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.
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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 and 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.
OUR MISSION
At the Nell Hodgson Woodruff School of Nursing we strive to:

- Educate visionary nurse leaders and scholars
- Generate and apply knowledge
- Transform nursing, health, and systems of health care within the local and global community.

OUR VISION
To promote optimal health and wellness for all by creating, changing, and leading through innovative teaching, discovery, nursing practice, and social action in our local and global communities.

OUR VALUES
- Excellence: We achieve outcomes that are significant and distinctive with persistent commitment to high quality.
- Collaboration: We embrace community, partnerships, mentoring, and diverse perspectives.
- Social Responsibility: We treat all with respect and dignity. We engage with others to positively influence health and social justice.
- Innovation: We create, use, evaluate, and disseminate cutting-edge approaches to advance our mission and vision.
- Leadership: We shape nursing, health care, and the NHWSN through vision, courage, and optimism.

OUR COMMITMENT
The Nell Hodgson Woodruff School of Nursing will:

- Prepare the next generation of highly competent, inquisitive, and caring nurses.
- Solve critical health issues for patient, families, and communities through discovery of new knowledge and innovations.
- Develop visionary leaders to shape the future of nursing and healthcare.
- Engage fully in ethical dialogue and abide by standards of honesty, civility, transparency and fairness.
- Advance interprofessional collaboration and education.
- Foster a vibrant academic community that embraces wellness, cultural sensitivity, diversity, and inclusivity.
- Take bold action to cultivate systems of health care where nurses can practice to the full extent of their education and training to improve patient outcomes and advance health.
- Pursue actions that sustain the environment of the local and global community.

OUR STRATEGIC GOALS FOR 2015–2020
Our strategic goals 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 School of Nursing, University, and community.

6. Expand the scope and impact of global and community engagement.

ABOUT US

The Nell Hodgson Woodruff School of Nursing has 322 bachelor’s, 178 master’s, 17 DNP, and 29 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 and/or nurse midwives. Its Doctor of Nursing Program (DNP) program offers two specialty tracks: health systems leadership and population health. The school’s PhD program focuses on clinical research.

The school offers a BSN, 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 and an accelerated BSN/MSN program for students with degrees in other fields who want to serve the community as advanced practice nurses. Master’s students may become dual specialized. The post-BSN to DNP option offers students with a BSN the ability to specialize in an area of advanced practice nursing while earning their DNP.

In fiscal year 2016, the school received $14.3 million in research funding. U.S. News & World Report ranked the school’s graduate programs 8th overall, and its family nurse practitioner graduate program 10th, in the nation. Today, Emory is ranked fourth for nursing schools in National Institutes (NIH) research funding.

The school has 173 full- and part-time faculty, and clinical instructors, and students can learn from adjunct faculty at some 300 clinical sites, including an alternative winter/spring break in five countries and a multiuniversity, multidisciplinary summer program with Georgia migrant farmworkers. The school has more than 7,000 alumni living around the world.

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. The Accelerated BSN to MSN option, allows students to progress directly from the BSN to the MSN programs. Postgraduate certificate programs are available in all specialty. 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 and master’s program at the Emory University Nell Hodgson Woodruff School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, 202.887.6791.

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 2015–2016 academic year, 545 students were enrolled, including 322 in the bachelor’s program, 177 in the master’s program, 17 in the DNP program, and 29 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.

The Fuld Palliative Care Lecture is funded through an endowment established by the Helene Fuld Health Trust. The lectureship and related fellowship program supports the education of nurses in topics within palliative and end-of-life care.
## FALL 2016 SEMESTER

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<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tr>
<td>Aug. 15, 2016</td>
<td>Monday</td>
<td>Last day to register for classes without $150 late fee.</td>
</tr>
<tr>
<td>Aug. 19, 2016</td>
<td>Friday</td>
<td>Graduate and Post Graduate Orientation</td>
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<tr>
<td>Aug. 22–23, 2016</td>
<td>Mon.-Tues.</td>
<td>Undergraduate Orientation</td>
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<td>Aug. 24, 2016</td>
<td>Wednesday</td>
<td>First official day of fall 2016 classes. Drop/Add period begins.</td>
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<tr>
<td>Aug. 31, 2016</td>
<td>Wednesday</td>
<td>Last day for drop/add fall term.</td>
</tr>
<tr>
<td>Sept. 5, 2016</td>
<td>Monday</td>
<td>Labor Day (University holiday – no classes).</td>
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<tr>
<td>Sept. 9, 2016</td>
<td>Friday</td>
<td>Deadline for degree applications for Fall 2016 graduates without $25 late fee.</td>
</tr>
<tr>
<td>Nov. 24–25, 2016</td>
<td>Thurs-Fri</td>
<td>Thanksgiving Break (University holiday – no classes).</td>
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<tr>
<td>Dec. 6, 2016</td>
<td>Tuesday</td>
<td>Last day of fall 2016 classes.</td>
</tr>
<tr>
<td>Dec. 7–17, 2016</td>
<td>Wed.-Saturday</td>
<td>Final Exams</td>
</tr>
<tr>
<td>Dec. 17, 2016</td>
<td>Saturday</td>
<td>End of fall 2016 term.</td>
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## SPRING 2017 SEMESTER

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<tr>
<td>January TBD</td>
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<td>Last day to register for spring 2017 Classes without $150 late fee.</td>
</tr>
<tr>
<td>Jan. 9, 2017</td>
<td>Monday</td>
<td>First official day of spring 2017 classes. Drop/Add period begins.</td>
</tr>
<tr>
<td>Jan. 16, 2017</td>
<td>Monday</td>
<td>Dr. Martin Luther King Holiday (University holiday – no classes)</td>
</tr>
<tr>
<td>Jan. 16, 2017</td>
<td>Monday</td>
<td>Last for drop/add for spring term.</td>
</tr>
<tr>
<td>Feb. 3, 2017</td>
<td>Friday</td>
<td>Deadline for degree applications for Spring 2017 graduates without $25 late fee.</td>
</tr>
<tr>
<td>Feb. 3, 2017</td>
<td>Friday</td>
<td>Pre-Registration for summer 2017 begins.</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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<tr>
<td>Mar. 6–10, 2017</td>
<td>Mon.-Fri.</td>
<td>Spring Break (no classes).</td>
</tr>
<tr>
<td>March 20, 2017</td>
<td>Monday</td>
<td>Pre-registration begins for fall 2017 term.</td>
</tr>
<tr>
<td>April 24, 2017</td>
<td>Monday</td>
<td>Last day of spring 2017 classes.</td>
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<td>April 25–May 5, 2017</td>
<td>Tues.-Fri.</td>
<td>Final Exams</td>
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<td>May 8, 2017</td>
<td>Monday</td>
<td>End of spring 2017 term</td>
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<td>May 8, 2017</td>
<td>Monday</td>
<td>Commencement</td>
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<tr>
<td>May TBD</td>
<td></td>
<td>Last day to register for summer 2017 without $150 late fee.</td>
</tr>
<tr>
<td>May 15, 2017</td>
<td>Monday</td>
<td>First official day of summer 2017 classes.</td>
</tr>
<tr>
<td>May 19, 2017</td>
<td>Friday</td>
<td>Last day for drop/add for summer term.</td>
</tr>
<tr>
<td>May 29, 2017</td>
<td>Monday</td>
<td>Memorial Day (University Holiday – no classes).</td>
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<tr>
<td>June 30, 2017</td>
<td>Friday</td>
<td>Deadline for degree applications for Summer 2017 graduates without $25 late fee.</td>
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<tr>
<td>July 4, 2017</td>
<td>Tuesday</td>
<td>Independence Day (University Holiday – no classes).</td>
</tr>
<tr>
<td>August 2, 2017</td>
<td>Wednesday</td>
<td>Last day of summer 2017 classes.</td>
</tr>
<tr>
<td>August 3–4, 2017</td>
<td>Thurs.-Fri.</td>
<td>Final exams</td>
</tr>
<tr>
<td>August 4, 2017</td>
<td>Friday</td>
<td>End of summer 2017 term.</td>
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Admission
The School of Nursing selects applicants who are best qualified academically and who have the greatest potential for success in their academic 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 October 15 or December 15 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.

The online application and related materials may be found by visiting the web at http://www.nursing.emory.edu/. Completed applications are reviewed by the School’s Admissions Committee. Candidates will receive an electronic letter of their status which may be to accept, deny, or waitlist. Final acceptance and enrollment is contingent upon satisfactory completion of prerequisites; therefore, a final transcript must be submitted prior to matriculation. Following the notice of acceptance, a nonrefundable deposit of $300 is required. This deposit serves as confirmation of intent to enroll and will apply toward 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. Individuals 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 the applicant begins the nursing program. Please review the prerequisites below:

Physical Sciences
- General Chemistry I
- Human Anatomy and Physiology I with lab*
- Human Anatomy and Physiology II with lab*
- Microbiology with lab*
- Nutrition (optional)
* 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 ACCELERATED BSN AND ACCELERATED BSN+MSN APPLICANTS
The prerequisites for the ABSN and ABSN+MSN programs include seven courses in addition to a bachelor’s degree from a registered and accredited university or college. Students 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 of enrollment in the nursing program. Please review the prerequisites below:

**Physical Sciences**
- General Chemistry I
- Human Anatomy and Physiology I with lab*
- Human Anatomy and Physiology II with lab*
- Microbiology with lab*
- Nutrition (optional)

* 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.

**Application Process for BSN, ABSN, and ABSN+MSN**
Applications must be completed by **October 15th or December 15th** 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).
2. Submit a complete application packet that includes:
   a. An application for admission.
   b. Official college/university transcripts from all schools attended regardless if a degree was earned.
   c. Resume including work experience, community service, leadership roles and research.
   d. Official standardized test scores based on the following guide.
3. BSN applicants—official SAT, ACT or TEAS test scores (scores must not be more than five years old.)
4. ABSN applicants—official SAT, ACT, TEAS or GRE test scores (scores must not be more than five years old.)
5. ABSN+MSN applicants—official GRE test scores (scores must not be more than five years old.)
6. 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 a regionally 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.
   c. Permanent Residents
   d. 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 college or university and accredited nursing program (CCNE, NLNAC)
- Statistics
- Health Assessment course

**Application Process for MSN Program**
Applications must be completed by October 15 or December 15 in order to be considered for priority admission and merit-based scholarships. In order to be considered for admission, applicants must submit:

1. A nonrefundable $50 application fee (not required for current Emory University students or Emory Healthcare employees).
2. Application materials including:
   a. An application for admission
   b. Official college/university transcripts from all universities attended whether a degree was obtained or not.
   c. A final transcript showing bachelor’s degree earned.
   d. Official scores on the Graduate Record Examination (GRE) Scores must not be more than five years old.*
   e. Personal statement of career goals
   f. Professional resume
3. Evidence of current licensure to practice professional nursing in at least one state.

* GRE not required for applicants who hold another graduate degree (master’s or higher) or who meet certain GPA requirements.
4. International applicants must also submit:
   a. Satisfactory scores on the Test of English as a Foreign Language (TOEFL), [http://www.toefl.org/](http://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](http://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](http://www.cgfns.org)).

**TRANSFER CREDIT**

A maximum of twelve semester hours of post-bachelor’s academic credit from an accredited college or university 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 Postgraduate Certificate Programs**

In order to be considered for admission, applicants must:

1. Submit a nonrefundable $50 application fee
2. Submit a complete application packet, which includes:
   a. An application for admission
   b. Official college/university transcripts from all academic institutions attended, including a final transcript showing advanced practice nursing coursework earned from an accredited nursing school (National League for Nursing or the Commission on Collegiate Nursing Education)
   c. Proof of RN licensure
   d. Professional resume
   e. National certification in APRN population focus

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:
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).

Application Process for DNP Programs

POST-BSN TO DNP

Pre-requisites for Post-BSN to DNP admission include:
1. A baccalaureate degree from an accredited nursing program (CCNE, NLNAC),
2. A minimum GPA of 3.0 on a 4.0 scale,
3. Unencumbered RN license in the state of Georgia and/or the state you will be completing
   your DNP project.

In order to be considered for admission, applicants must submit:
1. A nonrefundable $50 application fee
2. A complete application packet, which includes a:
   a. Personal statement describing why you want to be a student in the Emory DNP
      program along with a brief statement of your project interests for practice, process,
      or systems-based health and healthcare improvement (500 words),
   b. Professional resume,
   c. Contact information for two professional references,
   d. GRE test scores.

POST-MSN TO DNP

Pre-requisites for Post-MSN to DNP admission include:
1. Master's Degree in Nursing from an accredited nursing program (CCNE, NLNAC),
2. Unencumbered RN license in the state of Georgia and/or the state you will be completing
   your DNP project.
In order to be considered for admission, applicants must:

1. Submit a nonrefundable $50 application fee,
2. Submit a complete application packet, which includes a:
   a. Personal statement describing why you want to be a student in the Emory DNP program along with a brief statement of your project interests for practice, process, or systems-based health and healthcare improvement (500 words),
   b. Professional resume,
   c. Contact information for two professional references.

At the discretion of the DNP Program Director, some students may be asked to provide additional information such as GRE Test Scores, or a portfolio which demonstrates an ability to be successful in a practice-focused program.

DNP, NURSE ANESTHESIA
Pre-requisites for DNP, Nurse Anesthesia admission include:

1. A baccalaureate degree from an accredited nursing program (CCNE, NLNAC),
2. Unencumbered RN license in the state of Georgia and/or the state you will be completing your DNP project,
3. A minimum GPA of 3.0 on a 4.0 scale;
4. Graduate level statistics.*

* The graduate statistics course may be taken after the admission decision but prior to beginning the program.
In order to be considered for admission, applicants must:

1. Submit a nonrefundable $50 application fee,
2. Submit a complete application packet, which includes:
   a. a minimum of 1 year and preferably 2–3 years of current full-time adult critical care experience in a surgical, medical, cardiac, or neuro intensive care (orientation is not part of the 1-year requirement). Note: the following are NOT considered as critical care experience: Telemetry, Cardiac Cath Lab, Operating Room, Post-Anesthesia Care Unit (PACU or RR), Emergency Department, or Neonatal ICU.
   b. Evidence of certification in basic life support (BLS) and advanced cardiac life support (ACLS),
   c. An official transcript from all degree programs attended,
   d. Professional resume,
   e. Contact information for three professional recommendations.

Note: Applicants who met the minimum admissions criteria may be invited for an on-campus interview. Applicants will not be admitted without an interview. Admission into any graduate program is granted on a competitive basis and students meeting minimum requirements may be denied admission based on such factors as program capacity or academic discretion.

Prior to enrollment, each applicant into the DNP, Nurse Anesthesia program must submit:

1. Current BLS, ACLS and PALS certifications,
2. An unencumbered Georgia license,
3. Documentation for required immunizations, titers, and health information required by agencies for clinical placement. All requirements must be current at all times,
4. Pass an independently conducted state and federal criminal background investigation and urine drug screen,
5. Transcripts of graduate statistics course.

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 [http://www.studenthealth.emory.edu/](http://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](http://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.

Classroom Visitors Policy

The Nell Hodgson Woodruff School of Nursing is dedicated to providing an interactive learning environment for all students. External Visitors are not permitted to sit in classes or be present in active simulations, laboratory, clinical and service learning experiences for students. Exceptions are made for guest lecturers who are part of the curriculum, or where there is permission granted by a school administrator or teaching faculty to visit a classroom. All requests to visit a classroom should be made at least 48 hours in advance by calling 404-727-7980, or by submitting an email to nursingquestions@emory.edu. For the purposes of this policy a classroom may be a lecture, laboratory, clinical, or community service setting, where teaching and learning between faculty and students is taking place.

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 non-degree 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. For MSN students, no more than nine semester hours may be taken as a special-standing student, and these nine hours may be transferred into an appropriate program if the student applies for and gains admission to the School
of Nursing. For students seeking pre-requisite courses, no more than eighteen (18) credit hours may be taken as special standing student. 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 2016–2017

The university reserves the right to revise tuition and other charges whenever necessary.

BSN Program

Full-time tuition ................................................................. $21,800 per semester
Part-time tuition (less than twelve semester hours) ....................... $1,817 per semester hour
Student activity fee ............................................................. $92 per semester
Student athletic fee ......................................................... $157 per semester $47 per summer semester
Mental Health and Counseling Fee ....................................... $78 per semester
Transcript fee (one time) ...................................................... $70

MSN and DNP Program

Full-time tuition ................................................................. $21,800 per semester
Part-time tuition (less than twelve semester hours) ....................... $1,817 per semester hour
Student activity fee ............................................................. $92 per semester
Student athletic fee ......................................................... $120 per semester $47 summer semester
Mental Health and Counseling Fee ....................................... $78 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 $300 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 full-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 campus-wide 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.

**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 BRITTAIN 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 Boisfeuillel 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 was 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 Assistant Dean for BSN Education 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>
</tr>
<tr>
<td>3.7</td>
<td>A-</td>
<td>90–92</td>
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<tr>
<td>3.3</td>
<td>B+</td>
<td>87–89</td>
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<tr>
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</tr>
<tr>
<td>2.3</td>
<td>C+</td>
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<tr>
<td>2</td>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>1.7</td>
<td>C-</td>
<td>70–72</td>
</tr>
<tr>
<td>1.3</td>
<td>D+</td>
<td>67–69</td>
</tr>
<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 below a C in any clinical or science nursing course or, more than one grade of “C” in any single semester 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 letter grade of “D” in any nursing course will be required to retake the course in which the “D” was earned. This includes D+ and D-. 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 letter grades of “D” in nursing courses will result in exclusion from the program. This includes D+ and D-.

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. Students who do not have a 2.5 GPA at the end of the junior year will be excluded from the program.

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 nine 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>
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<tr>
<td>0</td>
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<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,
possessing 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 approved by the Assistant Dean for MSN Education.

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 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.

Postgraduate Academic Standards and Policies
Academic policies for postgraduate 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 designated by both the faculty member. Typically, 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 are responsible for obtaining an Application for Incomplete Grade Form from the Office of Enrollment and Student Affairs. After the form is signed by the course coordinator, the course coordinator will give a copy of the form to the student and deliver the original form 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 or the designated timeframe by the course coordinator 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 “W” 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

* Determination of academic standing in a course will be based on the points accumulated at the time of withdrawal. For instance, if a course grade is based on 4 tests worth 25 points each but only 3 tests were available to the student at the point of withdrawal, academic standing will be determined based on the performance of the 3 available tests. The student must have an average score of 70 percent or above based on the 3 available tests to receive a grade of “W” for the course. An average score on the 3 available tests of less than 70 percent will result in the assignment of a grade of “WF” for the course.
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 Assistant Dean (BSN, MSN, DNP) 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 Assistant Dean (BSN, MSN, DNP) 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 Assistant Dean (BSN, MSN, DNP) continues to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the Assistant Dean (BSN, MSN, DNP) may require the student to be evaluated by an appropriate mental health professional.

**EVALUATION**
The Assistant Dean (BSN, MSN, DNP) 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 Assistant Dean (BSN, MSN, DNP) 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 Assistant Dean (BSN, MSN, DNP), 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 Assistant Dean (BSN, MSN, DNP) 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 Assistant Dean (BSN, MSN, DNP) 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 Assistant Dean (BSN, MSN, DNP),
(d) the student refuses to complete the mandatory evaluation, or (e) the Assistant Dean (BSN, MSN, DNP) 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 of Enrollment and Communications 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.
5. 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.

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 and Postgraduate Certificate 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 must be submitted online through the OPUS system. 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/ferpamain.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
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](http://www.emory.edu/policies).

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](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](mailto:lynell.cadray@emory.edu)

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

ABSN
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 is four semesters of full time course work.

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 at 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>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
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<td>Social Responsibility and Bioethics in Nursing</td>
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<td>NRSG 310</td>
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<td>Foundations of Nursing Practice</td>
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## ABSN Curriculum

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### SUMMER SEMESTER—SENIOR YEAR

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## AMSN Curriculum

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<tr>
<td>NRSG 387</td>
<td>Senior Mentor</td>
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<td>NRSG 430</td>
<td>Nursing in Complex Care Situations</td>
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<td>NRSG 431</td>
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<td>NRSG 432</td>
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<td>ELECTIVES</td>
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Total Hours 60

* Master’s Level Courses

**Pre-Requisites for BSN**

**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.

**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.

NRSG204 (3) Introductory Biostatistics
This course provides an introduction to basic statistical concepts of both descriptive and inferential statistics with a purpose that students can apply common statistical procedures and reasoning to healthcare related data after the course. The course content will focus on levels of measurement,
methods of summarizing data, and common univariate and multivariate statistics. This is an on-line class.

**NRSG 205 (3) Fundamentals of Microbiology**
This 10-week online course, meant for students who are interested in applying to nursing or other healthcare professional programs, will introduce the core principles and concepts of Microbiology. The course will cover the biology of several types of microorganisms including bacteria, fungi, protozoa and viruses. Topics that will be presented include microbial taxonomy; technology used to study microorganisms; microbial life cycle and metabolism; and host-microbe interactions. As well, case studies and current events involving microbiological concepts will be discussed. This course also includes a virtual laboratory to compliment the lecture, where students will perform common microbiology laboratory experiments.

**BSN COURSE DESCRIPTIONS**

**NRSG304 (6) Physical Assessment: Normal Human Form and Function**
This course is for students who are interested in translating their basic science knowledge of anatomy and physiology into clinical practice. This course examines the endocrine, cardiovascular, urogenital, respiratory and gastrointestinal systems. Functional integration and regulation of overall physiologic homeostasis is emphasized. Laboratory exercises emphasize the normal structure at both histological and gross levels of these organ systems. Relevant clinical physiological principles and a broad range of normal variations will be demonstrated as part of a physical exam. Techniques for obtaining an accurate health history and complete assessment of health status of patients, including the influence of developmental state, psychosocial factors and self-care practices, will be studied.

**NRSG309 (2) Social Responsibility and 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 adults, 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 treatment 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, concepts of health promotion across the lifespan and health-illness continuum are of primary importance to the nursing profession.

**NRSG324 (1) Case Study Analysis Seminar**
Integration Seminar assists students to integrate and synthesize content related 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 utilization of the nursing care process. This course is designed to provide additional content review necessary for preparing to transition to professional nursing practice.

**NRSG326 (3) Acute and Chronic Care**
This course prepares students to gain 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 focuses on understanding and synthesizing concepts associated with acute, chronic and life-limiting conditions and can be readily applied to caring for patients in NRSG 327 Clinical Practicum. The course provides 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 focused on caring for adults with increasing complexity of health care that needs require 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 guidelines 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 sciences and its application to planning and providing comprehensive patient care.

NRSG331 (1) Honors Seminar
Honors Seminar is the first of three 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 of 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) Evidence Based Nursing Practice
This course 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.

NRSG372 (2) Professional Nursing: Concepts, Issues and Trends
This course 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 emerging 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.

**NRSG385 (3) Female Incarceration and the Lived Experience**
Students will be exposed to interdisciplinary perspectives on female incarceration. The course will specifically explore issues women encounter that result in incarceration and issues women face in U.S. prisons including health related issues. Students will reflect on their own values and perceptions of incarceration throughout the course. Students will also participate in reflective writing activities with women, exploring their narratives at selected prisons as an opportunity to contextualize the classroom discussions.

**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.

**NRSG389 (3) The Science and Culture of Sleep**
An introduction to the physiology, psychology, and culture of sleep with attention to how all three are factors in therapeutic interventions in sleep disorders.

**NRSG400 (2) Cardiac Dysrhythmias and ECG Interpretation in Adults**
The Cardiac Dysrhythmias and ECG Interpretation in Adults Course will focus on the fundamentals of ECG interpretation, beginning with the principles of electricity and the heart and progress to normal and abnormal rhythm interpretation. The second half of the course will include interpretation of 12-lead ECG’s and complex rhythm interpretation, which will be correlated with physical assessment of the patient and pathophysiology of disease states. Throughout the course, content will include hemodynamic and clinical correlates of the ECG and treatment options for abnormalities identified via ECG interpretation. Emphasis will be placed on theory, research, and clinical skills that support best-practice.

**NRSG401 (2) Forensics in Nursing and Healthcare**
This course provides an overview of forensic nursing and the clinical application of forensic science. Forensic nursing is the interface of healthcare and legal issues such as murder, assault, elder abuse, child abuse, intimate partner violence, rape, and stalking. Students will explore the various practice areas, including clinical forensic nursing, death investigation, correctional nursing, sexual assault nurse examiner, and forensic mental health. Other course topics include forensic evaluation, evidence collection and preservation, multidisciplinary teamwork, ethical and legal responsibilities, and prevention/intervention strategies.
NRSG402 (2) Introduction to Critical Care Nursing
This course focuses on the development of knowledge and skills to care for clients experiencing complex and critical situations. The pathophysiologic basis of hemodynamic and cardiopulmonary instability, respiratory failure, and shock states will be explored. Evidence-based practice resulting from relevant research of treatment modalities is incorporated to develop interventions and a plan of care for clients with acute health status alterations.

NRSG404 (1) Research Residency
This course provides an opportunity for undergraduate nursing students to be immersed in a research experience. Students can gain practical skills in nursing research through structured research experiences. Working with a research mentor, students will develop objectives. Students are provided practical experience conducting research in preparation for graduate study.

NRSG405 (3) Rural Health
The goal of the course is to prepare undergraduate nursing students to provide population-based health care to underserved rural populations. The focus of this course is to present an in-depth look at lifestyle, environment, epidemiology, and communicable diseases in rural population health. Students will examine Rural Healthy People 2020 to understand the unique health challenges of rural populations. Using knowledge gained from the didactic portion of this course and skills gained in initial nursing courses, students will deliver evidence-based healthcare services to an underserved rural population.

NRSG406 (2) Emergency Nursing: Jack of All Trades
This course is designed to broaden the undergraduate student’s learning by providing an overview of emergency nursing. Current concepts in emergency nursing practice will be analyzed and physiological, social, cultural, psychologic, legal and ethical factors that influence the care of patients and families in the emergency setting will be discussed. Emphasis will be placed on the roles and responsibilities of the emergency nurse in caring for patients and families seeking care in the emergency care setting including, but not limited to: application of the nursing process in an emergency care setting, triage, focused and critical assessments, clinical presentation, focused and critical evaluations of interventions.

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 addresses 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.

NRSG412 (2) Nursing Care of the Oncology Patient
Cancer is the 2nd leading cause of death in adults. While students have had the foundation of malignant disorders appropriate for a baccalaureate generalist nursing practice, this elective course will help prepare nursing students who have an interest in caring for the person with cancer and their families to pursue a career in oncology nursing. The focus of this course is on the most common cancers in adults and will address prevention, early detection, diagnosis, treatment, symptom management and QOL issues, including survivorship; current policy issues; and the impact of limited access to care and health disparities on oncology outcomes.

NRSG415 (1) Honors Leadership for Accelerated BSN Students
The purpose of this course is to assess and leverage strengths in leadership that the second degree student brings to the field of nursing. Students will experience team development in the context of a small cohort and build upon their existing strengths and knowledge from their respective prior areas of work and education.

NRSG416 (3) Perspectives in Professional Nursing
Subtopics: Clinical Nursing Education, Global Health, Management, Administration and Leadership, Health 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 opportunities 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 opportunities for nursing practice. This section emphasizes management theories and concepts, including the identification of key organizational structures, intra- and inter-professional communication and teamwork, 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 environmental 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.

Health 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 Meaningful 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 submission of the licensure application.
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.

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 meetings.

NRSG450 (3) Human Clinical Genetics
Advances in laboratory technology and discoveries in molecular genetics have made clinical genetics one of the most rapidly developing fields in health care. The progress made by the Human Genome Project has improved our ability to recognize genetic disorders and determine genetic variations that predispose one to develop human disease. Genetic knowledge is an essential part of all branches of health care delivery and is particularly important in the ascertainment of health care needs and the delivery of nursing care to families.

NRSG452 (2) On the Frontlines: Caring For Our Veterans
This introductory course will focus on the unique health concerns and care delivery associated with veterans and their families. Students will gain an understanding of best practices designed to address physiological and psychological conditions experienced by veterans including postwar adjustment difficulties. This course will examine the impact of these conditions on cognition, social integration and functional capacity. Students will gain knowledge and insight required to engage in interprofessional models of care within the Veteran Health Care System aimed at improving health care outcomes and enhance quality of life.

NRSG 453 (1) Honors Thesis I
Honors Thesis I is the third of four required courses designed to introduce topics relevant to the development and completion of the honors thesis. This course builds on the work accomplished in NRSG 331 Honors Seminar and NRSG 332 Scholarly Inquiry. Students will continue to work with their project mentor and course faculty to develop skills necessary to implement the thesis plan. It is expected that students will complete the methods and analysis portions of their projects by the end of the semester. Students will explore potential opportunities and establish a plan for dissemination of their work.
NRSG 454 (1) Honors Thesis II
Honors Thesis II is the fourth of four required courses designed to introduce topics relevant to the development and completion of the honors thesis. This course builds on the work accomplished in NRSG 331 Honors Seminar, NRSG 332 Scholarly Inquiry, and NRSG 453 Honors Thesis I. Under the advisement of the project mentor, students will complete the written thesis. The quality of the student’s work will be determined at a defense of the thesis before a certifying committee.

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 explores 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.

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 on the social, cultural, political, and economic factors that influence health care. It is expected that students will improve their cultural awareness through experiences that foster discussion, feedback, and personal reflection.

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.

NRSG497R Directed Study
MSN
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 including hybrid and online characterize the learning processes.

The MSN program requires four semesters of full-time study for single specialty graduates. Required hours range from 46 to 53 semester hours. Students opting to complete requirements for two advanced practice specialties are typically enrolled for five semesters as they complete additional 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 (dual specialty)
- 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

Dual Specialties
MSN students may complete two APRN specialties during the program. The length of the program depends upon the choice of specialties. In all cases, students will select their primary specialty and then the secondary APRN specialty. Academic advisement will reside with the primary APRN specialty. See family nurse midwife plan of study as an example of a primary APRN specialty nurse midwifery and secondary, family nurse practitioner. This plan of study is five semesters of full-time study.

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.

**Postgraduate Programs**
The School of Nursing offers options for postgraduate study in all advanced practice specialties. These programs allow master’s or doctorally prepared nurses to pursue advanced education and additional specialization through enrollment in the appropriate clinical and support courses. The program includes coursework 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 non-degree 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.

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**Plans of Study by APRN Specialty**

**ADULT/GERONTOLOGY ACUTE CARE NURSE PRACTITIONER**

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.” Students may choose a dual specialty in primary and acute adult gerontology. 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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<tr>
<th>COURSE NUMBER</th>
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<th>CREDIT HOURS</th>
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<td>NRSG 505</td>
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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>
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<td>NRSG 524</td>
<td>Becoming an APRN</td>
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<td>NRSG 528</td>
<td>Advanced Physiology/Pathophysiology</td>
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<td>NRSG 576</td>
<td>Introduction to Clinical Specialty: Adult-Gerontology Acute Care Nurse Practitioner</td>
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</tr>
<tr>
<td>NRSG 589</td>
<td>Leadership for Health Professions</td>
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<td>Business of Healthcare: Finance</td>
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<td>Mental Health Issues for Advanced Practice Nursing</td>
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<td>NRSG 657</td>
<td>Palliative Care Across the Spectrum</td>
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<td>NRSG 668</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner I</td>
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<td>Adult-Gerontology Acute Care Nurse Practitioner II</td>
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<tr>
<td>NRSG 670</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner III</td>
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<td>TOTAL CREDIT HOURS</td>
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</table>

**ADULT/GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER**

Adult-Gerontology Primary Care Nurse Practitioner 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-Gerontology Primary Care NP students complete the following curriculum:

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<td>Management of Acute and Chronic Illness I</td>
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<td>NRSG 522</td>
<td>Advanced Pharmacology</td>
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<td>Advanced Physiology/Pathophysiology</td>
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<td>NRSG 544</td>
<td>Advanced Health Assessment</td>
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<td>NRSG 575</td>
<td>Optimal Wellness: Promoting and Maintaining Health</td>
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<tr>
<td>NRSG 576</td>
<td>Introduction to Clinical Specialty: Adult-Gerontology Primary Care Nurse Practitioner</td>
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<td>NRSG 589</td>
<td>Leadership for Health Professions</td>
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<td>NRSG 599</td>
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<tr>
<td>NRSG 644</td>
<td>Advanced Management of Bowel and Bladder</td>
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NRSG 646  Advanced Management of Skin and Wounds ........................................... 2
NRSG 652  Mental Health Issues for Advanced Practice Nursing .................................. 2
NRSG 657  Palliative Care Across the Spectrum .......................................................... 2
NRSG 671  Adult-Gerontology Primary Care Nurse Practitioner I .................................. 4
NRSG 673  Adult-Gerontology Primary Care Nurse Practitioner II .................................. 5
NRSG 674  Adult-Gerontology Primary Care Nurse Practitioner III .................................. 5

TOTAL CREDIT HOURS ........................................................................................................ 51

ADULT/GERO NTOL OGY AC UTE CARE + PRIMARY CA RE NURSE PRACTITIONER

A dual specialty in acute and primary care adult gerontology is available. Students will take one additional semester of course work and can be completed in four semesters of full-time study.

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<tr>
<th>COURSE NUMBER</th>
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| NRSG 505       | Research and Evidence-Based Practice .................................................. 3
| NRSG 519       | Acute and Complex Chronic Disease Management for the AGACNP .................. 2
| NRSG 520       | Acute and Complex Chronic Disease Management for the AGACNP 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 575       | Optimal Wellness: Promoting and Maintaining Health ................................ 2
| NRSG 576       | Introduction to Clinical Specialty: Nurse Practitioner I .......................... 2
| NRSG 589       | Leadership in Health Professions ..................................................... 2
| NRSG 591       | Health Care Quality and Patient Safety ............................................... 3
| NRSG 599       | Business of Health Care: Finance .................................................... 2
| NRSG 644       | Advanced Management of Bowel and Bladder ......................................... 2
| NRSG 646       | Advanced Management of Skin and Wounds ............................................ 2
| NRSG 652       | Mental Health Issues for Advanced Practice Nursing ............................. 2
| NRSG 657       | Palliative Care ......................................................................... 2
| NRSG 668*      | Adult Gerontology Acute Care Nurse Practitioner I .................................. 4
| NRSG 669*      | Adult Gerontology Acute Care Nurse Practitioner II .................................. 3
| NRSG 670*      | Adult Gerontology Acute Care Nurse Practitioner III .................................. 3
| NRSG 671*      | Adult Gerontology Primary Care Nurse Practitioner I .................................. 3
| NRSG 673*      | Adult Gerontology Primary Care Nurse Practitioner II .................................. 3
| NRSG 674*      | Adult Gerontology Primary Care Nurse Practitioner III .................................. 4

TOTAL CREDIT HOURS ........................................................................................................ 57

EMERGENCY NURSE PRACTITIONER

The purpose of the 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. Students will follow the Family Nurse Practitioner track with Emergency care courses as part of the curriculum. Graduates of this program are eligible to take American Nurses Credentialing Center and American Association of Nurse
Practitioners certifying exam for family nurse practitioner and to pursue certification as Emergency Nurse Practitioner.

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<td>Family/Emergency NP I: Clinical Decision Making in Emergency Care</td>
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<td>Family/Emergency NP II: Medical Emergencies</td>
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<tr>
<td>NRSG 580</td>
<td>Family/Emergency NP III: Traumatic Emergencies</td>
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<tr>
<td>NRSG 657</td>
<td>Palliative Care across the Spectrum</td>
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**TOTAL CREDIT HOURS** 53

**DUAL SPECIALTY 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. The nurse-midwifery program is accredited by the Accreditation Commission for Midwifery Education, 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910; 240.485.1800, [http://www.midwife.org/acme, acme@acnm.org](http://www.midwife.org/acme, acme@acnm.org). 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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<td>NRSG 570</td>
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</table>
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 Association of Nurse Practitioners certification examinations.

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<td>NRSG 573</td>
<td>Family Nurse Practitioner III</td>
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<td>NRSG 575</td>
<td>Optimal Wellness: Promoting and Maintaining Health</td>
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<td>NRSG 576</td>
<td>Introduction to Clinical Specialty: Family Nurse Practitioner</td>
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<td>Health Care Quality and Patient Safety</td>
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<td>NRSG 599</td>
<td>Business of Healthcare: Finance</td>
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<td>NRSG 614</td>
<td>Human Lactation and Breastfeeding Management</td>
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<td>NRSG 630</td>
<td>Nurse Midwifery II (2 S/3 C)</td>
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<td>Nurse Midwifery III (1 S/4 C)</td>
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<td>Dual Major CNM/FNP (0.5 S/5.5 C)</td>
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<td>NRSG 657</td>
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<td>NRSG 678</td>
<td>Issues in Women’s Health</td>
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NRSG 599  Business of Healthcare: Finance ................................................................. 2
NRSG 652  Mental Health Issues for Advanced Practice Nursing ........................... 2
NRSG 657  Palliative Care Across the Spectrum ..................................................... 2
NRSG XXX Elective ................................................................................................... 2
TOTAL CREDIT HOURS ............................................................................................ 49

**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 two. 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>Advanced Health Assessment (Neonatal section) ......................................... 3</td>
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<td>Staying Healthy: Promoting and Maintaining Health in the Pediatric Patient</td>
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<td>Health Care Quality and Patient Safety .................................................... 3</td>
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<td>NRSG 657</td>
<td>Palliative Care Across the Spectrum ................................................................ 2</td>
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**TOTAL CREDIT HOURS** .................................................................................... 47

**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. The nurse-midwifery program is accredited by the Accreditation Commission for Midwifery Education, 8403 Colesville
### COURSE NUMBER | COURSE TITLE | CREDIT HOURS
--- | --- | ---
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 561 | Nurse Midwifery I | 5
NRSG 575 | Optimal Wellness: Promoting and Maintaining Health | 2
NRSG 576 | Introduction to Clinical Specialty: Nurse Midwife | 2
NRSG 589 | Leadership for Health Professions | 2
NRSG 591 | Health Care Quality and Patient Safety | 3
NRSG 599 | Business of Healthcare: Finance | 2
NRSG 614 | Human Lactation and Breastfeeding Management | 2
NRSG 630 | Nurse Midwifery II | 5
NRSG 631 | Nurse Midwifery III | 5
NRSG 652 | Mental Health Issues for Advanced Practice Nursing | 2
NRSG 657 | Palliative Care Across the Spectrum | 2
NRSG 678 | Issues in Women’s Health | 2

**TOTAL CREDIT HOURS** | 52

### PEDIATRIC ACUTE CARE NURSE PRACTITIONER
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).

### COURSE NUMBER | COURSE TITLE | CREDIT HOURS
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NRSG 505 | Research and Evidence-Based Practice | 3
NRSG 522 | Advanced Pharmacology | 3
NRSG 524 | Becoming an APRN | 2
NRSG 528 | Advanced Physiology/Pathophysiology | 3
NRSG 544 | Advanced Health Assessment | 3
NRSG 545 | Advanced Pediatric Practice I | 2
NRSG 546 | Advanced Pediatric Practice II | 2
NRSG 547 | Staying Healthy: Promoting and Maintaining Health in the Pediatric Patient | 3
### MASTER OF SCIENCE IN NURSING PROGRAM

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<td>NRSG 662</td>
<td>Pediatric Acute Care Nurse Practitioner II</td>
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<td>5 + 240 clinical hours</td>
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**TOTAL CREDIT HOURS** ........................................................................................................... 52

**TOTAL CLINICAL HOURS** ......................................................................................................... 600

### PEDIATRIC PRIMARY CARE NURSE PRACTITIONER

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).

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<td>Advanced Pharmacology</td>
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<td>Becoming an APRN</td>
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<td>NRSG 547</td>
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<td>NRSG 667</td>
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**TOTAL CREDIT HOURS** ........................................................................................................... 48

**TOTAL CLINICAL HOURS** ......................................................................................................... 600

### 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 WHNP program requires 50 credit hours and may be completed in four semesters of full-time study or may be pursed part time. Graduates are prepared to take the national Women’s Health Nurse Practitioner certification exam offered by the National Certification Corporation.

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<td>TOTAL CREDIT HOURS</td>
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**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.

**NRSG501 (3) Forensic Nursing Practice**

This course focuses on aspects of the medicolegal examination and assessment of patients who have experienced violence. Special attention is to aspects of evidence collection, preservation and documentation, as well as forensic science related to analysis of evidence. Focus is on care of victims and perpetrators, psychosocial and physical needs, ethics, sexual assault, elder abuse, child maltreatment, IPV, forensic mental health, and analysis of wounds and patterns of injury.

**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.

NRSG515 (2) Nursing for Social Change
This course is an introduction to the social, historical and cultural context of a number of issues affecting contemporary nursing policy and practice. Issues to be explored include race, work, gender, social justice, health disparities, global health, ethics and mental health. Students will
engage with nursing history scholarship to analyze how social forces have impacted on the development of nursing practice, and to explore the ways in which nurses have advocated for change within health systems, and society more broadly. The course will help students understand the long term patterns which have affected health service provision in the United States, and will enable them to develop strategies to become activists for both the profession and their patients.

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) 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.

NRSG519 (2) Acute and Complex Chronic Disease Management for the AGACNP I
This is the first in a two semester series of population focused diagnosis, treatment and disease management courses designed to prepare the adult gerontology acute care nurse practitioner student to recognize and manage the most common acute/episodic and complex chronic health conditions. Evidenced based practice will be used to formulate a management plan for increasingly complex disease processes and/or comorbidities for patients of diverse populations. This course will build upon content from previous and concurrent courses in pharmacology and pathophysiology. Evidence based practice will be incorporated to develop interventions and a plan of care specific to the recognition and management of the disease processes discussed. Classroom discussion, assignments and seminar case studies and simulations are designed to increase communication and clinical reasoning skills in the context of providing care as an APRN. Principles of safe, ethical practice will be emphasized.

NRSG520 (2) Acute and Complex Chronic Disease Management for the AGACNP II
This is the second in a two semester series of population focused diagnosis, treatment and disease management courses designed to prepare the adult gerontology acute care nurse practitioner student to recognize and manage the most common acute/episodic and complex chronic health conditions. Evidenced based practice will be used to formulate a management plan for increasingly complex disease processes and/or comorbidities for patients of diverse populations. This course will build
upon content from previous and concurrent courses in pharmacology, pathophysiology and disease management. Evidence based practice will be incorporated to develop interventions and a plan of care specific to the recognition and management of the disease processes discussed. Classroom discussion, assignments and seminar case studies and simulations are designed to increase communication and clinical reasoning skills in the context of providing care as an APRN. Principles of safe, ethical practice will be emphasized.

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.

NRSG523 (2) Extended Role Transition for the BSN Prepared Nurse Entering the APRN Profession
This course is intended to assist the entering graduate student to make the rapid transition from the role of student and/or beginning nurse to beginning professional APRN. It builds on all previous clinical and theoretical learning and experiences. Students will move toward increasingly independent practice in the area of their APRN specialty under the guidance of clinical faculty. Students will provide care to groups of clients under the direct supervision of the preceptor and with the guidance of the clinical faculty. Assignments are designed to apply theoretical knowledge within the clinical setting. Emphasis is on provision of safe, effective care for patients, and on the leadership and management abilities expected of the baccalaureate prepared nurse. Assignments are designed to assist students to analyze and synthesize learning as they apply new knowledge to current clinical experiences. Responsibility for own learning is stressed with the expectation of progression toward independent nursing practice.

NRSG524 (2) Becoming an APRN
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.

NRSG535 (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.

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.

NRSG540 (2) Network Science for Nursing Research
Introduces the use of network science in analyzing nursing data. Addresses basic network concepts such as size, density, centrality, and distance. Develops network analysis skills through homework, application assignments, and culminating project.

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/neonatal patient. 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. The clinical component of the course will facilitate the integration of skills and knowledge acquired in co-requisite courses as students begin delivery of advanced practice care in specialty settings. Experiences will emphasize impact of population health factors, health promotion and health maintenance opportunities, and potential risk reduction strategies within each specialty.

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 pathophysiological 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).
NRSG557 (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 pathophysiological 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).

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 (1–4) Family Nurse Practitioner I
This course introduces the student to the problem-solving and clinical decision-making processes used by advanced practice registered nurses (APRNs). APRN evaluation and management of the
most common episodic health problems and chronic disease states of adults 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. The role of the APRN in culturally congruent clinical prevention and population health will be explored. Models of disease risk reduction, health promotion and chronic disease management will be introduced.

**NRSG572 (2–5) 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 (1–5) 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-Gero Acute Care Nurse Practitioner, Adult-Gero Primary Care Nurse Practitioner, Family Nurse Practitioner, Family/Emergency Nurse Practitioner, Nurse Midwifery, and Women’s Health Nurse Practitioner.**

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. Students perform complete and symptom related health assessments. Collaborative strategies will guide the student in utilizing assessment skills as a beginning basis for clinical practice.

**NRSG577 (3–6) Family/Emergency Nurse Practitioner I: Clinical Decision-Making in Emergency Care**

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 emergency nurse practitioner student with the didactic information and clinical-decision making skills necessary to perform differential diagnosis and management of patients presenting to emergency settings, particularly selecting and interpreting laboratory, radiologic and other diagnostic tests. Building on didactic and clinical information for evaluating and treating adults with non-urgent and minor conditions in primary care settings, this course is designed to prepare students in the evaluation and management of patients with urgent and life-threatening conditions. Students will be taught to perform common acute resuscitation related procedures used in the emergency setting including airway management and advanced cardiac life support in addition to performing additional acute care skills including abdominal ultrasound, advanced vascular access procedures, chest thoracostomy, joint injections and lumbar puncture. Interdisciplinary communication and collaboration skills will be emphasized and practiced through clinical opportunities with undergraduate nursing students, medical residents and attending physicians. Complex resuscitation scenarios will be studied using simulation techniques.

**NRSG579 (3–7) 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 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. In addition, provider-patient communication in emergency settings is analyzed, examining principally the effects of low literacy on provider-patient communication, particularly patient education.

**NRSG580 (3–7) Family/Emergency Nurse Practitioner III: Traumatic Emergencies**

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 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.
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 to health systems leadership in today’s rapidly changing and complex health systems. Concepts 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, to improve their leadership presence, advance the roles of nursing and improve system processes and health care outcomes.

NRSG590 (1) Immersion Learning with Underserved Communities
The healthcare environment is influenced by economic, political and sociocultural factors locally and globally. This course will support graduate nursing students’ applied knowledge in health delivery systems and advance the value of social responsibility through a broad discussion of social justice, culture and non-governmental healthcare organizations. The course occurs concurrently with a 1-2 week clinical immersion experience in which advanced practice nursing students are providing care to vulnerable patient populations. Seminar may be completed prior to, during and/or following the immersion experience.

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.

NRSG596 (2) Economic Principles for 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.

NRSG599 (2) The Business of Healthcare: Finance and Economics
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.

**NRSG600 (2–5) Women’s Health Nurse Practitioner I: Reproductive Health Care for Women**

At the completion of this course, the student will have the knowledge and skills to be able to differentiate abnormal from normal findings using advanced assessment techniques, interpreting diagnostic study results and using critical thinking to formulate a diagnosis and plan of care as it pertains to the reproductive health care for a culturally diverse individual. This will include health promotion, disease prevention, and the management of common acute and chronic problems of women. Health assessment and maintenance, as well as disease identification and treatment will be discussed. Students will utilize current research to form evidence-based plans of care.

**NRSG601 (1–5) 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 (1–6) 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) Dissemination of Immersion Projects**

This course provides an opportunity for students to recreate the immersion experience and outcome in relatively standard abstract or journal article framework. The projects are expected to be recast in a way that provides a broad introduction to the topic at hand (what’s the general nature of the issues with which the project dealt and, within that broad area, what specific purpose can be ascribed to the project being reported on. Next, the methods are discussed—what did the students do, with whom, and how. And what were the results: what was accomplished. Finally, upon reflection, what are the "take away" points for discussion. The typical outcome of this process is the submission of an abstract to a relevant conference. Several prior projects wound up being presented at the Southern Nursing Research Society (SNRS) conference.

**NRSG614 (2) Human Lactation and Breastfeeding Management**

The purpose of this course is to give the students the skills to effectively promote and support breastfeeding and human lactation in a variety of settings. Students 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. Students will learn breastfeeding management strategies that are evidenced-based and clinically appropriate. Content will include the physiology of lactation, mechanics of breastfeeding, psychosocial factors that impact breastfeeding initiation and continuation, and teaching strategies appropriate to families and health professionals. Consideration will be given to how culture, ethnicity, and socioeconomic status influence a woman’s decision to breastfeed. Legal and ethical issues will also be addressed.
Students will select two observational clinical experiences based on their specific learning needs in a variety of health care and workplace settings.

**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 (5) 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 (2–6) Synthesis in Clinical Specialty: Dual Major**
This course is designed for dual major 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) Advanced Management of Bowel and Bladder
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 Wound
This course is designed to provide the advanced practice nurse with the knowledge and skills needed 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 (1–4) Neonatal Nurse Practitioner 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 (1–5) Neonatal Nurse Practitioner 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 healthcare management for neonates and older infants (up to age two). Students continue developing collaboration with other health professionals involved in the provision of healthcare. Innovative faculty/student practice models are used to enhance students’ learning experiences for ventilation strategies, FEN management and hemodynamic stabilization.
**NRSG654 (1–6) Neonatal Nurse Practitioner 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 two). Students will independently function one-on-one with assigned preceptor and collaborate through in-depth discussions related to advanced care of the neonatal patient to successfully meet course objectives. 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 caseload 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 responses 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.

**NRSG658 (2) Disaster Nursing**

This course is designed to provide strategies for the nurse to respond to natural or man-made emergency situations. Disasters have an impact on the public health of a community—access to medical care can be disrupted, resources may be depleted, and the psychological impact may be significant. It is vital that nurses have tools available to plan appropriate responses, and understand the public health implications of emergency preparedness. This course will provide the theoretical and practical knowledge necessary to apply nursing skills in a range of emergency situations.

**NRSG659 (2) Practice of Cultural Humility in Healthcare**

This course is designed for advanced practice nurses and other health care professionals who care for people across a wide spectrum of cultural difference. The first phase of the course is organized to cultivate an attitude within individual practitioners of cultural humility and life-long learning about persons of diverse racial, ethnic, religious, and sexual orientations. Students will reflexively explore their own values, attitudes, and beliefs as they learn to tailor their communication and approach to practice with different populations. In the second phase of the course, students will focus on the structural patterns in specific healthcare and professional organizations that have
perpetuated social inequality and health disparities and explore compassionate and thoughtful leadership for change to promote genuine health equity for all.

**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 (1–4) Pediatric Acute Care Nurse Practitioner 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 is designed to introduce the Acute Care PNP student to the care of the acutely ill or injured child. Major topics discussed in this course include the management of children with respiratory, cardiac, neurological, orthopedic, skin, eye, surgical, and infectious disease-related emergencies. The course will draw from the philosophical principles of Pediatric Advanced Life Support (PALS). Students will learn from a combination of lectures and clinical experiences. Focus is on advanced health assessment, recognition and management of emerging health crises, patient stabilization, and restoration of maximal health potential. 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 Acute Care PNP student will learn to perform comprehensive, advanced health assessments of infants and children. The Acute Care PNP student 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 Acute Care PNP student to acquire invasive skills and procedures in the clinical management of selected clients.

**NRSG662 (1–4) Pediatric Acute Care Nurse Practitioner II**

This course is the second in a series of three clinical courses for the graduate student in the Pediatric MSN Specialty program. Students will learn from a combination of lectures and clinical experiences. Focus is on advanced health assessment, recognition and management of emerging health crises, patient stabilization, and restoration of maximal health potential. 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 Pediatric Nurse Practitioner student will learn to perform comprehensive, advanced health assessments of infants, children. The Acute Care PNP 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 Acute Care PNP to acquire invasive skills and procedures in the clinical management of selected clients.

**NRSG663 (2–5) Pediatric Acute Care Nurse Practitioner III**
This is the final course in a series of PNP courses in the Pediatric 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 Pediatric Nurse Practitioner (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 PNP-AC student will perform comprehensive, advanced health assessments of infants and children. PN PAC 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 procedure and to acquire invasive procedures skills to clinically manage selected clients.

**NRSG664 (1–4) Pediatric Primary Care Nurse Practitioner I**
This course is the first in a series of three clinical courses for the graduate student in the Pediatric 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 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 (1–4) Pediatric Primary Care Nurse Practitioner II**
This course is the second in a series of three clinical courses for the graduate student in the Pediatric 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 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 (1–4) Pediatric Primary Care Nurse Practitioner III
This is the final course in a series of three clinical courses in the Pediatric 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 (1–4) 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 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 (1–5) 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 nursing practice perspective. Building on core courses, class presentations and discussions will focus on major concepts in the care of the serious acute and exacerbations of chronically illness from a systems 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 care settings are discussed. Weekly seminars foster student/faculty interaction; provide opportunities to develop professional goals and objectives for clinical experiences; provide guided experiences in dealing with role change; and facilitate the integration of theoretical concepts and clinical data.

NRSG670 (1–6) 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 (1–4) 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 (1–5) 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 (1–5) 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. Women’s growth and development across the life span will be described. 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 will be explored. Selected issues, including violence, are examined using power as a framework for critique. Issues are presented by guest lecturers and faculty, and include reflections on individual papers that students have chosen to read and share with classmates.

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 dermatopathology 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
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 and 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 the completion of their BSN degrees (Post-BSN to DNP) or after completing a master’s in nursing (Post-MSN to DNP) in an area of advanced practice nursing (nurse practitioner, nurse midwife, nurse anesthetist, clinical nurse specialist, nurse leader). 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.

The DNP program of study is 4 semesters of full-time study for Post-Masters DNP and 7 semesters of full time study for the Post-BSN to DNP for all specialties with the exception of the Post-BSN to DNP Nurse Anesthesia track which is 9 semesters. Students have 5 years to complete the DNP program of study. Students may petition for an extension of their study if not complete at the 5-year point. The DNP Director will make the final decision of whether to extend the time for program completion.

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
The American Association of Colleges of Nursing (AACN) stipulates that the practice-focused doctoral program of nursing (DNP) is a distinct model of doctoral education that provides an additional option for attaining a terminal degree in the discipline 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 bachelor’s of science in nursing degrees. Emory University recognizes the need for nurse leaders in both hospital health systems and in public health settings. The DNP prepares expert practitioners to implement and translate existing knowledge into practice and to lead health and health care improvements within specific contexts such as health systems, organizations, policy, clinics, or populations. This program is designed to allow the student to focus on either a health systems track or a population health track. Core and track DNP curricular content follows the eight DNP essentials outlined by the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice AACC (2006).

Plan of Study
All doctoral students in collaboration with their DNP Specialty Track Coordinator will complete and submit a Plan of Study on the Advisement Form (located in the DNP Toolkit) prior to enrolling in classes. Doctoral students may choose a full-time or part-time Plan of Study. The doctoral student is responsible to meet with the DNP Specialty Track Coordinator each semester to update the Plan of Study. 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 and expected graduation term. The Plan of Study will be planned with, and requires the approval of the student’s Specialty Track Coordinator and/or the DNP Program Director before the student can register in OPUS.

There are two tracks within the DNP Program, Health Systems Leadership and Population Health. A total of 38 hours are required for students in the Health Systems Leadership track and 42 hours are 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 Health Systems Leadership or Population Health track courses.
The core DNP coursework (24 credits) that will be required for students in either track is as follows:

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td>NRSG 715D</td>
<td>DNP Project Development I</td>
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<tr>
<td>NRSG 716D</td>
<td>DNP Project Development II</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 717D</td>
<td>DNP Project Development III</td>
<td>4</td>
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<tr>
<td>NRSG 721D</td>
<td>DNP Project</td>
<td>4</td>
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<tr>
<td>NRSG 589D</td>
<td>Leadership for Health Professions</td>
<td>2</td>
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</table>
| NRSG 592D     | Analysis of Complex Health Systems for Organizations | 2  
| NRSG 610D     | Analyzing, Evaluating and Translating Health Systems Evidence | 3  
| NRSG 714D     | Pathways to Practice                    | 4            |
| NRSG 723D     | Health Policy, Ethics, and Law          | 3            |

**POST BSN, ADULT/GERONTOLOGY ACUTE CARE NURSE PRACTITIONER PROGRAM HEALTH SYSTEMS LEADERSHIP–FULL-TIME**

<table>
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<tr>
<th>COURSE NUMBER</th>
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<tr>
<td>FALL SEMESTER</td>
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<tr>
<td>NRSG 524</td>
<td>Becoming an APRN</td>
<td>2</td>
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| NRSG 575      | Optimal Wellness: Promoting and Maintaining Health | 2  
| NRSG 528      | Advanced Physiology/Pathophysiology     | 3            |
| NRSG 592D     | Analysis of Complex Health Systems for Organizations | 2  
| NRSG 610D     | Analyzing, Evaluating, and Translating Health Systems Evidence | 3  
| SEMESTER CREDIT HOURS |                                       | 12           |
| SPRING SEMESTER |                                       |              |
| NRSG 723D     | Health Policy, Ethics and Law           | 3            |
| NRSG 522      | Advanced Pharmacology                   | 3            |
| NRSG 594D     | Analytic Tools for Evidence-Based Decision-Making | 3  
| SEMESTER CREDIT HOURS |                                       | 9            |
| SUMMER SEMESTER |                                     |              |
| NRSG 589D     | Leadership for Health Professions       | 2            |
| NRSG 593D     | Leading People to Transform Organizations | 3  
| NRSG 646      | Advanced Management of Skin and Wounds  | 2            |
| NRSG 523      | Extended Role Transition for the BSN Prepared Nurse Entering the APRN Profession (Direct entry students only) | 2  
| SEMESTER CREDIT HOURS |                                     | 7–9          |
### YEAR 2

#### FALL SEMESTER

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>NRSG 544</td>
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<tr>
<td>NRSG 715D</td>
<td>DNP Project Development I</td>
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<tr>
<td>NRSG 576</td>
<td>Intro to Clinical Specialty: Adult/Gerontology Acute Care</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 707D</td>
<td>Transforming Health Care: A Systems Approach to Improve Quality and Safety</td>
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**SEMESTER CREDIT HOURS** 11

#### SPRING SEMESTER

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<tbody>
<tr>
<td>NRSG 519</td>
<td>Management of Acute and Chronic Illness I for AGACNP</td>
<td>2</td>
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<tr>
<td>NRSG 668</td>
<td>Adult/Gerontology Acute Care NP I</td>
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<tr>
<td>NRSG 716D</td>
<td>DNP Project Development II</td>
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<tr>
<td>NRSG 714D</td>
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**SEMESTER CREDIT HOURS** 14

#### SUMMER SEMESTER

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<tr>
<td>NRSG 669</td>
<td>Adult/Gerontology Acute Care Nurse Practitioner II</td>
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<td>NRSG 717D</td>
<td>DNP Project Development III</td>
<td>4</td>
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<tr>
<td>NRSG 652</td>
<td>Mental Health Issues for APNs</td>
<td>2</td>
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<tr>
<td>NRSG 520</td>
<td>Management of Acute and Chronic Illness II for AGACNP</td>
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**SEMESTER CREDIT HOURS** 13

### YEAR 3

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<th>Course Code</th>
<th>Course Title</th>
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<td>Palliative Care Across the Spectrum</td>
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<tr>
<td>NRSG 670</td>
<td>Adult/Gerontology Acute Care NP III</td>
<td>6</td>
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<tr>
<td>NRSG 721D</td>
<td>DNP Project (variable)*</td>
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</table>

**SEMESTER CREDIT HOURS** 12

**TOTAL PROGRAM CREDITS** 78–80

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

### POST-BSN, CERTIFIED ADULT/GERONTOLOGY ACUTE CARE NURSE PRACTITIONER

#### POPULATION HEALTH TRACK—FULL TIME

### YEAR 1

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>NRSG 524</td>
<td>Becoming an APRN</td>
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<tr>
<td>NRSG 575</td>
<td>Optimal Wellness: Promoting and Maintaining Health</td>
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<tr>
<td>NRSG 528</td>
<td>Advanced Physiology/Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 592D</td>
<td>Analysis of Complex Health Systems for Organizations</td>
<td>2</td>
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<tr>
<td>NRSG 610D</td>
<td>Analyzing, Evaluating, and Translating Health Systems Evidence</td>
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**SEMESTER CREDIT HOURS** 12
SPRING SEMESTER
NRSG714D  Pathways to Practice ................................................................. 4
EPI 504D  Fundamentals of Epidemiology .................................................. 2
NRSG 522  Advanced Pharmacology ............................................................. 3
PRS 580D  Research Design and Grant Preparation OR
PRS 530D  Qualitative Methods OR
PRS 532D  Quantitative Analysis .................................................................. 2
SEMESTER CREDIT HOURS ............................................................................. 11

SUMMER SEMESTER
PRS 540D  Conduct of Evaluation Research ................................................. 2
BSHE 504D  Social Behavior in Public Health ................................................. 2
NRSG 718D  Population Adaptive Solutions .................................................... 1
NRSG 646  Advanced Management of Skin and Wounds (online) ............... 2
NRSG 589D  Leadership for Health Professions ............................................. 2
SEMESTER CREDIT HOURS ............................................................................. 9

YEAR 2
FALL SEMESTER
NRSG 544  Advanced Health Assessment ..................................................... 3
NRSG 715D  DNP Project Development I ......................................................... 3
PRS 505D  Integrated Communication Strategies ......................................... 2
NRSG 576  Introduction to Clinical Specialty: Adult-Gerontology Acute Care Nurse Practitioner .............. 2
NRSG 723D  Health Policy, Ethics, and Law .................................................... 3
SEMESTER CREDIT HOURS ............................................................................. 13

SPRING SEMESTER
NRSG 519  Acute and Complex Chronic Disease Management for the AGACNP I ......................................................... 2
NRSG 720D  Collaboration and Transformation for Population Health ........... 2
NRSG 668  Adult/Gerontology Acute Care Nurse Practitioner I .................... 4
NRSG 716D  DNP Project Development II ....................................................... 4
SEMESTER CREDIT HOURS ............................................................................. 12

SUMMER SEMESTER
NRSG 669  Adult/Gerontology Acute Care Nurse Practitioner II ................. 5
NRSG 652  Mental Health Issues for Advanced Practice Nursing .................. 2
NRSG 717D  DNP Project Development III ..................................................... 4
NRSG 520  Acute and Complex Chronic Disease Management for the AGACNP II ......................................................... 2
SEMESTER CREDIT HOURS ............................................................................. 13
YEAR 3

FALL SEMESTER
NRSG 657  Palliative Care Across the Spectrum ............................................. 2
NRSG 670  Adult/Gerontology Acute Care Nurse Practitioner III ..................... 6
NRSG 721D  DNP Project (variable)* ................................................................. 4

SEMESTER CREDIT HOURS ............................................................................. 12
TOTAL PROGRAM CREDITS ......................................................................... 82

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

POST-BSN, CERTIFIED NURSE MIDWIFE PROGRAM HEALTH SYSTEMS LEADERSHIP–FULL TIME

YEAR 1

FALL SEMESTER
NRSG 524  Becoming an APRN ........................................................................ 2
NRSG 575  Optimal Wellness: Promoting and Maintaining Health .................. 2
NRSG 528  Advanced Physiology/Pathophysiology .......................................... 3
NRSG 592D  Analysis of Complex Health Systems for Organizations .............. 2
NRSG 610D  Analyzing, Evaluating, and Translating Health Systems Evidence .... 3

SEMESTER CREDIT HOURS ............................................................................. 12

SPRING SEMESTER
NRSG714D  Pathways to Practice ................................................................. 4
NRSG 614  Human Lactation and Breastfeeding Management ....................... 2
NRSG 522  Advanced Pharmacology ............................................................... 3

SEMESTER CREDIT HOURS ............................................................................. 9

SUMMER SEMESTER
NRSG 589D  Leadership for the Health Professions ........................................ 2
NRSG 593D  Leading People to Transform Organizations ............................... 3
NRSG 678  Issues in Women’s Health .............................................................. 2
NRSG 523  Extended Role Transition for the BSN Prepared Nurse
Entering the APRN Profession (Direct entry students only) ....................... 2

SEMESTER CREDIT HOURS ............................................................................. 7–9

YEAR 2

FALL SEMESTER
NRSG 544  Advanced Health Assessment ...................................................... 3
NRSG 715D  DNP Project Development I ......................................................... 3
NRSG 576  Intro to Clinical Specialty: Nurse Midwifery ................................. 2
NRSG 707D  Transforming Health Care: A Systems Approach to Improve Quality and Safety .................................................. 3
NRSG 723D  Health Policy, Ethics, and Law ..................................................... 3

SEMESTER CREDIT HOURS ............................................................................. 14
## SPRING SEMESTER
- NRSG 517 Management of Acute and Chronic Illness I .................................................. 2
- NRSG 561 Nurse Midwifery I ......................................................................................... 5
- NRSG 716D DNP Project Development II ................................................................. 4
- NRSG 594D Analytic Tools for Evidence-Based Decision-Making ........................... 3

**SEASONAL CREDIT HOURS** .......................................................................................... **14**

## SUMMER SEMESTER
- NRSG 630 Nurse Midwifery II ....................................................................................... 5
- NRSG 652 Mental Health Issues for Advanced Practice Nursing ................................... 2
- NRSG 717D DNP Project Development III ................................................................. 4
- NRSG 518 Management of Acute and Chronic Illness II ............................................. 2

**SEASONAL CREDIT HOURS** .......................................................................................... **13**

## YEAR 3

### FALL SEMESTER
- NRSG 657 Palliative Care Across the Spectrum ............................................................ 2
- NRSG 631 Nurse Midwifery III ..................................................................................... 5
- NRSG 721D DNP Project (variable)* ............................................................................. 4

**SEASONAL CREDIT HOURS** .......................................................................................... **11**

### TOTAL PROGRAM CREDITS
- ........................................................................................................................................ **80–82**

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

## POST-BSN, CERTIFIED NURSE MIDWIFE PROGRAM POPULATION HEALTH–FULL TIME

### YEAR 1

### FALL SEMESTER
- NRSG 524 Becoming an APRN ....................................................................................... 2
- NRSG 575 Optimal Wellness: Promoting and Maintaining Health ............................... 2
- NRSG 528 Advanced Physiology/Pathophysiology ....................................................... 3
- NRSG 592D Analysis of Complex Health Systems for Organizations .......................... 2
- NRSG 610D Analyzing, Evaluating, and Translating Health Systems Evidence ............. 3

**SEASONAL CREDIT HOURS** .......................................................................................... **12**

### SPRING SEMESTER
- NRSG 714D Pathways to Practice .................................................................................. 4
- NRSG 614 Human Lactation and Breastfeeding Management ...................................... 2
- NRSG 522 Advanced Pharmacology ............................................................................. 3
- EPI 504D Fundamentals of Epidemiology ................................................................... 2

**SEASONAL CREDIT HOURS** .......................................................................................... **11**
<table>
<thead>
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<tbody>
<tr>
<td>NRSG 589D  Leadership for the Health Professions                          2</td>
</tr>
<tr>
<td>NRSG 718D  Population Adaptive Solutions                                 1</td>
</tr>
<tr>
<td>NRSG 678   Issues in Women’s Health                                     2</td>
</tr>
<tr>
<td>NRSG 523   Extended Role Transition for the BSN Prepared Nurse</td>
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<tr>
<td>Entering the APRN Profession (Direct entry students only)     2</td>
</tr>
<tr>
<td>BSHE 504D  Social Behavior in Public Health                               2</td>
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<tr>
<td>PRS 540D   Conduct of Evaluation Research                                 2</td>
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<tbody>
<tr>
<td>FALL SEMESTER</td>
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<tr>
<td>NRSG 544   Advanced Health Assessment                                  3</td>
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<tr>
<td>NRSG 715D  DNP Project Development I                                   3</td>
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<td>NRSG 576   Intro to Clinical Specialty: Nurse Midwifery                2</td>
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<tr>
<td>PRS 505D   Integrated Communication Strategies                          2</td>
</tr>
<tr>
<td>NRSG 723D  Health Policy, Ethics, and Law                               3</td>
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<tr>
<td><strong>SEMESTER CREDIT HOURS</strong>                                               13</td>
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<tbody>
<tr>
<td>NRSG 517   Management of Acute and Chronic Illness I                   2</td>
</tr>
<tr>
<td>NRSG 561   Nurse Midwifery I                                           5</td>
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<tr>
<td>NRSG 716D  DNP Project Development II                                  4</td>
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<td>PRS 580D   Research Design and Grant Preparation</td>
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<td>OR Qualitative Methods</td>
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<td>NRSG 652   Mental Health Issues for Advanced Practice Nursing          2</td>
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<tr>
<td>NRSG 717D  DNP Project Development III                                 4</td>
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<td>NRSG 518   Management of Acute and Chronic Illness II                  2</td>
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<td>NRSG 631   Nurse Midwifery III                                         5</td>
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**TOTAL PROGRAM CREDITS**                                               86

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.
# POST-BSN, EMERGENCY NURSE PRACTITIONER PROGRAM HEALTH SYSTEMS LEADERSHIP—FULL TIME

## YEAR 1
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<td>Analysis of Complex Health Systems for Organizations</td>
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<td>NRSG 610D</td>
<td>Analyzing, Evaluating, and Translating Health Systems Evidence</td>
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<td>NRSG 522</td>
<td>Advanced Pharmacology</td>
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### SUMMER SEMESTER
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### SEMESTER CREDIT HOURS

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## YEAR 2
### FALL SEMESTER
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<td>NRSG 715D</td>
<td>DNP Project Development I</td>
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<td>NRSG 576</td>
<td>Intro to Clinical Specialty: Family/Emergency Nurse Practitioner</td>
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<td>NRSG 707D</td>
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### SPRING SEMESTER
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### SEMESTER CREDIT HOURS

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### DOCTOR OF NURSING PROGRAM

#### SUMMER SEMESTER
- NRSG 579: Family/Emergency NP II ......................................................... 7
- NRSG 717D: DNP Project Development III ............................................. 4
- NRSG 518: Management of Acute and Chronic Illness II .......................... 2
- **SEMESTER CREDIT HOURS** ................................................................. 13

#### YEAR 3

##### FALL SEMESTER
- NRSG 657: Palliative Care Across the Spectrum ..................................... 2
- NRSG 580: Family/Emergency NP III .................................................... 7
- NRSG 721D: DNP Project (variable)* ..................................................... 4
- **SEMESTER CREDIT HOURS** ................................................................. 13
- **TOTAL PROGRAM CREDITS** ............................................................. 81

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

Note: Two strongly recommended electives for the ENP specialty:
- NRSG 595: The Leader's Role in Emergency Preparedness and Response (3 credits);
- NRSG 501: Forensic Nursing Practice (3 credits).

#### POST-BSN, EMERGENCY NURSE PRACTITIONER PROGRAM POPULATION HEALTH TRACK–FULL TIME

##### YEAR 1

##### FALL SEMESTER
- NRSG 524: Becoming an APRN .............................................................. 2
- NRSG 575: Optimal Wellness: Promoting and Maintaining Health .............. 2
- NRSG 528: Advanced Physiology/Pathophysiology .................................. 3
- NRSG 592D: Analysis of Complex Health Systems for Organizations ............ 2
- NRSG 610D: Analyzing, Evaluating, and Translating Health Systems Evidence ........... 3
- **SEMESTER CREDIT HOURS** ................................................................. 12

##### SPRING SEMESTER
- NRSG 714D: Pathways to Practice ............................................................ 4
- EPI 504D: Fundamentals of Epidemiology ............................................. 2
- NRSG 522: Advanced Pharmacology ..................................................... 3
- PRS 580D: Research Design and Grant Preparation OR
- PRS 530D: Qualitative Methods OR
- RS 532D: Quantitative Analysis ........................................................... 2
- **SEMESTER CREDIT HOURS** ................................................................. 11
### SUMMER SEMESTER

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<td>Social Behavior in Public Health</td>
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<td>Leadership for Health Professions</td>
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#### SEMESTER CREDIT HOURS

7

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### YEAR 2

#### FALL SEMESTER

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<td>PRS 505D</td>
<td>Integrated Communication Strategies</td>
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<td>Intro to Clinical Specialty: Family/Emergency Nurse Practitioner</td>
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#### SEMESTER CREDIT HOURS

13

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#### SPRING SEMESTER

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#### SEMESTER CREDIT HOURS

14

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#### SUMMER SEMESTER

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#### SEMESTER CREDIT HOURS

15

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### YEAR 3

#### FALL SEMESTER

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#### SEMESTER CREDIT HOURS

13

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#### TOTAL PROGRAM CREDITS

85

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

Note: Two strongly recommended electives for the ENP specialty:
NRSG 595 The Leader's Role in Emergency Preparedness and Response (3 credits);
NRSG 501 Forensic Nursing Practice (3 credits).
POST-BSN, FAMILY NURSE PRACTITIONER PROGRAM HEALTH SYSTEMS LEADERSHIP–FULL-TIME

YEAR 1

FALL SEMESTER
NRSG 524 Becoming an APRN .................................................. 2
NRSG 575 Optimal Wellness: Promoting and Maintaining Health ........................................ 2
NRSG 528 Advanced Physiology/Pathophysiology ........................................ 3
NRSG 592D Analysis of Complex Health Systems for Organizations ......................... 2
NRSG 610D Analyzing, Evaluating, and Translating Health Systems Evidence ........ 3

SEMESTER CREDIT HOURS ........................................................................ 12

SPRING SEMESTER
NRSG 714D Pathways to Practice .......................................................... 4
NRSG 723D Health Policy, Ethics, and Law ........................................... 3
NRSG 522 Advanced Pharmacology .......................................................... 3

SEMESTER CREDIT HOURS ........................................................................ 10

SUMMER SEMESTER
NRSG 589D Leadership for the Health Professions ........................................ 2
NRSG 593D Leading People to Transform Organizations ................................ 3
NRSG 652 Mental Health Issues for Advanced Practice Nursing .................... 2
NRSG XXX Elective .................................................................................. 2

SEMESTER CREDIT HOURS ......................................................................... 9

YEAR 2

FALL SEMESTER
NRSG 544 Advanced Health Assessment .................................................. 3
NRSG 544A Pediatric Health Assessment .................................................. 1
NRSG 715D DNP Project Development I .................................................. 3
NRSG 576 Intro to Clinical Specialty: Family Nurse Practitioner .................... 1
NRSG 707D Transforming Health Care: A Systems Approach to Improve Quality and Safety ........................................ 3

SEMESTER CREDIT HOURS ......................................................................... 11

SPRING SEMESTER
NRSG 517 Management of Acute and Chronic Illness I .......................... 2
NRSG 570 Family Nurse Practitioner II .................................................. 4
NRSG 716D DNP Project Development II .................................................. 4
NRSG 594D Analytic Tools for Evidence-Based Decision-Making .............. 3

SEMESTER CREDIT HOURS ......................................................................... 13
### SUMMER SEMESTER

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**SEMESTER CREDIT HOURS** 11

### YEAR 3

**FALL SEMESTER**

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**SEMESTER CREDIT HOURS** 11

### TOTAL PROGRAM CREDITS 77

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

### POST-BSN, FAMILY NURSE PRACTITIONER PROGRAM POPULATION HEALTH TRACK—FULL TIME

### YEAR 1

**FALL SEMESTER**

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<td>Analysis of Complex Health Systems for Organizations</td>
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**SEMESTER CREDIT HOURS** 12

**SPRING SEMESTER**

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<td>EPI 504D</td>
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**SEMESTER CREDIT HOURS** 12

**SUMMER SEMESTER**

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<td>Mental Health Issues for Advanced Practice Nursing</td>
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<td>Social Behavior in Public Health</td>
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**SEMESTER CREDIT HOURS** 9
YEAR 2

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NRSG 544  Advanced Health Assessment ....................................................... 3
NRSG 544A Pediatric Health Assessment ......................................................... 1
NRSG 715D DNP Project Development I ......................................................... 3
NRSG 576 Intro to Clinical Specialty: Family Nurse Practitioner ....................... 1
PRS 505D Integrated Communication Strategies ............................................ 2
NRSG 720D Collaboration and Transformation for Population Health ............... 2

SEMESTER CREDIT HOURS ............................................................................. 12

SPRING SEMESTER
NRSG 517 Management of Acute and Chronic Illness I ...................................... 2
NRSG 570 Family Nurse Practitioner II ............................................................. 4
NRSG 716D DNP Project Development II ......................................................... 4
PRS 580D Research Design and Grant Preparation OR
PRS 530D Qualitative Methods OR
PRS 532D Quantitative Analysis ...................................................................... 2

SEMESTER CREDIT HOURS ............................................................................. 12

SUMMER SEMESTER
NRSG 572 Family Nurse Practitioner II ............................................................. 5
NRSG 717D DNP Project Development III ....................................................... 4
NRSG 518 Management of Acute and Chronic Illness II ................................. 2

SEMESTER CREDIT HOURS ............................................................................. 11

YEAR 3

FALL SEMESTER
NRSG 657 Palliative Care Across the Spectrum ............................................... 2
NRSG 573 Family Nurse Practitioner III .......................................................... 5
NRSG 721D DNP Project (variable)* ................................................................. 4

SEMESTER CREDIT HOURS ............................................................................. 11

TOTAL PROGRAM CREDITS ........................................................................... 79

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D
DNP Project until all project requirements are met.

POST-BSN, NEONATAL NURSE PRACTITIONER PROGRAM HEALTH SYSTEMS LEADERSHIP—
FULL-TIME

YEAR 1

FALL SEMESTER
NRSG 524 Becoming an APRN ................................................................. 2
NRSG 528 Advanced Physiology/Pathophysiology ............................................. 3
NRSG 592D Analysis of Complex Health Systems for Organizations ................. 2
NRSG 610D Analyzing, Evaluating, and Translating Health Systems Evidence ...... 3

SEMESTER CREDIT HOURS ............................................................................. 10
SPRING SEMESTER
NRSG 714D  Pathways to Practice ................................................................. 4
NRSG 723D  Health Policy, Ethics, and Law ................................................... 3
NRSG 522  Advanced Pharmacology ............................................................. 3
SEMESTER CREDIT HOURS ............................................................................ 10

SUMMER SEMESTER
NRSG 589D  Leadership for the Health Professions ........................................ 2
NRSG 593D  Leading People to Transform Organizations ................................. 3
NRSG XXX  Elective ....................................................................................... 2
SEMESTER CREDIT HOURS ............................................................................ 7

YEAR 2
SEMESTER 4 (FALL)
NRSG 544  Advanced Health Assessment ....................................................... 3
NRSG 715D  DNP Project Development I ......................................................... 3
NRSG 547  Staying Healthy:
Promoting and Maintaining Health in the Pediatric Patient ........................ 3
NRSG 707D  Transforming Health Care:
A Systems Approach to Improve Quality and Safety .................................. 3
SEMESTER CREDIT HOURS ............................................................................ 12

SPRING SEMESTER
NRSG 556  Advanced Neonatal Issues I ......................................................... 3
NRSG 651  Neonatal Nurse Practitioner I ......................................................... 4
NRSG 716D  DNP Project Development II ....................................................... 4
NRSG 594D  Analytic Tools for Evidence-Based Decision-Making ................ 3
SEMESTER CREDIT HOURS ............................................................................ 14

SUMMER SEMESTER
NRSG 653  Neonatal Nurse Practitioner II ....................................................... 5
NRSG 721D  DNP Project Development III ....................................................... 4
NRSG 557  Advanced Neonatal Issues II ........................................................ 3
SEMESTER CREDIT HOURS ............................................................................ 12

YEAR 3
FALL SEMESTER
NRSG 657  Palliative Care Across the Spectrum ............................................ 2
NRSG 654  Neonatal Nurse Practitioner II ....................................................... 6
NRSG 721D  DNP Project (variable)* ............................................................... 4
SEMESTER CREDIT HOURS ............................................................................ 12
TOTAL PROGRAM CREDITS ....................................................................... 77

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.
POST-BSN, NEONATAL NURSE PRACTITIONER PROGRAM POPULATION HEALTH TRACK—FULL TIME

YEAR 1

FALL SEMESTER
NRSG 524  Becoming an APRN ................................................................. 2
NRSG 528  Advanced Physiology/Pathophysiology ........................................... 3
NRSG 592D  Analysis of Complex Health Systems for Organizations ................. 2
NRSG 610D  Analyzing, Evaluating, and Translating Health Systems Evidence ....... 3

SEMESTER CREDIT HOURS ........................................................................ 10

SPRING SEMESTER
NRSG 714D  Pathways to Practice ................................................................. 4
EPI 504D  Fundamentals of Epidemiology ....................................................... 2
NRSG 522  Advanced Pharmacology ............................................................. 3
PRS 580D  Research Design and Grant Preparation OR
PRS 530D  Qualitative Methods OR
PRS 532D  Quantitative Analysis .................................................................. 2

SEMESTER CREDIT HOURS ........................................................................ 11

SUMMER SEMESTER
PRS 540D  Conduct of Evaluation Research ..................................................... 2
BSHE 504D  Social Behavior in Public Health .................................................. 2
NRSG 718D  Population Adaptive Solutions .................................................... 1
NRSG 589D  Leadership for Health Professions .............................................. 2

SEMESTER CREDIT HOURS ........................................................................ 7

YEAR 2

FALL SEMESTER
NRSG 544  Advanced Health Assessment ....................................................... 3
NRSG 715D  DNP Project Development I ......................................................... 3
PRS 505D  Integrated Communication Strategies ............................................ 2
NRSG 547  Staying Healthy:
  Promoting and Maintaining Health in the Pediatric Patient ................. 3
NRSG 723D  Health Policy, Ethics, and Law ...................................................... 3

SEMESTER CREDIT HOURS ........................................................................ 14

SPRING SEMESTER
NRSG 554  Advanced Neonatal Issues I ......................................................... 3
NRSG 720D  Collaboration and Transformation for Population Health ............. 2
NRSG 651  Neonatal Nurse Practitioner I ........................................................ 4
NRSG 716D  DNP Project Development II ....................................................... 4

SEMESTER CREDIT HOURS ........................................................................ 13
### SUMMER SEMESTER

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<td>Advanced Neonatal Issues II</td>
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**SEMESTER CREDIT HOURS**

| 12            |

### YEAR 3

#### FALL SEMESTER

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**SEMESTER CREDIT HOURS**

| 11            |

**TOTAL PROGRAM CREDITS**

| 78            |

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

### POST-BSN, PEDIATRIC ACUTE CARE NURSE PRACTITIONER PROGRAM HEALTH SYSTEMS LEADERSHIP—FULL TIME

#### YEAR 1

#### FALL SEMESTER

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**SEMESTER CREDIT HOURS**

| 10            |

#### SPRING SEMESTER

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**SEMESTER CREDIT HOURS**

| 10            |

#### SUMMER SEMESTER

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**SEMESTER CREDIT HOURS**

| 7             |
# DOCTOR OF NURSING PROGRAM

## YEAR 2

### FALL SEMESTER

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**SEMESTER CREDIT HOURS**.............................................................. ................................... 12

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<td>DNP Project Development II</td>
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**SEMESTER CREDIT HOURS** .............................................................. ................................... 13

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**SEMESTER CREDIT HOURS** .............................................................. ................................... 10

## TOTAL PROGRAM CREDITS ......................................................................................................................... 73

*Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

## POST-BSN, PEDIATRIC ACUTE CARE NURSE PRACTITIONER PROGRAM

### POPULATION HEALTH TRACK—FULL TIME

## YEAR 1

### FALL SEMESTER

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**SEMESTER CREDIT HOURS** .............................................................. ................................... 10
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YEAR 2

FALL SEMESTER
NRSG 657  Palliative Care Across the Spectrum ................................................. 2
NRSG 663  Pediatric Acute Care III ................................................................. 5
NRSG 721D  DNP Project (variable)* ................................................................. 4
SEMESTER CREDIT HOURS .................................................................................. 11
TOTAL PROGRAM CREDITS ............................................................................. 79

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

POST-BSN, PEDIATRIC PRIMARY CARE NURSE PRACTITIONER PROGRAM HEALTH SYSTEMS LEADERSHIP—FULL TIME

YEAR 1

FALL SEMESTER
NRSG 524  Becoming an APRN ................................................................. 2
NRSG 528  Advanced Physiology/Pathophysiology ........................................ 3
NRSG 592D  Analysis of Complex Health Systems for Organizations ............. 2
NRSG 610D  Analyzing, Evaluating, and Translating Health Systems Evidence .... 3
SEMESTER CREDIT HOURS .................................................................................. 10

SPRING SEMESTER
NRSG 714D  Pathways to Practice ................................................................. 4
NRSG 723D  Health Policy, Ethics, and Law ....................................................... 3
NRSG 522  Advanced Pharmacology ............................................................... 3
SEMESTER CREDIT HOURS .................................................................................. 10

SUMMER SEMESTER
NRSG 589D  Leadership for the Health Professions ............................................ 2
NRSG 593D  Leading People to Transform Organizations (Informatics) .............. 3
NRSG 652  Mental Health Issues for Advanced Practice Nursing .................... 2
SEMESTER CREDIT HOURS .................................................................................. 7

YEAR 2

FALL SEMESTER
NRSG 544  Advanced Health Assessment ......................................................... 3
NRSG 715D  DNP Project Development I ............................................................ 3
NRSG 547  Staying Healthy:
Promoting and Maintaining Health in the Pediatric Patient ............................ 3
NRSG 707D  Transforming Health Care:
A Systems Approach to Improve Quality and Safety ....................................... 3
SEMESTER CREDIT HOURS .................................................................................. 12
### SPRING SEMESTER

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**SEMESTER CREDIT HOURS**: 13

### SUMMER SEMESTER

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**SEMESTER CREDIT HOURS**: 10

### YEAR 3

#### FALL SEMESTER

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**SEMESTER CREDIT HOURS**: 11

**TOTAL PROGRAM CREDITS**: 73

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### POST-BSN, PEDIATRIC PRIMARY CARE NURSE PRACTITIONER PROGRAM

#### POPULATION HEALTH TRACK—FULL TIME

### YEAR 1

#### FALL SEMESTER

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**SEMESTER CREDIT HOURS**: 10

#### SPRING SEMESTER

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**SEMESTER CREDIT HOURS**: 11
### SUMMER SEMESTER

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### YEAR 2

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#### SEMESTER CREDIT HOURS

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#### SPRING SEMESTER

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#### SUMMER SEMESTER

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#### SEMESTER CREDIT HOURS

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#### SEMESTER CREDIT HOURS

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#### TOTAL PROGRAM CREDITS

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POST-BSN, WOMEN’S HEALTH NURSE PRACTITIONER PROGRAM
HEALTH SYSTEMS LEADERSHIP
FULL-TIME–7 SEMESTERS

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<td>NRSG 592D</td>
<td>Analysis of Complex Health Systems for Organizations</td>
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<td>Analyzing, Evaluating, and Translating Health Systems Evidence</td>
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**SEMESTER CREDIT HOURS**                          12

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<td>Health Policy, Ethics, and Law</td>
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**SEMESTER CREDIT HOURS**                          10

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<td>Mental Health Issues for Advanced Practice Nursing</td>
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**SEMESTER CREDIT HOURS**                          9

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<td>NRSG 576</td>
<td>Intro to Clinical Specialty: Women’s Health Nurse Practitioner</td>
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<td>NRSG 707D</td>
<td>Transforming Health Care: A Systems Approach to Improve Quality and Safety</td>
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**SEMESTER CREDIT HOURS**                          11

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<td>NRSG 600</td>
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<td>NRSG 594D</td>
<td>Analytic Tools for Evidence-Based Decision-Making</td>
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**SEMESTER CREDIT HOURS**                          14

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<td>NRSG 518</td>
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**SEMESTER CREDIT HOURS**                          11
SEMESTER 7 (FALL)
NRSG 657 Palliative Care Across the Spectrum ........................................... 2
NRSG 602 Women’s Health Nurse Practitioner III ................................... 6
NRSG 721D DNP Project (variable)* ........................................................... 4
SEMESTER CREDIT HOURS ............................................................................. 12
TOTAL PROGRAM CREDITS ......................................................................... 79

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

POST-BSN, WOMEN’S HEALTH NURSE PRACTITIONER PROGRAM
POPULATION HEALTH TRACK
FULL-TIME– 7 SEMESTERS

SEMESTER 1 (FALL)
NRSG 524 Becoming an APRN ................................................................. 2
NRSG 575 Optimal Wellness: Promoting and Maintaining Health .......... 2
NRSG 528 Advanced Physiology/Pathophysiology .................................. 3
NRSG 592D Analysis of Complex Health Systems for Organizations .......... 2
NRSG 610D Analyzing, Evaluating, and Translating Health Systems Evidence .... 3
SEMESTER CREDIT HOURS ............................................................................. 12

SEMESTER 2 (SPRING)
NRSG 714D Pathways to Practice ............................................................... 4
EPI 504D Fundamentals of Epidemiology ................................................. 2
NRSG 522 Advanced Pharmacology .......................................................... 3
PRS 580D Research Design and Grant Preparation OR
PRS 530D Qualitative Methods OR
PRS 532D Quantitative Analysis ................................................................. 2
SEMESTER CREDIT HOURS ............................................................................. 11

SEMESTER 3 (SUMMER)
PRS 540D Conduct of Evaluation Research ................................................. 2
BSHE 504D Social Behavior in Public Health .......................................... 2
NRSG 678 Issues in Women’s Health ....................................................... 2
NRSG 718D Population Adaptive Solutions ............................................. 1
NRSG 589D Leadership for Health Professions ...................................... 2
SEMESTER CREDIT HOURS ............................................................................. 9

SEMESTER 4 (FALL)
NRSG 544 Advanced Health Assessment .................................................. 3
NRSG 715D DNP Project Development I ................................................... 3
PRS 505D Integrated Communication Strategies ..................................... 2
NRSG 576 Intro to Clinical Specialty: Women’s Health ....................... 2
NRSG 723D Health Policy, Ethics, and Law ............................................ 3
SEMESTER CREDIT HOURS ............................................................................. 13
### SEMESTER 5 (SPRING)

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<td>NRSG 517</td>
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<td>NRSG 720D</td>
<td>Collaboration and Transformation for Population Health</td>
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<tr>
<td>NRSG 600</td>
<td>Women's Health Nurse Practitioner I:</td>
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<td>Reproductive Health Care for Women</td>
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<td>NRSG 716D</td>
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**SEMESTER CREDIT HOURS** .............................................................. 13

### SEMESTER 6 (SUMMER)

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<td>Advanced Care of Women</td>
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<td>NRSG 652</td>
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<tr>
<td>NRSG 518</td>
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**SEMESTER CREDIT HOURS** .............................................................. 13

### SEMESTER 7 (FALL)

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<td>NRSG 602</td>
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<td>Preceptorship for Women’s Health</td>
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**SEMESTER CREDIT HOURS** .............................................................. 11

**TOTAL PROGRAM CREDITS** .............................................................. 82

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

**DNP, NURSE ANESTHESIA PROGRAM – FULL-TIME ONLY**

**TENTATIVE CURRICULUM**

This is a new program; the first class is expected to enroll in August 2017 pending final approval by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

### SEMESTER 1 (FALL)

<table>
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<tr>
<th>Course Code</th>
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<td>NRSG 528</td>
<td>Advanced Physiology/Pathophysiology</td>
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<td>NRSG 531</td>
<td>Chemistry and Physics</td>
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<td>NRSG 592D</td>
<td>Analysis of Complex Health Systems for Populations and Organizations</td>
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<tr>
<td>NRSG 610D</td>
<td>Analyzing, Evaluating, and Translating Health Systems Evidence</td>
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**SEMESTER CREDIT HOURS** .............................................................. 14
SEMESTER 2 (SPRING)
NRSG 532 Basic Principles Nurse Anesthesia ........................................ 5
NRSG 526 Advanced Pharmacology for Anesthesia .................................. 3
NRSG 544 Advanced Health Assessment ................................................. 3
SEMESTER CREDIT HOURS ........................................................................ 11

SEMESTER 3 (SUMMER)
NRSG 563 Advanced Principles of Nurse Anesthesia I ................................ 6
NRSG 529 Advanced Physiology/Pathophysiology Anesthesia I ............... 3
NRSG 589D Leadership for Health Professions ......................................... 2
SEMESTER CREDIT HOURS ........................................................................ 11

SEMESTER 4 (FALL)
NRSG 707D Transforming Health Care:
   A systems approach to improve Quality and Safety .............................. 3
NRSG 715D DNP Project Development I .................................................... 2
NRSG 564 Advanced Principles of Nurse Anesthesia II ................................ 5
NRSG 530 Advanced Physiology/Pathophysiology Anesthesia II ............. 3
SEMESTER CREDIT HOURS ........................................................................ 13

SEMESTER 5 (SPRING)
NRSG 716D DNP Project Development II ................................................... 1
NRSG 594D Analytic Tools for Evidence Based Decision Making .............. 3
NRSG 677 Clinical Reasoning ................................................................... 2
NRSG 687 Nurse Anesthesia Application I ............................................... 3
SEMESTER CREDIT HOURS ........................................................................ 9

SEMESTER 6 (SUMMER)
NRSG 717D DNP Project Development III ................................................ 1
NRSG 593D Leading People to Transform Organizations ........................... 3
NRSG 688 Nurse Anesthesia Application II .............................................. 4
SEMESTER CREDIT HOURS ....................................................................... 8

SEMESTER 7 (FALL)
NRSG 721D DNP Project ............................................................................. 1*
NRSG 723D Health Policy, Ethics and Law ................................................. 3
NRSG 548 Professional Role: Nurse Anesthesia Practice .......................... 2
NRSG 689 Nurse Anesthesia Application III ............................................. 4
SEMESTER CREDIT HOURS ....................................................................... 10

SEMESTER 8 (SPRING)
NRSG 690 Nurse Anesthesia Application IV ............................................. 4
NRSG 714D Pathways to Practice ............................................................... 4
NRSG 721D DNP Project ........................................................................ 1*
SEMESTER CREDIT HOURS ...................................................................... 8-9
SEMESTER 9 (SUMMER)
NRSG 691 Nurse Anesthesia Application V .................................................. 4
NRSG 721D DNP Project ................................................................................. 1*

SEMESTER CREDIT HOURS ........................................................................ 4–5
TOTAL PROGRAM HOURS ........................................................................ 88 CREDITS

* Students not completing the DNP Project in semester 7 must maintain enrollment of 1 credit hour in 721D DNP Project until all project requirements are met.

PLAN OF STUDY FOR DOCTORAL STUDENTS ENTERING THE
POST-MSN HEALTH SYSTEMS LEADERSHIP TRACK—FULL TIME

YEAR 1
FALL SEMESTER
NRSG 592D Analysis of Complex Health Systems for Organizations ............ 2
NRSG 610D Analyzing, Evaluating, and Translating Health Systems Evidence .... 3
NRSG 707D Transforming Health Care: A Systems Approach to Improve Quality and Safety ............ 3
NRSG 715D DNP Project Development I ....................................................... 3

SPRING SEMESTER
NRSG 594D Analytic Tools for Evidence-Based Decision-Making ............... 3
NRSG 714D Pathways to Practice ................................................................. 4
NRSG 716D DNP Project Development II .................................................... 4

SUMMER SEMESTER
NRSG 589D Leadership for Health Professions .......................................... 2
NRSG 593D Leading People to Transform Organizations ................................ 3
NRSG 717D DNP Project Development III ................................................... 4

YEAR 2
FALL SEMESTER
NRSG 721D DNP Project ............................................................................... 4
NRSG 723D Health Policy, Ethics and Law .................................................... 3

PLAN OF STUDY FOR DOCTORAL STUDENTS ENTERING THE POST-MASTERS POPULATION
HEALTH TRACK—FULL TIME

YEAR 1
FALL SEMESTER
NRSG 592D Analysis of Complex Health Systems for Organizations ............ 2
NRSG 610D Analyzing, Evaluating, and Translating Health Systems Evidence .... 3
NRSG 715D DNP Project Development I ....................................................... 3
PRS 505D Integrated Communications Strategies ..................................... 2
SPRING SEMESTER
NRSG 714D  Pathways to Practice ................................................................. 4
NRSG 716D  DNP Project Development II ................................................... 4
EPI 540D  Fundamentals of Epidemiology ................................................... 2
PRS 530D  Quantitative Methods OR
PRS 532D  Qualitative Methods OR
PRS 580D  Research Design and Grant Preparation .................................... 2

SUMMER SEMESTER
NRSG 589D  Leadership for Health Professions ......................................... 2
NRSG 717D  DNP Project Development III .................................................... 4
NRSG 718D  Population Adaptive Solutions ..................................................... 1
BSHE 504D  Social Behavior in Public Health .............................................. 2
PRS 540D  Conduct of Evaluation Research .................................................. 2

YEAR 2
FALL SEMESTER
NRSG 720D  Collaboration and Transformation for Population Health .......... 2
NRSG 721D  DNP Project ........................................................... ............................ 4
NRSG 723D  Health Policy, Ethics, and Law ...................................................... 3

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. This hybrid course is online with 3 required campus-based sessions.

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. This hybrid course is online with 3 required campus-based sessions.

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
leadership skills will be promoted through understanding the influence of policy, organizational hierarchy, and personal leadership characteristics. This hybrid course is online with 3 required campus-based sessions.

**NRSG 594D (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. This hybrid course is online with 3 required campus-based sessions.

**NRSG 610D (4) 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. This hybrid course is online with 3 required campus-based sessions.

**NRSG 707D (3) Transforming Health Care: A Systems Approach to Improve Quality and Safety**
The goal of this course is to equip students with the knowledge, skills, and attitudes to participate and lead efforts for improving quality, safety, and patient-centered care in a variety of health care settings both in the US and globally. The course builds upon clinical specialty experiences in the development of essential competencies identified for advanced practice nurses to lead efforts in improving the quality and safety of healthcare. Students will use a systems framework to assess relevant contextual factors (local, regional, national, and global) and to identify implications for quality improvement and system redesign initiatives. This course will also guide students in application of foundational theories, models, and tools used in optimizing health systems performance through enhancing the patient experience of care, improving the health of populations, and reducing the per capita cost of healthcare (Triple Aim). Additionally, students will be introduced to the use of health informatics to obtain and transform data into usable information to inform evidence based decisions and to evaluate safety and quality of healthcare. Our unique professional perspectives and experiences will provide the foundation for inter-professional learning to guide future healthcare improvement. This hybrid course is online with 3 required campus-based sessions.

**NRSG 714D (4) Pathways to Practice**
Business acumen and financial knowledge contribute to the overall stability and operating metrics of a health care entity. This is foundational knowledge for the systems thinker and population health innovator. Incorporating financial analysis, market synthesis and business efficiency, this course will prepare the practitioner for the dynamics of reimbursement, expansion, marketing and budgeting in correlation with optimal patient outcomes. The course prepares Nurse Practitioners to determine financial viability within organizations, to engage in strategic business decision making, to consider functioning as an entrepreneur and financially partner successfully as clinicians in a paradigm of care delivery. This hybrid course is online with 3 required campus-based sessions.
NRSG 715D (1–3) 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. This hybrid course is online with 3 required campus-based sessions.

NRSG 716D (1–4) 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 DNP 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. This hybrid course is online with 3 required campus-based sessions.

NRSG 717D (1–4) 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 DNP project in a focused area of practice inquiry. This course prepares the student to implement and conduct the DNP project. The full implementation 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. This hybrid course is online with 3 required campus-based sessions.

NRSG718D (1) Population Adaptive Solutions
A new century of doctoral-prepared practice experts require comprehensive skills to not simply generate or interpret data—but also translate it into specific strategies for transforming population health or health systems. This practice-based course has two parts. First, you as student-practitioners will identify specific drivers of an adverse outcome using preexisting skills from the knowledge-generating and -interpreting disciplines of epidemiology and biostatistics. Next, you will create contextual strategies to mitigate those specific causes by translating research evidence and theory into a defined practice setting where the adverse outcome was first identified. This hybrid course is online with 3 required campus-based sessions.

NRSG720D (2) Collaboration and Transformation for Population Health
Practice-engaged scholars require broad interpersonal, communication and collaborative skills for building strategic alliances and creating cross-disciplinary solutions to health problems. This inquiry-based course presents strategies that build action-focused, interpersonal collaborations for system leadership, patient care or practice partnerships. Theories and research-based evidence on collaboration are used to mobilize a broad range of intersectoral stakeholders as agents for improving a defined health problem. This hybrid course is online with 3 required campus-based sessions.

NRSG 721D (1–6) DNP Project
The DNP Project is the final component of the DNP project experience, culminating in the generation of results that are prepared for dissemination, either regionally, nationally or globally.
The specific DNP project reflects the specific interest of the student, guided by the DNP Project Committee. 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. This hybrid course is online with 3 required campus-based sessions.

NRSG723D (2–3) 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. This hybrid course is online with 3 required campus-based sessions.

Doctor of Nursing Practice, Nurse Anesthesia
The Nurse Anesthesia specialty of the Doctor of Nursing Practice program prepares graduates in the science and art of anesthesia who generate and disseminate evidence to lead and improve health care by transforming health care delivery and health care systems for improved patient outcomes. This program is 86-credits encompassing 36-months of full-time study, culminating in a Doctor of Nursing Practice degree. The DNP Health Systems Leadership and Anesthesia core curriculum are integrated throughout this 36-month program. The Health Systems Leadership focus provides students with a foundation of business, leadership, and clinical skills to expand their practice on graduation.

Clinical practicum begins in the third semester with students having 2-3-4 days per week in clinical practice by the end of the program. Over 2,500 clinical hours in anesthesia in addition to 500 DNP project hours are provided in this program. Additional hours will be provided for simulation experiences to prepare the student for entry to the operating room as well as allow for the assessment of competencies for simulated critical incidents. Anesthesia courses will be onsite with clinical sites at varied location throughout Georgia to provide the broadest experiences and provide an education for the full scope of practice. DNP courses use a hybrid delivery model with combined onsite and online instruction.

This is a new program; the first class is expected to enroll in August 2017 pending final approval by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

DNP, Nurse Anesthesia Program Requirements

ADMISSION REQUIREMENTS
Qualified applicants must have:

- a baccalaureate degree from an accredited nursing program (CCNE, NLNAC)
- a minimum GPA of 3.0 on a 4.0 scale;
- graduate level statistics*
- a competitive GRE score (Recommended score in the 50th percentile or above on both the verbal and quantitative sections of the GRE and 4.0 on the analytical writing section). GRE scores are valid for five years. The GRE requirement will not be waived.
• hold an unencumbered RN license or if out of state, be eligible for licensure in the State of Georgia;
• a minimum of 1-year and preferably 2–3 years of current full-time adult critical care experience in a surgical, medical, cardiac, or neuro intensive care (orientation is not part of the 1 year requirement). Note: the following are NOT considered as critical care experience: Telemetry, Cardiac Cath Lab, Operating Room, Post-Anesthesia Care Unit (PACU or RR), Emergency Department, Neonatal ICU, or Pediatric ICU.
• be certified in basic, advanced cardiac, and pediatric advanced life support.

Admission into any graduate program is granted on a competitive basis. Applicants who met the admissions criteria may be invited for an on-campus interview. Students meeting minimum requirements may be denied admission based on such factors as program capacity or academic discretion.

PLAN OF STUDY

The Plan of Study for the DNP, Nurse Anesthesia program is set at the time of admission between the student and their academic advisor. Faculty reserve the right to determine if course work from other institutions is transferrable.

Full-Time Plan of Study for Doctoral, Nurse Anesthesia Students

DNP, NURSE ANESTHESIA PROGRAM OUTCOMES

Doctor of Nursing Practice, Nurse Anesthesia program outcomes address the role of leader, scholar, ethical clinician, critical thinker, innovative and collaborative clinician, and effective communicator. Social responsibility is a key thread throughout the program and congruent with the mission of the School of Nursing. Outcomes are consistent with the American Association of Colleges of Nursing Doctor of Nursing Practice Essentials (2006); Standards for Accreditation of Nurse Anesthesia Programs: Practice Doctorate (October, 2015), Council on Accreditation of Nurse Anesthesia Educational Programs; and the Nell Hodgson Woodruff School of Nursing program mission and goals. The Graduate Standards of Practice for Anesthesia Programs include: patient safety, perianesthesia, critical thinking, communication, leadership, and professional role. In parentheses behind each outcome is the DNP Essential and Graduate Standard addressed by the outcome.

The graduate of the Emory DNP, Nurse Anesthesia track as leader:
• Improves the health care system and patient care outcomes through engagement in health care policy at all levels, including institutional, local, state, regional, federal, and international levels (Essential II; Leadership; Professional Role).
• Applies principles of clinical prevention and population health to improve the health of the public (Essential VII; Patient Safety; Perianesthesia; Professional Role).
• Advocates for social justice, equity, and ethical policies within all health care arenas (Essential V; Professional Role).

The graduate of the Emory DNP, Nurse Anesthesia track as scholar:
• Uses science-based theories and concepts to develop and evaluate new practice approaches to care delivery (Essential I; Professional Role; Critical Thinking).
• Demonstrates competence in the translation of research in practice, the evaluation of practice improvement of the reliability of health care practices/outcomes and participation in collaborative research (Essential III; Critical Thinking; Communication).

_The graduate of the Emory DNP, Nurse Anesthesia track focuses on social responsibility and:_

• Demonstrates sensitivity to diverse organizational cultures and populations including patients and providers (Essential VIII; Perianesthesia; Communication).

• Advocates for social justice, equity, and ethical policies within all health care arenas (Essential V; Professional Role; Communication).

_The graduate of the Emory DNP, Nurse Anesthesia track as ethical clinician:_

• Develops and/or evaluates effective strategies for managing the ethical dilemmas inherent in patient care, health care organizations, and ensures accountability for quality and safety of patient care (Essential II; Patient Safety; Communication).

• Demonstrates knowledge of the ethical, regulatory, and legal issues related to health information systems and patient care technology (Essential IV; Professional Role).

• Delivers culturally competent care to patients, families throughout anesthesia care (Perianesthesia).

_The graduate of the Emory DNP, Nurse Anesthesia track as critical thinker:_

• Foster evidence based critical reasoning, systematic inquiry, and reflection to analyze health and health care delivery phenomena, and to improve health care systems (Essential I-VIII; Professional Role).

• Uses information systems/technology resources to implement quality improvement initiatives and support practice and administrative decision-making (Essential IV; Critical Thinking; Communication; Professional Role).

_The graduate of the Emory DNP, Nurse Anesthesia track as innovative and collaborative clinician:_

• Develops, implements, and evaluates new approaches to clinical practice and health care delivery using principles of business, finance, economics, and policy (Essential VIII; Professional Role; Critical Thinking).

• Designs, implements, and evaluates therapeutic interventions based on scientific knowledge and emerging approaches to practice and healthcare delivery to promote optimal outcomes (Essential VIII; Critical Thinking; Professional Role).

• Leads interprofessional teams in the analysis of complex practice, situational transitions, and organizational issues (Essential VI; Leader).

• Integrates and institutionalizes evidence-based clinical prevention and population health services for individuals, aggregates, and populations (Essential VII; Professional Role).

• Uses scientific knowledge, evidence of emerging approaches to nurse anesthesia practice, and skills competence to deliver safe patient care (Patient Safety).

• Foster new solutions for quality and safe care that translates and incorporates evidence into clinical practice (Patient Safety).

• Integrates lifelong learning practices for professional growth and role development (Patient Safety, Perianesthesia, Critical Thinking, Leadership, and Professional Role).

_The graduate of the Emory DNP, Nurse Anesthesia track as effective communicator:_

• Utilizes advanced communication skills/processes to articulate messages that lead to quality improvement and patient safety initiatives in health care systems (Essential VI; Communication).

• Disseminate findings for evidence-based practice and research to improve health outcomes (Essential III; Professional Role).
Develops and sustains therapeutic relationships and partnerships with patients/families/groups and other healthcare providers to facilitate optimal patient care and outcomes (Essential VI; Communication).

Partners with anesthesia care team members to achieve excellence in clinical practice (Leader).

**NRSG526 (3) Advanced Pharmacology for Anesthesia**
This course will provide an in-depth study of the pharmacology of drugs prescribed for specific human conditions. In depth study of the pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, and toxicology along with principles of drug actions, uptake, distribution, biotransformation, and elimination will be discussed for drugs specifically related to the practice of anesthesia.

**NRSG529 (3) Advanced Physiology/Pathophysiology Anesthesia I**
This course will use a systems approach of pathophysiological disease states of specific concern to the anesthesia provider. Evidence based practice will be incorporated to develop interventions and a plan of care to include the effects of general and regional anesthesia in patients with multiple comorbidities across the lifespan.

**NRSG530 (3) Advanced Physiology/Pathophysiology Anesthesia II**
This course will take a systems and lifespan approach, integrating anatomy, physiology, and pathophysiology as it relates to anesthesia practice. Evidence based practice resulting from relevant research of pathophysiological disease states will be incorporated to develop interventions and a plan of care to specific body systems. Particular attention will be given to the effects of general and regional anesthesia in patients with acute and chronic renal, liver, endocrine, neuromuscular, congenital heart, and genetic based health disorders.

**NRSG531 (3) Chemistry and Physics**
This course will provide students with the basics of clinical biochemistry and physics to prepare for future studies. It will include a review of basic organic chemistry pertaining to understanding metabolic pathways, structure and function of proteins, cellular mechanisms for action and drug receptor interaction, and enzyme kinetics. The student will be introduced to the physical principles and processes of physics as they apply to anesthesia practice.

**NRSG532 (5) Basic Principles Nurse Anesthesia**
This course will introduce the student to concepts and techniques of general anesthesia, regional anesthesia, and monitored anesthesia care. The integration of preoperative evaluation, planning, and anesthetic management for surgical patients will be analyzed. Students will examine risk management and management of critical incidents in anesthesia for improved patient outcomes. The importance of planning and executing a safe, individualized plan of care for patients with chronic health problems will be emphasized.

**NRSG548 (3) Professional Role: Nurse Anesthesia Practice**
This course focuses on a variety of professional issues including how history has shaped nurse anesthesia education and practice, the development of the American Association of Nurse Anesthetists (AANA) and the role of the nurse anesthetist related to policy affecting professional practice. Legal issues, standards of care, scope of practice within the state and variations between
states will be examined. Students will explore the variety of practice settings and employment options. Optimization of and challenges to wellness and work/life balance such as chemical dependency will be explored.

**NRSG 563 (6) Advanced Principles of Nurse Anesthesia I**
This course will provide in-depth coverage of advanced concepts and principles of anesthetic management with an emphasis on acute and chronic pain management including local and regional anesthetics, and regional and peripheral blocks. Anesthesia techniques for management of specific surgical procedures will be reviewed. Patient-focused anesthesia implications of various procedures and anesthetic techniques will be discussed. Transition from the didactic phase into the anesthesia provider role occurs as students participate in the guided administration of anesthesia in simulation and clinical practice. Professional attributes and interpersonal and interprofessional communication will be addressed.

**NRSG564 (5) Advanced Principles of Nurse Anesthesia II**
This course focuses on the evaluation and management of patients with increased complexity. Current evidence will be used to formulate an anesthetic plan and administration of anesthesia for increasingly complex surgical procedures and/or comorbidities for patients of diverse populations. Principles of safe, ethical practice will be emphasized. The use of data for decision making for perianesthetic practice will be integrated.
NRSG677 (2) Clinical Reasoning
This course is designed to enhance the student theoretical foundation. Critical thinking, clinical reasoning, and communication techniques will be solidified through individual and group, including interprofessional interaction. The course will emphasize the significance and application of scientific principles and evidence based practice to clinical anesthesia situations.

NRSG687 (3) Nurse Anesthesia Application I
This course focuses on anesthesia considerations and techniques for the pediatric and obstetric patient and enhances the student’s knowledge and skills in preoperative patient evaluation, preanesthesia assessment, and preparation for administration of anesthesia, inductions, intraoperative management, emergence and postanesthesia management in this patient population.

NRSG688 (4) Nurse Anesthesia Application II
This course focuses on anesthesia considerations and techniques for patients undergoing cardiothoracic, vascular, and neurological surgery. This course will strengthen the student’s theoretical foundations and scientific principles of anesthesia practice when working with complex conditions. It will foster the student’s ability to apply anesthesia concepts and critical thinking toward the integration of knowledge and skills into clinical practice.

NRSG689 (4) Nurse Anesthesia Application III
This course will further strengthen the student’s theoretical foundations and scientific principles of anesthesia practice for patients with hepatic, renal, endocrine, and ear, nose, and throat (ENT) conditions. It will foster the synthesis of anesthesia concepts and critical thinking toward the application of knowledge and skills into clinical practice. Expanding upon Nurse Anesthesia 1 and 2, students will explore selected topics in hazards and complications related to anesthesia administration.

NRSG690 (4) Nurse Anesthesia Application IV
This course focuses on anesthesia care for trauma and thermal injuries and advanced pain management for acute and chronic conditions. It is designed to solidify the student’s theoretical and scientific foundations and critical thinking abilities by applying critical anesthesia concepts in clinical anesthesia practice. Concepts of leadership will be applied to interpersonal and interprofessional communication.

NRSG691 (4) Nurse Anesthesia Application V
The course is a comprehensive review of anesthesia concepts and considerations. The depth and breadth of scientific and theoretical principles found in Nurse Anesthesia Application I-IV is solidified with an emphasis on professional practice.
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 ad 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.)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
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<tr>
<td>BIOS500</td>
<td>Statistical Methods I</td>
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<td>Endogenous and Exogenous Determinants of Human Health</td>
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<td>BIOS501</td>
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<td>NRSG730</td>
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<td>NRSG732</td>
<td>Theoretical and Scientific Bases for the Study of Clinical Phenomena</td>
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<td>TATT605</td>
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<td>NRSG710</td>
<td>Principles of Health Outcomes Research</td>
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<td>Electives (2)</td>
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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.

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<td>J. David Allen</td>
<td>Paul H. Anderson Sr.</td>
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<td>Kathelen Amos</td>
<td>Marvin S. Arrington Sr.</td>
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<td>Facundo L. Bacardi</td>
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<td>Thomas D. Bell Jr.</td>
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<td>Susan A. Cahoon</td>
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<td>Shantella Carr Cooper</td>
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<td>G. Lindsey Davis, Vice Chair</td>
<td>Bradley Currey Jr.</td>
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<td>Walter M. Deriso Jr.</td>
<td>Robert E. Fannin</td>
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<td>Russell R. French</td>
<td>James L. Ferman Jr.</td>
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<td>James R. Gavin III</td>
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<td>Javier C. Goizueta</td>
<td>Charles H. Jenkins Jr.</td>
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<td>Laura J. Hardman, Secretary</td>
<td>Ben F. Johnson III</td>
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<td>C. Rob Henrikson</td>
<td>L. Bevel Jones III</td>
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<td>McClure Lee P. Miller</td>
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<td>John F. Morgan, Chair</td>
<td>George D. Overend</td>
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<td>Wendell S. Reilly</td>
<td>William A. Parker Jr.</td>
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<td>John G. Rice</td>
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<td>Katherine T. Rohrer</td>
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<td>Timothy C. Rollins</td>
<td>Alvin M. Sugarman</td>
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<td>Diane W. Savage</td>
<td>Ben J. Tarbutton Jr.</td>
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<td>Leah Ward Sears</td>
<td>William B. Turner</td>
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<td>Lynn H. Stahl</td>
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<td>James E. Swanson Sr.</td>
<td>Felker W. Ward Jr.</td>
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<td>William H. Willimon</td>
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<td>William C. Warren IV</td>
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<td>B. Michael Watson</td>
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<td>Mark A. Weinberger</td>
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Emory University Administration

Claire E. Sterk
President

Stuart M. Zola
Interim Provost

Jonathan S. Lewin
Executive Vice President for Health Affairs
Emory University; Executive Director, Woodruff Health Sciences Center; President, CEO, and Chairman of the Board, Emory Healthcare

Michael J. Mandl
Executive Vice President for Business and Administration and Senior Strategist for Business Initiatives

Ajay Nair
Senior Vice President and Dean for Campus Life

Jerry Lewis
Senior Vice President for Communications and Public Affairs

Susan Cruse
Senior Vice President for Development and Alumni Relations

Stephen D. Sencer
Senior Vice President and General Counsel

Gary S. Hauk 91PhD
Vice President and Deputy to the President

Allison K. Dykes
Vice President and Secretary of the University

Faculty

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

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

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

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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 and 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, 1997; 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.

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