requirements because of incomplete course or clinical work may not participate in university or school commencement events.

Dual-degree students must complete the requirements for both degrees prior to participating in graduation events, including commencement.

Students who have an Honor Code violation pending or have not completed the sanctions given by the Honor Council will not be allowed to participate in graduation activities, including commencement.

Access to Individual Records
The School of Nursing, in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), has a procedure by which students may review their academic records. Requests should be made to the Office of Enrollment and Student Affairs in the School of Nursing. Students also may limit the use of “directory information” by completing a designated form during the SON orientation program on FERPA or in the Registrar’s Office. Further details regarding the release of student information may be found on the university Registrar’s website at www.registrar.emory.edu/ferpa/f&cmain.htm or in the university Campus Life Handbook in the University Policies section, Policy Statement on Confidentiality and Release of Information About Students www.emory.edu/CAMPUS_LIFE/pdf/handbook.pdf.

University-Student Relationships
The Board of Trustees of Emory University has adopted a statement of policy dealing with university-student relationships, a digest of which follows.

1. Emory University was founded on Christian principles by the Methodist Church and proudly continues its church relationship as an agency dedicated to seeking and imparting truth.

2. Emory University admits qualified students of any gender, race, religion, color, national origin, age, or veteran status and admits qualified disabled students to all of the rights, privileges, programs, and activities generally accorded or made available to students at Emory University. It does not discriminate on the basis of race, color, national origin, religion, gender, sexual orientation, age, disability, or veteran status in administration of its educational policies, admission policies, scholarship and loan programs, athletic, and other Emory University–administered programs.

3. Attendance at Emory University is a privilege and not a right; however, no student will be dismissed except in accordance with prescribed procedures. Students applying for admission do so voluntarily and are free to withdraw at their pleasure, subject to compliance with the regulations of their school or college governing withdrawal and to the fulfillment of their financial obligations to the university.
4. Upon matriculation at Emory, each student agrees to be bound by the rules, policies, procedures, and administrative regulations as they exist at the time of admission and as they may be changed by duly constituted authority.

5. By admission as a student at Emory University, a person acquires the right to pursue the course of study to which he or she is admitted and to be treated with the dignity appropriate to an adult person in all matters relating to the university; and in the same spirit, the student shall comply with the rules and regulations of Emory University.

6. Students will be provided the opportunity to participate in the development of rules and procedures pertaining to university affairs to the extent that such participation and the results thereof—as determined by the Board of Trustees or its designated agent—are consistent with orderly processes and with the policies and administrative responsibilities of the Board of Trustees and the administration.

7. The university expects students to conduct themselves with dignity, courtesy, responsibility, integrity, and with due respect for the rights of others, realizing that sobriety and morality are not only characteristics of a mature and responsible person but are essential to the maintenance of a free and orderly society.

8. Membership in and rules governing admission to student organizations shall be determined by the organizations themselves, and such rules shall not be required to be uniform so long as the same do not contravene any policy established by the Board of Trustees.

Emory University is an educational institution, not a vehicle for political or social action. It endorses the right of dissent; therefore, it protects and encourages reasonable exercise of this right by individuals within the university. Because the right of dissent is subject to abuse, the Board of Trustees and the president have published a statement to clarify policy concerning such abuse, a digest of which follows.

1. Individuals associated with Emory represent a variety of viewpoints; the university fosters the free expression and interchange of differing views through oral and written discourse and logical persuasion.

2. Dissent, to be acceptable, must be orderly and peaceful as well as represent constructive alternatives reasonably presented.

3. Coercion, threats, demands, obscenity, vulgarity, obstructionism, and violence are not acceptable.

4. Demonstrations, marches, sit-ins, or noisy protests that are designed or intended to or that do disrupt normal institutional pursuits will not be permitted.

5. Classes and routine operations will not be suspended except for reasonable cause as determined by the president.

6. Administrators, faculty, other employees, and students are expected to abide by these standards of conduct in promoting their views, particularly dissent.

7. Persons who are not so inclined should not become associated with Emory nor continue to be associated with Emory.

8. Academic and administrative procedures will protect individuals in their right of free expression and provide for prompt and appropriate action against those who abuse such right.
Emory University Policy Statement on Discriminatory Harassment

It is the policy of Emory University that all employees and students should be able to enjoy and work in an educational environment free from discriminatory harassment. Harassment of any person or group of persons on the basis of race, color, national origin, religion, gender, sexual orientation, age, disability, or veteran status is a form of discrimination specifically prohibited in the Emory University community. Any employee, student, student organization, or person privileged to work or study in the Emory University community who violates this policy will be subject to disciplinary action up to and including permanent exclusion from the university.

Discriminatory harassment includes conduct (oral, written, graphic, or physical) directed against any person or group of persons because of their race, color, national origin, religion, sex, sexual orientation, age, disability, or veteran status that has the purpose or reasonably foreseeable effect of creating an offensive, demeaning, intimidating, or hostile environment for that person or group of persons. Such conduct includes, but is not limited to, objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm.

If at any time during the investigation, a bona fide question arises out of a conflict between the principles of academic freedom and the requirements of this policy, the respondent or the vice president for Equal Opportunity Programs (EOP) may request that the provost or his/her designee appoint a Faculty Review Panel to review the evidence and to provide advice to the EOP as to whether there was a violation of policy. If the provost agrees that the situation involves a bona fide conflict between the principles of academic freedom and the requirements of this policy, he/she shall appoint a Faculty Review Panel. The convening, investigation, and recommendation of the Faculty Review Panel will be concurrent with the investigation of EOP.

Sexual Misconduct

The community of Emory University expects its students to treat other persons with respect and dignity and will not tolerate any form of sexual misconduct. The Sexual Misconduct Policy may be found on the university’s website at www.emory.edu/policies Policy 8.2.

The policy covers sexual misconduct committed by Emory university students. Sexual misconduct, including sexual violence, is a form of sexual harassment that is prohibited under federal law and the Emory University Equal Opportunity and Discriminatory Harassment Policy (Policy 1.3). Emory University will not tolerate sexual misconduct in its community.

The university will take seriously every complaint or report of sexual misconduct received. Emory University’s response is intended to ensure that all parties involved receive appropriate support and fair treatment, and that allegations of sexual misconduct are handled in a prompt, thorough, and equitable manner.

Emory University’s Sexual Misconduct Policy, Policy 8.1 (http://policies.emory.edu/8.2) applies to each of Emory’s schools, including to the students of the Nell Hodgson Woodruff School of Nursing. Policy 8.2 sets forth a centralized reporting, investigation, and grievance/conduct process for allegations of sexual misconduct pursuant to Title IX of the Education Amendments of 1972 (Title IX). Policy 8.2, which is administered through the office of Emory’s Title IX coordinator for students, shall apply in the principal instance to address sexual misconduct allegation(s) in matters where the respondent is a student.
Although each student is also bound by the provisions of the Nell Hodgson Woodruff School of Nursing conduct code, any investigation and adjudication pursued under Policy 8.2 shall take precedence over the Nell Hodgson Woodruff School of Nursing’s separate conduct code or honor code provisions. If there are multiple violations implicated by a reported incident (e.g., a violation of Policy 8.2 in addition to a violation of an individual school policy), the student/respondent may either be subject to multiple conduct proceedings, depending on the particular facts involved, or upon the student’s request or request by the Title IX coordinator for students, consent to a single proceeding under Policy 8.2, wherein all charges are adjudicated in one forum. At all times, however, the Nell Hodgson Woodruff School of Nursing shall retain jurisdiction over any alleged violations of the Nell Hodgson Woodruff School of Nursing conduct and honor codes, even if a conduct process is initially pursued against the responding student under Policy 8.2. Moreover, if a student is ultimately found not to have violated Policy 8.2, the student may still be subject to separate disciplinary proceedings under the Nell Hodgson Woodruff School of Nursing policy handbook. To the extent that there may be any conflicts between the Nell Hodgson Woodruff School of Nursing policies/conduct code/student handbook and Policy 8.2, the provisions of 8.2 shall govern allegations of sexual misconduct.

Concerns, complaints, or questions about this policy may be directed to the Emory University Title IX coordinator:
Lynell A. Cadray, Associate Vice Provost for Institutional Equity and Inclusion, Emory University Title IX Coordinator, 201 Dowman Drive, Administration Bldg. Ste. 305, Atlanta, GA 30322; phone: 404.727.2611; lynell.cadray@emory.edu

Questions may also be directed to the School of Nursing’s deputy Title IX coordinator:
Arnita Howard, Director of Enrollment, Career Services, and Student Affairs, 1520 Clifton Road NE, Atlanta, GA 30322; 404.712.6826; ahoward@emory.edu

**Student Conduct and Honor Codes**

A BSN student of the Nell Hodgson Woodruff School of Nursing must adhere to the guidelines for nonacademic conduct as described by the Emory University Undergraduate Code of Conduct (the code can be found at www.conduct.emory.edu). MSN students must follow the MSN code of conduct found in the MSN student handbook.

An Honor Code governs academic conduct of a student in the Nell Hodgson Woodruff School of Nursing. All students must agree to and abide by the Honor Pledge noted below. The complete Honor Code can be found in the student handbook. The honor code is signed prior to the first class.

**HONOR PLEDGE**

As members of the Nell Hodgson Woodruff School of Nursing community at Emory University, we hereby pledge to conduct ourselves with the utmost integrity in all matters both professional and academic. The foundation of this commitment is built upon the principles of honesty, scholarship, leadership, and social responsibility. We pledge, now and in the future, to provide patients with a quality of care reflecting the highest standards and expectations outlined in the International Council of Nurses’ Code of Ethics for Nurses and the American Nurses Association’s *Code of Ethics for Nurses and Scope* and *Standards of Practice*. 
Plagiarism
The Nell Hodgson Woodruff School of Nursing has a common understanding of “plagiarism,” and the following official definition has been approved by students and faculty. It is each student’s responsibility to be knowledgeable about this definition and to direct further questions regarding individual projects to their respective faculty member.

PLAGIARISM: A DEFINITION
Plagiarism is a false representation of authorship and consists of the reproduction, in whole or in part, of a manifestation of intellectual endeavor by someone who by statement or implication holds himself/herself out as its creator. The term intellectual endeavor as applied to authorship includes words, ideas, and unique methods of treatment. Even though the copied material is not identical to the original, if the essence of the original is used, the offense is committed. Plagiarism is not committed by the use of ideas common to educated people or by a new treatment of a subject that has been dealt with by someone else. —Adapted from Encyclopedia Americana (New York: American Corp., 1992)
The basic professional program leading to the bachelor of science in nursing (BSN) degree is consistent with the Emory University philosophy that students be broadly educated. The BSN program extends through four academic years. The first two years of general education course work (including prerequisites) may be taken at Emory College, Oxford College, or at any other accredited university or college. The remaining two years of professional study must be completed at the Nell Hodgson Woodruff School of Nursing.

While enrolled in the School of Nursing, students take both clinical nursing courses and non-clinical courses. They explore content related to theoretical bases for nursing and understanding human values and behavior. Teaching strategies used in nursing courses include lecture, lab practice that include simulation exercises, small group discussion, independent study, clinical practice, problem-based learning activities, and service learning activities. In addition, students participate in professional seminars designed to develop group leadership skills and to introduce students to roles of the professional nurse. Through creative and individualized learning strategies, the student’s nursing education is broadened, enriched, and personalized. Graduates are prepared to meet the requirements for admission to state board examinations for licensure in the United States. The bachelor’s program provides a solid educational foundation that serves as the basis for graduate-level education.

The ABSN program is designed for students who previously obtained a bachelor’s degree in another field who wish to pursue a professional nursing career. The program is based on the BSN curriculum with some modifications in scheduling. The program begins in the fall and runs consecutively for four semesters with a fall semester graduation.
AMSN

The AMSN program is designed to build upon previous skills, education, and experiences. This program will also prepare students for the MSN program by providing connections with MSN faculty and exposure to a variety of clinical settings. In doing so, the program will lay the foundation for advanced clinical and academic graduate study.

The program will be based on the current BSN curriculum with some modifications in scheduling, sequence, and coursework. This program incorporates all of the components of a traditional BSN with an additional focus on expanded involvement with underserved populations and current health care needs.

The BSN portion will commence each summer and run consecutively for four semesters. Graduates will take the Georgia NCLEX-RN examination following graduation. The MSN portion will commence the fall semester following BSN graduation. The time required to complete the MSN specialty will range from three to five semesters of full-time course work depending on the specialty.

Note: A valid Georgia RN license is required for students to begin clinical practicum experiences in the MSN program. These begin in October. Therefore, all students must have passed the NCLEX-RN examination by October 1 in order to remain in the MSN program.

BSN Honors Program

The BSN Honors Program is open to outstanding students who are interested in intensive work in a chosen area of scholarship. Students are invited to apply to the program and are selected by the Honors Program Committee. Students are selected competitively based on grade point average, a writing sample, faculty recommendation, and an interview with the Honors Program Committee. Students are paired according to their interest, with a faculty mentor who works with the student to develop and complete a thesis project. Students are enrolled in the program for four semesters and take professional development courses with an honors designation, a course on scholarly inquiry, and two semesters of thesis advisement. In the final semester of the program, students complete and defend a thesis or commensurate scholarly product about their project. Students who successfully complete the program graduate with Honors as follows: 1) Honors—Satisfactory completion of the program with an overall average of 3.50 in the school of nursing; 2) High Honors—Satisfactory completion of the program with an overall average of 3.50 in the school of nursing and a thesis of the quality sufficient for an oral presentation to scholars in the candidate’s field; and 3) Highest Honors—Satisfactory completion of the program with an overall average of 3.50 in the school of nursing and a thesis of the quality suitable for a written publication.

BSN Outcomes

The graduates of the Nell Hodgson Woodruff School of Nursing BSN program will have the following characteristics and behaviors:

Scholar: Applies and translates evidence-based findings to nursing practice and inquiry. Strengthens the intellectual skills of inquiry, engagement, reflection, and collaboration.

Socially Responsible Provider: Engages in socially responsible care, which improves patient outcomes. Understands the roles social change, advocacy, equity, access, and justice play in health.

Ethical Clinician: Reflects on and applies ethical principles to nursing practice in accordance with the professional code of ethics and professional standards of practice.

Critical Thinker: Applies critical thinking evidence-based methodologies in collecting, assessing, and analyzing relevant data, establishing priorities, making appropriate decisions, raising questions, and questioning assumptions.

Clinician: Provides safe, effective, evidence-based, culturally appropriate patient-centered care. Collaborates with patients, families, and health care providers. Acts as a client advocate. Assumes leadership in delegating and supervising care.

Effective Communicator: Provides clear and effective written and verbal communication with patients, families, peers using clear and culturally appropriate language (verbal, nonverbal, and written). Demonstrates competency with patient care plans, electronic medical records, informatics, and formal and technical writing.

Education: Provides patient with evidence-based health promotion and disease prevention information and resources in order to improve patient outcomes.
### BSN Curriculum

BSN students must begin their study in the fall semester.

#### FALL SEMESTER—JUNIOR YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NRSG 309</td>
<td>Social Responsibility and Bioethics in Nursing</td>
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<td>NRSG 310</td>
<td>Pathophysiology for Nurses</td>
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<td>NRSG 312</td>
<td>Foundations of Nursing Practice</td>
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<tr>
<td>NRSG 314</td>
<td>Clinical Practicum I</td>
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</tr>
<tr>
<td>NRSG 315</td>
<td>Population Health: Community and Public Health Nursing</td>
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<td>NRSG 380</td>
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#### SPRING SEMESTER—JUNIOR YEAR

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<tbody>
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<td>NRSG 320</td>
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<td>Health Promotion and Wellness</td>
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<td>NRSG 326</td>
<td>Acute and Chronic Care</td>
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<td>NRSG 327</td>
<td>Clinical Practicum II</td>
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<td>NRSG 328</td>
<td>Pediatric Nursing</td>
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<tr>
<td>NRSG 370</td>
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#### FALL SEMESTER—SENIOR YEAR

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<td>Maternity and Reproductive Health Nursing</td>
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<td>NRSG 409</td>
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<td>NRSG 410</td>
<td>Mental Health Nursing</td>
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<td>NRSG 416</td>
<td>Perspectives in Professional Nursing</td>
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<td>A) Global Health; B) Policy and Advocacy; C) Research; D) Leadership,</td>
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<td></td>
<td>Administration and Management; E) Clinical Nursing Education</td>
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#### SPRING SEMESTER—SENIOR YEAR

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<tr>
<td>NRSG 422</td>
<td>Palliative Care and Difficult Conversations</td>
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<td>Becoming a Professional Nurse</td>
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<td>NRSG 430</td>
<td>Nursing in Complex Care Situations</td>
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<td>Clinical Practicum IV</td>
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### ABSN Curriculum

#### FALL SEMESTER

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<td>NRSG 309</td>
<td>Social Responsibility and Bioethics in Nursing</td>
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<td>Foundations of Nursing Practice</td>
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<td>Clinical Practicum I</td>
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<td>NRSG 315</td>
<td>Population Health: Community and Public Health Nursing</td>
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<td>Health Assessment</td>
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### SPRING SEMESTER

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<td>NRSG 320</td>
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<td>NRSG 410</td>
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### SUMMER SEMESTER

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<td>Clinical Practicum II</td>
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<td>NRSG 328</td>
<td>Pediatric Nursing</td>
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<td>Perspectives in Professional Nursing A) Global Health; B) Policy and Advocacy; C) Research; D) Leadership, Administration and Management ; E) Clinical Nursing Education</td>
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### AMSN Curriculum

#### SUMMER SEMESTER

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<td>NRSG 310</td>
<td>Pathophysiology for Nurses</td>
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<td>Foundations of Nursing Practice</td>
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<td>NRSG 314</td>
<td>Clinical Practicum I</td>
<td>2</td>
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<td>NRSG 315</td>
<td>Population Health: Community and Public Health Nursing</td>
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<td>NRSG 380</td>
<td>Health Assessment</td>
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<td>NRSG 328</td>
<td>Pediatric Nursing</td>
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<td>*NRSG 575</td>
<td>Optimal Wellness</td>
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BACHELOR OF SCIENCE IN NURSING PROGRAM

SPRING SEMESTER

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<td>Clinical Practicum III</td>
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<td>NRSG 411</td>
<td>Mental Health Nursing</td>
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<tr>
<td>NRSG 417</td>
<td>Leadership, Advocac, and Policy</td>
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<td>*NRSG 505</td>
<td>Research and Evidence Based Practice</td>
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SUMMER SEMESTER

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<td>NRSG 430</td>
<td>Nursing in Complex Care Situations</td>
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<td>NRSG 432</td>
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<td>*NRSG 591</td>
<td>Healthcare Quality and Safety</td>
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Total Hours: 60

*Master’s Level Courses

Pre-Requisites for BSN

**NRSG200 (3) Human Growth and Development**
This course is designed to engage students in a meaningful exploration of human development from conception to death with an emphasis placed on the lifespan perspective. Students are exposed to the major cognitive, psychosocial, behavioral, sociocultural, and ecological systems theories that guide the field. The course will provide an overview of the impact of exposure to genetic, environmental, social, and psychological factors on the developing individual. The central questions of developmental psychology concerning the nature and sources of development, as well as the importance of the cultural contexts in which development occurs, will be considered throughout. Developmental research, theory, and application will be integrated throughout the course.

**NRSG201 (4) Human Anatomy and Physiology I with Lab**
This course, the first in a two-course sequence, is an introduction to the structure and function of the human body. The course begins with cell structure, function, and biochemistry; characteristics of tissues; control systems; and homeostasis. In-depth study of skeletal, muscle, and nervous systems is emphasized. Laboratory exercises emphasize the composition and structure at both histological and gross levels of these organ systems. Upon completion of the course, the successful student will be able to demonstrate understanding of structure, function, and integration of these physiological systems.

**NRSG202 (4) Human Anatomy and Physiology II with Lab**
This course, the second in a two-course sequence, examines structures and functions associated with specific organ systems, and functional integration of these systems in homeostatic regulation of the body. The endocrine, cardiovascular, urogenital, respiratory, and gastrointestinal systems will be studied. Laboratory exercises emphasize the composition and structure at both histological and gross
levels of these organ systems and demonstrate associated physiological principles. Upon completion of this course, the successful student will be able to demonstrate understanding of structure, function, and integration of these organ systems.

BSN Course Descriptions

**NRSG101 (1) Introduction to Professional Nursing**
This course provides a framework for socialization into the professional nursing role and internalization of nursing values. Historical and contemporary social forces that have relevance for the generalist role in professional nursing are explored. Focus is on the health care delivery system, health care team members, and current trends in healthcare and nursing.

**NRSG309 (2) Social Responsibility & Bioethics in Nursing**
The course will introduce a social responsibility framework as a model of professional nursing practice. This course is intended to be a forum in which the student integrates concepts relevant to professional judgment and decision-making. Students will be guided through contemporary challenges in healthcare encountered by professional nurses that require ethical decision making, critical thinking and problem solving skills. Students will evaluate initiatives that affect health status and care delivery and examine interpersonal skills needed to develop professional relationships with people from different lifestyles and backgrounds. Particular emphasis will be placed on the role of the nursing profession in meeting the challenges of pain and human suffering.
NRSG310 (3) Pathophysiology for Nurses
This course emphasizes how disrupting normal structures and functions of the human body leads to disease processes from the cellular to the multi-system level. Emphasis is placed on critical examination of the mechanisms underlying signs and symptoms. General concepts include the topics of cellular environment, genetics, stress and disease, immunity, inflammation, and cellular proliferation. This course focuses on concepts of pathophysiology essential to understanding alterations in body systems and developing clinical decision making for health promotion, risk reduction, and disease management.

NRSG312 (2) Foundations of Nursing Practice
The goal of this first-semester course is to provide a foundation for fundamental principles of practice for professional nursing and basic nursing care through classroom content and practical application in the associated course, NRSG 314 Clinical Practicum I. The focus of this course is to present an overview and introduction to the principles of critical thinking, bioethics, nursing process, evidence-based practice, communication, health promotion/disease prevention, informatics, and patient-centered care as they are applied to health challenges in a variety of settings.

NRSG314 (2) Clinical Practicum I
The goal of this course is to foster clinical skills in the planning and implementation of care of adults, including older adult, with an altered health status applying classroom content from NRSG 312 Foundations of Nursing Practice, and NRSG 380 Health Assessment. The laboratory sessions focus on developing competency in basic nursing skills and related documentation. Emphasis is placed on integrating the components of the nursing process, utilizing evidenced based nursing practice, standards of quality and safety, and principles of cultural awareness.

NRSG315 (3) Population Health: Community and Public Health Nursing
The goal of the course is to prepare undergraduate nursing students to provide clinical prevention and population-based health care. The course emphasizes the critical role of population-focused health promotion, and disease and injury prevention care in improving the nation’s health. Students will examine social determinants of health that are significant factors in health disparities and outcomes across the lifespan. The focus of this course is to present an overview of the role of lifestyle, environment, genetics, epidemiology, and communicable diseases in population health and preparing populations for emergencies while minimizing related health consequences. Students examine Healthy People 2020. Clinical opportunities for skill development in evidenced-based clinical preventive strategies to assess, plan implement and evaluate population focused health promotion interventions with underserved populations will be provided.

NRSG320 (3) Pharmacology for Nurses
This course emphasizes pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals across the lifespan. Emphasis is placed on principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics in the treat of selected illness.

NRSG322 (2) Health Promotion and Wellness
This course introduces the learner to concepts related to achieving and maintaining quality of life and wellbeing at the individual, family, group, community and population levels. The course will cover basic content and serve as a foundation to the integration of health promotion throughout the
curriculum. Students will examine scientific knowledge and methodologies used to achieve healthy lifestyle choices. Students will explore health promotion, and disease and injury prevention, flourishing, well-being, healthy lifestyles, health education and literacy, and social support and group care models. An understanding of, and ability to teach about, the concepts of a health promotion across the lifespan and health-illness continuum are of primary importance to the nursing profession.

NRSG326 (3) Acute and Chronic Care
The objective of this course is to prepare students to gain the knowledge and critical thinking skills necessary to administer patient centered care in commonly occurring acute and chronic illnesses in adult and geriatric populations. Building upon the knowledge gained in previous courses, this course will focus on understanding and synthesizing of concepts associated with acute, chronic and life-limiting conditions that can be readily applied in caring for patients in NRSG 327 Clinical Practicum II. The course will provide students with the opportunity to compare similarities and differences of commonly occurring illnesses that may manifest as acute, life threatening conditions, or over time transition into chronic, debilitating or life-limiting illnesses. Students will analyze clinical scenarios that focus on caring for adults with increasing complexity of health care that requires the Integration of basic and social sciences.

NRSG327 (3) Clinical Practicum II
This course provides clinical experiences with adults and children who have acute health problems and acute exacerbations of chronic health problems. This course is taught in tandem with NRSG 326 Acute and Chronic Care and NRSG 328 Pediatric Nursing. Students provide patient and family centered care with emphasis on the implementation of evidence-based interventions, documentation of patient outcomes, collaboration and communication. Clinical faculty guide students’ clinical reasoning process and use of nursing scholarship and evidence-based practice guideline in planning nursing interventions to meet the physical, psychosocial, emotional, and spiritual needs of adults, children and their families who are coping with acute and chronic health problems. Students will care for patients from diverse cultural, ethnic and social backgrounds; interact collaboratively with family members and the interdisciplinary health team; and take a leadership role in advocating for their patient. This course builds on knowledge from previous courses and expands the students’ understanding of the professional role with a focus on nursing standards of care, ethics, safety, quality improvement and transitional care planning.

NRSG328 (2) Pediatric Nursing
The objective of this course is to facilitate student learning and acquisition of clinical judgment skills necessary to provide patient and family centered care that addresses the unique responses of children and their families to acute and chronic illness. A family centered approach is used to address the health teaching, promotion, restoration and maintenance needs of children and their families. Theoretical principles and evidence based nursing interventions to meet the needs of children and their families across a health continuum are discussed. In tandem with the clinical course, NRSG 326 Acute and Chronic Care, students will learn how a pediatric nurse fosters a healthy childhood and cares for a sick child.

NRSG330 (2) Clinical Integration
The goal of this course is to provide students with structured opportunities that promote development of clinical judgment. The emphasis of the course is on situated learning, that is, knowledge acquisition in the context it will be applied. This course provides students with the opportunity to explore
in depth clinical cases, through application of knowledge gained in previous and concurrent nursing, science, and humanities classes. The course focuses on integration and synthesis of content from the basic and social science and its application to planning and providing comprehensive patient care.

**NRSG331 (1) Honors Seminar**
Honors Seminar is the first of four required courses designed to introduce topics relevant to the development and completion of the honors thesis. This course emphasizes introduction to areas of inquiry significant to the discipline of nursing through interaction with scholars and researchers. Students will identify an area of interest for their thesis work and develop a relationship with a faculty member. Students will begin initial exploration of their area of study through a focused literature review. In conjunction with their faculty mentor, students will define their project purpose and structure and develop a plan and timeline to complete their work.

**NRSG332 (3) Scholarly Inquiry**
Scholarly Inquiry is the second of four required courses designed to introduce topics relevant to the development and completion of the honors thesis. This course focuses on developing skills in scholarship, critical thinking, divergent modes of inquiry, and communication of ideas. Students will be challenged to explore, cultivate, and pursue an area of interest with imagination and discipline. Qualities that promote scholarship such as enthusiasm, resilience to challenges, ownership, a spirit on inquiry, engagement in dialogue and collaboration, and contemplation will be emphasized. Students will be challenged to further develop their critical thinking skills in the areas of making sound inferences, interpretations, and judgments. In particular, students will frame pertinent questions; access, understand, and interact with existing knowledge; and analyze, synthesize, and interpret knowledge and information. Students will explore divergent ways of knowing and the ethical application of different approaches to problem solving and the pursuit of inquiry. Finally, students will refine their communication skills especially in the areas of writing and speaking.

**NRSG371 (2) Professional Development II: Evidence-Based Nursing Practice**
Professional Development II, the second in a four-semester series, emphasizes the role of research in nursing and health care. Students are introduced to a variety of methods of inquiry and participate in learning activities designed to develop the skills necessary to understand and apply research findings to clinical nursing practice. This course also incorporates content related to ethical and cultural issues in health care and health care research. The ethical issues addressed include decision-making, informed consent, protection of vulnerable populations, and the role of institutional review boards. The course assignments are designed to provide students with opportunities to develop their critical thinking and scholarly writing skills further.

Professional Development emphasizes the development of professional roles expected of a baccalaureate-prepared nurse incorporating knowledge of professional identity, professional and personal management, and the health care system/practice environment. Emphasis is placed on developing understanding and competency necessary for effective teamwork and collaboration, patient-centered care, and quality improvement as a BSN prepared nurse. Various definitions, models, and theories of nursing from a historical perspective will be presented, and the student will examine his/her own history and culture as the foundation on which to grow professionally. The course is designed to expose students to current knowledge about effective health care environments and to the emerging context for professional nursing practice as well as to assist them to translate this knowledge into strategies for growing as emerg-
ing leaders. Through lecture, faculty mentoring, and participation in small group seminar and group presentations, the students will be able to define their own professional practice with regard to political, economic, legal, ethical, social, and cultural influences in nursing, both domestically and globally.

Seminar groups, led by students and facilitated by faculty mentors, will provide an environment for discussion of lecture topics, and for development of attitudes, values, beliefs, and personal skills supportive to professional growth. Through the use of personal journals and other writing projects, self-awareness and understanding is fostered. Group projects and peer/self evaluation will provide opportunities for students to develop team/collaboration skills.

**NRSG380 (3) Health Assessment**

Health Assessment (NRSG 380) has been designed to provide the beginning-level knowledge and
psychomotor skills necessary for assessing the health status of clients. Students will use the nursing process framework to elicit health histories and perform physical examinations in a systematic manner and to determine areas in which health promotion activities should be implemented or reinforced. The influence of developmental stage, psychosocial factors, environment, self-care practices will be examined in the context of an individual’s health. Students will be introduced to a broad range of normal variations through supervised practice on peers in the laboratory setting. Further application will occur within concurrent and subsequent clinical nursing courses.

**NRSG387 (1) Senior Mentor Program: Older Adults in the Community**
This course represents the culmination of a three semester (20 hours/semester) interdisciplinary experience designed to provide a better understanding of the lived experience of senior adults. Working with an interdisciplinary team of student peers (such as nursing, medicine, physician assistant, physical therapy), participants will meet with an assigned older adult living in the community and their interdisciplinary team members monthly to discuss and evaluate a variety of assigned topics related to the challenges of maintaining health within the contexts of health care systems and the greater community.

**NRSG408 (2) Maternity and Reproductive Health Nursing**
This course examines the reproductive health and maternal nursing care of women from a global perspective. Health promotion and disease prevention are embedded into the instruction of comprehensive nursing care to diverse women, with emphasis on maternal-newborn dyads and their families. Building on the knowledge gained in previous courses, this course will address the nursing care of women in phases of preconception, antepartum, intra-partum, and postpartum across the healthcare continuum. Also, the course aims to enable students to understand the interrelationships among the social, economic, political and environmental contexts that influence maternal behavior, as well as the policies that promote improved health outcomes for both mothers and their newborns. Other aspects of reproductive health are addressed.

**NRSG409 (3) Clinical Practicum III**
This course provides clinical experiences for two specialty areas of nursing practice, maternity and reproductive health and mental health nursing and is taught in tandem with the theory courses for these specialties. The maternity and reproductive health portion of this course focuses on the application of didactic content to the diagnoses, interventions, and outcomes for the care of mothers, newborns, and families in structured clinical settings. Focus is on prenatal, perinatal, and postnatal activities. The mental health nursing portion of this course provides clinical experience for nursing intervention development for promoting, maintaining, and restoring mental health across the lifespan integrating principles of professional relationships, therapeutic communication, and concepts of psychopathology. Throughout the semester, students will work collaboratively with the multidisciplinary team in applying best evidence-and current standards of practice to the childbearing family and patients with mental health problems. In both clinical areas, students extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural and spiritual needs of their clients and families.
NRSG411 (2) Mental Health Nursing
This course focuses on the application of diverse theories, concepts and principles synthesized from
the sciences and humanities to the professional practice of psychiatric mental health nursing. This
course examines how nursing influences the health and healing capacities of individuals and families
experiencing severe psychiatric distress. It focuses on the knowledge and skill acquisition needed to
care for these patients at particular moments, across the continuum of care, and through transitions in
an illness experience as well as promoting mental health and preventing mental illness. The course
dresses the development of healing relationships with or within individuals, families, and groups and
provides the tools to enable students to construct effective treatment groups with patients; work in
groups with disciplinary and inter-professional colleagues; and to understand the healing dimensions
of environments. This course is taught in tandem with NRSG 409 Clinical Practicum III.

NRSG416 (3) Perspectives in Professional Nursing
Subtopics: Clinical Nursing Education, Global Health, Management, Administration and Leadership,
Policy and Advocacy, and Research

Clinical Nursing Education
This course is part of a series that presents a variety of issues and opportunities for nursing practice.
This section focuses on the principles underlying the teaching of adult learners in clinical settings.
Students will learn educational and psychological theories of behavior change and learning that can
be applied to health education. Emphasis is on application of practical strategies to plan, conduct, and
evaluate educational experiences in nursing. Innovative teaching techniques, use of media, evaluation
techniques, and test construction/evaluation are addressed. Educational principles, learning theories,
and pedagogical approaches are utilized to develop culturally sensitive teaching strategies for diverse
learners.

Global Health
This course is part of a professional development series that considers a variety of issues and oppor-
tunities for nursing practice. This section focuses on the professional nursing role and the concepts
that form the basis of professional nursing practice in a global setting. Ethical and resource issues will
be examined as they relate to the delivery of healthcare in other countries, including the ways that
these issues compare to and have an impact on health care delivery in the US. In introducing students
to key topics, concepts and methods in global health nursing, this course will explore nursing related
approaches to interventions for priority health problems in low income settings. Health and health
developmental issues across nations and cultures that require collective (partnership-based) action are
highlighted.

Management, Administration, and Leadership
This course is part of a professional development series that considers a variety of issues and oppor-
tunities for nursing practice. This section emphasizes management theories and concepts, including
the identification of key organizational structures, intra- and inter-professional communication and
team work, collaboration and conflict resolution, delegation and supervision, workforce motivation,
and change processes. The course addresses building cultures of quality and safety in complex health
care delivery systems based on organizational strengths, using multiple strategies within environmen-
eral turbulence and change and managing fiscal resources for cost-effectiveness. Professional issues related to self-care of the nurse, such as work-life balance, healthy work environments, and resource assistance in building a nursing career are also considered. The course is designed to expose students to current knowledge about effective health care environments and to assist them to translate this knowledge into strategies for growing as emerging leaders.

Policy and Advocacy
This course is part of a professional development series that presents a variety of issues and opportunities for nursing practice. This section provides an introduction to the health care system, orienting the student to its overall structure, functions, and processes. It provides a social, political, and economic context for understanding contemporary health care systems, discusses the organization and financing of healthcare, and furnishes vocabulary and a frame of reference for students to understand the dilemmas in the current health care environment. Addressing the complex inter-relationships of system elements, the course provides a basic framework for understanding the roles of community health, economics, bioethics, politics, health insurance models, and the business community in shaping public policy. The course focuses on the professional nursing role and the concepts that form the basis of professional nursing practice. Emphasis is placed on the current status of professional nursing and the importance of participation in professional nursing organizations. The students will be able to define their own professional practice with regard to political, economic, legal, ethical, social, and cultural influences in nursing, both domestically and globally.

Research
This course is part of a professional development series that present a variety of issues and opportunities for nursing practice. This section focuses on the role of the nurse in clinical research. Building on evidence based practice, the course focuses on the scope of research carried out by nurse scholars. Students will further their skills in critical evaluation research including theoretical underpinnings, meaningfulness of findings for practice, and directions for further research. Students will have the opportunity to experience hands on experience with a research team. Emphasis will be placed on the ethical conduct of research and the role of the generalist nurse in clinical nursing research.

NRSG417 (3) Leadership, Advocacy, and Policy
The course will focus on the baseline knowledge, skills, and attitudes needed to promote and sustain the nurse’s interest and participation in systems leadership and advocacy. Major course themes are the healthcare system, policy and advocacy, and global health issues. Students will be introduced to concepts of the healthcare system including finance and economics, regulatory guidelines, and health systems data. Emphasis on health policy and advocacy will focus on legal, political, ethical, and cultural influences on healthcare delivery. Recognizing the increasing globalization of healthcare and the diversity of this nation’s population, concepts of culture and health, global workforce issues, and underserved populations will be emphasized.

NRSG422 (2) Palliative Care and Difficult Conversations
This course will provide an introduction to the issues related to serious illness and the end of life. The philosophy, principles, and models of palliative care are analyzed, as well as the role of the nurse within the interdisciplinary team. Within the framework of patient and family centered care,
students develop an understanding of the processes of coping with serious illness and facing death. The course covers clinical issues of symptom management, bioethics, goal setting, and communication techniques. Students develop multiple strategies to maximize quality of life and assist individuals and families receiving care for serious illness in various settings.

NRSG424 (1) Case Study Analysis Seminar II
This course will assist students to integrate and synthesize content learned previously in the curriculum. No new content will be provided as the students will relate previous learning to planning and providing comprehensive nursing care. The purpose of this course is to foster critical thinking and clinical reasoning skills in nursing practice by building on nursing science and related knowledge of the basic sciences to facilitate systematic application of the nursing care process. This course is designed to provide integration of necessary content to transition to effective professional nursing practice.

NRSG425 (2) Becoming a Professional Nurse
This course builds upon the core nursing courses and prepares the student for the various roles and responsibilities of the professional nurse. The course examines the scope of practice and licensure, information technology, professional organizations, and advocacy. Leadership and management theories and their application to the role of nurse as care coordinator, charge nurse and leader are discussed with emphasis on team building, interdisciplinary collaboration, change, conflict resolution, negotiation, and delegation. Additionally, the course will prepare the student for transitions to independent practice and licensure through critical review of nursing knowledge, coordinated review and submis-
BACHELOR OF SCIENCE IN NURSING PROGRAM

NRSG430 (3) Nursing in Complex Care Situations
Nursing in Complex Care Situations is designed to integrate the clinical nursing content from the previous three semesters and apply this to situations involving multi-system and complex health challenges. The course provides opportunities for analysis and synthesis of content and concepts contained in previous and concurrent nursing courses. The focus of this course is on acute care: the nursing management of critically ill and critically injured clients, and the care of clients in complex emergencies. Students will learn about the therapeutic and restorative care of clients with nursing problems of increasing complexity across the healthcare continuum. This course is taught in tandem with NRSG 431 Clinical Practicum IV.

NRSG431 (4) Clinical Practicum IV
In this course senior nursing students will synthesize, expand and refine nursing concepts and clinical reasoning competencies from all previous nursing courses. Through an intensive clinical experience students will provide increasingly complex patient and family centered-care within a collaborative teamwork model. Students will apply best evidence and current quality and safety practices to restore and/or optimize health for patients, families and groups. Students will be able to focus on health care needs of specific client populations, study in depth the interventions used to restore and/or optimize health, and utilize nursing research in practice. This course is taught in tandem with NRSG 430 Nursing Care in Complex Situations.

NRSG432 (2) Ambulatory Care
The ambulatory care setting is multi-faceted and diverse, requiring nurses to be highly skilled in assessments and able to deliver a broad range of nursing interventions. Students will participate in coordination of services, transitional care, patient advocacy and case management. In a variety of ambulatory settings, students will use critical thinking skills to analyze and interpret complex information, and will help manage complex health care decisions, care coordination and procedural care. The course prepares students to interact with culturally diverse patients and families in a variety of modalities, such as face to face, telephone contact, patient portal system, and other tele-monitoring systems and devices. Rotations through a variety of ambulatory care settings will provide students with a wide range of experiences that will build upon previous knowledge, clinical skills and critical thinking abilities.

NRSG440 (3) Core Concepts II
Core Concepts II is the second of a three-course sequence designed to be supportive of the clinical practice courses. The content is organized around basic human responses to the alterations in psychosocial and physiological health status as they occur in persons of all ages, families, selected cultural groups, and populations at risk in a variety of practice settings. Content related to physiological disorders is organized to be subsequent to the inclusion of the topic in the integrated science courses. Ineffective coping mechanisms resulting in significant alterations in behavior are presented in depth. Health promotion, health maintenance, and health restoration strategies serve as the principal organizers for this course, which includes examination of risk factors, epidemiology, prevention, teaching, diagnostic tests, symptomatology, assessment, and intervention. Critical
thinking and the nursing process serve as the framework for study and application in the classroom. Classroom presentations, case studies, guided discussion, writing assignments, and independent learning activities are used to promote learning.

**NRSG441 (3) Core Concepts III: Synthesis**

This is the third of the three-course sequence designed to be supportive of the clinical practice courses. The course provides opportunities for analysis and synthesis of content and concepts contained in previous and concurrent nursing courses. The primary focus for this course is clients with complex health care needs. Content is organized to be complementary to concurrent clinical courses that focus on acute care and community health. The nursing management of critically ill and critically injured clients and family members facing end-of-life decisions are presented in depth. Rehabilitation of clients with multiple disabilities is explored. Physical and emotional consequences of violence directed at children and adults are analyzed, and complementary therapies by clients and health care providers are explored. The principal organizers of the course are health promotion, maintenance, and restoration strategies, including examination of risk factors, epidemiology, prevention teaching, diagnostic tests, symptomatology, assessment, and intervention. Critical thinking and the nursing process continue to serve as the framework for study and application in the classroom. Classroom presentation, case studies, guided discussion, writing assignments, and independent activities are used to promote learning.

**NRSG446 (1) Capstone Public Health**

This graduate-level capstone course is designed specifically for the BUNDLES Scholars. It builds on other components of the BUNDLES program (i.e., the undergraduate population course) to prepare minority and underrepresented nursing students to enter public health as workforce leaders. Students in the capstone course will analyze social determinants of health, health disparities, and other structural and social forces that impair health and impede health care. Students will reflect on the consequences of social determinants of health in their personal lives. In partnership with Public Health Nurse (PHN) mentors, students will apply public health leadership principles to enhance the health of an underserved population. Students will also assess, plan, implement, and evaluate a population-focused health promotion intervention. The students will disseminate the scholarly results of their intervention by submitting an abstract for a poster presentation at appropriate public health meeting.

**NRSG450 (3) Human Clinical Genetics**

This is the first of a two-sequence course that focuses on the physiological consequences of common disorders, diseases, and malfunctions affecting humans, and on the related pharmacological agents used to prevent and control these consequences. A combination of body systems and physiological responses provides the structure of the content. Each unit begins with a study of the common pathophysiological changes associated with the alterations in a body system’s normal function or the body’s systemic responses to internal or external noxious stimuli. The second part of each unit addresses the related pharmacological interventions commonly used to correct or compensate for the pathophysiological changes. Case studies are used to illustrate the relationship of the content to nursing decisions.

**NRSG460 (6) Clinical Nursing III: Developing Families**

This is a third-semester clinical course. Emphasis in this course is placed on the care of pediatric and childbearing clients in the context of family development. The course builds upon the content and concepts contained in previous courses; it also incorporates content and concepts from concurrent
courses. Students will refine assessment skills with families experiencing normal developmental processes and families dealing with developmental and/or situational crises. Students will demonstrate proficiency in assessment, teaching, and implementing nursing care aimed at illness prevention, health promotion, and health restoration. Students will become more proficient in the application of critical-thinking skills to provide and evaluate health care services to meet the needs of childbearing women, children, and their families. Students will have supervised clinical learning activities in a variety of health care settings, including primary care, acute care, and home health care. Students with special clinical interests may negotiate individualized experiences after completing basic requirements. Active learning strategies are used in both classroom and clinical practice components of the course. Teaching/learning methods will include student-led, small-group discussions, use of clinical case studies developed by students from clinically based experiences, and student-led nursing rounds.

**NRSG460M (6) Clinical Nursing III: Maturing and Aging Families**

This is a third-semester clinical course. This course focuses on the physical and mental health and nursing care needs of clients from young adulthood through old age. It builds upon the content and concepts contained in previous courses as well as incorporating content and concepts from concurrent courses. Students will demonstrate proficiency in assessment, teaching, and the application of critical thinking in providing and evaluating health services to meet the needs of adults of all ages who are experiencing acute or chronic physical or mental disorders. Case studies are utilized in class to provide a broad range of clinical application of content and concepts. Morbidity and mortality statistics are used to guide the selection of case study examples. Students will have clinical learning experiences in a variety of adult physical and mental health care settings, including primary care, acute care, and home care. Clinical experiences will facilitate students’ ability to provide nursing care aimed at illness prevention, health promotion, and health restoration. As a member of a multidisciplinary team, students will demonstrate the ability to make ethical and culturally sensitive decisions affecting client outcomes. Active learning strategies are used in both classroom and clinical practice components of the course. Case studies and post-clinical conferences will incorporate events from initial diagnoses, possible psychosocial responses, current therapeutic regimens, diagnostic tests, rehabilitative aspects, family dynamics, teaching needs, nursing interventions, and community resources.

**NRSG461 (3) Clinical Nursing IV: Community Health Nursing**

This course is the fourth in a series of clinical courses designed to prepare undergraduate nursing students for the role of professional nurse. The focus of this course is population-focused nursing practice. The course is designed to prepare nurses for entry-level community health/public health nursing practice.

The content of this course is the knowledge and skill development necessary for the application of the nursing process to aggregates and populations in the community and is based on a synthesis of knowledge in nursing, public health, and related disciplines. The students’ skills are further refined to assess the strengths, weaknesses, and health issues of populations. Models and tools for assessing, planning, implementing, and evaluating programs for promoting the health of populations are used.

Clinical learning experiences are designed to develop skill in application of the nursing process in promoting the health of communities by addressing priority health problems. Students will assess the health status of populations and use the nursing process to design health promotion interventions for selected populations. Students will apply critical thinking skills in the development of innovative strategies for promoting and maintaining the health of populations and for addressing the health
needs of target groups. Students will have opportunities to refine communication skills necessary for working with at-risk populations. Opportunities for skill development in health teaching and group work with peers and populations will be provided. Students will demonstrate leadership behaviors through assessing, planning, implementing, and evaluating community projects. Learning experiences will be provided in a variety of community settings where students have opportunities to collaborate with other disciplines.

**NRSG462 (5) Clinical Nursing V: Role Transition**

This course is intended to assist the student in making the transition from student nurse to beginning professional nurse. It builds on previous clinical and theoretical learning and experiences. Students are assigned to a clinical preceptor 24 hours per week for seven weeks for a total of 168 clinical hours. Students will provide care to groups of clients under the direct supervision of the preceptor and with the guidance of the clinical faculty.

While no new content is introduced during the term, assignments are designed to apply theoretical knowledge within the clinical setting. Emphasis is on provision of safe, effective care for a group of clients, and on leadership and management abilities expected of the baccalaureate prepared nurse. Weekly journals and conferences led by students and faculty are designed to assist students to analyze and synthesize prior learning as they make application to current clinical experiences. Responsibility for own learning is stressed. Undergraduate program outcomes form the framework for evaluation.

**NRSG466 (2) Immersion Learning with Underserved Communities**

Leadership, professional values and clinical content are highlighted in a one to two-week immersion where the nursing process is applied to the care of underserved and vulnerable populations. The course builds on previous clinical and theoretical learning; specifically, students will be expected to synthesize and reflect upon personal development of professional core competencies (Safety, Quality Improvement, Evidence Based Practice, Patient Centered Care, Teamwork and Collaboration, and Informatics). Emphasis will be placed on analysis of characteristics and behaviors associated with the professional nurse’s role as leader, socially responsible provider, effective communicator, and educator. While immersed in a low-income community setting, students will be working directly with community partners to serve the population(s) of focus. It is expected that these activities will allow for a more fully developed understanding of community engagement and the autonomous role of the nurse.

**NRSG467 (2) Holistic Health**

This course is the part of a professional development series that presents a variety of issues and opportunities for nursing practice. Students will explore the realm of holistic health, emphasizing the integration of body, mind, and spirit. The course will focus on the knowledge, theories, and expertise that promotes nurses’ becoming therapeutic partners with people in their care. Specific techniques and therapies associated with complementary and integrative health are introduced. Evidence to support these methods will be critically evaluated. The primary goal is to become conversant with holistic approaches that are widely used in promoting and supporting self-healing and transformation in both self and others.

**NRSG470 (2) Professional Development III: Management**

The third of a four-semester Professional Development course series, this course is concerned with leadership and understanding the context in which nursing and health care is delivered today. The
course is designed to expose students to current knowledge about effective health care environments and to assist them to translate this knowledge into strategies for growing as emerging leaders.

NRSG471 (2) Professional Development IV: Politics and Public Policy
Professional Development IV is the last in a four-semester series, emphasizing the development of role expectations of a nurse prepared at the bachelor’s level. The course focuses on the professional nursing role and the concepts that form the basis of professional nursing practice. Emphasis is placed on the current status of nursing and the importance of participation in professional nursing organizations. Through lecture, faculty mentoring, and participation in small-group seminars and group presentations, the student will be able to define his or her own professional practice with regard to political, economic, legal, ethical, social, and cultural influences in nursing, both domestically and globally.

NRSG473H (2) Honors Research II
Students will work closely with the course instructor and their research/clinical mentor to finalize materials for IRB review and implement their research proposal. Study implementation and data collection will take place during fall semester. Students will obtain experience in the informed decision-making process, data access, and in preparation for a statistical consultation. Preliminary findings from the study may be analyzed by the end of this semester. Writing research results for presentation and publication will be discussed. Projects that have progressed to near completion may be considered for submission for presentation as abstracts and papers for local, regional, or national professional meetings.

NRSG474H (2) Honors Research III
Students will complete their research projects under supervision of their faculty mentor and course instructor. Final data collection will be performed if not previously accomplished. Students will gain experience in preparing for and participating in a consultation with a biostatistician. In conjunction with the course faculty and/or faculty mentor, the student will take part in basic data analysis using descriptive and inferential statistics. Interpretation of study results and evaluation of analyses from published studies will be included in this course. Students will prepare for and present their study findings at a forum open to other student peers and faculty in the School of Nursing and/or in other appropriate venues where their research would be of interest. Writing for publication will be addressed throughout the semester using a variety of strategies including conducting a blinded peer review. Students will be expected to prepare and submit abstracts of their work for presentation at national or regional meetings, and/or for publication in peer-reviewed or other publications.

NRSG480 (1) International Health Care Systems: Nursing in the Caribbean
This course provides an introduction to international healthcare systems in selected Caribbean island nations. Students will explore the healthcare challenges confronting island nations, focusing on the nurse’s role in delivery of care and the social, cultural, political, and economic factors that influence health care. Students will participate in a service-learning experience in a developing country in the Caribbean, exploring the role of faith-based organizations and nongovernmental organizations in promoting health care. A variety of clinical experiences will be incorporated including but not limited to observing nursing and health team members in provision of health care services, providing direct care in clinics or home settings and providing health education in varied community settings. Students will become more culturally aware through interacting with clients and health care providers and through sharing perceptions during seminar discussions and/or written personal journals.
NRSG482 (3) Birth and Global Health
Birth is a universal event, but how it is experienced by women varies across cultures. The purpose of this interdisciplinary course is to examine birth in the context of global health. Themes of joy, fear, and pain in childbirth as well as meanings of pregnancy will be explored in different times and places. A variety of urgent issues in global reproductive health will be analyzed, such as reproductive rights, equity, access, and quality of health care during birth. Additionally, there will be a focus upon the care that nurses and midwives contribute as they attend birth, both in previous and contemporary times.

NRSG483 (2) Perioperative Nursing
This course is designed to provide undergraduate nurses with basic concepts related to perioperative nursing. Major emphasis is placed on the elements of perioperative nursing that include collaboration with a multidisciplinary team to provide the optimal outcome for the operative patient. Clinical observation, seminar discussion, and course assignments will provide the basis for synthesis of the complex elements included in the perioperative experience. Specific focus will be placed on examination of the theoretical foundations of aseptic technique, infection control, and human responses to surgical intervention and anesthesia. Perioperative nursing practice will be analyzed in the preoperative, operative, and postoperative phases, including advanced practice roles in those settings.

NRSG488 (4) Diagnosis
The educational objective of the course is to examine the question of diagnosis from the various critical approaches of the humanities. Attention will be paid to how the idea of diagnosis is employed, its vocabulary, its goals, and its relationship to professional discourses in the health sciences and the humanities, and its histories.

NRSG489 (4) Creative Writing and Health Sciences
This workshop offers an introduction to the use of creative writing in prose as a technique for exploring and consolidating learning in the health sciences, including the School of Nursing, the School of Medicine, the School of Public Health, and Emory College. Students will employ the writing of prose fiction, essays, and formal journal writing to explore scenarios that have arisen in their studies in the health sciences and related fields and to consolidate learning about the human dimension of these fields. Short stories offer an opportunity to explore human interactions in a hypothetical realm that can result in extraordinary narratives of instruction and catharsis. Essays can offer a space in which a health science student can organize the personal aspect of knowledge he or she is studying; a personal essay or journalistic study of a topic in this field can help a student to formulate his or her stance to a particular area of study. Journal writing can offer a place for reflection on the changes that the study of health sciences can bring about in students, and can help them cope with the need to preserve a rich inner life in arenas that can be depersonalizing. In addition, all areas of health sciences can benefit from students with an understanding of clear writing. The course will emphasize all of these areas of study. Students will be required to engage their study of the health sciences directly in their writing; it is expected this will lead to substantial writing that explains science in clear, understandable prose.

NRSG490 (1) Synthesis Seminar
This course provides opportunities for senior students in their final semester of study to analyze and synthesize content and experiences from all previous and concurrent nursing courses. One component of this course holds students responsible for self-paced preparation for the NCLEX examination. Weekly seminars are scheduled to provide a forum for discussion of essential content.

NRSG497R Directed Study
The Master of Science in Nursing (MSN) Program prepares advanced-practice nurses in a variety of specialty areas. The program reflects the faculty's commitment to providing graduate education that is relevant to the dynamic contemporary practice environment. Graduates are prepared to apply for the appropriate nurse practitioner or certified nurse midwife national certification examinations. The MSN curriculum consists of four components: theoretical core, clinical/functional core, specialty content, and electives. Participative learning, multiple options for learning, and alternative teaching methods characterize the learning processes.

The MSN program requires four to five semesters of full-time study, depending on the specialty chosen. Required hours range from 48 to 64 semester hours. Faculty advisors assist students in planning individual programs of study. Courses are offered in fall, spring, and summer semesters.

Minimum Credit
A minimum of thirty-six semester hours of graduate course work is required to receive a master of science in nursing. Twenty-four of these hours must be taken at Emory University. Many specialties require more than the thirty-six-hour minimum; thus, students should refer to specific programs of study for details.

Options for Study
- Adult/Gerontology Nurse Practitioner–Acute Care
- Adult/Gerontology Nurse Practitioner–Primary Care
- Family/Emergency Nurse Practitioner
- Family Nurse-Midwife
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Nurse-Midwifery
- Pediatric Nurse Practitioner–Acute Care
- Pediatric Nurse Practitioner–Primary Care
- Women’s Health Nurse Practitioner
- MSN-MPH (Master of Public Health) dual degree
- MSN-MA Bioethics dual degree

MSN/MPH Program
The Nell Hodgson Woodruff School of Nursing and the Rollins School of Public Health collaborate in a dual-degree Master of Science in Nursing (MSN)/Master of Public Health (MPH) Program. This program is designed for nurses who want to enhance their knowledge and skills in community/public health nursing as well as in a specific nursing specialty. Students select a specialty area in the School of Nursing and in the School of Public Health. Specialty areas in nursing are listed in the Master of Science in Nursing Program section of this catalog and additional information on these programs can be found at www.nursing.emory.edu. Specialties in public health are behavioral sciences and health education, biostatistics, environmental and occupational health, epidemiology, health policy and management, and global health. Additional information on these programs can be found at www.sph.emory.edu.
The dual-degree curriculum consists of both master of science in nursing and master of public health core and specialty content. The total number of credit hours for the program will vary by specialty. In the Rollins School of Public Health, dual degree students must take a minimum of thirty-two credit hours for the degree. Information about nursing specialty hours for the dual degree is available from specialty program coordinators. Graduates are eligible for certification as either a nurse practitioner or certified nurse midwife. Each dual degree student is assigned an academic advisor from the Nell Hodgson Woodruff School of Nursing and from the Rollins School of Public Health. The assigned advisors will work with the student to develop an individualized program of study consistent with the degree requirements from the respective schools. The program can be completed in six or seven semesters of full-time study, depending on the number and availability of classes each semester. Part-time enrollment is available. Applicants to the MSN/MPH dual degree program must apply to and meet admission requirements for both schools separately. Applicants to the School of Nursing must follow the application procedures and requirements listed in the MSN Application Process section of the catalog.

**MSN/MA Program**

The Nell Hodgson Woodruff School of Nursing and the Emory Center for Ethics collaborate to offer a dual-degree program for students interested in pursuing a master of arts in bioethics (MABioethics) and a master of science in nursing (MSN) degree. The purpose of the program is to prepare advance practice nurses from the very onset of their careers to be equipped to identify, address, and assess ethical issues as they appear in clinical practice and health care administration. Students who graduate with a dual MSN/MABioethics degree will not only be prepared to enhance the care they provide to patients, but also will be prepared to work on issues of public and institutional policy as it relates to the provision of clinical care, to serve on ethics committees, or to conduct education on the ethical foundations of clinical practice.

Students who enroll in the dual degree will complete both the MSN curriculum and the standard MABioethics curriculum; therefore, the instructional delivery methods will reflect those larger programs (i.e., lecture, small group discussion, practicum, etc.). Additional information about the MABioethics can be found at www.ethics.emory.edu. Students will apply to each program for admission separately, and if accepted to both programs will fulfill the requirements of the programs in parallel. Evaluation criteria for admission to the School of Nursing for students in the dual-degree program are the same as those for the MSN program alone; similarly, evaluation criteria for admission to Laney Graduate School for students in the dual-degree program are the same as those for the MA-Bioethics Program alone. Student accepted into the dual-degree program will be notified of acceptance by both schools. If students are accepted into one school but not the other, they may enroll in the school that has accepted them, but not as a dual-degree student. Upon admission to the dual-degree program, students should consult with the appropriate program director of each school to plan their courses of study. In all cases, students will complete their first year of coursework in the MABioethics Program and their second year at the School of Nursing. This arrangement is to facilitate the completion of students’ clinical rotations in a coherent and consistent manner. Students normally complete the MABioethics in one to two years, and the MSN in two to three years.
Post-Graduate Programs

The School of Nursing offers options for postgraduate study in all advanced practice specialties. These programs allow master’s-prepared nurses to pursue advanced education and additional specialization through enrollment in the appropriate clinical and support courses. The program includes course work to advance knowledge in a particular area and to add skills not included in the applicant’s original degree program. All courses carry regular academic credit. Students enrolled in this program have nondegree status at Emory University but are awarded a certificate upon completion of the course of study. Students seeking advance practice nursing credentials are eligible to take the appropriate certification examination upon successful completion of the program.

MSN Outcomes

The graduate of the Master of Science in Nursing Program of the Nell Hodgson Woodruff School of Nursing will demonstrate achievement in the following areas:

**Leader:** Improves the health care system and patient care outcomes through innovation and transformation, fostering evidence-based quality and safety initiatives, inspiring and leading the interdisciplinary patient-centered health care team, and influencing policy development and change.

**Scholar:** Applies, translates, and disseminates evidenced-based findings to improve nursing practice. Nurtures the intellectual qualities of inquiry, engagement, reflection, and collaboration through scholarly writing and presentations.

**Socially Responsible Provider:** Engages in socially responsible care, which improves the health of the global community. Advocates for social change equity, access, and justice in the workplace and wider community. **Ethical Clinician:** Integrates ethical analysis, moral reasoning, and caring as essential elements of nursing practice in accordance with the professional code of ethics and professional standards of practice. Provides leadership to others to assure ethical principles are always practiced.

**Critical Thinker:** Fosters evidenced-based critical reasoning, systematic inquiry, and reflection to improve health outcomes.

**Clinician:** Provides expert evidence-based, culturally appropriate patient-centered care in the specialty area, collaborates with patients, families, and health care providers. Acts as client advocate and assumes significant leadership roles within the team.

**Effective Communicator:** Articulates ideas, values, beliefs, feelings, concepts, and scholarly evidence through the use of clear, succinct, and culturally appropriate language (verbal, nonverbal, and written). Provides leadership for the use of electronic medical records in projects aiming to improve patient care if appropriate.

**Educator:** Employs innovative and evidenced-based disease prevention and health promotion teaching methods to improve patient care outcomes and transform health delivery.
Plans of Study by MSN Specialty

ADULT/GERONTOLOGY NP–ACUTE CARE

Graduates of the Adult-Gerontology Acute Care NP program are prepared to care for individuals from adolescence through end of life who are physiologically unstable, technologically dependent, and/or are highly vulnerable to complications. These patients may be encountered across the continuum of care settings and require frequent monitoring and intervention. The role encompasses the provision of a spectrum of care ranging from disease prevention to acute and critical care management to “stabilize the patient’s condition, prevent complications, restore maximum health, and/or provide palliative care.” Graduates are eligible to take the appropriate American Nurses Credentialing Center or American Academy of Nurse Practitioners certification exam. The Adult-Gerontology Acute Care NP students complete the following curriculum:

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<td>Advanced Pharmacology</td>
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NRSG 524  Becoming an APRN................................................................. 2
NRSG 528  Advanced Physiology/Pathophysiology ........................................ 3
NRSG 544  Advanced Health Assessment........................................................ 3
NRSG 559  Genetics ................................................................................... 2
NRSG 575  Optimal Wellness.......................................................................... 2
NRSG 576  Introduction to Clinical Seminar: Adult/Gerontology NP Acute.......... 2
NRSG 589  Leadership for Health Professions ................................................ 2
NRSG 591  Healthcare Quality and Patient Safety ........................................... 3
NRSG 646  Advanced Management of Chronic Wounds................................. 2
NRSG 652  Mental Health Issues in Advanced Practice Nursing....................... 2
NRSG 657  Palliative Care across the Spectrum............................................. 2
NRSG 668  Adult-Gerontological Acute Care NP I ........................................ 4
NRSG 669  Adult-Gerontological Acute Care NP II ....................................... 5
NRSG 670  Adult-Gerontological Acute Care NP III ....................................... 6

ADULT/GERONTOLOGY NP–PRIMARY CARE

The patient population of the Adult-Gerontology Primary Care NP practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Graduates of the Adult-Gerontology Primary Care NP program are prepared to apply contemporary clinical knowledge for the assessment and management of both health and illness states. Graduates are eligible to take the appropriate American Nurses Credentialing Center or American Academy of Nurse Practitioners certification exam. The Adult-Gerontological Primary Care NP students complete the following curriculum:

NRSG 505  Research and Evidence-Based Practice ...................................... 3
NRSG 517  Management of Acute and Chronic Illness I .................................. 2
NRSG 518  Management of Acute and Chronic Illness II ................................ 2
NRSG 522  Advanced Pharmacology .............................................................. 3
NRSG 524  Becoming an APRN................................................................. 2
NRSG 528  Advanced Physiology/Pathophysiology ........................................ 3
NRSG 544  Advanced Health Assessment........................................................ 3
NRSG 559  Genetics ................................................................................... 2
NRSG 575  Optimal Wellness.......................................................................... 2
NRSG 576  Introduction to Clinical Seminar: Adult/Gerontology NP Primary Care...... 2
NRSG 589  Leadership for Health Professions ................................................ 2
NRSG 591  Healthcare Quality and Patient Safety ........................................... 3
NRSG 644  Advanced Management of Bowel/Bladder Continence .................. 2
NRSG 646  Advanced Management of Chronic Wounds.................................. 2
NRSG 652  Mental Health Issues in Advanced Practice Nursing....................... 2
NRSG 657  Palliative Care across the Spectrum............................................. 2
NRSG 668  Adult-Gerontological Primary Care NP I ........................................ 4
NRSG 669  Adult-Gerontological Primary Care NP II ....................................... 5
NRSG 670  Adult-Gerontological Primary Care NP III ....................................... 6
FAMILY/EMERGENCY NURSE PRACTITIONER

The purpose of the family/emergency nurse practitioner is to prepare students to provide health care in emergency settings—evaluating, managing, treating, and preventing unexpected illness and injury to patients across the life span and, when necessary, providing health care to patients who come to emergency settings for primary health care needs. Graduates of this program are eligible to take American Nurses Credentialing Center and American Academy of Nurse Practitioner certifying exam for family nurse practitioner and to pursue certification as Emergency Nurse Practitioner.

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<td>NRSG 575</td>
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<tr>
<td>NRSG 576</td>
<td>Introduction to Clinical Seminar: Emergency/Family NP</td>
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<td>Palliative Care across the Spectrum</td>
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DUAL MAJOR FAMILY NURSE PRACTITIONER/NURSE MIDWIFERY

The family nurse-midwife is an advanced practice nurse who is prepared in both the nurse-midwife and the family nurse practitioner roles and is eligible for certification in both specialties. This clinician will be able to provide comprehensive primary care to all ages and bring a valuable skill mix to any health care organization. Opportunities for diverse clinical experiences are available in a variety of health care settings. Accreditation Commission For Midwifery Education, 8403 Colesville Road, Suite 1550, Silver Spring, Maryland 20910-6374 accredits the nurse-midwife portion of the Family Nurse-Midwife Program; 240.485.1800 The FNM curriculum is a five-semester, seventy-credit program with classes on primary care topics with their fellow FNP students and classes on midwifery/women’s health with nurse-midwifery students.

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FAMILY NURSE PRACTITIONER

The Family Nurse Practitioner (FNP) specialty prepares advanced practice nurses for the challenges of primary health care in diverse settings. The program provides students with didactic content related to the role of the FNP, including clinical courses, basic science, ethics, leadership, research, and other topics; clinical rotations focus on outpatient-based health care, with special emphasis on family practice, pediatrics, women’s health, and selected specialty rotations. Emory FNP graduates assume responsibility for assessment and management of a broad range of health needs of individuals and families across the life span in community settings. Graduates are eligible to take the American Nurses Credentialing Center and the American Academy of Nurse Practitioners certification examinations.

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NEONATAL NURSE PRACTITIONER

The Neonatal Advanced Practice track will educate nurses as primary and acute-care advanced practice providers that are skilled in performing comprehensive assessments, diagnostic evaluations, and symptom and disease management for neonates and infants up to age 2. This focus includes health promotion, disease prevention, health maintenance, ethical considerations, parental counseling and education, diagnoses assignment, and treatment of acute and chronic illnesses in a variety of health care settings. Congruent with NHWSN mission and goals, the purpose of the proposed neonatal nurse practitioner (NNP) track is to provide graduate education with the defined focus and prepare leaders in neonatal health care as providers of high-quality evidenced-based care in a socially responsible and ethically sensitive manner. All aspects of advanced nursing practice are explored, including roles of educator, researcher, consultant, and advocate. Students complete more than 700 hours of precepted clinical practice and are eligible for national certification as a neonatal nurse practitioner through the National Certification Corporation upon successful completion of program requirements.

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<td>NRSG 547</td>
<td>Promoting and Maintaining Optimal Wellness in the Pediatric Patient</td>
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NURSE-MIDWIFERY
The nurse-midwifery specialty prepares nurses with practitioner skills in antepartum, intrapartum, postpartum, family planning, and selected aspects of women’s health care. Graduates are prepared to become primary health care providers for women. Completion of the program leads to eligibility to take the examination of the American Midwifery Certification Board. This specialty is accredited by the Accreditation Commission for Midwifery Education, 8403 Colesville Road, Suite 1550, Silver Spring, Maryland 20910-6374; 240.485.1800; www.midwife.org/accreditation.

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<td>NRSG 517</td>
<td>Management of Acute and Chronic Illness I</td>
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<td>NRSG 518</td>
<td>Management of Acute and Chronic Illness II</td>
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<td>NRSG 522</td>
<td>Advanced Pharmacology</td>
<td>3</td>
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<td>NRSG 524</td>
<td>Becoming an APRN</td>
<td>2</td>
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<td>NRSG 528</td>
<td>Advanced Physiology/Pathophysiology</td>
<td>3</td>
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<td>NRSG 544</td>
<td>Advanced Health Assessment</td>
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<td>NRSG 559</td>
<td>Genetics</td>
<td>2</td>
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<td>NRSG 559A</td>
<td>Embryology</td>
<td>1</td>
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<td>NRSG 561</td>
<td>Nurse Midwifery I</td>
<td>6</td>
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<tr>
<td>NRSG 575</td>
<td>Optimal Wellness</td>
<td>2</td>
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<tr>
<td>NRSG 576</td>
<td>Introduction to Clinical Seminar: Nurse Midwifery</td>
<td>2</td>
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<tr>
<td>NRSG 589</td>
<td>Leadership for Health Professions</td>
<td>2</td>
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<td>NRSG 591</td>
<td>Healthcare Quality and Patient Safety</td>
<td>3</td>
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<tr>
<td>NRSG 614</td>
<td>Human Lactation and Breastfeeding Management</td>
<td>2</td>
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<tr>
<td>NRSG 630</td>
<td>Nurse Midwifery II</td>
<td>7</td>
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<tr>
<td>NRSG 631</td>
<td>Nurse Midwifery III</td>
<td>5</td>
</tr>
<tr>
<td>NRSG 652</td>
<td>Mental Health Issues in Advanced Practice Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 657</td>
<td>Palliative Care across the Spectrum</td>
<td>2</td>
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<tr>
<td>NRSG 678</td>
<td>Issues in Women’s Health</td>
<td>2</td>
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PEDIATRIC NURSE PRACTITIONER—ACUTE CARE
This specialty prepares nurses for advanced nursing practice roles in caring for acutely, critically, and chronically ill children in a variety of health care settings. Graduates will provide direct patient care management such as performing in-depth physical assessments, ordering and interpreting results of laboratory and diagnostic tests, ordering medications, and performing therapeutic treatments. Management of health and developmental needs of children and their families is also included. Students complete at least 600 hours of directly supervised clinical practice and are eligible for pediatric nurse practitioner certification through the American Association of Critical Care Nurses and the Pediatric Nursing Certification Board (PNCB).
PEDIATRIC NURSE PRACTITIONER—PRIMARY CARE
This specialty prepares nurses for advanced nursing practice roles in caring for pediatric populations with well-child problems and children with acute and chronic illnesses. Students develop beginning expertise in assessment, diagnosis, and management of a wide range of health, behavioral, and developmental needs/problems of children and their families. Students have clinical experiences with children who have acute and chronic health problems. Students are required to complete at least 500 hours of directly supervised clinical practice and are eligible for pediatric nurse practitioner certification through the Pediatric Nursing Certification Board (PNCB) or the American Nurses Credentialing Center (ANCC).
WOMEN’S HEALTH NURSE PRACTITIONER
The Women’s Health Nurse Practitioner Program prepares nurses to deliver primary care to women throughout the life span. The program is based on in-depth knowledge of theory, pathophysiology, research utilization, pharmacotherapeutics, and clinical decision-making skills. Program emphasis is on the primary care of women, including reproductive-gynecologic health. The curriculum meets the guidelines for education established by both the Association of Women’s Health, Obstetric and Neonatal Nurses, and the National Organization of Nurse Practitioners in Women’s Health, and it is the only master’s program accredited by the National Association of Nurse Practitioners in Women’s Health. The WHNP program requires 50 credit hours and may be completed in four semesters of full-time study or may be pursued part time. Graduates are prepared to take the national Women’s Health Nurse Practitioner certification exam.

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<th>COURSE NUMBER</th>
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<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td>NRSG 505</td>
<td>Research and Evidence-Based Practice</td>
<td>3</td>
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<tr>
<td>NRSG 517</td>
<td>Management of Acute and Chronic Illness I</td>
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<td>NRSG 518</td>
<td>Management of Acute and Chronic Illness II</td>
<td>2</td>
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</tbody>
</table>
NRSG 522  Advanced Pharmacology ................................................................. 3
NRSG 524  Becoming an APRN ................................................................. 2
NRSG 528  Advanced Physiology/Pathophysiology ........................................ 3
NRSG 544  Advanced Health Assessment ..................................................... 3
NRSG 559  Genetics .................................................................................... 2
NRSG 559A Embryology .............................................................................. 1
NRSG 575  Optimal Wellness ................................................................... 2
NRSG 576  Introduction to Clinical Seminar: Women’s Health NP .............. 1
NRSG 589  Leadership for Health Professions ............................................ 2
NRSG 591  Healthcare Quality and Patient Safety ....................................... 3
NRSG 600  Women’s Health NP I .............................................................. 6
NRSG 601  Women’s Health NP II .............................................................. 5
NRSG 602  Women’s Health NP III ............................................................ 6
NRSG 652  Mental Health Issues in Advanced Practice Nursing .................. 2
NRSG 657  Palliative Care across the Spectrum ......................................... 2

MSN Course Descriptions

NRSG500 (2) Woodruff Seminar
The purpose of this seminar is to enhance the Nell Hodgson Woodruff School of Nursing Woodruff Scholars’ knowledge of and skill in health care services leadership and health policy.

NRSG505 (3) Research and Evidence Based Practice
This course emphasizes the vital role of research and professional consensus statements to support quality practice and informed decision making. Key content of the course relates to principles of evidence based practice and the skills needed to support and promote such practice including formulating meaningful and answerable clinical questions, locating the best evidence to answer those questions, critically evaluating research and other types of evidence, and appropriately formulating and applying evidence-based recommendations to practice and policy decisions. Ethical considerations related to application of evidence to practice and methods of protection of human subjects are discussed. Strategies for implementing evidence in clinical settings will be introduced. Student teams will complete an evidence based practice project. Scholarship related to the project includes presentation of a persuasive argument for practice change based on knowledge synthesis and critical analysis. Students are encouraged to disseminate their recommendations.

NRSG508 (2) Honors Research II
This is the second course in a three-semester series that emphasizes the role of research in nursing and health care. In this course students will refine and implement the research protocol developed in NRSG 371H. Working closely with their faculty mentor, students will 1) obtain IRB approval (if required and not completed in the first semester); 2) collect and analyze data, and 3) compile an abstract of their project. Students will receive hands on experience with management of data and data analysis techniques. Avenues of research dissemination will be discussed. Students will discuss the theoretical underpinnings of practice and research and methods to critically appraise clinical practice guidelines.
NRSG509 (2) Honors Research III
This is the third course in a three-semester series that emphasizes the role of research in nursing and health care. In this third and last course, students will complete their research projects under supervision of their faculty mentor and course instructor. Final data collection and data analysis will be performed if not previously accomplished. Major foci for this course are interpretation and dissemination of study findings. Class discussions will address such issues as how to create a research poster, presenting a clear and concise podium research presentation, and writing for publication. Students will write a manuscript for consideration in peer-reviewed journal or other publications.

NRSG513 (2) Spanish for Health Care Professionals
This course is an introduction to the Spanish language, specifically tailored to the needs of health care professionals. Its purpose is to provide students with a working knowledge of medical Spanish and to introduce them to Hispanic culture, in order that they may better serve this growing sector of modern American society. Emphasis will be placed on both the linguistic and cultural sensitivity needed to provide people of Hispanic background with better care. The course is conversation intensive.

NRSG513A (2) Intermediate Spanish for Health Care Providers
This course refines the Spanish communication skills needed in health care settings, which were developed in NRSG513. Its purpose is to provide nursing students with more contact with native Spanish speakers as well as to focus on vocabulary appropriate to the student's professional area of interest. Preliminary examination and education skills will be emphasized. Weekly handouts, vocabulary lists, taped conversations, and reading assignments will be given as homework. In-class work will consist of practice of phrases common to all areas of nursing as well as student presentations on selected topics. Student question-and-answer sessions in Spanish on topics of medical interest will be designed to parallel nurse-patient interaction in the medical setting.

NRSG517 (2) Management of Acute and Chronic Illness I
This is the first in a two-semester series of clinical courses designed to prepare the nurse practitioner student to recognize and manage the most common acute/episodic and chronic health conditions of adults presenting for care in a variety of settings. Theory and research related to patient-centered, evidence-based, pharmacologic and complementary approaches to care will be discussed. This course will build upon content from previous and concurrent courses in advanced physiology, pharmacology, and pathophysiology and will be taken concurrently with a seminar course to expand content for students based on acute or primary care and advanced practice focus. Classroom discussion and assignments are designed to increase communication and clinical reasoning skills in the context of providing care as an APRN.

NRSG518 (2–3) Management of Acute and Chronic Illness II
This is the second in a two-semester series of clinical courses designed to prepare the nurse practitioner student to recognize and manage the most common acute/episodic and chronic health conditions of adults presenting for care in a variety of settings. Theory and research related to patient-centered, evidence-based, pharmacologic and complementary approaches to care will be discussed. This course will build upon content from previous and concurrent courses in physiology, pharmacology, and pathophysiology and will be taken concurrently with a seminar course to expand content for students
based on acute or primary care and advanced practice focus. Classroom discussion and assignments are designed to increase communication and clinical reasoning skills in the context of providing care as an APRN.

**NRSG520 (4) Creative Writing and Health Sciences**
This workshop offers an introduction to the use of creative writing in prose as a technique for exploring and consolidating learning in the health sciences, including the School of Nursing, the School of Medicine, the School of Public Health, and Emory College. Students will employ the writing of prose fiction, essays, and formal journal writing to explore scenarios that have arisen in their studies in the health sciences and related fields and to consolidate learning about the human dimension of these fields. Short stories offer an opportunity to explore human interactions in a hypothetical realm that can result in extraordinary narratives of instruction and catharsis. Essays can offer a space in which a health science student can organize the personal aspect of knowledge that he or she is studying; a personal essay or journalistic study of a topic in this field can help a student to formulate his or her stance to a particular area of study. Journal writing can offer a place for reflection on the changes that the study of health sciences can bring about in students, and can help them cope with the need to preserve a rich inner life in arenas that can be depersonalizing. In addition, all areas of health sciences can benefit from students with an understanding of clear writing. The course will emphasize all of these areas of study. Students will be required to engage their study of the health sciences directly in their writing; it is expected that this will lead to substantial writing that explains science in clear, understandable prose.

**NRSG522 (3) Advanced Pharmacology**
This course is designed to provide the advanced nurse practitioner with a prescriptive knowledge of pharmacologic agents used in the treatment of common health problems and stable chronic disease states. Emphasis is placed on indications, mechanisms of actions, drug interactions, adverse effects, monitoring, and client education.

**NRSG524 (2) Becoming an Advanced Practice Nurse**
This course will focus on transition into the advanced practice nursing role. The course will cover the social, political, economic, philosophic, ethical and legal role of the APRN, as well as the professional scope, standards, competencies, ethics, and legal regulations that govern their practice in the current health care system. It will describe and interrelate the profession, the practitioner, and interprofessional practice environments. The course emphasizes professional role development and transition to the function and profession of advanced practice nursing. A range of behavioral and communication practices will be explored in the context of the advanced practitioner role, both to develop positive collaborative relationships within a healthcare team, and to provide high quality care for persons from diverse social and cultural backgrounds with variable health literacy.

**NRSG528 (3) Advanced Physiology/Pathophysiology**
This course provides graduate-level content in physiology of body systems and the relationship between physiology and normal function. Structural and functional changes in cells, tissues, and organs that underlie selected diseases are discussed. The course is designed to enable the graduate student to recognize and analyze these changes and to apply this knowledge in a wide variety of advanced practice clinical settings. Prerequisite: graduate student status.
NRSG538 (2) Adolescent Health and Development
This course is designed to engage students in the meaningful exploration of adolescent health and development from a holistic developmental perspective, using a multidisciplinary theoretical approach. Students will be introduced to the complex interplay among biological, social, behavioral, cognitive, spiritual, and environmental factors that influence adolescent health and development. Students will learn how these various factors interact to promote or hinder adolescent health and development. Key antecedents and determinants of health, that include risk and protective factors, within various domains will be examined. Students will be introduced to common adolescent health problems and areas of concern that include mood disorders, suicidality, juvenile violence, substance use, and reproductive health. Students will critically examine the existing evidence for best-practice and interventions to promote adolescent health and development for adolescents in today's society.

NRSG544 (3) Advanced Health Assessment
This course focuses on Advanced Health Assessment with an emphasis on assessing, interpreting, documenting and reporting pertinent findings in the history and physical. Clinical decision-making around findings is also emphasized including selection and interpretation of diagnostic tests. Systematic, thorough, and succinct history and physical skills are refined in the laboratory setting. Laboratory practice will also include procedures commonly performed in office-based/urgent care settings.

NRSG544A (1) Pediatric Advanced Health Assessment
This course builds on the knowledge and skills developed in Advanced Health Assessment with a focus on the pediatric population. Competency in the assessment of the health status of infants, children, and adolescents is enhanced. Skills for advanced practice specific to pediatrics will be refined including interpreting assessment findings, developing differential diagnoses, and promoting health through a series of didactic and clinical experiences.

NRSG545 (2) Advanced Pediatric Practice I
This course is designed to build on the knowledge and skills from previous clinical courses for the APRN. The student will continue to progress in the role of the nurse practitioner and in the assessment, diagnosis, and management of common acute conditions in infants, children and adolescents. Theoretical content focuses on pathophysiology, presenting signs and symptoms and evidence-based practice. The student will develop management skills relevant to meeting the most commonly diagnosed health-care needs of infants, children, and adolescents in ambulatory settings, acute care clinics or in the emergency room. Effective use of skills required for the clinical management, education, consultation, referral and follow-up for children with these most commonly diagnosed illnesses is the major emphasis throughout the semester. Students continue to explore the process of collaboration with other health professionals involved in the care of children and their families.

NRSG546 (2) Advanced Pediatric Practice II
This final PNP synthesis course builds upon two previous PNP specialty courses and focuses on the continued development of essential competencies and advanced roles of the pediatric nurse practitioner. Major emphasis will be placed on further development of advanced clinical nursing expertise with children with chronic illnesses, and other complex health care problems, variations, and needs. Students will be expected to further refine their physical exam and history taking skills as well as expand their critical thinking and differential diagnostic skills so that they can implement holistic and comprehensive plans of health care, follow up, and referral of children who are sick or present with complex health variations or with chronic illnesses in inpatient and ambulatory care settings.
NRSG547 (3) Staying Healthy: Promoting and Maintaining Health in the Pediatric Patient

This course will introduce strategies the advanced practice nurse uses for promoting and maintaining health and wellness in the pediatric patient. Learners will examine the emerging evidence for incorporating complementary and integrative approaches into patient-centered care for optimal wellness and enhanced quality of life. Influences such as culture, access, poverty, education and global and national policy will be examined so that learners are challenged to think creatively about diverse populations and culturally relevant sustainable methods for health promotion and injury prevention. Theories from various disciplines that promote behavioral change, optimal wellness and healthy lifestyles will be emphasized.

NRSG551 (2) Concepts in Neonatal Nursing

This course is designed to develop advanced understanding, assessment, and management skills of the high risk neonate. This builds on previous coursework related to pediatric nursing and strengthens the foundation for nursing of high risk neonates. An understanding of neonatal pathophysiology, the pathogenesis of disease states and the scientific rationale for management strategies of the neonate are emphasized. Content focuses upon fetal and neonatal physiological differences, pathophysiologic factors, specific, presenting signs and symptoms, and evidence based practices. This course will also address care of the infant and family dyad, ethical perspectives of end-of-life and palliative care. Specific emphasis will be placed on promotion of developmental care and promotion of family attachment with the hospitalized infant. Students are introduced to assessment, diagnostic evaluation, differential diagnosis and maintenance of infant/family dyad relationship relevant to the health-care needs of critically ill infants. The student will gain comprehensive neonatal nursing skills to provide specialized care to the normal, chronically ill and acutely ill neonates. Diverse teaching strategies including lectures and case studies are central to students’ achievements of course objectives. The importance of research utilization and evidence based practice is highlighted throughout the course.

NRSG556 (3) Advanced Neonatal Issues I

This course is designed to develop beginning expertise in advanced nursing practice with high risk and critically ill neonates/infants up to two years of age. Theoretical content focuses upon comprehensive care and pathophysiologcal factors, presenting signs and symptoms, and evidence based practices. Emphasis will include the role of the neonatal nurse practitioner in contemporary management, while advancing assessment skills, beginning expertise in developing differential diagnoses, comprehensive care, and management across the continuum (acute-critical-chronic care). Content will focus on the following systems: fetal physiology/placental physiology; transition to extrauterine life; pulmonary/respiratory; gastrointestinal/nutrition; renal (fluids and electrolytes); cardiovascular; hematology.

NRSG558 (3) Advanced Neonatal Issues II

This course is designed to build upon evolving expertise in advanced nursing practice with high risk and critically ill neonates/infants up to two years of age. Theoretical content further explores comprehensive care and pathophysiologcal factors, presenting signs and symptoms, and evidence based practices. Emphasis will include the role of the neonatal nurse practitioner in contemporary management, while advancing assessment skills, furthering expertise in developing differential diagnoses, comprehensive care, and management across the continuum (acute-critical-chronic care). Content will
focus on the following systems: infectious disease/immunology; endocrine and inborn errors of metabolism; neurology; musculoskeletal; dermatology; ear, nose and throat; intrauterine drug exposure.

NRSG559 (2) Genetics for Advanced Clinical Practice
The course subject will focus on genetic concepts, genetic mechanisms, embryologic and developmental changes that regulate normal development and produce structural malformation, regulatory disorders and susceptibility to disease. Core material will be discussed in the first four classes. Selected clinical modules will be assigned to student groups. Modules specific to practice of various women’s health, midwifery, pediatrics and adult health programs will be included in the selections. Scientific discoveries resulting from the human genome project and new genetic technology that influence diagnostic testing and therapeutics are emphasized throughout the course.

NRSG559A (1) Embryology and Development
Understanding the processes of embryology and development is essential for advanced practice nursing and forms the basis of much of what will be learned throughout the rest of the curriculum. Scientific discoveries in the area of developmental and molecular genetics have improved our ability to recognize genetic disorders to determine genetic variations that predispose an individual to develop certain diseases. This course will introduce the fundamentals of human embryogenesis and will describe the sequences of developmental processes that occur in the normal embryo. Understanding normal development will provide a starting point for understanding how certain development processes go awry leading to congenital disorders.

NRSG561 (5) Nurse Midwifery I
This clinical course is designed to build on basic health promotion skills, while emphasizing the application of the nurse-midwifery management process. Students will integrate physiological, sociocultural, educational, nutritional, and environmental content into clinical assessments, problem solving, health promotion, and planning care, in both ambulatory and in-patient settings. Theory and research related to evidence-based interventions will be examined and applied in practice. Students will develop skills in teamwork and consultation, collaboration, and referral, to guide the student in demonstrating beginning, safe, nurse-midwifery practice in the primary care, ambulatory gynecology, antepartum, intrapartum, postpartum, and newborn areas. The student will build communication, guidance, and counseling skills in the health care setting, integrating the tenets of the nurse-midwifery philosophy of care. Nurse-midwifery management recognizes pregnancy and birth as a normal physiologic and developmental process. The American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice shape the approach to this course.

NRSG570 (4) Family Nurse Practitioner I
This course introduces the student to the problem-solving and clinical decision-making processes used by advanced practice nurses (APRN). APRN evaluation and management of the most common episodic health problems and chronic disease states of adults and children seen in primary care settings will be emphasized. Theory and research related to evidenced-based, pharmacologic and non-pharmacologic interventions will be examined. Students will begin to analyze the complexity of health disparities. Models of disease risk reduction, health promotion and chronic disease management will be introduced. Students will continue to develop problem-solving and clinical decision-making pro-
cesses used by the APRN to care for all ages.

NRSG572 (5) Family Nurse Practitioner II
This course prepares APRN students to address increasingly complex health problems common to children, adolescents, and adults in primary care settings. It articulates with FNP I. Relevant theory and research related to evidence-based primary care management, pharmacologic and non-pharmacologic interventions are examined. Emphasis will be placed on the provision of culturally competent, evidence based primary care delivered to a diverse population of clients. The impact of disparities on health and the goals of HP 2020 will continue to be addressed. The role and scope of practice of the APRN in both acute and chronic care in multi-professional settings will continue to be analyzed.

NRSG573 (5) Family Nurse Practitioner III
This course articulates with NRSG 572, Family Nurse Practitioner II and is the final course in the series preparing the student for entry into the Advanced Practice role. Students will synthesize knowledge related to both serious episodic and progressive chronic conditions in the context of palliative and end of life care. Clinical settings will allow students to plan and implement culturally sensitive, evidence-based care across the lifespan as they address increasingly complex health issues common to primary care settings. Students will analyze barriers to health promotion and care delivery for diverse populations and, in particular, patients with chronic disease. Students will meet in seminar to explore issues related to Advance Practice Nursing, evaluation of care, and professional leadership.

NRSG575 (2) Optimal Wellness: Promoting and Maintaining Health
This course will introduce strategies the advanced practice nurse uses for promoting and maintaining health and wellness across the lifespan. Learners will examine the emerging evidence for incorporating complementary and integrative strategies into patient-centered care for optimal wellness and enhanced quality of life. Influences such as culture, access, poverty, education and global and national policy will be examined so that learners are challenged to think creatively about diverse populations and culturally relevant sustainable strategies for health promotion and injury prevention. Theories from various disciplines that promote behavioral change, optimal wellness and healthy lifestyles will be emphasized.

NRSG576 (1–2) Introduction to Clinical Specialty
Subtopics: Adult-Gerontology Acute Care NP, Adult-Gerontology Primary Care NP, Family NP, Nurse Midwifery, Pediatric NP
This clinical course is designed to provide the student with opportunities to deliver specialty specific advanced nursing care in collaboration with nursing faculty and clinical preceptors in various care settings. It will integrate the knowledge and skills acquired in the co-requisite courses in order to help prepare the student to provide clinical care. Emphasis is on developing skills in health promotion, health maintenance, risk reduction strategies, and understanding the basic health care needs of the patients in their chosen specialty. Students perform complete as well as symptom related health assessments. Collaborative strategies will guide the student in utilizing assessment skills as a beginning basis for clinical practice.

NRSG577 (6) Family/Emergency Nurse Practitioner I:
Clinical Decision Making and Procedures for the Family/emergency nurse practitioner Emergency care is evaluating, managing, treating and preventing unexpected illness
and injury. This course is the second of a three course sequence designed to provide the family/emergency nurse practitioner student with the didactic information and clinical-decision making skills necessary to perform differential diagnosis and management of patients across the lifespan presenting to primary, urgent and emergency care settings. Theory and research related to evidenced-based, pharmacologic and non-pharmacologic interventions will be examined. Building on didactic and clinical information for evaluating and treating adults, adolescents and children with minor episodic and chronic medical conditions in primary care settings, this course includes the evaluation and management of urgent and life-threatening conditions. Advanced procedural and diagnostic skills training used by the APRN in primary and emergency care settings including 12-lead EKG interpretation, abdominal ultrasound, central vascular access, chest thoracostomy, lumbar puncture and emergency resuscitation procedures including airway management and advanced cardiac life support will be taught. Interdisciplinary communication and collaboration skills will be emphasized and practiced through clinical opportunities with medical residents, APRNs and attending physicians in primary, urgent and emergency care settings. Team leadership skills will be emphasized and practiced using complex resuscitation simulations with undergraduate nursing students and medical residents.

NRSG579 (7) Family/Emergency Nurse Practitioner II: Medical Emergencies
Emergency care is evaluating, managing, treating and preventing unexpected illness and injury. This course is the first of a two-course sequence designed to provide the family/emergency nurse practitioner with a broad knowledge base to evaluate and manage patients in pre-hospital, urgent
care, and emergency department settings. A systems approach is used to address common medical emergencies. Relevant theory and research related to emergency care management, pharmacologic and non-pharmacologic interventions are examined. Evidence-based, cost-effective practice is emphasized. Provider-patient communication in emergency settings is analyzed, examining principally the effects of low literacy on provider-patient communication, particularly patient education.

**NRSG580 (7) Family/Emergency Nurse Practitioner III: Care of Patients with Life-threatening Injuries and Illness**

Emergency care is evaluating, managing, treating and preventing unexpected illness and injury. This course is the second of a two course sequence designed to provide the family/emergency nurse practitioner with a broad knowledge base to evaluate and manage patients in pre-hospital, urgent care, and emergency department settings. The course focuses on traumatic injury including orthopedic and wound emergencies as well as toxicological and environmental emergencies. Relevant theory and research related to these types of emergencies are addressed, particularly the importance of injury control and prevention. Legal issues within emergency settings are also discussed including confidentiality and chains of evidence. Evidence-based, cost-effective practice is emphasized. In addition, provider-patient communication in emergency settings is analyzed, particularly the evaluation of patient education tools for low literacy patients.

**NRSG586 (3) Leadership I: Professional and Personal Development as a Leader in Health Care**

A rapidly changing health system needs leaders with a wide range of knowledge, skills, attitudes, and values. Leaders must be able to communicate and collaborate effectively with others and adjust to change. Since leadership involves a critical understanding of one’s own characteristics and attributes, the purpose of this course is to develop self-awareness, a vision, and a mission for personal leadership as well as to use creative and risk-taking actions that will ignite new strategies for effective leadership in health care. Leadership theories, self-assessment tools, visioning, effective communication strategies, creative learning environments, and other leadership-related concepts are covered.

**NRSG588 (2) Health and Aging in the 21st Century**

This course will provide an introduction to four key areas of health and aging within the field of gerontology. These topics include (1) the social context of aging and health with a key focus on social determinants of health in old age, cultural competence, and person-centered care; (2) mobility and balance changes with age, as well as creative therapies to maintain and optimize motor function while maximizing quality of life; (3) age-related changes in vision, hearing, and cognition as pertinent to provider-patient communication and health self-management in aging; and (4) continuity and change in mental and emotional health in relation to transitions and losses experienced in later-life and how interpersonal and environmental factors mediate or moderate the impact of these changes.

**NRSG589 (2) Leadership for Health Professions**

This course is designed to expose students to a wide array of concepts that pertain health systems leadership in today’s rapidly changing and complex health system. These include nursing and organizational theories, change and adaptation theory, health policy, personal leadership skills, communication, strategy and ethics. Assignments will challenge students to apply course concepts and principles in their current professional environment, in improve their leadership presence, advance the roles of nursing and improve system processes and health care outcomes.
NRSG590 (1) International Health Care Systems: Nursing in the Caribbean
This course provides an introduction to international health care systems in selected Caribbean island nations. Students will explore the health care challenges confronting island nations, focusing on the nurse’s role in delivery of care and the social, cultural, political, and economic factors that influence health care. Students will participate in a service-learning experience in a developing country in the Caribbean, exploring the role of faith-based organizations and nongovernmental organizations in promoting health care. A variety of clinical experiences will be incorporated including but not limited to observing nursing and health team members in provision of health care services, providing direct care in clinics or home settings and providing health education in varied community settings. Students will become more culturally aware through interacting with clients and health care providers and through sharing perceptions during seminar discussions and/or written personal journals.

NRSG591 (3) Health Care Quality and Patient Safety
This course will expose students to theories, models, tools—and their application—for improving health care quality and patient-centered care in a variety of settings (e.g., acute care, home, community) both in the US and globally. Students will be introduced to the evolution of quality care science and measurement, and the use of health informatics to obtain and transform data into usable information to improve quality and safety. The course will leverage interdisciplinary participation of students in the School of Nursing, School of Medicine and School of Public Health, bringing their unique perspectives and experiences to the course.

NRSG600 (4) WHNP I Primary Care of Women
The student will be able to differentiate abnormal from normal findings using advanced assessment techniques, diagnostic study results and critical thinking to formulate a diagnosis and plan of care for a culturally diverse population of women, including health promotion, disease prevention, and management of common acute and chronic problems of women. Students will use current best evidence to formulate and implement culturally congruent plans of care.

NRSG601 (6) Women’s Health Nurse Practitioner II Advanced Care of Women
Building on NRSG 600 WHNP I, the student begins to critically examine and evaluate the health care of women across the life span. The course focuses on advanced practice skills and knowledge necessary for comprehensive assessment and management of women with complex health needs, including reproductive needs.

NRSG602 (6) Women’s Health Nurse Practitioner III Preceptorship for Women’s Health
During this course, the students are given an opportunity to focus primarily on the integration and refinement of advanced practice skills by functioning fully as a WHNP. The focus is on the synthesis of theory, research, and skills in a fully integrated clinical experience. Seminars, conducted by case management, using the students’ encounter within the clinic site, will assist the student in analysis and synthesis of the role of the WHNP in today’s health care environment.

NRSG603 (1–2) Dissemination of Immersion Learning
This course is designed as an opportunity for groups of students (or, optionally, individual students) to synthesize the knowledge developed from prior academic experiences (especially the Summer Immersion Experience) and to disseminate that knowledge in a variety of formats. These formats may include, but are not limited to, conference abstracts that, if accepted, may be presented in the
form of posters or podium/panel presentations, journal articles, educational products (e.g., orientation materials), and/or business, marketing, or strategic planning documents to be used by the immersion hosts.

**NRSG610 (3) Evaluating and Implementing Evidence-Based Decisions**
Students will be introduced to models of translational research and implementation science. Building on prior courses, students will evaluate both successful and unsuccessful examples of organizational change and innovation. Introduction of health system informatics, including strategies to manipulate large data sets, retrieve specific data, identify outliers, and review of statistical principles and research design from prior coursework, will enable diverse applicability to operationalize decision making and organizational change effectiveness. Coordinating themes of study with the second phase of the Health Systems Leadership project (NRSG 598), students will deliver specific milestones in the course of study to reflect progress on the innovation project required by the program.

**NRSG613 (6) Population-Based Outcome Evaluation**
This course focuses on evaluation of all three of the core public health functions—community assessment, policy development, and assurance—as they apply to public health nursing practice. Models and frameworks of research evaluation, program evaluation, and outcome evaluation are analyzed for appropriate settings. Students evaluate the health programs they planned and implemented in the previous nursing course, Population-Based Health Planning and Implementation. Clinical learning experiences are designed to develop skills in all aspects of outcome evaluation and in the dissemination of reports to health agencies. Prerequisite: NRSG512.

**NRSG614 (2) Human Lactation and Breastfeeding Management**
The course gives students the skills to effectively promote and support breastfeeding and human lactation in a variety of settings. The student will gain knowledge, understanding, and appreciation of the importance of breastfeeding and how the health professional can contribute to successful management of the breastfeeding family.

**NRSG624 (2) Pharmacotherapeutics in Pediatric Acute and Critical Care**
This course builds on NRSG522 Advanced Pharmacology and focuses on pharmacologic principles used in the care of acutely, critically, and chronically ill children. Prescriptive knowledge of pharmacologic agents used in a variety of settings is emphasized.

**NRSG630 (7) Nurse-Midwifery II**
This clinical course builds on beginning, safe nurse-midwifery and health promotion skills to address increasingly complex health problems. Theory and research related to evidence-based interventions will be examined and applied in the ongoing development of the nurse-midwifery student’s practice. This course will incorporate transdisciplinary teamwork strategies to support the student in demonstrating implementation of safe, evidence-based nurse-midwifery skills in primary care, ambulatory gynecology, antepartum, intrapartum, postpartum, and newborn areas. Emphasis will be on the management and implementation of culturally competent, holistic, evidence-based care in the health care setting, integrating the tenets of the nurse midwifery philosophy of care and addressing the impact of disparities on health. The American College of Nurse-Midwives (ACNM)
Philosophy, Code of Ethics, ACNM Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice shape the approach to this course.

NRSG631 (5) Nurse-Midwifery III
This course articulates with NRSG 630 and is the final course in the series preparing the student to merge the professional role and responsibilities of clinical management in transitioning to independent, full-scope practice as a nurse midwife. Students will continue to implement the nurse midwifery management process by synthesizing knowledge related to health promotion with episodic and chronic health care problems as related to: primary care, ambulatory gynecology, antepartum, intrapartum, postpartum, and newborn health. Students will continue to incorporate transdisciplinary strategies in the implementation of culturally competent, holistic, and evidence-based health care in increasingly complex clinical settings. This course will focus on the application of the nurse-midwifery process and health advocacy for selected health populations. The expected outcome is safe and competent clinical functioning at the level of a beginning practitioner, drawing on a sound basis of theory and research in executing evidence-based practice and adhering to professional standards. The American College of Nurse-Midwives (ACNM) Philosophy, Code of Ethics, ACNM Core Competencies for Basic Midwifery Practice (including Hallmarks of Midwifery and Midwifery Management Process), and the Standards for Midwifery Practice shape the approach to this course.

NRSG634 (6) Synthesis in Clinical Specialty: Dual Major CNM/FNP
This course is designed for the dual major CNM/FNP student to synthesize APRN knowledge and transition to the independent practice of advanced practice nursing in both nurse midwifery and family nurse practitioner specialties. Students will continue to incorporate transdisciplinary strategies in the implementation of culturally competent, holistic, and evidence-based health care in increasingly complex clinical settings. Students will perform complete health assessments, accurately diagnose conditions from differential diagnoses, and develop appropriate management and follow-up plans. The expected outcome is safe and competent clinical functioning at the level of a beginning practitioner, drawing on a sound basis of both theory and research in executing evidence-based practice and adhering to professional standards.

NRSG644 (2) Bowel and Bladder Dysfunction
This course is designed to provide the advanced practice nurse with the knowledge and skills needed to effectively manage problems related to bowel and bladder management. The course includes evidence-based didactic instruction in addition to clinical preceptorship, with an emphasis on prevention and management of common problems such as urinary incontinence, chronic constipation, and fecal incontinence. Clinical skills include focused physical examination and behavioral strategies for correction of incontinence.

NRSG646 (2) Advanced Management of Skin and Wounds
This course is designed to provide the advanced practice nurse with the knowledge and skills need-
ed to effectively manage problems related to skin and tissue integrity. The course includes evidence-based didactic instruction in addition to clinical preceptorship, with an emphasis on prevention and management of common problems such as pressure ulcers, vascular ulcers, and neuropathic ulcers. Clinical skills include differential wound assessment, instrumental wound debridement, chemical cauterization, and compression therapy.

**NRSG651 (3) Neonatal NP I**
This course focuses on the development of novice competency in advanced nursing practice with low risk term/late preterm neonates and older infants (up to age 2). Major emphasis is on advanced assessment competencies and primary health care for low-moderate risk neonates and older infants. Students begin to explore collaboration with other health professionals involved in the provision of health care. Innovative faculty/student practice models are used to enhance students’ learning experiences for resuscitation, stabilization, and advance practice procedural skills.

**NRSG652 (2) Mental Health Issues in Advanced Practice Nursing**
This course provides advanced practice nursing students with a foundation for the promotion of mental health in patients across the lifespan, utilizing the patient-centered care model. The course content will reflect the integral relationship between psychological and physical health. The course provides an overview of common mental health disorders that present in diverse clinical populations in various health care settings. Students will learn to conduct mental health evaluations, provide brief interventions and evidence based treatment plans, and evaluate treatment outcomes.

**NRSG653 (5) Neonatal NP II**
This course builds upon previously established novice competencies in advanced nursing practice with high-risk neonates and older infants (up to age 2). Continued emphasis will expand to include advanced assessment competencies and acute/critical health care management for neonates and older infants (up to age 2). Students continue developing collaboration with other health professionals involved in the provision of health care. Innovative faculty/student practice models are used to enhance students’ learning experiences for ventilation strategies, FEN management, and hemodynamic stabilization.

**NRSG654 (6) Neonatal NP III**
This course focuses on the continued evolution of novice competency in advanced nursing practice with high-risk neonates and older infants (up to age 2). Course emphasis is on independent decision-making regarding advanced assessment and acute/critical/chronic healthcare for neonates and older infants (up to age 2). Students independently collaborate with other health professionals involved in the provision of neonatal healthcare. Innovative faculty/student practice models are used to enhance students’ learning experiences for critical and chronic care, transitions of care, and multiple-patient case load management.

**NRSG656 (2–3) Introduction to Complex Humanitarian Emergencies**
This course will introduce students to the field of global response to Complex Humanitarian Emergencies (CHEs). Particular attention will be given to the similarities and differences among re-
sponses to natural disasters and CHEs and the public health perspective of CHEs. Major emphasis will be given to the role of nurses in the provision of health care and ethical issues related to CHEs. Organizational features of CHEs will be studied particularly as they relate to crisis and nursing leadership roles and challenges in CHEs. Students will explore the experience of being displaced as seen through the eyes of a resettled refugee.

**NRSG657 (2) Palliative Care across the Spectrum**
This course uses an evidence-based approach to provide in-depth examination of palliative care principles for the APRN student. This course will prepare advanced practice nurses with the knowledge, skills, and attitudes to understand and enhance quality of life in the context of serious, incurable illness at any stage of illness and development. The course will examine the obstacles and opportunities to provide palliative care from a practice and policy perspective within current and emerging models of care. Course content and learning experiences allow students to be engaged in the creation of physical, psychological, spiritual, social, and ethical healing opportunities for the patient, family and their communities.

**NRSG659 (2) Cultural Competence for Advanced Practice Nurses**
As the United States grows in diversity, health care providers are increasingly challenged to understand and address the cultural needs of a diverse clientele. A key goal of HP 2010 is to eliminate health disparities in the United States (U.S. DHHS, 2000). Understanding patients’ diverse cultures—their values, traditions, history, and institutions—is not simply political correctness. It is integral to eliminating health care disparities and providing high-quality patient care. This course focuses on strategies and practices that can enhance cultural competency for advanced practice nurses. Innovative multidisciplinary, culturally competent models of care will be values, attitudes, and beliefs about diverse ethnic, religious, and social groups. The advanced practice roles of care provider, researcher, and educator are emphasized. Objectives include (1) critically analyzing the need for culturally competent care in our pluralistic contemporary society; (2) critically analyzing prevailing health care paradigms and culturally competent nursing and health theories from a transcultural nursing perspective; (3) identifying strategies for promoting effective cross-cultural communication in multicultural health care settings; (4) exploring the process and content needed for the comprehensive cultural assessment of self, individuals, families, and groups from diverse cultures; (5) examining cultural factors that influence patient assessment and clinical decision making, including patient education; and (6) discussing the major beliefs systems of people from diverse ethnic, religious, and social groups.

**NRSG660 (2) Medical Anthropology for Health Practitioners: The Social Context of Health and Illness**
This course introduces students to central concepts of medical anthropology and social medicine, and applies these concepts to the clinical encounter and to the role of the health practitioner (RN, APRN, or other health professional). Building on previous courses that cover population health, cultural humility, and social responsibility in the healing professions, this course presents a close examination of the social context of health and illness. It exposes students to diverse theories of disease causation, prevention, and healing efficacy (including the relevance of belief/placebo effect), exploring the concept of medical pluralism through clinical case studies of overlap in current
medical “cultures.” It then considers ways in which systems of medicine and healing – including biomedicine – also act as social institutions, sources of authoritative knowledge, and ultimately systems of power. Particular focus is given to processes by which social structures and political-economic forces shape population patterns of wellness, illness, and suffering. Throughout the course, implications of this content for clinical practice is evaluated, including the development of strategies through which students, as new health practitioners, might effectively navigate the “figured world” of the clinical encounter and provide higher quality care.

**NRSG661 (4) Pediatric Acute Care Nurse Practitioner I**

This is the first of three courses focusing on the development of beginning expertise in pediatric advanced acute and critical care nursing practice with infants, children, and adolescents experiencing complex, acute and critical illnesses in a variety of intensive care settings. A major focus on this first course is on essential developmental and psychosocial concepts as well as theories that provide a foundation for advanced practice pediatric acute and critical care nursing. The foremost aim of the seminar is to discuss and analyze the impact of acute and critical illnesses on infants, children adolescents and their family members. Major concepts of stress, coping, adaptation and mastery of stressors during hospitalization will be integrated. Students are expected to discuss and analyze principles of critical care to provide optimal caring practices aimed at implementing developmentally appropriate and supportive care to children and their families. Students will identify, discuss and analyze aspects of hospitalization and intensive care that are difficult for children and their families and will explore sensitive developmental approaches and interdisciplinary interventions which will reduce stress and promote coping and adaptation as well as positive health outcomes for infants, children, adolescents, and parents in intensive care environments. Innovative faculty/student practice models will serve to enhance students’ learning experiences in a variety of critical and intensive care settings, including the NICU environment.

**NRSG662 (4) Pediatric Acute Care Nurse Practitioner II**

This is the second course in a three course series focused on the advanced health assessment, recognition and management of emerging health crises, patient stabilization and restoration of maximal health potential for the student focusing on Advanced Pediatric Acute Care Practice. This course is designed to introduce the PNP-Acute Care student to the care of the acutely ill or injured child. Emphasis will be placed on high-tech interventions, and developmentally supportive care interventions designed to meet the unique care needs of acutely ill pediatric patients and neonates in the NICU. The PNP AC students will plan interventions to stabilize the patient, minimize complications, promote physical and psychological well-being, restore maximal health potential and evaluate for risk factors in achieving these outcomes. Theory and clinical procedures will be designed for the PNP AC to acquire invasive skills and procedures in the clinical management of selected clients. Innovative faculty/student practice models are used to enhance students’ learning experiences in a variety of acute and critical care settings. Within these settings, the Pediatric Acute Care Nurse Practitioner (PNP-AC) student will learn to perform comprehensive, advanced health assessments of pediatric patients experiencing chronic conditions in the acute care setting. Major concepts related to family centered care are integrated throughout the course.
NRSG663 (5) Pediatric Acute Care NP III
This is the final course in a series of PNP courses in the Pediatric MSN specialty program focusing on the continued development of essential competencies and advanced roles of the pediatric nurse practitioner in the acute care setting. This last PNP AC course focuses on the development of clinical expertise in advanced nursing practice meeting the specialized needs of children with complex acute, critical, and chronic health conditions. Focus is on advanced health assessment, recognition and management of emerging health crises, patient stabilization and restoration of maximal health potential. The experience is accomplished under the guidance of an approved preceptor after completion of all required theory and practicum courses in the program of study. The Pediatric Nurse Practitioner (Acute Care) student will perform comprehensive, advanced health assessments of infants, children. PNP AC students will plan interventions to stabilize the patient, minimize complications, promote physical and psychological well-being, restore maximal health potential and evaluate for risk factors in achieving these outcomes. Students will use theory based learning to perform clinical procedures and to acquire invasive procedures skills to clinically manage selected clients.

NRSG664 (4) Pediatric Primary Care NP I
This course is the first in a series of three clinical courses for the graduate student in the Pediatric MSN Specialty program. This course focuses on the development of beginning clinical expertise in advanced nursing practice with well children, parents, and families in the second semester of the Pediatric MSN Specialty program. A major focus is on advanced health assessment and primary care of infants, children, and their families in the primary care setting. Health promotion, health maintenance, and disease prevention are emphasized with wellness and introduction of acute problems in pediatric primary and acute care. Innovative faculty/student practice models are used to enhance students' learning experiences in a variety of community-based settings. Within these settings, the Pediatric Nurse Practitioner (PNP) student will learn to perform comprehensive, advanced health assessments of infants, children, and adolescents and to use screening tools to assess the child’s developmental level.

NRSG665 (4) Pediatric Primary Care NP II
This course is the second in a series of three clinical courses for the graduate student in the Pediatric MSN Specialty program. The student will continue to progress in the role of the nurse practitioner and in the assessment, diagnosis, and management of common chronic conditions in infants, children and adolescents in this third semester of the Pediatric MSN Specialty Program. Theoretical content focuses on pathophysiology, presenting signs and symptoms and evidence-based practice. The student is introduced to management skills relevant to meeting the most commonly diagnosed health-care needs of infants, children, and adolescents in ambulatory settings, acute care clinics or in the emergency room. Effective use of skills required for the clinical management, education, consultation, referral and follow-up for children with the most commonly diagnosed chronic illnesses is the major emphasis throughout the semester. Students continue to explore the process of collaboration with other health professionals involved in the care of children and their families.
NRSG667 (4) Pediatric Primary Care Nurse Practitioner III
This is the final course in a series of three clinical courses in the Pediatric MSN specialty program focusing on the continued development of essential competencies and advanced roles of the pediatric nurse practitioner in the primary care setting. Major emphasis will be placed on further development of advanced clinical nursing expertise with children with chronic illnesses, and other complex health care problems, variations, and needs. Students are expected to continue to implement and promote the process of collaboration with interdisciplinary health professionals involved in providing quality health care to children and families in inpatient and ambulatory community settings. It is expected that students will demonstrate leadership in strengthening and improving health care for children with acute and chronic illnesses through synthesis and expansion of advanced practice roles. Through innovative faculty/student/preceptor practice models, students will be enabled and supported in their efforts to further synthesize advanced practice, theory, clinical practice, and role development.

NRSG668 (4) Adult Gerontology Acute Care Nurse Practitioner I
This is the first in a three-course seminar sequence focused on diagnosing and managing acute and complex chronic health problems in the adult and older adult client from an advanced practice nursing perspective. Building on core courses in advanced health assessment and optimal wellness, class presentations and discussions will focus on major concepts in the care of acute and complex chronically ill adult patients from a systems and environmental approach. Diagnostic and management concepts will be applied by utilizing case studies including interviewing and examination strategies and methods, and discussions with an emphasis placed on the use of evidence-based practice and interdisciplinary team leadership. The role of the adult/gerontology acute care nurse practitioner as direct care provider and consultant in the context of the multiple care settings are discussed, as well as situations where referral is appropriate.

NRSG669 (5) Adult/Gerontology Acute Care Nurse Practitioner II
This is the second in a three-course seminar sequence focused on diagnosing and managing health problems in the adult and older adult client from an advanced practice nursing perspective. Building on core courses, class presentations and discussions will focus on major concepts in the care of the acute and complex chronically ill adult from a systems and environmental approach. Diagnostic and management concepts will be applied by utilizing case studies and discussions with an emphasis placed on the use of evidence-based practice. The role of the nurse practitioner as direct care provider, consultant, and interdisciplinary team member in the context of the acute, transitional and long-term care settings are discussed.

NRSG670 (6) Adult/Gerontology Acute Care Nurse Practitioner III
This is the third and final course in a three-course seminar sequence focused on diagnosing and managing health problems in the adult and older adult client from an advanced practice nursing perspective. Building on prior clinical courses, class presentations and discussions will focus on major concepts in the care of the life-threatening acute and progressively frail older adult from a systems and environmental approach. Diagnostic and management concepts will be applied by utilizing case studies, diagnostic algorithms, and discussions supported by evidence and best practices.
NRSG671 (4) Adult Gerontology Primary Care Nurse Practitioner I
This is the first in a three-course seminar sequence focused on diagnosing and managing health problems in the adult and older adult client from an advanced practice nursing perspective. Building on core courses in advanced health assessment and optimal wellness, class presentations and discussions will focus on major concepts in the care of acute and chronically ill adult patients from a systems and environmental approach. Diagnostic and management concepts will be applied by utilizing case studies including interviewing and examination strategies and methods, and discussions with an emphasis placed on the use of evidence-based practice and interdisciplinary team leadership. The role of the adult/gerontology primary care nurse practitioner as direct care provider and consultant in the context of the multiple care settings are discussed, as well as situations where referrals are appropriate.

NRSG673 (5) Adult/Gerontology Primary Care Nurse Practitioner II
This is the second in a three-course seminar sequence focused on diagnosing and managing health problems in the adult and older adult client from an advanced practice nursing perspective. Building on core courses, class presentations and discussions will focus on major concepts in the care of the acute and chronically ill adult from a systems and environmental approach. Diagnostic and management concepts will be applied by utilizing case studies and discussions with an emphasis placed on the use of evidence-based practice. The role of the nurse practitioner as direct care provider, consultant, and interdisciplinary team member in the context of the primary, transitional and long-term care settings are discussed.

NRSG674 (5) Adult/Gerontology Primary Care Nurse Practitioner III
This is the third and final course in a three-course seminar sequence focused on diagnosing and managing health problems in the adult and older adult client from an advanced practice nursing perspective. Building on prior clinical courses, class presentations and discussions will focus on major concepts in the care of the life-threatening acute and progressively frail older adult from a systems and environmental approach. Diagnostic and management concepts will be applied by utilizing case studies, diagnostic algorithms, and discussions supported by evidence and best practices.

NRSG678 (2) Issues in Women’s Health
The purpose of this course is to examine and challenge prevailing views of women’s health throughout the life span. Emphasis is placed on culture, race, class, and gender as women’s health is re-envisioned. Mainstream approaches are challenged and questioned, and alternative views consistent with nursing values are explored. Selected issues are examined using power as a framework for critique. Issues are presented by guest lecturers and faculty and are followed by seminar discussion. A praxis component includes dissemination of selected health promotion information to undergraduate students in an empowering atmosphere.

NRSG680 (2) Dermatology in Rural Health
Skin conditions are among the most common health concerns in primary care. While this course will focus on dermatological conditions frequently seen among farm workers in rural settings, basic principles of dermatology, including dermopathology and therapeutics, will be reviewed and expanded.
upon. Students will refine knowledge and skills to diagnosis and manage common dermatologic conditions. This course will familiarize the student with resources available supporting quality care for vulnerable patients in rural areas. Cultural and communication issues for working with minority populations will be discussed with particular attention to dermatology and related health behaviors.

NRSG683 (3) Human Sexuality in Health and Illness
This course is structured to help students become knowledgeable in dealing with the sexual issues of clients and target populations. It enables students to integrate the physical, emotional, intellectual, and social aspects of sexuality. In order to stimulate ideas and feelings, the course consists of both didactic input, audiovisuals (some sexually explicit), and group discussions to facilitate learning. Adaptations necessary when life events threaten or interfere with sexual integrity and functioning are covered.

NRSG686 (1–3) Health as Social Justice
This is a student-initiated course that provides an interdisciplinary approach to understanding the complexities inherent in improving health. The multiplicity of social factors that affect health are examined as well as working models of approaches to alter them favorably.

NRSG695R Clinical Directed Study
NRSG697R (1–3) Directed Study
Doctor of Nursing Practice Program

The American Association of Colleges of Nursing (AACN) stipulates that the practice-focused doctoral program of nursing (DNP) is a model of doctoral education that provides an additional option for attaining a terminal degree in nursing that is distinct from a PhD. Emory’s Nell Hodgson Woodruff School of Nursing DNP program prepares graduates for the highest level of nursing practice beyond the initial preparation in the discipline. Nurses can enter the DNP program after completing a master’s in nursing or after the completion of their BSN degrees. Emory University recognizes the need for nurse leaders in both hospital systems and in public health settings. Therefore, this program is designed to allow the student to focus on either a health systems track or a population health track. Core DNP curricular content in both tracks will follow the eight essential areas outlined by the AACN.

The Emory DNP program offers two curricular tracks. Students in the health systems leadership track will take specialized content relevant to health systems leadership. Students in the population health track will take specialized content available in the Rollins School of Public Health. All students will be required to complete a DNP project and demonstrate 1000 practicum hours of advanced practice from previous education or within their DNP coursework.

The DNP program will combine residential and online instruction. Weekend residential components will be 3–5 per semester depending on the program of study. These components will be held at the NHWSN campus and will supplement the online course modules.

Mission

The mission of the Doctor of Nursing Practice (DNP) program is to cultivate the next generation of nurse leaders who will heal, save lives, and improve the well-being of people around the world through innovative leadership, translation, practice, and health care policy.

Vision

The vision of the DNP program is to provide students with a world-class educational experience, and by leveraging innovative leadership, translation, practice, and health care policy, Emory DNP graduates will be well-poised to lead change and transform health care systems to improve the health and well-being of people in our global and local community.

Values

The values of the DNP program are to advance the transformation of health and health care through clinical scholarship, leadership, and social responsibility.

Goals

The following goals contribute to the achievement of this mission:

- To educate nurses to achieve Advanced Practice Mastery using the highest caliber of evidence based practice to enhance and promote the quality of the health of individuals, families, and communities;
• Prepare nurses for leadership roles in the delivery, design, and evaluation of nursing care that is data-driven, sensitive, and responsive to the ethical, cultural, and psychosocial concerns of individuals, families, and communities; and
• Develop, implement, and evaluate the efficacy and effectiveness of innovative nursing practice models, health care policy, and health care delivery systems.

**DNP Program Requirements**

**Plan of Study**

All doctoral students need to complete and submit a doctoral Plan of Study to the Director of the DNP program prior to enrolling in classes with updated plans each semester. The Plan of Study includes any applicable transfer work from other institutions, intended course work for Emory University and the Nell Hodgson Woodruff School of Nursing coursework and expected graduation term. The Plan of Study requires the approval of the student’s faculty adviser and/or the DNP program director before the student can register in OPUS.

**PLAN OF STUDY FOR DOCTORAL STUDENTS ENTERING HEALTH SYSTEMS LEADERSHIP TRACK—FULL TIME**

**Year 1**

**Fall Semester**

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<tr>
<th>Course Code</th>
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<tr>
<td>NRSG 589D</td>
<td>Leadership for Health Professions</td>
<td>2</td>
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<tr>
<td>NRSG 591D</td>
<td>Health Care Quality and Patient Safety</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 596D</td>
<td>Economic Principles of Health Care</td>
<td>2</td>
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<tr>
<td>NRSG 715D</td>
<td>DNP Project Development I</td>
<td>2</td>
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**Spring Semester**

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<tr>
<td>NRSG 593D</td>
<td>Leading People to Transform Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 594D</td>
<td>Analytic Tools for Evidence-Based Decision-Making</td>
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<tr>
<td>NRSG 599D</td>
<td>Business of Health Care: Finance</td>
<td>3</td>
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<tr>
<td>NRSG 716D</td>
<td>DNP Project Development II</td>
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**Summer Semester**

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<tr>
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<td>Analysis of Complex Health Systems for Organizations</td>
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<tr>
<td>NRSG 610D</td>
<td>Analyzing, Evaluating and Translating Health Systems Evidence</td>
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<tr>
<td>NRSG 717D</td>
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**Year 2**

**Fall Semester**

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<td>DNP Project</td>
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<tr>
<td>NRSG 723D</td>
<td>Health Policy, Ethics, and Law</td>
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PLAN OF STUDY FOR DOCTORAL STUDENTS ENTERING POPULATION HEALTH TRACK—FULL TIME

Year 1

Fall Semester
BIOS 503D Introduction to Biostatistics .................................................................2
BIOS 505D Integrated Communication Strategies ...............................................2
NRSG 589D Leadership for Health Professions ...................................................2
NRSG 596D Economic Principles ........................................................................2
NRSG 715D DNP Project Development I ..............................................................2

Spring Semester
PRS 530D Qualitative Methods (one of several options) .................................2
EPI 540D Fundamentals of Epidemiology ...........................................................2
PRS 580D Research Design and Grant Preparation .............................................2
NRSG 599D Business of Health Care: Finance ....................................................3
NRSG 716D DNP Project Development II ............................................................1

Summer Semester
BSHE 504D Social Behavior in Public Health .....................................................2
PRS 5 40D Conduct of Evaluation Research ........................................................2
NRSG 717D DNP Project Development III .........................................................5
NRSG 718D Population Adaptive Solutions .......................................................1

Year 2

Fall Semester
NRSG 721D DNP Project .....................................................................................7
NRSG 723D Health Policy, Ethics, and Law .........................................................2
NRSG 720D Collaboration and Transformation for Population Health ...............2

Degree Requirements for Post-MSN Students
A total of 38 hours is required for students in the health systems leadership track; a total of 41 hours is required for students in the population health track. The course requirements consist of the DNP core courses that all students are required to take and the population or health system foci courses for the track the student wishes to take.

The core DNP coursework (24 credits) that will be required for students in either track is as follows:
### COURSE TITLE                                      CREDIT HOURS
DNRSG 589D Leadership for the Health Professions ............................................................2 credits
NRSG 596D Economic Principles of Health Care ...............................................................2 credits
NRSG 599D Business of Health Care: Finance .................................................................3 credits
NRSG 715D DNP Project Development I ..............................................................................2 credits
NRSG 716D DNP Project Development II .............................................................................1 credits
NRSG 717D DNP Project Development III ..........................................................................5 credits
NRSG 721D DNP Project ....................................................................................................7 credits
NRSG 723D Health Policy, Ethics, and Law ....................................................................2 credits

### Course Descriptions

**NRSG589D (2) Leadership for Health Professions**
This course is designed to expose students to a wide array of concepts that pertain health systems leadership in today’s rapidly changing and complex health system. These include nursing and organizational theories, change and adaptation theory, health policy, personal leadership skills, communication, strategy and ethics. Assignments will challenge students to apply course concepts and principles in their current professional environment, in improve their leadership presence, advance the roles of nursing and improve system processes and health care outcomes.

**NRSG591D (3) Health Care Quality and Patient Safety**
This course will expose students to theories, models, tools—and their application—for improving healthcare quality and patient-centered care in a variety of settings (e.g., acute care, home, community) both in the US and globally. Students will be introduced to the evolution of quality care science and measurement, and the use of health informatics to obtain and transform data into usable information to improve quality and safety. The course will leverage interdisciplinary participation of students in the School of Nursing, School of Medicine and School of Public Health, bringing their unique perspectives and experiences to the course.

**NRSG592D (2) Analysis of Complex Health Systems for Populations and Organizations**
This course is a synthesis and review of theories and principles related to complex systems in health care delivery, health related organizations, and populations emphasizing the interplay among micro-, meso-, and macro-systems within the ecological framework. Using population specific data sets, students will integrate knowledge and skills from prior course work. Students will assess and evaluate components of complex systems and propose strategies to improve operations, performance, and outcomes.

**NRSG593D (3) Leading People to Transform Organizations**
In this course, students will use informatics, resources and other tools to enhance their leadership skills in order to transform health care systems. This course provides the framework for developing change initiatives through the application of leadership principles and use of information systems. Students are expected to apply theories, models and methodologies to critically appraise and predict success of teams/organizational efforts. The development of strategic, operational, and tactical leader-
ship skills will be promoted through understanding the influence of policy, organizational hierarchy, and personal leadership characteristics.

**NRSG594D (3) Analytic Tools for Evidence-Based Decision-Making**

Students will be introduced to a variety of research methods and statistical principles used in healthcare quality and health systems research. They will develop basic statistical understanding and research literacy, critically appraising evidence from a variety of sources to inform effective leadership decisions.

**NRSG596D (2) Economic Principles of Health Care**

In this course, students will be introduced to economic theory, application, and analysis as it relates to health and to the business of health care. It provides a core foundation about economics, familiarizing students with key terminology. The course will include a basic overview of Macro and Micro economics, cost benefit, cost effectiveness, and comparative effectiveness analysis.

**NRSG599D (3) Business of Health Care: Finance**

In this course, students will examine the American healthcare system’s financial parameters from historical and sociological perspectives. From these perspectives, and using important concepts such as market forces, resource optimization, national trends, fiscal management and sustainability, core business principles will be integrated as they relate to health care delivery in the US.

**NRSG610D (3) Analyzing, Evaluating, and Translating Health System Evidence**

Learners will apply standard research design and data analysis techniques from previous courses to interpret a population-specific data set. Those data-informed insights will be used to customize a health system change that is simultaneously responsive to institutional context and population need. The proposal will incorporate insights from change theory on one or more levels on the ecological model. Course activities are linked with the organizational change process utilized in NRSG 592.

**NRSG715D (2) DNP Project Development I**

DNP Project Development I is the first course in a 3-course series that prepares the student to conduct a final capstone project in a focused area of practice inquiry. This course provides the foundation for students to identify key theories and concepts associated with their inquiry and to conduct a scholarly literature review to support their project proposal. Comprehensive search strategies and skills in literature synthesis will be included.

**NRSG716D (1) DNP Project Development II**

DNP Project Development II is the second course in a 3-course series that prepares the student to conduct a final capstone project in a focused area of practice inquiry. This course prepares the student to conceptualize and develop a site-specific project plan in collaboration with a sponsoring facility or site. Students will learn the steps to project development and management, including the process of negotiation for planning and conducting the project.

**NRSG717D (5) DNP Project Development III**

DNP Project Development III is the third course in a 3-course series that prepares the student to conduct a final capstone project in a focused area of practice inquiry. This course prepares the student to finalize the implementation plan for the capstone project. The details needed for full implementa-
tion of the project will be addressed, including but not limited to intervention development, system change, methods of measurement, selection of systems of analysis, and plans for project dissemination. Various regulatory board requirements will be reviewed.

**NRSG721D (7) DNP Capstone Project**
The DNP Capstone Project is the final component of the capstone experience, culminating in the generation of results that are prepared for dissemination either regionally, nationally or globally. The specific capstone project reflects the specific interest of the student, guided by a faculty and/or practicum site mentor. This final project will reflect the student’s ability to assimilate effective communication and collaboration skills and to assume a leadership role in evaluating practice and negotiating health care change.

**NRSG723D (2) Health Policy, Ethics, and Law**
This course will introduce students to the interplay of legal, ethical and policy issues in the delivery of healthcare and the practice of nursing. The role of nursing in designing, influencing, and implementing healthcare policies will be highlighted. Major legal initiatives around health care financing, practice regulation, access to care, safety, quality and efficacy will be discussed. Case scenarios will be used to explore how nurse leaders integrate advanced practice with the ability to analyze the policy process and to engage in politically competent action.
Emory University Laney Graduate School

Emory’s PhD program in nursing is a full-time, intense learning experience designed to develop the next generation of nurse scientists who will change the face of health care. Emory prepares doctoral students to meet the challenges of today’s fast-paced health care environment by giving students unparalleled opportunities to impact research, teaching, and patient care.

The doctoral program consists of required courses in the sciences, research, and electives designed to give students grounding in their areas of research specialization. Students work closely with faculty mentors throughout the entire doctoral program.

Students can enter the PhD program in nursing with either a BSN or an MSN. Students who enter with a BSN are required to complete 18 semester hours in full standing and 36 semester hours in advanced standing for a minimum of 54 semester hours. Students who enter the PhD program with an MSN are admitted in advanced standing and required to complete 36 semester hours.

Students can also complete the coursework required for certification as a nurse practitioner or nurse midwife during their third year in the program.

Goals and Objectives of the PhD Program

The program has two primary goals. First, it is designed to prepare nurse scholars for research roles involving the design, evaluation, and institutionalization of innovative clinical, system, and policy-level interventions. The program also prepares nurse scholars to educate the next generation of nurses to meet the challenges of providing quality care in the context of a health care system driven by economics, addressing the ethical complexities of clinical practice, serving as effective patient advocates.

Admission Overview

Application to the PhD in program in nursing must be made through the Emory University Laney Graduate School website at https://www.applyweb.com/emorylgs/index.html. Students applying for the entering class of fall 2016 must apply by January 3, 2016.

Tuition and Fellowships

All doctoral degrees are awarded by the Graduate School of Arts and Sciences. Admitted students are granted a full tuition waiver and may receive an annual stipend. The tuition waiver and stipend are renewed annually, contingent upon satisfactory academic performance.
### Full-Time Plan of Study

(Please see the Emory University Laney Graduate School catalog for course descriptions.)

#### YEAR ONE, FALL

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<td>NRSG700</td>
<td>Evolution of Nursing Science</td>
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<td>NRSG732</td>
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#### YEAR TWO, FALL

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*TATTO (Teacher Assistant Training and Teaching Opportunity)*

**Does not count toward the 36 semester hours in advanced standing required for graduation.

#### YEAR THREE, FALL

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Vice President and Deputy to the President

Allison K. Dykes
Vice President and Secretary of the University

Faculty

Corrine A. Abraham, Assistant Professor Clinical; BSN, University of Iowa, 1978; MN, Emory University, 1985; DNP, University of Minnesota, 2013.

Jennifer Adamski, Assistant Professor Clinical; BSN, Carlow University, 2000; MSN, University of Pittsburgh, 2002; DNP, University of South Alabama, 2013.

Teresa Ades, Associate Professor Clinical; BSN, University of Alabama, 1976; MSN, Georgia State University, 1996; DNP, Georgia Regents University, 2009.

Angela Frederick Amar, Associate Professor, Assistant Dean for BSN Education; BSN, Louisiana State University Medical Center, 1987; MSN, Louisiana State University Medical Center, 1992; PhD, University of Pennsylvania, 2003.

Mary Kathleen Bachtel, Assistant Professor Clinical; BSN, Georgia Regents University, 1995; MSN, Emory University, 1999; DNP, Vanderbilt University, 2010.

Brenda Baker, Assistant Professor Clinical; Diploma, Roanoke Memorial Hospital School of Professional Nursing, 1982; BA, Mary Baldwin College, 1988; MN, Emory University, 1994; PhD, Virginia Commonwealth University, 2011.

Deborah Watkins Bruner, Professor; BSN, West Chester University, 1978; MSN, Widener University, 1985; MSN, Widener University, 1988; PhD, University of Pennsylvania, 1999.

Hope Bussenius, Assistant Professor Clinical; BSN, Medical College of Georgia, 1990; MSN, Emory University, 1993; DNP, Georgia Regents University, 2012.
EunSeok (Julie) Cha, Assistant Professor; BSN, Chung-Ang University, 1993; MPH, Seoul National University 1998; MSN(c), University of Pittsburgh, 2009; PhD, University of Pittsburgh, 2005.

Rasheeta Chandler, Assistant Professor; AA, Santa Fe Community College, 1999; BSN, Florida A&M University, 2001; MSN, University of South Florida, 2006; PhD, University of South Florida, 2008.

Carolyn Clevenger, Associate Professor Clinical, Assistant Dean for MSN Education; BSN, West Virginia University, 2000; MSN, Emory University, 2002; DNP, Georgia Regents University, 2007.

Sharron Close, Assistant Professor Research; BA, University of Vermont, 1973; MS, Baylor College of Medicine, 1975; BS, Columbia University School of Nursing, 2001; MS, Columbia University School of Nursing, 2003; MPhil, Columbia University School of Nursing, 2010; PhD, Columbia University School of Nursing, 2011.

Caroline Coburn, Assistant Professor Clinical; BSN, Duke University, 1973; MS, Georgia State University, 1981; DNP, University of Alabama at Birmingham, 2013.

Yvonne Y. Commodore-Mensah, Assistant Professor Research; BSN, Fairleigh Dickinson University, 2008; DNP, Johns Hopkins University, 2014.

Ann Connor, Associate Professor Clinical; BSN, University of Alabama, 1977; MSN, University of Alabama, 1980; DNP, University of Alabama at Birmingham, 2013.

Elizabeth J. Corwin, Professor; Associate Dean for Research; BS, University of Michigan, 1977; PhD, University of Michigan, 1981; BSN, University of New Mexico, 1993; MSN, University of New Mexico, 1996.

John Cranmer, Assistant Professor Clinical; BA, Wheaton College, 2000; BSN, Johns Hopkins University, 2003; MSN/MPH, Johns Hopkins University, 2006; DNP, University of Washington, 2010.

Ashley Darcy Mahoney, Assistant Professor; BSN, Georgetown University, 2006; MSN, University of Pennsylvania, 2009; PhD, University of Pennsylvania, 2010.

Monica Donohue, Instructor; BSN, University of Wisconsin, 1975; MN, University of South Carolina, 1980.

Elizabeth A. Downes, Associate Professor Clinical; BA, Fordham University, 1980; MSN, University of Tennessee, 1986; MPH, Emory University, 2004; DNP, University of Alabama at Birmingham, 2013.

Sandra B. Dunbar, Charles Howard Candler Professor of Cardiovascular Nursing and Associate Dean for Academic Advancement; BSN, Florida State University, 1972; MN, University of Florida, 1973; PhD, University of Alabama at Birmingham, 1982.

Anne L. Dunlop, Associate Professor Research; BS, University of Michigan, 1993; MD, Mayo Medical School, 1997; MPH, Emory University, 2000.


Dian Dowling Evans, Associate Professor Clinical; BSHE, University of Georgia, 1975; MS, University of Georgia, 1978; BSN, Georgia Regents University, 1985; MSN, Emory University, 1990; PhD, University of Tennessee, 2009.

Melissa S. Faulkner, Professor; BSN, Southern Illinois University, 1977; MSN, University of Evansville, 1984; PhD, University of Alabama at Birmingham, 1991.
Erin Ferranti, Assistant Professor Research; BSN, Emory University, 1998; MPH, Emory University, 2001; MSN, Emory University, 2001; PhD, Emory University, 2013.

Jennifer Foster, Associate Professor Clinical; BSN, University of Rochester, 1976; MPH, Johns Hopkins University, 1981; PhD, University of Massachusetts, 2003.

Rebecca Gary, Associate Professor; BSN, Georgia Regents University, 1977; MSN, University of Alabama at Birmingham, 1979; PhD, University of North Carolina, 2003.

Linda Grabbe, Assistant Professor Clinical; BSN, University of Hawaii, 1979; MN, Emory University, 1986; PhD, Georgia State University, 1992.

Kenneth Hepburn, Professor; BA, Fordham University, 1963; MA, University of Washington, 1967; PhD, University of Washington, 1968.

Vicki Hertzberg, Professor; BS, Miami University, 1976; PhD, University of Washington, 1980.

Melinda K. Higgins, Associate Professor Research; BS, St. Andrews Presbyterian College, 1989; MS, University of South Carolina, 1995; PhD, University of South Carolina, 1994.

Marcia K. McDonnell Holstad, Associate Professor; BSN, University of Wisconsin/Milwaukee, 1973; MSN, Emory University, 1977; PhD, University of Alabama at Birmingham, 1996.

Ann Horigan, Assistant Professor Clinical; BSN, James Madison University, 1999; MSN, Duke University, 2005; PhD, Duke University, 2012.

Maeve Howett, Associate Professor Clinical; BA, Emory University, 1982; BSN, Emory University, 1997; PhD, Emory University, 2006.

Bonnie Mowinski Jennings, Professor; BSN, Arizona State University, 1970; MS, Arizona State University, 1975; PhD, University of California, San Francisco, 1987.

Dorothy H. Jordan, Assistant Professor Clinical; BSN, East Stroudsburg University, 1979; MN, Emory University, 1982; DNP, University of Tennessee Health Science Center, 2014.

Maureen A. Kelley, Professor Clinical; BSN, Creighton University, 1969; MSN, University of California-San Francisco, 1971; PhD, Georgia Regents University, 1993.

Ursula A. Kelly, Assistant Professor; BSN, University of Massachusetts–Boston, 1990; MSN, University of Massachusetts–Worcester, 1994; PhD, Boston College, 2004.

Sally T. Lehr, Professor Clinical; BSN, Emory University, 1965; MN, Emory University, 1976; PhD, Georgia State University, 2001.

Mary Jane Lewitt, Assistant Professor Clinical; BSN, University of Florida, 1991; MSN, University of Florida, 1995; PhD, Emory University, 2013.

Terri M. Marin, Assistant Professor Research, BSN, University of Tennessee, 1986; MSN, State University of New York at Stony Brook, 2002; PhD, Emory University, 2012.

Kathy Markowski, Instructor; BSN, University of Illinois; MSN, DePaul University, 1980.

Kristy Martyn, Professor, Assistant Dean of Clinical Advancement, Director of DNP Program; BSN, Florida State University, 1978; MSN, University of Florida 1981; PhD, University of Florida, 1998.

Ann T. Massey, Assistant Professor Clinical; BA, BS, Texas Lutheran College, 1986; PhD, University of Texas at Austin, 1995.
Nadine Matthie, Assistant Professor Research; BSN, The Florida State University, 2005; MS, University of South Florida, 2008; PhD, University of South Florida, 2013.

Linda McCauley, Dean and Professor; BSN, University of North Carolina, 1971; MN, Emory University, 1979; PhD, University of Cincinnati, 1988.

Kathryn M. Moore, Associate Professor Clinical; BS, Middle Tennessee State University, 1979; MS, Middle Tennessee State University, 1980; AAS, Columbia State Community College, 1984; MEd, Middle Tennessee State University, 1993; BSN, Tennessee State University, 1995; MSN, Vanderbilt University, 1996; DNP, Case Western Reserve University, 2007.

Lisa Muirhead, Assistant Professor Clinical; BSN, William Carey College, 1985; MSN, University of South Alabama, 1990; DNP, University of Alabama at Birmingham, 2009.

Rose Murphree, Assistant Professor Clinical; BSN, Mobile College, 1983; MSN, Emory University, 2011; DNP, Georgia Regents University, 2014.

Melissa Owen, Instructor; BSN, The College of New Jersey, 2004; MSN, Emory University, 2005.

Sudeshna Paul, Assistant Professor Research; BSc, Jadavpur University, 1999; MSc, Jadavpur University, 2001; MS, Purdue University, 2005; PhD, Purdue University, 2009.

Melissa Pinto, Assistant Professor; BSN, University of Louisville, 2002; MSN, University of Louisville, 2009; PhD, University of Louisville, 2009.

Carolyn Miller Reilly, Assistant Professor; BSN, Brenau College, 1991; MS, Emory University, 1994; PhD, University of Nebraska, 2006.

Imelda Reyes, Assistant Professor Clinical; BSN, Western Michigan University, 1999; MPH, University of Michigan, 2001; MSN, Emory University, 2008; DNP, Vanderbilt University, 2012.

Ann E. Rogers, Professor; Director of Graduate Studies; BSN, University of Iowa, 1975; MS, University of Missouri, 1980; PhD, Northwestern University, 1986.

Martha F. Rogers, Professor Research; Director, Lillian Carter Center for International Nursing; BS, Emory University, 1972; MD, Georgia Regents University, 1976.

Susan E. Shapiro, Associate Dean for Clinical and Community Partnerships; Professor Clinical; BSN, University of Pennsylvania, 1972; MS, University of California at San Francisco, 1976; PhD, Oregon Health & Science University, 2003.

G. Clint Shedd, Assistant Professor Clinical; BFA, University of Georgia, 1985; BSN, Georgia Regents University, 1994; MN, Georgia Regents University, 1998; DNP, Georgia Regents University, 2007.

Trisha Sheridan, Assistant Professor Clinical; AS, Community College of the Air Force, 1999; BLA, Auburn University, 1999; MFA, University of Southern Mississippi, 2002; BSN, Columbia University, 2008; MSN, Columbia University, 2009; DNP, University of Texas Health Science Center, 2015.

Lynn M. Sibley, Professor; BS, University of Colorado, 1973; MS, University of Utah, 1980; MA, University of Colorado, 1987; PhD, University of Colorado, 1993.

Sydney A. Spangler, Assistant Professor; BS, University of Utah, 1996; BSN, University of Utah, 1997; MSN, University of Utah, 1999; PhD, University of North Carolina at Chapel Hill, 2009.
Susanne Staebler, Associate Professor Clinical; BSN, Baylor University, 1988; MSN, University of Texas Health Science Center, 1991; DNP, Texas Christian University, 2010.

Olga Turner, Instructor; BS, University of Massachusetts-Amherst, 1982; BSN, Boston University, 1986; MS, Hunter College of the City University of New York, 1991.

Darla R. Ura, Associate Professor Clinical; BS, Ball State University, 1971; MA, Ball State University, 1974.

Catherine Vena, Associate Professor Clinical; Diploma, West Suburban Hospital School of Nursing, 1970; BSN, Brenau University, 1981; MSN, Clemson University, 1995; PhD, Emory University, 2004.

Drenna Waldrop-Valverde, Associate Professor; BA, University of Alabama, 1993; MS, University of Southern Mississippi, 1995; PhD, University of Memphis, 1999.

Lisa Marie Wands, Assistant Professor Research; BSN, University of North Florida, 2001; MS, Florida Atlantic University, 2008; PhD, Florida Atlantic University, 2011.

Jessica Wells, Assistant Professor Research; BSN, Howard University, 2006; PhD, Emory University, 2012.

Jeannie Weston, Instructor, BSN, West Virginia Wesleyan College, 1975; MSN, University of Maryland, 1982.

Bryan Lee Williams, Associate Professor Research; BS, Virginia Polytechnic Institute & State University, 1988; MS, Virginia Polytechnic Institute & State University, 1990; PhD, Pennsylvania State University, 1992.

Janice Withycombe, Assistant Professor, BSN, Clemson University, 1987; MN, University of South Carolina, 1993; PhD, University of Arizona, 2012.

Kathryn Woeber, Instructor; BSN, D’Youville College, 1995; MSN, MPH, Emory University, 1999.

Judith Lupo Wold, Professor Clinical; AS, Georgia State University, 1974; BS, Georgia State University, 1980; MN, Emory University, 1981; PhD, Georgia State University, 1993.

Deanna Womack, Instructor; BSN, Emory University, 1985; MPH, MN, Emory University, 1990.

Kathryn Wood, Associate Professor; BSN, Brenau College, 1981; MSN, University of Alabama at Birmingham, 1984; PhD, University of California, San Francisco, 1996.

Phyllis P. Wright, Assistant Professor Clinical; BSN, Valdosta State College, 1973, MSN, Emory University, 2007; MPH, Emory University, 2009; DNP, Georgia Regents University, 2012.

Canhua Xiao, Assistant Professor; ASN, First Military Medical University, 1995; BSN, Peking Union Medical University, 2000; MSN, First Military Medical University, 2005; PhD, University of Pennsylvania, 2011.

Katherine A. Yeager, Assistant Professor; BS, Emory University, 1984; MS, University of California, San Francisco, 1993; PhD, Emory University, 2012.

Weihua Zhang, Associate Professor Clinical; College Certificate, Anhui Medical University, 1989; MSN, Georgia State University, 2000; PhD, Georgia State University, 2004.
Faculty Emeriti

Rose B. Cannon, BSN, Columbia Union College, 1960; MN, Emory University, 1974; PhD, Emory University, 1995.

Shirley J. Carey, BS, Keuka College, 1959; MS, State University of New York, 1970; PhD, Emory University, 1982.

Jo Ann Dalton, BSN, Duke University; MS, Duke University; EdD, North Carolina State University.

Sarah Freeman, Diploma, Macon Hospital School of Nursing, 1967; BS, Georgia State University, 1973; MS, Arizona State University, 1981; PhD, Georgia State University, 1989.

Laretta Garland, BSN, Emory University, 1950; MA, Emory University, 1953.

Elizabeth R. Mabry, BSN, Duke University, 1943; MA, Columbia University, 1948; EdD, University of Georgia, 1979.

Jane E. Mashburn, MSN Program; BSN, Lenoir Rhyne College, 1971; MN, Emory University, 1978.

Jane Mulaik, AB, University of Louisville, 1946; MN, Yale University, 1958; MA, Teachers College, Columbia University, 1958; PhD, Georgia State University, 1981.

Joyce P. Murray, Diploma, Warren A. Candler School of Nursing, 1964; BSN, Armstrong State University, 1974; MSN, Georgia Regents University, 1976; EdD, University of Georgia, 1989.

Lynda P. Nauright, BSN, Louisiana State University, 1969; MSN, Georgia Regents University, 1974; EdD, University of Georgia, 1975.

Helen S. O’Shea, Diploma, Martins Ferry Hospital School, 1958; BSN, The Ohio State University, 1961; MSN, The Ohio State University, 1962; PhD, Georgia State University, 1980.

Margaret E. Parsons, BSN, University of Nebraska, 1962; MN, Emory University, 1975; PhD, Emory University, 1985.

Marcene L. Powell, BS, University of Oregon, 1962; MN, University of Washington, 1966; DSW, University of Utah, 1981.

Barbara H. Reich, BA, Wilson College, 1952; MN, Yale University, 1955.

Deborah A. Ryan, BSN, Boston College, 1976; MSN, Marquette University, 1981; PhD, Emory University, 2007.

Marianne M. Scharbo-DeHaan, BSN, Duquesne University, 1962; MN, Emory University, 1976; PhD, Georgia State University, 1993.

Elizabeth S. Sharp, BSN, University of Michigan, 1956; MSN/CMN, University of Michigan, 1959; MPH, Johns Hopkins University, 1963; DPH, Johns Hopkins University, 1969.

Ora L. Strickland, BSN, North Carolina Agricultural and Tech State University, 1970; MSN, Boston University, 1972; PhD, University of North Carolina at Greensboro, 1977.

Lynette Wright, BSN, Texas Christian University, 1965; MN, Emory University, 1974.
Joint and Secondary Appointments

Donald L. Bliwise, Professor, Department of Neurology, School of Medicine, Emory University, Director, Program in Sleep, Aging and Chronobiology; BA, Clark University, 1974; MS, University of Chicago, 1978; PhD, University of Chicago, 1982.

Steven D. Culler, Associate Professor, Department of Health Policy and Management, Rollins School of Public Health, Emory University; BA, College of Wooster, 1977; MA, College of Wooster, 1979; PhD, University of Illinois, 1981.

James Curran, Dean and Professor, Rollins School of Public Health, Emory University; MD, University of Michigan, 1970; MPH, Harvard University School of Public Health, 1974.

Ralph J. DiClemente, Candler Professor, Associate Director, Prevention Science, Emory Center for AIDS Research (CFAR) for Behavioral Science, Rollins School of Public Health, Emory University; BA, City University of New York, 1974; MS, Harvard University School of Public Health, 1978; PhD, University of California, San Francisco, 1984.

George H. Grant, Executive Director, Emory Center for Pastoral Services, Emory Healthcare; Clinical Assistant Professor; BA, Wofford College; MDiv. Emory University; PhD, Boston University.

Abigail Hankin-Wei, Department of Emergency Medicine, School of Medicine, Emory University; BA, University of Kansas, 1997; MD, University of California, San Francisco, 2003; MPH, University of California, San Francisco, 2004.

Mark Risjord, Professor, Department of Philosophy, College of Arts & Sciences, Emory University; BA, University of Wisconsin, 1983; PhD, University of North Carolina, Chapel Hill, 1990.

Permanent Part-Time Faculty

Julie Davey, Instructor; BSN, Georgia Regents University, 1997; MSN, Emory University, 2001.

Marcia Drumhiller, Instructor, BA, California State University, 1973; BS, California State University, 1979; MS, University of Georgia, 1997; PhD, University of Georgia, 2009.

Barbara G. Kaplan, Instructor; BSN, Georgetown University, 1981; MSN, Emory University, 1992.

Erin Hernandez, Instructor; Diploma, Piedmont Hospital School of Nursing, 1983; BSN, Auburn University, 1993; MSN, Georgia State University, 1995; EdD, Argosy University, 2012.

Kathy Markowski, Instructor; BSN, University of Illinois; MSN, DePaul University, 1980.

Quyen Phan, Instructor; BSN, Ottawa University School of Nursing, 1999; MSN, Emory University, 2003.

Virginia Secor, Assistant Professor Clinical; BSN, Baylor University, 1983; MSN, Vanderbilt University, 1988; PhD, Emory University, 2000.

Roy Simpson, Professor Clinical; DNP, American Sentinel University, 2012.

Marylee Van Keuren, Instructor; BSN, Wayne State University, 1980; MSN, Wayne State University, 1987.

Sandra White, Instructor; BSN, Pace University, 1989; MSN, Emory University, 2004.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>10</td>
</tr>
<tr>
<td>Application process</td>
<td>13</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing program</td>
<td>46</td>
</tr>
<tr>
<td>BSN program requirements</td>
<td>10</td>
</tr>
<tr>
<td>BSN research honors</td>
<td>47</td>
</tr>
<tr>
<td>AMSN program</td>
<td>47</td>
</tr>
<tr>
<td>Course Withdrawation</td>
<td>37</td>
</tr>
<tr>
<td>Course descriptions, BSN</td>
<td>52</td>
</tr>
<tr>
<td>Course descriptions, graduate</td>
<td>78</td>
</tr>
<tr>
<td>Course load, BSN</td>
<td>32</td>
</tr>
<tr>
<td>Course load, MSN</td>
<td>34</td>
</tr>
<tr>
<td>Doctor of Nursing Practice program</td>
<td>97</td>
</tr>
<tr>
<td>Doctor of Philosophy in Nursing program</td>
<td>103</td>
</tr>
<tr>
<td>Emory University Counseling Center</td>
<td>25</td>
</tr>
<tr>
<td>Financial information</td>
<td>19</td>
</tr>
<tr>
<td>Graduate Program Academic Standards and Policies</td>
<td>34</td>
</tr>
<tr>
<td>Graduate Student Nurses’ Association</td>
<td>22</td>
</tr>
<tr>
<td>Graduation requirements, BSN and Second Degree program</td>
<td>40</td>
</tr>
<tr>
<td>Graduation requirements, BSN/MSN Accelerated program</td>
<td>40</td>
</tr>
<tr>
<td>Graduation requirements, MSN program</td>
<td>40</td>
</tr>
<tr>
<td>Grants</td>
<td>21</td>
</tr>
<tr>
<td>Honor code</td>
<td>44</td>
</tr>
<tr>
<td>Housing</td>
<td>27</td>
</tr>
<tr>
<td>Involuntary withdrawal</td>
<td>37</td>
</tr>
<tr>
<td>Master of Science in Nursing program</td>
<td>67</td>
</tr>
<tr>
<td>Minimum credit</td>
<td>67</td>
</tr>
<tr>
<td>MSN/MPH Program</td>
<td>68</td>
</tr>
<tr>
<td>Parking and traffic regulations</td>
<td>28</td>
</tr>
<tr>
<td>Options for study by MSN specialty</td>
<td>70</td>
</tr>
<tr>
<td>Post-Master’s Academic Standards and Policies</td>
<td>35</td>
</tr>
<tr>
<td>Post-Master’s programs</td>
<td>69</td>
</tr>
<tr>
<td>Prerequisites for BSN</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisites for Accelerated BSN and MSN programs</td>
<td>11</td>
</tr>
<tr>
<td>Readmission</td>
<td>18</td>
</tr>
<tr>
<td>Registration</td>
<td>32</td>
</tr>
<tr>
<td>Scholarships</td>
<td>20</td>
</tr>
<tr>
<td>Special Standing students</td>
<td>18</td>
</tr>
<tr>
<td>Student life</td>
<td>22</td>
</tr>
<tr>
<td>Student Nurses’ Association</td>
<td>22</td>
</tr>
<tr>
<td>Support services</td>
<td>22</td>
</tr>
<tr>
<td>Transfer credit</td>
<td>15</td>
</tr>
<tr>
<td>Transient status</td>
<td>18</td>
</tr>
<tr>
<td>Undergraduate Program Academic Standards and Policies</td>
<td>32</td>
</tr>
</tbody>
</table>
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