Fall 2015 Semester

Aug 24  Faculty & Staff Academic Year Kick-Off Event
Aug 26 – 28  New Student Orientation
August 31  First Day of Classes
Sept 7  Labor Day, School Closed
Sept 10  Last Day of Add/Drop
Sept 11  Deadline for Resolution for Incompletes from Spring and Summer 2015 courses (BS Students)
Oct 16  ABSN and Master's Entry into Nursing: End of first 7 week-length courses
        Deadline to withdraw from semester-length courses without a “W”
Oct 19 – 23  Fall Break, No Classes for all Programs, Progressions Review
Oct 26  ABSN and Master's Entry into Nursing: Start of second 7 week-length courses
Oct 26 – Nov 6  Academic Advising
Nov 11 – 25  Course Registration for Spring 2016
Nov 25 – 29  Thanksgiving Break
        No face-to-face classes on Nov. 25th. SON closed November 26 – 29
Dec 11  Last Day of Classes for all programs
Dec 14 - 18  Final Exam Week
Dec 18  Deadline for Resolution of Incompletes from Spring & Summer 2015
        (Graduate students)
Dec 18  Degree Completion Ceremony
Dec 21  ABSN & Master's Entry into Nursing Progressions Review
Dec 23  Fall 2015 Grades Due
Dec 30  JHU Graduation and Fall Semester Transcript and Diploma release date

Winter 2016 Term

Jan 4  First Day of Classes for Winter Term
Jan 4  First Day of Spring Classes for Accelerated Class of 2016
Jan 11  Last Day to withdraw from Winter Term Courses without a "W"
Jan 15  End of Winter Term
Spring 2016 Semester

Jan 18  Martin Luther King Jr.'s Birthday Celebration. School Closed First Day of Classes for Spring Semester for all academic programs Last Day of Add/Drop
Jan 29  Deadline for Resolution for Incompletes from Fall 2015 courses (BS students)
Feb 5   Deadline to withdraw from semester-length courses without a “W”
Mar 4   Spring Break, No Classes for all Programs. Progressions Review
Mar 7 – 11  Academic Advising
Mar 14 – 25  Course Registration for Summer 2016
Mar 28 – Apr 8  Course Registration for Fall 2016
Apr 11 – 29  Summer start 13 month ABSN Transition/PHN
Apr 18  Last Day of Classes
Apr 29  Final Exam Week
May 2 – 6  Deadline for Resolution of Incompletes from Fall 2015 (Graduate students)
May 10  Spring 2016 Grades Due
May 18  Johns Hopkins University Commencement
No Classes for all academic programs.

Academic calendars may vary among University divisions. Students planning to register for courses at the Bloomberg School of Public Health and the Carey Business School should request an academic calendar specifically from those divisions.

The University of necessity reserves the freedom to change without notice any programs, policies, requirements or regulations published in this catalog. The catalog is not to be regarded as a contract.

For the most up-to-date version of this catalog, visit www.nursing.jhu.edu/catalog.
The University

Since its founding in 1876, Johns Hopkins University has been at the forefront of higher education. Established as an institution oriented toward graduate study and research, it has often been called America’s first true university.

Today, Johns Hopkins’ commitment to academic excellence continues in its nine degree-granting divisions: the schools of Nursing, Medicine, Public Health, Arts and Sciences, Engineering, Business, Education, Advanced International Studies, and the Peabody Institute.

The Johns Hopkins University is the smallest of the top-ranked universities in the United States and, by its own choice, remains small. A distinguished learning institution, Johns Hopkins provides a unique environment for students and faculty. Its impact continues to be felt worldwide.

The East Baltimore Campus

The School of Nursing, the School of Medicine, the Bloomberg School of Public Health, the Welch Medical Library of the University, and Johns Hopkins Hospital are often referred to as the Johns Hopkins Medical Institutions.

School of Nursing

Johns Hopkins University, in affiliation with three Baltimore-based hospitals—Church, Johns Hopkins, and Sinai—formed the Consortium for Nursing Education Inc. in the spring of 1983. The Consortium, a unique model for nursing education, established Johns Hopkins University School of Nursing with the first class of undergraduates admitted in September 1984.

Johns Hopkins University School of Nursing offers an accelerated baccalaureate program, a master’s program, and a doctoral program, as well as a number of post-degree options. The School of Nursing prepares students for professional nursing practice through an educational process that combines a strong academic curriculum with intensive clinical experience. Programs are built on the University’s commitment to research, teaching, patient service, and educational innovation. The school’s mission is to educate professional nurses to participate in all aspects of health care and to prepare them academically and technologically for challenges of the future.

Nursing students at Johns Hopkins University will be working side by side with some of the brightest scholars in the world. The outstanding resources of the University provide nursing students with a unique opportunity to develop and grow in the nursing profession. It is this rare combination of resources and a broad range of nursing opportunities that makes Johns Hopkins University School of Nursing a progressive leader in today’s nursing education.

School of Medicine

The School of Medicine seeks to educate practitioners of medicine who have a strong background in the underlying medical sciences and also to foster the development of teachers of medicine and medical investigators.

The course of instruction is based on a core of required basic sciences and clinical courses, supplemented with ample elective time for special advanced study. Elective courses are described in the programs of the
various departments in the section on Departments, Divisions, Centers, and Subjects of Instruction. This information is supplemented by an elective book which is updated annually. Selected students may interrupt the regular curriculum for one or more years in order to pursue special studies.

**Bloomberg School of Public Health**

The Johns Hopkins Bloomberg School of Public Health is the oldest and largest school of public health in the world (est. 1916). As a leading international authority on public health, the Bloomberg School is dedicated to protecting health and saving lives. Every day, the school works to keep millions around the world safe from illness and injury by pioneering new research, deploying its knowledge and expertise in the field, and educating tomorrow’s scientists and practitioners in the global defense of human life. The school’s various academic departments offer graduate training in the private and public sectors pertaining to public health and its related sciences.

**Homewood Campus**

**Zanvyl Krieger School of Arts and Sciences**

Founded in 1876, the Zanvyl Krieger School of Arts and Sciences is recognized for excellence in research and education in the natural sciences, social sciences, and humanities. The school’s research mission infuses its undergraduate, graduate, and postdoctoral programs with unique opportunities for students not only to pursue learning in the classroom, but also to participate actively in research. Large-ly free of university-wide curricular requirements, under-graduate students, in concert with faculty, shape pro-

gams to meet their academic objectives and may choose from 39 departmental or area majors. Many under-graduates engage in research, undertake independent study and intern-ships, and pursue advanced course work. Graduate students plan programs with faculty mentors to explore and master their areas of interest. Research teams comprised of faculty, post-doctoral associates, graduate students, and undergraduates are customary in all disciplines.

**Whiting School of Engineering**

Engineering began at Johns Hopkins in 1913, and was designed to couple a professional education with significant exposure to liberal arts and scientific inquiry. In 1979, the University underscored its commitment to engineering distinction by establishing the Whiting School of Engineering as a separate division of the Homewood campus. The school awards bachelor’s, master’s, and doctoral degrees, and offers instruction in many departments, including Biomedical Engineering, run jointly by the schools of Engineering and Medicine. The school’s Engineering and Engineering for Professionals programs are among the largest of their kind in the country, offering part-time bachelor’s and master’s degrees to the professional engineering community in the Baltimore-Washington corridor.

**Other Academic Divisions**

**Carey Business School**

The Carey Business School builds on the Johns Hopkins University tradition of excellence in practice and research with master’s degree, certificate, and undergraduate programs in the Baltimore-Washington area.

The Carey Business School offers
flexible format MBA programs, as well as master’s degrees in finance, real estate, information and telecommunications systems, organization development and human resources, and marketing. Certificates offered include the Leadership Development Program for Minority Managers and Investments, as well as other innovative graduate certificate programs. Undergraduate degree programs offered include Business and Management and Information Systems.

The Carey Business School of Johns Hopkins University offers several specialized degree and certificate programs in conjunction with the School of Medicine, the School of Nursing, and the School of Arts and Sciences.

Classes are offered at regional campuses located throughout the Baltimore-Washington area including downtown Baltimore, Homewood, Columbia, Montgomery County, and Washington, DC.

School of Education
The School of Education at The Johns Hopkins University has a long history of providing innovative academic programs and applied research that have measurably improved the quality of PK-12 education, especially in the most challenged urban schools. This blend of quality and responsiveness has led to strong partnerships with school systems, other Johns Hopkins schools, national professional organizations, and governmental agencies.

The School of Education houses two distinctive research and development centers: the Center for Research and Reform in Education, the Center for Technology in Education. The School of Education awards approximately 500 master’s degrees annually, the largest number of any institution in Maryland, as well as offering undergraduate, graduate certificate, and doctoral degree programs. It is home to more than 2,000 students, 58 full-time faculty, and approximately 30 research and professional staff. Classes are offered at the Johns Hopkins Homewood, Columbia, and Montgomery County campuses.

Peabody Institute
The Institute, located on historic Mt. Vernon Square in central Baltimore, is recognized as one of the foremost professional schools of music in the country. It was founded in 1857 by philanthropist George Peabody.

The Paul H. Nitze School of Advanced International Studies
SAIS, located in Washington, DC, provides graduate-level programs in the field of international studies, as well as scholarly research relevant to the problems of the United States and its public and private institutions in their relations with the governments and institutions of other countries. The school operates two centers abroad—one in Bologna, Italy, and one in Nanjing, China.

Applied Physics Laboratory
The Applied Physics Laboratory in Laurel, MD, conducts research and development to enhance the security of the nation through the application of science and technology. The laboratory is also committed to technology development in space science and carries on important work in biomedicine and education that is synergistic with the University as a whole. APL seeks to make critical contributions to critical challenges primarily for spon-
sors in the Department of Defense, NASA and other government agencies. Laboratory programs in biomedicine are often conducted in collaboration with other University divisions and include such examples as systems for global telemedicine and home health care, sensors for space travel, and prostate cancer detection. The laboratory staff consists of over 3,300 engineers, scientists, and supporting staff.

Research Institutes
Additional research institutes within or associated with the University include the Institute for Policy Studies, which conducts research on urban planning; the Center for Social Organization of Schools, which conducts major research on desegregation and other school issues; the Krieger Mind/Brain Institute, which investigates the relationship between mental processes and the structure and functioning of the brain; the Space Telescope Science Institute, the ground station for NASA’s Space Telescope; and the Center for Talented Youth, which identifies gifted young students and helps them to develop as independent self-motivated learners.

Other Continuing Education Opportunities at Hopkins
Education is a lifelong process and the challenge of new ideas, a stimulus for advancement and growth. Johns Hopkins plays a vital role in lifelong learning by extending its rich and varied resources to the region’s adult community. The University continues to meet the educational needs of working men and women—health practitioners, engineers, educators, scientists, and business professionals—who are seeking expanded skills, new credentials, career advancement, and an enhanced quality of life.

Through the nine degree-granting divisions of the University—the schools of Arts and Sciences, Business, Education, Engineering, Medicine, Nursing, Public Health, Advanced International Studies, and the Peabody Institute—Hopkins provides professional development, graduate study, accreditation and personal enrichment opportunities for adult part-time students. Convenient centers for study are located throughout the greater Baltimore/Washington corridor.
School of Nursing Mission, Values, and Diversity Statement

The mission of the Johns Hopkins University School of Nursing is to improve the health of individuals and diverse communities locally and globally through leadership and excellence in nursing education, research, practice, and service.

The academic rigor of our programs, the extraordinary nursing scholarship of our faculty, and our reputation for shaping nursing graduates who are leaders in their profession position us as one of the top nursing schools in the U.S.

Faculty and graduates of the School will:
• set the highest standards for patient care;
• exemplify scholarship;
• be sensitive to changing societal needs for nursing care;
• be committed to health care for all individuals and populations;
• provide a positive and innovative force in the evolution of the nursing profession and the changing health care system.

The School of Nursing operates in a global environment in which:
• innovative research and excellence in patient care are valued;
• the dignity and rights of the individual family and community are respected.

The faculty of the School of Nursing strives to further these values by instilling recognition that:
• all behavior is complex;
• every human being is unique, self-responsible and capable of developing in many different ways throughout life;
• by viewing human beings holistically, in a dynamic state of interaction with their internal and external environment and in terms of their own perceptions of identity, ideals and expectations, the work, dignity and irreplaceability of each individual is affirmed.

The faculty recognizes that while individuals are unique they:
• function in diverse social systems;
• continually influence others;
• acquire from others the knowledge and skills which enable them to function within the prevailing society, as well as a sense of their own place and purpose in that society.

The faculty believes that health:
• is not a constant state;
• changes as basic needs and adaptive capacities fluctuate.

Any alteration of this state of integrated functioning is referred to as an absence of optimal health and exists on a continuum at some point between high-level wellness and death. The focus of this concept of health is on the health care resources needed by each individual to achieve an integrated state of adaptation.
The faculty views professional nursing as a unique health service offering effective, compassionate, culturally sensitive, competent care to:

- individuals
- families
- groups
- communities

The faculty believes that nurses function in:

- autonomous roles
- collaborative roles
- cooperative roles

The faculty believes nursing is responsible for:

- promoting and improving delivery of health care;
- developing and implementing new knowledge about nursing practice;
- evaluating and using new technologies to promote the health of individuals, families, groups, communities and populations to improve the quality of health care.

The education of professional nurses:

- takes place in institutions of higher learning;
- provides a foundation for continued growth and learning throughout life.

Nursing education develops the following skills which enable students to assume responsibility for practice based on sound judgment.

- cognitive skills
- interpersonal skills
- technical skills

The educational process:

- promotes a spirit of inquiry;
- assists students to integrate theory into practice;
- develop critical-thinking abilities.

The faculty assists the students in:

- acquiring leadership skills;
- providing high-quality nursing care;
- using available resources for the benefit of health care consumers;
- evaluating the impact of nursing interventions.

The faculty view education as:

- a reciprocal process between teacher and learner;
- an enriching interaction in which both must actively participate in an atmosphere of mutual trust.

The faculty believes that:

- it is the responsibility of the teacher to guide the teaching-learning process;
- it is important to develop the potential of each individual student to the highest level possible;
- learners have accountability for their own learning.

The faculty:

- place great importance on the role of teachers as mentors;
- lead by their example;
- set standards by their own interactions with students, patients, staff and other faculty members.

The outcome of the educational process in nursing is:

- the preparation of individuals from diverse backgrounds as competent, caring, professional nurses to practice in national and international settings.

**School of Nursing Values**

- **Excellence** We strive to do our best and meet the highest standards.
- **Respect** We treat all people with
dignity, open-mindedness, and esteem.

- **Diversity** We appreciate and acknowledge our differences.
- **Integrity** We behave ethically, honestly, and fairly.
- **Accountability** We take responsibility for our actions.

**School of Nursing Diversity & Inclusion Statement**

Johns Hopkins University School of Nursing is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence.

- We believe diversity is critical to attaining the best research, scholarship, teaching, healthcare, and service.
- We embrace diversity to enhance all of our activities and accomplish the mission of the school.
- We achieve excellence by attracting and retaining talented and diverse leaders, faculty, students, and staff.
- We commit to create an inclusive environment in which diverse opinions and beliefs are a part of and enrich our professional, educational, and personal experiences.
- We recognize that the responsibility for diversity and inclusion lies with all of us.

**Enrollment Management & Student Affairs**

The Office of Admissions is responsible for the recruitment of prospective students and the review of all baccalaureate and graduate admissions applications. The staff is available to speak with students seeking information about admissions, orientation, graduation and progression into the MSN program. The office is also responsible for collecting and tracking all required documents for new students enrolling at the School of Nursing.

**Office of the Registrar**

The Office of the Registrar is available to provide assistance to all students pertaining to online registration via ISIS. The office is also the point of contact for official transcripts, enrollment verifications, degree verifications, graduation, Veterans benefits, and room scheduling.

**Student Financial Services**

The Office of Student Financial Services is available to provide counseling on financing opportunities to ensure that students are able to pursue their educational goals. The School of Nursing participates in several financial aid programs that can help to pay education expenses, including grants, scholarships, loans, and work study. Students typically fund their studies through a combination of these sources.

**Housing**

The University offers information about housing to all students. Information may be obtained by contacting the Homewood Off-Campus Housing Office, 3339 N. Charles St., Baltimore, MD 21218, 410-516-7961, www.jhu.edu/~hds/offcampus or Johns Hopkins Medical Institutions Off-Campus Housing Office, 1620 McElderry Street, Reed Hall, 1st Floor, Baltimore, MD 21205, 410-955-3905, www.hopkinsmedicine.org/housing. On-campus housing is not available to nurs-
ing students. Both off-campus housing offices can provide you with resources to find housing in Baltimore.

Student Activities
Students may participate in several clubs and organizations within the School of Nursing including the Black Student Nurses Association, Doctoral Student Organization, Geriatric Interest Group, Gertrude Stein Society, Graduate Student Organization, Jewish Student Organization, Maryland Association of Nursing Students and the National Student Nurses’ Association, Men in Nursing, Nurses’ Christian Fellowship, Nursing Students United for Advocacy and Action, Nursing Students in Global Health, Bienestar Baltimore (formerly Programma Salud), and the Baccalaureate Student Government Association. In addition, each baccalaureate class elects student officers and committee representatives. Students have access to all the academic and social events of the University as well as the varied clinically oriented programs.

Student Outreach Resource Center (SOURCE)
SOURCE provides academic, professional, and personal development opportunities for the members of the JHU Schools of Medicine, Nursing, and Public Health through community outreach and service-learning partnerships with community-based organizations.

SOURCE serves as a channel for students, faculty, and staff from the Johns Hopkins University Schools of Nursing, Medicine, and Public Health to connect with community organizations and local projects. SOURCE provides a way for students to enrich their education by applying theory to practice and helps students develop an appreciation for working with community-based groups through community service, volunteer positions, internships and practica, federal work-study opportunities, research, community outreach course placements, and other involvement opportunities. SOURCE partners with over 90 community-based organizations of various types, including some of the following: advocacy organizations, chronic/infectious disease prevention groups, community clinics, cultural and ethnic groups, environmental organizations, mental health organizations, public schools and many more. A full directory of partnering community-based organizations is available online. SOURCE works with organizations throughout Baltimore, and has a particular but not exclusive focus on the East Baltimore neighborhoods close to the Johns Hopkins Medical Institutions campus. SOURCE participants apply their community outreach and public health skills while making a difference in the community. For more information, email source@jhsph.edu or visit www.jhsph.edu/source. The center is located at 2017 E. Monument Street.

Student Participation in School of Nursing Governance
Each baccalaureate, master’s, and doctoral class will elect a student representative to the Faculty Curriculum Committees and to the schoolwide Academic Ethics Committee. Student representatives will also participate in the School of Nursing All-School Assembly which includes School of Nursing administration, faculty, staff, and students. Depending on the needs of the school, student representatives may also be appointed to other ad hoc committees such as University search committees, Library Committee, and Cultural Competency and Diversity Committee.
Sigma Theta Tau

Nu Beta is a chartered chapter of Sigma Theta Tau, the International Honor Society of Nursing, and was established at Johns Hopkins University School of Nursing in 1992. The purposes of Sigma Theta Tau are to recognize superior achievement and the development of leadership capabilities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession of nursing. Induction into the honor society occurs yearly. Eligibility requirements are established by the international organization.

Athletics and Recreation

The Denton A. Cooley Athletic Center was established in March 1981. The Cooley Center has two convenient locations. The Cooley Center includes an outdoor swimming pool and tennis courts, a gymnasium, circuit weight and free weight training rooms, an indoor track, basketball courts, StairMasters, rowing machines, stationary bikes, and a whirlpool. Activities include aerobic exercise classes; intramural basketball, volleyball, and soccer; tournaments in tennis, badminton, and horseshoes; lessons and classes in racquetball, squash, tennis, yoga, and nutrition; group runs and road races; fitness assessments; and individual exercise programs. Towel and racquet rentals are available.

The Newton H. White Jr. Athletic Center is located on the north end of the campus and is available to all students and their families. Students must show a student identification card and a fee is charged. The center offers a wide variety of activities for individuals, including intramural programs at the dormitory, fraternity, and independent levels. Men’s varsity teams compete in baseball, basketball, cross country, fencing, football, lacrosse, soccer, swimming, tennis, track, golf, wrestling, and crew. There are coed water polo and rifle teams and women’s teams in basketball, cross country, fencing, field hockey, lacrosse, squash, swimming, tennis, track, and volleyball. Most of the teams compete in the Middle Atlantic Conference.

The Athletic Center includes a competition-sized swimming pool with separate diving pool, two gymnasiums, five squash/handball/paddleball courts, a weight-exercise room and a coed sauna, plus ping-pong table, outdoor track and six tennis courts. All facilities are available to students and staff, and various physical education classes and other activities are available from the Athletic Center.

The Ralph S. O’Connor Recreation Center. The Recreation Center provides the students and faculty/staff of Homewood campus and their affiliates an opportunity to work out and relieve life’s stresses in a state-of-the-art recreational facility. The Ralph S. O’Connor Recreation Center offers a variety of services and equipment for all, including basketball, volleyball, badminton, rock climbing, squash/ racquetball, weight lifting, treadmills, bikes, cross trainers, StairMasters, martial arts, and a swimming pool.

Office of International Student, Faculty and Staff Services

The Office of International Student, Faculty and Staff Services assists internationals in three primary capacities: (1) as advisors concerning immigration rules and regulations; (2) as advocates who are sensitive to the unique needs of non-immigrants; and (3) as liaisons between non-immigrants and the U.S. Citizenship and Immigration Service, the
U.S. Department of State, various U.S. consulates and embassies abroad, various departments/offices at JHMI, etc.

Internationals often have unique needs and require a person sensitive to those needs to be their advocate. Staff members in the Office of International Student, Faculty and Staff Services are experienced advocates who recognize the value of international educational exchange and who appreciate the many positive contributions internationals make to the Johns Hopkins community and to the United States. As advocates, staff members are well acquainted with cross-cultural adjustment problems and other related issues. As a result, their involvement with internationals at JHMI goes well beyond the area of immigration regulations.

For more information visit www.hopkinsmedicine.org/intlsvcs.

International Society

The International Society (JHIS) welcomes international postdoctoral fellows, staff, students, faculty and family members, as well as interested Americans to join in our activities. The JHIS was founded in 1959 to promote international good will and to create opportunities for cultural, social, and educational exchange between Americans and international visitors.

Membership is free and open to all Hopkins affiliates. A bimonthly newsletter is published online at www.hopkinsmedicine.org/intlsvcs/jhis. The newsletter notes the JHIS upcoming events, as well as items of interest to the inter-national community.

The JHIS office is available to assist with information about housing, child care, schools, automobiles and drivers’ licenses, and other items necessary to adjusting to life in Baltimore. The JHIS may also refer individuals to other organizations, such as appropriate ESL classes, as needed.

The organization sponsors various social events, including but not limited to a welcome reception, an orientation tour of Baltimore, trips to local areas of interest, potluck suppers, holiday festivals and an egg hunt each spring.

Contact the International Society within the Office of International Services for additional information at 410-955-3371 or -3370. The office is located in Reed Hall.

University Health Services

The University Health Services office is located on the Johns Hopkins Medical Campus at 933 N. Wolfe Street, Baltimore, MD 21205. Full-time and part-time students are eligible for service if they purchase the Student Health Plan or if they pay a yearly fee to access UHS.

Johns Hopkins Student Assistance Program

The Johns Hopkins Student Assistance Program (JHSAP) provides suitable resources to assist students with the pressures and difficulties they may encounter during their academic careers.

JHSAP is a life management resource that helps students to identify and manage challenging issues, in healthy ways.

Getting help is free, easy, convenient, and confidential. JHSAP offers a variety of services including:

• Assessment of the current concerns/situation
• Brief, supportive counseling for challenges of daily living
• Referral to appropriate and accessible community services and resources
• Consultation that supports academic and/or professional development
• Immediate support and management
All registered School of Nursing students of Johns Hopkins University and their immediate family members may use JHSAP services. For information or to schedule an appointment, students should call 443-287-7000 or 866-764-2317 or visit www.jhsap.org.

Students who participate in University Health Services (all full-time students plus part-time students who pay a student health fee) may also access University Student Mental Health Services by contacting 410-955-1892.

**Disability Support Services**

The Johns Hopkins University School of Nursing is committed to providing students with the opportunity to pursue excellence in their academic endeavors and to making all academic programs and facilities accessible to qualified individuals. Upon admission to the School of Nursing, a student with a disability should contact Nancy Griffin, associate dean for enrollment management and student affairs and coordinator of student disability services, at 410-955-7545 or at ngriffi6@jhu.edu.

If an admitted student has a disability requiring accommodations, he or she must provide a recent (no more than four years old) comprehensive evaluation of the disability and recommended accommodations to Dean Griffin at least one month prior to matriculation. The documentation must include the current levels of functioning, the need for support in an academic setting, and the recommended accommodations. The name, title, and professional credentials of a qualified evaluator—including information about licensure or certification as well as the area of specialization, employment, and the state or province in which the individual practices—should be clearly stated in the documentation.
School of Nursing Facilities

The School of Nursing is located on the University’s East Baltimore campus. In the spring of 1998, the school opened a newly built, state-of-the-art education and research facility. The building contains expanded classroom space and computer facilities, research laboratories, student lounges, an auditorium, a café, and an outdoor courtyard.

The East Baltimore campus, 10 minutes from the Homewood campus, is a major academic health-center that includes the Schools of Nursing, Medicine and Public Health, the William H. Welch Medical Library, The Johns Hopkins Hospital, and the Kennedy Krieger Institute. The campuses are linked by a free shuttle service.

In this era of changing health care, nursing schools must educate students to assume new and different responsibilities while continuing to deliver quality patient care. Johns Hopkins University School of Nursing is designed to meet these goals of the 21st century. The Anne M. Pinkard Building, named in honor of a local philanthropist and friend of Hopkins Nursing, is situated in the heart of Baltimore City. The building is the first structure at Hopkins dedicated solely to nursing education and research. It also houses the Institute for Johns Hopkins Nursing and the Center for Nursing Research and Sponsored Projects. As students utilize the many outstanding resources provided in this facility, they will come to view the building as a sanctuary for learning and as a repository for one of the greatest treasures of all time—knowledge. To assist students in becoming nursing leaders, the School of Nursing building features the following:

**Fast Facts**
- six levels and 92,813 gross square feet
- two adjoining 70-seat classrooms
- one 90-seat classroom
- two 110-seat lecture halls (one with capability for distance learning)
- three 12-bed practice laboratories (one with capability for distance learning)
- 3,000 square feet of research space with behavioral and state-of-the-art laboratories
- acute care practice lab
- one 40-seat computer classroom
- one 45-seat classroom
- two 18-seat seminar rooms
- two 15-seat group study rooms
- two 16-seat computer labs
- one 16-seat doctoral workroom
- wireless network for use with notebook computers
- gathering places for students including a lounge and café with dining area
- 230-seat auditorium
- garden courtyard with fountain
- Student House that includes study and conference rooms, kitchen, lactation room, lounge, and outdoor courtyard
- simulation laboratories

**Library Resources**

The William H. Welch Medical Library provides Johns Hopkins Medical Institutions (School of Medicine, Bloomberg School of Public Health, School of Nursing, Johns Hopkins Hospital, Kennedy Krieger Institute) and its affiliates with information services that advance research, teaching, and patient care.

By registering as a library user, JHU faculty, staff, and students can search a range of databases and take advantage of the library’s information services and
classes. The Welch Library Gateway menu or Welch online (www.welch.jhu.edu) leads library users to remote and local online databases, including the JHU libraries catalog, CINAHL, an index of the nursing literature, as well as a dynamic array of other databases and full-text journals. Welch online (www.welch.jhu.edu), available 24 hours per day, offers selected nursing websites under the heading Internet Resources, then Biomedical.

The library’s education program is designed around tools and technologies for biomedical communication. Classes are offered on basic computing applications, computer networking, electronic mail communication, searching online databases, scientific writing, and writing a successful grant application. Library staff offer instruction and consulting services tailored to meet individual or departmental needs. Microcomputers and selected software are available for use in the library. The library offers sophisticated World Wide Web support, and designs, implements, and evaluates information technology to support the library and the campuswide teaching, research, and clinical initiatives.

Other service sites in the Welch system are the Adolf Meyer Library, the Nursing Information Resource Center (Anne M. Pinkard Building, third floor) and the Lilienfeld libraries, located on the ninth floor in Hampton House and on the second floor of the Wolfe Street Public Health building. A special library of historical materials, administered by the Institute of the History of Medicine, is located on the third floor of the Welch building. Faculty may reserve the Educational Computing Lab (Hunterian Room G-3) or the MAC Lab (Welch East Reading Room) for classes requiring hands-on use of microcomputers.

Center for Nursing Research and Sponsored Projects

The Center for Nursing Research (CNR) opened in 1990 and is currently located on the fifth floor of the Pinkard Building in the School of Nursing and in the Cuthbert-Farr House at 509–511 North Washington Street. The CNR provides School of Nursing faculty and students with support services such as consultation on research design and conduct including data management and analysis, information on funding sources and grant submission processes, protection of human subjects, and advice on career development and continuing education about research. The CNR also coordinates research resources and consultation services within the School of Nursing and encourages leadership for nursing research within the school, University, and community.

Computer Resources

The school maintains a network of approximately 93 Microsoft Windows workstations and six laser printers in five computer labs and one public area. The computer labs include a 32-seat teaching lab, two 13-seat application labs, a 16-seat doctoral workroom, and a 9-seat lab in the Carol Gray Study Room.

The lab computers are networked and have access to the Internet, e-mail and various applications, including Microsoft Office Professional suite, SPSS, Stata and MicroSim Inhospital.

Many areas of the building have wireless connectivity. This includes the auditoriums, café area, Carol Gray study room and student lounge. There are network hook-ups and distance learning capabilities.

Carol J. Gray Study Room

The Carol J. Gray Study Room, formerly
the Nursing Information Resource Center (NIRC), is located in the Pinkard Building of the School of Nursing campus. The space, renovated in 2011, features expanded study areas, more electrical outlets, new furniture, and wireless connectivity.

**Nursing Research Laboratory**

Johns Hopkins University School of Nursing Research Laboratory is located on the lower level in the School of Nursing Building. It has approximately 3,000 square feet of space dedicated to research projects in nursing that incorporate basic biologic science methods. The Nursing Research Laboratory consists of a darkroom, microscopy facilities (stereo, confocal, and fluorescent), tissue culture facilities, core equipment area, electrophysiologic lab, vivarium, cold room, utility area (autoclave and water purification facility), and bench space for funded faculty researchers and their students. The Research Laboratory currently supports faculty research in a variety of areas ranging from the molecular mechanisms of skeletal muscle atrophy to pain and immune responses.

**Nursing Practice Labs**

Nursing practice labs and simulation rooms are available to provide the student with an opportunity to gain experience and confidence in performing a wide variety of nursing technologies. Patient care stations in the laboratories, designed to closely approximate inpatient areas and stocked with necessary supplies, are available for students to practice both basic and advanced nursing technologies. Practice using actual hospital equipment is an integral part of the laboratory experience, and patient simulators are provided to facilitate clinical skill mastery. Additionally, students receive individual instruction and guidance in the performance of key nursing technologies including vital signs, medication administration, intravenous therapy, and sterile technique.

**Clinical Facilities**

The clinical facilities of Johns Hopkins Hospital, as well as a variety of other acute, long-term community and specialty health care institutions in Baltimore and surrounding communities, are available for student clinical education. It is helpful for students to have personal transportation for clinical assignments.

**Center for Global Nursing**

A joint initiative of the JHUSON and the JHH Department of Nursing, the Center for Global Nursing was created to facilitate international education of students, provide support to global nursing research activities, encourage international nursing practice, and coordinate global nursing service outreach practice.

**Professional Programs**

Johns Hopkins Nursing Professional Programs collaborates with world-renowned Johns Hopkins faculty and health professionals to envision, develop, and present professional and continuing education. Our specialized, evidence-based programs and products leverage and expand the scholarship of the Johns Hopkins School of Nursing and our interprofessional partnerships with the schools of Medicine and Public Health, and the Johns Hopkins Health System. Our wide range of education offerings are presented to local, national, and global communities through state-of-the-art learning methods.
Baltimore Area and Campus Life

The City of Baltimore and on-campus activities provide students with a wide variety of social and cultural opportunities.

A unique combination of the old and the new, Baltimore is a national showcase for urban renewal and ethnic tradition. The city’s most popular attraction is the Inner Harbor, which includes enclosed food and shopping pavilions, the National Aquarium, the Maryland Science Center, and the acclaimed Oriole Park Baseball Stadium at Camden Yards, as well as the Baltimore Ravens football stadium. Yet, to the native Baltimorean, it is the city’s ethnic neighborhoods and restaurants, row houses with marble steps, and Chesapeake Bay crabs that best describe Baltimore.

Historically, Baltimore is famed for Fort McHenry and as the home of the “Star Spangled Banner.” Its cultural centers include the Walters Art Museum, the Peabody Conservatory of Music, and the Baltimore Museum of Art. The city also hosts major ballet, theater, and opera companies, as well as the Baltimore Symphony Orchestra. Baltimore is also geographically convenient to many areas along the mid-Atlantic region, including Washington, D.C., New York and Philadelphia, which are easily accessible by car or train.

Johns Hopkins University’s East Baltimore campus is minutes away from culturally rich and exciting neighborhoods, including Fells Point, Butcher’s Hill, Patterson Park, Canton, Little Italy, and Harbor East.

Johns Hopkins University’s Homewood campus is near Mount Vernon, Charles Village, Hampden, Remington, and Waverly. In addition, the Homewood campus entertains a variety of its own extracurricular activities: guest lecturers, concert series, intramural sports, symposia, films, a nationally ranked lacrosse team, and the Spring Fair—to name just a few. With over 70 organizations, students become directly involved in planning campus events. In addition, students have access to the cultural and social activities organized at the East Baltimore campus.
Fees and Expenses

Application

Students interested in the baccalaureate, master’s and post-degree certificate options must pay a $75 fee when submitting an application for admission. The doctoral fee is $100.

Matriculation Deposit

A nonrefundable $500 deposit is required of all students accepted for admission. The deposit will be credited to the student’s account. MasterCard and Visa are accepted.

Tuition Payment

Tuition for the upcoming semester must be paid one month before the first day of classes for incoming baccalaureate and graduate students. Special students must pay at time of registration. MasterCard, Visa, and Discover Card are accepted. Alternate payment plans may only be arranged 30 days prior to the start of the semester. A $40 per semester charge will be assessed for this service.

Tuition Rates

The following table lists tuition costs for all programs for 2015-2016. Note: all costs are for full-time students.

<table>
<thead>
<tr>
<th>Program</th>
<th>2015-2016 Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated BSN</td>
<td>$71,784</td>
</tr>
<tr>
<td>MSN - Entry into Practice</td>
<td>$54,864</td>
</tr>
<tr>
<td>MSN - Advanced Practice</td>
<td>$36,216</td>
</tr>
<tr>
<td>MSN/MPH</td>
<td>$58,140</td>
</tr>
<tr>
<td>PhD</td>
<td>$41,154</td>
</tr>
<tr>
<td>DNP</td>
<td>$36,530</td>
</tr>
</tbody>
</table>

Self-Service Internet Student Information System

The Johns Hopkins University offers students online student account information through the ISIS Student Billing Self-Service website at https://isis.jhu.edu/ssswf. This website will allow you to view your account, make online payments, and update information related to your student account. Self-Service is the official means of generating tuition bills to School of Nursing students. Paper bills will no longer be mailed to enrolled students. Please note: New students will receive a onetime paper bill. New students will have access to Johns Hopkins Enterprise Directory (JHED) and will need to activate their account. For more information on your JHED account, go to http://jhed.jhu.edu. The self-service system will automatically send an e-mail notification to the student’s JHUSON e-mail address when a new bill is ready to be viewed online. No sign-up is required. Each registered student is automatically enrolled. For more information go to www.son.jhmi.edu/resources/final. It is the student’s responsibility to check their student account and pay their tuition promptly.
Student Health Insurance
All matriculated students must be covered by a current health insurance plan. The University will provide information about its student health insurance plan for students who are not covered under another plan. Students who do not purchase the University insurance must provide proof of enrollment in a comparable plan each semester. (See Health Services Fee)

Books
The cost for books, supplies, and uniforms for baccalaureate students is approximately $750 per term. These costs are based on averages and may vary.

Supplies
Baccalaureate students must purchase a number of supplies including uniforms; a stethoscope; and an aneroid, adult-size blood pressure cuff. Students enrolled in nurse practitioner options should expect to purchase some diagnostic equipment during the first year.

Late Registration
A student who for any reason does not complete his or her registration until after the prescribed registration period will be required to pay a $50 late registration service fee before that registration may be finalized by the registrar. Information about what constitutes late registration and the applicable fee will be included in registration materials which are distributed by the Registrar’s Office.

Late Fees
The University assesses a 1.50% per month late fee charge on the unpaid balance for any student whose account is in arrears. Students who have unpaid balances from a previous semester will not be allowed to register for subsequent semesters.

Fees associated with delinquent accounts sent to collections will be passed on to the student.

Transcript/Diplomas
There is no charge for transcripts. No transcript will be released if the student has an unpaid student account balance. Diplomas will not be released to students with unpaid student account balances.

Health Services Fee
All full-time matriculated students will pay a $475 annual health services fee and will have unrestricted access to all services at University Health Services. Part-time students may pay $475 per year to access these services.

Returned Check Fee
A $25 service fee will be assessed for any returned check.

State Board Licensure Examination Fees
The Maryland State Board examinations for registered nurse licensure are offered regularly throughout the year. The current fee for the Maryland State Board is $100, and the current fee for the National Council Licensure examination is $200. The Office of Student Services provides all the necessary registration forms for students wishing to take the examination in Maryland. Students who plan to take the examination in another state should contact the appropriate nursing board office for registration forms.

For further information regarding tuition payment, student health insurance, and student accounts, contact the Business Office at 410-955-1243.
Financial Aid Information

The Office of Student Financial Services assists students in obtaining financing for their education. The school participates in several financial aid programs that will help to pay education expenses. Financial assistance may include loans, grants, scholarships and work-study funding. An overview of the various aid programs is provided here. For more information, please contact the Office of Student Financial Services at 410-955-9840 or visit our website at www.nursing.jhu.edu/apply/finaid.

2015-2016 Program Costs

Living expenses provided here are estimates based on average costs. Actual costs may vary. For 2015–2016 planning purposes, a 5% cost-of-living increase should be anticipated, as well as at least a 5% tuition increase.

<table>
<thead>
<tr>
<th></th>
<th>Summer-Entry Bachelor's</th>
<th>Fall-Entry Bachelor's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$65,700</td>
<td>$66,193</td>
</tr>
<tr>
<td>Matriculation Fee*</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$19,124</td>
<td>$21,856</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$3,172</td>
<td>$3,172</td>
</tr>
<tr>
<td>Personal</td>
<td>Up to $2,100</td>
<td>Up to $2,400</td>
</tr>
<tr>
<td>Travel</td>
<td>Up to $5,236</td>
<td>Up to $5,984</td>
</tr>
<tr>
<td>Medical Insurance</td>
<td>$3,584**</td>
<td>$4,096**</td>
</tr>
<tr>
<td>Health Fee</td>
<td>$600</td>
<td>$600</td>
</tr>
<tr>
<td>Estimated Costs</td>
<td>$100,016</td>
<td>$151,772</td>
</tr>
</tbody>
</table>

*Matriculation fee is a one-time charge for first-time enrolled students

**All students must have health coverage. Purchase of the School's plan is optional.

Grants and Scholarships

Helene Fuld Leadership Program for the Advancement of Patient Care Quality and Safety

This program is funded by the Helene Fuld Health Trust. Scholarships are awarded to incoming juniors in both accelerated baccalaureate programs. Recipients will benefit from training and intensive, applied experiences in clinical environments that provide an enduring foundation for continued excellence in advancing quality and safety in patient healthcare delivery. of interprofessional

New Careers in Nursing Scholarship

This program is funded by the Robert Wood Johnson Foundation (RWJF) in association with the American Association of Colleges of Nursing (AACN). Scholarships are available to students entering the Accelerated baccalaureate program. Recipients must be from disadvantaged backgrounds or underrepresented groups in nursing and
demonstrate significant financial need.

**School of Nursing (SON) Grant**
This grant is provided by the School of Nursing to assist students who demonstrate financial need. SON grants are awarded from institutional funds and the endowed scholarships that are listed in this catalog, beginning on page 34.

**Federal Pell Grant**
This program provides grants to students pursuing their first undergraduate degree. Grants are awarded to students who meet strict eligibility requirements and who demonstrate exceptionally high financial need.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**
This program provides grants to students pursuing their first undergraduate degree. Grants are available to students who demonstrate financial need. Priority is given to full-time Pell Grant recipients.

**Maryland State Scholarships**
The Maryland Higher Education Commission offers grants and scholarships to qualified Maryland residents. Most awards are based in part upon financial need. Specific program information and eligibility criteria can be found on their website at www.mhec.state.md.us or by phone at 410-260-4565. Non-Maryland residents should contact the designated state agency for information on funding opportunities available through their state of residency. Listings of state agencies and contact information can be found at www.studentaid.ed.gov. Once on the website, click on the “Funding your Education” link and then the “State Aid” link.

**AmeriCorps Awards**
This program provides educational awards in return for work in community service. You can work before, during, or after your postsecondary education. Funds can be used either to pay current education expenses or to repay outstanding federal student loans. Information can be obtained from their website at www.americorps.org or by phone at 1-800-942-2677.

**Loans**

**Federal Perkins Loan**
This program provides loans at a 5% interest rate. Interest is deferred while the student is enrolled at least half-time. Funding for this program is extremely limited, and awards are made to students who demonstrate significant financial need. Priority is given to students who enroll full-time.

**Federal Nursing Student Loan**
This program provides loans at a 5% interest rate. Interest is deferred while the student is enrolled at least half-time. Funding for this program is extremely limited, and awards are made to undergraduate students who demonstrate significant financial need. Priority is given to students who enroll full-time.

**Federal Direct Loan**
This program provides loans with interest rates ranging from 4.5% to 7.9%. The government charges an origination fee equal to 1%-4% of the loan principal, depending upon the program. The origination fee is deducted from the loan proceeds. Applicants must enroll at least half-time to be considered for a Direct Loan. The school participates in three types of Federal Direct Loans:

**Subsidized Direct Loan**
A subsidized loan is awarded based on financial need. The federal government pays the interest while the student is enrolled at least half-time. The interest rate charged to undergraduate students is
4.5%. The interest rate charged to graduate students is 6.8%. The origination fee for all students is 1%.

**Unsubsidized Direct Loan**
Students who do not demonstrate financial need may borrow an unsubsidized loan. The interest rate on unsubsidized loans is 6.8% for all students. Interest accrues from the time the loan is disbursed and continues until it is paid in full. Borrowers may pay the interest while enrolled in school or allow it to accrue. Accrued interest will be capitalized which means it will be added to the principal amount of the loan. The origination fee is 1%.

**Direct PLUS Loans**
This program provides loans to graduate students and to parents of dependent undergraduate students. Loans are approved based upon the creditworthiness of the borrower. The interest rate charged is 7.9%. Interest accrues from the time the loan is disbursed and continues until it is paid in full. Borrowers may pay the interest while enrolled in school or they can allow it to accrue. Accrued interest will be capitalized which means it will be added to the principal amount of the loan. The origination fee is 4%.

**The Johns Hopkins Hospital Employee School of Nursing Tuition Loan**
Johns Hopkins Health System Corporation / The Johns Hopkins Hospital (JHHSC/JHH) employees who are enrolled at the School of Nursing can finance their tuition through this special loan program with the Johns Hopkins Federal Credit Union (JHFCU). For more information about this program, contact the JHHSC/JHH Benefits Office at 410-614-6504.

**Employment**

**Federal Work-Study Program (FWS)**
The program provides part-time employment for students who demonstrate financial need. Students who participate in the program earn money to help pay education expenses. The program encourages work that is related to the student’s program of study and work in community service. Many community service opportunities are available. The amount of earnings will vary depending upon the employment obtained, rate of pay, and hours worked. Earnings are further limited by the amount of the student’s demonstrated need and the availability of FWS funds. Information regarding non-Federal Work Study employment opportunities may be available through the Career Resource Center.

**Application Procedures**
To apply for financial aid for the 2015–2016 school year, applicants must:

- submit the School of Nursing Student Aid Application
- complete the Free Application for Federal Student Aid (FAFSA)
- submit a complete signed copy of their 2012 federal income tax return. This must include all schedules and W2 forms
- be a U.S. citizen, permanent resident, or eligible non-citizen
- be enrolled in a degree program and maintain satisfactory academic progress
- register at least half-time
- not owe a refund on a federal student grant or be in default on a federal student loan
- register with the Selective Service (if required) and have a valid Social Security number
- not be convicted under federal or state law of possession or sale of illegal
Application materials are available on our website at www.nursing.jhu.edu/academics/finaid. Note that additional documentation may be requested. For optimum consideration students should complete the application process by March 1. To be considered for state funding, students must follow the application guidelines published by their state of residency. Maryland residents must complete the FAFSA by March 1. Listings of state agencies and contact information can be found at www.studentaid.ed.gov. Once on the website, click on the “Funding your Education” link and then the “State Aid” link.

<table>
<thead>
<tr>
<th></th>
<th>MSN</th>
<th>MSN/MPH</th>
<th>Acc BS</th>
<th>Sum Acc</th>
<th>PhD</th>
<th>DNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$33,984</td>
<td>$52,630</td>
<td>$67,849</td>
<td>$67,344</td>
<td>$40,626</td>
<td>$33,816</td>
</tr>
<tr>
<td>Matriculation Fee*</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Room</td>
<td>$9,000</td>
<td>$11,000</td>
<td>$16,000</td>
<td>$14,000</td>
<td>$9,000</td>
<td>-------</td>
</tr>
<tr>
<td>Board</td>
<td>$3,294</td>
<td>$4,026</td>
<td>$5,856</td>
<td>$5,124</td>
<td>$3,294</td>
<td>-------</td>
</tr>
<tr>
<td>On-Site Allowance</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>$5,670</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$1,856</td>
<td>$2,320</td>
<td>$2,6849</td>
<td>$2,672</td>
<td>Up to $1,856</td>
<td>$2,320</td>
</tr>
<tr>
<td>Personal</td>
<td>Up to $1,350</td>
<td>Up to $1,650</td>
<td>$2,400</td>
<td>$2,100</td>
<td>Up to $1,350</td>
<td>-------</td>
</tr>
<tr>
<td>Travel</td>
<td>Up to $3,366</td>
<td>Up to $4,114</td>
<td>$5,984</td>
<td>$5,236</td>
<td>Up to $3,366</td>
<td>-------</td>
</tr>
<tr>
<td>Uniform/Equipment</td>
<td>-------</td>
<td>-------</td>
<td>$500</td>
<td>$500</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Medical Insurance</td>
<td>$2,421**</td>
<td>$2,959**</td>
<td>$4,300**</td>
<td>$3,763</td>
<td>$2,304**</td>
<td>$3,228**</td>
</tr>
<tr>
<td>Health Fee</td>
<td>$450</td>
<td>$450</td>
<td>$600</td>
<td>$525</td>
<td>$450</td>
<td>-------</td>
</tr>
<tr>
<td>Estimated Costs</td>
<td>$56,221</td>
<td>$79,649</td>
<td>$106,661</td>
<td>$101,764</td>
<td>$62,746</td>
<td>$45,534</td>
</tr>
</tbody>
</table>

*Matriculation fee is a one-time charge for first-time enrolled students
**All students must have health coverage. Purchase of the School's plan is optional.

**Satisfactory Academic Progress**

Students who receive Federal Student Aid (FSA) must, in accordance with federal regulations, be in good standing and maintain Satisfactory Academic Progress (SAP) toward obtaining their degree or certificate. Under Federal Title IV law, the school’s SAP requirements must meet certain minimum requirements, and be at least as strict as the standards for Good Academic Standing. The policy applies to students receiving Federal
Student Aid for semesters/periods of enrollment that begin on or after July 1, 2012.

The federal regulations require that an institution use three measurements to determine SAP:

- Qualitative - student must maintain a minimum cumulative grade point average or equivalent
- Quantitative – student must maintain a minimum cumulative completion rate of credits attempted
- Maximum timeframe – student must complete their degree or certificate within a maximum timeframe

The standards used to evaluate academic progress are cumulative and, therefore include all periods of the student's enrollment, including periods during which the student did not receive FSA funds.

**Undergraduate Students**

1. Minimum cumulative grade-point average (GPA) - Qualitatively, on a scale of 4.0, undergraduate students must maintain a minimum 2.0 cumulative GPA. Only 1 grade of a C is allowed.
2. Minimum cumulative completion rate – Quantitatively, financial aid recipients must maintain a completion rate equal to or exceeding two-thirds (67%) of the credits attempted.
3. Students must complete the required course work within 150% of the published program length (i.e. 180 credits attempted in a 120 credit program).

**Graduate Students**

1. Minimum cumulative grade-point average (GPA) - Qualitatively, on a scale of 4.0, graduate students must maintain a minimum 3.0 cumulative GPA, and students may not earn a grade of less than a B- in any one course.
2. Minimum cumulative completion rate - Quantitatively, financial aid recipients must maintain a cumulative completion rate equal to or exceeding 67% of the credits attempted. Students in the Doctor of Philosophy program may not carry more than one I-grade on their transcript at any one point in time.
3. Students must complete the required course work within the time periods specified below:
   - Master’s Students – 5 years from matriculation
   - DNP Students – 5 years from matriculation
   - PhD Students – 7 years from matriculation

**Treatment of Grades and Repeated Coursework**

<table>
<thead>
<tr>
<th>Course Withdrawals - W Grades</th>
<th>Not included in the GPA calculation, but are considered a non-completion of attempted coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete Courses – I Grades</td>
<td>Not included in the GPA calculation, but are considered a non-completion of attempted coursework until the coursework is completed and final grade is submitted</td>
</tr>
<tr>
<td>Audited Courses - AU Grades</td>
<td>Not considered attempted coursework or included in the GPA calculation</td>
</tr>
</tbody>
</table>

26
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory (S) or Passing (P) Grade</td>
<td>Treated as attempted credits which are earned, but is not included in calculation of GPA.</td>
</tr>
<tr>
<td>Failing – F Grades</td>
<td>Treated as attempted credits that were not earned and are included both in the calculation of GPA and minimum completion rate</td>
</tr>
<tr>
<td>No Grade Reported – X Grades</td>
<td>Not included in the GPA calculation, but are considered a non-completion of attempted coursework until the coursework is completed and final grade is submitted</td>
</tr>
<tr>
<td>Course Repeats</td>
<td>Only the repeated course grade will be used in calculating the GPA; all attempts will be included in the completion rate determinations.</td>
</tr>
</tbody>
</table>

All credits accepted for transfer to the student’s program of study are taken into consideration as both attempted and earned credits. Grades earned at other institutions are not, however, counted when computing the student's GPA.

Financial aid recipients are reviewed for SAP at the end of each semester of enrollment (Summer, Fall, Winter, Spring). Letters are mailed to students who do not meet the SAP standards and are placed either in a warning status or who lose eligibility.

**Financial Aid Warning Status**

Students who fail to meet the minimum financial aid Satisfactory Academic Progress standards will be placed on Financial Aid Warning for the subsequent semester/period of enrollment. Students are still eligible for financial aid during the "Warning" semester.

Students applying for financial aid will be placed immediately into **Financial Aid Warning** status if they did not meet SAP standards in the previous period of enrollment prior to applying for aid.

**Financial Aid Suspension – Losing Title IV Eligibility**

Students on Financial Aid Warning, who fail to maintain the minimum SAP standard during the Warning semester, will be placed on **Financial Aid Suspension** status for subsequent semesters/periods of enrollment. No financial aid will be disbursed during subsequent semesters/periods of enrollment until the student regains financial aid eligibility.

Students applying for financial aid will not be eligible for assistance and will immediately be placed on **Financial Aid Suspension** status if they did not meet the minimum financial aid SAP standards, based on the two previous periods of enrollment prior to applying for financial aid.

Students who do not complete their program within the maximum timeframe lose eligibility for financial aid and are placed on Financial Aid Suspension status.

**Reinstatement of Aid after Financial Aid Suspension Status**

A student may regain eligibility for financial aid after Financial Aid Suspension status only by in one of the following ways:

1. The student submits a written letter of appeal and the Financial Aid Appeals Committee grants the appeal. The student is placed on Financial Aid Probation for the next semester/period of enrollment and is eligible for Title IV aid during their Financial Aid Probation status. If the appeal is
approved but the Committee has determined that the student will not be able to meet the SAP standards within one semester/period of enrollment, then the student will be placed on Financial Aid Probation with an Academic Plan which if followed will ensure the student is able to meet the SAP standards by a specific point in time.

2. The student registers for coursework while on Financial Aid Suspension status, pays for tuition and fees without the help of student financial aid, and does well enough in the coursework to satisfy all the satisfactory academic progress standards at the end of the subsequent semester(s)/period(s) of enrollment.

**Appeal Process**

Students who wish to appeal Financial Aid Suspension status must submit an appeal of Financial Aid Suspended status in writing to the Financial Aid Appeals Committee by the date specified in the Financial Aid Suspended notification letter. The committee will review the appeal and notify the student in writing of their decision within 14 working days after the Appeals Committee meets and makes its determination. Appeals should include:

- The grounds for appeal (i.e., working too many hours, etc.)
- Demonstration that the student understands the reason behind failure to meet the SAP requirements
- Specific plans to rectify the student's current academic status

The Financial Aid Appeals Committee will review the appeal and consult with academic advisers and other involved parties as warranted. If it is determined that the student will not be able to meet the SAP standards by the end of the next semester/period of enrollment but the Committee is in agreement that the student’s grounds for appeal are reasonable and the student has a reasonable chance to succeed and graduate, then if the appeal is approved the student will also be placed on an Academic Plan. Students will receive written notification of the decision. All decisions on such appeals are final.

Students who lose eligibility for financial aid due to not meeting the minimum SAP standards more than one time during their program may submit an appeal each time.

**Academic Plan**

Students who lose eligibility and submit an appeal may be placed on an Academic Plan if the appeal is approved. The purpose of an academic plan is to support the student in bringing himself or herself back into compliance with the financial aid SAP standards by a specific point in time in order to ensure that the student will be able to successfully complete the degree or certificate program. The academic plan will be specifically tailored to the student and may include milestones and specific requirements such as a reduced course load, specific courses or tutoring. Students on an academic plan are still responsible to meet the SAP requirements in the subsequent semester/period of enrollment and will lose eligibility if the SAP standards are not met, and need to go through the appeal process in order to regain eligibility. The student’s progress in their academic plan will be taken into account in any subsequent appeal process of financial aid eligibility.

Financial aid recipients must meet the financial aid satisfactory academic progress standards, which is at least as stringent as the schools' academic policy standards, in accordance with federal Title IV regulations. Students should consult the Standards for Good Academic Standing for more information on that standard. Students on academic probation may also be on Financial Aid Suspension, or they may be on Financial Aid Warning status.

Contact the Financial Aid Office at 410-955-9840 for more information.
Financial Aid—Return of Title IV Funds

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

- Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

- Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:
  
  Aid to be returned = 100% of the aid that could be disbursed minus the percentage of earned aid multiplied by the total amount of aid that could have been disbursed during the payment period or term.

- Other assistance under this Title for which a Return of funds is required (e.g., LEAP).

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student’s withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal.

Refunds are allocated in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Unsubsidized Direct Stafford Loans (other than PLUS loans)
4. Subsidized Direct Stafford Loans
5. Federal Perkins Loans
6. Federal Parent (PLUS) Loans
7. Direct PLUS Loans
8. Federal Pell Grants for which a Return of funds is required
9. Academic Competitiveness Grants for which a Return of funds is required
10. National Smart Grants for which a Return of funds is required
11. Federal Supplemental Opportunity Grants for which a Return of funds is required
Scholarships, Awards, and Funds in the School of Nursing

Scholarship Funds
The endowed funds listed in this section support the School of Nursing grant program, which is awarded each year on the basis of financial need.

Vivian B. Allen Scholarship Fund
Established in 1960, this was one of the first scholarships established to benefit the School of Nursing. It was created after the death of Vivian B. Allen by her foundation in recognition of the importance she placed on nurses and their education.

Marie Ames Scholarship Fund
Marie Ames graduated from the Johns Hopkins Hospital School of Nursing in 1937 and served on the Osler Medical Service for the next five years. During World War II, she was chief nurse in the Pacific and at Valley Forge General Hospital. Later, she obtained her bachelor’s and master’s degrees and remained active in nursing until her retirement in 1972. Miss Ames left a major bequest to fund a scholarship.

Mary Appleman Scholarship
Mary Appleman was a friend of and nurse at the Johns Hopkins Hospital. This scholarship, established through a bequest, is for any nurse attending the school who may need financial assistance and who may be financially unable to continue their training without this support.

The Susan E. Appling Scholarship
This scholarship was established in recognition of Sue Appling, assistant professor, who was awarded the Excellence in Teaching Award in 1989, 1992, 1993, 1997, 2001 and 2004. She was honored by her students, classmates, and colleagues in recognition of the expertise she brought to the school and to the profession during her 20-year Hopkins career.

Dora Byer Bagley Scholarship Fund
Dora Bagley graduated from the school in 1946 and enjoyed a distinguished career of nursing leadership. She retired in 1970 as director of Women’s Hospital in Los Angeles. She was a dedicated supporter of the school that had meant so much to her and established this scholarship to assist future nursing students.

Maude Magill Bagwell Scholarship Fund
Maude Bagwell was a 1929 graduate of the School of Nursing who spent many years in public health nursing. In the ’50s and ’60s she and her husband were actively involved in the civil rights movement, working as teachers and counselors to low-income minority groups. The Bagwell Fund was started in 1989 by Mr. Bagwell on the occasion of his wife’s 60th reunion.

Edith Lund Baillie Scholarship Fund
Edith Lund Baillie graduated from the Johns Hopkins Hospital School of Nursing in 1944. She later received a bachelor’s degree in psychology from Brown University, where she was a member of Phi Beta Kappa. During World War II, she was a nurse with the United States Navy. For 10 years, Mrs. Baillie was employed as a personnel manager at Blue Cross/Blue Shield until her retirement. Mrs. Baillie died in December 1997. This scholarship was established
by her husband, David Baillie, in her memory.

**Frances R. Baker Endowed Scholarship**
Frances Baker was a 1924 graduate of the School of Nursing and a longtime advocate for nursing in the Baltimore community. An active supporter of the school, she served as the agent for her class. Mrs. Baker also served as the first chair of the school’s Isabel Hampton Robb Society, which honors Hopkins Nursing’s most loyal and committed supporters. She established this scholarship fund in 1993.

**William G. Baker Jr. Memorial Scholarship Fund**
Established in 1985, this scholarship reflects the foundation’s strong commitment to the Baltimore community as well as its continued support of higher education, particularly Johns Hopkins University.

**Summerfield Baldwin Jr. Endowed Scholarship Fund**
This fund was established through a gift from the Summerfield Baldwin Jr. Foundation in honor of the Johns Hopkins Hospital School of Nursing Class of 1943. The Baldwin family has close Hopkins associations: Mr. H. Furlong Baldwin, a nephew of Summerfield Baldwin, is a trustee emeritus of the Johns Hopkins University. Mrs. Margaret VandeGrift, a niece, graduated from the School of Nursing in 1943.

**Cheryl S. Barnes Nursing Scholarship**
This scholarship was established in 2002 by Dee Dragan as a memorial to Cheryl Barnes, a dynamic and vibrant woman who touched the lives of so many with her wit and intelligence. One of her many passions in life was higher education. During her battle with cancer, the caring, competent, and compassionate nurses of the Sidney Kimmel Cancer Center of the Johns Hopkins Hospital inspired in Ms. Barnes a desire to see that excellent nursing traditions continue. Her family and friends hope that through this scholarship she will continue to have a positive influence on others and touch the lives of future generations.

**Blanche L. and George A. Bawden Scholarship**
Established in 2006 by the estate of Olga V. Bawden, this scholarship is in memory of Miss Bawden’s father, George Abner Bawden and her mother, Blanche Lober Bawden. Miss Bawden was an educator with an interest in medicine. While an inpatient at Hopkins Hospital, she was impressed by and appreciative of the care she received from Hopkins nursing students. She was a 1943 graduate of Goucher College and earned a master’s degree from Johns Hopkins University in 1951. She began her career in the 1940s teaching history and French at Robert E. Lee Junior High School and was later promoted to vice principal and then principal of Eastern High School in Baltimore. Miss Bawden’s dear friend, Ann Schmeisser, is a 1956 graduate of the Johns Hopkins University School of Nursing.

**The Lynn Baxendale-Cox Scholarship**
This scholarship is named in memory of a School of Nursing alumna and former faculty member who lost her battle with cancer in August 2000. The scholarship was started by her friends and colleagues and will be given to graduate nursing students. Dr. Baxendale-Cox was passionate about research and, after postdoctoral training in Massachusetts and Illinois, she earned a bachelor of science degree from the Johns Hopkins School of Nursing in 1990. She was an assistant professor and researcher at the
school until 1999.

**H. Melvin and Ruth H. Brown Scholarship**
Established in 2006 to support a scholarship for a nursing student.

**Betsy Boggs Scholarship Fund**
Betsy Boggs is a 1951 School of Nursing graduate who went on to receive her M.A. in guidance counseling and spent years as a counselor and social worker. Having attended Hopkins on a full scholarship, she has always looked forward to expressing her appreciation for her wonderful experience at Hopkins by returning her scholarship in kind. She established this scholarship in 1996 in honor of her 45th reunion.

**Elizabeth Bietsch Brizendine Scholarship**
This scholarship was established in 2003 by a bequest from Mrs. Elizabeth Bietsch Brizendine ’45 of Baltimore. Mrs. Brizendine worked at Hopkins Hospital after graduating from the Johns Hopkins Hospital School of Nursing. She was an avid quilter, antique lover, and had a strong interest in water culture and the preservation of this priceless natural resource. She was very dedicated to the School of Nursing and its mission to educate extraordinary nurses.

**Lorraine Criswell Buehler Scholarship Fund**
Lorraine Criswell Buehler graduated in 1925 from Johns Hopkins Hospital School of Nursing and remained at Hopkins Hospital until her marriage. This fund was established in 1979 by Mr. and Mrs. Leon Buehler Jr. to provide scholarship support for nursing education.

**Arlene Butz and Maureen Maguire Scholarship Fund**
This scholarship was established in honor of Johns Hopkins Nursing faculty members Arlene Butz and Maureen Maguire, through the estate of Wealtha McGurn. Ms. McGurn was a professor at the University of Maryland School of Nursing, where she served as a mentor to Dr. Butz early in her nursing career. Dr. Butz served on the faculty of Johns Hopkins University School of Nursing in the early 1990s, and her area of interest was women with substance abuse problems and their children. Ms. Maguire served for many years as a member of the Johns Hopkins Nursing faculty; her focus is child health. She is a three-time winner of the Caroline Pennington Award for teaching excellence. It was Ms. Maguire’s ability as a teacher and Dr. Butz’s expertise as a researcher that inspired Ms. McGurn to honor them through this named scholarship.

**Judith Franklin Campbell Scholarship Fund**
Judith Franklin Campbell graduated from Johns Hopkins Hospital School of Nursing in 1960. In 1968 she received a bachelor’s degree in nursing from the School of Continuing Studies at Hopkins. Mrs. Campbell continues to be an avid supporter of Hopkins Nursing and serves on the Advisory Council for Johns Hopkins Nursing.

**CareFirst BlueCross BlueShield Project RN Scholarship**
Established in 2007 to support a master’s degree student who will teach in a nursing school in Maryland, Virginia, or Washington, DC.

**E. Rhodes and Leona Bowman Carpenter Scholarship Fund**
In 1990, the E. Rhodes and Leona B. Carpenter Foundation made a gift to the School of Nursing to establish a scholarship fund in honor of the late Mrs. Carpenter, a 1939 alumna of the School of Nursing. Mrs. Carpenter spent many years in public health nursing after graduation, including a few years as an instructor at the school.
Margaret C. Cathcart Scholarship Fund
Margaret C. Cathcart graduated from Johns Hopkins Hospital School of Nursing in 1941. This scholarship was established by Mrs. Cathcart’s daughter and son-in-law, Dr. and Mrs. Joseph Reeves, in her honor. Mrs. Cathcart resided in South Carolina. She was a loyal supporter and friend of the School of Nursing. Mrs. Cathcart often referred to her days at Hopkins as “the best years of my life.” She died in December 2009.

Louise Cavagnaro Scholarship Fund
This fund was established in 1985 to honor Louise Cavagnaro on her retirement after 31 years at Johns Hopkins Hospital. The fund provides scholarship support for a member of Johns Hopkins Hospital staff seeking a degree in the School of Nursing.

The Dolores Probstner Caylor and Walter C. Caylor Graduate Research Fellowship
This scholarship was established in 2006 by Mrs. Caylor, a 1947 graduate of the School of Nursing, to support a graduate student.

Helen Brugh Chestnut Graduate Scholarship Fund
This scholarship was established in 2000 by Helen Brugh Chestnut ’40 in connection with her class’s 60th reunion. The graduate scholarship was Mrs. Chestnut’s way of giving back to the school that she felt gave so much to her. She was grateful for the education she received at Johns Hopkins and counted the years she spent at the school among the best of her life. Her husband, Albert H. Chestnut, was pleased by her decision to create the scholarship.

Class of 1937 Scholarship Fund
The class of 1937 came to Hopkins just as the country was beginning to recover from the Depression. The wards were filled with patients suffering from typhoid, tuberculosis and pneumonia, but there were no antibiotics. In addition to attending classes and studying, students were on duty in the hospital 52 hours a week. After graduation, many class members joined the Army Nurse Corps, serving with the Johns Hopkins 18th and 118th General Hospitals. The Class of 1937 Scholarship Fund was created in 1994.

Class of 1940 Scholarship Fund
The class of 1940 graduated as Elsie Lawler retired after 30 years as superintendent of nurses. Many class members joined the war effort. Some were part of the Hopkins units in the Pacific or in Europe and others joined the Army Nurse Corps. During their later careers, they were involved with new developments, ranging from starting a recovery room at Hopkins, to instituting a blood bank in Cincinnati, to developing a program for alcoholism in Oklahoma. The Class of 1940 Scholarship Fund was spearheaded by Anna Flatley who urged her classmates to join together to become the first class to establish an endowed scholarship fund.

Class of 1944 Scholarship Fund
The class of 1944 entered Hopkins just as Anna D. Wolf was beginning her tenure as the sixth director of nursing. By the time they graduated, polio had reached epidemic proportions and the Cadet Nurse Corps was 50,000 strong. Many in the class joined the war effort after graduation. Two entered the Frontier Nursing Service and became “nurses on horseback” serving the mountain families of Kentucky as midwives. The Class of 1944 Scholarship Fund was established by members of the class in honor of their 50th reunion.

Class of 1965 Scholarship Fund
The Class of 1965 Scholarship Fund
was established in 1989 as the class began preparing for its 25th reunion.

Class of 1977 Scholarship Fund
This fund was established in 1987 in memory of classmate Mary Pat Haberle, who died while on a nursing rescue mission in Alaska.

The Dorothy Lydia Thorp Conkin Graduate Scholarship
This scholarship is named for the class of 1953 graduate who established it. Mrs. Conkin has fond memories of her days at Hopkins and has remained a devoted supporter of the School of Nursing. She and her family traveled to Hopkins from their home in Tennessee several years ago to see the new School of Nursing building. Mrs. Conkin’s scholarship will assist graduate nursing students at Hopkins.

Louise G. Thomas Cooley Scholarship
Established in 2004 by friends and admirers of Louise G. Thomas Cooley ’49, the fund will provide much-needed financial assistance for generations of men and women to complete their nursing education at Johns Hopkins. After graduation Mrs. Cooley became the head nurse at the JHH Surgical Unit where she met and married surgical resident and instructor Dr. Denton A. Cooley, a 1944 graduate of the Johns Hopkins School of Medicine.

The Freda L. Creutzburg Memorial Scholarship
This scholarship was established in 2004 by the Church Home and Hospital School of Nursing Alumni Association in memory of Freda L. Creutzburg, a 1921 graduate from Church Home and Hospital School and a 1953 graduate of Johns Hopkins University. A former director of Church Home and Hospital School of Nursing, Ms. Creutzburg was a woman of great integrity who commanded the utmost respect of those who worked with her because she never asked of others more than she demanded of herself. It is through this scholarship that her work continues and that Church Home nurses secure “a future for their past.” In 2008, MedStar Health (Columbia, MD), to honor the legacy of Church Home and Hospital, made a significant grant that nearly doubled the value of this endowment.

The Mary Dent Scholarship
The Mary Dent Scholarship was established in 2010 to provide a full funding for tuition and clinical supplies to a candidate for the BSN degree in the traditional program. The fund is awarded to a student with outstanding academic achievement in prior studies but is in need of significant financial aid in order to attend Hopkins School of Nursing. The scholarship recipient ideally would plan to practice nursing in the greater Baltimore region upon graduation. The scholarship is renewable for a second year provided that the student is in good academic standing.

The Evelyn A. Eckberg Endowed Scholarship Fund
Evelyn Eckberg ’40 died in 2004 and left a bequest in her will to establish this scholarship fund to support a graduate or undergraduate student who may be in need of financial assistance.

Paula Ferris Einaudi Scholarship Fund
This scholarship was established by the school’s alumni and friends to honor the contributions of Paula Ferris Einaudi, PhD, former associate dean of Development and Alumni Relations. Dean Einaudi served the school for 12 years, beginning in 1988. She is remembered for her leadership in shaping the enthusiastic commitment of the loyal supporters of the school into its first per-
manent home, the Anne M. Pinkard Building, and for her role in increasing the number of scholarships and the level of the endowment. Her greatest legacy, however, is perhaps best measured by the affection felt toward her by the school’s alumni and friends. Their affection mirrors the high esteem in which Dean Einaudi has always held Hopkins nurses.

**Janet Kane Espy Scholarship Fund**

Janet Kane ’39 came to Hopkins from Perryville, Maryland, and did private duty nursing at the hospital after graduation. She served in the Army Nurse Corps during the war before marrying and leaving nursing to raise her children. When she was widowed in 1965, she resumed practice as a head nurse at Florida Hospital in Orlando until her retirement in 1982. After her death in 1993, her children, Bowers and Elaine, together with friends and other family members, established the Janet Kane Espy Scholarship Fund in honor of her loyalty to the School of Nursing.

**Margaret A. Evering Scholarship Fund**

Margaret Evering ’47 spent her career at Johns Hopkins Hospital in surgical nursing. Her expertise in the operating room earned her the respect and admiration of the nurses and physicians with whom she worked. Ms. Evering retired as assistant nursing director in 1980 and died in 1994 at the age of 73. She had made a provision in her will for the establishment of a scholarship fund in her name for the benefit of nursing students at the school.

**Lila E. Featherston Scholarship**

This scholarship was established through a bequest from Lila Featherston ’43. She served as a surgical nurse in the U.S. Army during WWII. Miss Featherston taught at the Johns Hopkins School of Nursing and for many years worked as the surgical charge nurse for the Veterans Administration Hospital.

**Reuben Harrison Fields, M.D. Scholarship Fund**

This fund was established in 1988 by Nancy Fields Cole ’24. She named it in honor of her father, who practiced medicine in Oregon at the turn of the century.

**Patricia Tilton Fleishman Scholarship Fund**

Established in 2003, this is a merit scholarship for a nursing student with an outstanding academic and extracurricular record, preferably a student with a financial need. The ideal candidate will be receiving a second degree, have a demonstrated capacity for leadership, and a record of accomplishment.

**Eleanor L. Foote Scholarship**

This scholarship was established in 2004 by a bequest from Eleanor L. Foote ’46, a public health nurse instrumental in establishing the Arapahoe County Mental Health Center in Colorado. She expressed a desire that the Foote Scholarship be given to a worthy student in nursing after successful completion of their first year.

**Jean Selby Fox Scholarship Fund**

Jean Selby Fox ’46 raised a large family with her Navy physician husband and, when her children were older, she returned to nursing where she cared for sick newborns. Mrs. Fox had always been especially loyal to Hopkins Nursing. She once said, “Hopkins Nurse was indelibly fixed in my mind, heart and soul.” This scholarship was established by her husband, Lay Fox, MD, in her memory. Mrs. Fox died in April 1997.

**The France-Merrick Foundation Scholarship**

This scholarship was established in 2000 to support nursing students working in the community health centers.
This gift was part of a $10 million commitment to the Johns Hopkins University. This foundation is administrated by the Pinkard family, for whom the School of Nursing building was named.

**Francina Freese Memorial Scholarship**

Miss Freese graduated from Johns Hopkins Hospital School of Nursing in 1901 and served as superintendent of nursing at Cumberland Hospital in Maryland, City Hospital in Indianapolis, and Polyclinic Hospital in Philadelphia. She remained active in nursing and civic affairs throughout her life and established a scholarship fund through a gift in her will.

**Friendly Foursome Scholarship**

Established in 1999, this scholarship celebrates the friendship of four members of the class of 1942. Doris King Avery, Elizabeth Eldredge, Ann Leffingwell Iverson, and Virginia Watson Skeens endowed this scholarship together as a tribute to the importance of their friendship and of Hopkins Nursing in their lives. These four octogenarians—two of whom were still active nurses in 1999—made the gift because “we wanted to have something we could build on over the years,” according to Ms. Eldredge. Their gift was enhanced by the Bloomberg Challenge.

**Charles A. Frueauff Foundation/ Peace Corps Fellows Scholarship Fund**

The Frueauff Foundation established this scholarship in 1993 to support students either entering nursing after returning from the Peace Corps or planning to serve once they receive a nursing degree. A longtime supporter of Hopkins Nursing, the Frueauff Foundation granted this award in recognition of the pivotal role that Peace Corps Fellows can play in delivering health care to communities in this country and throughout the world.

**Dorothy Sutton Fuller Scholarship Fund**

Dorothy Fuller ’26 had a distinguished career in psychiatric nursing. She earned a doctorate in 1947 from the University of Kansas, where she was an assistant professor of psychology from 1948 to 1951. Dr. Fuller was chief psychologist in the Division of Child Psychiatry at the Menninger Clinic from 1951 to 1955 and a psychologist at the Family Service and Guidance Center in Topeka from 1956 to 1959. She rejoined the staff of the Menninger Clinic in 1959 and served again as chief psychologist in the children’s division from 1962 to 1969. She retired in 1975. An early advocate of graduate nursing education, Dr. Fuller established this scholarship through her bequest to the school. The Dorothy Fuller Scholarship provides support for psychiatric nursing education.

**Helen H. Funderburk Scholarship Fund**

Helen Heckman Funderburk ’37 was a member of the Army Nurse Corps, achieving the rank of captain. She was active throughout her life in the Johns Hopkins Hospital Nursing Alumni Association. Upon her death in 1986, Mr. Walter Kidd established this fund in her honor to provide scholarship support in the School of Nursing.

**Furnival Scholarship Fund**

The Furnival Scholarship Fund was established in 1986 by Elsie Peyton Jarvis ’47. The fund is named for her mother, Marion Furnival Peyton, and two aunts, Christina Furnival Pendleton and Julia Furnival Pendleton, all of whom were graduates of Johns Hopkins Hospital School of Nursing.

**Isabel Davidson Gamble Scholarship Fund**

Isabel Davidson Gamble ’20 worked as a staff nurse at Hopkins for two years.
following graduation. After her marriage to Dr. Thomas O. Gamble, she moved with him to Albany, New York, where she assisted in his OB/GYN practice. The fund was established by Mrs. Gamble’s daughter and son-in-law, Mr. and Mrs. Charles R. Callanan, in recognition of Mrs. Gamble’s lifelong interest in nursing and in Johns Hopkins.

**The Arlene Armbruster Grayib Scholarship**

This scholarship is named in memory of Arlene A. Grayib ’30. The scholarship was established by her husband, Antoine Grayib, MD, and will provide assistance for undergraduate nursing students. Devoted to helping Baltimore’s underserved, Mrs. Grayib worked for 12 years with the city’s Visiting Nurses Association. In 1948, she joined the Medical Care Clinic of Johns Hopkins Hospital where she eventually became director. In 1954 she married Dr. Grayib who was then a fellow in Medicine at Johns Hopkins. Mrs. Grayib died in 1995 following a battle with cancer.

**Helen Merrill Gugerty Scholarship**

Helen Merrill Gugerty ’48 worked at the Harriet Lane Clinic and then on the children’s surgical ward at Hopkins. In 1969, after raising her family, Mrs. Gugerty became a school nurse in New York. Mrs. Gugerty has always had a great loyalty to Johns Hopkins School of Nursing and to her classmates, which is why she and her husband, Leo, established this scholarship in recognition of her 50th class reunion. In the 1940s, Mrs. Gugerty’s tuition was paid by the United States Cadet Corps. She realizes that while today’s students are not living in wartime, “many still need help to pursue their dreams of being a nurse.”

**The John R. and Ruth Ward Gurtler Foundation, Inc.**

This scholarship was established in memory of Ruth Ward Gurtler ’29, who entered nursing after caring for her siblings and sick mother. The fund was established to ensure that qualified, caring applicants to the school are able to attend, to graduate, and to carry on the proud tradition of Hopkins Nursing.

**Kristine Haines Scholarship Fund**

Kristine Haines ’67 was a staff nurse at Johns Hopkins Hospital and later an instructor at the School of Nursing. After her tragic death from melanoma at age 32, her mother established a scholarship fund in her honor.

**Hampton House Scholarship**

This fund was established by a friend of the class of 1959 in honor of the generations of women who studied and lived at Hampton House as they prepared for a career in nursing. It is the donor’s intent that the gift will be used for scholarships for undergraduate students in the Johns Hopkins School of Nursing.

**Dr. Esther Handler Oncology Nursing Scholarship**

This scholarship was established by Dr. Joseph S. Handler in loving memory of his wife, Esther.

**Mary Harms Scholarship Fund**

Mary Harms ’32 earned a PhD in education from Stanford University. She retired as an associate dean at the University of California at San Francisco. Dr. Harms was a lifelong advocate and dedicated supporter of Johns Hopkins University School of Nursing. The scholarship, established through her bequest to the school, provides support for a nursing student.

**Martha Toole Harvey Scholarship Fund**

A 1956 graduate of Johns Hopkins Hospital School of Nursing, Martha Toole Harvey established this fund in gratitude for the scholarship support she
received as a student. After graduation, she worked as a nurse for a short while before marrying and raising five daughters. As a parent, she used her nursing skills every day and found her knowledge of psychology as valuable as her knowledge of medicine. Two of Mrs. Harvey’s daughters are also nurses. She established the scholarship fund in 1994.

**William Randolph Hearst Foundation Scholarship**

The Hearst Foundation established an endowed fund at the school in 1990 in recognition of the pivotal role that nurses play in our society.

**Lillian Helbig Fund**

Miss Helbig, a native of Oakland, Maryland, graduated from Johns Hopkins Hospital School of Nursing in 1923. During World War II, she served with the Johns Hopkins Hospital Unit and later was head nurse in Marburg. Miss Helbig later served as private duty nurse to Mr. John Lee Pratt, a wealthy philanthropist, who established a trust to benefit her while she lived and, after her death, to benefit Johns Hopkins University. Upon her death in 1982, Miss Helbig was honored by the creation of an endowed fund in her name to benefit the School of Nursing.

**Robert M. Heyssel, M.D. Scholarship Fund**

Robert M. Heyssel, MD, was president of Johns Hopkins Hospital from 1972 to 1992. Because of his longtime support of nursing here, and because he was instrumental in re-establishing the School of Nursing, Hospital nursing directors and School of Nursing faculty launched this fund in his honor.

**Loretta and Francis Hicks Scholarship**

This scholarship was initiated in 1999 and endowed by members and friends of the Pittsburgh Alumni Chapter in honor of Mrs. Hicks ’37 and in memory of her husband who died in 1999. For nearly 25 years, Loretta Hicks tirelessly served the alumni chapter as secretary. The fund represents the first time that a Johns Hopkins alumni chapter has endowed a scholarship.

**Marie Hodnette Hoch Memorial Scholarship Fund**

Marie Hodnette Hoch ’29 bequeathed to the current school the funds to establish the Hodnette Memorial Fund, which provides scholarship aid for nursing students.

**E. Faye Horner Scholarship Fund**

E. Faye Horner Mizell was a 1925 alumna of Johns Hopkins Hospital School of Nursing. Upon her death in 1989, family and friends established this scholarship in her memory.

**Alma D. Hunt / VCM Geriatric Grant**

This scholarship was established in 1999 in remembrance of Alma D. Hunt (1891–1987) by an anonymous donor. The gift was made “to recognize and show sincere appreciation for the dedicated nurses who so eloquently touched the sunset of our grandmother’s life with their exceptional care.” This grant supports graduate students in geriatric research and education.

**Helen Sins Hurlbut Scholarship Fund**

This fund was established in 1998 by Mrs. Hurlbut ’53 and her husband, William Paul Hurlbut, A&S (PhD) ’54. The scholarship was created in conjunction with Mrs. Hurlbut’s 45th reunion to acknowledge the Hurlbuts’ gratitude for the excellent training she received at the School of Nursing, as well as the scholarship she received as a student.

**Joel and Carolyn Hutzler Scholarship Fund**

Endowed in 1985, this fund was estab-
lished by Carolyn Hutzler, longtime supporter of programs at Johns Hopkins University and Hospital.

**Katherine W. Johnson Scholarship Fund**

Katherine Johnson grew up in Connecticut and worked as a private duty nurse for many years. Upon her death, she left funds for endowed scholarships at Johns Hopkins, as well as the Hartford Hospital School of Nursing where she had trained years earlier.

**Dr. Donald S. Daniel and Louise Daniel Kent Scholarship Fund**

This fund expands and supersedes an existing nursing scholarship, established in Virginia, in memory of Dr. Donald S. Daniel, a well-respected general surgeon in Richmond with a strong interest in the education of nurses and physicians. When Dr. Daniel’s granddaughter Louise died, this fund was created by Mr. and Mrs. E. Robert Kent Jr. in memory of their daughter and of Mrs. Kent’s father, Dr. Daniel. The fund provides scholarship support to a Hopkins nurse seeking a degree in the School of Nursing, with priority given, first, to those nurses who cared for Louise and, second, to nurses on the staff at the Johns Hopkins Children’s Center.

**Michal and Emilia Nemecek Kunic Memorial Scholarship Fund**

Mrs. Emilia Nemecek Kunic graduated from the School of Nursing in 1933. Recognizing the critical need for student support, she and her husband, Michal, an architect, established this fund for nursing students at Hopkins.

**Patsy Gattis Lamb Scholarship Fund**

Patsy Gattis Lamb graduated in 1933 from Johns Hopkins Hospital School of Nursing and throughout her life remained a loyal member of the Hopkins Nursing Alumni. Upon her death in 1986, her husband, Mr. Charles Lamb, and daughter, Mrs. Mayfield Ertzinger, established this scholarship fund in her name.

**The Rita and Lawton Langbaum Scholarship Fund**

This scholarship was established in 2001 by Rita N. Langbaum in loving memory of her husband, Lawton B. Langbaum. Mr. Langbaum received his Bachelor of Science from Brooklyn College in 1935 and his master’s degree from New York University in 1938 at age 21. Mrs. Langbaum graduated from the Sinai School of Nursing in February 1941, across from Johns Hopkins Hospital on Monument Street and Rutland Avenue, where Turner Auditorium is today. Mr. Langbaum served in the military for two years during World War II while Mrs. Langbaum remained stateside working as a general duty nurse at the old Sinai Hospital for $60 a month. After the war, Mrs. Langbaum left nursing to raise their two children, Connie and Elliott. Unfortunately, Connie, who was married and taught high school English, passed away in 1970; they honored her with an endowed graduate lectureship in her name at Baltimore Hebrew University. Mr. Langbaum joined the family business of Mrs. Langbaum’s parents, Newman’s Baby and Junior Shop on Chester Street near the Northeast Market, close to Johns Hopkins Hospital and the old Sinai Hospital. Their motto was: “We Sell Everything But the Baby.” In 1970, Mrs. Langbaum returned to nursing as a public health nurse, working in the city’s public health clinics and schools. When Mr. Langbaum passed away in December 2000, his wife wanted to create a lasting tribute to him and to the love they shared with one another throughout 60 years of marriage.
Elsie M. Lawler Scholarship Fund
A graduate of the Class of 1899, Miss Lawler was superintendent and principal of Johns Hopkins Hospital School of Nursing from 1910 to 1940. Through wartime, the Depression, a flu epidemic, and the rapid growth and expansion of the hospital, Miss Lawler provided strong leadership, earning the lasting admiration and devotion of her colleagues and students. This fund was initiated by the class of 1928 on its 20th reunion and continues to be supported annually by alumni of Johns Hopkins Hospital School of Nursing.

Jacqueline Boothe Lips Scholarship Fund
Ms. Lips ’54 established this scholarship in 1999 on the occasion of her 45th reunion. She was director of the Good Samaritan Hospital School of Nursing in Columbus, Ohio, for 17 years until her retirement. Ms. Lips died in 2008.

The Catherine M. Loeffler Scholarship
This scholarship was established by Miss Loeffler’s only nephew, Richard E. Edwards, and his wife, M. Louise Edwards, for students who show leadership and/or academic promise. Financial need is not a condition of the scholarship. When Miss Loeffler retired in December 1971 as associate director of nursing, she concluded 40 years of study at and service to Johns Hopkins Hospital. A graduate of the School of Nursing’s class of 1932, she was well-known for her quiet efficiency and gentle leadership. Miss Loeffler progressed through many hospital departments: as head nurse of Wilmer operating room, assistant night supervisor, night supervisor, administrative assistant of night nursing services, assistant director of nursing in Wilmer clinic, and assistant director of nursing in Brady clinic. The younger of two daughters, Miss Loeffler was devoted to her family and to the Reformation Lutheran Church. In her leisure time, she enjoyed needlework, reading, and gardening. Miss Loeffler died in 1997 at age 89.

John I. Mandler, MD and Marilyn S. Mandler, RN Scholarship for Nursing Education
This fund was established by Marilyn Mandler ’56 in memory of her deceased husband, John I. Mandler, Med’56. This scholarship is to be used to support a graduate or undergraduate student who may be in need of financial assistance.

The Inez Boyer Maxwell Scholarship Fund
Inez Boyer Maxwell ’33 served as a director of nursing for the Southwest Pacific Units during World War II. Mrs. Maxwell persuaded her high school English teacher to leave teaching for a new career as a nurse. Her teacher, Mary Sanders Price, not only obliged, but eventually became the seventh supervisor of nursing at Johns Hopkins. Mrs. Maxwell remained devoted to the School of Nursing until her death in January 1995. She had established an endowed scholarship fund for nursing students the previous year.

Kay Emery McClaine Scholarship Fund
Kay Emery McClaine and her husband, James, met at the Baptist church across from the Homewood campus when they were both undergraduates at Hopkins. He graduated from the School of Engineering in 1963, and she graduated from the School of Nursing in 1964. Her nursing career included medical-surgical acute care, health insurance cost containment, and reviewing clinical drug trials as well as safe medical device submissions. She retired in 1998. James retired as vice president of marketing for Wabtec Corporation in 2007. The McClaines began their scholarship in 1997.
Madeline Gegenheimer McClure Scholarship Fund
Established in 1994 by Mrs. McClure, this scholarship is a testament to her appreciation for the excellent nursing care she received while a patient at Johns Hopkins Hospital. Mrs. McClure hoped that her scholarship would enable talented individuals with limited financial resources to become Hopkins nurses.

William McMillan Scholarship Fund
Mr. William McMillan, a Johns Hopkins Hospital trustee, established this fund in 1985 in recognition of the crucial role that nurses play in hospitals and communities.

Dorothy P. and C. Emmerich Mears Scholarship Fund
In 1984 Dorothy Mears Ward arrived on Nelson 7 feeling “uprooted and more than a little bit frightened.” In appreciation for the nurses on her unit, Ms. Ward established this scholarship, named after her parents, in recognition of the importance of nursing education to quality patient care.

Memorial Scholarship Fund
The Memorial Scholarship Fund was established in 1988 to honor the memory of friends and alumni of the nursing school. Originally established with gifts from Minnie Stephens Ballou ’18, the sister of Lillian L. Long ’31, and the family and friends of F. Grainger Marburg, the fund now includes contributions in memory of various alumni.

Dr. Mitchell H. and Helen Knox Miller Scholarship Fund
This fund was established by Mrs. Helen Miller in 1983 in memory of her husband. Dr. Miller, a 1937 graduate of Johns Hopkins University School of Medicine, was the son of a Hopkins Medical School graduate and a Hopkins School of Nursing graduate. Mrs. Helen Miller’s ties to Hopkins are also strong: her father, brother, sister, and brother-in-law are all graduates of Johns Hopkins University School of Medicine. Mrs. Miller died in October 2003.

Elizabeth R. Mitchell Memorial Scholarship Fund
This scholarship was established in 1968 by Anna Davidson in memory of her friend Miss Mitchell, Nursing 1911, who worked in the hospital of the Rockefeller Institute and the Columbia, South Carolina Hospital. Miss Mitchell cut short her nursing career to raise the sons of a close friend.

Ruth J. Nelson Endowed Scholarship
This scholarship was established through a bequest from the estate of Ruth Nelson ’37 and her husband, Russell Nelson, president of the Johns Hopkins Hospital for two decades and a 1937 Medicine graduate.

The Elizabeth Fisher Norwood Scholarship
This scholarship is named after a 1929 graduate of Church Home and Infirmary School of Nursing. She was well-known in local nursing circles as a member of the Maryland State Board of Nursing Examiners for 28 years. During the early 1980s, Mrs. Norwood represented Church Hospital on a steering committee that advised Johns Hopkins University when it was planning its School of Nursing. Mrs. Norwood passed away in 2001. The scholarship was established in Mrs. Norwood’s memory by friends and by her daughter, Catherine N. Holloway. It will provide financial assistance to undergraduate nursing students.

H. P. Nunn Family Scholarship
This scholarship was established in 1997 by Mr. Henry Phillip Nunn Sr., in
honor of his family: Catherine L. Nunn, Susan H. Nunn, and H. P. Nunn Jr. The fund also honors the memory of Superintendent Anna D. Wolf and Dr. Helen Taussig. It was his desire “that the recipient know that in years long past a family was interested enough to share some of their savings so that future students would receive scholarship assistance.”

**The Elfeda Hallenbeck Ostrander Scholarship Fund**

Created through the estate of Elfeda Hallenbeck Ostrander ’32, who died in 2008 at the age of 102, the fund supports one student each year with financial need in the entering traditional BSN class, and one student in the second year of the BSN program.

**Rosa Pearson Unrestricted Scholarship Endowment**

A bequest of Rosa Pearson established this scholarship to benefit a SON student in financial need.

**Duane and Clementine Peterson Scholarship Fund**

The Duane and Clementine Peterson Scholarship Fund was established in 1988 by Clementine Peterson, a long-time supporter of Johns Hopkins Hospital and University.

**Benjamin D. and Janet Stulz Pile Memorial Scholarship Fund**

Janet Stulz graduated as a premedical student from George Washington University but had her heart set on nursing. She received her nursing diploma from Hopkins in 1938. Afterward, she worked in the newborn nursery and delivery room and taught nurses’ aides for the Red Cross. In 1994, she established this scholarship fund in honor of her husband who died in 1991. Benjamin Pile was director of the Army Medical Equipment Research Laboratory at Fort Totten in New York.

**Mary Sanders Price Scholarship Fund**

Mary Sanders ’33 was chief nurse of the 118th General Hospital, one of Hopkins’ units in the Pacific during World War II. She married the unit’s chaplain, the Rev. Harry Price, who later served as chaplain at Johns Hopkins Hospital. Mrs. Price served as director of the School of Nursing from 1955 to 1970. When she died in 1985, Rev. Price established the Mary Sanders Price Scholarship Fund in her honor.

**Marguerite Aue Rankin Graduate Education Scholarship**

Established in 1998 by Marguerite Aue Rankin ’41 to assist students entering the Doctor of Nursing Practice (DNP) program at the Johns Hopkins University School of Nursing. Mrs. Rankin, an Anacortes, Washington, resident served at Hopkins Hospital as a head nurse in the Harriet Lane Home and in the Navy during World War II, and has remained a strong advocate of Johns Hopkins.

**Violet Raquet Scholarship Fund**

Violet Raquet ’39 had been a high school biology teacher prior to her nursing career. After graduation, she taught bacteriology in the hospital-based training school. She returned to her native Cleveland where she taught anatomy in the Herron Road Hospital School of Nursing and was active in Planned Parenthood. She established this scholarship for student support through her bequest to the school.

**Maria Georgiana Restuccia Scholarship Fund**

Maria Restuccia entered Johns Hopkins Hospital School of Nursing directly from high school and graduated in 1957. In 1960 she received a bachelor’s degree in nursing from the University of Pennsylvania and later earned two mas-
Dr. Restuccia has always treasured the stellar education she received at Hopkins, and that is one reason her husband, Rusty, established this scholarship in her honor.

Retzer Family Memorial Scholarship
This fund for nursing scholarships was established in 1994 in honor of Gertrude Retzer’s husband, his parents and her son, who were affiliated with Hopkins. Gertrude Retzer taught surgical nursing to students at Hopkins for several years and developed lifelong friendships with many School of Nursing alumni. Her memories of those special friendships and the ties of her family to Hopkins inspired her to create this scholarship for nursing students.

Dorothea Robertson Scholarship Fund
As secretary of Johns Hopkins Nurses’ Alumni Association for nearly three decades, Dorothea Robertson, better known as “Robbie,” was the link connecting Nursing alumni and the School of Nursing. After her sudden death in 1990, the Alumni Association, her family, and her friends established this fund in her memory.

Mildred West Rogers Scholarship
In 2005 family members of Mildred West Rogers ’67 established a scholarship to help financially needy students as an ideal way to honor her dedication to nursing and to the Johns Hopkins School of Nursing. As an active member of the Alumni Association, Mildred has participated in many alumni activities including raising funds for a class scholarship by donating a quilt she made from old nursing uniforms. She donated a second quilt depicting nursing uniforms in various decades that is on display in the School of Nursing.

Charlene Howl Sanders Scholarship Fund
A resident of Dallas, Charlene Howl Sanders graduated from Johns Hopkins Hospital School of Nursing in 1948. After working as head nurse in the psychiatric unit at Hopkins, Mrs. Sanders spent a year working at a Veterans Administration hospital in Houston, where she met her husband. After residing briefly in California, the Sanderses moved back to Texas, where Mrs. Sanders worked as a school nurse until her retirement. She established the scholarship in recognition of her 50th class reunion, saying that she wanted to “give something back to the school that gave me so much.”

The Elaine Neely Schelle Scholarship
Established in 2009 to support one or more undergraduate students at the Johns Hopkins University School of Nursing, who are in need of financial assistance.

Frances Schlosser Scherer and James A. Scherer Scholarship Fund
This endowed scholarship fund was established in 2003 by Frances Schlosser Scherer ’44 and her husband, James A. Scherer, to support nursing students. Mrs. Scherer, who was born and raised in China and served as dean in the nursing school of the Yale-China Association, died in 2008.

The Schlenger Family Scholarship
This scholarship was established by Martha Schlenger, a graduate of the School of Nursing’s class of 1993. Ms. Schlenger established the fund in memory of her grandmother, Martha E. Schlenger, and her father, Jacques T. Schlenger, former University and Peabody trustee. The Schlenger family is well known throughout Johns Hopkins and Baltimore and has contributed in numerous ways over the years to the School of Nursing. The scholarship
assists graduate nurse practitioner students.

**Alberta Schmid Scholarship Fund**

A 1940 graduate of Johns Hopkins Hospital School of Nursing, Miss Schmid established the Red Cross Bank in Cincinnati and then served in France with the Army Nurses Corps, attaining the rank of captain. She returned to Cincinnati where she served as supervisor and department head of the Intravenous Department of the Christ Hospital. She was responsible for the Hospital’s Central Supply before her retirement in 1977. This fund was established in 1971 by a longtime friend, Mrs. William Proctor Bell.

**Edna Schoen Scholarship**

This scholarship was given to the School of Nursing by Mrs. Helen Warhöftig in honor of her sister, Edna Schoen. Although Miss Schoen never attended the Johns Hopkins Nurses Training School, she nevertheless contributed years of her life to volunteer nursing service, much of this at the Johns Hopkins Hospital. Miss Schoen performed a total of 7,435 hours of volunteer service for the American Red Cross. Miss Schoen also did volunteer work in the Cleft Palate Division of the Plastic Surgery Clinic at The Johns Hopkins Hospital. Such giving of oneself is as rare as it is generous. A memorial scholarship is certainly a most fitting way to honor the self-sacrifice demonstrated by this exceptional woman.

**Alexander Wilson Schweizer Scholarship Fund**

This scholarship was established in 1999 by Barbara Schweizer ’86 and her husband, Thomas Schweizer Jr. in memory of their youngest son, Alec, who died in April 1998, just weeks before his high school graduation. The scholarship supports students who are preparing for careers serving vulnerable populations.

**The Dorothy McIlvain Scott Scholarship**

This scholarship was established in 1999 by Miss Dorothy McIlvain Scott who had a lifelong interest in community health. The funds are to be used for nursing students who are taking courses at the Bloomberg School of Public Health.

**The Stella M. Shiber Scholarship**

This scholarship was established in recognition of Dr. Stella M. Shiber, associate dean for professional education programs and practice, who retired from the School of Nursing in 2002. Dr. Shiber dedicated her professional life to nursing education for more than 40 years. From initiating the school’s model Peace Corps Fellows Program to putting the school on the map in the field of community health nursing, Dr. Shiber’s creative work has strengthened and enhanced nursing education at Hopkins. She is remembered for her emphasis on quality higher education for nurses. Dr. Shiber’s friends and colleagues established and endowed a scholarship in her name to be awarded to an undergraduate student.

**Melvin F. and Jane Simons Silva Scholarship Fund**

Jane Simons ’39 stayed on to serve as a head nurse in general surgery. Later she completed her bachelor’s degree at the University of Dayton and then joined the Army. She met her husband, Melvin, while serving as a flight nurse in Guam. After raising five children, she worked as a school nurse until 1979. The scholarship fund honors the memory of her husband and her parents, who made many sacrifices during their lives so that their children could attend college.
Martin L. Singewald, M.D.
Scholarship Fund
A 1938 graduate of Johns Hopkins University School of Medicine, Dr. Singewald served with the 118th General Hospital Unit. Returning to Baltimore, he served until his retirement as a member of the hospital staff and as an instructor at the School of Medicine. This fund was established in his honor in 1984 by his longtime friends and patients, Mr. and Mrs. Malcolm Hecht, to provide scholarship support in the School of Nursing.

Frances L. and Edward S. Stafford Scholarship
This scholarship was established in 2000 by Marion R. Stafford Lorr in memory of her parents, Frances and Edward Stafford. Both Dr. and Mrs. Stafford enjoyed careers at Johns Hopkins Hospital. Frances Stafford ’32 was an operating room nurse. Dr. Stafford, Med ’31, taught surgery, performed research, and authored a textbook on surgical nursing. He also served as the assistant dean of the Medical School. The scholarship will pass on the Staffords’ love of medical learning, research, and practice to students at Johns Hopkins University School of Nursing.

Struve Scholarship Fund
Mildred ’26, Virginia ’35, and Bernadine Struve together established this scholarship for nursing students. In making this gift, the sisters linked their loyalty to Hopkins with their concern for the health care status of Native Americans. This fund provides scholarship support to nursing students, with priority given to Native American students or those committed to working with Native American populations.

Joan Masek Sutton Scholarship Fund
In 1992, family and friends of Joan Masek Sutton ’63 established this scholarship fund in her memory. Ms. Sutton was a devoted Hopkins alumna who dedicated her career to improving the care and quality of life of those suffering from rheumatoid arthritis. This fund, which provides scholarship support, memorializes the leadership she gave to nursing and to Hopkins.

Joseph J. and Mary Richeson Takacs Scholarship Fund
This trust was established in 1997 following the death of Judge Joseph Takacs of Jamesburgh, New Jersey, in memory of his wife, Mary R. Takacs ’22. The trust, managed by colleagues of Judge Takacs in Ohio, allocates funds each year for scholarships for outstanding nursing or medicine students from Ohio or New Jersey.

Juanita Bartlett Thayer Scholarship Fund
This fund was established by a gift made by Mrs. Thayer in her will. A native of West Virginia, she graduated from Johns Hopkins Hospital School of Nursing in 1923. She was active throughout her life in public health nursing.

Drs. I. ridgeway and Frances H. Trimble Scholarship Fund
This fund was established in 1996 by an anonymous donor to recognize the important role the Trimbles have played in the history of Johns Hopkins Nursing. Dr. Frances Trimble was born and educated in Australia. She served as medical director for Planned Parenthood of Maryland from 1957 through 1983. Dr. I. Ridgeway Trimble was educated and trained at Hopkins and became a nationally recognized surgeon, distinguished educator, author, and active civic leader. During World War II, he served with Hopkins’ 118th General Hospital in the South Pacific. Impressed by the nurses with whom he
worked, he became the leading proponent in the medical community for establishing nursing education as a degree-granting division of the university.

Marion Vannier Fund
A 1905 graduate of Johns Hopkins Hospital School of Nursing, Miss Vannier practiced in Pennsylvania and California before teaching at the University of Minnesota School of Nursing. During World War I, she developed a program for the U.S. Navy to train hospital corpsmen. Returning to the University of Minnesota after the war, Miss Vannier became director of the School of Nursing and a leader in national nursing organizations. Upon her death in 1967, her brother, W. Webster Vannier, established a scholarship fund in her memory.

The Marian Bard Vinczeller Scholarship
This scholarship was named for a 1933 graduate of the School of Nursing. She and her husband, Joseph Vinczeller, were concerned about students who wanted to pursue nursing but could not afford the cost of a nursing education. They established the scholarship as a way to assist undergraduate nursing students at Hopkins. Mrs. Vinczeller passed away in 2000.

The Don and Jan Wagner Fellowship
This scholarship was established in 2005 by Jan Wagner ’52 and her husband to assist undergraduate and graduate students with funding to pursue study within the exchange program between Johns Hopkins University and Peking Union Medical College (PUMC) or other studies within the China Program.

Ida E. Webber/Bertha Reifsnider Scholarship Fund
Miss Florence Webber established this fund through a major bequest to honor her mother, Ida E. Webber, and her friend and business partner, Bertha Reifsnider. Miss Webber, who died in 1985, was a 1925 graduate of The Johns Hopkins School of Nursing.

Earl and Josephine S. Wickerham Scholarship Fund
Josephine Sheets ’39 entered Hopkins with a degree in biology and a yearning to teach. After graduating, she taught surgical nursing at Western Pennsylvania Hospital in Pittsburgh for several years and then taught pharmacology for another year during the war. In 1943, she married Earl Wickerham, a general practitioner who helped establish a hospital in Monroeville, Pennsylvania. In 1994, Mrs. Wickerham created this scholarship fund to honor the memory of her husband.

The Anna D. Wolf Scholarship Fund
This scholarship was established in 1985 by the Johns Hopkins School of Nursing class of 1945 and others in honor of their 40th reunion and in recognition of Anna D. Wolf’s extraordinary leadership and commitment to the advancement of nursing education. In 1940 Miss Wolf became the Superintendent of Nursing at Hopkins. She retired in 1955, but never abandoned the hope that a university-based, degree-granting School of Nursing would be established at Johns Hopkins. Her dream became a reality in 1984 when the new School of Nursing was dedicated. Nine months later, Miss Wolf died.

Carol Sue Yoder Graduate Scholarship
This scholarship was created in 1999 by Carol Sue Yoder ’73 to honor her parents, Paul and Betty Yoder, who valued education highly and struggled to make sure their four children could attend college. As a graduate student, Ms. Yoder had to work full time; it is her
hope that this scholarship will allow future graduate students to focus their full energy on their studies. Ms. Yoder is pleased to be able to support Hopkins Nursing by assisting deserving students and, in so doing, honoring the sacrifices her parents made to uphold their strong belief in the importance of education.

**Zinder Anesthesia Associates Scholarship Fund**
The JHUSON will identify a student in true financial need, defined as a student who will be able to attend or to continue to attend Johns Hopkins University School of Nursing because of this scholarship.

**Doctoral Fellowship Funds**

**Blaustein Fellowship in Mental Health and Psychiatric Nursing Endowed**
Established by the Morton K. and Jane Blaustein Foundation, this post-doctoral fellowship supports a student with a special interest in the field of mental health and psychiatric nursing for one year, with a possibility of a second year. The Blaustein Fellow is mentored by the Leonard and Helen R. Stulman Professor in Mental Health and Psychiatric Nursing.

**Jonas Nursing Scholarships**
Awarded by Barbara and Donald Jonas, and the Jonas Center for Nursing Excellence, these scholarships support four PhD students as part of the 2010–2011 Jonas Nurse Leaders Program.

**The Ellen Levi Zamoiski Endowed Doctoral Fellowship Fund**
Established in 2005 by Clair Zamoiski Segal and Thomas “Tommy” H. Segal in honor of Mrs. Segal’s mother, Ellen Levi Zamoiski, this fellowship is the first of its kind in doctoral education at the School of Nursing. The Segals are honored to be instrumental in bringing future leaders to doctoral nursing education. The high caliber of expertise Zamoiski Fellows will bring to the field will honor Mrs. Zamoiski in her lifetime and ultimately will create an impressive cadre of the best of Hopkins Nursing.

**Term Scholarships**
In addition to endowed scholarships, the following scholarships are awarded each year:

**Marion Jackson Givens Trust Scholarship**

**The Women’s Board of Johns Hopkins Hospital Scholarship**
In recognition of the important role the school plays in contributing to excellent patient care at Johns Hopkins Hospital, the Women’s Board has generously supported the School of Nursing since 1984. Currently, the board provides annual scholarship support for students enrolled in the accelerated program.

**Student Assistance and Loan Funds**

**The Johns Hopkins University School of Nursing Assistance Fund**
This fund, established by university trustee emeritus Anne M. Pinkard, is intended to provide financial help for students, faculty, and staff of the School of Nursing in time of need. Upon recommendation by the dean and associate deans, funds may be disbursed to any student, faculty, or staff member who experiences extreme hardships that make it virtually impossible for them to continue with either their education or employment at the School of Nursing. An Assistance Fund grant is intended to be a temporary bridge to other forms of help and may be used only once by an individual.

**The Marian and Jim Hutt Emergency Fund**
Established in 2007 by School of Nurs-
ing faculty member, Julie Stanik-Hutt, PhD, in memory of her parents, Marian and Jim Hutt. The fund makes available no-interest loans to students with sudden unexpected and short-term financial needs.

**Dr. and Mrs. Harry R. Slack Jr. Nursing Student Loan Fund**

Dr. and Mrs. Harry R. Slack Jr. both enjoyed a close association with Johns Hopkins Hospital and University for over half a century. This association continued a family tradition, begun by Dr. Slack’s parents, of support, hospitality, and even housing offered to Hopkins nursing students since the earliest days of the school. The fund was established by Mr. and Mrs. W. Cameron Slack in memory of his parents, Dr. and Mrs. Harry R. Slack Jr. to honor their strong commitment to nursing education at Johns Hopkins.

**Endowed Chairs and Professorships**

Three endowed chairs and two professorships reflect, in name and in function, the long and notable history of nursing education at Johns Hopkins.

The *Independence Foundation Chair*

This chair was established in 1989 when the Independence Foundation awarded $1 million to each of nine private schools of nursing. Their gift was the largest single foundation gift ever made to nursing education. Besides Hopkins, other programs to receive support included the nursing schools at Case Western, Emory, New York University, the University of Pennsylvania, Rochester, Rush, Vanderbilt, and Yale.

The *Elsie M. Lawler Chair*

This chair was presented to the School of Nursing in 1987 by Miss Caroline Pennington, a 1918 graduate of Johns Hopkins Hospital Training School for Nurses. This chair honors the superintendent of nurses and principal of the Training School from 1910 to 1940. Miss Lawler was noted for her determination to ensure that patients received the best possible care, instilling the ideal of “true thought for others” in her students.

The *M. Adelaide Nutting Chair*

This chair, named after the distinguished director of nurses at Hopkins Hospital from 1895 to 1907, was presented to the school in 1984, the result of 70 years of effort by Hopkins nursing alumni to fulfill Miss Nutting’s dream. In 1914, M. Adelaide Nutting first proposed that the alumni undertake the tremendous task of raising an endowment fund for the School of Nursing, a revolutionary idea at a time when no school of nursing in the country was endowed.

The *Anna D. Wolf Professorship*

This professorship honors Anna D. Wolf ’15, superintendent of nursing from 1940 to 1955. For many years, she championed the establishment of a baccalaureate program for nursing at Hopkins. Her dream was realized in 1984, just nine months before her death. Miss Wolf exemplified the tradition of Hopkins Nursing leadership that the school seeks to perpetuate. Prior to her tenure as Hopkins’ superintendent of nursing, Miss Wolf’s illustrious career included organizing the hospital and nursing school at the newly founded Peking Union Medical College in China. She also pioneered the development of an all-graduate nursing service at the University of Chicago when she served as superintendent of nursing there. The Anna D. Wolf Professorship was established through the generosity of Miss Wolf’s students, colleagues, and family to honor her memory by perpetuating excellence in nursing.
The Leonard and Helen R. Stulman Professorship in Mental Health and Psychiatric Nursing

This professorship was established in 2003. The professorship will be used to play an essential role in improving care for the mentally ill. It will provide the leadership to respond to the critical need for psychiatric nurse scholars. This distinctive professorship will allow the school to raise the profile of psychiatric nursing at Johns Hopkins and move this emerging program onto the national stage.
Merit Scholarships for Pre-Licensure Students, Graduate Assistantships and Fellowships

Merit Scholarship for Accelerated Baccalaureate Students
The Johns Hopkins University School of Nursing offers a limited number of Academic Merit Scholarships to qualified accepted students. The awards are made to those accepted applicants who have demonstrated academic excellence, leadership capabilities, and extracurricular involvement. The scholarship is awarded provided the recipient remains in good academic standing at the School of Nursing.

Coverdell Fellows Scholarship
Returned Peace Corps Volunteers are considered for one of the $12,500 Coverdell Fellows Scholarships. Preference is given to RPCVs who have completed their service within the past 24 months.

For more information on the Merit Scholarship or the Returned Peace Corps Fellows Scholarship contact: Office of Admissions, Johns Hopkins University School of Nursing, 525 North Wolfe Street, Baltimore, MD 21205-2110; telephone 410-955-7548; or email jhunson@jhu.edu.

Merit Scholarships for Master’s Students
The Johns Hopkins University School of Nursing offers a limited number of Academic Merit Scholarships to qualified accepted students. The awards are made available to those accepted applicants who, in the judgment of the faculty of the School of Nursing, have demonstrated academic excellence, leadership capabilities, and extracurricular involvement. The scholarship is awarded the recipient remains in good academic standing at the School of Nursing.

Funding for PhD Program
Qualified students interested in the PhD program may be eligible to receive tuition and stipend support through the School of Nursing. Students who wish to attend full time and work as research or teaching assistants are eligible. Complete information is available through the office of the PhD program director by telephone, 410-614-6281.

Pre-doctoral and Postdoctoral Fellowships
The Johns Hopkins University School of Nursing has been awarded an interdisciplinary research training grant on violence. This research training grant supports two nursing pre-doctoral fellowships and one nursing postdoctoral fellowship. In addition, postdoctoral learning opportunities can be arranged for qualified nurse investigators in all areas of faculty research.

For further information, visit the following websites: Research Training in Health Disparities for Underserved Populations, www.nursing.jhu.edu/research/activities/fellowships/ninr; and Interdisciplinary Fellowship in Violence Research, www.nursing.jhu.edu/research/activities/fellowships/violence.
Accelerated Bachelor's Program

The Johns Hopkins University School of Nursing is no longer offering a Bachelor of Science degree with a major in nursing. For those students who are currently enrolled in the program, information about the degree follows.

Program Outcomes

1. Synthesize knowledge drawn from the natural and behavioral sciences, the humanities, and nursing in making professional practice decisions.

2. Use the nursing process independently and/or collaboratively in assisting clients from diverse and multicultural populations in varying states of health to manage health related problems.

3. Facilitate attainment of an optimal level of wellness on the health continuum.

4. Function as a contributory member of an interdisciplinary health care team recognizing the scope of nursing practice and inter-related roles assumed by members of other disciplines for the improvement of health care.

5. Use leadership skills to enhance the quality of nursing care, collaborate with other health care providers, and encourage other professionals and the public to promote the health and well-being of society.

6. Use the research process and evidence based findings to advance professional nursing and enhance the delivery of health care.

7. Demonstrate professional commitment to nursing by being responsible and accountable for practice decisions, interventions and outcomes, maintaining standards of practice, adhering to professional values, and assuming responsibility for continued personal and professional growth.

8. Demonstrate the ability to effectively communicate and skillfully use the interpersonal process in nursing activities involving individuals, families, groups, communities, populations, and other health care team members.

9. Provide care based on principles of fairness and nondiscrimination to individuals, families, groups, communities, and populations.

10. Use a systematic approach to identify and manipulate environmental forces that affect the health of individuals, families, groups, communities and populations.

11. Articulate a global perspective regarding the responsibility the nurse assumes for affecting the health of individuals, families, groups, communities, and populations.

12. Use leadership skills and knowledge of health care to influence political/policy-making systems to advance health policy and advocate for the health and well-being of society.

13. Apply the sciences of quality and safety to improve health and the health care system.
**Enhancement Options Community Outreach**

The Johns Hopkins University School of Nursing has an innovative educational curriculum for community-based public health nursing practice. The goals of the project are to increase education in public health nursing practice and to provide a community-based learning experience for students while improving both the delivery of health services to and the health status of the urban Baltimore community. The ultimate objective is to improve health in similar urban communities by increasing the number of nursing graduates who are proactive in urban public health. The School of Nursing operates clinics that are staffed by faculty and students in a transitional housing program, a low-income housing project, a domestic violence shelter, and an inner-city school.

Opportunities for special study credits with selected faculty are available. These offerings provide structured learning experiences while working directly in the community. Whenever feasible, students will be assigned to multidisciplinary teams to enrich the learning experience. Stipends are available for selected students who engage in special community service projects.

Nursing students interested in expanding upon or developing their interest in community-based public health may identify themselves upon matriculation or at any time during their course of study.

**Birth Companions**

This course focuses on developing initial competence in the Birth Companion role based on the Doula model. The Doula model emphasizes physical, emotional, and informational support to the mother before, during, and after childbirth. Maternal and child health nursing and community health nursing theories and practices are introduced. Group processing of client and birth companion interactions and care management will be held biweekly. Seminars with experts in the field including lactation consultants, social workers, community health educators, and child birth educators will be included.

**Coverdell Fellows Program**

The School of Nursing is proud to offer the Paul D. Coverdell Fellows Program. The program offers individuals who have successfully completed Peace Corps service the opportunity to participate in community nursing practice under the supervision of senior community health nursing faculty. This service is outside that required by the nursing courses. Students will be paid a stipend for this service. In addition, an effort will be made to individualize the practice site of the student based on their previous experiences and future career goals.

Coverdell Fellows Scholarships in the amount of $12,500 are available to a limited number of RPCVs. Preference is given to RPCVs who have completed their service within the past 24 months. If you would like more information, contact the Office of Admissions at 410-955-7548.
Course of Study

The upper-division courses in the accelerated baccalaureate nursing program are planned to meet the nursing needs of people in a complex and rapidly changing health care system. The curriculum is planned to provide a balance of technologies, the theoretical basis of nursing, and the caring functions of the nurse.

A high priority is placed on educating the nurse to practice in a variety of health care settings in the system as they exist today and in the future. The student will develop a sound understanding of basic practice theories and skills that will allow for professional flexibility and judgment in providing high-quality nursing care to patients. In addition to preparation for entry level practice in all areas, students may elect various courses and enrichment experiences.

Upper-Division Credit Requirements for Accelerated Bachelor Students

Candidates for the accelerated bachelor’s degree will complete the upper-division nursing major while a student in the School of Nursing. The ratio of clinical hours to credit hours is 4 to 1 and theory hours to credit hours is 1 to 1.

<table>
<thead>
<tr>
<th>Summer -Entry Accelerated Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course number</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>NR 110.303</td>
</tr>
<tr>
<td>NR 110.304</td>
</tr>
<tr>
<td>NR 110.306</td>
</tr>
<tr>
<td>NR 110.307P</td>
</tr>
<tr>
<td>NR 110.313</td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>NR 110.305</td>
</tr>
<tr>
<td>NR 110.312*</td>
</tr>
<tr>
<td>NR 110.312P*</td>
</tr>
<tr>
<td>NR 110.314</td>
</tr>
<tr>
<td>NR 110.315*</td>
</tr>
<tr>
<td>NR 110.315P*</td>
</tr>
<tr>
<td>NR 110.403</td>
</tr>
</tbody>
</table>
### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.401</td>
<td>Adult Health II</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.401P</td>
<td>Adult Health II Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.402*</td>
<td>Nursing for Child Health</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.402P*</td>
<td>Nursing for Child Health Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.404</td>
<td>Information Technology in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.405*</td>
<td>Public Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.405P*</td>
<td>Public Health Nursing Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.411*</td>
<td>Nursing the Childbearing Family</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.411P*</td>
<td>Nursing the Childbearing Family Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

### Summer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.407*</td>
<td>Transitions into Professional Practice</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.408*</td>
<td>Transitions Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.410*</td>
<td>Seminars in Nursing</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total** 56

*seven-week courses taken sequentially*
Master’s Programs

The goal of the master’s program is to prepare nurse experts in advanced practice and/or management for leadership in professional nursing practice and patient centered health care delivery. Graduate study and research opportunities are available in selected clinical areas, health policy and management of nursing, and health care services. The program broadens the perspective of students by requiring them to take innovative interdisciplinary approaches to the resolution of health care problems. Graduates are prepared to work throughout the health care system including the public and private sectors.

Program Outcomes:

• Apply knowledge from the sciences and humanities to the advanced practice of nursing.
• Demonstrate advanced skills and expertise in nursing practice.
• Apply management skills to improve services in a variety of health care systems.
• Analyze the influences of social and health policy on health care delivery and clinical practice.
• Utilize the research process to address problems within areas of advanced clinical nursing practice and nursing systems.
• Demonstrate ethical decision making in advanced practice nursing.
• Demonstrate cultural competence in advanced practice nursing.
• Contribute to the advancement of the nursing profession.

Students pursuing a Master of Science in Nursing (MSN) may elect from several specialty tracks, which include core, cognate and focused theoretical and clinical/management courses in their selected area of study. The MSN program requires 36 to 67 credits (includes joint degrees). The ratio of clinical hours to credit hours is 4 to 1 and theory hours to credit hours is 1 to 1. Graduates will have completed the educational requirements for appropriate certification. Both full-time and part-time study are available.

Admissions Process

The school seeks individuals who bring with them a spirit of inquiry, commitment and motivation toward scholarship and leadership in the profession. Since the Committee on Admissions is interested in each individual, academic records, test scores, nursing and community experience, interview and expression of goals and interests are important. Intellectual interests and accomplishments are of primary importance in the admissions decision, and scholastic records and test scores are carefully examined. Clarity of goals, character, and achievement are considered.

For questions regarding the application process and requirements contact the Office of Admissions at 410-955-7548 or jhuson@jhu.edu.

Procedure for Applying for Admission

Students may apply for full- or part-time study.

The school seeks individuals who will bring to the student body the qualities of scholarship, motivation and commitment. The Admissions Committee is interested in each applicant as an individual and will consider both academic potential and personal qualities. Therefore, school records, test scores, recommendations, and essays about goals and interests are important. Recommend-
tions about a student’s character, intellectual curiosity, seriousness of purpose, and range of extracurricular activities are considered.

Johns Hopkins University School of Nursing application forms are available on the School of Nursing website at www.son.jhmi.edu.

Applicants must submit the following documents in order to be reviewed by the Admissions Committee:

• Completed and signed application form
• Signed statement acknowledging the Johns Hopkins University School of Nursing Ethics Policy
• A $75 nonrefundable application fee. Make check or money order payable to the Johns Hopkins University (Please do not send cash).
• Application essay
• Three letters of recommendation, at least one from an academic source and one from an individual under whose supervision you have been employed. The recommendations should be enclosed in sealed envelopes with the recommender’s signature across the envelope flap.
• Official transcripts from all colleges and universities attended (including the Johns Hopkins University)
• If any academic credit was granted from an academic institution outside the United States, credits must be evaluated by WES (World Education Services, www.wes.org) or AACRAO (American Association of Collegiate Registrars and Admissions Officers) with a course-by-course evaluation. Results should be forwarded to the Office of Admissions and Student Services. You may also have your international transcripts evaluated in a full education course-by-course report by the CGFNS (Commission on Graduates of Foreign Nursing Schools, www.cgfns.org).
• Current résumé
• Official GRE (Graduate Record Examination, www.gre.org) scores sent directly from the ETS (Educational Testing Service, www.ets.org) for students applying to the MSN/MPH, and the MSN/MBA. For all other programs, GREs are optional. Please note: Date of exam must be within the past five years.
• Official TOEFL (Test of English as a Foreign Language, www.toefl.org) scores for international students whose native language is not English
• All non-permanent citizens are required to submit official documents in English showing proof of funding. For more information, visit www.hopkinsmedicine.org/intlsvcs.
• Verification of current RN license. All students must obtain a Maryland RN license by the time of matriculation.

Please note: Due to changing clinical site regulations, Johns Hopkins University School of Nursing students are required to undergo a criminal background check prior to matriculation. The School of Nursing will provide information about this process to accepted students.

Deadlines

December 1 (must be completed by this date)—for MSN/MPH (July entry only), for Adult/Gerontological NP, Pediatric NP, Family NP, Public Health Nursing with Pathway to Nurse Midwifery (Fall entry only) March 15—for Fall entry for Adult/Gerontological Acute Care NP, Clinical Nurse Specialist, Health Systems Management, MSN/MBA, Public Health Nursing September 1—for Spring entry for Adult/Gerontological Acute Care NP, Clinical Nurse Specialist, Health Systems Management, MSN/MBA, Public Health Nursing

The application and all supporting documentation must be received by the
deadlines listed above. However to be given consideration for a Merit Scholarship Award, you must be accepted for admission by March 1. Please note that on average it takes the Admissions Committee approximately one month to reach a decision upon receipt of a completed application.

International Students

Admissions Requirements and Frequently Asked Questions

For more information please visit the Office of International Student, Faculty and Staff Services: www.hopkinsmedicine.org/intlsvcs.

How does Hopkins define an international applicant?

Hopkins considers you an international applicant if you are not a U.S. citizen or a Permanent Resident (Green Card holder) of the United States. If you are a citizen of another country (and not a U.S. Permanent Resident) and in the U.S., you are considered an international applicant.

Do I need to have my transcripts evaluated?

All international transcripts must be evaluated (course-by-course) by the WES, World Education Services; or AACRAO, American Association of Collegiate Registrars and Admissions Officers; the evaluation should be sent to the Office of Admissions and Student Services. Registered nurses may also have their international transcripts evaluated (course-by-course) by CGFNS, Commission on Graduates of Foreign Nursing Schools.

What are the standardized test requirements?

TOEFL, Test of English as a Foreign Language, is required of applicants whose native language is not English. If you attend an English language college/university but do not speak English at home, you should take TOEFL. If your native language is not English and you have not completed a minimum of a bachelor’s in the USA, you must take TOEFL. If you have been here for fewer than five years, you must take TOEFL. You must have a minimum score of 213 on the computer-based exam, 550 on the written exam or 79 on the internet-based exam. GRE, Graduate Record Examination, is required for students applying to the MSN/MPH, and the MSN/MBA. For all other programs, GREs are optional. All test results (GRE & TOEFL) must be sent to us directly from the testing agency. We do not accept photocopies of test scores.

I am already a nurse, how do I become licensed in Maryland?

Current registered nurses must successfully complete the NCLEX, National Council Licensure Examination for Registered Nurses, in order to practice clinical nursing within the United States. Because our students have clinical experiences they must take the NCLEX in Maryland prior to entering the program.

The Maryland Board of Nursing

4140 Patterson Avenue
Baltimore, MD 21215-2234
Phone: 410-585-1900
Or: 1-888-202-9861

Are financial aid and scholarships available to international students?

Because of the heavy demands placed upon our limited University resources, we are unable to extend financial assistance to citizens of other countries. All non-permanent citizens are required to submit official documents in English showing proof of funding.
Master of Science in Nursing (MSN)
Entry into Nursing Program

The Master of Science in Nursing (MSN): Entry into Nursing program prepares students to be a Master’s level nurse generalist with advanced knowledge and skills to deliver and direct care to patients with complex conditions on inter-professional teams in a hospital, primary care, or community health setting.

The 71 credit, full-time, five term program is delivered on-site and prepares students upon graduation to take the nursing licensure exam, NCLEX, and be licensed as an RN. The program emphasizes leadership, global impact, quality and safety, and evidence-based inter-professional education. Students learn from a framework that integrates knowledge from the physical sciences, the humanities, public health, genetics, and organizational sciences into nursing practice.

Graduates will be qualified to enter the nursing workforce immediately or continue their studies toward an advanced practice nursing specialty or doctoral degree.

The Master’s Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), current through 12/31/2018.

Program Outcomes

1) Integrates knowledge from the sciences, the humanities, public health, genetics, and organizational sciences into nursing practice across diverse settings and populations.

2) Applies nursing process to provide care to and advocate for individuals, families, groups, systems, communities, and populations.

3) Models effective, respectful therapeutic communication in the practice of nursing.

4) Integrates knowledge and skills of organizational and systems leadership for critical decision making, to improve health and health care delivery.

5) Incorporates quality and safety principles to improve care in organizations across diverse settings.

6) Utilizes knowledge of the research process to critique evidence and translate findings to clinical practice.

7) Analyzes information management, information systems and enabling technologies for the delivery of quality, coordinated, and safe care.

8) Applies knowledge of healthcare policies, financing and regulations to influence political/policy making for nursing practice and healthcare delivery.

9) Coordinates increasingly complex care to improve outcomes and transitions of care through collaboration with interprofessional health care teams.

10) Integrates health promotion and disease prevention principles to provide patient and family-centered care for individuals, families, groups, systems, communities, and populations.
11) Embodies inherent values of the profession into ethical and legal practice of nursing.
12) Exhibits the highest level of personal and professional value-based behaviors.
13) Incorporates knowledge of ecological and social determinants of health into care for individuals, families, groups, communities, systems and populations.
14) Critically evaluates health issues within a global context.

15) Demonstrates cultural humility in the provision of care to individuals, families, groups, systems, communities and populations.
16) Synthesizes practice-based knowledge to exercise advanced clinical reasoning and integrated clinical management in nursing practice.

### Curriculum

**First term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR.120.501</td>
<td>Professionalism for Nursing in Health Care</td>
</tr>
<tr>
<td>NR.120.502</td>
<td>Foundations of Nursing Practice</td>
</tr>
<tr>
<td>NR.120.503</td>
<td>Health Assessment I</td>
</tr>
<tr>
<td>NR.120.504</td>
<td>Pathophysiology I</td>
</tr>
<tr>
<td>NR.120.505*</td>
<td>Integrated Clinical Management: Common Health Alterations (2/2)</td>
</tr>
<tr>
<td>NR.120.506</td>
<td>Hopkins Nursing Seminar – Ethics and Cultural Humility</td>
</tr>
</tbody>
</table>

**Second term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR.120.507</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>NR.120.508</td>
<td>Biostatistics for Evidence-Based Practice</td>
</tr>
<tr>
<td>NR.120.509</td>
<td>Promoting Health in Older Adults</td>
</tr>
<tr>
<td>NR.120.510</td>
<td>Health Promotion and Risk Reduction Across the Lifespan</td>
</tr>
<tr>
<td>NR.120.511*</td>
<td>Integrated Clinical Management: Chronic Health Alterations (2/2)</td>
</tr>
<tr>
<td>NR.120.512</td>
<td>Hopkins Nursing Seminar – Inter-Professional Collaboration</td>
</tr>
</tbody>
</table>

**Third term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR.120.513</td>
<td>Leadership for Professional Nursing</td>
</tr>
<tr>
<td>NR.120.514</td>
<td>The Research Process and Its Application to Evidence Based Practice</td>
</tr>
<tr>
<td>NR.120.515*</td>
<td>Psychiatric Mental Health (1/2)</td>
</tr>
<tr>
<td>NR.120.516*</td>
<td>Integrated Clinical Management: Complex Health Alterations (2/2)</td>
</tr>
<tr>
<td>NR.120.517</td>
<td>Hopkins Nursing Seminar – Evidence-Based Practice and Quality</td>
</tr>
</tbody>
</table>

**Fourth term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR.120.518</td>
<td>Philosophical, Theoretical &amp; Ethical Basis of Advanced Nursing Practice</td>
</tr>
</tbody>
</table>
NR.120.519 Leadership for Population Health Management
NR.120.520* Nursing the Childbearing Family (2/2), 7 weeks
NR.120.521* Child Health (2/2), 7 weeks
NR.120.522* Public Health (1/2), 14 weeks
NR.120.523 Hopkins Nursing Seminar – Global Nursing and Infectious Disease

**Fifth term**
NR.120.524 Context of Health Care for Advanced Nursing Practice
NR.120.525 Health Assessment II Across the Lifespan for Advanced Practice Nursing (or elective)
NR.120.526 Advanced Physiology (or elective)
NR.120.527* Transitions to Professional Practice: Nursing Residency
NR.120.528 Hopkins Nursing Seminar – Crucial Conversations/
Safety for Care Transitions

*Clinical course  
**Only one elective is required in the fifth term. Student may choose to take two.  
(didactic credits/clinical credits – e.g. 1/2)
Master of Science in Nursing (MSN)
Advanced Practice Options and Tracks

Adult/Gerontological Primary Care Nurse Practitioner

Clinical experiences occur in diverse settings with patients throughout the adult lifespan: young adults, adults, and older adults. The curriculum emphasizes evidence based practice and the management of common episodic and chronic health conditions as well as health promotion and disease prevention that is based on age, gender, culture, and ethnicity. An integrated, patient centered approach to health, the unique perspective of the nurse practitioner, and the importance of interprofessional collaboration and teamwork are important and provide a curricular foundation. Individualized, preceptored clinical placements enhance the student’s expertise. Full-time and part-time study are available. The curriculum for the Adult/Gerontological Primary Care Nurse Practitioner track is guided by the Criteria for valuation of Nurse Practitioner Programs (2012), and the American Association of Colleges of Nursing Adult-Gerontology Primary Care Nurse Practitioner Competencies (2010). The Adult/Gerontological Primary Care Nurse Practitioner track is comprised of 40 credit hours and 650 clinical hours. Graduates are eligible to take the Adult-Gerontology Nurse Practitioner credentialing examination through the American Nurses Credentialing Center or the American Academy of Nurse Practitioners.

HIV Primary Care Option

The HIV Primary Care Certificate Program is designed to enhance the Adult-Gerontological Primary Care Nurse Practitioner curriculum with specialty content in HIV and associated comorbidities. The program will prepare students to provide clinically and culturally competent care to persons living with or at risk for HIV infection. In addition to standard primary care clinical placements, HIV primary care students will be placed in a one year HIV primary care rotation that facilitates an understanding of this population’s primary care needs throughout adolescence (16 and older) into older adulthood. The student will also be expected to obtain clinical hours in specialty clinical settings for conditions impacting this population (e.g. viral hepatitis, substance abuse, PrEP, HIV testing services, harm reduction clinics, etc.). Upon completion of this program, students will sit for the Adult-Geriatric NP examination and will also be able to sit for the Advanced AIDS Certified Registered Nurse (AACRN) certification examination.
# Adult/Gerontological Primary Care Nurse Practitioner

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.500</td>
<td>Philosophical, Theoretical and Ethical Basis for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.503</td>
<td>Application of Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.504</td>
<td>Context of Health Care for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR.110.507</td>
<td>Statistical Literacy and Reasoning in Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Advanced Practice Core Courses**

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.502</td>
<td>Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.508</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.536</td>
<td>Advanced Health Assessment and Measurement</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.549*</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
</tbody>
</table>

**Specialty Courses**

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.546</td>
<td>Health Promotion and Disease Prevention</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.551*</td>
<td>Advanced Practice in Primary Care I—Adult/Gero</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.553*</td>
<td>Advanced Practice in Primary Care II—Adult/Gero</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.547</td>
<td>Diagnosis, Symptom and Illness Management I</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.557</td>
<td>Diagnosis, Symptom and Illness Management II</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.565*</td>
<td>Advanced Practice Nursing: Clinical Topics And Professional Issues</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.589</td>
<td>Human Development Across the Lifespan</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits** 40

*Course has a clinical component
## HIV Primary Care Certificate Curriculum

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.612</td>
<td>Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global)</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.613*</td>
<td>HIV and Comorbidities Health Assessment Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.614*</td>
<td>Complex Continuity Care of HIV and Associated Comorbidities</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.615</td>
<td>Health Disparities in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.546</td>
<td>Health Promotion/Disease Prevention</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits** 12

*Course has a clinical component

---

**Total Credits** 12
Adult/Gerontological Acute Care Nurse Practitioner

This option prepares experienced Registered Nurses for service in acute and complex care practices such as critical care units, hospitals or specialty services, and in other settings where patients are physiologically unstable, technologically dependent, and highly vulnerable for complications. More than 700 hours of precepted clinical experiences in a variety of settings allow students to acquire experience managing the health care needs of adults, older adults and frail elders across the continuum of acute, chronic and critical care.

The curriculum for this track is guided by the Criteria for Evaluation of Nurse Practitioner Programs (2012), the National Task Force on Quality Nurse Practitioner Education and other national advanced practice, specialty focused standards and guidelines [AACN Scope and Standards Acute Care Nurse Practitioner (2012), American Association of Critical Care Nurses and the Adult-Gerontology Acute Care Nurse Practitioner Competencies (2012)]. Graduates of the Adult/Gerontological Acute Care Nurse Practitioner track are eligible to apply for certification as an adult/geriatric Acute Care Nurse Practitioner from the American Association of Critical care Nurses or the American Nurses Credentialing Center.
## Adult/Gerontological Acute Care Nurse Practitioner

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.500</td>
<td>Philosophical, Theoretical and Ethical Basis for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.503</td>
<td>Application of Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.504</td>
<td>Context of Health Care for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.507</td>
<td>Statistical Literacy and Reasoning in Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

### Advanced Practice Core Courses

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.502</td>
<td>Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.508</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.536</td>
<td>Advanced Health Assessment and Measurement — Adult/Geriatric Variation</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.549*</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
</tbody>
</table>

### Specialty Courses

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.546</td>
<td>Health Promotion and Disease Prevention</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.547</td>
<td>Diagnosis, Symptom and Illness Management I — Adult</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.562*</td>
<td>Advanced Practice in Acute Care I</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.563*</td>
<td>Advanced Practice in Acute Care II</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.567*</td>
<td>Advanced Practice Nursing: Clinical Topics and Professional Issues — Acute/Critical Care</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.572*</td>
<td>Advanced Diagnosis and Therapeutics</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits 37**

*Course has a clinical component

## Family Primary Care Nurse Practitioner

Graduates of the Family Primary Care Nurse Practitioner track are eligible to apply for certification through the American Nurses Credentialing Center or the American Academy of Nurse Practitioners National Certification Program as a Family Nurse Practitioner in Primary Care.

Clinical experiences include a variety of settings and patient populations from infancy through geriatrics. The curriculum includes content on the care of at-risk underserved populations (i.e. the homeless and inner city, low-income minorities). Individualized, faculty-selected, preceptored clinical placements enhance the student’s expertise. Full-time and part-time study are available.

The curriculum is guided by the Criteria for Evaluation of Nurse Practitioner Programs (2012) from the National Task Force on Quality Nurse Practitioner Education and the Population-Focused Nurse Practitioner Competencies (2013) by the National Organization of Nurse Practitioner Faculties (NONPF). Graduates will complete 820 clinical hours which enables them to sit for either national certification exam.

65
# Family Primary Care Nurse Practitioner

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.500</td>
<td>Philosophical, Theoretical and Ethical Basis for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.503</td>
<td>Application of Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.504</td>
<td>Context of Health Care for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.507</td>
<td>Statistical Literacy and Reasoning in Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

### Advanced Practice Core Courses

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.502</td>
<td>Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.508</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.536</td>
<td>Advanced Health Assessment and Measurement — Adult/Geriatric Variation</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.537</td>
<td>Advanced Health Assessment and Measurement — Pediatric Variation</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.549*</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
</tbody>
</table>

### Specialty Courses

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.546</td>
<td>Health Promotion and Disease Prevention</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.547</td>
<td>Diagnosis, Symptom and Illness Management I — Adult</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.548</td>
<td>Diagnosis, Symptom and Illness Management I — Pediatric</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.551*</td>
<td>Advanced Practice in Primary Care I — Adult/Gero</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.552*</td>
<td>Advanced Practice in Primary Care I — Pediatric</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.557</td>
<td>Diagnosis, Symptom and Illness Management II — Adult</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.558</td>
<td>Diagnosis, Symptom and Illness Management II — Pediatric</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.569*</td>
<td>Advanced Practice in Women’s Health</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.583*</td>
<td>Family as a Unit—Clinical Integration</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.589</td>
<td>Human Development Across the Lifespan</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 51

*Course has a clinical component*
Pediatric Primary Care Nurse Practitioner

Graduates of the Pediatric Primary Care Nurse Practitioner track are eligible to apply for certification by the American Nurses Credentialing Center or The National Certification Board as a Pediatric Nurse Practitioner in Primary Care.

Clinical experiences include a variety of settings and patient populations from infancy to adolescence. The curriculum includes content on the care of at-risk underserved populations (i.e., the homeless and inner city, low-income minorities). Individualized, preceptored clinical placements enhance the student’s expertise. Full-time and part-time study are available.

The curriculum is guided by the Criteria for Evaluation of Nurse Practitioner Programs (2012), from the National Task Force on Quality Nurse Practitioner Education and the Core Competencies of Nurse Practitioner Practice (2012), by the National Organization of Nurse Practitioner Faculties (NONPF) and other national advanced practice, specialty focused standards and guidelines [Population-Focused Nurse Practitioner Competencies, Pediatric Primary Care (2013) [NONPF] and the National Association of Pediatric Nurse Practitioners (NAPNP) Scope and Standards of Practice for the Pediatric Nurse Practitioner (2008)]. More than 500 clinical hours enables graduates to sit for available national certification exams.
## Pediatric Primary Care Nurse Practitioner

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.500</td>
<td>Philosophical, Theoretical and Ethical Basis for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.503</td>
<td>Application of Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.504</td>
<td>Context of Health Care for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.507</td>
<td>Statistical Literacy and Reasoning in Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Advanced Practice Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.502</td>
<td>Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.508</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.537</td>
<td>Advanced Health Assessment and Measurement — Pediatric Variation</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.549*</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
<tr>
<td><strong>Specialty Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.546</td>
<td>Health Promotion and Disease Prevention</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.548</td>
<td>Diagnosis, Symptom and Illness Management I — Pediatric</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.552*</td>
<td>Advanced Practice in Primary Care I — Pediatric</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.554*</td>
<td>Advanced Practice in Primary Care II — Pediatric</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.558</td>
<td>Diagnosis, Symptom and Illness Management II — Pediatric</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.566*</td>
<td>Advanced Practice Nursing: Clinical Topics &amp; Professional Issues — Pediatrics</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.589</td>
<td>Human Development Across the Lifespan</td>
<td>2</td>
</tr>
</tbody>
</table>

*Course has a clinical component

Total Credits 40
Clinical Nurse Specialist*
This track prepares Registered Nurses who have a highly developed level of clinical expertise, for advanced nursing roles that allow them to translate that expertise to improve the care of patient populations. Clinical Nurse Specialists achieve this goal indirectly through their influence on nurses and health systems (NACNS, 2003). Students select their population focus from one of four patient populations (Adult/Geriatric Health, Adult/Geriatric Acute Care, Pediatric Health, Pediatric Critical Care). More than 500 hours of individualized, preceptored clinical experiences enhance the student’s development of advanced practice role expertise.

The curriculum for this track is guided by the Criteria for Evaluation of Clinical Nurse Specialist Masters, Practice Doctorate, and Post-graduate Certificate Educational Programs (2011), the National Association of Clinical Nurse Specialists and other national advanced practice, specialty focused standards and guidelines [e.g., Clinical Nurse Specialist Core Competencies (2010), National CNS Competency Task Force; Adult-Gerontology Clinical Nurse Specialist Competencies (2010), American Association of Colleges of Nursing; Pediatric Acute Care Clinical Nurse Specialist: Study of Practice (2011), American Association of Critical Care Nurses, etc.]. Graduates of the track are eligible to apply for certification as a clinical nurse specialist (in their chosen population foci) from the American Association of Critical Care Nurses or the American Nurses Credentialing Center.

*Online option is available.
### Clinical Nurse Specialist

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.500</td>
<td>Philosophical, Theoretical and Ethical Basis for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.503</td>
<td>Application of Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.504</td>
<td>Context of Health Care for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.507</td>
<td>Statistical Literacy and Reasoning in Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Advanced Practice Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.502</td>
<td>Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.508</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.536</td>
<td>Advanced Health Assessment and Measurement — Adult/Geriatric Variation <strong>OR</strong></td>
<td>1</td>
</tr>
<tr>
<td>NR 110.537</td>
<td>Advanced Health Assessment and Measurement — Pediatric Variation</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.549*</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
<tr>
<td><strong>Specialty Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.520*</td>
<td>CNS Role Specialty Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.521*</td>
<td>CNS Expert Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.522*</td>
<td>CNS Outcomes Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.523***</td>
<td>Clinical Judgment in Acute and Critical Care I</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.524***</td>
<td>Clinical Judgment in Acute and Critical Care II</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.546</td>
<td>Health Promotion and Disease Prevention</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.560</td>
<td>Program Development &amp; Evaluation in Health Care</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Education Requirement</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.589**</td>
<td>Human Development Across the Lifespan</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits** 36-38

*Course has a clinical component

** For Pediatric CNS focus only

*** Students preparing for practice in critical care must register for these courses
The curriculum for this track is guided by the American Nurses Association Scope and Standards for Nurse Administrators, 2nd edition (American Nurses Association, 2004) and the American Organization of Nurse Executives Competencies (AONE Nurse Executive Competencies, Nurse Leader, February 2005). If the student currently holds an administrative position at the nurse manager or nurse executive level for a minimum of 24 months of full-time practice within the last five years, they will be prepared and eligible for the national certification exam.

*Online option available

### Health Systems Management

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.500</td>
<td>Philosophical, Theoretical and Ethical Basis for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.503</td>
<td>Application of Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.504</td>
<td>Context of Health Care for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.507</td>
<td>Statistical Literacy and Reasoning in Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.560</td>
<td>Program Development &amp; Evaluation in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.605</td>
<td>Leadership and Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.607**</td>
<td>Health Systems Management I</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.608</td>
<td>Business Plan</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Education Requirement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Management Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Organization Management Theory Requirement</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.609**</td>
<td>Health Systems Management II—Specialty Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.611**</td>
<td>Health Systems Management III—Outcomes Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits 36**

**Course has a clinical component.
Health Systems Management/
Clinical Nurse Specialist Dual Track

This dual option track leads to multiple career paths and prepares the graduate nurse to manage the entire spectrum of patient care: design, change management, implementation and evaluation. The Clinical Nurse Specialist focus prepares the student as a clinical nursing specialist in diagnosis and treatment to prevent, remediate, or alleviate illness and promote health in a defined specialty population. Expertise is manifested in the care of clients—individuals, families, groups, and communities. CNS practice is the translation of clinical expertise into nursing care provided either directly or by influencing nurses and nursing personnel through evidence-based nursing care standards and programs of care. CNS practice influences systems—health care agencies, political systems, and public and professional organizations—to mobilize, change, or transform these systems to facilitate expertly designed nursing interventions. CNS practice is consistently targeted toward achieving quality, cost-effective patient-focused outcomes (NACNS, 2003).

More than 500 clinical hours in the clinical specialty enables graduates to sit for available national CNS certification exams. As administrators, managers and consultants, the students will work in a variety of settings such as hospitals, nursing homes, primary care health centers, ambulatory centers, rehabilitation facilities, integrated health systems and networks of managed care, and will take courses in conjunction with the Johns Hopkins Carey Business School. If the student currently holds an administrative position at the nurse manager or nurse executive level for a minimum of 24 months of full-time practice within the last five years, they will be prepared and eligible for the national nurse administrator certification exam.

The curriculum for this dual option track is guided by the NACNS Statement on Clinical Nurse Specialist Practice and Education (NACNS & ANA, 2004); the American Nurses Association Scope and Standards for Nurse Administrators, 2nd edition (American Nurses Association, 2004); and the American Organization of Nurse Executives Competencies (AONE Nurse Executive Competencies, Nurse Leader, February 2005).
## Health Systems Management/Clinical Nurse Specialist Dual Track

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.500</td>
<td>Philosophical, Theoretical and Ethical Basis for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.503</td>
<td>Application of Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.504</td>
<td>Context of Health Care for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.507</td>
<td>Statistical Literacy and Reasoning in Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Advanced Practice Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.502</td>
<td>Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.508</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.549*</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.536</td>
<td>Advanced Health Assessment and Measurement OR 537</td>
<td>1</td>
</tr>
<tr>
<td>OR 537</td>
<td>—Adult/Geriatric Variation or Pediatric</td>
<td></td>
</tr>
<tr>
<td><strong>Specialty Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.520*</td>
<td>CNS Role Specialty Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.521*</td>
<td>CNS Specialty Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.522*</td>
<td>CNS Outcomes Specialty Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.546</td>
<td>Health Promotion and Disease Prevention</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.560</td>
<td>Program Development &amp; Evaluation in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.605</td>
<td>Leadership and Management in Health Care</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.608</td>
<td>Business Plan</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Financial Management Theory Requirement</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Education Requirement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Organization Management Theory Requirement</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>42-44*</td>
</tr>
</tbody>
</table>

*Course has a clinical component.

*Pediatric HSM/CNS focus must take NR 110.589 Human Development Across the Lifespan (2 credits).
**MSN in Public Health Nursing**

This track incorporates concepts from nursing and public health to study the design, delivery and evaluation of nursing services to populations and aggregates including families, schools, and communities. Practicum experiences are individualized and designed to challenge students to be innovative and work with multidisciplinary teams. An interdivisional MSN/MPH in conjunction with the Johns Hopkins Bloomberg School of Public Health is available; see specific brochure for more information.

The curriculum for this track is guided by the Graduate Education for Advanced Practice Public Health Nursing (2007) specialty focused standards and guidelines [Scope and Standards of Practice Public Health Nursing (In press, 2013); Public Health Nursing Competencies from the Quad Council of Public Health Nursing Organizations (2011)]. More than 500 clinical hours enables graduates to obtain practical skills in caring for populations.
## MSN in Public Health Nursing

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.500</td>
<td>Philosophical, Theoretical and Ethical Basis for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.503</td>
<td>Application of Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.504</td>
<td>Context of Health Care for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.507</td>
<td>Statistical Literacy and Reasoning in Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>PH 340.601*</td>
<td>Epidemiology (5 units/3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>PH 180.601</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>NR 500.601**</td>
<td>Public Health Nursing Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 500.604***</td>
<td>Population-Based Public Health Nursing Interventions Practicum</td>
<td>2-3</td>
</tr>
<tr>
<td>NR 500.602**</td>
<td>Public Health Nursing Theory and Practice Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 500.605</td>
<td>Public Health Nursing and Management in Nursing and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NR 500.606**</td>
<td>Public Health Nursing Leadership and Management Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.560</td>
<td>Program Development and Evaluation in Health Care</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits 35-36</strong></td>
<td></td>
</tr>
</tbody>
</table>

*School of Public Health courses are offered on the quarter system.

**Clinical courses (1 credit = 4 clinical hours)

at completion of program clinical hours must equal 500.

***Students may elect to take this practicum for 2 credits provided they complete another clinical credit as an independent study or within another elective course.
This track prepares the student to incorporate concepts from nursing and public health to study the design, delivery, and evaluation of nursing services to populations and communities. Students gain skills in primary prevention, illness prevention, and health promotion; design, delivery, and evaluation of nursing services to diverse communities using knowledge from nursing, public health, and health policy. Students specialize in public health nursing and practice in a variety of settings, including local and state health departments, federal and state agencies, schools, communities, and non-governmental agencies. This unique combination of advanced public health nursing with the advanced practice nursing core curriculum (i.e., advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology) is an ideal combination for students interested in a population-perspective to clinical care for vulnerable populations and, on completion of the MSN, a post-graduate nurse midwifery certificate program.

The development of the public health nursing curriculum is based on specialty focused standards and guidelines [Scope and Standards of Practice Public Health Nursing (2013); Public Health Nursing Competencies from the Quad Council of Public Health Nursing Organizations (2011)] and the Essentials for 2003 Masters Level Nursing Education from the Association for Community Health Nursing Educators (ACHNE); Core Competencies for Public Health (2014); and ACCN Essentials of Master’s Education for Advanced Practice Nurses.

There are four required practicums for a total of 540 hours. Practicum experiences are individualized and designed to challenge students to be innovative and work with multidisciplinary teams.

The MSN in Public Health Nursing prepares students with entry level clinical knowledge and skills in the public health nursing specialty after initial RN licensure and graduate education. A new assessment methodology to achieve ANCC board certification in advanced public health nursing is in place. Although no exam is required, certification through portfolio is required. Information about the portfolio requirements is available at http://www.nursecredentialing.org/publichealthnursing-advanced

For students with an interest in combining the public health training with midwifery may choose to pursue a post-graduate certificate in Nurse-Midwifery at Shenandoah University. Shenandoah University's Nurse-Midwifery Program is fully accredited by the Accreditation Commission for Midwifery Education (ACME). Please visit the Shenandoah University Nurse-Midwifery webpage for specific accreditation information: http://www.su.edu/nursing/graduate-degrees-post-masters-certificate/nurse-midwifery-programs/
### Course number | Course name                                                                 | Credits |
---|---|---|
**Core Courses** | | |
NR 110.500 | Philosophical, Theoretical and Ethical Basis for Nursing | 3 |
NR 110.503 | Application of Research to Practice | 3 |
NR 110.504 | Context of Health Care for Advanced Practice Nursing | 3 |
NR 110.507 | Statistical Literacy and Reasoning in Nursing Research | 3 |
**Cognates** | | |
PH 340.601* | Epidemiology (5 units/3 credits) | 3 |
PH 180.601 | Environmental Health | 3 |
**Major** | | |
NR 500.601** | Public Health Nursing Theory and Practice | 3 |
NR 500.604** | Population-Based Public Health Nursing Interventions Practicum | 2-3 |
NR 500.602** | Public Health Nursing Theory and Practice Practicum | 3 |
NR 500.605 | Public Health Nursing and Management in Nursing and Health Care | 3 |
NR 500.606** | Public Health Nursing Leadership and Management Practicum | 3 |
NR 110.560 | Program Development and Evaluation in Health Care | 2 |
NR.110.508 | Clinical Pharmacology | 3 |
NR.110.502 | Physiology/Pathophysiology | 3 |
NR.110.536 | Advanced Health Assessment: Adult/Geriatric | 1 |
NR.110.549 | Advanced Health Assessment & Measurement | 2 |
**Shenandoah Courses** | | |
NM 610 | Primary Care of Women (Online) | 3 |
NM 620 | Comprehensive Antepartal Care (Online) | 3 |
NM 630 | Midwifery Practicum (Online) | 3 |
NM 640 | Comprehensive Perinatal Care (Online) | 3 |
NM 650 | Integrated Midwifery Practicum (Online) | 3 |
NM 660 | Advanced Midwifery Practicum (Online) | 1 |

**Total Credits 59-60**

*School of Public Health courses are offered on the quarter system.

**Clinical courses (1 credit= 4 clinical hours)
MSN/MPH Program

The Johns Hopkins University School of Nursing and the Johns Hopkins Bloomberg School of Public Health offer a joint Master of Science in Nursing and Master of Public Health (MSN/MPH). This academic option offers more intensive preparation for nurses practicing in community and public health. The Master of Science in Nursing offers two areas for the MSN: Public Health Nursing and Nurse Practitioner with a Public Health Nursing Focus. Students have two curriculum options for the Nurse Practitioner role: (1) MSN-Public Health Nursing/MPH followed by a Post-Master’s with a focus in Adult/Geriatric, Pediatric or Family Primary Care or (2) MSN-Nurse Practitioner with a Public Health Nursing focus/MPH. The MSN/MPH begins in July of each year. Part-time study is available.

Students will work closely with faculty academic advisors in the School of Nursing and the School of Public Health to plan individual academic curriculum. Students have five years to complete the program from the date of matriculation.

Graduates of this joint degree program will receive one diploma bearing both degrees.

MSN/MPH—Public Health Nursing Option combines the one-year Master of Science in Nursing with a focus in Public Health Nursing and the 11-month Master of Public Health offered by the respective schools into 18 months of full-time study designed for nurses seeking to integrate advanced nursing practice with population-based public health perspectives. The MSN/MPH is designed specifically for nurses seeking to link their clinical and managerial interests with public health to improve delivery of nursing services in various settings. With the joint degree, students acquire complementary skills, knowledge, and perspective of both nursing and public health. Graduate work in public health nursing equips students with advanced mastery of nursing theory and practice for populations, while public health training provides an enhanced population-based, multidisciplinary team perspective. Two-thirds of the program includes core courses from each master’s program; the remaining elective courses allow students to pursue curricula customized to their specific interest. Students must complete a total of 36 credits in the School of Nursing courses and 60 didactic units in the School of Public Health.
# MSN/MPH Program Public Health Nursing Option

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SON Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.500</td>
<td>Philosophical, Theoretical and Ethical Basis for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.503</td>
<td>Application of Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.504</td>
<td>Context of Health Care for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.560</td>
<td>Program Development and Evaluation in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NR 500.604*</td>
<td>Population Based Public Health Nursing Interventions Practicum</td>
<td>2-3</td>
</tr>
<tr>
<td><strong>Joint SON &amp; SPH Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 500.601</td>
<td>PHN: Theory and Practice</td>
<td>3/5</td>
</tr>
<tr>
<td>NR 500.602*</td>
<td>PHN: Theory and Practice Practicum</td>
<td>3/5</td>
</tr>
<tr>
<td>NR 500.605</td>
<td>PHN: Leadership and Management</td>
<td>3/5</td>
</tr>
<tr>
<td>NR 500.606*</td>
<td>PHN: Leadership, Management, and Evaluation</td>
<td>3/5</td>
</tr>
<tr>
<td></td>
<td>Capstone Practicum</td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Option 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 140.611-612</td>
<td>Statistical Reasoning in Public Health</td>
<td>4/6</td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 140.621-623</td>
<td>Statistical Methods in Public Health</td>
<td>5/12</td>
</tr>
<tr>
<td><strong>Option 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 140.651-654</td>
<td>Methods in Biostatistics I-IV</td>
<td>5/16</td>
</tr>
<tr>
<td><strong>SPH Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 180.601</td>
<td>Environmental Health</td>
<td>5u</td>
</tr>
<tr>
<td>PH 300.645</td>
<td>Making Changes Through Policy</td>
<td>4u</td>
</tr>
<tr>
<td>PH 340.601</td>
<td>Principles of Epidemiology</td>
<td>5u</td>
</tr>
<tr>
<td>PH 550.867</td>
<td>Introduction to MPH Studies-MPH Individualized Goals and Analysis</td>
<td>1u</td>
</tr>
<tr>
<td>PH 380.753</td>
<td>Population Dynamics and Public Health</td>
<td>2u</td>
</tr>
<tr>
<td></td>
<td>Quantitative Sciences Requirement—3 options</td>
<td>6/16</td>
</tr>
<tr>
<td></td>
<td>Biological Sciences Requirement—17 options</td>
<td>2-6u</td>
</tr>
<tr>
<td></td>
<td>Management Sciences Requirement—8 options</td>
<td>3-5u</td>
</tr>
<tr>
<td></td>
<td>Social and Behavioral Sciences Requirement—10 options</td>
<td>3-4u</td>
</tr>
</tbody>
</table>

*Course has a clinical component.

Credits for joint courses are applied to both the MSN and the MPH requirements.
MSN-NP/MPH Program

Nurse Practitioner with Public Health Nursing Focus

The Johns Hopkins University School of Nursing and the Bloomberg School of Public Health offer a joint Master of Science in Nursing and Master of Public Health (MSN/MPH). This academic option offers more intensive preparation for nurses practicing in community and public health. The Master of Science in Nursing offers two areas for the MSN: Public Health Nursing and Nurse Practitioner with a Public Health Nursing Focus. Students have two curriculum options for the Nurse Practitioner role: (1) MSN-Public Health Nursing/MPH followed by a Post-Master’s with a focus in Adult/Geriatric, Pediatric or Family Primary Care Nurse Practitioner or (2) MSN-Nurse Practitioner with a Public Health Nursing focus/MPH. The MSN/MPH begins in July of each year. Part-time study is available.

Students will work closely with faculty academic advisers in the School of Nursing and the School of Public Health to plan individual academic curriculum. Students have five years to complete the program from the date of matriculation. Graduates of this joint degree program will receive one diploma bearing both degrees.

MSN/MPH–Nurse Practitioner with a Public Health Nursing Focus combines the 16–21-month Master of Science in Nursing–Nurse Practitioner in Primary Care option and the 11-month Master of Public Health offered by the respective schools in 26 months of full-time study. The program is designed for nurses seeking to link their clinical interests with public health practice. This combined program prepares nurse practitioners with a focus in community health, and knowledge of population-based public health science and practice. Nurses in advanced practice often return to school at a later time for a degree in public health to make their approach to individual health problems more comprehensive. Obtaining the joint degree at the outset, students acquire the complementary skills, knowledge and perspective of both disciplines. Graduate education in nursing equips students with advanced mastery of nursing theory and practice, while public health training provides a population-based, multidisciplinary team approach. The programs include core courses from each school’s master’s program. The remaining courses fulfill each program’s requirements. Students choose a patient population (pediatrics, adult/geriatric, or family) focus in the nurse practitioner program. Graduates are eligible to apply for American Nurses Credentialing Center, National Association of Pediatric Nurse Practitioners (NAPNP) or American Academy of Nurse Practitioners certification. Students must complete a total of 51 credits for Adult/Gerontological NP and Pediatric Primary Care NP, and 62 credits for Family Primary Care NP at the School of Nursing as well as 60 didactic units at the School of Public Health.

SON Requirements—MSN Nurse Practitioner Option

Adult/Gerontological, Pediatric and Family tracks are similar in design. Students take track appropriate content.
<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.500</td>
<td>Philosophical, Theoretical and Ethical Basis of Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.502</td>
<td>Physiology/Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.503</td>
<td>Application of Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.504</td>
<td>Context of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.508</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.549*</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.536</td>
<td>Advanced Health Assessment and Measurement—Adult/Geriatric Variation</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.537</td>
<td>Advanced Health Assessment and Measurement—Pediatric Variation</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.589</td>
<td>Human Development Across the Lifespan</td>
<td>2-3</td>
</tr>
<tr>
<td>NR 110.547</td>
<td>Diagnosis, Symptom and Illness Management I—Adult</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.548</td>
<td>Diagnosis, Symptom and Illness Management I—Pediatric</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.557</td>
<td>Diagnosis, Symptom and Illness Management II—Adult</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.558</td>
<td>Diagnosis, Symptom and Illness Management II—Pediatric</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.551*</td>
<td>Advanced Practice in Primary Care I—Adults</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.552*</td>
<td>Advanced Practice in Primary Care I—Pediatrics</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.553*</td>
<td>Advanced Practice in Primary Care II—Adults</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.554*</td>
<td>Advanced Practice in Primary Care II—Pediatrics</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.569*</td>
<td>Advanced Practice in Women’s Health</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.583</td>
<td>Family as a Unit—Clinical Integration</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.560</td>
<td>Program Development and Evaluation</td>
<td>2</td>
</tr>
</tbody>
</table>

**Joint SON & SPH Requirements**

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 500.601</td>
<td>PHN: Theory and Practice</td>
<td>3/5u</td>
</tr>
<tr>
<td>NR 500.602*</td>
<td>PHN: Theory and Practice Practicum</td>
<td>3/5u</td>
</tr>
<tr>
<td>NR 500.605</td>
<td>PHN: Leadership and Management</td>
<td>3/5u</td>
</tr>
<tr>
<td>NR 500.606*</td>
<td>PHN: NP/Capstone</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Quantitative Sciences**

*Option 1*

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 140.611-612</td>
<td>Statistical Reasoning in Public Health</td>
<td>4/6</td>
</tr>
</tbody>
</table>

*Option 2*

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 140.621-623</td>
<td>Statistical Methods in Public Health</td>
<td>5/12</td>
</tr>
</tbody>
</table>

*Option 3*

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 140.651-654</td>
<td>Methods in Biostatistics I-IV</td>
<td>5/16</td>
</tr>
</tbody>
</table>

**SPH Requirements**

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 180.601</td>
<td>Environmental Health</td>
<td>5u</td>
</tr>
<tr>
<td>PH 300.645</td>
<td>Making Changes Through Policy</td>
<td>4u</td>
</tr>
<tr>
<td>PH 340.601</td>
<td>Principles of Epidemiology</td>
<td>5u</td>
</tr>
<tr>
<td>PH 550.867</td>
<td>Introduction to MPH Studies-MPH Individualized</td>
<td></td>
</tr>
<tr>
<td>Goals and Analysis</td>
<td>1u</td>
<td></td>
</tr>
<tr>
<td>PH 380.755 Population Dynamics and Public Health</td>
<td>2u</td>
<td></td>
</tr>
<tr>
<td>Quantitative Sciences Requirement—3 options</td>
<td>6-16u</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences Requirement—15 options</td>
<td>2-6u</td>
<td></td>
</tr>
<tr>
<td>Management Sciences Requirement—6 options</td>
<td>3-5u</td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Sciences Requirement—</td>
<td>3-4u</td>
<td></td>
</tr>
</tbody>
</table>

*Course has a clinical component.
Credits for joint courses are applied to both the MSN and the MPH requirements.
Post-Master’s Options

Post-Master’s Nurse Practitioner

Nurses with a clinically focused master’s degree in nursing taken within the last five years, or direct patient care experience in two of the last five years, may enroll in a post-master’s option leading to eligibility for certification as an adult/gerontological (AGNP), family (FNP) or pediatric (PNP) primary care nurse practitioner or as an adult/geriatric acute care nurse practitioner. An accelerated adult acute/critical care nurse practitioner option is also available. The post-master’s includes extensive clinical experience. The ratio of clinical hours to credit hours is 4 to 1 and theory hours to credit hours is 1 to 1.

Prerequisites

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.502*</td>
<td>Physiology/Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.508*</td>
<td>Clinical Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.589</td>
<td>Human Development Across the Lifespan</td>
<td>3</td>
</tr>
</tbody>
</table>

* Not required if comparable course has been completed within the past 5 years

Adult/Gerontological or Pediatric Primary Care Nurse Practitioner Post-Master’s Certificate

Registered nurses with master’s degrees in a clinical nursing major or other nursing major with two years of recent clinical nursing experience are eligible to apply to this option preparing them to take the American Nurses Credentialing Center or National Certification Board of Pediatric Nurse Practitioners/Nurses certification examinations as an Adult/Gerontological Primary Care Nurse Practitioner or Pediatric Primary Care Nurse Practitioner. This option may be completed in 15 months (four semesters).
<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.549</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.536*</td>
<td>Health Assessment and Measurement</td>
<td></td>
</tr>
<tr>
<td>OR 537*</td>
<td>—Adult/Geriatric or Pediatric Variations</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.547</td>
<td>Diagnosis, Symptom and Illness Management I</td>
<td>2</td>
</tr>
<tr>
<td>OR 548</td>
<td>—Adult or Pediatric</td>
<td></td>
</tr>
<tr>
<td>NR 110.557</td>
<td>Diagnosis, Symptom and Illness Management II</td>
<td>2</td>
</tr>
<tr>
<td>OR 558</td>
<td>—Adult or Pediatric</td>
<td></td>
</tr>
<tr>
<td>NR 110.551*</td>
<td>Advanced Practice in Primary Care I</td>
<td>2</td>
</tr>
<tr>
<td>OR 552</td>
<td>—Adult or Pediatric</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.553*</td>
<td>Advanced Practice in Primary Care II</td>
<td></td>
</tr>
<tr>
<td>OR 554</td>
<td>—Adult or Pediatric</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.565*</td>
<td>Advanced Practice Nursing: Clinical Topics and</td>
<td>4</td>
</tr>
<tr>
<td>OR 566*</td>
<td>Professional Issues—Adult/Gero or Pediatric</td>
<td></td>
</tr>
</tbody>
</table>

*Course has a clinical component.

Total Credits 18
**Family Primary Care Nurse Practitioner Post-Master’s Option**

Registered nurses who are certified adult/gerontological/pediatric nurse practitioners and have a master’s degree in nursing are eligible to apply to this option, preparing them to take either the American Nurses Credentialing Center or the American Academy of Nurse Practitioners National Certification examination as a Family Nurse Practitioner in Primary Care.

### Curriculum

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.549</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.547</td>
<td>Diagnosis, Symptom and Illness Management I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>—Adult</td>
<td></td>
</tr>
<tr>
<td>NR 110.548</td>
<td>Diagnosis, Symptom and Illness Management I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>—Pediatric</td>
<td></td>
</tr>
<tr>
<td>NR 110.551*</td>
<td>Advanced Practice in Primary Care I—Adult</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.536*</td>
<td>Health Assessment and Measurement</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>—Adult/Geriatric Variation</td>
<td></td>
</tr>
<tr>
<td>NR 110.537*</td>
<td>Advanced Health Assessment and Measurement</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>—Pediatric Variation</td>
<td></td>
</tr>
<tr>
<td>NR 110.569*</td>
<td>Advanced Practice in Women’s Health</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.557</td>
<td>Diagnosis, Symptom and Illness Management II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>—Adult</td>
<td></td>
</tr>
<tr>
<td>NR 110.558</td>
<td>Diagnosis, Symptom and Illness Management II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>—Pediatric</td>
<td></td>
</tr>
<tr>
<td>NR 110.552*</td>
<td>Advanced Practice in Primary Care—Pediatric</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.583*</td>
<td>Family as a Unit: Clinical Integration</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits 28**

*Course has a clinical component.*
Adult/Gerontological Acute Care Nurse Practitioner Post-Master’s Option

This option prepares Registered Nurses who have a minimum of one year recent full-time acute/critical care experience and who already have earned an advanced master’s degree in nursing (clinical nurse specialist, nurse educator, nursing management, etc.) for service in acute and complex care practices such as critical care units, hospital or specialty services, and in other settings where patients are physiologically unstable, technologically dependent, and highly vulnerable for complications. After a careful review of an applicant’s master’s transcript, an individualized plan of study is created which emphasizes advanced practice core requirements and population competency requirements. More than 700 hours of precepted clinical experiences in a variety of settings allow students to acquire experience managing the health care needs of adults, older adults and frail elders across the continuum of acute, chronic and critical care.

The curriculum for this track is guided by the Criteria for Evaluation of Nurse Practitioner Programs (2012), the National Task Force on Quality Nurse Practitioner Education and other advanced practice, specialty focused standards and guidelines [AACN Scope and Standards Acute Care Nurse Practitioner (2012), American Association of Critical Care Nurses, and the Adult/Gerontology Acute Care Nurse Practitioner Competencies (2012), American Association of Colleges of Nursing]. Graduates of the Adult/Gerontological Acute Care Nurse Practitioner track are eligible to apply for certification as an adult/geriatric Acute Care Nurse Practitioner from the American Association of Critical Care Nurses or the American Nurses Credentialing Center.

### Curriculum

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.549</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.536*</td>
<td>Health Assessment and Measurement —Adult/Geriatric Variation</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.572*</td>
<td>Advanced Diagnostics and Therapeutics</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.547</td>
<td>Diagnosis, Symptom and Illness Management I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>—Adult</td>
<td></td>
</tr>
<tr>
<td>NR 110.562*</td>
<td>Advanced Practice in Acute Care I—Adult/Gero</td>
<td>4</td>
</tr>
<tr>
<td>NR 110.563*</td>
<td>Advanced Practice in Acute Care II—Adult/Gero</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.567*</td>
<td>Advanced Practice Nursing: Clinical Topics and Professional Issues—Acute/Critical Care</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

*Course has a clinical component
The Post-master’s option is designed for Registered Nurses who have recent full time acute/critical care experience and who have already earned an advanced master’s degree in nursing (e.g. nurse practitioner, nurse educator, nursing management, etc.), or a master’s degree with preparation for practice as a CNS which was not consistent with current certification requirements. Graduates will meet the educational requirements and competencies for certification as a Pediatric CNS.

### Curriculum

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.549*</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.526</td>
<td>Clinical Judgment in Acute &amp; Critical Care I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>— Pediatrics</td>
<td></td>
</tr>
<tr>
<td>NR 110.527</td>
<td>Clinical Judgment in Acute &amp; Critical Care II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>— Pediatrics</td>
<td></td>
</tr>
<tr>
<td>NR 110.508</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.520*</td>
<td>CNS I: Role Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.521*</td>
<td>CNS II: Expert Practice Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.522*</td>
<td>CNS III: Outcomes Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.537</td>
<td>Health Assessment and Measurement</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>— Pediatric Variations</td>
<td></td>
</tr>
<tr>
<td>NR 110.546</td>
<td>Health Promotion &amp; Disease Prevention</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.589</td>
<td>Human Development Across the Lifespan</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.502</td>
<td>Physiology/Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.560</td>
<td>Program Development and Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.XXX</td>
<td>Education Course</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course has clinical component

**Total Credits** 1-28
The Post-master’s option is designed for Registered Nurses who have recent full time acute/critical care experience and who have already earned an advanced master’s degree in nursing (e.g. nurse practitioner, nurse educator, nursing management, etc.), or a master’s degree with preparation for practice as a CNS which was not consistent with current certification requirements. Graduates will meet the educational requirements and competencies for certification as a Pediatric CNS.

**Curriculum**

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.549</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.523</td>
<td>Clinical Judgment in Acute &amp; Critical Care I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>— Adult</td>
<td></td>
</tr>
<tr>
<td>NR 110.524</td>
<td>Clinical Judgment in Acute &amp; Critical Care II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>— Adult</td>
<td></td>
</tr>
<tr>
<td>NR 110.508</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.520*</td>
<td>CNS I: Role Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.521*</td>
<td>CNS II: Expert Practice Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.522*</td>
<td>CNS III: Outcomes Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.536</td>
<td>Health Assessment and Measurement</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>— Adult/Gero Variations</td>
<td></td>
</tr>
<tr>
<td>NR 110.546</td>
<td>Health Promotion &amp; Disease Prevention</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.502</td>
<td>Physiology/Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.560</td>
<td>Program Development and Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.XXX</td>
<td>Education Course</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course has clinical component

**Total Credits** 1-26
Adult/Gerontological Critical Care Clinical Nurse Specialist Post-Master’s Certificate

This option is designed for Registered Nurses who have recent full time acute/critical care experience and who have already earned an advanced master’s degree in nursing (e.g. nurse practitioner, nurse educator, nursing management, etc.), or a master’s degree with preparation for practice as a CNS which was not consistent with current certification requirements.

Curriculum

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.549*</td>
<td>Advanced Health Assessment and Measurement</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.523**</td>
<td>Clinical Judgment in Acute &amp; Critical Care I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>— Adult</td>
<td></td>
</tr>
<tr>
<td>NR 110.524**</td>
<td>Clinical Judgment in Acute &amp; Critical Care II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>— Adult</td>
<td></td>
</tr>
<tr>
<td>NR 110.508</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.520*</td>
<td>CNS I: Role Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.521*</td>
<td>CNS II: Expert Practice Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.522*</td>
<td>CNS III: Outcomes Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NR110.536</td>
<td>Health Assessment and Measurement</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>— Adult/Gero Variations</td>
<td></td>
</tr>
<tr>
<td>NR 110.546</td>
<td>Health Promotion &amp; Disease Prevention</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.502</td>
<td>Physiology/Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.560</td>
<td>Program Development and Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.XXX</td>
<td>Education Course</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 1-26

*Course has clinical component

**Students preparing for practice in critical care must register for these courses
Accelerated Acute Care Nurse Practitioner
Post-Master’s Option

This option allows experienced adult, family, or geriatric primary care nurse practitioners who have previous acute care experience to meet the educational requirements and competencies for certification as an adult/geriatric acute care nurse practitioner.

After a careful review of an applicant’s master’s transcript, a streamlined 8-13 credit plan of study is created which emphasizes the adult/geriatric acute care NP population competency requirements. More than 500 hours of precepted clinical experiences in a variety of settings allow students to acquire experience managing the health care needs of adults, older adults and frail elders across the continuum of acute, chronic and critical care.

Curriculum

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.572*</td>
<td>Advanced Diagnostics and Therapeutics</td>
<td>2</td>
</tr>
<tr>
<td>NR 110.662*</td>
<td>Advanced Practice Nursing: Acute Care of Adult Patients</td>
<td>3-5</td>
</tr>
<tr>
<td>NR 110.663*</td>
<td>Advanced Practice Nursing: Case Studies in Acute Care Nursing</td>
<td>3-5</td>
</tr>
</tbody>
</table>

*Course has a clinical component.

Total Credits 8-12
Psychiatric Mental Health Nurse Practitioner Option

The Johns Hopkins University School of Nursing offers an accelerated online post-graduate psychiatric mental health nurse practitioner (PMHNP) program option for primary care nurse practitioners. This is an exciting time to be at the forefront of a national endeavor to integrate mental health care into primary care as implementation of federal health care reform in 2014 led to increased access to mental and substance abuse services for 6-10 million Americans. Approximately one third of people with mental health needs seek care from their primary care providers.

In the online learning environment, students will be able to continue to live and work in their communities. This option couples the theoretical neurobiological and environmental contributions to mental disorders and the rationale for pharmacological and non-pharmacological treatments with the direct clinical application of skills in a wide variety of hospital and community-based settings. Clinical sites will be developed based upon student needs and preferences.

Those who earn a post-graduate certificate for the psychiatric mental health nurse practitioner:

- Assist patients in maintaining and promoting their mental health
- Apply an evidence-based, person-centered approach to diagnosing and managing common acute and chronic mental health problems of individuals across the lifespan
- Work in diverse practice settings, such as health clinics and maintenance organizations, student health services, private medical offices, correctional facilities, and emergency rooms
- Are prepared to take the American Nurses Credentialing Center's Family Psychiatric Mental Health Nurse Practitioner certification exam.

### Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR.110.573</td>
<td>Neurobiology of Mental Disorders</td>
<td>1</td>
</tr>
<tr>
<td>NR.110.574</td>
<td>Clinical Psychopharmacology</td>
<td>1</td>
</tr>
<tr>
<td>NR.110.575</td>
<td>Differential Diagnosis of Mental Disorders</td>
<td>1</td>
</tr>
<tr>
<td>NR.110.576</td>
<td>Psychotherapeutic Frameworks and Modalities</td>
<td>2</td>
</tr>
<tr>
<td>NR.110.577*</td>
<td>Psychiatric Mental Health Nurse Practicum: Adult/Gero</td>
<td>4</td>
</tr>
<tr>
<td>NR.110.578*</td>
<td>Psychiatric Mental Health Nurse Practicum: Peds/Family</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

*Course has a clinical component
Nurse Educator Certificate Option (NECO)*
This is a 12-credit graduate certificate program that prepares its graduates with the following competencies:
• Incorporate technology into curricula and educational programs
• Develop curricula based on the mission, goals, framework and program outcomes of the program and institution
• Define course objectives and content consistent with program outcomes
• Organize content and learning experiences according to accepted principles of learning
• Plan appropriate learning experiences
• Design instructional strategies, teaching materials, and educational technology to help achieve course objectives
• Use appropriate evaluation instruments to assess learning and achievement of course objectives and program outcomes
• Use information from program evaluations in planning instruction and improving the process
• Enact best practices in nursing education
• Assess own knowledge and skills and implement plans for lifelong learning/professional development
• Use current research findings and scholarly works in nursing education
• Use knowledge gained through clinical practice to maintain and improve nursing curricula
• Consult with others within and outside of the discipline to enhance the development of interdisciplinary educational teams
• Demonstrate cultural competence in classroom and clinical settings

The program is comprised of four 3-credit courses which can be completed in any sequence. In addition, the student can enroll during any of the four academic sessions in a 1-3 credit teaching practicum.

The graduates of the NECO will be eligible to sit for the NLN Certified Nurse Educator examination once they have met the eligibility requirements, which are: (Option A) licensure as an active registered nurse in the US or its territories; a master’s or doctoral degree with a major emphasis in nursing education; nine or more credit hours of graduate-level education courses; two years or more of full-time employment in the academic faculty role within the past five years; or (Option B): licensure as a active registered nurse in the US or its territories, a master’s or doctoral degree in nursing (with a major emphasis in a role other than nursing education); and four years or more of full-time employment in the academic faculty role within the past five years (www.nln.org).

*Online option available
<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 110.540</td>
<td>Teaching Strategies in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.830</td>
<td>The Evolving Roles of the Nurse Educator</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.730</td>
<td>Educational Evaluation: From Individual to Program</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.638</td>
<td>Curriculum Theory and Design</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.543</td>
<td>Teaching Practicum</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Total Credits 13-15**
**PhD Program**

**PhD (Doctor of Philosophy in Nursing)**

The goal of the PhD program at the Johns Hopkins University School of Nursing is to prepare the leaders in nursing science development. Graduates will be prepared for careers as nurse scholars to conduct research that advances the discipline of nursing and health care quality. The school offers an individualized program in selected areas of research congruent with student’s area of interest and the expertise of the research faculty. A key feature of the program is an intensive mentored research experience with an active investigator with an established program of funded research. In addition to the diverse research interests of the School of Nursing faculty, students have access to the entire Johns Hopkins University that fosters interdisciplinary and international research projects.

Quality is the defining characteristic of academic life at Hopkins and the School of Nursing. Each student completes a core curriculum and works closely with their faculty advisor to complete an individualized course of study that fulfills the student’s goals and develops the basis for a program of research. The length of the program is expected to be the equivalent of four to five years of full-time study.

**Program Outcomes**

Upon graduation from the PhD program students will have accomplished the following:

- Possess knowledge and skills in theoretical, methodological, and analytic approaches that will enable them to conduct research to discover and apply knowledge in nursing science and health care.
- Assume a leadership role in nursing and in the broader arena of health care both nationally and internationally.

**Funding for PhD Program**

Qualified students interested in the PhD program may be eligible to receive tuition and stipend support through the School of Nursing. Complete information is available by contacting the Graduate Program Administrator at 410-955-4280.

**Predoctoral and Postdoctoral Programs**

Johns Hopkins University School of Nursing has been awarded an interdisciplinary research training grant on health disparities sponsored by the National Institutes of Health (NIH). This training grant offers a fellowship for pre-doctoral students. For further information, go to the following website: [www.nursing.jhu.edu/academics/academic_programs/doctoral/phd/scholarships.aspx](http://www.nursing.jhu.edu/academics/academic_programs/doctoral/phd/scholarships.aspx). In addition, information on other opportunities for pre-doctoral funding can be obtained by contacting the Graduate Program Administrator at 410-955-4280.
### PhD Program Curriculum

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursing Core †</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.800</td>
<td>Philosophical Perspectives in Health</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.814</td>
<td>Scientific Perspectives in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.809</td>
<td>Advanced Research Design I</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.826</td>
<td>Advanced Research Design II</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.827</td>
<td>Grant Writing Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.891</td>
<td>Responsibilities and Activities of the Nurse Scientist</td>
<td>2</td>
</tr>
<tr>
<td><strong>Statistics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 140.621</td>
<td>Statistical Methods in Public Health I</td>
<td>3</td>
</tr>
<tr>
<td>PH 140.622</td>
<td>Statistical Methods in Public Health II</td>
<td>3</td>
</tr>
<tr>
<td>PH 140.623</td>
<td>Statistical Methods in Public Health III</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required:</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
<tr>
<td><strong>Electives</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.810</td>
<td>Theory and Concepts of Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.811</td>
<td>Symptom Evaluation and Management</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.818</td>
<td>Special Topics in Violence Research</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.821</td>
<td>Advanced Nursing Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.824</td>
<td>Stress and Stress Response</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.828</td>
<td>Measurement in Health Care Research</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.830</td>
<td>The Evolving Roles of the Nurse Educator</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.832</td>
<td>Writing for Publication</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.833</td>
<td>Advanced Seminar in Translational Research</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.834</td>
<td>International health Systems and Research</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.835</td>
<td>Current Issues and Trends in Cardiovascular Health Promotion Research</td>
<td>3</td>
</tr>
<tr>
<td>NR 110.836</td>
<td>Critical Applications of Advanced Statistical Models</td>
<td>3</td>
</tr>
<tr>
<td>PH 140.624</td>
<td>Statistical Methods in Public Health IV</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required:</strong></td>
<td></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 110.890</td>
<td>Dissertation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NR 110.899</td>
<td>Dissertation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Required:</strong></td>
<td><strong>3 credits per semester until completion of dissertation</strong></td>
<td></td>
</tr>
</tbody>
</table>

† A grade of “B” or better is required in each course for progression in the PhD Program.

* Some SON elective courses are offered every other year. Please check with the Senior Academic Program Coordinator regarding course offerings.

Independent study credits do not count toward the 22 credits of electives required.

Students may apply up to 6 credits of a 500 level course offering (in or outside the SON).
toward their doctoral program requirements. The PhD Curriculum Committee has assigned 9 credits for the completion of the NIH Summer Genetics Institute which may be applied to the PhD Program elective requirement.

Admission Requirements—PhD Program
Each student will be selected by the Admissions Committee. Selection will be based on:
• Written statement of goals, reason for interest in PhD program at Hopkins and research interests
• Research interests that match faculty expertise and School resources
• Graduate of accredited Baccalaureate or Master in Nursing -Program or equivalent
• Graduate Record Examination (GRE) scores within the past five years
• Minimum scholastic GPA of 3.0 on a 4.0 scale
• Three letters of reference
• Interview with faculty
• Example of publication or graded paper
• All students entering the School of Nursing are required to complete a criminal background check prior to matriculation. The School of Nursing will provide information about this process to accepted students.

Procedure for Applying for Admission
Students may obtain application forms from the School of Nursing website, www.son.jhmi.edu, or the Office of Admissions, Johns Hopkins University School of Nursing, 525 North Wolfe Street, Baltimore, MD 21205-2110. Completed applications should be filed by January 15 to ensure scholarship eligibility. The application final deadline is March 1, and the program is Fall entry only. An application is complete when all of the following have been submitted:
• Application form and non-refundable $100 application fee
• Recommendations from three persons, at least one from a previous instructor and one from a current or previous employer
• Official transcripts from all previous colleges/universities attended
• Official records of the results of the Graduate Record Examinations (GRE). Date of exam should be within the past five years.
• Current résumé or curriculum vitae
• Goal statement
• Photocopy of a current Maryland State Registered Nurse license

For information, regarding Registered Nurse licensure in the state of Maryland, please contact Maryland Board of Nursing, 4140 Patterson Ave., Baltimore, MD 21215-2254, or by telephone at 410-585-1900 or toll-free at 1-888-202-9861.
DNP Program

Approved by the Maryland Higher Education Commission

The DNP (Doctor of Nursing Practice) program is a practice-focused doctoral program. The mission of the Post-Master’s DNP program is to prepare expert nurse clinicians, administrators, and executive leaders to improve health and health care outcomes through evidence-based practice in diverse clinical, health care, and academic settings. The goal for this program is to provide educational experiences in a transdisciplinary collaborative learning environment, with an intense capstone experience that emphasizes evidence-based approaches for quality and safety improvement in various roles and practice settings and provides students with interactive mentorship by clinical experts. The focus is on innovative and evidence-based nursing practice, applying research processes to decision making, and translating credible research findings to increase the effectiveness of both direct and indirect nursing practice.

The 40-credit DNP program is a post-master’s option, offered in a convenient executive-style format designed for the busy working professional. The program can be completed in four semesters of full-time study, integrating approximately two weeks of on-site classes each semester with online and virtual learning experiences. Part-time study will be offered on a space-available basis.

The DNP is designed for nurses involved in any advanced practice role including but not limited to: clinical nurse specialist, nurse practitioner, nurse midwife, nurse anesthetist, public health practitioner, nurse executive, nurse informatician, and health policy analyst.

Program Outcomes

Building on current master’s nursing program curricula, students in this post-master’s DNP program are prepared at the most advanced level of nursing practice. Graduates are educated to effectively advance the management of individuals, families, and populations; improve the safety and quality of patient care; apply informatics to practice and health care problems; administer health care programs and organizations; and develop and implement health policy.

At the completion of the DNP program, the graduate
1. practices at the highest level of nursing by integrating nursing science with ethics and the biophysical, psychosocial, analytical, organizational, and public health sciences;
2. demonstrates organizational and systems leadership for quality and safety in health care systems;
3. utilizes clinical scholarship and analytical methods for evidence-based practice;
4. applies information systems and technology for the provision and/or transformation of health care;
5. leverages transdisciplinary collaboration for the improvement of individual and population health outcomes;
6. utilizes strategies of risk reduction/illness prevention, health promotion, and health maintenance for individuals and populations;
7. develops, evaluates, advocates, and provides leadership for health care policy that shapes health care financing, regulation, access, and delivery.
The 40-credit DNP program includes 24 credits of required DNP core, 4 credits of elective in the student’s focus specialty area, and 12 credits for the required capstone project.

### DNP Program Curriculum

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year I (19 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR.210.800</td>
<td>Foundation for Scholarship</td>
<td>2</td>
</tr>
<tr>
<td>NR 210.896</td>
<td>Capstone I: Mentored Scholarship</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR.210.801</td>
<td>Analytical Approaches to Outcomes Management</td>
<td>3</td>
</tr>
<tr>
<td>NR.210.803</td>
<td>Nursing Inquiry for Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 210.805</td>
<td>Translating Evidence to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 210.897</td>
<td>Capstone II: Project Management</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Year II (21 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR.210.804</td>
<td>Organizational and Systems Leadership for Quality Care</td>
<td>3</td>
</tr>
<tr>
<td>NR.210.806</td>
<td>Health Economics and Finance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR.210.802</td>
<td>Advanced Nursing Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NR.210.807</td>
<td>Clinical Data Management I</td>
<td>2</td>
</tr>
<tr>
<td>NR 210.898</td>
<td>Capstone III: Implementation</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR.210.808</td>
<td>Clinical Data Management II</td>
<td>2</td>
</tr>
<tr>
<td>NR 210.899</td>
<td>Capstone IV: Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

### The Capstone Project

The DNP program includes a Capstone project which provides an opportunity for the student to apply advanced theoretical, policy and specialty knowledge and skills in clinical practice and systems level experiences. During the capstone, the students must demonstrate the ability to employ effective communication and collaboration skills to influence health care quality and safety, and nego-
tiate successful change in care delivery processes for individuals, groups, or populations across a broad spectrum of healthcare delivery systems. Upon completion of the capstone, the student will demonstrate:

1. advanced clinical judgment, expertise and specialization in a defined content area.
2. advanced levels of systems thinking and accountability in designing, delivering, and evaluating evidence-based care to improve health care quality, safety, and outcomes.
3. leadership in the development and implementation of patient-driven, institutional, local, state, federal, and/or international health policy in a select content/specialty area.

Each applicant has the responsibility to propose a mentored capstone project that meets their individual needs and career goals during the application process. It is expected that students will focus on clinical problems and/or organizational systems to promote effective, efficient and accessible care for individuals, groups, or populations.

Admissions Requirements—DNP Program

To be eligible for admission to the DNP program, applicants must have:
1. a baccalaureate degree from an accredited nursing program or equivalency
2. a master’s degree from an accredited nursing program (master’s degree in a related field may be considered and will require additional coursework prior to enrollment)
3. a scholastic GPA of at least 3.0 in master’s of nursing program
4. demonstrated commitment to nursing practice and scholarly pursuit
5. RN licensure and APRN certification or licensure appropriate to the state where the capstone courses will be completed
6. an interview with faculty

Procedure for Applying for Admission

Students may obtain application forms from the School of Nursing website, www.son.jhmi.edu, or the Office of Admissions, Johns Hopkins University School of Nursing, 525 North Wolfe Street, Baltimore, MD 21205-2110. The application deadline is January 1, and the program is summer entry only. An application is complete when all of the following have been submitted:
1. Application form and non-refundable $100 application fee
2. Recommendations from three persons
3. Official transcripts from all previous colleges/universities attended
4. Current résumé or curriculum vitae
5. Goal statement/Project proposal
6. Verification of APRN certification or license appropriate to the state where the capstone courses will be completed
7. If any academic credit was granted from an academic institution outside the United States, credits must be evaluated by WES (World Education Services www.wes.org) with a course-by-course evaluation. Results should be forwarded to the Office of Admissions. Registered nurses may have their international transcripts evaluated in a full education course-by-course report by WES or CGFNS.
8. Official TOEFL (Test of English as a Foreign Language www.toefl.org) scores for international students whose native language is not English
9. All non-permanent citizens are required to submit official documents in English showing proof of funding. For more information, visit www.hopkinsmedicine.org/intlsvcs.
International Students

Admissions Requirements and Frequently Asked Questions for Both Doctoral Programs

For more information please visit the Office of International Student, Faculty and Staff Services: www.hopkinsmedicine.org/intlsvcs.

How does Hopkins define a international applicant?
Hopkins considers you an international applicant if you are not a US citizen or a Permanent Resident (Green Card holder) of the United States. If you are a citizen of another country (and not a US Permanent Resident) and in the US, you are considered an international applicant.

Do I need to have my transcripts evaluated?
All international transcripts must be evaluated (course-by-course) by the WES, World Education Services; or AACRAO, American Association of Collegiate Registrars and Admissions Officers; the evaluation should be sent to the Office of Admissions and Student Services. Registered nurses may also have their international transcripts evaluated (course-by-course) by CGFNS, Commission on Graduates of Foreign Nursing Schools.

What are the standardized test requirements?
TOEFL, Test of English as a Foreign Language is required of applicants whose native language is not English. If you attend an English language college/university but do not speak English at home, you should take TOEFL. If your native language is not English and you have not completed a minimum of a bachelor’s in the USA, you must take TOEFL. If you have been here for fewer than five years you must take TOEFL. You must have a minimum score of 213 for computer-based exam or 550 for written exam. The TOEFL must be sent to us directly from the testing agency. We do not accept photocopies of test scores.

TOEFL/TSE Services
PO Box 6151
Princeton, NJ 08541-6151
Phone: 877-863-3546 (toll free inside the US)
609-771-7100 (outside the US)
www.toefl.org

GRE
P.O. Box 6000
Princeton, NJ 08541-6000
Phone: 866-473-4373
www.gre.org

I am already a nurse, how do I become licensed in the State of Maryland?
Current Registered Nurses must successfully complete the NCLEX, National Council Licensure Examination, for Registered Nurses, in order to practice clinical nursing within the United States. Because our students have clinical experiences, they must take the NCLEX in Maryland prior to entering the program.

The Maryland Board of Nursing
4140 Patterson Avenue
Baltimore, MD 21215-2234
Phone: 410-585-1900
Or: 1-888-202-9861

Are financial aid and scholarships available to international students?
Because of the heavy demands placed upon our limited University resources, we are unable to extend financial assistance to citizens of other countries. All nonpermanent citizens are required to submit official documents in English showing proof of funding.
Academic Programs Policies

Students should consult the appropriate Baccalaureate, Master’s and Doctoral Academic Manual published each fall for a complete explanation of academic policies.

Policy on Students Missing Clinical Time

A. Introduction

Clinical practice is an essential component of a nursing education. During clinical practice, nursing students apply the knowledge and skills obtained from the didactic portion of courses to actual patient care. Successful completion of the clinical component of the curriculum is a mandatory requirement for graduation. Failure to complete the required clinical hours may seriously hamper the student’s ability to meet course objectives and may result in failure of the course. Therefore, absences from clinical practice are closely monitored by faculty and should occur only in rare circumstances.

To ensure that students successfully complete this requirement, clinical faculty supervises and evaluates students during clinical practice. Faculty reserve the right to impose penalties for missed clinical time, including, but not limited to clinical warning, clinical failure or need to make up clinical time. In some instances, clinical makeup fees may be charged to the student.

B. Inability to Provide Care

If a clinical instructor determines that a student is unable to provide appropriate care for any reason (e.g., lack of preparation, a physical illness, emotional distress, etc.) during clinical practice, the clinical instructor, in consultation with the course coordinator,

• may remove the student from the clinical area if deemed appropriate.
• may refer the student for treatment or assistance, if deemed appropriate.

• documents the situation and copies the course coordinator.
• follows up with the student to ensure safe return to the clinical area.
• uses the Associate Dean for Student Affairs as a resource to the clinical instructor/course coordinator as needed.

C. Lateness

If a student is late for an assigned clinical practicum, the student:

• notifies the clinical instructor as soon as possible by phone prior to the start of clinical practice,
• explains the reason for lateness to the clinical instructor upon arrival at the clinical site
• completes any assignments deemed necessary by the clinical instructor or course coordinator to ensure that course objectives are fulfilled.

D. Clinical Absence

If a student misses a clinical day due to illness or emergency, the student:

• notifies the clinical instructor as soon as possible by phone prior to the start of clinical practice.
• submits a letter of explanation for the absence to the clinical instructor and the course coordinator before the next clinical day or within 24 hours of return to the School. The letter may be accompanied by documentation (e.g., letter from Student Health Services or a physician), if applicable, including any restrictions on returning to clinical practice.
• completes any assignments deemed necessary by the course coordinator to ensure that course objectives are fulfilled.
E. Return to Clinical Practice

A student may return to clinical practice after an absence when, in the judgment of the clinical instructor or course coordinator, the student is able to provide appropriate care without jeopardizing anyone’s safety.

Academic Advising

Each entering student will be assigned an advisor to assist in obtaining information and help in making decisions related to progress through their program. Faculty advisors are assigned by program directors.

Academic Ethics and Honor Code

In the 2004–2005 academic year, the Johns Hopkins University School of Nursing faculty endorsed a new Academic Ethics Policy. The introduction to this policy states that the hallmarks of a Johns Hopkins University School of Nursing education include acquisition of skills and knowledge while building character and independence. Essential components of this education are innovation, truthfulness, insight and respect.

The School of Nursing Academic Ethics policy is based on the shared core values stated in the School’s Values statement. Each member of the School of Nursing community, whether student, faculty or staff holds himself or herself and others to the highest standards based on the values of excellence, respect, diversity, integrity and accountability.

Students enrolled in the Johns Hopkins University School of Nursing are expected to conduct themselves in a manner that upholds the values of this institution of higher education. Each student is obligated to refrain from violating academic and professional nursing ethics principles and non-academic standards of conduct.

Honor Pledge

The following honor pledge will be included and signed on each examination and assignment:

On my honor, I pledge that I have neither given nor received any unauthorized assistance on this (exam), (assignment), (care plan), (paper), (project).

The complete Academic Ethics Policy can be found on the School of Nursing website: http://nursing.jhu.edu/academics/documents/ethics-policy.pdf. The policy will be distributed to each student upon entry into an academic program.

Grading

The following grading system is used by all faculty in submitting grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

I: Incomplete

P: Pass (for pass/fail grading only)

WP: Withdraw passing

WF: Withdraw failing

Grade reports are available via the student registration website after the end of each term for all students. The ratio of clinical hours to credit is 4 to 1; theory hours to credit hours is 1 to 1.

Elective graduate courses may be taken on a pass/fail basis.

Attendance

Students are fully responsible for all materials presented in class sessions. Students are also expected to attend all clinical practice sessions and clinical conferences and are fully responsible for all
content presented. When illness or other special circumstances prevent attendance at clinical practice sessions, the student is responsible for contacting the instructor as soon as possible to plan for meeting the session requirements. Clinical experiences are carefully planned in advance of the course and substitutions and makeup experiences may not be possible.

Students may not attend class and/or clinical unless they are officially enrolled for the term.

**Auditing a Course**

To audit a course, the instructor’s permission is necessary. Students must register for the course as an audit with the Registrar’s Office. The course will be shown on the academic record as an AU and will not be used in determining the grade point average. Approval by the faculty advisor is required.

**Independent Study**

Opportunities for independent study are available in the School of Nursing for elective credit. Any student interested in this option should seek the advice and approval of his/her academic advisor. The student may then approach faculty in the appropriate area for guidance in designing and receiving approval for such a course. A member of the nursing faculty will work to monitor and assign coursework for his/her student.

**Scholastic Requirements**

*Master’s and Doctoral Program*

Graduate students must achieve a B(3.0) grade point average for the entire program. A graduate student must receive a grade of B or better in all clinical courses and the clinical component of combined courses. One C in any course, a failure in any course or a GPA of less than 3.0 will be referred to the Progression Committee for action, as will students in interdivisional programs who do not meet progression requirements in both schools.

**Clinical Grading System—Baccalaureate Program**

Courses in the nursing major are sequential and build on previously acquired knowledge and skills. Baccalaureate students must pass both clinical and theory components of each nursing course in order to proceed in the program. Students who do not earn a passing grade cannot progress to the next nursing course. Students who achieve less than a 70 percent in the theory component or a fail in the clinical component of a nursing course will be reviewed by the Academic Progressions Committee to determine their status in the school.

**Students in Academic Difficulty**

Students placed on probation must regain the status of good standing within the next academic semester in which they are enrolled. Failure to do so may result in dismissal from the School.

The University reserves the right to dismiss any students who do not maintain the required standards of scholarship, or whose continuance in the School of Nursing would be detrimental to their health or to the health of others, or whose conduct or clinical performance demonstrates a lack of fitness for a health profession.

**Physical Examination**

All matriculated students must present appropriate documentation of medical history, physical examination, immunization status and tuberculosis screening before they will be permitted to register for classes. Specific information and necessary forms regarding this requirement will be sent to the student prior to the student’s first semester.
Withdrawal

A student who wishes to withdraw from all courses must file a formal written request to the Associate Dean for Enrollment Management and Student Affairs and follow the procedures specified. Before doing so, the student should consult his/her academic advisor and the program director.

A partial refund of payments will be made to students withdrawing of their own accord as follows:

- Three weeks after classes begin 50%
- Four to six weeks after classes begin 25%
- After six weeks no refund

These percentages will be calculated from the date the student submits a written statement of withdrawal to the program director. No refund will be granted to students suspended or dismissed for disciplinary reasons.

Transfer of Credits/Advanced Standing

For the master’s program, advanced standing is granted on an individual basis after acceptance and is based on equivalent content (for required courses), credit allotment, and satisfactory completion of courses. Up to 6 credits of graduate course work taken at the Johns Hopkins University or elsewhere will be accepted for advanced standing. Graduate work to be accepted must have been completed within the last five years. Course work at the undergraduate level will not be considered for advanced standing credit.

Procedure

Graduate students who wish to petition for permission to substitute a course from another college or university for a required School of Nursing course must submit the request in writing to the Graduate Admissions Committee along with the complete course syllabus, bibliography, faculty name, and student’s return address. The material is then reviewed by the faculty member responsible for the course for which substitution is requested. The faculty instructor returns the material to the Admissions Committee with a recommendation regarding its acceptability for substitution. Final decision is made by the Admissions Committee which notifies the student, faculty advisor, Registrar, and course instructor.

Degree Requirements

Baccalaureate Program

To be approved for graduation, the student must:

- Complete the requirements for the nursing major. (56 credits).
- Achieve at least a 70% in all the courses of the major.
- Pay all fees and charges, including any campus traffic and parking fines.
- Complete and submit an Application for Graduation to the Office of the Registrar. The deadline is February 1.

Graduation Rates

In compliance with the federal Student Right-to-Know Act of 1990 (Public Law 101-542, Sec 668.46), Johns Hopkins University provides the following information to prospective and currently enrolled students in the School of Nursing:

<table>
<thead>
<tr>
<th>% Graduated on time</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \text{Students entering accelerated program in June 2012} )</td>
</tr>
<tr>
<td>( \text{Students entering traditional program in September 2011} )</td>
</tr>
</tbody>
</table>
NCLEX Passage Rates
• Have been consistently greater than 90%

Master’s Program
To qualify for the Master of Science in Nursing degree (MSN), candidates must complete the credits prescribed for the particular program in which they are enrolled.

Graduation Rates
• Master’s students entering in 2008 and completing program within 5 years 87.9%

Graduate Certification Examination Rate
• Average for first-time test takers > 90%

PhD Program
• Completion of 51 credits in core and specialty courses.
• Minimum of two consecutive semesters of registration as a full-time resident graduate student.
• At least 9 credit hours of course work taken outside the School of Nursing.
• Completion of dissertation.

PhD Examinations
Two examinations are required. A comprehensive examination will be taken to determine readiness to undertake research following completion of course work. The preliminary oral examination is based on the dissertation proposal and is designated as the Graduate Board Oral Examination. The final oral examination is the dissertation defense.

Full- or Part-time Study
Baccalaureate Program
Admission to the accelerated program, including the BS-to-MSN Clinical Residency Program, is based on full-time study only.

Master’s Program
Students may enroll either full-time or part-time in any semester. The School reserves the right to limit the number of matriculating students.

It is possible to complete a single degree in three semesters of full-time study. Joint degrees may be completed in five semesters of full-time study. Study must be completed within five years from the date of matriculation.

PhD Program
Full-time PhD study is highly recommended. All students must complete the Johns Hopkins University residency requirement of two consecutive semesters, fall and spring, full-time study (9 credits per semester). The program must be completed within seven years from date of matriculation.

Add/Drop
A student wishing to add or drop a course must do so by the end of the second week of classes.

Leave of Absence
A leave of absence for personal reasons may be offered for a specified period of time not to exceed one year. A student should complete and submit the leave of absence form to the Associate Dean for Enrollment Management and Student Affairs. There is no fee for an approved leave of absence; the period is simply an approved interruption of the degree program. Students granted a leave of absence are not eligible to participate in school-sponsored activities, such as volunteering at community clinics, etc.

Military Leave Policy
In the event a student is called to active military duty, the student must inform her/his academic advisor and the program director/associate dean. In addi-
tion, the student must complete a notice of leave of absence obtained from the Registrar’s Office.

Upon returning to the School of Nursing, the student will resume her/his education without penalty of additional tuition charges or repeating completed course work for courses interrupted by active duty.

Registration Policies

All students must complete registration by the beginning of each term in accordance with instructions issued by the Registrar before they can attend classes. Detailed instructions about registration will be provided to all students via e-mail before the registration period each term. If the student has not received this information prior to the registration period, perhaps because of a change of status in the School, the Registrar’s Office should be contacted immediately.

Students who for any reason do not complete their registration until after the prescribed registration period will be required to pay a late registration fee before that registration will be finalized by the Registrar.

All students must have the approval of their assigned academic advisor before enrolling for any term. Students will not be allowed to register if there are unpaid bills from a previous term such as tuition. The student is required to pay tuition or make financial arrangements with the Student Accounts Office before registering for a given term.

Registration will also be blocked if a student is not in compliance with health insurance and student health requirements.

Veterans

The Johns Hopkins University is approved by the Maryland Higher Education Commission for the training of veterans and the widows and children of deceased veterans under the provisions of the various federal laws pertaining to veterans’ benefits. Information about veterans’ benefits and enrollment procedures may be obtained at the Registrar’s Office at 410-614-3096.

Students eligible for veterans’ benefits register and pay their University bills in the same manner as nonveteran students. Reimbursement is made by the Department of Veterans Affairs on a monthly basis. The amount of reimbursement is governed by the student’s program and number of dependents and is based on the following table.

<table>
<thead>
<tr>
<th>Credits per Term</th>
<th>Percentage of Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 credits</td>
<td>full time</td>
</tr>
<tr>
<td>9-11 credits</td>
<td>three-quarter time</td>
</tr>
<tr>
<td>6-8 credits</td>
<td>one-half time</td>
</tr>
<tr>
<td>1-5 credits</td>
<td>one-quarter time</td>
</tr>
</tbody>
</table>

In all the above cases, payments cover only a portion of assigned fees.

The student should contact the Registrar’s Office for information on how to apply for benefits if using benefits for the first time, or how to continue receiving benefits if previously used at another educational institution. Standards of Progress Continuation of VA payments depends on the student’s meeting the University’s academic standards for all students. The student must also meet any standards of progress which may be established by VA regulations.

Transcripts

Students who want transcripts of their academic records at the School of Nursing or who want them forwarded elsewhere should submit an online request via Transcripts on Demand (http://iwantmytranscript.com) two business days before the transcript is needed.

Transcripts are issued only at the writ-
ten request or consent of the student. The only exception to this policy is the issuance of transcripts to other offices or departments within the University.

Official transcripts of work at other institutions that the student has presented for admission or evaluation of credit become the property of the University and cannot be copied or reissued. If a transcript of this work is needed, the student must get it directly from the institution concerned.
University Policies

*Please note that all policies affecting only School of Nursing students may be found in the Academic Manual, Student Guide and on the School of Nursing website.*

**Sexual Harassment Prevention and Resolution Policy**

**Preamble**

Johns Hopkins University is committed to providing its staff, faculty and students the opportunity to pursue excellence in their academic and professional endeavors. This can only exist when each member of our community is assured an atmosphere of mutual respect, one in which they are judged solely on criteria related to academic or job performance. The University is committed to providing such an environment, free from all forms of harassment and discrimination. Each member of the community is responsible for fostering mutual respect, for being familiar with this policy, and for refraining from conduct that violates this policy.

Sexual harassment, whether between people of different sexes or the same sex, is defined to include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other behavior of a sexual nature when:

1. submission to such conduct is made implicitly or explicitly a term or condition of an individual’s employment or participation in an educational program;
2. submission to or rejection of such conduct by an individual is used as the basis for personnel decisions or for academic evaluation or advancement;
3. such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creates an intimidating, hostile or offensive working or educational environment.

Fundamental to the University’s purpose is the free and open exchange of ideas. It is not, therefore, the University’s purpose, in promulgating this policy, to inhibit free speech or the free communication of ideas by members of the academic community.

**Policy**

The University will not tolerate sexual harassment—a form of discrimination, a violation of federal and state law, and a serious violation of University policy. In accordance with its educational mission, the University works to educate its community regarding sexual harassment.

The University encourages individuals to report incidents of sexual harassment and provides a variety of avenues, both formal and informal, by which individuals can report complaints of sexual harassment.

The University encourages reporting of all perceived incidents of sexual harassment, regardless of who the alleged offender may be. Individuals who either believe they have become the victim of sexual harassment or have witnessed sexual harassment should discuss their concerns with any member of the Sexual Harassment Prevention and Resolution System. Complainants are assured that problems of this nature will be treated in a confidential manner, subject to the University’s legal obligation to respond appropriately to any and all allegations of sexual harassment.

The University prohibits acts of reprisal against anyone involved in lodging a complaint of sexual harassment.
Conversely, the University considers filing intentionally false reports of sexual harassment a violation of this policy.

The University will promptly respond to all complaints of sexual harassment. When necessary, the University will institute disciplinary proceedings against the offending individual, which may result in a range of sanctions, up to and including termination of University affiliation.

Statement Regarding the Privacy Rights of Students

Notice is hereby given that the School of Nursing of Johns Hopkins University complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380), as amended, and regulations promulgated thereunder. Eligible students, as defined in the regulations, have the right (1) to inspect and review their education records, as defined in the regulations; (2) to request the amendment of their education records if they are inaccurate, misleading or otherwise in violation of the student’s rights; (3) to consent to the disclosures of personally identifiable information in their education records except to the extent permitted by law, regulation or University policy; (4) to file a complaint with the United States Department of Education if the University has failed to comply with the requirements of law or regulation. The University’s policy on Family Educational Rights and Privacy is published periodically in the University Gazette, and copies of the policy are available from the School of Nursing Registrar’s Office.

Confidentiality Policy

All students are patient advocates and must maintain privacy and confidentiality of medical and non-medical information for every individual for whom care is provided in any setting. Any breach of patient confidentiality could result in disciplinary action against the student, including dismissal from the academic program.

Photography and Film Rights Policy

The Johns Hopkins University reserves the right from time to time to film or take photographs of faculty, staff, and students engaged in teaching, research, clinical practices, and other activities, as well as casual and portrait photography or film. These photographs and films will be used in such publications as catalogs, posters, advertisements, recruitment and development materials as well as on the University’s Web site, for various videos, or for distribution to local, state, or national media for promotional purposes. Classes will be photographed only with the permission of the faculty member.

Such photographs and film—including digital media—which will be kept in the files and archive of the Johns Hopkins University, will remain available for use by the University without time limitations or restrictions. Faculty, students, and staff are made aware by virtue of this policy that the University reserves the right to alter photography and film for creative purposes. Faculty, students, and staff who do not want their photographs used in the manner(s) described in this policy statement should contact the Office of Government, Community and Public Affairs.

Faculty and students are advised that persons in public places are deemed by law to have no expectation of privacy and are subject to being photographed by third parties. The Johns Hopkins University has no control over the use of photographs or film taken by third parties, including without limitation the
Equal Opportunity/Non-Discrimination Policy Statement

The Johns Hopkins University admits students of any race, color, gender, religion, age, national or ethnic origin, disability, marital status or veteran status to all of the rights, privileges, programs, benefits, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, gender, marital status, pregnancy, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristic in any student program or activity administered by the university, including the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other University-administered programs or in employment.

Questions regarding Title VI, Title IX, and Section 504 should be referred to the Office of Institutional Equity, 130 Garland Hall, Telephone: 410-516-8075, (TTY): 410-516-6225.

University Alcohol and Drug Policy for Students

The University, in keeping with its basic mission, recognizes that its primary response to issues of alcohol and drug abuse must be through educational programs, as well as through intervention and treatment efforts.

In addition to providing appropriate educational programs throughout the year, each division of the University will include such programs as part of its orientation for new students.

The University further recognizes that alcoholism and drug addiction are illnesses that are not easily resolvable by personal effort and may require professional assistance and/or treatment.

Participation in such programs may be required of a student as a condition of continued enrollment.

The University will adhere to strict
policies of confidentiality for all participants in drug/alcohol abuse rehabilitation programs as described in University and federal regulations covering confidentiality of student health records.

Maryland and District of Columbia laws prohibit the possession or consumption of alcoholic beverages by persons under the age of 21. The possession, use or distribution of illegal drugs as defined by federal, state and local statutes is prohibited.

Students are expected to obey the law. Individuals who violate the law, in addition to being subject to criminal penalties, may be subject to University disciplinary measures.

The University will not excuse acts of misconduct committed by students whose judgment is impaired due to alcohol or drug abuse.

**Policy Addressing Campus Violence**

In recent years, the subject of violence on college and University campuses and in the workplace has received increasing attention as violent events have been widely reported in the news media. This policy is intended to guide members of the Johns Hopkins community both in preventing acts of violence and in responding to them when they occur on or in relation to the University’s campuses.

**Zero Tolerance Policy**

The Johns Hopkins University is committed to providing a learning and working environment that is safe to all members of the University community. The University will not tolerate violent acts on its campuses, at off-campus locations administered by the University, or in its programs. This policy of zero tolerance extends not only to actual violent conduct but also to verbal threats and intimidation, whether by students, faculty, staff, or visitors to the University.

The University urges individuals who have experienced or witnessed incidents of violence to report them to Campus Security. Alternatively, students are urged to report concerns about violence to the divisional office responsible for student matters, faculty to the divisional office responsible for faculty matters, and staff to the applicable human resources offices.

The University will not permit retaliation against anyone who, in good faith, brings a complaint of campus violence or serves as a witness in the investigation of a complaint of campus violence.

**Enforcement**

Information regarding incidents of violent conduct and threats of violence will be investigated, and, if warranted, disciplinary action will be taken in accordance with applicable procedures. The University will notify law enforcement authorities of criminal conduct. In addition, the University may refer individuals accused of violations of this policy for an assessment of the likelihood that they will carry out violent acts. If the continued presence of an individual on campus threatens or disrupts the conduct of University business, the individual may be suspended from participation in University programs or activities pending the outcome of the assessment.

When advised of circumstances warranting intervention, the University will render assistance by contacting local or federal law enforcement agencies as appropriate. Individual members of the University community who receive threats of bodily harm or who are the targets of harassing or stalking behaviors are urged to contact Campus Security and to avail themselves of the services offered by student counseling offices.
and the Faculty and Staff Assistance Program.

Every effort will be made to respect the privacy of all individuals involved in the matter. However, the necessity to investigate the matter and to cooperate with law enforcement authorities may require the disclosure of otherwise confidential information.

Individuals accused of engaging in incidents of campus violence may seek legal counsel at their own expense. Individuals and their attorneys are reminded that attorneys do not participate in any internal University hearing.

Campus vendors are reminded that their employees who conduct business on University premises must conform their conduct to the requirements of this policy. The University reserves the right to remove from campus vendor employees who engage in acts prohibited by this policy.

Policy on Possession of Firearms on University Premises

The possession, wearing, carrying, transporting, or use of a firearm or pellet weapon is strictly forbidden on University premises. This prohibition also extends to any person who may have acquired a government-issued permit or license. Violation of this regulation will result in disciplinary action and sanctions up to and including expulsion, in the case of students, or termination of employment, in the case of employees. Disciplinary action for violations of this regulation will be the responsibility of the divisional student affairs officer, dean or director, or the vice president for human resources, as may be appropriate, in accordance with applicable procedures. Any questions regarding this policy, including the granting of exceptions for law enforcement officers and for persons acting under the supervision of authorized University personnel, should be addressed to the appropriate chief campus security officer.

Policy on Sexual Violence, Sexual Assault, Relationship Violence, and Stalking

The Johns Hopkins University is committed to providing a safe educational and working environment for its students, trainees, faculty, staff and other members of the University community. The University prohibits sexual violence and sexual assault, (which along with sexual harassment, prohibited by the University’s Policy Against Sexual Harassment, are forms of “sexual misconduct”), domestic violence and dating violence (collectively, “relationship violence”), and stalking. This conduct is disruptive of the learning and working environment of the University’s community members and will not be tolerated by the University. The University is committed to preventing sexual misconduct, relationship violence, and stalking, as well as addressing its effects on the University community. The University has adopted this Policy in order to inform students, trainees, faculty, and staff and other members of the University community of their rights and responsibilities in the event they are or have knowledge of someone involved in an incident of sexual misconduct, relationship violence or stalking and of the services available to victims of sexual misconduct, relationship violence and stalking.

This Policy applies to all members of the University community, including, but not limited to, students, trainees, faculty and staff, and it covers prohibited conduct that: occurs on campus or other University property; occurs in
connection with JHU programs or activities, including academic, educational, extracurricular, athletic or other programs and activities; or otherwise affects the University community. In certain instances, this Policy applies to third parties (e.g., visitors, volunteers, vendors, and contractors while on University property, participating in a University sponsored activity, or providing services to the University, applicants for admission to or employment with the University, and former affiliates of the University). This Policy applies equally to all regardless of an individual’s sex, gender, sexual orientation, gender identity or gender expression. All academic and administrative units of the University (including all schools, divisions, campuses, departments and centers) must comply with, and ensure that their policies and procedures comply with, this Policy.

Members of the University community who are the victims of or who have knowledge of an incident of sexual misconduct, relationship violence or stalking prohibited by this Policy are urged to promptly report the incident to the University’s Office of Institutional Equity’s (“OIE”) Assistant Vice Provost, Title IX Coordinator or another responsible employee identified in the University’s Procedures on Discrimination, Harassment, Sexual Misconduct, Relationship Violence and Stalking. The University’s responsible employees include academic administrators, supervisors, department heads or chairs, directors, deans, student affairs staff, faculty, human resources personnel, campus security officers, student resident advisors, and athletic coaches. Persons who are the victims of sexual misconduct, relationship violence or stalking may pursue internal University disciplinary action against the perpetrator in accordance with the University’s Procedures on Discrimination, Harassment, Sexual Misconduct, Relationship Violence and Stalking by bringing a complaint to any responsible employee. All responsible employees must promptly refer complaints to the Assistant Vice Provost, Title IX Coordinator.

Victims of sexual violence, sexual assault, relationship violence and stalking will be advised by campus security and/or the Assistant Vice Provost, Title IX Coordinator of their option to file criminal charges with local police of the jurisdiction where the offense occurred. Campus security and/or the Assistant Vice Provost, Title IX Coordinator will provide assistance to a victim wishing to reach law enforcement authorities. Further information on filing a criminal complaint with law enforcement authorities is provided in the University’s Procedures on Discrimination, Harassment, Sexual Misconduct, Relationship Violence and Stalking.

The University will provide counseling to any member of the Hopkins community who is a victim of a sexual misconduct, relationship violence or stalking, and will provide information about other campus and community-based victim services. Counseling may be obtained whether or not an individual elects to file a complaint. Contact information for campus-based counseling, medical and immigration resources is available on the JHU Sexual Assault Response and Prevention website.

Victims of sexual violence, sexual assault and relationship violence are strongly encouraged to seek immediate medical attention in order to treat injuries, test for and treat sexually transmitted diseases, test for pregnancy, and access emergency contraception, if desired. Additionally, rape treatment cen-
ters can perform a rape evidence collection procedure and test for “date-rape” drugs. A medical exam at a rape treatment center is an important way for a health provider to properly collect and preserve evidence that may be necessary to establish proof of criminal sexual violence, sexual assault, or relationship violence, or in obtaining a civil no-contact order or protection or peace order.

If possible, a victim should not shower, bathe, wash, douche, brush hair, drink, eat, or change clothes or bedding before going to the hospital or seeking medical attention. If the victim decides to change clothes, he or she should not wash the clothes worn during the assault and should bring them to the hospital or medical facility. These steps are important to help preserve evidence for possible use in legal actions to prove a crime has occurred or is occurring, or requests for a civil no-contact order or protection or peace order. Because evidence dissipates quickly, victims who wish to preserve evidence are encouraged to seek medical attention as soon as possible after the incident, usually within 48 hours.

At the victim’s request, campus security will arrange for transportation to the nearest hospital. Victims of sexual violence and sexual assault in Baltimore City will be taken to Baltimore City’s designated rape treatment center: Mercy Hospital, 345 St. Paul Place Baltimore, MD 21202, 410.332.9000. Mercy Hospital is equipped with the State Police Sexual Assault Evidence Collection Kit and has medical staff trained to assist victims of sexual violence and sexual assault with physical examination, evidence collection, and assistance with pursuing a complaint with the Baltimore City Police, if a victim so desires. For additional medical centers equipped with forensic services in the Baltimore and Washington, DC metro areas, please visit the JHU Sexual Assault Response and Prevention Website. Victims in other cities should contact the closest local hospital and inquire about the nearest hospital equipped with medical forensic services. In circumstances of sexual violence or sexual assault, if victims do not opt for forensic evidence collection, health care providers can still treat injuries and take steps to address concerns of pregnancy and sexually transmitted disease.

Victims of sexual violence, sexual assault, relationship violence, and stalking are encouraged to also preserve evidence by saving text messages, instant messages, social networking pages, other communications, and keeping pictures, logs or other copies of documents, if they have any, which would be useful to University investigators, hearing boards and law enforcement authorities.

Although the University strongly encourages all members of its community to report violations of this Policy to law enforcement authorities, it is the victim’s choice whether or not to make such a report and victims have the right to decline involvement with law enforcement authorities. The University’s Title IX Coordinator or Campus Security will assist any victim with notifying local law enforcement authorities if they so desire.

As time passes, evidence may dissipate or become lost or unavailable, thereby making investigation, disciplinary proceedings, possible prosecution, or obtaining protective or peace orders related to the incident more difficult. If a victim chooses not to make a complaint regarding an incident, he or she nevertheless should consider speaking with
campus security or law enforcement authorities to preserve evidence in the event that the victim changes her or his mind at a later date. The University may independently discipline students, trainees, staff and faculty who have committed an offense of sexual misconduct, relationship violence or stalking whether or not the victim is a member of the University community and whether or not criminal charges are pending. The University’s Procedures on Discrimination, Harassment, Sexual Misconduct, Relationship Violence and Stalking provide detailed information on the availability of interim accommodations, the investigation and resolution of complaints of sexual misconduct, relationship violence and stalking, including the procedural rights afforded to the victim and accused, confidentiality, notification rights, and possible sanctions, or disciplinary or protective measures. The University has education programs to promote prevention and awareness of sexual harassment, sexual violence and sexual assault for students and employees. The University has also made substantial progress toward developing and will be implementing enhanced orientation training for new students and employees, as well as enhanced ongoing prevention and awareness campaigns for students and employees that address relationship violence and stalking in addition to sexual harassment, sexual violence and sexual assault. For information regarding training programs, including online training, contact the Office of Institutional Equity. The University’s education also includes safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of sexual violence, sexual assault, relationship vio-

lence and stalking against a person other than such individual. BIT programs help students identify situations of concern, and provide knowledge and tools to encourage safe and successful interventions. If you would like to schedule a BIT program for your student group, please contact Alyse Campbell at 410.516.5133 or acampb39@jhu.edu. For the complete text of the policy, please visit the Sexual Violence, Sexual Assault, Relationship Violence, and Stalking Policy website.

Availability of Annual Security Report

In accordance with the Crime Awareness and Campus Security Act of 1990 (Pub.L. 102-26), as amended, and the regulations promulgated thereunder, the University issues its Annual Security Report which describes the security services at each of the University’s divisions and reports crime statistics for each of the campuses. Annually on or before September 1, a personal copy of the report is sent to every student, faculty and staff member. Additionally, it is published in the University’s Gazette and on the University’s Web page (http://www.jhu.edu). Prospective students, faculty and staff may obtain a copy from the Web page or the University’s Security Department, 14 Shriver Hall, 3400 North Charles Street, Baltimore, MD 21218-2689 Tel. 410-516-4600.

Notice to Students of Need to Complete Requirements

The University does not guarantee the award of a degree or a certificate of satisfactory completion of any course of study or training program to students enrolled in any instructional or training program. The award of degrees and certificates of satisfactory completion is conditioned upon satisfaction of all cur-
rent degree and instructional requirements at the time of such award, compliance with the University and divisional regulations, as well as performance meeting bona fide expectations of faculty. No member of the faculty is obliged to provide students or graduates with an evaluation or letter of recommendation which does not accurately reflect that faculty member’s true opinion and evaluation of academic performance and conduct.

Core Performance Standards and Capabilities for Nursing Students

Core Performance Standards and Capabilities at the School of Nursing are available upon request from the Office of Admissions.

Printing Policy

Statistics show that personal paper use is one of the major factors driving today’s environmentally damaging and extreme paper waste. The average daily web user prints 28 pages daily. 115 billion sheets of paper are used annually for personal computers.

To reduce the amount of paper waste, control increasing costs, and provide better printing options to our students, on May 24, 2013, the Johns Hopkins University School of Nursing implemented a printing and photocopying control system.

All other schools with Johns Hopkins University already implement controls on student copying and printing. Most do not provide free printing, and the costs range from $.04 to $.10 per page. All SON students will be given a quota of 1000 free black and white prints or photocopies each academic year from June 1 to the following May 31 thereafter) and any prints or copies beyond 1000 will be billed to the student’s ISIS billing account at $.04 per page.

Free Prints or Copies 1000 per year (no carryover)
Cost per page (single-sided) $.04

Based on a review of past student printing, we do not expect that most students will exceed their quota. The SON will continue to bear most of the cost of student printing and copying. We anticipate that implementing these limits will reduce wasteful printing and will help control costs.

Wireless printing is available for student laptop computers (Mac or Windows). Students are encouraged to participate in recycling efforts. Special containers for paper products are located throughout the building.

If you have any questions or concerns about this plan, please contact Michael Vaughn, Assistant Dean for Information and Technology Integration, or Nancy Davis Griffin, Associate Dean for Enrollment Management and Student Affairs.

Policies for Student Use of Shared Information Technology Resources

The Johns Hopkins University is committed to providing a robust information technology environment to support its students and faculty in the pursuit of their research and instructional objectives. Overall, undergraduate and graduate students are afforded the same access to computing and networking resources as are faculty and staff.

Hopkins Information Technology Services (Hopkins ITS) makes available both computing and networked infor-
information resources which may be used by University undergraduates, graduate students, faculty and staff. Understanding that it is important for the University to maintain an environment of open access to networked computing resources, those who use these facilities must comply with the written policies covering their use as well as the “spirit and intent” of those policies. These resources are intended to be used for instruction, independent study, authorized research and the official work of the offices, departments, recognized student organizations and agencies of the University. Students who are given access to University computer facilities and campus-wide communication networks assume responsibility for their appropriate use.

The University expects students to be careful, honest, responsible and civil in the use of computers and networks. Those who use wide-area networks (such as the Internet) to communicate with others or to connect to computers at other institutions are expected to abide by the rules of those technology systems and networks as well as those for JHU’s shared information technology systems and resources. Any activity that intentionally obstructs or hinders the authorized use of University computing and network resources is prohibited.

Please note: there is distinct misconduct that not only violates University policy but also is considered a crime by state and federal law and is, therefore, subject to criminal penalties. Such misconduct includes intrusions of the public switched networks (the telephone company) major computer network intrusions; network integrity violations; privacy violations; industrial espionage; pirated computer software; knowingly gaining unauthorized access to a computer system or data base; falsely obtaining electronic services or data without payment of required charges; destroying electronically processed, stored or in-transit data; and other crimes where computers are used to aid the commission of a criminal offense.

Students are expected to abide by these rules and policies and to consult an official of Hopkins Information Technology Services prior to any activity that would appear to threaten the security or performance of University computers and networks. Failure to do so may result in disciplinary action.

Acceptable Use Policy

Policy

The purpose of this policy is to define and establish general guidelines for proper use of information technology (IT) resources of the Johns Hopkins University and the Johns Hopkins Health System. IT resources include but are not limited to host computers; file, application, communication, mail, fax, internet, and print servers; workstations; stand-alone computers; laptops; handhelds; printers; software; data files on machines and on other storage media; hubs, routers, cables; and all other internal and external computer and communications resources. IT resources acquired by Johns Hopkins are considered property of the institution, including resources designated for the use of a single individual.

This policy applies to the Johns Hopkins University, the Johns Hopkins Hospital, the Johns Hopkins Bayview Medical Center, the Johns Hopkins Medical Services Corporation, and all of the schools, divisions, and affiliated corporations. Compliance is expected from all faculty, staff, employees, students, volunteers, officers, trustees, other workforce members, guests, and visitors.
Johns Hopkins recognizes that each principal administrative division operates independently. Each division is encouraged to develop, maintain, and publish specific procedures and practices to implement this policy according to its own academic and business needs.

“Acceptable Use” is defined as use that is consistent with Johns Hopkins’ missions of education, research, and patient care. To be acceptable, use of IT resources should be legal, ethical, and honest. It also should respect intellectual property rights and law, data ownership, and system security mechanisms. Acceptable Use respects individual rights to privacy as well as freedom from intimidation, harassment, and annoyance. It also should show consideration in the consumption and utilization of IT resources. Acceptable Use should not jeopardize Johns Hopkins’ nonprofit status.

Email and user accounts and their contents are generally considered private, but neither policy nor technology is able to guarantee privacy. Files stored on Johns Hopkins IT resources are presumed to be the property of Johns Hopkins, and there can be no expectation of privacy concerning such files stored on or transmitted across Johns Hopkins IT resources. For safety and/or legal purposes, or as needed to maintain or protect its facilities, Johns Hopkins reserves the right to copy, examine and disclose all email messages and files stored on any institution-owned media or equipment, or transmitted across or through Johns Hopkins network facilities.

Johns Hopkins complies fully with all local, state and federal laws, including the Digital Millennium Copyright Act. All legal questions should be directed to the Office of General Counsel.

Unauthorized access to or use of Johns Hopkins computer and/or network facilities is not acceptable. Improper use by a member of the Johns Hopkins community may result in loss of access privileges and disciplinary action.

Unacceptable Use
Inappropriate use of Johns Hopkins IT resources includes but is not limited to
- unauthorized access to or unauthorized use of Johns Hopkins computer and/or network facilities
- use of Johns Hopkins IT resources in violation of any applicable law
- any activity that overloads and/or interferes with the use of Johns Hopkins IT resources by others
- harassing others by sending annoying, abusive, profane, threatening, defamatory, offensive, unnecessarily repeated messages or email that appears to come from another user
- any activity designed to hinder another person’s or institution’s appropriate use of IT resources
- privacy violations; access to information, data, or networked resources to which you are not entitled
- unauthorized installation of software or hardware on Johns Hopkins IT resources
- any use of copyrighted materials in violation of copyright laws or of vendor licensing agreements
- unauthorized wired or wireless connection to a Johns Hopkins network
- intentional acquisition, storage and/or display of sexually explicit material, except for acknowledged, legitimate work-related medical, scholarly, or forensic purposes; such material is offensive to many, exposure or display may constitute sexual harassment or create a hostile work environment and such material is inappropriate in the workplace
- breaches of security, intentional or
otherwise, including improper disclosure of a password and negligent management of a server resulting in its unauthorized use or compromise

- commercial use of Johns Hopkins computing and network facilities for business purposes not related to Hopkins.

**Use of Facilities**

- Computer and network facilities are provided primarily for their educational use. These facilities have tangible value. Consequently, attempts to circumvent accounting systems or to use the computer accounts of others will be treated as forms of attempted theft.
- Students may not attempt to damage or to degrade the performance of JHU’s computers and networks and should not disrupt the work of other users.
- Students may not attempt to circumvent security systems or to exploit or probe for security holes in any JHU Network or system, nor may students attempt any such activity against other systems accessed through JHU’s facilities.
- Execution or compilation of programs designed to breach system security is prohibited unless authorized in advance.
- Students assume personal responsibility for the use of their user accounts and may not disclose their passwords or otherwise make JHU’s facilities available to unauthorized persons (including family or friends). Moreover, the possession or collection of other passwords, personal identification numbers or other secure identification information is prohibited.
- Use of JHU’s computers and networks for business-related purposes without authorization is prohibited.
- Students should not attempt to exploit, test or probe for suspected security holes on JHU’s computers or networks, but instead should report them to Hopkins ITS. Likewise, users should not disseminate to others any information that serves to circumvent or degrade system or network security or integrity.
- Physical theft, rearrangement or damage to any University computer or network equipment, facilities or property is strictly prohibited, and will be reported to the University police. This includes all public computer labs, network hubs, wiring and links.
- Students may not plug in personal computers or peripheral devices in public computer labs or connect to the JHU Network without prior authorization.
- Hopkins ITS must ensure that academic work takes precedence at all times over other computing activities in its facilities. In situations of high user demand that may strain available computer resources, Hopkins ITS reserves the right to restrict (e.g., to specific times of day) or prohibit computer entertainment activities such as game playing. Similarly, loud or disruptive behavior which may hinder academic work in the computer labs is not permitted at any time.

**Privacy of Information**

Student privacy on JHU computer systems and networks means that each account, and the contents of files associated with that account, belongs to the designated user(s); they must not be used or intruded upon by anyone else without the explicit permission of the designated owner. However, pursuant to the Electronic Communications Privacy Act of 1989, Title 18, United States Code, Sec-
tions 2510 and following, notice is hereby given that there are no facilities provided by the Johns Hopkins University that guarantee the confidentiality of files. Acceptance of a University account implies specific consent to the University to review, audit, intercept, access, and disclose all messages created, received, or sent over its computers and/or email systems for any purpose. Notice is hereby given that the University intends to exercise these rights. A user of the University’s computer systems has no right of privacy in email messages or other communications that are created, sent, received or stored on these systems. Users of the University’s computer systems and networks are advised that they should not assume the confidentiality of any message. Further, a personal password does not guarantee the confidentiality of email messages. Even when a message is deleted or erased, it is still possible to retrieve and read the message. However, it is not the routine policy of the University administrators or designees to view others’ files, and the intention is to keep files private, even though such privacy cannot be guaranteed. Therefore, any attempt to circumvent or to gain unauthorized access to private information (including both stored computer files and messages transmitted over a network) will be treated as a violation of privacy and will be cause for disciplinary action.

In general, information that a student would reasonably regard as private must be treated as private by other users. Examples include the contents of electronic mail boxes, the private file storage areas of individual users and information stored in other areas that are not public. That measures have not been taken to protect such information does not make it permissible for others to inspect it.

On shared and networked computer systems certain information about users and their activities is visible to others. Users are cautioned that certain accounting and directory information (for example, user names and electronic mail addresses), certain records of file names and executed commands, and information stored in public areas are not private. Nonetheless, such unsecured information about other users must not be manipulated in ways that they might reasonably find intrusive; for example, eavesdropping by computer and systematic monitoring of the behavior of others are likely to be considered invasions of privacy that would be cause for disciplinary action. The compilation or redistribution of information from University directories (printed or electronic) to third parties, especially those outside the University, is forbidden.

**Intellectual Property**

Copyright exists in any original work which exists or is fixed in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, scientific and other journals, photographs and articles are some examples of property subject to copyright. A copyright notice is not required.

It is a violation of copyright law to copy, distribute, display, exhibit or perform copyrighted works without permission of the owner of the copyright. For your use, the University provides many programs and data which have been obtained under contracts or licenses stating that they may not be copied, cross-assembled, or reverse-compiled. You are responsible for determining whether or not programs or data are restricted in this manner before copying, cross-assembling or reverse-compiling them in whole or in any part. If it is un-
clear whether you have permission to do so, assume that you do not. Hopkins Information Technology Services will assist with any questions regarding software usage and licensing issues.

The Recording Industry Association of America (RIAA) has brought to the University’s attention numerous cases of JHU students putting literally hundreds of copyrighted songs on sites residing on servers that are connected to the University network. We agree with RIAA’s Anti-Piracy Counsel that putting such songs on sites and downloading them amount to serious violations of United States and foreign copyright law. Persons who put copyrighted music on sites and those who download it expose themselves to civil, and possibly criminal, consequences. Should RIAA or individual copyright owners take action against students who are alleged copyright infringers, the University will not provide such person a legal defense or an indemnity against the award of damages. Such damages can amount to $100,000 per act of infringement.

Use of the JHU Network

• Users with personal computers on the JHU Network are expected to take reasonable precautions to ensure the security of their systems. Students may be held responsible for misuse by others that occurs on their systems.

• Users should not attempt to plug their personal computers into any data jack for which they are not personally registered or authorized to use. Attempts to plug into an unauthorized data jack will result in its automatic deactivation.

• Attempts to monitor, analyze or tamper with network data packets that are not explicitly addressed to your computer are prohibited.

• Using a network address other than the one assigned by Hopkins ITS is prohibited.

• Users are not permitted to register external domain names (i.e., any domain outside of JHU.edu) that reference systems on the JHU Network.

• Users may not advertise routing information on the JHU Network or act as gateways to external or private networks.

• It is prohibited to connect any secondary physical network to the JHU Network without authorization.

• Providing services or running applications which consume excessive bandwidth on the JHU Network without authorization is prohibited.

Electronic Communication

JHU neither sanctions nor censors individual expressions of opinion on its systems. However, obscene or harassing electronic communication is prohibited, as are computer messages that target others in a threatening manner.

Those who make use of online forums and other network communication utilities (e.g., newsgroups and the Web) do so voluntarily, with the understanding that they may encounter material they deem offensive. Students who subscribe, post messages or simply browse through such utilities must abide by the rules governing each in addition to JHU’s rules governing computing on campus.

Although commercial work is prohibited on JHU systems and networks, some online forums allow the posting of job opportunities and personal items for sale. Such activity is permissible within the constraints of policies specific to each forum. Hopkins ITS takes no responsibility for any fraud or misrepresentation users may encounter.
Harassment
Any unwanted, repeated communication may constitute harassment. Any communication with the direct intention of harassing, threatening, implying or otherwise causing harm to people, or classes of people, is a violation of University policy. If you should receive any harassing messages electronically, you may consider notifying the sender. Many times the sender may not realize that their communication is unwanted or offensive until you tell them. However, if the sender continues after being notified, and you do not wish to contact the sender, or if the situation becomes serious, you should contact Hopkins Information Technology Services at 410-516-HELP or integrity@jhu.edu (students in the School of Nursing should contact Computer/Network Services Office at 410-614-3482 or sonhelpdesk@jhu.edu). If the situation requires immediate attention, call University Security at 410-516-6400 (students in the School of Nursing should contact JHMI Security at 410-955-5585). Be sure to save copies of all harassing material.

Interfering with a User’s Authorized Services
Any activity which causes disruption in service to other users is considered interference. In some cases, using more resources than you are entitled to can also be considered interference (e.g., using excessive storage space on the shared systems, or flooding chat channels or newsgroups). More important, you must not monopolize computing resources for leisure activities such as game playing and other trivial applications either locally or over an affiliated network. You should refrain from using unwarranted or excessive amounts of storage printing documents or files numerous times because you have not checked thoroughly for all errors and corrections or run grossly inefficient programs when efficient alternatives are known to be available. You should be sensitive to special needs for software and services available in only one location, and cede place to those whose work requires the special items.

Sharing Resource Accounts and Passwords
Your network login and password are for your personal use only. If you share your login and password with your spouse, family members, friends or roommates, then you are giving them access to services they are not authorized to use. They may send email, post messages or even chat with people while posing as you without your knowledge. Do not share your account or password with anyone. If you suspect that someone may have obtained your password, change it immediately. If you suspect that someone has illegally accessed your login and password, notify Hopkins Information Technology Services at 410-516-HELP immediately or send email to integrity@jhu.edu (students in the School of Nursing should contact Computer/Network Services Office at 410-614-3482 or sonhelpdesk@jhu.edu). Conversely, using someone else’s password to access services or data is also a violation of University policy, regardless of how the password was obtained. **DO NOT** use anyone else’s password, account or email.

Disruption of System Security or Integrity
Tampering with the operation of any server or network resource is prohibited. Any such activity constitutes a threat to the normal operation of that resource and can potentially affect thousands of users. Any such attempt will be regarded as malicious in intent and will be dealt with as such.

Tapping phone or network lines: Run-
ning a network “sniffer” program to examine or collect data from the network is considered tapping a network and is forbidden.

Unauthorized access: Legitimate use of the University’s computer systems does not extend to what one is capable of doing on that system. In some cases, there may be security loopholes through which access can be gained to a system or to data on that system or network. This is unauthorized access. If a student accidentally permits access to his or her files through the network, you do not have the right to access those files unless you have been given explicit authorization to access the material.

Consequences of Misuse

Infractions of this shared use policy may result in loss of use of facilities, system and network privileges. Pending the outcome of an inquiry, when Hopkins ITS has reason to believe a user has violated the shared system policy, it may suspend the user’s account, or terminate processes or connections that threaten systems or network security, performance or integrity.

If, in addition to withdrawing privileges, Hopkins ITS believes the violation warrants additional disciplinary action, the infraction may be referred to the dean of students, Undergraduate Academic Ethics Board, or associate dean responsible for graduate students in the school in which the accused student is enrolled for disciplinary procedures administered by them.

Certain violations may constitute criminal activity that may be referred to local or federal law enforcement authorities. In particular, federal statutes 18 USCS 2511 (Electronic Communications Privacy Act), 18 USCS 1030 (Computer Crime Act) and Maryland State statute Article 27, Section 146, deal with the use of information technology and networking. Members of the University community are expected to respect any applicable local, state or federal laws. Should further action be applicable, as in cases that violate local, state or federal laws, the appropriate authorities will be notified.

Students will be held to the same standard of conduct (in oral, written and electronic communication) with the staff of Hopkins ITS as with other officers and staff of the University.

Conclusion

The Johns Hopkins University and Hopkins Information Technology Services recognize that our clients are extremely diverse in their needs and requirements. Providing this large range of services for research and instruction necessarily entails providing a relatively unrestricted and flexible systems and networks organization. To this end, we depend on and request that our users practice considerate and responsible computing and adhere to common sense standards. As noted in the Student Academic Manual:

So that all users can benefit from the shared systems as they are intended to be used, you are expected to follow these rules and help others follow them as well. If you know someone who is willfully performing any of the inappropriate activities listed above and/or need assistance dealing with them, send an e-mail to Hopkins Information Technology Services at integrity@jhu.edu or abuse@jhu.edu (School of Nursing students should send an email to SONComputerServices@jhu.edu).

Students are expected to refrain from conduct that injures persons or property. The University expects all students to conduct themselves as law-abiding citi-
zens, to respect the rights of others and to refrain from behavior which may impair the University’s purpose or its reputation within the community. When problems arise, they will be dealt with to ensure the unimpaired operation of our systems and network.

The facilities, shared systems and networks are extremely important and ever-changing resources for the JHU community. The University reserves the right to define what entail unauthorized student uses. As a member you are responsible for staying informed about the policies and procedures updates. This document is published on the JHUNIVERSE at http://www.hopkinsmedicine.org/som/students/policies/.

The dramatic increase in the use of computers and shared networks during the past few years has correspondingly increased the potential for abuse of the system. As a matter of policy and sound security practices, Hopkins Information Technology Services routinely logs the use of its shared computing systems and monitors the traffic and performance of the University network.

Waiver

Users recognize that systems and networks are imperfect. Hopkins ITS cannot compensate users for degradation or loss of personal data, software or hardware as a result of their use of University-owned systems or networks, or as a result of assistance they may seek from Hopkins ITS staff.

Johns Hopkins HIPAA Project

The Health Insurance Portability and Accountability Act (HIPAA) maintains as one of its main purposes the simplification and efficiency of the transmission of health information. However, simplification and efficiency should not come at the expense of the security and privacy of the health information. The Act itself presents a balanced approach to these various purposes.

The HIPAA regulations, in contrast, put privacy at the top of the Act’s goals. While providing for simplification of the transmission of electronic information, the regulations give broad-reaching protection in the area of security and privacy. Although the security regulations are not yet final, the proposed security regulations, together with the final privacy regulations, provide a true paradigm shift in how health information is treated. Historically, health care providers and insurers regarded the health information that they received from patients and subscribers as property of the health care provider or insurer. Providers and insurers freely transferred this information for business purposes, and patients and subscribers had no realistic way of knowing how that information was being used. Indeed, it was not until the late seventies and early eighties that states passed laws affirmatively providing patients and subscribers with the right to view the health information held by providers and insurers.

With the passage of the HIPAA privacy regulations, the federal government establishes that the use and disclosure of a patient’s or subscriber’s health information is within the control of the patient or subscriber, not under the control of the provider or insurer. The regulatory scheme provides that, unless there is express permission for use or disclosure of the information in the regulations, the provider and insurance company may not use or disclose the information. An all-encompassing federal law (which generally preempts state laws) now provides that the patient and subscriber must permit the use or disclosure of information, or specific exceptions must
apply.

Patients and subscribers will have the right to an account of how their health information is used and disclosed, they may ask to examine their health information, request changes to that health information, and they may change prior consents or authorizations if they change their minds. All this presents a true challenge to the health care community. Although the regulations provide exceptions for normal health care operations and payment obligations, within these general permissions, providers and insurers must determine who may see the information, how much they should see, and keep track of these uses and disclosures.
Course Descriptions

Dates and times of specific course offerings are published by the Registrar’s Office in advance of registration periods.

NR 110.303
Health Assessment
(3 credits/2 theory/1 clinical)
This course provides the nursing student an introduction to the skills of history taking, physical assessment, and documentation required for beginning nursing practice. The student will acquire needed skills to conduct a comprehensive health assessment including the physical, psychological, social, functional and environmental aspects of health. Integrated in this is the collection and analysis of data which are essential in planning safe and effective care. Effective communication, assessment, and documentation will be practiced in the laboratory setting. The student will become familiar with the techniques of physical assessment consisting of inspection, palpation, percussion, and auscultation. Emphasis is placed on health assessment as a systematic and organized examination that will provide accurate data in which to form valid nursing diagnoses and plans of care.

NR 110.304
Principles & Applications of Nursing Technology
(3 credits/2 theory, 1 clinical)
This course addresses the knowledge and skills needed to provide safe and effective care to patients in the first semester. Students will explore scientific principles related to nursing interventions and will practice psychomotor skills needed to safely and effectively implement those interventions. Principles of safe medication administration and monitoring are included to allow for students to administer medications in the clinical course Patient Centered Care. Knowledge, skills, and attitudes based on QSEN competencies, including patient-centered care, use of evidence-based guidelines, quality improvement, safety, and informatics, will be incorporated into lab practice.

NR 110.305
Issues in Aging: Nursing Care for Older Adults across the Continuum
(2 credits/theory)
This course is designed to promote understanding of the aging process, the role of the nurse and implications for promoting health in the least restrictive environment. It will include discussions of geriatric syndromes, complexity of co-morbidities while managing health outcomes, implications of transitions of care in promoting health, settings of care and economic and policy implications as well as national/international models of care. Course activities are designed to enhance the student’s critical thinking as it relates to holistic approaches to promoting health and independence in older adults.

Prerequisites: NR 110.303, 304, 306, 307P, and 313
Corequisites: NR 110.312, 314, 315, 403

NR 110.306
Professional Role Development in Nursing
(3 credits/theory)
This course introduces the beginning nursing student to principles of Quality and Safety Education in Nursing (QSEN) for application in the clinical setting: patient-centered care, evidence-based practice, informatics, quality improvement, inter-
disciplinary collaboration and teamwork, and patient safety. Further, the focus of discussion will include the nursing process, scope of professional practice in nursing and medicine, professional and leadership behaviors, ethical decision making, health care delivery, and introduction to health care policy and financing as it relates to patient care. Patient Centered Care will provide opportunities to apply this content.

Pre/corequisites: NR 110.303, 110.304, 110.307P, and 110.313

NR 110.307P

Patient Centered Care
(2 credits/clinical)
This combined clinical and laboratory course integrates the knowledge, skills and attitudes from all of the first semester courses. Students practice competencies in assessment, communication, nursing interventions, documentation, and medication administration in a variety of clinical settings. By the end of the semester, students will apply the nursing process and selected QSEN competencies to patients from diverse backgrounds.

Pre/corequisites: NR 110.303, 110.304, 110.306, and 110.313

NR 110.312

Psychiatric Mental Health Nursing
(2 credits/theory)
This course focuses on the basic psychopathology of mental disorders and the theories and principles underlying nursing care of patients with alterations in mental health status. An historical perspective on the diagnosis and treatment of mental disorders, including a discussion of the predominant theoretical frameworks for treatment will be presented. The major psychiatric diagnoses will be defined, described, and discussed in terms of their etiology, clinical manifestations, and approaches to treatment. Psychiatric nursing as a specialty area of practice and the application of psychiatric principles across clinical populations will be emphasized. Health promotion, crisis intervention, and family and community concepts related to mental illness will be addressed. Contemporary concerns will be presented related to the impact of mental illness on family stress and burden, substance abuse, and family violence. Personal, family, societal, political, legal, and ethical considerations pertaining to mental illness will be explored.

Prerequisites: NR 110.303, 304, 306, 307P, and 313

Corequisites: NR 110.314, 403

NR 110.313

Principles of Pathophysiology
(3 credits/theory)
This course presents basic knowledge of pathophysiology as applied in current nursing practice. Selected major health problems are explored, including clinical manifestations, the pathophysiology, and treatments.
NR 110.314  
*Principles of Pharmacology*  
(3 credits/theory)  
This course highlights the major drug classifications and the nursing management required for drug therapy. Information regarding the core drug knowledge (pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications and precautions, adverse effects, and drug interactions) is presented. Information on the core patient variables (health status, life-span and gender, lifestyle, diet, and habits, environment, and culture) and their use in accurate patient assessment in drug therapy is also presented. Emphasis is given to the importance of nursing management in drug therapy (maximizing therapeutic effect, minimizing adverse effects, and patient and family education). The course content provides the foundation of basic pharmacology necessary for a nurse in general practice.  
*Pre/Corequisite:* NR 110.304 and NR 110.313

NR 110.315  
*Nursing for Adult Health I*  
(2 credits/clinical)  
Student clinical experiences will be primarily in acute care settings. Students will have an opportunity to conduct comprehensive patient assessments, plan and implement care and develop skills to assess, plan and implement nursing care of adult patients with a variety of medical and/or surgical clinical situations. Comprehensive nursing care for patients with a wide range of disorders will be addressed as well as the need for patient teaching and continuity of care as the patient returns to the community.  
*Prerequisites:* NR 110.303, 304, 306, 307P, and 313  
*Corequisites:* NR 110.314 and 312

NR 110.401  
*Nursing for Adult Health II*  
(2 credits/theory)  
This course concentrates on the theories underlying the principles involved in the planning and implementation of nursing interventions appropriate for adults with various complex health problems. The health status of the American populations will be addressed with emphasis on the impact of major diseases of the individual, the family, and the community. The course will focus on developing skills in problem solving and clinical judgment so that students may function successfully in a variety of patient situations, including those where (a) rapidly changing situations predominate and (b) the aging process and the health problems of advancing age predominate. In an acute inpatient setting, students will assess,
analyze, plan, implement, and evaluate the nursing care of adult patients under direct supervision. Comprehensive nursing care for patients with a wide range of disorders will be addressed as well as the need for patient teaching and continuity of care as the patient returns to the community.

Prerequisites: NR 110.303 through NR 110.315

NR 110.401P
Adult Health II Practicum
(2 credits/clinical)
Student clinical experiences will be in primarily in acute care settings. Students will have an opportunity to conduct comprehensive patient assessments, plan and implement care and develop skills to assess, plan and implement nursing care of adult patients with a variety of medical and or surgical clinical situations. Comprehensive nursing care for patients with a wide range of disorders will be addressed as well as the need for patient teaching and continuity of care as the patient returns to the community.

NR 110.402
Nursing for Child Health
(2 credits/ theory)
In this course, the student will study the unique health and developmental needs of neonates, infants, children and adolescents. This course is designed to develop perspectives on wellness and illness in children, emphasizing family-centered care that incorporates screening, teaching, and health counseling with major illnesses and injuries. There is a strong developmental and health promotion focus across settings. The student provide care to children in diverse settings across the care continuum, taking on the nursing roles of direct care provider, teacher, counselor, advocate, and care manager. Health issues specific to children and health issues expressed in unique ways in children will be emphasized. Patient safety issues that put children at greater risk will be emphasized. Integration of clinical experience, laboratory, simulation, and theoretical knowledge is a requirement of this course.

NR 110.403
The Research Process in Nursing
(3 credits/ theory)
The purpose of this course is to introduce students to the scientific process with emphasis on its application in nursing. The steps of the research process will be presented as well as the major research
designs, including experimental and quasi-experimental studies, surveys, descriptive and qualitative designs. Students will review and critique selected nursing research studies. Emphasis is placed on developing an understanding of the logical process of research, on the scientific rigor necessary for carrying out studies of nursing interest, and on critically reading and using nursing research in nursing practice.

NR 110.404
Information Technology in Nursing
(2 credits/theory)
Students will be formally introduced to information technology in nursing, health, and healthcare. They will develop an understanding of the foundations of applied informatics and the basic concepts of informatics science. Focused upon gaining foundational informatics literacy, this course is not designed to teach how to use information technology. Instead, this course is designed to prepare students to critically analyze and synthesize the application of healthcare information technology in professional nursing practice. Nursing 404 builds on the previous clinical experience of the student.

Prerequisites: NR 110.303 through 110.315
Pre/corequisite: NR 110.403

NR 110.405
Public Health Nursing
(3 credits/theory)
This course provides students with an overview of public health nursing and highlights key public health areas of interest. The focus of care is on populations, and the provision of care includes individuals, families, communities, aggregates, systems and populations. Students synthesize their nursing education and apply new knowledge and skills towards a community and population perspective. The course emphasizes health promotion and disease prevention, using the public health sciences of epidemiology, environmental health and health policy. Students will learn the necessary steps for conducting a community assessment and developing and implementing community interventions in partnership with communities. The three core public health functions assurance, assessment, and policy development are used as a framework. Important current topics are presented to illustrate public health nursing concepts. The Public Health Nursing Interventions Wheel is the model used to describe comprehensive interventions that will guide practice. Students will learn to apply public health nursing to all areas of nursing practice incorporating a global health perspective and vision.

Prerequisites: NR 110.303 through NR 110.315 and NR 110.411.

NR 110.405P
Public Health Nursing Practicum
(2 credits/clinical)
This clinical course provides students with direct public health nursing practice experiences. Students synthesize prior nursing education into this practicum where they work under the direction of a clinical instructor, in more independent practice roles. They will use public health nursing skills integrating evidence-based nursing care with the science of public health and the behavioral and social sciences. Students generally work with vulnerable and at risk individuals, families, communities, systems, and populations. Students complete clinical experiences in a variety of community based settings and may conduct home
visits and/or work in public or private community agencies. Students conduct community assessments and community interventions, in collaboration with community organizations. They apply a multitude of critical thinking skills and conduct comprehensive public health nursing interventions, using the Public Health Nursing Interventions Wheel to guide interventions aimed to improve the health of populations. Students ultimately apply this course’s practicum skills to any nursing role, and develop their role as nurses with a global health perspective and vision.

NR 110.407
_Transitions into Professional Practice_ (2 credits/theory)
This course will assist students in the integration of theory and practice as they approach the completion of the nursing major and transition into the role of professional nurse. The theory section of the course focuses on personal leadership and the associated skills and knowledge to practice as a contemporary professional nurse. Specific areas for knowledge and skill building for clinical leadership include: health care organizations and organizational structures, organizational “fit”, communication and teamwork, legal and ethical responsibilities, delegation, conflict identification and resolution, change agent, health care costs and unit-based financial management, change and quality improvement, consumer relationships, the culture of safety, workplace issues, and role transition from graduate to professional nurse.

**Prerequisites:** NR 110.303 through NR 110.404 and NR 110.411.

**Pre/corequisites:** NR 110.405.

NR 110.408
_Transitions Practicum_ (3 credits/clinical)
Students complete 168 clinical hours with a preceptor from the assigned facility and under faculty guidance. Emphasis is placed on the synthesis of previous coursework and knowledge as students perform the role of an entry-level professional nurse. Clinical goals include development of independence in nursing practice, skill in clinical decision making, and application of nursing leadership and management theory and skills.

**Prerequisites:** NR 110.303 through NR 110.405 and NR 110.411

**Pre/corequisites:** NR 110.407 and NR 110.410.

NR 110.410
_Seminars in Nursing_ (2 credits/theory)
These courses are designed to expand the student’s learning in a specified topic related to nursing practice. Advanced theories and principles related to the delivery of nursing care in selected settings and/or with selected populations are present. These courses build on the previous coursework throughout the curriculum. Special Topics offerings vary from year to year, and they will be published in the course schedule on the school website. Some examples of Special Topics courses include: Critical Care Nursing, Global Nursing, Acute Care of Children, and Oncology/Palliative Care. Each baccalaureate student is required to take one Seminars course to fulfill graduation requirements.

**Prerequisites:** NR 110.303 through NR 110.404 and NR 110.411.

**Corequisites:** NR 110.407.

NR 110.411
Nursing the Childbearing Family
(2 credits/theory)
The course introduces the student to contemporary perspectives of health care of women during normal pregnancy, the intrapartal and postpartal periods. Course content will incorporate the growth and development of the fetus and the needs of the mother for health teaching and nutritional care during the entire childbearing experience. Emphasis is placed on the nursing aspects of care for the mother and her infant within the family context. Health problems, ethical and contemporary issues related to pregnancy and selected high-risk situations will be addressed. Maternal-infant interaction and family bonding will be emphasized. Continuity of care is stressed as the mother and child return to the home and the community.
Prerequisites: NR 110.303-315

NR 110.411P
Nursing the Childbearing Family Practicum
(2 credits/clinical)
The course introduces the student to fundamentals of childbearing processes and evidence-based care for women and their families during the antepartum, intrapartum, and postpartum periods. Emphasis is placed on recognizing and practicing nursing care that supports the physiologic processes associated with childbearing. Students will also have the opportunity to practice skills for caring for clients with childbearing-related pathologies and managing ethical and practice debates.

NR 110.422
Breastfeeding: Practice and Research
(2–3 credits, elective)
The focus of this course will be on the practice of breastfeeding in relation to culture, the evidence base for practice, the clinical techniques used to support successful breastfeeding, and the role of the nurse in the breastfeeding process. Strategies to encourage the initiation and duration of breastfeeding will be presented along with a critique of extant practices. Limited enrollment.

NR 110.425
Politics and Policy for the Health Care Professional
(2 credits, elective)
This course is an overview and an introduction to the political process relevant to health care and for health care professionals. It is intended to prepare health professionals to take active roles in policy development and patient, community, systems, and organizational advocacy. The course will review the steps involved with the political process, and provide students with the basic tools for becoming involved in politics. There will be an emphasis on how to navigate and negotiate political systems. Additionally, there will be opportunities for practical experiences in advocacy. Limited enrollment.

NR 110.426
Community Outreach to Underserved Populations in Urban Baltimore
(1 credit, elective)
Students will gain a broad perspective on factors affecting the health of underserved and vulnerable communities in urban Baltimore. Students will develop cultural competency skills to work effectively in partnership with Baltimore communities. The course
includes a broad definition of health focusing on issues such as, disparities in health and health care, social justice, vulnerable populations, housing, employment, safety, and the environment. In addition, specific Baltimore community health interventions for selected aggregates are presented with emphasis on health promotion. Students will learn about local community agencies and resources. Limited enrollment.

NR 110.427  
Community Outreach Seminar: Action, Reflection, Transformation  
(1 credit, elective)  
This course follows NR 110.426, Community Outreach, focusing on the continued development of students in their roles as community outreach nursing students. Weekly seminars will provide students with a forum to discuss current issues that they confront while they synthesize previous experiences, current service learning, and career development in nursing. Through classroom discussions, weekly logs, and required readings, students will have the opportunity to reflect on their actions working with underserved Baltimore communities. They will integrate knowledge from curricular course work and community service into an analysis about how to develop their current and future nursing careers. Selected community members will lead discussions and present such concepts as development of community programs, community resources, ethical challenges, and leadership development. This course is aimed to facilitate the development of future nurse leaders in health care. Limited enrollment.

Prerequisite: NR 110.426

NR 110.428  
Fundamentals of Forensic Nursing  
(3 credits, elective)  
This course presents an overview of the development of forensic nursing as a specialty formally recognized by the American Nurses Association. Forensic nursing, simply defined, explores where nursing practice has a high likelihood of overlapping with the legal system (i.e., child and family abuse, sexual assault, and death investigation). Students will be introduced to the most common types of forensic nursing and the expanding career opportunities in this field. Principles of thorough evidence collection and preservation will be highlighted. Students will also learn appropriate written and photographic documentation in the health record, an overview of the judicial system, and an introduction to forensic wound identification.

NR 110.429  
Intermediate Spanish for Health Professionals  
(2 credits, elective)  
This course is designed to provide students with the specific medical vocabulary and terminology necessary to communicate with and help treat Latino patients with limited English proficiency. The course will include specific vocabulary groups related to assessment and care of patients, vocabulary to establish rapport, and discussions leading to cultural competencies. The course will use pre-designed dialogues to review and learn vocabulary and grammar structures, as well as a workshop setting designed to put students into scenarios where they can use both their speaking and listening skills. Most of the course will be taught
in Spanish and because this is an intermediate course, students will be expected to have taken Spanish and retained basic conversational abilities. Limited enrollment.

NR 110.430
*Beginning Spanish for Health Professionals*
(2 credits, elective)
Students enrolled in this class will begin by learning basic Spanish language structure and vocabulary, and building appropriate phrasing and vocabulary to facilitate intake of basic information. Focus will be placed on broad vocabulary acquisition, as well as specific medical terminology. As a result, extensive memorization will be required for successful participation. Cultural competency concerns will also be discussed. Limited enrollment.

NR 110.431
*A Multidisciplinary Approach to Adolescent Depression*
(2 credits, elective)
This course prepares the nursing student to assume the role of health educator in the high school community setting. Specifically, the course focuses on depression education for adolescents. The course has three main components: understanding depression as a treatable medical illness, understanding the role of the nurse as a community health educator, and providing education to high school students about adolescent depression. By reviewing the educational principles and best practices for education, the student will begin to develop skills as a nurse educator. Pathophysiology, diagnosis, and treatment of adolescent depression will be reviewed, as will concepts related to normal adolescent growth and development. Nursing students will go into local high school classrooms to educate 9th grade students about adolescent depression. Limited enrollment.

NR 110.438
*The Science and Practice of Nursing the Neonate*
(2 credits)
This course will provide students with the opportunity to develop a comprehensive understanding of the science and the theory which are the basis for safe, effective, evidence-based care for the neonate and the developing family. Students will learn about fetal development, common teratogens and their influence, neonatal physiology, the process of adaptation to extrauterine life, and the most critical problems that interfere with successful adaptation. Students will have the opportunity to learn about the many diverse technologies used in the care of the neonate, and will participate in laboratory activities designed to prepare clinicians for neonatal care during this critical time of transition. This course will introduce students to theory and its application to practice, research and innovation. Students will be introduced to a set of social conditions which can lead to a broad range of neonatal complications. They will be introduced to key developmental and family systems theories. Course work will enable students to develop knowledge essential to expanding understanding of neonatal adaptation and maladaptation in support entry to advanced practice roles. Limited enrollment.

Prerequisite: NR 110.411

NR 110.439
*Advanced Beginner Spanish for Health Professionals*
(2 credits, elective)
This course is designed to reawaken previous language study and provide a forum for development of both basic lan-
language skills and specific medical terminology. The course will include acquisition of frequently used vocabulary, basic grammar concepts, elementary conversational vocabulary, and colloquialisms. It will include specific vocabulary groups relating to the basic assessment and care of patients. Students will be provided with opportunities to experience the five major areas of language learning: speaking, listening, reading, writing, and culture. The major focus will be on speaking and listening, with reading and writing providing concrete practice outside of the classroom. Limited enrollment.

NR 110.440
**Advanced Spanish Topics for Health Personnel**
(1 credit, elective)
This class will give students already fluent in Spanish the opportunity to practice their general as well as medical Spanish abilities in an atmosphere of Socratic discussion and active exchange of ideas based on weekly reading assignments. Topics discussed include but are not limited to: linguistic, cultural, and ethical concerns of interpreters in a medical setting; legal and social responsibilities of interpreters in a medical setting; and review of current standards for interpreting (California and Massachusetts). Limited enrollment.

*Prerequisite:* NR 110.429 Intermediate Spanish (B or better) or permission of instructor.

NR 110.441
**Faith and Health**
(2 credits, elective)
This course will provide students with the opportunity to develop an understanding of the major faith systems and their interrelation with health and health care. Students will learn the basic tenets of various belief systems and consider the role of the nurse in addressing faith as it relates to health care needs. Students will learn about Christianity, Judaism, Islam, Hinduism, Buddhism, Confucianism, Agnosticism, and Atheism. They will be exposed to scholars and religious leaders from our community who will explain their belief systems and engage in dialogues which make connections between faith and health. Course work will enable students to develop knowledge and skills essential to becoming effective, understanding, compassionate professionals. Students will acknowledge their personal faith system while developing an understanding of the great diversity of faiths held by the individuals in our community. Limited enrollment.

NR 110.442
**Collaborating for Interprofessional Care: Nursing, Medical, and Pharmacy Students Learning to Work Together and Care for Older Adults I**
(2 credits, elective)
This course is designed to promote understanding about the importance for nursing and medical students to work together in providing patient care. Seminar topics include a comparison of the similarities and differences in nursing and medical education, as well as the importance of interprofessional collaboration for providing safe, high quality patient care. Students will learn about the distinct roles of doctors, nurses and other professional members of the health care team, and will appreciate how these roles contribute to safe care delivery through a variety of learning modalities, including discussions, role play, case studies and home visits. Integrated learning of nursing and medical students will include strategies focusing on developing skills...
needed to enhance interprofessional teamwork, communication, decision-making, conflict resolution and collaboration in providing care. The Worth and Jane Daniels Initiative supports this course well as a course at the advanced practice level for nurse practitioner students and resident physicians to learn the skills of inter-professional collaboration while caring for complex community-based older patients. Permission of the instructor required. Limited enrollment. **Prerequisites:** NR.110.303, 304, 306, 307P, and 311

NR.110.443  
**Collaborating for Interprofessional Care: Nursing, Medical, and Pharmacy Students Learning to Work Together and Care for Older Adults II**  
(2 credits, elective)  
This course builds on learning outcomes of NR.110.442, Collaborating for Interprofessional Care: Nursing, Medical, and Pharmacy Students Learning to Work Together and Care for Older Adults I, and is designed to teach students the interprofessional collaborative competencies not learned in Course #1, along with strategies for applying those competencies in health care professions (nursing, medical and pharmacy) in order to work together in providing patient care. Seminar topics include discussion of the importance of team building, communication and conflict resolution within and across the disciplines of nursing, medical, and pharmacy education. Students will practice these skills by working in small groups and when planning and making interprofessional home visits to community living older adults who serve as "health care provider consultants", as well as when participating in service learning projects. Emphasis will be placed on the importance of interprofessional collaboration for providing safe, high quality patient care. Integrated collaborative learning of nursing, medical and pharmacy students will include three clinical simulation experiences across a variety of settings and clinical issues designed to emphasize the unique contributions of each discipline and the added strength of interprofessional collaboration. The Worth and Jane Daniels Initiative supports this course which is designed for pre-licensure learners, as well as a course at the advanced practice level for nurse practitioner students, resident physicians, pharmacy students, and pastoral care residents to learn the skills of interprofessional collaboration while caring for complex community-based older patients. Permission of the instructor required. Limited enrollment. **Prerequisite:** NR.110.442

NR 110.460  
**Community Perspectives on the Childbearing Process**  
(2 credits, elective)  
This course focuses on developing initial competence in the birth companion role, based on the Doula model. The Doula model emphasizes physical, emotional and informational support to the mother before, during and after childbirth. Maternal and child health nursing, and community health nursing theories and practices are introduced. Group processing of client and birth companion interactions and care management will be held biweekly. Seminars will be led by experts in the field, including lactation consultants, social workers, community health educators, and child birth educators. Requirements for course may span more than one term. Limited enrollment.
NR 110.491  
*Dying and Death: Personal and Professional Perspectives*  
(1 credit, elective)

This elective course will present an overview of concepts and issues related to dying and death. Through presentations, small group discussions and personal reflection, students will be encouraged to explore the personal and professional meanings of loss, grief and bereavement, the dying process, individual behavioral, psychosocial and spiritual responses, family concerns, and religious and cultural influences. Ethical issues, such as dying with dignity, quality of life, and euthanasia, will also be addressed. Limited enrollment.

NR 110.493  
*Family Violence*  
(1–3 credits, elective/1 theory, 1–2 clinical)

An elective focusing on the causes and extent of violence in the family, the human responses to violence, the influence of culture and community on violence in the family and nursing interventions for the problem on the primary, secondary and tertiary prevention levels. Areas of violence in the family to be examined will include child abuse, spouse abuse, sexual abuse, violence involving adolescent family members, abuse of elderly family members, and homicide. Students will also have an opportunity to experience a field placement in a community agency providing services to violent or potentially-violent families. Limited enrollment.

NR 110.495  
*Complementary and Alternative Medicine in Health Care*  
(2–3 credits, elective)

This course will familiarize health care professionals with four of the five categories of complementary/alternative health care identified by the National Institutes of Health, National Center for Complementary and Alternative Medicine (NCCAM). Within these categories students will explore leading non-traditional therapeutic alternatives that consumers and health providers are using today. These modalities/therapies are examined through latest research, guest practitioner presentations, films, student presentations, group discussion, and experiential sessions. The course will also focus on facilitating the development of students to become holistic health nurses. Limited enrollment.

NR 110.498  
*Nursing Research Seminar*  
(1 credit, elective)

This course will provide an exploration of the design and conduct of research in the health sciences. Students will be introduced to common research designs through the discussion of ongoing research of faculty. Students will examine current topics and issues in nursing research. Discussions will cover the ways in which the nursing perspective shapes the conduct and results of research. Topical seminars also will incorporate an interdisciplinary perspective. The goal is to engage students in the ongoing research of faculty and promote intellectual growth among highly motivated undergraduate students who aspire to learn more about nursing research. Topics will span two years and the course may be taken up to three times.

*Prerequisite:* Admission to the Undergraduate Research Honors Program

NR 110.499  
*Independent Study*  
(1–3 credits)
Scholarly activity under guidance of faculty serves to help students achieve professional goals. This course may be taken as elective credit.

NR 110.500
*Philosophical, Theoretical and Ethical Basis for Nursing*
(3 credits/theory)
This course will explore the conceptual, theoretical, and ethical bases of nursing. Selected conceptual models and frameworks of nursing and ethics will be analyzed with emphasis on implications for nursing practice. This course is designed to provide students with frameworks, concepts, and personal and professional exercises for approaching nursing practice issues and to enhance the student’s understanding of theoretical, conceptual and ethical issues in nursing and in health care and to respond to them specifically.

NR 110.502
*Physiology/Pathophysiology I*
(3 credits/theory)
This course focuses on the interrelationship between normal physiology and pathophysiology across the lifespan. It is designed to expand the student’s understanding of the pathophysiology underlying dysfunction in selected diseases that advanced practice nurses may commonly encounter in their patient populations. Using an integrative approach, representative alternations in physiologic function common throughout the lifespan are addressed. Completion of this course will enable the student to analyze and address physiologic challenges of practice. In addition, it will provide foundational knowledge for use in research involving issues that impact clinical practice. Weekly lectures/discussions are organized based on systems and cover topics from the cellular level, up to major organ systems.

**Prerequisites:** Undergraduate Anatomy, Physiology, and Pathophysiology.

NR 110.503
*Applications of Research to Practice*
(3 credits/theory)
This course prepares students for clinical, management, or education leadership roles in health care through translation of the best available evidence into practice within organizations and application of research for nursing practice. Students will develop skills and knowledge needed to review and synthesize the strength of evidence available, and recommend practice changes if indicated. Topics covered include: a review of the research process (including theoretical framework, design, and analysis, research design hierarchy), research critique, rating and synthesizing the strength of evidence, decision making for practice, research and research translation opportunities (outcomes, evaluation research, quality improvement, cost-effectiveness analysis), risk adjustment, measurement, research ethics, and organizational change.

**Pre/Corequisite:** NR 110.501

NR 110.504
*Context of Health Care*
(3 credits/theory)
This three-credit course examines the scope and status of professional roles and responsibilities of nurses prepared for advanced clinical and managerial placements in diverse health care settings. Course content and activities will focus on understanding forces driving contemporary health care and enhancing skills in outcomes evaluation, as well as efficient and effective function in a continuous change health care environment.

NR 110.507
*Statistical Literacy and Reasoning In*
**Nursing Research**  
(3 credits/theory)  
This course develops statistical literacy and statistical reasoning knowledge and skills, enabling students to critically read and evaluate healthcare and nursing literature. The emphasis is on understanding the relevance and use of statistics in nursing research. Published nursing research articles in peer reviewed nursing and healthcare journals will be used to motivate each topic covered in class.

NR 110.508  
**Clinical Pharmacology**  
(3 credits/theory)  
This course focuses on the clinical uses and mechanisms of action of drug groups used in altered states of physiological function. Pharmacological mechanisms, drug interactions, side effects and contraindications will be presented as bases for clinical judgment and management of patients.

NR 110.518  
**Occupational Health and Vulnerable Worker Populations**  
(2 credits)  
Discusses occupational health program considerations (including all levels of prevention) for vulnerable populations, using examples such as the health needs of women workers, shift workers, aging workers, families of workers, and workers with chronic diseases and impairments. Focuses on strategies for identifying and removing barriers that affect health and work performance; program development and management responsibilities; and cost issues related to implementing selected preventative and rehabilitative programs. Presents relevant research findings on the ability of vulnerable populations to benefit from safe and healthy working lives.

**NR 110.520 A-K**  
**CNS Role Specialty Practicum I**  
(3 credits/clinical)  
Based on a student’s past experience, this practicum will be individualized to provide the student with opportunities to develop the diverse roles and skills of a clinical nurse specialist. Relevant role foci include: educator, clinical expert, consultant, researcher, and change agent. Essential skills include leadership, interdisciplinary collaboration and communication. Students are expected to integrate knowledge of disease, evidence-based practice, advanced care coordination, and principles of patient/staff education as components of advanced nursing practice in the care of patients and families with complex needs across the continuum of health care. Students begin to integrate and apply their understanding of their roles across three spheres of influence: patient and family, staff, and systems.  
Prerequisites: NR 110.536, NR 110.537, and NR 110.549  
Pre/Corequisites: NR 110.500, NR 110.504, and NR 110.508  
Corequisite: NR 110.546 preferred

**NR 110.521 A-K**  
**CNS Specialty Practicum II**  
(3 credits/clinical)  
This course builds on previous CNS clinical and didactic coursework and provides opportunities to enhance, integrate and apply knowledge and skills in the roles of the CNS. Clinical experiences are individualized to provide students with opportunities to build practical and theoretical depth with a specific population focus across the health care continuum from wellness through acute and/or critical care. Students are expected to integrate knowledge of disease, advanced physiology and assessment, medical, nursing, and symptom management, in
order to lead care coordination across the population age span. Students will apply CNS roles in the care of patients and families. Clinical experiences in a specialty area enhance depth of knowledge in role and population foci.

**Prerequisites:** NR 110.520, NR 110.536 or 537, and NR 110.549

NR 110.522 A-K

**CNS Outcomes Specialty Practicum III**

(3 credits/clinical)

This capstone course focuses on the application of case management methods in a selected population. Biopsychosocial and ethical concepts, advanced health assessment skills, and systems theory presented in previous course work will be integrated and applied to the advanced specialty health care needs of patients. Proficiency in the entry, validation, analysis and presentation of patient outcomes data will be developed in the computer lab and applied in the clinical setting.

**Prerequisites:** NR 110.521 and NR 110.501

**Pre/Corequisite:** NR 110.500

NR 110.523

**Clinical Judgment in Advanced Acute Care Nursing I**

(1 credit)

This course provides the clinical nurse specialist student with opportunities to increase the depth of their acute and critical care knowledge. Students will synthesize knowledge of complex disease, multisystem pathophysiology, and advanced physical assessment; identify and evaluate evidence based medical, nursing and symptom management plans of care; propose strategies for measuring outcomes driven care; recommend strategies for professional and patient education in the care of adult patients and families with critical care needs across the health care continuum; and suggest appropriate referrals and consultations.

NR.110.524

**Clinical Judgment in Advanced Acute Care Nursing II**

(1 credit)

This course provides the clinical nurse specialist student with opportunities to demonstrate advanced clinical judgment and to increase their depth of acute and critical care knowledge. This course builds on NR.110.523 and extends the diversity and complexity of cases. Students will synthesize knowledge of complex diseases, multisystem pathophysiology, and advanced physical assessment. Students identify and evaluate evidence based medical, nursing and symptom management plans of care. Students propose strategies for measuring outcomes driven care; recommend strategies for professional and patient education in the care of adult patients and families with critical care needs across the health care continuum; and suggest appropriate referrals and consultations.

**Pre/corequisites:** NR.110.520, NR.110.521, NR.110.523

NR.110.525

**Linking Primary Care to Public Health Principles through Service Learning**

(2 credits, elective)

Service-learning differs from a traditional clinical course or participating in volunteer services. In addition to the underlying theme of social justice, there is equal emphasis on achieving the partnering organization goals as well as student learning. The goal of this elective course is to provide an experience exploring approaches to integrating primary care and public health through project-based experiential learning. Students will work in small groups to implement one or
more of the recommendations from the Institute of Medicine (IOM) report, “Primary Care and Public Health: Exploring Integration to Improve Population Health.” Students will complete a project in a real-world setting to be specified by a partnering community-based organization (CBO). Limited enrollment.

NR 110.526
Clinical Judgment in Pediatric Critical Care I
(1 credit)
This course provides the pediatric critical care clinical nurse specialist student with opportunities for clinical judgment to increase their depth of pediatric critical care knowledge. Students will synthesize knowledge of complex diseases, multisystem pathophysiology, and advanced physical assessment. Identify and evaluate evidence based medical, nursing and symptom management plans of care. Propose strategies for measuring outcomes driven care. Recommend strategies for professional and patient education in the care of pediatric patients and families with critical care needs across the health care continuum. Suggest appropriate referrals and consultations.

NR 110.527
Clinical Judgment in Pediatric Critical Care II
(1 credit)
This course provides the clinical nurse specialist with opportunities for clinical judgment to increase their depth of pediatric critical care knowledge. This course builds upon NR.110.526. Students will synthesize knowledge of complex diseases, multisystem pathophysiology, and advanced physical assessment. Identify and evaluate evidence based medical, nursing and symptom management plans of care. Propose strategies for measuring outcomes driven care. Recommend strategies for professional and patient education in the care of pediatric patients and families with critical care needs across the health care continuum. Suggest appropriate referrals and consultations.

NR 110.531
Occupational and Environmental Health Nursing
(1 credit/theory)
This elective course focuses on occupational and environmental health and the role of the nurse in these settings. Students will participate in seminars and directed reading focusing on approaches to recognizing and preventing occupational and environmental disease, an overview of selected hazardous exposures and their health effects, and the components of an occupational health program. Special emphasis will be placed on the interaction of the worker with the workplace and the maintenance of health and prevention of disease and disability. A field trip to a local industry will provide an opportunity to participate in a plant walkthrough and complete a written workplace assessment that incorporates the nursing process.

NR 110.536
Health Assessment and Measurement: Adult/Geriatric Variations
(1 credit/clinical)
This course provides an intensive and comprehensive introduction to the skills of history taking and advanced physical assessment for the adult/geriatric patient. Lectures are designed to help the family or adult (primary care or acute care) nurse practitioner student or clinical nurse specialist student apply their knowledge of physical assessment of
adult/geriatric clients to the primary care or acute care setting. Emphasis is placed on the differentiation between normal and abnormal findings, recognition of common health problems, and the process of critically thinking through problems related to adult/geriatric health.

Corequisite: NR 110.549

NR 110.537

Health Assessment and Measurement: Pediatric Variations
(1 credit/clinical)
This course provides an intensive and comprehensive introduction to the skills of history taking and advanced physical assessment for the pediatric patient, from newborns through adolescence. Lectures are designed to help the nurse practitioner (NP) or Clinical Nurse Specialist (CNS) student apply their knowledge of general physical assessment to pediatric and adolescent clients in the primary care setting. Emphasis is placed on interviewing and physical exam techniques for different developmental levels, documentation of data, the differentiation between normal and abnormal findings, recognition of common health problems, and the process of critically thinking through problems related to child health.

Pre/Corequisites: NR 110.502, 110.508, 110.548, and 110.549

NR 110.540

Teaching Strategies in Nursing
(3 credits/theory)
The principles underlying the teaching of adult learners will be examined and applied to classroom and clinical settings, in both academic and practice settings. 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.

NR.110.543

Teaching Practicum
(1-3 credits)
This course is designed to meet the needs of the individual learner with regard to clinical and/or classroom experiences. The faculty mentor works with the learner to develop goals and learning experiences relevant to the educational setting. The clinical experience may be with students enrolled in didactic courses, in laboratory settings, or in patient care settings; the content or setting will be one that matches the student's area of advanced practice specialization, for example, adult health nursing, pediatric nursing, psychiatric nursing. Whenever possible the patient care setting will be in an agency which serves the medically underserved. Course preceptors will be full-time faculty with expertise in the student's area of advanced practice specialization.

NR 110.546

Health Promotion and Disease Prevention
(1–2 credits)
This course introduces the student to current issues, theories and research in health promotion and disease prevention related to individuals, families, aggregates, and communities. The role of the advanced practice nurse in risk assessment, counseling, education and screening will be emphasized, as well as thinking broadly about health promotion needs from an ecological perspective. The first hour of each class will focus on the theoretical issues of health promotion and disease prevention. Practicum students in the second hour will examine the clinical issues relevant to health promotion throughout the lifespan. A case study approach will be emphasized.
NR 110.547
Diagnosis, Symptom and Illness Management I—Adult
(2 credits/theory)
This course provides didactic content to prepare the advanced practice nurse to provide primary and/or acute care to adults, including older persons, experiencing health problems in one or more body systems. Nurse practitioner students focus on health care for all populations, with particular emphasis on underserved and those from other cultures. Students also emphasize health promotion and disease prevention, screening of adult and older populations, and providing culturally competent care. Didactic content addresses comprehensive diagnosis and management of common health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with both acute and chronic conditions. Professional, ethical, and legal issues are also addressed.
Pre/Corequisites: NR 110.549, NR 110.536, and NR 110.502

NR 110.548
Diagnosis, Symptom and Illness Management I—Pediatrics
(2 credits/theory)
This course provides didactic information to prepare the pediatric or family nurse practitioner student to provide primary care for the pediatric population, from birth through adolescence. Emphasis is placed on integration of nursing process and theory with techniques of clinical health assessment and management of infants, children, and adolescents. Didactic content addresses comprehensive diagnosis and management of common health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with both acute and chronic conditions. The course has a strong focus on health promotion, disease prevention, the care of underserved populations, and culturally competent care.
Pre/Corequisites: NR 110.549, NR 110.537, NR 110.502, and NR 110.508

NR 110.549
Health Assessment and Measurement
(2 credits/theory)
This course provides an intensive and comprehensive introduction to the skills of history taking and advanced physical assessment. Lectures are designed to help the students apply their knowledge of physical assessment to both primary and acute care settings. Emphasis is placed on differentiation between normal and abnormal findings, recognition of common health problems, and the process of critically thinking through problems.
Pre/Corequisites: NR 110.502, NR 110.508, and NR 110.536 or NR 110.537 and NR 110.547 or NR 110.548

NR 110.551
Advanced Practice in Primary Care I—Adult
(4 credits/clinical)
This course provides clinical experience in adult health care settings (adolescent ages 16 through geriatric). It emphasizes the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision making throughout the entire spectrum of the adult lifespan. Students will perform comprehensive and episodic clinical assessments, including appropriate diagnostic testing and therapeutic interventions. Management of both stable, chronic illness and treatment of acute, episodic health problems will be accomplished with the direction of clinical preceptors.
Students will work with faculty, nurse practitioner, physician assistant, and physician preceptors in a variety of primary care and specialty clinical practicum sites including college health services, health maintenance organizations, community based clinics, long-term care, assisted living, continuing care, retirement communities, occupational health settings, urgent care/fast track, and private practice. Clinical placements are arranged by faculty with individual preceptors. Preceptors and students arrange mutually convenient clinical hours. A minimum of 224(AGNP)/196(FNP) clinical hours are required this semester; this works out to around 14 hours per week for FNP students and 16 hours per week for AGNP students. A two hour weekly clinical seminar will review diagnostic and treatment regimens in a case study format. Information presented will focus on the collection of subjective and objective data, pertinent laboratory findings, diagnostic tests, differential diagnoses and a plan for therapeutic intervention. Cases will focus on underserved, vulnerable, and elder patient populations.

**Prerequisites:** NR 110.502, 110.508, 110.549, 110.536, 110.547

**Corequisites:** 110.557, 110.589

NR 110.552

**Advanced Practice in Primary Care I — Pediatrics**

(4 credits/clinical)

This course provides clinical experience in pediatric health care settings (infant through adolescent). It emphasizes the integration of theory, development, health promotion and disease prevention, and clinical decision making. Students will perform comprehensive and episodic clinical assessments, including appropriate diagnostic testing and therapeutic interventions. Management of both stable, chronic illness and treatment of acute, episodic health problems will be accomplished with the direction of clinical preceptors. Clinical placements are arranged by faculty with individual preceptors. A minimum of 14 clinical hours per week are required. A two hour weekly clinical seminar will review diagnostic and treatment regimens in a case study format. Information presented will focus on the collection of subjective and objective data, pertinent laboratory findings, diagnostic tests, differential diagnoses and a plan for therapeutic intervention. Student participation in clinical practice during University holidays, such as Spring Break, requires the availability of University clinical faculty for back-up and must be pre-approved by both the clinical faculty member and the course coordinator.

**Prerequisites:** NR 110.502, 110.508, 110.549, 110.537, 110.548

**Corequisites:** NR 110.558, 110.589

NR 110.553

**Advanced Practice in Primary Care II— Adult**

(3 credits/clinical)

This course prepares students to diagnose, treat and follow up common episodic and chronic illnesses throughout the adult lifespan including young adults, adults and older adults. It integrates biomedical, psychological, social, and nursing aspects of care that is based on age, gender, culture, and ethnicity. Emphasis is on (1) defining a model of advanced nursing practice in various clinical settings; and (2) longitudinal experience in the primary care management of selected clients, including underserved populations, in collaboration with other health care professionals, and 3) the application and utilization of evidence based practice. Clinical seminars will emphasize critical diagnos-
tic and management information.

**Prerequisites:** NR 110.551 and NR 110.557

NR 110.554
*Advanced Practice in Primary Care II—Pediatrics*
(3 credits/clinical)
This course is the second precepted clinical course for the students, and a continuation of the pediatric nurse practitioner clinical course sequence.
This course further prepares students to diagnose, treat and follow up common illnesses of increasing complexity in children and adolescents. It integrates biomedical, psychological, social, and nursing aspects of care. Emphasis is on (1) refining a model of advanced practice nursing in various clinical settings; and (2) longitudinal experience in the primary care management of selected clients, including underserved populations, in collaboration with other health care professionals. Clinical seminars will emphasize critical diagnostic and management information.

**Prerequisites:** NR 110.552 and NR 110.558

NR 110.557
*Diagnosis, Symptom and Illness Management in Pediatrics II*
(2 credits/clinical)
This course provides didactic information to prepare the Advanced Practice Nurse to provide primary care to the pediatric population, from birth through adolescence. Emphasis is placed on integration of nursing process and theory with techniques of clinical health assessment and management of infants, children and adolescents. Didactic content addresses comprehensive diagnosis and management of common health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with both acute and chronic conditions. The course has a strong focus on health promotion, disease prevention, the care of underserved populations, and culturally competent care.

**Prerequisites:** NR 110.548 and NR 110.549

**Corequisite:** NR 110.551

NR 110.558
*Diagnosis, Symptom and Illness Management in Pediatrics II*
(2 credits/theory)
This course provides didactic information to prepare the Advanced Practice Nurse to provide primary care to the pediatric population, from birth through adolescence. Emphasis is placed on integration of nursing process and theory with techniques of clinical health assessment and management of infants, children and adolescents. Didactic content addresses comprehensive diagnosis and management of common health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with both acute and chronic conditions. The course has a strong focus on health promotion, disease prevention, the care of underserved populations, and culturally competent care.

**Prerequisites:** NR 110.548 and NR 110.549

**Corequisite:** NR 110.552

NR 110.560
*Program Development and Evaluation in Health Care*
(2 credits/theory)
This course is an introduction to the basic methods of program evaluation. Emphasis is given to designs that are popular and feasible in health care set-
tings, and to programs for vulnerable populations. Consultant and group facilitation skills are described and assessed.

**Prerequisites:** NR 110.501  
**Pre/Corequisite:** NR 110.503

**NR 110.562**  
*Advanced Practice in Acute Care I*  
(4 credits/clinical)  
This course fosters clinical competency and emphasizes evidence-based practice in adult acute/critical health care settings. It emphasizes the integration of theory, assessment and advanced therapeutics in high acuity patient settings. Students will perform comprehensive clinical assessment including appropriate diagnostic and therapeutic testing. Management of acute health problems will be accomplished with the direction of clinical preceptors. Clinical placements are arranged by faculty and will include placement in one of a variety of acute/critical care areas including, but not limited to: CCU, MICU, SICU, ED, intermediate care, and specialty services such as transplant and oncology. Gerontology experiences in complex long-term care, rehabilitation and/or inpatient units specializing in the Acute Care of Elders will also be provided. At weekly seminars, currently recommended diagnostic and treatment regimens will be discussed in a lecture and case study format. Information presented will focus on pathophysiology, subjective and objective clinical data including physical examination, laboratory and diagnostic test results, differential diagnosis and development of a management plan within the scope of ACNP practice.

**Prerequisites:** NR 110.549 and NR 110.572  
**Pre/Corequisite:** NR 110.508  
**Corequisite:** NR 110.557

**NR 110.563**  
*Advanced Practice in Acute Care II*  
(3 credits/clinical)  
This clinical course prepares students to diagnose, treat, and follow patients with acute/critical health problems. Emphasis is placed on the highest acuity of the disease entities encountered in acute/critical care areas.

**Prerequisite:** NR 110.562

**NR 110.565**  
*Advanced Practice Nursing: Clinical Topics and Professional Issues—Adult/Geriatric Primary Care NP*  
(4 credits/clinical)  
This course integrates the biomedical, psychological, and social elements of nurse practitioner practice. Under the supervision of faculty and an experienced preceptor, students will provide in-depth, advanced practice nursing care to patients with complex health problems. Patients will include those from underserved populations and there is an emphasis on integrating current nursing and biomedical research evidence into the clinical decision-making process. Professional issues relevant to nurse practitioners will be explored.

**Prerequisite:** NR 110.553

**NR 110.566**  
*Advanced Practice Nursing: Clinical Topics and Professional Issues—Pediatric Primary Care NP*  
(4 credits/clinical)  
This course integrates the biomedical, psychological, and social elements of nurse practitioner practice. Under the supervision of an experienced preceptor, students will provide in-depth, advanced practice nursing care to children and adolescents with complex health problems. Patients will include those from underserved populations, and there is an
emphasis on integrating current nursing and biomedical research evidence into the clinical decision-making process. Professional issues relevant to nurse practitioners will be explored.

*Prerequisite:* NR 110.554

**NR 110.567**

*Advanced Practice Nursing: Clinical Topics and Professional Issues—Adult/Geriatric Acute Care NP*  
(4 credits/clinical)  
This course integrates the biomedical, psychological, and social elements of nurse practitioner practice. Under the supervision of an experienced preceptor, students will provide in-depth, advanced practice nursing care to patients with acute, critical, chronic and complex health problems across the adult age span. Integration of current nursing and biomedical research evidence into the clinical decision-making process will be emphasized. Professional issues relevant to nurse practitioners will be explored.

**NR 110.569**

*Advanced Practice in Women’s Health*  
(4 credits/theory, clinical)  
This course provides clinical experience in ambulatory obstetric and gynecologic health care settings. (Note: Students in this course may only see females ages 12 and older for OB/GYN issues, and males ages 12 and older for STD diagnosis and treatment). It emphasizes the integration and application of theory, health promotion, disease prevention, the diagnostic process, and clinical decision making to women’s health issues. Students will perform comprehensive clinical assessments, including appropriate diagnostic testing and therapeutic interventions. Management of routine prenatal, postnatal, and gynecologic care and health problems will be accomplished under the direction of clinical preceptors. Seminar classes utilize both an interactive lecture and/or a case study format to review and analyze the diagnostic (process) and treatment regimens. While cases will focus on diverse populations of women, there will be an emphasis on women from underserved populations.

*Prerequisites:* NR 110.533 or NR 110.554

**NR 110.572**

*Advanced Diagnostics and Therapeutics*  
(2 credits/clinical)  
This clinical course introduces students to the role and scope of practice for Adult Gerontology – Acute Care Nurse Practitioners. Methods of advanced assessment and treatment modalities utilized with acutely and critically ill adults and elders are discussed. Content includes nutritional support, fluid and electrolyte replacement, transfusion medicine, hemodynamic monitoring and mechanical ventilation. Analysis of relevant laboratory and advanced cardiopulmonary assessment data is included. Laboratory practice is provided for procedures such as suturing, intubation and line insertion, as well as application of other invasive therapeutic and diagnostic devices.

*Pre/Corequisites:* NR 110.508 and NR 110.549

**NR.110.573**

*Neurobiology of Mental Disorders*  
(1 credit, theory)  
Building on fundamental knowledge of anatomy, physiology, and pathophysiology, this course focuses on major mental disorders across the lifespan. Various factors underlying causality of these disorders including developmental, genetic, injury, trauma, infection, and degeneration are explored. Complex networks necessary for maintaining homeostasis within the brain and between the brain and body will be examined in relation to these disorders. This course lays the groundwork for advanced practice nurses.
caring for individuals with mental disorders including substance use disorders. **Corequisites:** NR.110.574, NR.110.575, and NR.110.576

NR.110.574  
**Clinical Psychopharmacology**  
(1 credit, theory)  
This course provides an overview of the principles and best practices for using psychopharmacology to treat mental disorders across the lifespan. A case-based approach is used to examine the clinical uses, neuropharmacological mechanisms, risks, benefits, and outcomes of commonly used psychotropic drugs in the context of a comprehensive treatment plan. **Corequisites:** NR.110.573, NR.110.575, and NR.110.576

NR.110.575  
**Differential Diagnosis of Mental Disorders**  
(1 credit, theory)  
This course uses a case-based approach to learning differential psychiatric diagnosis. Students develop advanced skills for the differential diagnosis of mental disorders, including observational and interviewing skills, and the use and interpretation of screening tools, laboratory tests, and behavioral assessments. Case studies will be based on the most current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM 5) and other appropriate nosological methodologies for diagnosis. **Corequisites:** NR.110.573, NR.110.574, and NR.110.576

NR.110.576  
**Psychotherapeutic Frameworks and Modalities**  
(2 credits, theory)  
This course provides an overview of major concepts, theories, and research related to psychotherapeutic treatments for mental disorders across the lifespan. Emphasis is placed on the integration of two content areas: techniques of psychotherapeutic case formulation, intervention and evaluation; and the application of brief psychotherapies. Evidence-based applications of brief Cognitive Behavioral Therapy and Motivational Interviewing will be examined in detail. **Corequisites:** NR.110.573, NR.110.574, and NR.110.575

NR.110.577  
**Psychiatric Mental Health Nurse Practitioner Practicum: Adult/Gero**  
(4 credits, 1 theory, 3 clinical)  
This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of three content areas: screening, diagnosis, case formulation, intervention and evaluation; advanced practice role in combining brief psychotherapies with psychopharmacologic treatments; and the specific needs of adults. Clinical experiences allow students the opportunity to develop specialized skills in adult and geriatric mental health care. **Prerequisites:** NR.110.573, NR.110.574, NR.110.575, and NR.110.576 **Corequisite:** NR.110.536 (if needed), and NR.110.537 (if needed)

NR.110.578  
**Psychiatric Mental Health Nurse Practitioner Practicum: Peds/Family**  
(4 credits, 1 theory, 3 clinical)  
This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of three content areas: screening, diagnosis, case formulation, intervention and evaluation; advanced practice role in combining brief psychotherapies with psychopharmacologic treatments; and the specific needs of children and families. Clinical experiences allow students the opportunity to develop specialized skills in child/adolescent and family mental health care. **Prerequisites:** NR.110.573, NR.110.574, NR.110.575, and NR.110.576
NR 110.583
*Family as a Unit Clinical Investigation*  
(4 credits)
This course integrates theory and research in clinical application of the care of families by nurse practitioners. Students will provide care to adults and/or children within their family context in one clinical setting under the guidance of a clinical preceptor. Emphasis is on applying theory and research to families with members experiencing complex health problems. Related professional issues will be explored in the clinical seminar.

*Prerequisites:* NR 110.551 or NR 110.552 and NR 110.569

NR 110.589
*Human and Family Development Across the Lifespan*
(2-3 credits/theory)
This course provides an overview of major concepts, theories, and research related to human development across the lifespan from the prenatal period to death. Simultaneously, major theories and research related to family development across the lifespan are also examined. Significant factors that influence individual and family development functioning are explored. A variety of assessment tools for assessing development and functioning of individuals and families as well as strategies for intervening with individuals and family are examined. The role of the APN in assessment, implementing intervention, and evaluating outcomes aimed at promoting human development and family functioning are critically examined and discussed.

NR 110.590/PH 303.609
*Health and Homelessness Interdivisional Course Offering*
(2 credits, elective/theory)
This will introduce students to the issues of homelessness and its relationship to health. The format will be a combination of lectures, panel discussions and community site visit. Topics to be covered will include factors leading to homelessness, myths about homelessness, barriers to accessing services, health problems that arise from homelessness, multidisciplinary approaches to health care for homeless persons, and advocacy strategies. Method of student evaluation will be based upon completion of the two-day weekend course and one community site observational session, as well as a project and written report.

NR 110.591
*Dying and Death: Personal and Professional Perspectives*
(1 credits, elective)  
See NR 110.491 for description.

NR 110.593
*Family Violence*
(1–3 credits, elective)  
See NR 110.493 for description.

NR 110.595
*Complementary and Alternative Medicine in Health Care*
(2–3 credits, elective)  
See NR 110.495 for description.

NR 110.599
*Independent Study*
(1–3 credits)  
Scholarly activity under guidance of faculty serves to help students achieve professional goals. This course may be taken as elective credit.

NR 110.601
*Advanced Clinical Care Practicum*
(2 credits/clinical)  
Students with three or less years of clinical experience in the selected
specialty area will be required to choose a clinical area for advanced practice under preceptor guidance. Emphasis will be placed on the development of confidence, competence, and independence in nursing practice with the selected specialty population.

NR 110.602  
*Advanced Practicum in Nursing Health Systems*  
(1–4 credits/clinical)  
Based on the student’s past nursing management experiences, this practicum will be individualized to provide the student with an opportunity to develop the role of nurse manager or nurse administrator in selected health care settings. Students will be expected to integrate knowledge of nursing management strategies, nursing leadership, and the management and organization sciences as they apply to nursing management practice.

NR 110.605  
*Leadership and Management in Health Care*  
(3 credits/theory)  
This didactic course is focused on the analysis, integration, and application of principles of leadership and management to health care organizations and to population-based efforts across the health care delivery system. Special emphasis is placed on the practical skills needed for nurses to succeed as leaders and managers in today’s local, state, national, and international health care environment. *Prerequisite:* NR 110.512 recommended.

NR 110.607  
*Health Systems Management I*  
(3 credits)  
Based on the student’s past nursing management experience, this individualized planned practicum will provide the student with an opportunity to explore the role of nurse manager or nurse administrator (multiple settings) within the context of an administrative issue.

NR 110.608  
*Business Plan*  
(1 credit/theory)  
This course is designed to integrate previous learning involving the important tools for business planning, strategic management techniques, and decision making as it relates to a specific case study.  
*Prerequisites:* NR 110.605, NR 110.512, and Financial Management Theory requirement.

NR 110.609  
*Health Systems Management II – Specialty Practice*  
(3 credits)  
The focus of this practicum and didactic course is on specific strategies of management related to the administrative role of nurses within the contemporary health care environment. Managerial functions of planning, organizing, leading and evaluation will be applied and analyzed across the health care system and opportunities to develop management skills will be offered. Other topics such as resource allocation, labor relations, team building, business communication, performance management and career development are included.  
*Prerequisite:* NR 110.500. Recommended corequisite: NR 110.605

NR 110.611  
*Health Systems Management III – Outcomes Management*  
(3 credits)  
This capstone course focuses on the application of case management meth-
ods in a selected population. Biopsychosocial and ethical concepts, advanced health assessment skills, and systems theory presented in previous course work will be integrated and applied to the advanced specialty health care needs of patients. Proficiency in the entry, validation, analysis and presentation of patient outcomes data will be developed in the computer lab and applied in the clinical setting.

*Prerequisite:* NR 110.501

**NR 110.612**  
*Diagnosis, Care, and Management of Persons with HIV/AIDS (Local to Global)*  
(2-3 credits)  
This course provides the student with evidence-based clinical management strategies for HIV and HIV/AIDS focusing initially on management of persons locally, then shifting focus at the end of the course to global HIV/AIDS issues. The course will examine diagnostic testing and clinical management strategies for opportunistic infections, common co-morbid conditions in persons with HIV/AIDS, as well as chronic health conditions resulting from HIV therapy. Prevention techniques including vaccination schedules, antimicrobial prophylaxis, and risk-reduction interventions will be discussed. Case studies from inpatient, outpatient, community-based organizations and correctional populations will be used to integrate clinical decision-making skills to real world HIV/AIDS case examples. During the last two days of the course, the focus will turn from HIV management in the U.S. to care and management in underserved populations and under-resourced settings both in the U.S. and abroad. This section of the course will allow students to identify a focus country to explore HIV/AIDS programmatic issues, care and treatment responses, and to develop a focused plan to address a specific need.

*Prerequisite:* Completion of an undergraduate level pharmacology course.

**NR 110.613**  
*Health Assessment: HIV and Associated Comorbidities*  
(1 credit, clinical)  
This clinical course provides the student with an experiential clinical evaluation opportunity for persons with HIV and HIV/AIDS including associated comorbidity. The course will apply didactic instruction from NR.110.612 in the diagnosis, assessment and initial clinical management strategies for opportunistic infections, common co-morbid conditions in persons with HIV/AIDS, as well as chronic health conditions resulting from HIV therapy. Clinical case studies and exemplar patients will be utilized from inpatient and outpatient clinics to integrate clinical decision making skills to real world HIV/AIDS case examples.

*Pre/Corequisites:* NR.110.502, 110.508, 110.547, 110.536, and 110.612

**NR.110.614**  
*Complex Continuity of Care of HIV and Associated Comorbidities*  
(3 credits, 2 theory, 1 clinical)  
This seminar and clinical course is designed for students in the last semester of their program as a means of synthesis and preparation for transition into independent practice including all three of the National HIV/AIDS Strategic goals. Beginning in the prior spring semester (start of HIV-PCC Program), students will have been assigned 1 day per week in an HIV primary care setting. In this course, students have the opportunity to critically evaluate the care they have provided over
the last 12 months. Students will be required to conduct panel management reviews of primary care guideline adherence, discussion of integration of interprofessional team approaches, review of challenging cases and all hospitalizations as well as ethical decisions in care such as palliative care decision making. Students will be required to directly address ways to reduce health disparities across their patient panel. Comorbidity management in collaboration with other specialists will also be emphasized by requiring a specialty clinical rotation. This course has a central focus on high quality primary care for the PLWHA and associated comorbidity. The student will complete a minimum of 56 clinical hours in HIV specialty care settings. Placement will be prioritized based on clinical experiences to date. For example, if a student has already had substantial experience with Hepatitis/HIV co-infection, we will prioritize students for such placement who have not had a similar experience. 

**Prerequisites:** NR.110.502, NR.110.508, NR.110.536, NR.110.547, NR.110.549, and NR.110.612.

**NR 110.618**

*Leadership for the Complex Learning Organization*  
(2 credits)

This advanced organizational behavior leadership course focuses on theory and practical application of leadership and management and organizational behavioral theories within a complex healthcare environment. Students will explore transformational leadership theories and perform self-assessments. The student will explore leadership concepts at the personal, organizational, and staff levels. Throughout the course, students will explore contemporary hot topics that influence and are influenced by organization behavior. The student will identify emerging issues and the use of innovation and interprofessional relationships to meet ongoing challenges in the healthcare organizational environment.

**NR 110.622**

*Breastfeeding: Practice and Research*  
(2–3 credits, elective)  
See NR 110.422 for description. Limited enrollment.

**NR 110.623**

*Schools and Health*  
(2 credits/theory)  
This course examines research and inter-
ventions to promote health and disease prevention for grades K-12 in educational institutions. Topics include history and development of school health, school health activities organized by the eight components of the CDC coordinated school health program model, relationship of in-school interventions to students’ health, health care access and academic outcomes, school health policy and politics, and impact of school context on research methodology and findings. Student evaluation based on class participation, a paper and a field interview report.

*Note:* This course is offered in the School of Public Health PH 380.721.

NR 110.626
*Community Perspectives on the Childbearing Process*
(2 credits, elective)

This course focuses on developing initial competence in the birth companion role, based on the Doula model. The Doula model emphasizes physical, emotional, and informational support to the mother before, during, and after childbirth. Maternal and child health nursing and community health nursing theories and practices are reinforced. In addition to class time, biweekly meetings are held to discuss birth experiences and case management issues, and to hear presentations from experts in the field, including lactation consultants, social workers, community health educators and child birth educators. Requirements for course may span more than one term. Limited enrollment.

NR 110.628
*Fundamentals of Forensic Nursing*
(3 credits, elective)
See NR 110.428 for description.

NR 110.629
*Intermediate Spanish for Health Professionals*
(2 credits, elective)
See NR 110.429 for description. Limited enrollment.

NR 110.630
*Beginning Spanish for Health Professionals*
(2 credits, elective)
See NR 110.430 for description. Limited enrollment.

NR 110.631
*Health Emergencies in Large Populations*
(3 credits, elective)
This intensive course will create an understanding of the public health needs of populations caught up in disaster and conflict. This includes the background, underlying causes, and the dynamics which cause populations to be vulnerable in emergencies. Conceptually, students will understand the link between disaster and development, and how development programs reduce risks for vulnerable populations. Students will be equipped with basic skills to allow them to respond to the public health needs of populations in emergency situations. These include areas of planning, epidemiological assessment, control of communicable disease, information and surveillance systems, environmental sanitation methods, and meeting nutrition requirements in refugee situations. The course will provide an understanding of some other major refugee issues including protection of populations at risk, building human security and meeting mental health needs of affected populations. Through course work and course materials the important link between human rights, human security, and the more technical aspects of
responses will be emphasized.

NR.110.634
*Concepts in Disaster Preparedness, Management and Response*
(2 credits, elective)
This course will provide students with the basic knowledge, skills and a heightened awareness of the major components of disaster preparedness and response. Course content and activities focus on understanding the core concepts in critical event mass casualty and disaster management. Course content is designed to assist students in developing initial competence in disaster and mass casualty nursing based upon the International Council of Nurses (ICN) competencies for Disaster Nursing and the Centers for Disease Control and Prevention (CDC) competencies for Public Health Emergency Preparedness.

NR 110.637
*Clinical Simulations and Other Technologies in Nursing Education*
(3 credits, elective)
The purpose of this course will be to provide the learner with knowledge on how to develop clinical simulations as well as to using the simulation pedagogy in the classroom, laboratory, or for clinical practica. Clinical scenarios will be designed using a theoretical framework. Teaching strategies when using clinical simulations will be discussed and knowledge on development of an evaluation plan to ensure attainment of learning outcomes will be reviewed. In addition the use of other technologies that can be incorporated in nursing education will be explored with exemplars provided for educators to consider.

NR 110.638
*Curriculum Theory and Design*
(3 credits)
This course focuses on the underlying philosophic and theoretical foundations that inform academic curriculum design and practice. The underlying competing philosophical and practical perspectives of curriculum design are full of contradictions, challenges, uncertainties and directions. Course participants will critically analyze these frameworks and perspectives as background for critiquing and designing academic nursing curricula and courses. This course is about what we teach, why we teach, who we teach, how we teach, and the ever-changing context in which we teach. Attempts to revolutionize nursing curricula in the 1990s did not happen. Course participants will be challenged to think critically about ways to transform and revitalize nursing curricula.

NR 110.639
*Advanced Beginner Spanish for Health Professionals*
(2 credits, elective)
See NR 110.439 for description. Limited enrollment.

NR 110.640
*Advanced Spanish Topics for Health Personnel*
(1 credit, elective)
See NR 110.440 for description. Limited enrollment.

NR 110.641
*Online Teaching and Learning: Development and Instruction*
(3 credits, elective)
The purpose of this course is to provide the learner with necessary knowledge and tools to develop and teach in an online course platform. Key design features when developing an online course will be examined in addition to the best practices and evidence-based bench-
marks for online teaching and learning. Teaching strategies and guidelines for the educator to use in his/her own instructional setting will be reviewed.

NR 110.662
Advanced Practice Nursing: Acute Care of Adult Patients
(3-5 credits/clinical)
See NR 110.563 for description. This course is available to Accelerated Post-master’s ACNP students only.

NR 110.663
Advanced Practice Nursing: Case Studies in Acute Care Nursing
(3-5 credits/clinical)
See NR 110.562 for description.

NR 110.710
Diagnosis and Management of Infectious Diseases
(2 credits, elective)
The advanced practice nurse is called upon to evaluate a myriad of patient issues resulting from infectious agents. This course provides the student with evidence-based clinical management strategies for emerging and other prevalent infectious diseases. The course focuses on infectious diseases impacting individuals within U.S. inpatient and outpatient settings. It relies and builds upon previous academic coursework and clinical nursing experience. The course will examine diagnostic testing and clinical management strategies for viral, bacterial, rickettsial, zoonotic, and parasitic infections. Prevention techniques including vaccination schedules, antimicrobial prophylaxis, and risk-reduction interventions will be discussed. Case studies will be used to integrate clinical decision-making skills to real world infectious disease examples. The improper use of antibiotics and resulting multi-drug resistant agents that contribute to increasing infection and the impact on societal and economic trends will be discussed.

NR 110.730
Evaluation: From Individual to Program
(3 credits)
The principles guiding evaluation in nursing academia will be examined. Emphasis will be placed on the role of administrators, faculty, students, and communities of interest in the evaluation process. Methods, techniques, and strategies used to conduct assessment of the individual student performance in a variety of settings and evaluation of overall program effectiveness will be analyzed. Aspects of faculty evaluation will also be explored, as they relate to appointment, promotion, and tenure. Accreditation standards from the Commission on Collegiate Education in Nursing, the National League for Nursing Accreditation Commission, and selected nursing specialty organizations will be discussed.

NR 110.800
Philosophical Perspectives in Health
(3 credits/theory)
This course draws from and integrates the literatures of nursing theory and science studies (specifically philosophy of science, sociology of science and history of nursing science) to provide a comprehensive understanding of the nature of nursing science and the knowledge it provides. The course explores several central topics in the philosophy of science: (1) the nature of scientific method, (2) scientific explanations, and (3) probability and the related concept of evidence. Contrasting theoretical and methodological viewpoints will be discussed and applications made to nursing science theory, research, and practice.

NR 110.809
Advanced Research Design I  
(3 credits/theory)  
This course will provide an in-depth exploration of the design and conduct of research in the health sciences. Students will evaluate common research designs, sources of bias and how to minimize bias in all steps of the research process across designs, and assess major concepts and principles relevant to research design and analytical approaches. Students will learn the strengths and weaknesses as well as when and how to use these designs and methods by studying and critiquing relevant examples from the literature and ongoing research by faculty. Special issues in the analysis and interpretation of data from various research designs will be addressed. Discussions also will cover the ways in which the nursing perspective shapes the conduct and results of research.  
Corequisite: PH 110.621 and PH 110.622 or special permission of instructor.

NR 110.810  
Theories and Concepts of Health Behavior and Health Promotion  
(3 credits/theory)  
This course focuses on the theoretical foundations of health behavior and health promotion as a basis for nursing research. The theory and principles of how health behavior patterns of individuals, families, and communities are acquired, maintained and changed are emphasized. The influence of social and psychological factors such as ethnicity, socioeconomic status, gender, and social support is included. Selected research applications of theories and models of health promotion are analyzed and relevant research methodologies discussed.

NR 110.811  
Symptom Evaluation and Management  
(3 credits/theory)  
This course focuses on the theoretical and empirical foundations of common symptoms as a basis for nursing practice. Each symptom is approached from biobehavioral and socio-cultural theoretical perspectives emphasizing the state of the science with regard to definitions, theoretical models, assessment/measurement, and clinical management strategies. Symptoms such as pain, fatigue, anxiety, and cognitive changes will be examined as responses to illness or disability and/or treatment across the lifespan.

NR 110.814  
Scientific Perspectives in Nursing  
(3 credits/theory)  
This seminar is a synthesis of concepts of philosophy, theory, and research used in the development and testing of nursing knowledge. Concept analysis and construction, theory development, and the relationships among conceptual frameworks, theories and empirical referents are critically analyzed. The course considers nursing and related sciences with regard to the theories and research methods which characterize them. It examines the evolution of nursing theories and research and teaches critical evaluation from the perspective of contemporary philosophy of science and research methodology. Students are guided to consider the philosophic assumptions upon which specific theories are based and how the nature of the research problem and theory guides the choice of research method. They are also guided in the process of a critical review and synthesis of nursing and other knowledge in their own area of concentration and in the identification of key concepts and relationships for their own planned research.  
Prerequisite: NR 110.800
NR 110.818  
*Seminar in Violence Research*  
(1 credit, elective)  
This seminar examines current topics and issues on violence prevention, intervention, and policy research using an interdisciplinary perspective. It will include faculty from the schools of Nursing, Medicine and Public Health at Johns Hopkins University and other leading experts on violence research. Topics will include the physical and psycho-social factors in the perpetration of violence, physical and mental health effects of family and stranger violence, complex interrelationships of substance abuse and violence, and the efficacy of individual and system health care interventions. Community-level violence policy, prevention, interventions, and health care access for violence-related health effects will also be examined. Research design, cultural factors, interdisciplinary collaboration, and bioethical issues specific to violence research will be examined. Topics will span two years, and the course may be taken up to four times.

NR 110.821  
*Advanced Nursing Health Policy*  
(3 credits/theory)  
This course uses a framework of policy analysis to examine the processes by which national health and nursing policies are determined. The influence of economics on health and nursing care delivery are factors that influence the acquisition and use of nursing resources and the regulation of professional practice. Specific policy areas relevant to nursing that reflect the contemporary health care environments are selected for discussion. Secondary sources of data for the study of nursing policy are identified.

NR 110.824  
*Stress and Stress Responses*  
(3 credits, elective)  
This seminar is a synthesis of concepts of philosophy, theory, and design used in the development and testing of knowledge regarding the phenomenon of stress, responses to stress and interventions to ameliorate stress. Multiple dimensions of these phenomena are to be considered, including spiritual, psychological, biological, behavioral, social, and environmental. Factors and units of analysis encompass the individual, family and community.
NR 110.826  
*Advanced Research Design II*  
(3 credits/theory)  
This course will provide an in-depth exploration of advanced research design in the health sciences. Students will evaluate the theory and application of meta-analysis techniques for quantitative analysis. Students will learn methods of economic analysis using the major methods of cost evaluation. Attention will be given to issues related to the conduct of secondary analysis of data including the reliability and validity of and access to organizational, state, and national data sets. Qualitative research approaches will be critically analyzed for their theoretical underpinnings, assumptions and methods of analysis. Issues such as the rigor of qualitative design, secondary data analysis, meta-synthesis and funding opportunities will be discussed.  
*Prerequisite:* NR 110.800, PH 140.621 and PH 140.622

NR 110.827  
*Grant Writing*  
(1 credit/theory)  
This seminar course provides a foundation upon which to build skills for writing grant applications from seeking appropriate mechanisms for accomplishing the dissertation through the completion of the application. Included in this continuum are the articulation of the back-ground and significance, methods, plans for analysis, and discussion regarding human subjects and vertebrate animals. In applicable cases, the National Research Service Award (NRSA) mechanism is to be the focus.

NR 110.828  
*Measurement in Health Care Research*  
(3 credits/theory)  
This course presents both qualitative and quantitative approaches to analyze reliability, validity, and sensitivity of measurements in the health research field. Selected measurement theories and models of health research will be discussed. Classic measurement theories and principles of psychometrics, including reliability and validity, and latent variable-based measurement models, including exploratory factor analysis will be discussed and employed in evaluating data for instrument reliability, validity and sensitivity. This course is designed for doctoral students in Nursing, Public Health and Medicine.

NR 110.830  
*The Evolving Roles of the Nurse Educator*  
(3 credits/theory)  
The purpose of this course is to provide the learner with an overview of the evolving roles of the nurse educator within the context of an ever-changing health care system and educational environment. The focus is on the educator as a teacher, collaborator, researcher/scholar, and practitioner/scholar. It is anticipated that, at the end of the course, the learner will have formulated a personal working philosophy of nursing education.
Writing for Publication
(1 credit/theory)
This course is designed to introduce students to issues relevant to scholarly scientific writing, and the publication process. Seminar topics will include factors to be considered in selecting a journal, authorship guidelines, challenges to successful writing (writer’s block, procrastination, time management), scientific impact factor, reference-managing software, literature searches and scientific documentation, and steps in critiquing one’s own and others’ writing. This course provides opportunities to students to revise and prepare a paper to the point of submitting it for publication to an appropriate professional journal. Permission of the instructor is required for students not enrolled in a doctoral program at the Johns Hopkins School of Nursing.

Advanced Seminar in Translational Research
(3 credits)
This seminar will focus on effective strategies for the design, implementation, analysis and translation of significant clinical and community-based interventions aimed at prevention or amelioration of health and social threats to individual, family and community well-being. Effective intervention research in nursing and other fields will be reviewed with an emphasis on the aspects of those studies that led to effective intervention and success in addressing important research questions. The seminar will address intervention design, implementation, measurement, analysis, and translation of research into clinical or community-based practices. Seminar material will be discussed in the context of ongoing intervention research by Johns Hopkins University School of Nursing and other Hopkins faculty and doctoral students when relevant.

Pre/Corequisite: Matriculation in PhD program or permission of instructor.

International Health Systems and Research
(1-3 credits/variable)
This course involves the guided study of how cultural, political, and economic forces influence the health care and nursing needs of one country or region. Particular attention will be given to ethical principles or norms that guide the responsible conduct of research and how to apply them to research in the country/region under study. Students will explore concepts related to the responsible conduct of research or research misconduct including informed consent for research participation, scientific freedom, collaboration, and authorship. The status of nursing education, licensure, and practice and how these factors influence nursing research in the country/region under study will be reviewed. A major emphasis is on learning through cultural informants from the area under study in addition to reviewing the literature on nursing and health care research of the area. Implications for future international research collaborations in nursing and health care are emphasized.

Current Issues and Trends in Cardiovascular Health Promotion Research
(3 credits, elective)
This course is offered to PhD, DNP, and MSN students. In this course students examine current issues and trends in cardiovascular health promotion research. Topics reflect the current state of the science. Research concepts regarding
risk factors, screening approaches, and risk reduction, with impact on specific health parameters, are explored. Implications for primordial, primary and secondary prevention strategies for cardiovascular risk management delivered at the public health, community, and provider level are examined. Implications for clinical practice, with particular focus on vulnerable populations, will be are discussed from theoretical and evidence-based practice perspectives. Selected research applications of cardiovascular health promotion interventions will be analyzed and research methodologies will be critiqued.

NR.110.836
Critical Applications of Advanced Statistical Models
(3 credits)
This course provides a conceptual framework and practical approach for the design, analysis, and interpretation of studies with longitudinal, hierarchical, or multilevel data using generalized linear mixed models (GLMM). Case-studies in the literature are used to motivate each topic. Topics include model specification, estimation, selection, and inference for GLMM, with a focus on applications to nursing research. Understanding will be emphasized with computer applications (SAS/Stata/PASW) and examples drawn from the nursing research literature and clinical and administrative databases.

Prerequisite: Completion of PH 140.621-140.623 (B or better) or permission of instructor

NR.110.837
Technology and eTools to Conduct, Facilitate, Implement and Manage Research
(3 credits)
This course presents a broad overview of the informatics research field highlighting conceptual and methodological challenges to conduct, facilitate, implement and manage research using various technologies and strategies to address these challenges. Sampling issues such as sources of selection bias and strategies to engage underserved and international populations will be examined. The effect of mixed mode (online and mailed or telephone) survey administration on response rate and psychometric properties of instruments will be analyzed. Data management tools that allow online storage and back-up to ensure data security and provide formatting options to import and export data to allow for ease of analysis, will be examined. Key concepts in the course include research standards, ethical considerations, and safety across various platforms. Evidence-based findings will be explored to support the use of the various technologies and tools that are discussed to support, facilitate, conduct data collection, manage, or to disseminate research findings.

NR.110.838
Salivary Bioscience Laboratory
(1 credit)
The goals of this course are to provide students with an in-depth review of theory and research on the integration of stress-related salivary analytes into developmental, social, behavioral, and health sciences. There is a lecture and a laboratory component. The lecture component covers theoretical perspectives; oral fluid as biological specimens; practical aspects of sample handling, collection, and study design; basics of immunoassay used for assaying saliva; and hints for writing papers, presentations, and proposals. The laboratory component includes hands-on supervised training on sample processing, salivary immunoas-
say, and kinetic reaction assays. Samples will be collected, assayed, and data generated for discussion and analysis. The course is intended for students who have no prior laboratory experience. The course will cover theory and research on the psychological, biological, and social aspects of stress, and reactions to stress, and will highlight themes related to biological sensitivity to context, social ecology, individual differences, and biobehavioral and public health. The course emphasizes collaborative problem-based learning, and learning by doing rather than by listening and reading. This course will take advantage of resources at the Center for Interdisciplinary Salivary Bioscience Research to create opportunity for hands-on activities that complement what is discussed in the seminar. This is a 2 day (16 hours of instruction) course designed for faculty, post-docs, and advanced graduate students that will be offered 4-6 times per year. The course meets 8:30-5:30 on two consecutive days.

Pre/corequisite: Permission of instructor required

NR 110.890
Dissertation Seminar
(1 credit)
This seminar provides a means by which progressing PhD students can gather to present and critique each other regarding progress through their dissertation, have a forum for problem solving and solution sharing, and remain up to date regarding regulations in health care and research, and career development.

NR 110.891
Responsibilities and Activities of the Nurse Scientist
(3 credits/theory)
This seminar addresses the responsibilities and activities of a scientist in the health professions, including ethical issues, scientific freedom and social responsibility, collaboration and negotiation, interdisciplinary research peer review, development of a research plan, program of research and research career, research funding, presentations, and publications.

Prerequisites: NR 110.814 or permission of instructor.

NR.110.898
Independent Study
(1-3 credits)

NR 110.899
Dissertation
(2 credits)

NR.210.800
Foundation for Scholarship
(3 credits)
This on-line seminar facilitates return to academic work. Students learn the essentials of effective scholarly writing and logical presentation of ideas. Students learn about writing well, evaluate the writing of others, and apply lessons learned to their own original scholarly writing. Course objectives are accomplished by reading and critiquing professional writing, creating original documents, and integrating feedback to improve work.

NR 210.801
Analytical Approaches for Outcomes Management
(3 credits)
This course prepares the student to analyze epidemiological, biostatistical, managerial, and other healthcare related data concerning individuals, aggregates, populations, and organizational systems. Students learn business and economic procedures to analyze cost effectiveness
of initiatives to improve quality and safety of health care outcomes. Organization of relevant variables for incorporation in databases, identification of appropriate analyses for health care-related questions, and synthesis of diverse approaches to understanding health problems in the literature will be integrated into coursework.

Corequisites: NR 210.803 and NR 210.896

NR 210.802
Advanced Nursing Health Policy
(3 credits)
This course examines the public and private sector function of creating and implementing nursing and health policy. The role of political, legal, ethical and social philosophy in defining nursing and health services is examined. There is continued development of student competence in analytic methods for the study of complex nursing and health policy issues. The course considers how policy made by different branches of government and various public and private organizations deeply affects nursing as a profession, its ability to deliver care and the impact on the areas of technology development, assessment and management; professional practice regulation; and patient outcomes management.
Pre/Corequisites: NR 210.801, NR 210.803, and NR 210.896

NR 210.803
Nursing Inquiry for Evidence-Based Practice
(3 credits)
This blended course focuses on evidence-based practice as a form of nursing inquiry for doctoral practice. The conceptualization, definition, theoretical foundations, rationale and methods of evidence-based practice are evaluated, and related research described. Systematic reviews are critiqued, as a part of the search for and evaluation of evidence on a selected clinical topic of concern. This course provides the background for the second evidence-based practice course on translation of evidence.
Pre/Corequisites: NR 210.801 and NR 210.896

NR 210.804
Organizational and Systems Leadership for Quality Care
(3 credits)
This course facilitates leading, advocating, and managing the application of innovative responses to organizational challenges. Emphasis is placed on development and evaluation of care delivery approaches that meet the needs of targeted patient populations by enhancing accountability for effective and efficient health care, quality improvement, and patient safety. This course focuses on development of strategies to implement change initiatives, manage conflict, and manage the ethical dilemmas inherent in health care organizations.
Prerequisites: NR 210.801, NR 210.802, NR 210.803, and NR 210.896
Corequisites: NR 210.805 and NR 210.897

NR 210.805
Translating Evidence into Practice
(3 credits)
This course follows Nursing Inquiry for Evidence-Based Nursing Practice, and focuses on the integration and application of knowledge into practice. The translation of evidence into practice, including the theoretical and practical challenges is analyzed through the use of case studies. Theories of change, caring, human needs and value systems, finan-
cial, ethical and social implications are considered in the translation of evidence into practice. Translation methods, including informatics, reorganization, work flow, and other approaches are discussed. Dissemination strategies are applied to proposed improvements in practice and clinical care outcomes.

Prerequisites: NR 210.801, NR 210.802, NR 210.803, and NR 210.896
Corequisites: NR 210.804 and NR 210.897

NR 210.806
Health Economics and Finance
(3 credits)
Using economic intuition and logic, this course analyzes the diverse factors which influence the production and distribution of health care services. The course also explores methods of financing health care. Economic policy, health care regulation, and the impact of both on the health care industry and society are explored. Budgeting and cost evaluation are examined. Major topics include: health care system as a market; health care production functions; supply and demand for health care services; health and social insurance; resource allocation; competition and regulation; and the financial management of resources.

Prerequisites: NR 210.801–803 and NR 210.896
Corequisites: NR 210.804 and NR 210.805

NR.210.807
Clinical Data Management I
(2 credits)
Clinical data management is an essential component of evaluating any Evidence Based Practice / Performance Improvement project. A high caliber data management plan and its implementation will provide key stakeholders and decision-makers with the information necessary to make decisions about the value and continuance of each evidence-based intervention. Components of high caliber data management include clearly identified outcomes linked to variables and data sources; appropriate data collected for the purpose of measuring these outcomes; adequate statistical power to determine success of the project; proper data cleaning and manipulation techniques; appropriate statistical methods for measuring the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders. The clinical data management course will provide students with the knowledge and skills necessary to develop and execute the data management plan for the capstone project.

In clinical data management 1, the data management plan and sample size determination are refined. Data collection for the Capstone project is in the beginning stages and data management focuses on data collection techniques, cleaning of data, and manipulation of data. Data governance is explored in detail and students interpret data governance policy related to their project and distinguish the ways in which they are adhering to their own data governance plan. Students begin the process of exploratory data analysis using data collected to-date.

Pre/Co-requisites: NR.210.804, 210.805

NR.210.808
Clinical Data Management II
(2 credits)
Clinical data management is an essential component of evaluating any Evidence Based Practice / Performance Improvement project. A high caliber data management plan and its implementation will
provide key stakeholders and decision-makers with the information necessary to make decisions about the value and continuance of each evidence-based intervention. Components of high caliber data management include clearly identified outcomes linked to variables and data sources; appropriate data collected for the purpose of measuring these outcomes; adequate statistical power to determine success of the project; proper data cleaning and manipulation techniques; appropriate statistical methods for measuring the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders. The clinical data management course will provide students with the knowledge and skills necessary to develop and execute the data management plan for the capstone project. In clinical data management 2 students complete data collection for their capstone project. Data management focuses on the complete execution of the evaluation plan. Data cleansing and manipulation continue and are finalized. Exploratory data analysis is executed with the complete data set. In the exploratory phase populations are described in detail, characteristics and distributions of key variables are explored, and any bias or confounding effects are identified. Outcomes data analysis is completed as well as any adjustment for bias or confounding. Students then focus on interpretation and dissemination of results to meet the needs of various stakeholders in both written and oral formats.

Pre/Co-requisite: NR.210.804

NR 210.810
*Consulting Services: Supporting Organization and Systems Leadership*

(3 credits)
The purpose of this elective in the DNP program is to provide a framework for the use and delivery of consultative services in health services organizations. In the U.S., consulting services are provided to healthcare delivery organizations, federal healthcare and research initiatives including veteran and military health, health policy groups, and professional organizations. As executives and leaders in these organizations, nurses recommend, select, procure, and evaluate consulting services. Leaders in nursing are also requested to provide consultation based on their area of research, expertise, or organizational leadership. This elective will focus on foundations of consultative relationships; consultant roles—from the individual service provider to mega international firms; business basics including contracts and ethics; and evaluation of consulting service value. Students will analyze current healthcare consulting strategies; interact with healthcare consultants representing various service and business models; and develop an executive consultation plan based on a healthcare information technology case study.

NR 210.812
*Writing Program Grants*
(3 credits)
Health care leaders need to know how to access funds to support innovative programs. This online course is designed to build students’ knowledge and skills for writing proposals to a range of foundations and government agencies requesting funds to support health-related programs. Course content will focus on describing a clear and compelling need for selected health-related programs; developing a concise executive summary; creating a budget; finding and selecting
appropriate funding sources; and understanding grantee responsibilities after an award has been made.

NR 210.813
*Complexity of Health Care Systems*
(3 credits)
The purpose of this elective in the DNP program is to provide a theoretical framework for understanding the complexity of the health care system, as it pertains to organizations and to population health. This elective will focus on the theory of complex adaptive systems in four strategic areas of health care practice: quality and safety; innovation and diffusion—medical devices and information technologies; policy issues in coordination of care; and evidence-based practice and evaluation. Two current social policy issues will provide the context for consideration of complex systems: U.S. Health Reform and Health Consumerism. Nurse executives and other nursing leaders in health care practice in a complex systems environment. They continually make decisions about strategic programs, initiatives, and investments in health care services that affect and are affected by other system elements. Students will analyze their capstone projects in the context of complex adaptive systems and present the analysis to the class. They will also develop a strategic health care initiative of their choosing, based on principles of complex adaptive systems that demonstrates health care system complexity.

NR 210.819
*Information Systems and Technology for the Improvement and Transformation of Health Care*
(2 credits, elective)
This course focuses on the evaluation and use of information systems/technology and patient care technology supportive of clinical and administrative decision-making relevant to patient care, care systems, and quality improvement.

NR 210.895
*Independent Study*
(1–3 credits/variable)
Scholarly activity under the guidance of faculty serves to help students achieve professional goals. This course may be taken as elective credit.

NR 210.896
*Capstone I: Mentored Scholarship*
(3 credits)
The first course of the capstone experience provides students with the foundation upon which to develop the scholarly project. Focus is on identification of a significant practice problem. Students state that problem in scholarly terms using local, regional, national and international data and evidence as appropriate. They begin a search and pro section of the evidence to elucidate the problem and support the work of scholarly translation.

*Corequisites: NR 210.801 and NR 210.803*

NR 210.897
*Capstone II: Project Plan*
(3 credits)
The DNP translates evidence into practice with the goal of improving outcomes. This second course in the capstone sequence provides students with the tools and direction needed to develop a comprehensive project management plan which will guide the work of translation and the remainder of the capstone experience. This plan will establish clear aims, describe activities required to achieve those aims, provide a detailed description of the planned innovation,
and state methods for evaluation. Risks to participants will be clearly described and plans to mitigate or manage risk developed. The need for IRB review will be determined along with organizational readiness for the proposed innovation. Students present and defend the project plan in a formal justification at the end of the semester. Approval by the faculty is required before implementation begins.  

Prerequisites: NR 210.801–NR 210.803, and NR 210.896  
Corequisites: NR 210.804–NR 210.806

NR 210.898  
Capstone III: Implementation  
(3 credits)  
This capstone experience provides opportunity for the student to execute the project plan in collaboration with the sponsoring site in a way that assures fidelity with the findings in the evidence and the plan approved by the IRB. The experience reflects the interest of the student and is designed to meet individual interests and career goals. This advanced practice experience allows the student to learn to manage time and resources, assess implementation issues, and utilize communication and collaboration strategies while working with a clinical mentor and a diverse interprofessional team to implement the project plan.  

Prerequisites: NR 210.801, NR 210.806, NR 210.896, and NR 210.897

NR 210.899  
Capstone IV: Evaluation  
(3 credits)  
This is the final component of the capstone experience. The course content, as in the other capstone experiences, reflects the interest of the student and is designed to meet individual student needs and career goals. This final course allows the student, with guidance from mentor and faculty, to complete the clinical project and finalize the scholarly written and oral report to disseminate and integrate new knowledge. The final products will reflect the student’s ability to employ effective communication and collaboration skills, to take a leadership role, to influence health care quality and safety, to evaluate practice, and successfully negotiate change in health care delivery for individuals, families, populations, or systems across a broad spectrum of healthcare.  


preparedness and response to mass casualties. This knowledge will be applied to support the healthcare needs of individuals and populations affected by a disaster or critical event. It will identify leadership and planning roles pertaining to forensic nurses and the clinical management of victims in the various health-care systems.  

Pre/corequisite: NR 110.628

NR 500.601  
Public Health Nursing: Theory and Practice  
(3 credits/theory)  
Analysis of theories relevant to nursing and public health will assist the student in the identification of the unique role of public health nursing across settings. Students will explore the role and function of public health nursing in primary and secondary prevention in the community, state, and nation. Special emphasis will be placed on assessing the community as client and developing models of community-based health promotion and prevention.
NR 500.602
Public Health Nursing: Theory and Practice Practicum
(3 credits/clinical)
Students conduct a community assessment and write a proposal to address or prevent a risk factor or health problem in that population/community. The practicum is conducted in a community agency or established program for a total of 168 hours.
Prerequisites: NR 500.601, NR 500.604, NR 500.605, PH 340.606, and PH 140.611/612 or PH 140.621, PH 140.622, and PH 140.623

NR 500.604
Population-Based Public Health Nursing Interventions
(2-3 credits/clinical)
This course will integrate evidence-based practice from the public health and public health nursing fields and is designed to be a practicum course to build practice skills within a variety of public health settings. The course will focus on interventions that include the individual/family and community, with an emphasis on the community and systems levels. The 17 public health interventions in the Public Health Nursing Intervention Wheel will be the basis of seminar discussions and placement within a variety of settings. Research in the fields of public health and public health nursing will be used to substantiate interventions. Students will complete either 112 or 168 clinical hours depending upon the number of clinical hours (2-3 credits) in which they are enrolled.
Prerequisite: NR 500.601

NR 500.605
Public Health Nursing Leadership and Management
(3 credits/clinical)
This didactic course is focused on the analysis, integration and application of principles of leadership and management to health care organizations and to population-based efforts across the health care delivery system. Special emphasis is placed on the practical skills needed for nurses to succeed as leaders and managers in today’s local, state, national, and international health care environment.
Prerequisites: NR 500.601

NR 500.606
Public Health Leadership, Management, and Evaluation Capstone Practicum
(3 credits/clinical)
The course content addresses the application of principles and theories of leadership, management, and evaluation in a public health nursing setting. The educational focus will be mentored, but student-directed, leadership and evaluation skills development. Each student will be expected to complete an internship with a public health-related agency (168 hours total). During this placement, the student will conduct a program evaluation and analyze the use of management and leadership skills within the agency. The student’s leadership skill development will be enhanced by working collaboratively with leaders in their host agency. Early in the semester, each student will identify her/his specific learning and skills development objectives. Faculty will guide students through the process of meeting these. Weekly seminars complement the field experience.
Prerequisites: NR 500.602 and NR 110.560
NR 500.607
*Public Health Nursing/NP Capstone Practicum*
(1 credit)
This course will provide MSN-NP/MPH students with the opportunity to integrate their knowledge of public health problems and population-based assessment, prevention and intervention, with direct care and evaluation of clinical outcomes. Applying this knowledge to the evaluation of public health policy will be an integrating theme of the course. This course will fulfill the SPH Capstone and Integrating Experience requirement.

**Courses Offered by the Johns Hopkins Bloomberg School of Public Health**

Courses from the Johns Hopkins School of Public Health are taken by students in the master’s and doctoral programs. Specific courses and electives used are noted in each major area of study and are to be planned with advisers.

The Johns Hopkins Bloomberg School of Public Health offers quarter credits rather than semester credits. The standard conversion is:

- 1 quarter unit = 1 semester credit
- 2 quarter units = 1.5 semester credits
- 3 quarter units = 2 semester credits
- 4 quarter units = 3 semester credits
- 5 quarter units = 3.5 semester credits
School of Nursing Administration

Patricia M. Davidson, PhD, Med, RN, FAAN
Dean, Professor of Nursing

Martha N. Hill, PhD, RN, FAAN
Dean Emerita, Professor of Nursing

Marie T. Nolan, PhD, RN, MPH, FAAN
Executive Vice Dean for Academic Affairs

Chris Atkins Godack
Chief of Staff
Associate Dean of Marketing and Communications

Karen Haller, PhD, RN, FAAN
Vice President for Nursing at Johns Hopkins Hospital

Jennifer Dotzenrod
Associate Dean for Enrollment Management and Student Affairs

Nancy E. Glass, PhD, MPH, RN, FAAN
Associate Dean for Research

Scott Greatorex
Associate Dean for Development and Alumni Relations

David Newton
Associate Dean for Finance and Administration

Phyllis Sharps, PhD, RN, FAAN
Associate Dean for Community Programs and Initiatives

Martha Andrews, PhD
Assistant Dean for Academic Affairs

Michael Vaughn
Assistant Dean for Information and Technology Integration

Christine Savage, PhD, RN, CARN
Chair, Department of Community Public Health

Elizabeth Sloand, PhD, RN, PNP-BC, FAAN
Chair, Department of Acute and Chronic Care

Deborah Finnell, DNS, PMHNP-BC, CARN-AP, FAAN
Director, Master’s and DNP Programs
Hayley Mark, PhD, MPH, RN
*Director, Baccalaureate Program*

Sarah L. Szanton, PhD, ANP, FAAN
*Director, PhD Program*

Kathleen M. White, PhD, RN, NEA-BC, FAAN
*Director, Master of Science in Nursing: Entry into Nursing*

**School of Nursing Faculty**
A list of full-time faculty can be found at [http://nursing.jhu.edu/faculty](http://nursing.jhu.edu/faculty)
JOHNS HOPKINS UNIVERSITY PRESIDENT’S CABINET

Ronald J. Daniels
President

Kerry A. Ates
Vice President and Chief of Staff

Glenn M. Bieler
Vice President for Communications

Lois Chiang
Senior Adviser to the President

Kathryn J. Crecelius
Vice President, Investments Chief Investment Officer

Daniel G. Ennis
Senior Vice President for Finance and Administration

Alan Fish
Vice President for Facilities and Real Estate

Andrew B. Frank
Special Adviser to the President on Economic Development

Helene Grady
Vice President for Planning and Budget

Charlene Moore Hayes
Vice President for Human Resources

Keith Hill
Vice President for Corporate Security

Thomas S. Lewis
Vice President for Government and Community Affairs

Robert C. Leiberman
Provost and Senior Vice President for Academic Affairs

Maureen Marsh
Secretary of the Board of Trustees

Stephanie L. Reel
Vice Provost for Information Technology and Chief Information Officer

Mark B. Rotenberg
Vice President and General Counsel

Fritz W. Schroder
Vice President for Development and Alumni Relations

Phillip Spector
Vice President, Strategic Initiatives

Christy Wyskiel
Senior Advisor to the President for Enterprise Development
JOHNS HOPKINS UNIVERSITY DEANS AND DIRECTORS

David W. Andrews
*Dean of the School of Education*

Fred Bronstein
*Dean of the Peabody Institute*

Patricia M. Davidson
*Dean of the School of Nursing*

Bernard T. Ferrari
*Dean of the Carey Business School*

Michael J. Klag
*Dean of the Bloomberg School of Public Health*

Vali R. Nasr
*Dean of the Paul H. Nitze School of Advanced International Studies*

Paul B. Rothman
*Frances Watt Baker and Lenox D. Baker Jr. Dean of the School of Medicine*

T.E. Schlesinger
*Benjamin T. Rome Dean of the G.W.C. Whiting School of Engineering*

Ralph D. Semmel
*Director of the Applied Physics Laboratory*

Winston Tabb
*Sheridan Dean of University Libraries and Museums*

Beverly Wendland
*James B. Knapp Dean of the Zanvyl Krieger School of Arts and Sciences*
JOHNS HOPKINS UNIVERSITY 2015-16 BOARD OF TRUSTEES

Dr. Ashok Agarwal
Mr. Jeffrey H. Aronson
Ms. Janie E. “Liza” Bailey
Mr. Jeffrey S. Barber
Ms. Paula E. Boggs
Ms. Renee Y. Chenault-Fattah
Dr. N. Anthony Coles
Mr. Blake L. Cordish
Ms. Susan Daimler
Mr. Ronald J. Daniels
Mr. Andreas C. Dracopoulos
Mr. Roger C. Faxon
Ms. Pamela P. Flaherty
Mr. Louis J. Forster
Ms. Taylor Hanex
Mr. Michael D. Hankin
Ms. Lee Meyerhoff Hendler
Mr. David C. Hodgson
Mr. R. Christopher Hoehn-Saric
Dr. Charles J. Homcy
Dr. Bahija Jallal
Mr. Stuart S. Janney III
Mr. Donald A. Kurz
Mr. Ethan D. Leder
Mr. Christopher H. Lee
Mr. Jay L. Lenrow
Dr. Alexander H. Levi
Mr. Samuel R. Lichtenstein
Ms. Gail J. McGovern
Ms. Heather H. Murren
Mr. David P. Nolan
Ms. Sarah Brown O’Hagan
Mr. Brian C. Rogers
Mr. David M. Rubenstein
Mr. Marshal L. Salant
Mr. Charles W. Scharf
Mr. Charles P. Scheeler
Mr. Mayo A. Shattuck III
Mr. William J. Stromberg
Mr. James L. Winter
Mr. David P. Yaffe
TRUSTEES EMERITI

Mr. Robert J. Abernethy
Mr. Leonard Abramson
Mr. Peter G. Angelos
Mr. C. Michael Armstrong
Mr. Norman R. Augustine
Dr. Lenox D. Baker Jr.
Mr. H. Furlong Baldwin
Dr. Jeremiah A. Barondess
Dr. Ernest A. Bates
Mr. David H. Bernstein
Ms. Aurelia G. Bolton
Mr. George L. Bunting Jr.
Ms. Constance R. Caplan
Mr. Anthony W. Deering
Ms. Ina R. Drew
Mr. Manuel Dupkin II
Mr. James A. Flick Jr.
Mr. Richard S. Frary
Dr. Sanford D. Greenberg
Mr. Benjamin Howell Griswold IV
Mr. Robert D.H. Harvey
Hon. Rafael Hernandez-Colon
Dr. Jeong H. Kim
Mr. David H. Koch
Ms. Joanne Leedom-Ackerman
Dr. F. Pierce Linaweaver
Mr. Roger C. Lipitz
Mr. Raymond A. Mason
Ms. Christina L. Mattin
Mr. Harvey M. Meyerhoff
Ms. Naneen Hunter Neubohn
Mr. Ronald M. Nordmann
Mr. Ralph S. O’Connor
Mr. Morris W. Offit
Mr. Walter D. Pinkard Jr.
Mr. George G. Radcliffe
Mr. Joseph R. Reynolds
Mr. Mark E. Rubenstein
Mr. John F. Ruffle
Mr. Arthur Sarnoff
Mr. Frank Savage
Mr. Wayne N. Schelle
Dr. Huntington Sheldon
Dr. Rajendra Singh
Mr. Wendell A. Smith
Mr. Shale D. Stiller Esq.
Dr. Morris Tanenbaum
Ms. Adena Wright Testa Esq.
Mr. William F. Ward Jr.
Mr. Calman J. Zamoiski Jr.