ACADEMIC CATALOG AND STUDENT HANDBOOK

2017-2018

JOHNS HOPKINS
SCHOOL *of* NURSING

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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 the Johns Hopkins School of Nursing with the first class of undergraduates admitted in September 1984.

The Johns Hopkins School of Nursing offers a pre-licensure Master of Science in Nursing (MSN) Entry into Nursing program, MSN specialty programs, and doctoral programs, as well as 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 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 the Johns Hopkins School of Nursing a progressive leader in today's nursing education.

School of Medicine

The School of Medicine seeks to educate practitioners 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.

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. The School of Nursing and the School of Public Health have a joint MSN/MPH program.

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 to not only pursue learning in the classroom but also participate actively in research. Largely free of university-wide curricular requirements, undergraduate students, in concert with faculty, shape programs to meet their academic objectives and may choose from 39 departmental or area majors.

Many undergraduates engage in research, undertake independent study and internships, 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, postdoctoral 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 for Professionals programs are among the largest of their kind in the country, offering part-time master's degrees to the professional engineering community.

Other Academic Divisions

Carey Business School

The Johns Hopkins Carey Business School, AACSB-accredited, brings to the field of business education the intellectual rigor and commitment to excellence that are the hallmarks of Johns Hopkins University. It offers a uniquely humanistic and multidisciplinary model of business education and research, tapping the rich resources of faculty and programs from the other great divisions of the university—the schools of Medicine, Public Health, Nursing, Engineering, Advanced International Studies, Arts and Sciences, and Education.

Through programs that combine extensive theory with a wealth of work-world experience, Carey students learn from nationally recognized researchers and leaders in their fields. Faculty are a dynamic blend of academic experts and practitioners drawn from leading corporate, government, and nonprofit institutions, such as Bank of America, Deloitte, Fannie Mae, NASDAQ, Northrop Grumman, the U.S. Treasury, Wells Fargo, and the World Wildlife Fund.

By linking this focused business education to urgent social issues— e.g., health, security, infrastructure, education, environmental sustainability, population, and poverty— the Johns Hopkins Carey Business School endeavors to improve lives on a global scale by producing leaders to tackle not only today's most difficult challenges but those of tomorrow as well.

School of Education

The School of Education at 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 and the Center for Technology in Education. The School of Education awards approximately 500 master's degrees, 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.

Peabody Institute

The Institute, 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, 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 sponsors 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

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.

SCHOOL OF NURSING MISSION AND VALUES

The mission of the Johns Hopkins 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.

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.

Along with the values of excellence, accountability, respect, and integrity, we embrace diversity as a way to enhance all of our activities and accomplish the mission of the school. The Johns Hopkins University School of Nursing seeks to:

Understand others' unique strengths and limitations, as well as our own: We take the time to become aware of one another's background, interests, and assets while actively seeking to understand perspectives different from our own.

Create an inclusive environment: We recognize the value of inclusion and strive to ensure that multiple perspectives are represented in all we do.

Learn and grow by obtaining other points of view: We actively seek to diversify our administration, faculty, staff, and student body to ensure that many different opinions and beliefs are part of and enrich our professional, educational, and personal experiences.

SCHOOL OF NURSING FACILITIES AND CENTERS

The School of Nursing is on the University's East Baltimore campus. In the spring of 1998, the school opened a 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. The Johns Hopkins 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 the first structure at Hopkins dedicated solely to nursing education and research. 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. The Pinkard Building features:

- 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
- simulation laboratories
- 230-seat auditorium
- wireless network for use with notebook computers
- gathering places for students including a lounge and café with dining area
- garden courtyard with fountain
- Student House that includes student services, a conference room, kitchen, lounge, and outdoor courtyard

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.

Center for Global Initiatives

The Center for Global Initiatives uses the collective knowledge, skills, and experiences of nursing faculty and students and professional staff to promote innovation, capacity development, and advocacy for the advancement of nursing education, research, practice, and health policy worldwide. The center is a cross-functional, integrated, and strategic administrative unit serving as an operational umbrella for existing and developing Hopkins Nursing international education, practice, research, and policy initiatives.

Center for Innovative Care in Aging

The Center for Innovative Care in Aging uses novel approaches to enhance the yield of programs, policies, practices, and tools to help diverse older adults and family members remain healthy, independent, and living in their own homes and communities, and encourages leadership for nursing research within the school, University, and community.

Clinical Facilities

The clinical facilities of the 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. Reliable transportation is necessary for clinical assignments.

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.

Nursing Research Laboratory

The Nursing Research Laboratory, on the lower level of the Pinkard Building, offers approximately 3,000 square feet of space dedicated to research projects that incorporate basic biologic science methods. It 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 Nursing Research Laboratory currently supports faculty research in areas ranging from the molecular mechanisms of skeletal muscle atrophy to pain and immune responses.

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.

2017 – 2018 ACADEMIC CALENDAR

Fall 2017

August 30-Sept 1	New Student Orientation
September 4	Labor Day, School Closed
September 5	First Day of Classes for all Academic Programs
September 14	Last Day of Add/Drop
October 20	Deadline to withdraw from semester-length courses without a "W
	End of first 7 week courses
October 23	Fall Break, No Classes for all Programs, Progressions Review
October 24	Start of second 7-week courses
October 24 – Nov. 3	Academic Advising
November 8 – 22	Course Registration for spring 2018
November 22 – 26	Thanksgiving Break, No face-to-face classes on Nov. 23rd. SON closed November 23-
26 December 8	Last Day of Classes
December 11 - 15	Final Exam Week
December 15	Deadline for Resolution of Incompletes from summer 2017
December 15	Fall Degree Completion Ceremony
December 22	Fall 2017 Grades Due
December 29	JHU Graduation – Final Degree Transcript and Diploma release date

Winter/Spring 2018

January 2	First Day of Classes for Winter Term
January 5	Last Day to withdraw from Winter Term Courses without a "W"
January 12	End of Winter Term.
January 15	Martin Luther King, Jr.'s Birthday, School Closed
January 16	First Day of Classes for Spring Semester
January 26	Last Day of Add/Drop
March 2	Deadline to withdraw from semester-length courses without a "W"
March 5 – 9	Spring Break, No Classes for all Programs, Progressions Review
March 12 – 23	Academic Advising
March 26 – April 6	Course Registration for summer 2018
April 9 – 27	Course Registration for fall 2018
April 27	Last Day of Classes
Apr 30-May 4	Final Exam Week

May 4	Deadline for Resolution of Incompletes from fall 2017
May 11	Spring 2018 Grades due
May 22	School of Nursing Diploma Ceremony (Hippodrome Theatre)
May 24	Johns Hopkins University Commencement (Royal Farms Arena)

Summer 2018

May 14	First Day of Classes
May 25	Last Day of Add/Drop
May 28	Memorial Day, School Closed
June 22	Deadline to withdraw from semester-length courses without a "W"
July 4	Independence Day, School Closed
August 3	Last Day of Summer Term
August 6	Summer Degree Completion Ceremony
August 10	Deadline for Resolution of Incompletes from spring 2018
	Summer 2018 Grades Due

NOTE: *In preparing the calendar for an academic year, it is impossible to avoid conflict with some religious holidays. As conflicts arise, efforts are made to make special arrangements for students affected. (See Religious Observance and Holidays Policy)*

ACADEMIC ADVISING

All students are assigned an adviser to serve as a resource for information gathering, decision making, and program progression. In the MSN Specialty, DNP, and PhD programs, Faculty Adviser assignments will be made according to the student's program and area of focus. In the MSN Entry into Nursing program, professional academic advisers are assigned by cohort. Students will be notified of their advisers prior to orientation. Students are ultimately responsible for ensuring they are registered on time and for the correct classes.

ACADEMIC STANDARDS

All students must maintain a GPA of 3.0 and can repeat one course one time.

- MSN Entry into Nursing students will be required to repeat a course if they earn a grade below a C- (70%).
- MSN (Specialty) students will be required to repeat a course if they earn a grade below a B- (80%), and a grade below a C (73%) in non-nursing courses.
- DNP students will be required to repeat a course if they earn a grade below a B- (80%) or an "F" in a Pass/Fail course.
- PhD students will be required to repeat a course if they earn a grade below a B (83%) for core nursing courses, and a grade below a C (73%) in non-nursing core courses.
- DNP/PhD students will be required to repeat a DNP course if they earn a grade below a B- (80%). Students will be required to repeat a PhD course if they earn a grade below a B (83%) for core nursing courses, and a grade below a C (73%) in non-nursing core courses.

Students in interdivisional programs and/or are enrolled in dual programs must meet progressions requirements in both schools.

When a student does not meet the scholastic requirements as outlined above, the student will be referred to the Progressions Committee. The student should meet with his/her adviser to explain any extenuating circumstances regarding the course grade. The adviser will represent the student at the Progressions meeting and will present verbally or in writing the student's explanation of the course grade. The student does not attend the Progressions Committee meeting. The Progressions Committee will make a determination about the student's status in the program. The Progressions Committee may decide to allow the student to continue in the program, dismiss the student from the program for academic reasons, and/or impose other conditions for continuing in the program. The student will receive a letter from the Progressions Committee Chair outlining the decision of the committee.

Students may appeal decisions of the Progressions Committee in writing to the Executive Vice Dean for Academic Affairs within 10 business days of the Progressions Committee letter. The student's statement will set forth the grounds for the appeal. The Executive Vice Dean will have access to documents reviewed during the Progressions Committee hearing.

The Executive Vice Dean will present a written response to the student.

ADMISSION

Johns Hopkins University is committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. As such, Johns Hopkins does not discriminate on the basis of sex, gender, marital status, pregnancy, race, color, 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 or with regard to admission or employment. Applications are managed through the School of Nursing's Office of Admissions. Admission decisions are made by admissions committees. All admission decisions rendered are final and cannot be appealed.

The school seeks individuals who bring with them a spirit of inquiry, commitment, and motivation toward scholarship and leadership in the profession. Since the Admissions Committee is interested in each individual, academic records, test scores, nursing and community experience, interview (for some programs), 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.

The admission process, while considering grade point average and, for some programs, standardized test scores, also takes into consideration professional experience and other distinctive characteristics of individual learners. Students who provide fraudulent or incomplete information during the admission process may be disqualified or dismissed. For questions regarding the application process and requirements, contact the Office of Admissions at 410-955-7548 or jhuson@jhu.edu.

Students may apply to only one Johns Hopkins School of Nursing academic program per academic term. To apply to a School of Nursing degree or certificate program, students will complete an online application at nursing.jhu.edu/admissions/apply/index.html. At a minimum, the application requirements will include:

- Completed and signed online application
- Signed statement acknowledging the Johns Hopkins University School of Nursing Honor Code
- Application fee
- Application essay(s)/Goal Statement
- A CV or résumé
- Three letters of recommendation (academic and professional)
- Official transcripts from all post-secondary institutions attended

Some School of Nursing programs may stipulate additional admission requirements (e.g., MSN, prerequisite courses, standardized test scores, writing samples, licensure). Qualified applicants may also be contacted to schedule a personal admission interview. Applicants should contact the Office of Admissions at jhuson@jhu.edu or go online to nursing.jhu.edu/admissions/index.html to determine specific admission criteria, suitability of prior qualifications, or certification requirements for individual programs.

Official GRE scores sent directly from ETS (Educational Testing Service, www.ets.org) are required for the MSN/MPH and PhD programs.

Please note that beginning with the spring 2018 term, the Johns Hopkins School of Nursing will move all application processing to NursingCAS www.nursingcas.org. All applicants will be required to submit their application and all supplemental documents through this centralized application system.

NursingCAS
P.O. Box 9201
Watertown, MA 02471
nursingcasinfo@nursingcas.org
617-612-2880

For degrees earned outside the United States (with the exception of English speaking Canada), credits must be evaluated by WES (World Education Services, www.wes.org) or Educational Credential Evaluators (www.ece.org) with a course-by- course evaluation. Licensed nurses may also have international transcripts evaluated in a full education course-by- course report by the CGFNS (Commission on Graduates of Foreign Nursing Schools, www.cgfns.org).

For MSN Advanced Practice, Post-Degree Certificates, and DNP Programs, verification of current RN license is required. All campus-based students must obtain a Maryland RN license by the time of matriculation.

The Office of Admissions will make every attempt to notify applicants of missing documents; however, the applicant is responsible to ensure all required documents are received and the admissions file is complete by published deadlines. The Admissions Committee reserve the right to request additional information from an applicant, including an interview.

Submitted applications and documents become the property of Johns Hopkins University and a not be returned.

All prerequisite coursework must be completed with a grade of **B- or higher** before an admitted student can enroll at the School. No exceptions will be made.

State Specific Information for Online Programs

Students should be aware of additional state specific information for online programs. The most up-to-date information is available on each individual program's Web page and on the University's Required State Specific Disclosures for Students Enrolled in Online Distance Education Programs at web.jhu.edu/administration/provost/programs_services/accreditation/state_authorization. The School of Nursing cannot enroll students in online academic programs who reside in/plan to complete clinical hours in certain states.

Admission Decisions

Applications are processed and files managed through the School of Nursing's Office of Admissions. Admission decisions are made by admissions committees. All admission decisions rendered are final and cannot be appealed. Applicants who are offered admission can expect to receive notification of their decision by email and mail. Applicants will have a deadline by which to accept and deposit or decline the offer of admission using their online application accounts. The School of Nursing offers admission with the expectation that students will enroll in courses in the semester for which they are admitted, unless a deferral is granted (see below).

Deferrals

For some programs, admitted students may request to defer admission for up to one year from the semester for which they were admitted. Admitted students cannot defer admission once they have registered for a course in the School of Nursing. Financial aid and tuition support are not automatically deferred. For questions regarding deferrals, please contact the Office of Admissions at jhuson@jhu.edu.

Application Deadlines

The School of Nursing strongly encourages all applicants to apply by the priority application deadline. For the most up- to- date information regarding application deadlines, please visit our website at nursing.jhu.edu. The School of Nursing will process any completed application received by the priority deadline and notify applicants whether they have been admitted or denied admission. While some programs may be willing to consider applications received after the priority application deadline, the School of Nursing cannot guarantee that late applications will be reviewed.

Adding the Nurse Educator Certificate for Master's Specialty and Doctoral Students

Students who are currently enrolled in a Master's Specialty or Doctoral degree program at the Johns Hopkins School of Nursing and wish to add the Nurse Educator Certificate must submit a written request to the Office of Admissions. A second program application is not required.

Note: Financial aid recipients must notify the Financial Aid office when changing or adding a degree or certificate program. Those in F-1 status must notify the International Services office for a new I-20 to reflect the change in program. Students using VA benefits must notify the VA Certifying Official in the Registrar's Office when changing or adding a degree or certificate.

International Applicants

The School of Nursing takes great pride in being world-renowned for nursing education. Below are additional requirements for international applicants to the School of Nursing. For more information on enrolling as an international student, please visit the Office of International Services website at ois.jhu.edu.

Transcript Evaluation

For degrees earned outside the United States (with the exception of English speaking Canada), credits must be evaluated by WES (World Education Services, www.wes.org) or Educational Credential Evaluators (www.ece.org) with a course-by- course evaluation. Licensed nurses may also have international transcripts evaluated in a full education course-by- course report by the CGFNS (Commission on Graduates of Foreign Nursing Schools, www.cgfns.org).

Standardized Test Requirements

The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required of applicants whose native language is not English. For School of Nursing applicants, the minimum TOEFL score is 600 (paper- based) or 100 (Internet-based); the minimum IELTS score is 7. Students may contact the Office of Admissions with questions about a TOEFL/IELTS waiver. Individual programs may require additional evidence to demonstrate English language proficiency.

Prerequisite Coursework

U.S. immigration regulations require that students needing an F-1 visa must successfully fulfill all

prerequisites before an I-20 can be issued. To allow sufficient time to complete all the steps in the visa process, students must submit an official transcript or official course by course evaluation with final grades (B- or higher) for all prerequisite courses to the Office of Admissions at least 3 months prior to the beginning of the term in which they wish to begin studies (October for spring term; May for fall term).

Financial Aid and Scholarships

All students, regardless of citizenship, are automatically considered for merit-based scholarships. Need-based financial aid is reserved for U.S. citizens and permanent residents only. Students seeking an F-1 or J-1 visa to study in the United States must submit financial documents in English demonstrating proof of funding.

International students may be able to borrow through private education loan programs, however, they must apply with a creditworthy co-borrower who is also a U.S. citizen or permanent resident.

U.S. Employment Opportunities

There are no guarantees of employment for any graduates regardless of citizenship. Current immigration laws do have an impact on hiring practices.

Online Courses

Students sponsored by Johns Hopkins for F-1 or J-1 student status must maintain full-time enrollment status. Additionally, immigration regulations allow students to count only one online course each term toward full-time enrollment.

Conditions of Matriculation

Compliance Requirements

Due to clinical site compliance requirements, Johns Hopkins University School of Nursing students are required to provide health and immunization documentation, and undergo a criminal background check and drug test prior to matriculation. The School of Nursing will provide information about this process to accepted students.

Licensure in the State of Maryland

Due to required clinical experiences, current Registered Nurses interested in the Advanced Practice and Specialty Degrees must successfully complete the NCLEX, National Council Licensure Examination for Registered Nurses, in Maryland before entering the program. A social security number is required to take the NCLEX exam in Maryland. A social security number is only issued to international students who are currently employed in the U.S. Once the NCLEX exam is passed and the RN license is issued, the JHU Office of International Services may issue the I-20 for an admitted and deposited student to receive their F-1 Visa. More information is available from them at:

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

Technical Standards for Admissions and Graduation

The curricula of the School of Nursing requires that students engage in diverse and complex experiences directed at achieving competencies, knowledge, skills, attributes and professional values.

Applicants for all academic programs, and enrolled degree-seeking students, must possess certain abilities and skills deemed essential for meeting the professional standards of accrediting agencies.

Admission to the Johns Hopkins School of Nursing is open to all qualified individuals and in accordance with the 1973 Vocational Rehabilitation Act and the American with Disabilities Act. The Johns Hopkins School of Nursing is committed to accommodating the needs of students with documented disabilities, and will do so to the extent possible without compromising the essential components of the curriculum. Questions or concerns regarding these technical standards should be directed to the Associate Dean for Enrollment Management and Student Affairs, (410) 955-7545.

Candidates for nursing degrees or certificates must be able to meet the minimum standards (listed below) with or without reasonable accommodation:

- **Observation:** Students must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration and patient care activities. A student must be able to observe a patient accurately at a distance and close at hand. Students must have a sufficient level of hearing to determine both high and low levels of frequency and amplitude (monitor, assess and respond to health needs).
- **Communication:** Students must communicate effectively both verbally and non-verbally to elicit information and to translate that information to others. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.
- **Motor:** Students are required to possess motor skills sufficient to elicit independently information from patients by palpation, auscultation, percussion, and other manually-based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their specialty's scope of practice. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergency situations. Emergency situations include any circumstance requiring immediate remedy.
- **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** The student must be able to develop and refine problem-solving skills that are critical to practice as a nurse. The student must have the ability to measure, calculate, reason, analyze and synthesize objective and subjective data and to make decisions that reflect consistent and sound clinical judgment. Students must possess good judgment in patient assessment, and the abilities to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. This includes decision-making in order to maintain safety and security of patients and to behave appropriately with patients, staff, students, supervisors and faculty.
- **Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the employment of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times. Students must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism and learn to function cooperatively and efficiently in the fact of uncertainties inherent in clinical practice. This includes appropriately interacting with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

- **Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the specific nursing program and of students who are candidates for graduation.
- **Ability to Manage Stressful Situations:** Students must be able to adapt to and function effectively to stressful situations in the classroom and clinical settings (including emergency situations). Students will encounter multiple stressors while in the nursing program; these stressors may be (but are not limited to) personal, patient care, faculty, peer, family, and or program-related.

ALUMNI

In 1892, with the help of Isabel Hampton and Adelaide Nutting, Helena Barnard and a group of 25 graduates of the Johns Hopkins University School of Nursing organized the Alumnae Association. The purpose, as stated in the Constitution, was "the promotion of unity and good feeling among the alumnae, and the advancement of the interest of the profession of Nursing." The Association has from its inception fostered a tenacious loyalty to Hopkins and a deep commitment to the Hopkins Nurse community.

Numbering over 8,500, Hopkins Nurses are visible in all areas of health care, including local, state, and national governmental agencies and private and public health care systems. Our alumni can be counted among those who will take risks, work with difficult populations, and advocate practice changes as a result of research and creative thinking. All alumni are encouraged to remain involved with the school and with other alumni. Please contact JHNAA@jhu.edu with any questions, comments or ideas. More information about the Alumni Association is available at nursing.jhu.edu/alumni-giving/alumni/.

ATHLETICS AND RECREATION

The Denton A. Cooley Athletic Center

The Cooley Center was established in March 1981. www.jhucooleycenter.com, and 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 on the north end of the campus and is available to all students and their families. Students must show a student identification card.

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. Full-time SON students do not pay a membership fee. Individual membership is available for an annual fee of $120 for part-time students.
Group exercise fees may be extra.

The Ralph S. O'Connor Recreation Center

The Recreation Center, on the Homewood campus, offers 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. Individual membership is available for an annual fee of $180. More information is available at web.jhu.edu/recreation.

ATTENDANCE POLICY

Students are expected to attend all courses, labs, and clinicals as scheduled. If students miss a clinical, they may be required to pay a fee for make-up clinical time or simulation exercises.

In some instances, clinical makeup fees may be charged to the student.

BLACKBOARD

The Johns Hopkins School of Nursing uses Blackboard as its course management system. Blackboard provides the opportunity to integrate technology into the teaching and learning process. Faculty members manage their own course content within their Blackboard course websites. Enrolled students can access course documents, assignments, and can communicate with instructors and students through the Blackboard course site at blackboard.jhu.edu.

Blackboard Support

For Blackboard support, please contact the JHU SON Help Desk, both during and outside of normal business hours at 410-614-8800 or SON-Helpdesk@jhu.edu. Normal business hours are Monday-Friday, 8:30 a.m. – 5:00 p.m. Outside of normal business hours you may either leave a voice or e-mail message. Issues will be addressed the following business day.

If you experience a Blackboard outage or log in problem, please contact the IT@JH Help Desk at 410-735-HELP. The IT@JH Help Desk can be contacted 24/7, but should only in the case of outages and log in problems.

CAREER SERVICES

Career planning and development opportunities are available to students and alumni (at no additional charge). The School of Nursing Career Services Office offers the following services and events:

Resume, CV, and Cover Letter Review
Enhance your resume with an in-depth review by a nursing career services specialist
Design your resume to highlight your unique skills and qualifications
Incorporate clinical skills and experiences into your resume
Highlight professional, academic, and extra-curricular activities

Career Planning
Design a customized road map to your next career opportunity
Identify an ideal career path, using your academic and professional interests as a guide
Get assistance with career exploration opportunities like shadowing, volunteering, and part-time employment while in school

Mock Interviews
Learn how to prepare to make a positive first impression
Gain expert insight on what hiring managers look for and how to prepare yourself accordingly
Obtain a list of frequently asked interview questions and practice "best" responses
Simulate a real (in-person, phone or Skype) interview and receive immediate feedback and suggestions

Job Placement
Access part-time and full-time nursing positions and internships available exclusively to Johns Hopkin University Hopkins nursing students and alumni. Usernames and passwords are available onsite at the Career Services office or on the SON Portal.

Workshops
How to Write a Nursing Resume
How to prepare for a nursing interview
How to network

Nursing Career Navigator
Nursing Career Navigator provides students with online access to employers, job postings, and the ability to create their own career profile. Visit Nursing Career Navigator at nursing-jhu-csm.symplicity.com.

Career Fair
The School of Nursing Career is held annually with local and regional employers who are seeking nurses at all degree levels.

Alumni Panels
Held throughout the year, Alumni Panels provide students the opportunity to network with recent and experienced alumni in various traditional and non-traditional nursing fields.

CLINICAL PLACEMENTS

All clinical placements are authorized by the Johns Hopkins School of Nursing. There is a process within each course/track where clinical sites and placements are vetted and secured. This entails an initiation of a contract. A student with a particular placement request should inform the course coordinator when completing the pre-clinical information form or as soon as possible when the site is known to the student. Unless otherwise directed, the student is not to contact the site directly to request a placement. This process must be followed to permit a student to attend clinical in a site not already contracted with the school. While requests will be considered, no placement or clinical site identified by the student is guaranteed.

On-campus students are assigned clinical sites within the Baltimore/Washington area. It is the student's responsibility to ensure he/she has reliable transportation to travel to a clinical site.

In some instances, make-up fees may be charged to a student who misses a clinical.

COMPLIANCE

All enrolled degree/certificate-seeking students must register for and complete a background check, drug screening, required medical compliance, as well as other requirements, regardless of program, online/on-site course attendance status, and clinical/non-clinical course status. The School of Nursing has contracted with CastleBranch to track and approve all compliance requirements. All enrolled degree/certificate-seeking students must provide all the required compliance documents, and must update documentation as required, in order to remain in compliance throughout the course of their program.

COURSE DROP OR WITHDRAWAL POLICY

After the add/drop period, a student who is not requesting a leave of absence from the program may only drop or withdraw from one required course one time during their matriculation as a student in the program. If a student drops or withdraws from any additional course, the student will not be able to progress in the program. This does not pertain to a student who is requesting a leave of absence from the program. Changes to a student's program or course load may result in additional time to degree completion and additional tuition charges and fees in subsequent semesters of enrollment.

Process and Transcript Notation

If a class is dropped before 50% of the class is completed, no notation is made on the academic record. The adviser is required to sign the Add/Drop form for all required course drop/withdrawals after the add/drop period, and a copy of the form must be sent to the course coordinator.

After 50% and through 70% of the scheduled classes have met, a "W" is recorded on the transcript. The adviser and Program Director are required to sign the Add/Drop form for required course

drop/withdrawals at the 50% to 70% completion mark. A copy of the form must be sent to the course coordinator.

After 70% of the scheduled classes have met, the course coordinator will note on the form whether the student is receiving a passing grade for the course at the time of withdrawal. The determination will be based on the grade(s) achieved for all test(s) and other graded requirements that are due on or before that date. A "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing), as appropriate, is recorded on the transcript. The signatures of the course coordinator, the adviser, and the Director of the Program are required on the add/drop form to withdraw from a class after the 70% completion mark.

See the Course Refund Policy section to determine the amount of tuition to be refunded.

COURSE LISTINGS AND SCHEDULE

The course listing is available online at sis.jhu.edu/classes. The course schedule for the current semester and course descriptions are available at https://nursing.jhu.edu/academics/resources/course_listings/index.html. Course descriptions are also listed in the catalog portion of this Handbook and Catalog.

COURSE REFUND POLICY

Semester/Term Courses

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

- 1-2 weeks after classes begin, 100%
- 3 weeks after classes begin, 50%
- 4-6 weeks after classes begin, 25%
- After 6 weeks, no refund

Online Prerequisite Courses

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

- 1 week after classes begin, 100%
- 2 weeks after classes begin, 50%
- 3-4 week after classes begin, 25%
- After 5 weeks, no refund

Percentages are calculated from the date the student submits a written statement of withdrawal. No refund will be granted to students dismissed for disciplinary reasons.

COURSE WARNINGS

The purpose of a course warning is to alert a student that he or she has earned a failing grade or a near-failing grade. This mechanism is in place so that an academic success plan may be created to assist the student in the course and prevent possible failure of the course.

In the MSN Specialty and Advanced Practice DNP programs, course warnings are given by mid-course.

For the MSN Entry into Nursing Program, warnings may be given earlier if warranted, or later, if problems do not arise until the latter half of the course. In the MSN Entry into Nursing Program, a course warning is also given after any exam in which a student earns a 72 or below.

A course warning is a written document prepared by the faculty member who is responsible for the course, and sent to the student, the student's Academic Adviser(s), and the Program Director. A course warning is not part of the student's permanent record.

CREDIT HOUR POLICY

The Johns Hopkins University's nine academic divisions operate under a combination of semester credit hour systems, quarter hour systems, and alternative systems with equivalent measures wherein credit hours are not awarded. The Credit Hour Policy codifies practices across JHU schools regarding course contact hours and out-of-class student work in accordance with Federal, State, and accreditation guidelines, as well as licensure requirements for many disciplines.

JHU defines a credit hour as a reasonable approximation of the student learning outcome equivalency of an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than, at a minimum, the federal definition:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Programs operating outside the credit hour system administratively establish equivalencies that can be used for financial aid awards, transferring course work to other schools, state reporting requirements, and other external purposes. Each JHU academic division has internal procedures for ensuring these credit hour conversions are applied and reviewed on a regular basis. The Credit Hour Policy applies equally to courses of varying credits, duration, and modes of instruction.

Procedures for Assignment of Credit Hours

1. Course developers are to ensure that the quantity of student learning required per credit is the equivalent of 15 hours of coursework through activities that address and demonstrate

2. student competency in the defined learning outcomes; and draw upon recommended instructional practices identified by each department's faculty.
3. Student learning outcome equivalencies are to be based on documented qualitative and quantitative expectations for:
    a. Time required of students to complete assigned learning activities, taking into account expectations based on degree level, discipline, and weight in students' final course grade;
    b. Time required of students to read and understand content developed by course faculty, excluding time required to read assignments in a course syllabus;
    c. Time required of course faculty to respond to student questions received via email, posted in the online classroom, and/or discussed in the online class chat room; and
    d. Time required of course faculty and students to participate in online conference activities; and
    e. Time required of students to participate in clinical learning activities, internships, student teaching, practica, studio work, etc.
4. Student learning outcome equivalencies reflect differences in delivery methods, type of instruction and interaction, degree of supervision, measurements of student work, academic disciplines, academic calendars, and degree levels.
5. Each school is responsible for demonstrating that these requirements are met for both courses composed of seat- time and other alternative delivery methods.
6. The length of academic terms is defined by each school. Recommendations on the length and number of class meetings per week are also established by each school and vary as appropriate to each discipline, course content, and/or instructional format.

Periodic Review of Credit Hour Policy

Each academic department should conduct an initial comprehensive review of the credit hour equivalency for all programs where credit hours are not formally awarded. The registrar of each school should record these within appropriate system for reporting to Federal, State, accreditation, and other entities as required. Each school should determine whether these credit hours should be included on the official transcript.

The review should be done either by the pertinent department faculty and/or school curriculum committee. Whereas each school should determine how best to organize and conduct its initial review, some common themes should be observed. The length of academic terms, the number and duration of class meetings per week, and the credit hours assigned to new courses should be reviewed by the pertinent unit/departmental structure responsible for compliance with the credit hour policy.

A periodic review of the Credit Hour Policy should be incorporated into each school's established academic program review/self-study procedures. A university committee comprising representatives of each division will meet at least twice a year to review compliance with the policy.

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 the Director of Student Affairs and Coordinator of Student Disability Support Services (DSS) at 410-955-7545 or at SON-DSS@jhu.edu.

If an admitted student has a disability requiring accommodations, he or she must provide a recent comprehensive evaluation of the disability and recommended accommodations 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 documentation. If a student self identifies as having a disability mid-semester, it may take time for accommodations to be approved.

More information about the School of Nursing's Disability Support Services is available at nursing.jhu.edu/information/current-student/student-affairs/disability/index.html. Information about the University's DSS policies is available at web.jhu.edu/administration/jhuoie/disability/index.html.

EMAIL ACTIVATION

The School of Nursing communicates with students via their JHU email account, so it is recommended that students activate their account as soon as possible. Soon after your deposit is received, you will receive an email at the address you used when you submitted your application. That email will contain your Login ID or JHED ID (Johns Hopkins Enterprise Directory ID).

The first thing you will need to do is activate your JHED and accept the Terms of Service for your email account. To activate your account, open a web browser and go to the Johns Hopkins Portal Website my.jh.edu and click on "FIRST TIME USER?" link. The webpages will guide you through the process.

Johns Hopkins has teamed up with Microsoft to provide Office 365 email for School of Nursing students. All students must activate a JHU email account in order to register for classes. The University sends all correspondences including billing statements and universal announcements to the students' JHU email accounts, so it is important for students to activate and monitor this email. Note: Employees of the Johns Hopkins University or Medical Institutions should already have an established email account, which will be used for this communication.

To activate your Office 365 account, accept the Terms of Service after activating your JHED ID. On the Johns Hopkins Portal, one of the menu items on the left side should be "Messaging." This is where you will find a link to your Office 365 email account. When you click this for the first time, you simply need to accept the Terms of Service and your JHU email account will be active.

To Create an Email Alias

An email alias is a more user-friendly and easier-to-remember name. For example, instead of JSmit127@jhu.edu, you can have and alias such as JaneSmith@jhu.edu (if the alias isn't already taken). Both addresses will continue to work and route to the same Inbox. To create an alias, follow these steps:

1. Log into the Johns Hopkins Portal website (my.jh.edu)
2. Click the "JHED" menu item on the left side and select "Email Alias"
3. Accept the policy statement
4. Enter an alias that you want to use and click "Update"
5. If it is available, then you are all set. If not, you will need to try a different address.
6. Once you have an alias, you can set the alias as your default address at the bottom of the page, which will make your new alias the reply address for all messages you send.

EXAMINATION POLICY

Students are expected to take exams when scheduled. If a student encounters any unexpected extenuating circumstance and is unable to take the exam in the specified time frame, he/she should contact the course faculty immediately to avoid receiving a zero. The student will be required to provide documentation (i.e., medical excuse, accident report) to support the missed exam. It will be at the faculty member's discretion to offer a make-up exam and decide when it will be offered. The make-up exam may be different from the original exam. Examinations are given in a variety of formats.

Onsite Online exams requiring a proctor

Online exams taken at the SON require students to download and use LockDown Browser software during online examinations. Information will be provided by the instructor.

Offsite using Online Remote Proctoring

Exams requiring a proctor that will be taken remotely for degree or certificate courses require a designated online, remote proctoring service. In some situations, students will be recorded, visually and through audio, during the exam. Students should refer to their course site for further details on the designated remote proctoring service.)

Students must take the online remotely proctored exam using the designated service and its software during the scheduled exam time noted in the online course site.

When taking an online remotely proctored exam, students must:

- Use the designated remote proctoring service, and download and test any related required software as noted in the course site **prior** to the scheduled exam time.
- Be sure to have a government-issued or school photo ID, because the remote proctoring service will ask them to present a photo ID to confirm their identity.
- Use a laptop that meets the SON's laptop requirement. Among other system requirements, *a working microphone and webcam are required*.
- Complete the room scan as requested by the remote proctoring service to check for any exam environment violations (e.g., prohibited items such as other persons, books, papers, etc. in the exam environment). Any allowed/prohibited items will be relayed by the course coordinator in the remote proctoring instructions.
- Not access any references, papers, books, notes, calculators, computer applications, or mobile devices unless otherwise noted.

- Place scratch paper and/or a pencil/pen (as permissible) next to their computer before starting the exam if they would like to use them.
- Not allow other persons to be within the exam environment.
- Not use headphones.

FINANCIAL AID

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, contact the Office of Student Financial Services at 410-955-9840 or visit our website at http://nursing.jhu.edu/admissions/financial-aid/index.html.

2017-2018 Program Costs

One-year living expenses provided here are *estimates,* based on average costs. Actual costs may vary. For 2018–2019 planning purposes, a 3% cost-of-living increase should be anticipated, as well as at least a 3% tuition increase. For the current cost of attendance for each program, please visit nursing.jhu.edu/admissions/financial-aid/forms.html.

Grants, Scholarships, and Loans

Please note: Some outside scholarships also require a School of Nursing application or process. Please check with Financial Aid.

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

This program is funded by the Helene Fuld Health Trust. Recipients will benefit from training and intensive, applied experiences in interprofessional clinical environments that provide an enduring foundation for continued excellence in advancing quality and safety in health care delivery. Award recipients will be required to participate in a variety of academic activities in association with the program.

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 students 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 returning Peace Corps volunteers. Preference is given to RPCVs who have completed their service within the past 24 months. For information, contact the Office of Admissions at 410-955-7548.

Supporting Professional Advancement in Nursing (SPAN) Program

The SPAN (Supporting Professional Advancement in Nursing) program is an exciting opportunity funded by the Maryland Higher Education Commission (MHEC) for talented pre-licensure nursing students who are committed to pursuing advanced graduate studies in nursing in the near future.

SPAN is an academic-practice partnership that begins with students' final transitions practicum and continues for 3 years post-graduation. Students complete their transitions practicum at one of 5 partner sites, matched depending on their clinical interests. They are mentored by a full-time nurse preceptor on their assigned unit and will take the NCLEX exam upon successful completion of their pre-licensure degree. The program will continue as long as funds are available.

School of Nursing Merit Scholarships

Merit Scholarships are provided to students at the time of admission. They are awarded for the length of a student's program and range from $5,000 to full tuition. Merit awards are awarded from institutional funds and the endowed scholarships listed in this catalog.

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 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. 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.)

Hal and Jo Cohen Graduate Nursing Faculty Scholarship

An individual must be a Maryland resident and be fully admitted and enrolled at a Maryland college or university as a full-time or part-time graduate student in a Master of Science in Nursing (MSN specialty, MS) program, post-graduate certificate program in nursing education, Doctorate (PhD, DNP, EdD) program, or another graduate-level nursing program required to prepare individuals to become nursing faculty. Students who are conditionally admitted to a program of nursing or with an entering grade point average (GPA) of less than 3.0 on a 4.0 scale are not eligible until such time as they are fully admitted and have established a 3.0 GPA. For purposes of this graduate nursing financial aid program, full-time is defined as nine or more graduate level credit hours per semester or recognized period as outlined by the approved nursing program of study (e.g. mini-mester, quarter, continuous year-round enrollment plan, accelerated course program); part-time is defined as any credit hours taken less than nine credit hours per semester or recognized period as outlined by the approved nursing program of study. Audited courses cannot be used to reach the credit hours required for full-time or part-time status.

Health Resources and Services Administration Scholarships

Faculty Loan Repayment Program

The Faculty Loan Repayment Program provides loan repayment to individuals who have an interest in pursuing a career as a faculty member in a health professions school. Program applicants must be from a disadvantaged background, have an eligible health professions degree or certificate, and have an employment commitment as a faculty member at an approved health professions institution for a minimum of two years. Program participants receive funds (up to $40,000 for two years of service) to repay the outstanding principal and interest of qualifying educational loans.

Nurse Faculty Loan Program (NFLP)

NFLP recipients may receive up to $35,500 per year, which is allotted for tuition, books, and fees. Living expenses are not eligible to be covered by NFLP funding. To qualify for the 85% loan

cancellation, NFLP recipients must be employed full-time as a Nursing faculty member over a consecutive four-year period. During this period:

- 20% of the loan is cancelled upon completion of employment for years 1, 2, and 3.
- 25% of the loan is cancelled upon completion of employment year 4.
- 15% of the loan is deferred while the borrower is employed during the four-year period.
- After 4 years, the remaining 15% is repaid over 10 years at an interest rate of 3%.

Baltimore Talent Scholars

The Johns Hopkins School of Nursing (JHSON) is proud to announce the creation of a new scholarship program created to benefit the Baltimore community by keeping our most talented students in Baltimore City. In the vision of the Johns Hopkins University Baltimore Scholars program aimed at undergraduate students, the School of Nursing Baltimore Talent Scholars Program will provide four full-tuition scholarships annually to Baltimore City public high school graduates admitted to the JHSON MSN Entry into Nursing Program.

AmeriCorps Awards

This program provides educational awards in return for work in community service. Students can work before, during, or after their 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 https://www.nationalservice.gov/programs/americorps.

Teach for America

Through a partnership with Teach for America Hopkins offers waived application fees to Teach for America corps members and alumni. The School of Nursing also offers Individuals who have served in the Teach for America program with a $12,500 scholarship. To qualify for this scholarship students must be admitted to one of the pre-licensure academic programs and they must provide documentation of their service in Teach for America. No application is required.

Federal Direct Loan

This program provides a fixed interest rate loan to eligible students to help cover the cost of higher education. The government charges an origination fee that is deducted from the loan proceeds. Applicants must enroll at least half- time to be considered for a Direct Loan. The School of Nursing participates in two of the three types of Federal Direct Loans:

Unsubsidized Direct Loan

This program provides a loan of up to $20,500 per year to eligible students. For loans with a first disbursement date on or after July 1, 2016 and before July 1, 2017, the interest rate is 5.31%. 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 currently 1.069%.

Direct PLUS Loans

This program provides loans to graduate students based upon the creditworthiness of the borrower. For loans with a first disbursement date on or after July 1, 2016 and before July 1, 2017, the interest rate is 6.31%. 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 currently 4.276%.

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 2017–2018 school year, applicants must:

- submit the electronic School of Nursing Student Aid Application after they have been admitted
- complete the 2017-18 Free Application for Federal Student Aid (FAFSA)
- 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 drug

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 for fall enrollment and October 1 for spring enrollment. 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.

Satisfactory Academic Progress

In accordance with federal regulations, students who receive Federal Student Aid (FSA) must be in good standing and maintain Satisfactory Academic Progress (SAP) while pursuing 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. To remain in good academic standing, students must have a 3.0, meet or exceed 67% of their credits they attempt, and complete their coursework in the defined time for their program. Students on academic probation may also be on Financial Aid Suspension, or they may be on Financial Aid Warning status. The policy applies to new students starting in the 2017-18 academic year receiving Federal Student Aid for semesters/periods of enrollment that begin during or after summer 2017.

The federal regulations require that an institution use three measurements to determine SAP are listed on the following page:

- Qualitative – students must maintain a minimum cumulative grade point average or equivalent
- Quantitative – students must maintain a minimum cumulative completion rate of credits attempted
- Maximum timeframe – students 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.

Pre-Licensure Students

1. Minimum cumulative grade-point average (GPA) – Qualitatively, on a scale of 4.0, pre-licensure students must maintain a minimum 3.0 cumulative GPA, and students may earn only one grade below C- in any one course. Pre-licensure students starting prior to fall 2017 may only earn one grade below B minus 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.
3. MSN Entry into Nursing students must complete the program within 5 years of matriculation.

Master's Specialty, Certificate, and Doctorate 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 earn only one grade below B- (80%).
2. Minimum cumulative completion rate – Quantitatively, financial aid recipients must maintain a cumulative completion rate equal to or exceeding 67% of the credits attempted.
3. Students must complete the required course work within the time periods specified below:

    - MSN, Specialty Students – 6 years from matriculation
    - Certificate Students – 3 years from matriculation
    - DNP, Executive Students – 6 years from matriculation
    - DNP, Advanced Practice Students – 6 years from matriculation
    - PhD Students – 7 years from matriculation
    - DNP/PhD Students – 8 years from matriculation

Treatment of Grades and Repeated Coursework

Course Withdrawals -W Grades	Not included in the GPA calculation, but are considered a non-completion of attempted coursework
Incomplete Courses – I Grades	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
Audited Courses - AU Grades	Not considered attempted coursework or included in the GPA calculation, nor is the coursework considered for financial aid eligibility
Satisfactory (S) or Passing (P) Grade	Treated as attempted credits which are earned, but is not included in calculation of GPA.
Failing – F Grades	Treated as attempted credits that were not earned and are included both in the calculation of GPA and minimum completion rate
No Grade Reported – X Grades	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
Course Repeats	Only the repeated course grade will be used in calculating the GPA; all attempts will be included in the completion rate determinations.

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 sent 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 one of the following methods:

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) ofenrollment.

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 Financial Aid Appeals 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 his/her academic plan will be taken into account in any subsequent appeal process of financial aid eligibility.

Contact the Office of Student Financial Services at 410-955-9840 or sonfinaid@jhu.edu for more information.

Financial Aid—Return of Title IV Funds

The Office of Student Financial Services 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.

Recalculation of financial aid 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 30 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

GRADING POLICY

The grading scale on the following page is used to determine conversion of percent score to letter grade:

Range	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
63 – 66	D	1.00
60 – 62	D-	0.70
< 60	F	0.00

GRADUATION

The Johns Hopkins University confers degrees at the conclusion of its summer, fall, and spring terms. Formal commencement exercises are held once a year in May.

Students should review graduation requirements with their advisers as they reach the mid-point in their curriculum and at least one semester prior to their anticipated graduation.

The application for graduation is available online via SIS and must be received by July 1 for August conferral, November 1 for December conferral, and March 1 for May conferral. Each student who expects to graduate at the end of the current term (August, December, or May), must complete a graduation application. The application must be completed for every degree and/or certificate program.

Diplomas will not be released to anyone who has an outstanding balance with the University.

Students may not use the credentials of any degree (e.g., MSN) until the degree has been officially conferred. Anticipated graduation dates may be included in a resume. Upon written request, the Registrar will provide a letter certifying program completion prior to the degree being conferred.

To be approved for graduation, the student must:

- Achieve a minimum 3.0 GPA for the degree program
- Complete all coursework as outlined in the program of study
- Complete and submit an Application for Graduation online via SIS

Deadlines for submitting graduation application form for Academic Year 2017-18

August completion:	July 1
December completion:	November 1
May completion:	March 1

Note: Receiving a diploma at an international address can take up to an additional eight weeks, as diplomas are mailed via International Airmail with no tracking number. In order to have it mailed via Federal Express, please contact the Office of the Registrar at 410-614-3096 or SONRegistrarsOffice@jhu.edu.

HEALTH INSURANCE FOR STUDENTS

All students in degree and certificate programs are required to have health insurance coverage. The University will provide information about its student health insurance plan and how to enroll 30 days prior to the start of the degree program. Enrollment must be completed by the first week of orientation. Students who do not purchase the University insurance must provide proof of enrollment in a comparable plan each academic year. All full-time, on campus, degree seeking students will have access to University Student Health Services. University Student Health provides students with adult primary care and adult outpatient mental health services. Email Student Accounts at SONStudentAccounts@jhu.edu with health insurance questions. Information about rates, billing, termination of coverage, etc. is available at nursing.jhu.edu/information/current-student/student-affairs/health- safety/index.html.

Dental insurance is not included in the student health plan and is not offered to students. Students seeking dental insurance may choose any dental plan.

HONOR CODE

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 Honor Code 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 ethics and maintaining high standards of conduct. In addition, the School of Nursing upholds the professional code of ethics established in the Code of

Ethics for Nurses (ANA, 2015). Each student is held accountable for adhering to the American Nurses Association Code of Ethics.

The School of Nursing Honor Code is grounded in the following principles:

- Act with honesty and integrity in the performance of all academic assignments, examinations and in all interactions with others
- Engage in providing requested input to improve faculty understanding of the learning needs of students
- Respect self, faculty, staff, fellow students and members of the health team
- Respect and protect the confidentiality of information
- Advocate for patients' best interest
- Respect the diversity of persons encountered in all interactions
- Respect property
- Respect policies, regulations and laws
- Abstain from the use of substances in the academic and clinical setting that impair judgment or performance

The 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 pledge may be completed in several ways such as:

- Student will write and sign the pledge
- Faculty will preprint the pledge on tests and student will initial it
- Faculty will include the pledge on an online quiz/test and ask students to indicate their online verification

Academic Ethics

The following conduct is prohibited by this policy. This list is nonexclusive.

Cheating. The following are nonexclusive examples of cheating:

- use or consultation of unauthorized materials (e.g., notes, books, etc.) on assignments, tests, or examinations
- unauthorized discussion of a test or exam during its administration
- copying content on an assignment, test or examination from another individual
- obtaining a test or examination or the answers to a test or examination before administration of the test or examination
- studying from an old test or examination whose circulation is prohibited by the faculty member
- use or consultation of unauthorized electronic devices (e.g., calculators, cellular phones, computers, tablets, etc.) during tests or examinations
- use of paper writing services or paper databases
- unauthorized collaboration with another individual on assignments, tests or examinations

- submission of an assignment, test or examination for a regrade after modifying the original content submitted
- permitting another individual to contribute to or complete an assignment, or to contribute to or take a test or examination on the student's behalf

Plagiarism. The following are nonexclusive examples of plagiarism:

- submission of the same or substantially similar work of another person (e.g., an author, a classmate, etc.)
- use of the results of another individual's work (e.g., another individual's paper, exam, homework, computer code, lab report, etc.) while representing it as your own improper documentation of quotations, words, ideas, or paraphrased passages taken from published or unpublished sources

Reuse of Assignments or Exams.

- unauthorized submission of the same or substantially similar assignment or exam (e.g., a paper, etc.) to fulfill the requirements of more than one course

Forgery/Falsification/Lying. The following are nonexclusive examples of forgery, falsification and lying:

- falsification or invention of data for an assignment or in an experiment
- citation of nonexistent sources or creation of false information in an assignment
- attributing to a source ideas or information that is not included in the source
- forgery of university or other official documents (e.g., letters, transcripts, etc.)
- impersonating a faculty member
- request for special consideration from faculty members or university officials based upon false information or deception
- fabrication of a reason (e.g., medical emergency, etc.) for needing an extension on or for missing an assignment, test or examination
- claiming falsely to have completed and/or turned in an assignment, test or examination
- falsely reporting an academic ethics violation by another student

Facilitating Academic Dishonesty. The following are nonexclusive examples of facilitating academic dishonesty:

- intentionally or knowingly aiding another student to commit an academic ethics violation
- allowing another student to copy from one's own assignment, test, or examination
- making available copies of course materials whose circulation is prohibited (e.g., old assignments, texts or examinations, etc.)
- completing an assignment or taking a test or examination for another student

Unfair Competition. The following are nonexclusive examples of unfair competition:

- intentionally damaging the academic efforts of another student
- stealing another student's academic materials (e.g., books, notes, assignments, etc.)
- denying University resources needed by another student (e.g., hiding library materials, stealing lab equipment, etc.)

Improper Use of Electronic Devices. The following is a nonexclusive example of improper use of electronic devices:

- Transmittal or posting of patient/client data or photographs

Allegations of Research Misconduct are covered by the ***School of Nursing Policy on Research Misconduct*** which can be found at nursing.jhu.edu/faculty_research/faculty/handbook/documents/misconduct/research_misconduct.pdf

Professional Code of Ethics

In addition to the Academic Ethics outlined in in this document, each student enrolled in the Johns Hopkins University School of Nursing is expected to uphold the professional code of ethics established for and by the nursing profession and as defined by the School. Ethics are foundational to the nursing profession. The nursing profession expresses its moral obligations and professional values through the Code of Ethics for Nurses (ANA, 2015). Each student should read the American Nurses Association Code of Ethics and be accountable for its contents.

In its Code of Ethics for Nurses, the American Nurses Association states that: "ethics is an essential part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, vulnerable and for social justice. This concern is embodied in the provision of care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities."

–American Nurses Association Code of Ethics for Nurses with Interpretive Statements (2015)

Nursing students are expected not only to adhere to the morals and norms of the profession, but also to embrace them as part of what it means to be a nurse. The nurse recognizes that his/her first obligation is to the patient's welfare and that all other needs and duties are secondary; the nursing student adheres to this same value. A code of ethics makes the professional goals, values, and obligations of a nursing student more explicit, assisting the student in the development of his/her professional ethics.

A nursing student at Johns Hopkins University School of Nursing will strive to act in a professional, ethical manner in accordance with the Code of Ethics for nurses, the JHUSON values, and Honor Code.

Each student will:

- Read this School of Nursing Professional Code of Ethics Document and be accountable for its contents.
- Be responsible for his/her own learning and clinical practice and honor other students' right to learn and be successful in academic and clinical environments (i.e., develop own knowledge base through study and inquiry; recognize others' right to do well on their written work; have access to reserved material; and have access to their own preparation materials and supplies used in clinical areas).
- Demonstrate respect in verbal and non-verbal behaviors to all others in all clinical and academic settings (e.g., interact with others without using threats of, or commission of, physical harm, verbal abuse, unwanted sexual advances or contact, or other unwarranted physical contact. Arrive to class and clinical sites on time; silence beepers and cell phones in class, etc.).
- Assess patient status carefully upon assuming responsibility for his/her care

- Provide safe, competent care, seeking assistance when personal knowledge and/or skill are not adequate. Avoid use of any substances that would impair clinical ability or judgment (e.g., prepare for clinical assignment to develop required knowledge and skill; review patient's medical record; seek assistance according to course and curricular objectives).
- Provide the same standard of care to all patients and families regardless of race, ethnicity, age, sexual preference, disability, religion, economic status, employment status, or the nature of their health problem(s). Accept that others have the right to their own cultural beliefs and values and respect their choices (e.g., demonstrate compassion and respect for every individual; provide the best quality of care possible to all patients; be non-judgmental of cultural differences).
- Provide patient care without expectation of, or acceptance of, any remuneration over and above salary (if applicable) (e.g., do not accept gratuities or personal gifts of monetary value).
- Document in a thorough, accurate, truthful, and timely manner data that reflects findings from one's own personal assessment, care, interventions, teaching, or the patient's and/or family's response to those activities (e.g., documentation errors are corrected in an acceptable manner, documentation is unaltered, vital signs are recorded at the time they are measured, and late entries are duly noted).
- Act in a manner that contributes to the development and maintenance of an ethical educational and practice environment. Recognize that the primary commitment in clinical practice is to the patient and that respectful interactions are expected *(e.g., act as a role model for other students and colleagues; speak up if another student is speaking disrespectfully to classmates or faculty; work through appropriate organizational channels to share concerns about situations that jeopardize patient care or affect the educational environment; advocate patient safety).*
- Complete legally required HIPAA training and University or clinical site requirements regarding confidentiality. Use patient data in all school work, papers, presentations, research findings and in the clinical setting in a manner that is accurate, truthful, and confidential. Patient data must have a justifiable reason for its presence. Acknowledge real data gaps that may exist in written work. Identify patient in paper by initials, not full name.
- Refrain from unauthorized use or possession of school or clinical setting's equipment, patient's belongings, or items dispersed or intended for patient use (*e.g., do not download University software onto a personal PC or mobile device; do not use a hospital computer terminal for personal use; do not take a patient's prescribed medication for personal use).*

Code of Conduct

Student Conduct is handled through a university-wide process. Please see the Johns Hopkins University non-academic Student Conduct Code studentaffairs.jhu.edu/policies/student-code for policy and procedures.

Honor Code Policies and Procedures:

Authority

Student discipline is the responsibility of the faculty of the School of Nursing. The School of Nursing Ethics Board has been created to administer this responsibility. Nothing herein prescribed, however, shall prevent the Dean of the School, or in the absence of the Dean, the Associate Dean for Enrollment Management and Student Affairs, or their designees, from summarily suspending a student for reasons relating to his or her physical or emotional safety and well-being, the safety and well-being of students, faculty, staff, or University property, the maintenance of public order, or the effective

continuation of the education process. The student has the right to a fair and timely hearing in accordance with these rules.

Scope

The School of Nursing Ethics Board has authority over disciplinary matters involving matriculated and continuing School of Nursing students in the full-time, part-time, and professional programs. School of Nursing students may enroll in courses in one or more other University divisions or schools. School of Nursing students are subject to this policy not only when enrolled in School of Nursing courses, but also when enrolled in courses in other University divisions or schools. Academic misconduct in the context of those "outside" courses will be subject to and resolved under this policy.

This authority may include, but is not limited to the following:

- Violations of School of Nursing Academic Ethics or Professional Ethics
- Violations of University Policies and Procedures
- Violations of federal, state or local laws

Reporting Academic or Professional Ethics Violations

Any member of the faculty, administration, staff or any student who has reason to believe a violation has occurred is expected to notify the Ethics Board Chair or Associate Dean for Enrollment Management and Student Affairs. Faculty members generally initiate academic or professional investigations, either by detecting violations themselves or by receiving reports from teaching assistants, clinical site staff, students, alerts by exam monitoring services, and/or university staff members.

Students or staff who witness violations should report these to the appropriate course faculty or Associate Dean for Enrollment Management and Student Affairs. Students may consult beforehand with the Associate Dean for Enrollment Management and Student Affairs, or designee, or the chair of the Ethics Board.

Both students and faculty should follow these procedures:

- If a student is suspected of academic misconduct, the faculty member responsible for the course in which the misconduct allegedly occurred must review the facts of the case promptly with the student.
- If, after speaking with the student and any witnesses, the faculty member believes that academic misconduct has occurred, the faculty member must first contact the Associate Dean for Enrollment Management and Student Affairs to determine whether the offense is a first offense, or a second or subsequent offense.
- For a minor first offense after faculty consultation with the Chair of the SON Ethics Board to ensure that first violations are treated consistently, the faculty member may settle the case directly with the student, i.e., the faculty member and student may reach an agreement on the resolution of the alleged misconduct. If such an agreement is reached, the faculty member must promptly provide the student with a letter outlining the resolution that includes the charges, a summary of the evidence, the findings, and the sanctions agreed upon, and must also simultaneously provide a copy of that letter to the Associate Dean for Enrollment Management and Student Affairs.

- If, however, the faculty member cannot reach an agreement with the student (e.g., the student denies cheating or does not agree with the proposed sanction, etc.), or the offense is a second or subsequent offense, or if in the case of a first offense, the sanction imposed would be greater than failure in the course, the faculty member must promptly notify the Associate Dean for Enrollment Management and Student Affairs in writing of the alleged violations, evidence, including potential witnesses, and other pertinent details of the case. In such instances, the case will proceed to the next phase of resolution as outlined below.
- The Associate Dean for Enrollment Management and Student Affairs will convene a meeting of the Ethics Board in consultation with the chair of the Ethics Board.
- In advance of the Ethics Board hearing, a student receives written notification of the hearing date, time, and location.

Ethics Board Selection and Ethics Panel Hearings

An Ethics Board will be constituted each year. A faculty chair will be selected from among the full-time faculty by the Dean or her designee. Four full-time faculty who teach primarily in one of the following programs—MSN Entry into Nursing, MSN Advanced Specialty, and doctoral (either PhD or DNP) will be elected for two-year terms by the Faculty Assembly.

The Ethics Board meets annually in the fall semester and as needed thereafter.
After receiving a report of a violation that merits a hearing, the Associate Dean for Enrollment Management and Student Affairs or designee will initiate an Ethics Board hearing with the chair. For each request, a hearing panel will be formed.

The Ethics Board consists of the faculty chairperson, the program directors from all academic programs and the faculty members mentioned above. The Ethics Hearing Panel consists of the faculty chairperson, the faculty members, the program director and two student members. The Associate Dean for Enrollment Management and Student Affairs or designee attends all hearings but is a non-voting member.

Student members of the Ethics Board are elected by their peers for a term of one year, beginning no later than September 30.

The Ethics Board appoints a student hearing assistant for the alleged honor code violator and for the person initiating the complaint. The hearing assistant for students will be his/her academic adviser or other faculty member chosen by the student. The hearing assistant for the faculty may be his/her faculty mentor or other faculty member of choice. The assistant will meet with the respective parties to prepare evidence, testimony, and questions for the hearing. Assistants may attend and provide consultation in the hearing.

All evidence for the hearing must be placed on file in the Office of the Associate Dean for Enrollment Management and Student Affairs. Students and faculty can submit evidence directly to the Associate Dean for Enrollment Management and Student Affairs or indirectly through the assistant or the chairperson.

The Ethics Board will convene within 10 working days of receiving the request for a hearing whenever possible. The Ethics Board hearing is an orderly discussion, not a legal proceeding. Legal representation is not permitted.

In general, hearings will proceed as follows, although the panel has discretion to alter the order or manner in which it hears or receives evidence, and to impose time limits on any stage of the process:

- introductions
- opening statement from the reporter, if applicable
- questioning of the reporter by the panel, if applicable
- closing statement from the reporter, if applicable
- opening statement from the student
- questioning of the student by the panel
- questioning of the witnesses, if any, by the panel
- closing statement from student

At the conclusion of the hearing, all parties will withdraw, and the deliberations of the hearing panel will be held in private.

The Accused is presumed innocent until proven in violation by a preponderance of the evidence. A "preponderance of the evidence" standard will be used to determine responsibility for alleged violations of this policy. A "preponderance of the evidence" standard is an evidentiary standard that means "more likely than not." This standard is met if the proposition is more likely to be true than not true.

The Chair shall, as soon after the hearing as possible, prepare minutes of the hearing including:

i. Date, place and time of the hearing,
ii. The names of all persons present at the hearing,
iii. A short statement of the charge against the student,
iv. A summary of the findings of fact and conclusions made by the Ethics Board,
v. A statement of the decision of the Ethics Board,
vi. The sanction recommended by the Ethics Board, if applicable

The alleged honor code violator and the initiating party will be informed in writing by the Enrollment Management and Student Affairs Office the Ethics Board's decision within five working days of the Board's decision.

Depending on the severity and type of infraction, the student may be removed from the clinical or laboratory setting immediately after a decision has been reached; such decisions will be communicated verbally to the student by the Chair. Written confirmation will follow.

Any student found not in violation is exonerated of all charges and allowed to make-up any missed assignments or clinical time.

If a students is found in violation, the following factors may be considered in the sanctioning process:

- the specific academic misconduct at issue
- the student's academic misconduct history; and
- other appropriate factors

This section lists some of the sanctions that may be imposed upon students for violations of this policy.

The School of Nursing reserves the right, in its discretion, to impose more stringent or different sanctions depending on the facts and circumstances of a particular case. Sanctions for academic misconduct under policy are generally cumulative in nature.

Possible sanctions against students, include without limitation one or more of the following:

Formal Warning
The student is notified in writing that his or her actions constitute a violation of this policy, and may be subject to other actions (e.g., re-taking an exam or failure in a course).

Grade Adjustment
*G*rade adjustment, including failure, on any work or course. This may include or may not include permanent student record notation. If notation, "Grade due to Academic Misconduct" will be noted on the official School of Nursing transcript

Probation
The student is notified that further violations of this policy within the stated period of time will result in the student being considered for immediate suspension or other appropriate disciplinary action. If at the end of the specified time period no further violations have occurred, the student is removed from probationary status.

Suspension
The student is notified that the student is separated from the University for a specified period of time. The student must leave campus and vacate campus residence halls, if applicable, within the time prescribed and is prohibited from University property and events. The conferring of an academic degree may be deferred for the duration of the suspension. A student must receive written permission from the University prior to re-enrollment or re-application. Academic work completed at another institution while on suspension will not be recognized for credit transfer.

Expulsion
Expulsion means the permanent removal of the student from the University. Expulsion includes a forfeiture of all rights and degrees not actually conferred at the time of the expulsion, permanent notation of the expulsion on the student's University records and academic transcript, withdrawal from all courses according to divisional policies, and the forfeiture of tuition and fees. Any student expelled from the University is prohibited from University property and events and future reapplication to the University.

After the hearing, the Associate Dean for Enrollment Management and Student Affairs assists the chair in implementing the Ethics Board's decision. This will include notifying the student and appropriate faculty or School personnel (e.g., Registrar, faculty adviser, course faculty, Executive Vice Dean, appropriate program director).

The Associate Dean for Enrollment Management and Student Affairs or designee maintains all hearing documents in a confidential file.

The Ethics Board faculty chair will submit a yearly report to the Faculty Assembly outlining types of hearings held and decisions made during the year. Students will not be identified by name in this report.

Appeals Process

Except in the case of a resolution for first time offenses with a faculty member, the student may appeal a panel's finding of responsibility and/or sanction(s). A student must file any appeal within five (5) days of the date of the notice of outcome on one or more of the following grounds:

- procedural error that could have materially affected the determination of responsibility or sanction(s)
- new information that was not available at the time of the hearing and that could reasonably have affected the determination of responsibility or sanction(s); and excessiveness of the sanction(s)

Any appeal must be filed in writing with the Dean of the School of Nursing or designee. An appeal will involve a review of the file; the appeal does not involve another hearing. On review of the appeal, the Dean of the School of Nursing or designee may:

- enter a revised determination of responsibility and/or revise sanction(s); or
- remand the matter to the panel to reconsider the determination of responsibility and/or sanction(s)

The Dean of the School of Nursing or designee will simultaneously send the appeal determination, with the reasons therefor, to the panel, as appropriate, and to the student. The decision of Dean of the School of Nursing or designee is final. No further appeals are permitted.

Records

A case file concerning a student will be retained for seven (7) years from date that the student graduates or otherwise leaves the university.

Student Experience

Being accused of an Honor Code violation is a stressful process for students. Students are encouraged to be completely honest in all discussions associated with this process and to take advantage of University resources. The Associate Dean for Enrollment Management and Student Affairs will provide an overview of the process and procedures of the Ethics Board and advice about preparing for the Academic Ethics Board hearing. The Johns Hopkins Student Assistance Program can help with any personal difficulties that arise during this process.

Procedural Rights

In connection with the resolution of alleged policy violations, a student shall:

- be notified in writing of the allegations in advance of any meeting or hearing;
- be notified in writing of the charges, and the date, time and location of the hearing, and identity of the hearing administrator or panel members in advance of the hearing;
- have the opportunity to review in advance of any meeting or hearing any information to be considered by any faculty member, administrator or panel consistent with the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") and to protect other confidential information;
- be notified in writing of the outcome of any hearing, namely the findings, determination of responsibility, and any sanctions; and
- be notified in writing of the outcome of any appeal

A student may raise the potential conflict of any University personnel participating in the resolution process. A student may also decline to participate in the resolution process. The University may however continue the process without the student's participation.

Communications under this policy will primarily be conducted with students through their official University email address, and students are expected check their official University email on a regular basis.

Faculty Experience
Faculty members should enforce academic ethics equally and consistently. All suspicions of academic misconduct, no matter how minor, must be investigated.
Faculty members must contact the Associate Dean for Enrollment Management and Student Affairs regarding accusations of academic misconduct in order to determine if an accused student has previous violations. Faculty must also contact the Chair of the Ethics Board to ensure that first violations are treated consistently. In addition, faculty members must submit documentation of all direct settlements and hearing requests to the Associate Dean of Enrollment Management and Student Affairs.

If an Ethics Board hearing is necessary, efforts will be made to schedule the hearing to accommodate the faculty member's schedule.

Faculty members are expected to compile evidence and to present their account of the violation during an Ethics Board hearing. The hearing assistant chosen by the board will assist the faculty member with this process.

Faculty members are encouraged to contact the Associate Dean for Enrollment Management and Student Affairs or the chair of the Ethics board to discuss concerns and questions about the meeting.

HOUSING

All student housing is considered off-campus. Helpful information about finding local housing may be obtained by contacting the Housing Offices at the Homewood and East Baltimore campuses.

Johns Hopkins Medical Institutions Off-Campus Housing Office
733 N. Broadway
Baltimore, MD 21205
410-955-3905
www.hopkinsmedicine.org/som/students/life/housing

Homewood Off-Campus Housing Office
3339 N. Charles St.
Baltimore, MD 21218
410- 516-7961
www.jhu.edu/~hds/offcampus

Wherever you choose to live, Renters Insurance is strongly recommended!

ID BADGES

All students, faculty, and staff are required to wear their School of Nursing identification badges at all times. New students receive their badges at Orientation. Replacement ID badges are obtained from the Parking and ID office in room 108 of the Nelson/Harvey building in the hospital.

INCLEMENT WEATHER INFORMATION

The university has established a weather emergency hot line for students, faculty, and staff. The Baltimore number is 410- 516-7781. Outside the local Baltimore calling area, dial 1-800-548-9004. The phone line is programmed as soon as a decision is made regarding closures or delayed openings, normally about 6:00 am. This information can also be found at the following JHU Emergency Alert Notification webpage www.jhu.edu/alert/.

School Closure Policy

The university and school will make every effort to remain open and hold classes at all scheduled times, however there are times when the university, campus or school operations must be interrupted. On-site classes will meet unless operation of the University or School has been officially curtailed. Students, faculty, and staff are not permitted on campus if the university or the school is closed except in the case of required attendance on-site personnel. In order to maintain the continuity of the School's academic mission, online courses will continue even if the university or school is closed or if a building closure is necessary. Some on-site courses may continue by utilizing distance learning technology.

Clinical hours missed when the university is closed do not need to be made up.

INCOMPLETE COURSEWORK

The designation of "I" (Incomplete) will be assigned by a course instructor when course requirements have not been completed on time and the course instructor assesses this as due to unavoidable circumstances. A student must have successfully completed at least 50% of the coursework to be considered for an Incomplete.

Students should inform the course instructor as soon as they know that they will not be able to complete the course requirements on time if they intend to request approval for an Incomplete. To request approval for an Incomplete, the student must consult with the course coordinator beforehand; discuss the reasons for requesting the incomplete; his/her proposed plan and date for completing the course requirements. The student must initiate the "Notification of Incomplete Coursework" form, which has been signed by the student, the course instructor, and the student's advisor. If the Incomplete is warranted, the course work must be completed by the end of the following semester or summer term for all academic program courses. An Incomplete in a prerequisite course must be resolved before the next course begins. The course instructor will submit the Notification of Incomplete Coursework form to the Registrar to be included in the student's record.

If an "I" is not resolved within the contracted time period, the course grade will be calculated on the completed work. Once a grade is determined, the course instructor will send the assigned grade to the Registrar.

For prerequisite students, permission is required to register for the next semester when two or more Incompletes are on the student's record.

INDEPENDENT STUDY POLICY

Students interested in competing an independent study for academic credit should begin the process by discussing the plan with their adviser and contacting an appropriate full-time faculty member of the Johns Hopkins University to supervise and evaluate the work. With Faculty guidance, the student develops the description, objectives, learning activities, and the method for evaluating work. Students must register for independent study to receive credit in that semester. A registration form must be completed and submitted with registration materials.

The application for independent study can be found at nursing.jhu.edu/academics/documents/independent-study.pdf.

INSPECTION OF ACADEMIC RECORDS

While enrolled, a Johns Hopkins School of Nursing student can request an appointment to inspect his/her academic record. An appointment will be arranged for the student to review the academic record. A written request with an original signature must be submitted to the Office of the Registrar. Faxed requests will not be honored. Mail requests to:

Johns Hopkins School of Nursing
Office of the Registrar
525 N. Wolfe Street
Baltimore, MD 21205

Requests to inspect and/or receive copies of documents (other than transcripts from previous institutions and confidential letters of recommendation) maintained in a student's academic record may be submitted under the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly known as FERPA), as amended. Each October, the University publishes its policy on family educational rights and privacy in the Gazette. Additional information and copies of this policy can be obtained by visiting studentaffairs.jhu.edu/registrar/students/student-privacy-ferpa/ or by calling the Office of the Registrar at 410-614-3096.

INTERNATIONAL SERVICES

The Office of International Student, Faculty and Staff Services assists international students in three primary capacities listed on the following page:

1. as advisers 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 and JHU.

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

INVOLUNTARY LEAVE OF ABSENCE

Introduction

The University is committed to fostering a learning environment that enables students to thrive and participate fully in academic life. There are, however, occasions when a student's health interferes with his or her ability to take part in the academic community, and at such times the School provides the opportunity for the student to initiate a leave of absence. For instance, a student's mental or emotional health, medical condition, or inappropriate behavior or communication may necessitate a leave of absence or placement of conditions on continuing enrollment. The guidelines and procedures described herein are not intended to address such instances, for which long-standing policy exists. Rather, these guidelines and procedures shall apply in those extraordinary circumstances when a student has not or cannot voluntarily address the issues of concern.

Guidelines for Use

Involuntary Leave of Absence

In situations when a leave of absence is indicated, the Associate Dean of Enrollment Management and Student Affairs (EMSA) or designee will encourage the student to initiate a voluntary leave of absence. If the student declines to do so, the Associate Dean of EMSA or designee may require an involuntary leave of absence. This step will be taken when necessary to protect the safety of the student or other individuals or to preserve the integrity of the learning environment. Such a decision may be based on behavior and/or communication that:

- Harms or threatens harm to the health or safety of the student or others;
- Causes or threatens to cause significant damage to property or resources;
- Evidences chronic and/or serious drug or alcohol abuse;
- Significantly disrupts the functioning of the community; and/or
- Reflects disorganized or altered thinking incompatible with successful participation in the academic program.

Condition of Enrollment (COE)

When circumstances indicate that a leave of absence is not appropriate, the Associate Dean of ESMA or designee may nevertheless impose certain conditions as a requirement of continued enrollment.

This step will be taken only after consultation with those responsible for oversight of the student's program of study.

Procedure

When the Associate Dean of Enrollment Management and Student Affairs (EMSA) or designee becomes aware, by whatever means, of the potential need for action, the following procedures will be initiated:

a. The Associate Dean of EMSA or designee will contact the student and describe the issues of concern. If this discussion alleviates all concerns, no further action is needed. Alternatively, procedures outlined below may also be initiated.
b. The Associate Dean of EMSA or designee may mandate a mental health or physical evaluation of the student. The Associate Dean of EMSA or designee may also specify conditions under which the student is allowed to remain at the University. Such conditions will be developed in consultation with others charged with oversight of the student's academic program, University Health Services, and the Student Assistance Program. The Associate Dean of EMSA or designee will provide written notice to the student when such conditions are mandated.
c. If a leave of absence is indicated, and if the student so agrees, procedures governing voluntary leaves of absence shall apply.
d. When a leave of absence is indicated and the student declines to accept a voluntary leave, the Associate Dean of EMSA or designee will discuss the implications of an involuntary leave of absence. If the student continues to decline, the Associate Dean of EMSA or designee will initiate an involuntary leave of absence after consultation with those charged with oversight of the student's academic program, University Health Services, and the Student Assistance Program. In urgent situations, the Associate Dean of EMSA or designee may initiate an involuntary leave of absence immediately.

Under these circumstances, such consultation will be undertaken promptly thereafter. When an involuntary leave is imposed, the Associate Dean of EMSA or designee will provide the student with written notification to this effect.

This notification will outline the steps required for re-entry into the academic program and also note other pertinent information regarding the student's status while on leave.

Re-Entry

A student seeking re-entry to the curriculum after a voluntary or involuntary leave as described under this policy will undergo a "fitness for return" evaluation by the Student Assistance Program and/or the appropriate health service (University or Occupational Health Services). Upon re-entry, the Associate Dean of EMSA or designee may impose conditions under which the student will be allowed to remain at the School. The Associate Dean of EMSA or designee will provide written notice to the student when such conditions are instituted.

Confidentiality

All records related to student leaves of absence and conditions placed on continuing enrollment will be maintained in accordance with applicable law and policy in the Associate Dean of EMSA's Office.

LEAVE OF ABSENCE

Students must sometimes interrupt their studies for a variety of reasons (academic or personal). A student may leave the School of Nursing (SON) by either taking a leave of absence (leaving the school temporarily with the firm and stated intention of returning) or by withdrawing from the school (leaving the school with no intention of returning). Before a student selects to leave the SON it is expected that the student will consult with his/her academic/faculty adviser and/or other academic resources available to assist with such a decision (Johns Hopkins University Student Assistance Program, other faculty, Program Director, etc.).

The SON is required by the Higher Education Act to recalculate the eligibility for federal Title IV student financial assistance for students who withdraw, drop out, are dismissed, or take a leave of absence, prior to completing 60% of a semester. Title IV funds include: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Work-Study, Federal Perkins Loans, Federal Direct Stafford Loans, Federal Direct Unsubsidized Stafford Loans, and Federal Direct PLUS Loans. The application of the Return of Title IV Funds Policy may result in funds being due to the SON and students are responsible for any outstanding balance due to the School of Nursing.

Process

To submit a leave of absence (LOA) or withdrawal the student is expected to go through the following steps:

1. Meet with academic/faculty adviser to discuss this decision and/or use the academic resources available to assist with this decision (JHSAP, other faculty, Program Director, etc.).
2. Complete the Leave of Absence/Withdrawal form: nursing.jhu.edu/academics/documents/student-forms/leave-of-absence-withdrawal.pdf
3. Submit the form to the Office of the Registrar via email or by dropping it off at the Registrar's Office located on the 2nd floor of the Student House.
4. Once a leave of absence or withdrawal has been approved the Registrar will finalize this process and will notify all SON officials (Adviser, Faculty, Program Director, Financial Aid, Student Accounts, etc.).
5. Financial Aid staff will recalculate the eligibility for federal Title IV student financial assistance for the student (if appropriate) and complete the JHU paperwork for this process.

Note:

- Students on a LOA are not permitted to attend classes, use school services or maintain employment as students at the SON or other JHU school(s) while their leave is in effect.
- An approved LOA is not counted toward a student's time to degree and does not require the student to make degree progress during the period of the leave.
- A student can request a LOA for up to one year (only). Students who do not return from a LOA (after one year) will be administratively withdrawn from the SON by the Registrar.
- If a student must take a LOA during the semester/term, the student would be unenrolled for that semester, would lose their tuition and fees for the term, and would not receive credit for their coursework. If the midway point of the course has been reached a "W" will be posted for each course. If 70% of the course has passed then a "WP" or "WF" will be posted, dependent upon the student's performance to date. If the leave occurred near the end of the semester and the student met the conditions for receiving grades of Incomplete, the student

might wish to take grades of Incomplete. The student would need to follow current policy for making up Incompletes. The LOA would not affect the timeframe allowed for making up "I" grades.

All international students who are in F-1 and J-1 visa status must follow a set of immigration regulations as outlined by the U.S. Government in order to maintain their international student status. Students who are in F-1 and J-1 visit status must meet with the JHU Office of International Student Services to discuss the decision to take a LOA or withdraw from the SON before submitting a completed Leave of Absence/Withdrawal Form.

Students who withdraw from JHSON in good standing may be considered for readmission. The student must complete the application process but will not need to pay the application fee (this fee will be waived). Students will be notified in writing by the Director of Admissions of their readmission status.

LETTERS OF RECOMMENDATION

Students who need letters of recommendation should contact faculty directly. Requests for letters of recommendation should be sent a minimum of 14 business days prior to the time the letter is needed. For clinical recommendations, requests for letters of recommendation should be made at the end of the clinical rotation. Requests should be directed to the clinical instructor/preceptor and/or clinical course coordinators.

LIBRARY RESOURCES AND SERVICES

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 welch.jhmi.edu/welchone/ 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 welch.jhmi.edu/welchone/, 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, email 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 campus-wide 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.

LOCKERS

Lockers are available for School of Nursing students. Please contact Student Affairs at 410-955-7545 or SON-StudentAffairs@jhu.edu for more information.

NCLEX

Pre-licensure students will be eligible to take the computerized National Council Licensure Examination (NCLEX) upon completion of all the requirements for the program. The NCLEX is designed to test knowledge, skills, and abilities essential to the safe and effective practice of nursing at the entry level. Examination registration information is available to pre-licensure students through the pre-licensure program.

NON-DEGREE-SEEKING STUDENTS

The maximum number of credits that can be accrued by a non-degree seeking student is six. Students will not be allowed to take courses beyond the six credit limit unless an exception is made by the appropriate program director.

Non-degree seeking students may not enroll in any clinical courses. Courses available to non-degree seeking students are:

- Biostatistics for Evidence-based Practice
- Context of Health Care for Advanced Practice Nursing,
- Philosophical, Theoretical, and Ethical Perspectives of Advanced Nursing Practice
- The Research Process and its Application to Evidence-Based Practice

Additional courses are under review for possible inclusion in the list of approved courses available to non-degree seeking students. Please check with the Registrar's Office for details.

Non-degree seeking students may apply to a degree program at any time before completing six credits. There is no guarantee that applicants who have taken courses as a non-degree seeking student will be admitted to a degree program. All applicants to a degree program must meet the admission requirements outlined in the Admissions section of this handbook and catalog.

PARKING

The Department of Corporate Security, Parking & Transportation helps, students, patients, visitors and employees get to and around the Johns Hopkins Medicine campuses, and offer a range of services to ensure a safe and stress-free visit.

Parking information for patients, visitors, employees, and students at the East Baltimore Hopkins campus is available at www.hopkinsmedicine.org/security_parking_transportation/parking/.

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 archives 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 Communications by email at cpa@jhu.edu. 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 news media covering university activities.

PREREQUISITES FOR HEALTH PROFESSIONS

The fully online prerequisite courses are instructor-led, 10-week courses that use the Blackboard Learning Management System (LMS). The courses are structured so that each week of the course is a module of content typically consisting of required reading, a short multi-media presentation, a discussion board activity, and a quiz on that particular week's content. Additionally, lab courses incorporate a virtual lab activity and will have additional assignments to assess student mastery and application of the information.

The courses offered are the prerequisite courses required for the Johns Hopkins School of Nursing pre-licensure program, Master of Science in Nursing (MSN). These courses include:

- Biostatistics
- Human Growth and Development Through the Lifespan

- Nutrition
- Microbiology with virtual lab
- Anatomy with virtual lab
- Physiology with virtual lab
- Chemistry with virtual lab (offered but not required by Johns Hopkins School of Nursing)

Prerequisites Registration

All prerequisite courses are available in the summer, fall, and spring semesters. First-time students need to submit an online application form. After submission, your information will be reviewed and processed as a non-degree seeking student at the Johns Hopkins School of Nursing. It is not necessary to apply to a degree program to enroll in a prerequisite course.

Returning students register through SIS (the Johns Hopkins University Student Information System). Registration Questions? Contact prereqs@jhu.edu or look in our FAQS.

Each college and university will have policies and procedures about how it will evaluate transcripts from your previous work. Each prerequisite course completed at Hopkins will be displayed on a Johns Hopkins School of Nursing transcript, which will list the name of the course, the credits earned for the course, and the grade that you achieved.

We advise that you contact each school or university that you are considering to research its particular requirements and if our courses will be acceptable for its program. In particular, we urge you to specifically ask about virtual labs and if the school that you are considering will accept virtual labs as part of its entry requirements.

Successful completion of the prerequisite courses at the Johns Hopkins School of Nursing does not guarantee acceptance into the Johns Hopkins School of Nursing degree programs.

Tuition is due at time of registration**,** and failure to pay by the denoted deadline for each semester may result in cancellation of registration.

Students may enroll in up to three courses per semester, but should not enroll in more than two lab courses at the same time. Anatomy is to be taken prior to Physiology and should not be taken in the same semester.

PRINTING

To facilitate various program start dates, an annual quota of 1500 prints is allocated to each student on a bi-monthly basis. Students will be given a quota of 250 prints when they are first admitted to the School of Nursing. This quota will then be reset to 250 prints every two months (on January 1, March 1, May 1, July 1, September 1, and November 1). Any unused free prints will not carry over. Any prints or copies beyond 250 within the two month cycle will be billed to the student's SIS billing account at $.04 per page. The printing system allows students to print from their laptop computers (Mac or Windows). Printing wirelessly will require installation of Pharos client software.

Additional information about printing services is available at wiki.nursing.jhu.edu/x/FoAoAg.

PROFESSIONAL ATTIRE POLICY

Agreements and contracts with clinical agencies dictate that student nurses follow a specific dress code. With this in mind, all students are required to wear uniforms at all clinical settings, including the School of Nursing labs and any international setting. The uniform requirements may be modified at specific sites so that students are in compliance with clinical site policy. Please be mindful of the fact that as a student you are representing Johns Hopkins School of Nursing at all of your clinical sites.

- Students must have uniforms available the first week of their initial term.
- The School uniform, patch, name pin, and identification badge will be worn by an individual when functioning in the student role. A student may not wear a School uniform in an employment situation.
- Students must wear the official lab coat and professional attire when visiting a clinical setting to review patient assignments, etc.
- When a lab coat is worn, the name pin must be attached.
- Short white lab coats are not permitted.
- Sneakers, canvas shoes, or Crocs are not permitted.
- No casual attire is permitted in any work setting at any time (i.e. jeans, shorts, sweatshirts, T-shirts, sandals.)
- All scrub tops and lab coats must have the JHSON patch sewn on the left upper sleeve.
- Many community health sites require that students wear dark shoes.
- The long white lab coat may be worn over professional attire in some situations, to be determined by faculty.
- Students with special uniform needs pertaining to cultural or religious requirements should see the Program Director before purchasing uniforms. Accommodations may be made for the student's cultural or religious obligations.
- If scrubs are not required, the long white coat may be worn over professional attire in most situations. The SON uniform, name pin, and identification badge must be worn by an individual when functioning in the student role.
- Only one small post earring in each ear is allowed in clinical areas. Dangling or hoop earrings and bracelets are prohibited**.** Jewelry must be removed from any other visibly pierced location, including the tongue. Either a watch with a second hand or a digital watch that can track seconds is required.
- All tattoos must be covered.
- Hair must be worn above the collar or tied back securely with a small clip or band. Large hair bows or scarves are not permitted. Extreme hair colors are not permitted. For cultural or religious purposes, a solid navy blue, black, or white head-covering may be worn with the uniform scrubs. Men may have beards and mustaches if trimmed neatly. Facial stubble is not permitted.
- Fingernails should be clean, trimmed to no longer than 1/4 inch beyond fingertips, and with either pale or no polish. Fingernails are to be free of ornaments. Fingernail polish is to be free of chips. Artificial fingernails or other nail enhancements are not permitted because of documented outbreaks of infection due to gram negative bacteria associated with artificial nails.
- Makeup, if worn, must be applied in moderation to enhance the natural features and create a professional image. Glitter, sequins, and false eye lashes (including lash extensions) are prohibited.

- For patient and staff health and comfort, the use of all scented products, such as perfume, cologne, after- shave, hairspray, or lotions, are prohibited as they may have adverse effects on patients, visitors, and other employees.

Name Pin, ID Badge, and Uniform Emblem

Name pins are ordered through the Matthews Johns Hopkins Medical Book Center at 410-955-3931 or 1-800-266-5725, and must be worn on the upper right portion of the uniform. Charges will be incurred for replacement of lost name pins. The JHSON picture ID badge is obtained during the orientation process. The picture ID badge should be worn at all times in class or clinic; the name pin should be worn when in a clinical setting.

For MSN Entry into Nursing, the standard uniform, found on the next page, consists of the following as determined by a specific course:

- Navy blue uniform pants
- Navy blue uniform skirt
- Navy blue scrub top
- White scrub top
- Black, navy, or white shoes (non-permeable)
- Long white lab coat that includes School of Nursing emblem on left sleeve and school name embroidered on left breast worn over professional attire.

Students will be notified about required clinical attire for their specific clinical site by their clinical instructor before the clinical course begins.

All students:

If scrubs are not required, the long white coat may be worn over professional attire in most situations. The SON uniform, name pin, and identification badge must be worn by an individual when functioning in the student role.

Uniforms are available from:

The Matthews Johns Hopkins Medical Book Center
1830 E. Monument Street
Baltimore, Maryland 21205
Telephone: 1-410-955-3931 or 1-800-266-5725 (Toll free)
Fax: 1-410-955-0576
Email: jhu@mattmccoy.com
Website: www.jhumedbooks.com

Improper Uniform

Faculty members will tell an improperly dressed student to leave the clinical setting and return in proper uniform. The lost clinical time cannot be rescheduled, and a clinical warning may be issued.

REGISTRATION POLICIES AND PROCEDURES

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

Registration

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 email before the registration period each term. If the student has not received this information at least one week prior to the registration period, the Office of the Registrar should be contacted immediately. Students may not sit in on a class without being officially registered for that class.

Students who 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.

Registration Holds

All students must have the approval of their assigned academic adviser before enrolling for any term. Students will not be allowed to register if there are unpaid bills from a previous term. 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.

Add/Drop

A student wishing to add or drop a course must do so by the end of the second week of classes. The Add/Drop form is available at nursing.jhu.edu/academics/documents/student-forms/add-drop-form.pdf. Please refer to the Course Drop or Withdrawal Policy.

Auditing a Course

To audit a course, the instructor's permission and adviser's approval are required. Students must register for the course as an audit with the Office of the Registrar. The course will be shown on the academic record as an AU and will not be used in determining the grade point average.

Cancelled Courses

If minimum course enrollment is not met, students will be sent a cancellation notice and have the option to enroll in another course with the academic adviser's approval.

Course Withdrawal Notation

No notation is made on the academic record if a class is dropped before 50% of the class is completed. The signature of the adviser is required.

After 50% and through 70% of the scheduled classes have met, the signatures of the adviser and the Director of the Program are required to drop a class. A "W" is recorded on the transcript.

After 70% of the scheduled classes have met, the signatures of the course coordinator, the adviser, and the Director of the Program are required to withdraw from a class. The course coordinator will note on the form whether the student is receiving a passing grade for the course at the time of withdrawal. The determination will be based on the grade(s) achieved for all test(s) and other graded requirements that are due on or before that date. A "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing), as appropriate, is recorded on the transcript. Please refer to the Course Drop or Withdrawal Policy.

Interdivisional Registration

Students may take courses at other divisions of the university. Students must complete an Interdivisional Registration form and submit for processing to the Office of the Registrar at the School of Nursing (home division). Prior to submitting the form, students should ensure there are no registration holds on their record, that they have completed any prerequisites for a course, and that they have secured any required permissions for a course at another division. Students must follow the registration deadlines of the host school for any courses taken at another division of the university.

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 is finalized by the registrar.

RELIGIOUS OBSERVANCE ATTENDANCE POLICY

The School of Nursing recognizes that the various religious traditions observed by our diverse student body include more holidays than can easily be included on a list. In some faiths, observances vary by tradition and country and in accordance with the lunar calendar. Students who will miss class for a religious observance are expected to notify the course instructor and Program Director within the first two weeks of the semester by submitting a Religious Observance Notification Form which can be obtained from an adviser.

SCHOLARSHIPS, AWARDS, AND FUNDS

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.

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 Fund was started in 1989 by Mr. Bagwell on the occasion of his wife's 60th reunion.

David and 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 Hospital and 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 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.

Betsy Boggs Scholarship Fund
Betsy Boggs, 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 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.

Barbara and Byron Brown Scholarship Fund
Established in 2011 by Dr. and Mrs. Brown to support students in the School of Nursing. Mrs. Brown is a member of the SON Class of 1961.

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

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.

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 Board for Johns Hopkins Nursing.

E. Rhodes and Leona Bowman Carpenter Foundation Scholarship
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 Reves, 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 Endowed Scholarship
This fund, established in 1985 to honor Louise Cavagnaro on her retirement after 31 years at Johns Hopkins Hospital, 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.

Francile E. Clark Scholarship
For decades Miss Francile E. Clark from the class of 1940 supported the general scholarship fund at the School of Nursing. Upon her death on 2005, a bequest established the Francile E. Clark Scholarship to support a graduate student.

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 Endowed Scholarship
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.

Paul D. Coverdell Fellows Program
The School of Nursing is proud to offer the Paul D. Coverdell Fellows Program, which 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, outside that required by the nursing courses. An effort is made to individualize the practice site of each student based on previous experiences and future career goals. Coverdell Fellows scholarships in the amount of $12,500 are available to a limited number of returning Peace Corps volunteers. Preference is given

to RPCVs who have completed their service within the past 24 months. For more information, contact the Office of Admission.

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 - 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 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 entry into nursing/pre-licensure 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 permanent 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.

Susan Matthews Epstein Endowed Scholarship Fund
Established in 2014. This gift established by Susan Matthews Epstein. While working as a community health nurse in the 1980s, Susan Matthews Epstein, '66 developed an interest in health care policy, patient rights and patient advocacy. In 1989 she obtained her law degree became a member of the bar, and worked thereafter as a legal aid attorney representing underserved children in special education and health care benefits litigation. Susan created this scholarship to honor her nursing school instructors, who instilled in her the ethical responsibility of the professional nurse to act as a patient advocate—at the bedside, in the community, and in the national political arena. It is Susan's intention that this scholarship be awarded to a nursing student who has displayed a commitment to patient advocacy and formulation of patient-centered public policy.

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 passed away 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 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 Endowed 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 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 Endowed Scholarship
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 entry into nursing/pre-licensure 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 realized 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 Scholarship
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 entry into nursing/pre-licensure 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.

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.

Kaci Hickox Global Nursing Endowed Scholarship Fund
This scholarship was established in 2016 by a 1966 Nursing alumna to honor the commitment and advocacy of fellow Johns Hopkins Nursing alumna, Kaci Hickox (MSN/MPH ’11). Ms. Hickox’s distinguished career in Global Health Nursing includes a fellowship with Epidemic Intelligence Service of the Center for Disease Control, and work throughout Africa and Asia with Doctors Without Borders. After working with Ebola patients for a month in Sierra Leone, Hickox returned to the United States, where she challenged quarantine restrictions, which were ultimately deemed unconstitutional by a judge in Maine. In 2016, she was awarded The Johns Hopkins University Outstanding Recent Graduate award for her actions, which continue the long tradition of service and advocacy with Hopkins nursing. It is the donor and honoree’s preference that this scholarship be awarded to a Mater’s Level student who has an intent to impact global communities.

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, established in 1998 by Mrs. Hurlbut ’53 and her husband, William Paul Hurlbut, A&S (PhD) ’54, in conjunction with Mrs. Hurlbut’s 45th reunion to acknowledge their 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 established by Carolyn Hutzler, longtime supporter of programs at Johns Hopkins University and Hospital.

JHU Nursing 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.

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 Scholarship
This fund was established by Marilyn Mandler '56 in memory of her husband, John I. Mandler, Med'56. This scholarship is to be used to support a graduate or entry into nursing/pre-licensure 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.

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 Jeffcoat Nelson 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 entry into nursing/pre-licensure nursing students.

Sharon and Bob Olsen Scholarship Fund
Established in 2012. Preference is given to those entry-level students with an interest in oncology nursing. If there are no entry-level students with that particular interest in any given year, the scholarship is awarded to an entry- level student demonstrating the highest level of financial need.

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 the pre-licensure program.

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

J. Stevenson & Frances M. Peck Scholarship
Mrs. Frances M. Peck established this fund in 2012, as part of Daniels Initiative, as an endowed gift to be held in perpetuity for scholarship for entry level students bearing the name of the J. Stevenson and Frances M. Peck Scholarship Fund.

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

Benjamin D. and Janet Stulz Pile 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 master’s degrees and a doctoral degree. She has a particular interest in women’s health. 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.

The Claire Howe Rizzo '43 Endowed Scholarship
In October, 2010 Mr. James Rizzo of Whiting, New Jersey created the Claire Howe Rizzo '43 Endowed Scholarship in memory of his late wife, who died in October of 2004. Claire Howe graduated from Bucknell University before nursing school, and received an Army Nurse Cadet scholarship to attend Johns Hopkins from 1940 to 1943.

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 death in 1990, the Alumni Association, her family, and her friends established this fund in her memory.

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."

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 Warhoftig 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 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 a pre-licensure 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 entry into nursing/pre-licensure 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 nursing 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.

Doctoral Fellowship Funds

Blaustein Fellowship in Mental Health and Psychiatric Nursing Endowed Fund
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.

Robert Wood Johnson Foundation Future of Nursing Scholars
The goal of the Future of Nursing Scholars program is to create a diverse cadre of PhD prepared nurses who are committed to a long-term leadership career; advancing science and discovery through research; strengthening nursing education; and furthering transformational change in nursing and health care.

Martha N. Hill, PhD Endowment Fund
Initiated in 2013. This fund was established though contributions from alumni and friends in honor of Martha Hill's retirement as Dean, to support PhDs.

Nurse Leader Executive Mentorship Program
The Nurse Leader Executive Mentorship Program was established by Johns Hopkins University School of Nursing Professor Maryann F. Fralic, DrPH, RN, FAAN, to provide extraordinary executive mentorship opportunities for students in the DNP program. For the selected DNP students, the Nurse Leader Executive Mentorship Program has the potential to bring life- changing experiences and learning opportunities. For the participating volunteer Executive Mentors, the experience offers avenues to share expertise, and engage and positively influence tomorrow's professional health care leaders.

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 and honor Mrs. Zamoiski's lifetime and continue to support an impressive cadre of the best of Hopkins Nursing.

Term Scholarships

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

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.

Julia G. Bolton Scholarship
Created in 2016 by Julia G. Bolton (N'61) to benefit the School of Nursing as a term scholarship, with preference given to students who are interested in public healthcare policy projects or research. The donor's goal is to encourage nurses to be more active and involved in setting the national healthcare agenda.

Hal and Jo Cohen Graduate Nursing Faculty Scholarship
The Hal and Jo Cohen Graduate Nursing Faculty Scholarship and Living Expenses Grant provides financial assistance for graduate nursing students to become qualified as nursing faculty at Maryland higher education institutions. An applicant must be a Maryland resident and attend an institution in Maryland that awards graduate degrees in nursing.

The Joanne and William Conway Endowed Nursing Scholarship Fund
Established in 2013 by Joanne & William Conway to facilitate the expansion of pre-licensure nursing students to provide partial and/or full scholarships to nursing students enrolled in JHU Nursing who have demonstrated financial need and satisfy eligibility requirements as may be determined by JHSON.

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.

The Jonas Nurse Leaders and Veterans' Healthcare Scholars Program
Funded through the generosity of the Barbara and Donald Jonas Family Fund, the Jonas Center for Nursing Excellence's mission is to improve healthcare through nursing. These scholarships are awarded to DNP and PhD students who will serve as nurse leaders to advance scholarship, leadership and innovation, and to collaborate on initiatives with other leaders in the nursing field. Additional scholarship funds are provided to DNP and PhD students whose research focuses on the needs of military veterans.

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 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."

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.

Sandra L. Montague Winfield Scholarship Fund
Recognizing the impact of scholarship funds, Sandra Winfield, RN BSN has generously provided this scholarship to Hopkins nursing students who are pursuing a career in the nursing profession. A Class of 1970 graduate, Sandra has chosen to give back to Hopkins for the opportunity that was afforded to her when she was training to become a nurse.

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 pre-licensure 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 Nursing faculty member, Julie Stanik-Hutt, PhD, in memory of her parents, Marian and Jim Hutt. The fund makes 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.

Zinder Anesthesia Associates Scholarship Fund
The JHSON 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.

Endowed Chairs and Professorships

The three endowed chairs and three professorships, listed on the following page 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.

Anne and George L. Bunting Professor of Clinical Ethics
Established in 2012, this joint professorship is the result of the partnership between the Buntings, the Johns Hopkins School of Nursing and the Johns Hopkins Berman Institute of Bioethics. The combination of bioethics and the nursing profession highlight the important inter-professional roles of both in addressing the challenges of clinical practice by working collaboratively with faculty and students to identify, analyze and attempt to resolve the ethical dilemmas that arise in caring for patients and their families.

SERVICE AND ASSISTANCE ANIMAL POLICY

Johns Hopkins University welcomes the presence of service animals assisting people with disabilities in areas open to the public on its campuses. A service animal is defined as a dog that is individually trained to do work or perform tasks for a person with a need. On a limited case-by-case basis, a miniature horse that has been similarly trained may also qualify as a service animal. The work or task the service animal has been trained to provide must be directly related to the person's disability. Examples of tasks that a service animal may perform include, but are not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, fetching items, reminding a person with mental illness to take prescribed medications, or assisting someone during a seizure.

In determining whether an animal qualifies as a service animal, University employees may only ask whether the animal is required due to a disability and what specific work or tasks the animal has been trained to perform. The University will not inquire about the nature or extent of the person's disability or require documentation of the animal's certification or training.

Animals that provide assistance or emotional support to a person with a disability but are not individually trained do not meet the definition of service animal. These animals may be considered for access to student housing or the workplace of a JHU employee as described below, but are generally not permitted in other areas of the University.

A service or assistance animal may be excluded from University premises if the animal is out of control and the handler does not take effective action to control it, if the animal is not housebroken, or if the animal poses a direct threat to the health and safety of others. In the event that the service or

assistance animal is excluded, the person with a disability who uses the animal should be allowed to remain and may suggest alternative accommodations in lieu of the excluded animal.

Questions regarding service or assistance animals should be directed to Disability Services in the Office of Institutional Equity at (410) 516-8949.

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. Sigma Theta Tau recognizes superior achievement and the development of leadership capabilities, fosters high professional standards, encourages creative work, and strengthens 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. www.nursingsociety.org/.

SIS (STUDENT INFORMATION SYSTEM)

SIS is Johns Hopkins' university-wide, web-based student information system. Current students can use any web- browser to get 24/7 access to information about financial aid, class schedule, grades, and billing. Access the SIS system at sis.jhu.edu/sswf.

SOCIAL SECURITY NUMBER PROTECTION AND USE

Johns Hopkins University (JHU) is committed to ensuring privacy and proper handling of confidential information it collects and maintains on faculty, staff and students, including the Social Security Number (SSN) which is required for state and federal government reporting purposes. It is the policy of JHU to protect the privacy of the student SSN and to place appropriate limitations on its use throughout admission, financial aid, billing and registration processes — both within and outside of JHU information systems. The collection, use, and dissemination of student SSNs is strongly discouraged.

This policy outlines acceptable use of the student SSN, limits use to business purposes only and establishes procedures to assure that University employees and students are aware of and comply with the Family Educational Rights and Privacy Act of 1974, the Maryland Social Security Number Privacy Act and other applicable laws and regulations.

JHU considers the student SSN or any part thereof to be "personally identifiable information" under the Family Educational Rights and Privacy Act of 1974 (FERPA).

- No part of a student SSN may be publically displayed or released (e.g., via e-mail to multiple students, student rosters, bulletin boards, etc.)

- The student SSN may be collected as part of the application process and required for registration at JHU. The student SSN is also generally required for certain government reporting and as part of applying for financial aid, billing and employment.
- The risk of unauthorized disclosure of the student SSN increases with each additional electronic or paper copy of the SSN. Divisional leadership is responsible for ensuring that the number and scope of physical and electronic repositories of SSN are kept to the minimum necessary.

More information is available at pages.jh.edu/news_info/policy/ssnuse.html.

SOURCE (STUDENT OUTREACH RESOURCE CENTER)

SOURCE is the nationally recognized, award-winning community engagement and service-learning center for the JHU health professional schools. SOURCE provides academic, professional, and personal development opportunities for the members of the JHU Schools of Nursing, Public Health, and Medicine through community outreach and service-learning partnerships with over 100 community-based organizations (CBOs) in Baltimore City. SOURCE serves as a channel for students, faculty, and staff from the JHU health professional schools to connect with community organizations and community-identified 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, service-learning courses, research, Community Outreach Program placements, and other involvement opportunities.

SOURCE offers a variety of programs and services, including (but not limited to):

- *Days of Service:* SOURCE organizes numerous one-time projects with community partners.
- *SOURCE Service Scholars:* An annual interdisciplinary cohort of students is trained in service-learning pedagogy and volunteer recruitment, in order to support local non-profit projects.
- *HIV Counseling and Testing Program:* Each year, 30 students are trained and certified as HIV counselors in the state of Maryland, and volunteer at participating community clinics.
- *Community Outreach Program:* JHSON and SOURCE partner to coordinate the COP. Students are placed at participating organizations to provide direct services and health education.
- *The Connection Community Consultants Program:* Small teams of students complete short-term projects that have been requested by community partners.
- *Supporting Academic Courses:* SOURCE works closely with faculty to integrate service-learning activities into for- credit courses. These courses respond to community-identified needs, while providing students with the opportunity for meaningful community engagement and critical reflection.
- *Supporting Service-Based Student Groups:* SOURCE advises student groups, and supports their community engagement activities, partnerships, event planning, and leadership transitions.

SOURCE partners with a variety of organizations, 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@jhu.edu or visit SOURCE.jhu.edu. The center is located within the School of Public Health, at 615 N. Wolfe St., Suite W1600 (1st floor).

STUDENT ACCOUNTS

The Student Accounts office is responsible for assisting students with the following: tuition billing and payments, refunds, financial holds, 1098T forms, company billing, MTA monthly passes, and student health. The office is located in the SON Student House, Room 218. Contact Student Accounts at 410-955-1243, fax 443-873-5035, or email SONStudentAccounts@jhu.edu.

Online Student Account Statement

The student account billing policy states that students view their invoice online at sis.jhu.edu/sswf/ and pay by the original due date. Non-degree-seeking students must pay at the time of registration. Paper statements are no longer mailed to students. Notification of an outstanding tuition balances will be sent electronically to the student's Johns Hopkins University email account. Billing statements are generated the second Wednesday of each month if activity has occurred since the last billing cycle.

Balances not paid by the original due date will be assessed a 1.5% late payment fee. Students with outstanding balances will be prohibited from registering for future courses or receiving school services until the balance is paid in full.

Delinquent accounts turned over to a collection agency will be assessed an additional 15% of the outstanding debt.

Payment Options

- Financial Aid: Students who apply for financial aid must complete all requirements. It is the student's responsibility to ensure that his/her financial aid disburses to his/her student account and has been paid in full. Financial Aid begins to disburse to the student account at the first day of class. If a student is denied a student loan, then payment is required.
- Online Payment: Pay online using an e-check or credit cards - Visa, MasterCard, American Express or Discover
- By phone using credit card: call 410-955-1243
- By mail: send check to JHU, School of Nursing, 525 N Wolfe St, Student House RM 218, Baltimore, MD 21205. Please include the top portion of the tuition invoice and make checks payable to Johns Hopkins University.

- Payment Plan: Enrollment in a payment plan must take place at least one month in advance of start of the semester and will consist of 4 monthly installments (*3 months for the summer semester*). Students must sign a promissory note document and will be charged a $40 fee per semester. Please contact SON Student Accounts office by emailing SONStudentAccounts@jhu.edu or call 410-955-1243.
- Johns Hopkins University qualified employee tuition remission: For more information, go to benefits.jhu.edu/tuition/. Students must pay any tuition balance that is denied or not covered by the JHU benefits office.
- Employer/Sponsored Payment: that will directly make payment to the School of Nursing at the beginning of the semester. Please contact student accounts prior to the semester starting. Student Accounts does not accept tuition payment based on successful completion of the course or semester.
- Johns Hopkins Health System/Hopkins Federal Credit Union loan program for qualified employees. For more information, email TuitionApplications@JHMI.edu
- Western Union for International Payments: This payment option allows a student to pay his/her student account balance in any currency, using a secure payment method. Visit student.globalpay.wu.com/geo- buyer/johnshopkins for more information about this payment method. Student Accounts does not accept foreign checks or foreign currency.

STUDENT AFFAIRS

The Office of Student Affairs staff assists all students in all matters pertaining to student life. The staff is available to speak with individuals or student groups. Information pertaining to program orientation, graduation, student development and leadership, healthcare services, lockers, counseling, housing, parking, security, and student activities is available for all students. Student Affairs can be contacted at 410-955-7545 or SON-StudentAffairs@jhu.edu.

STUDENT ASSISTANCE PROGRAM (JHSAP)

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.

Being a student can sometimes be difficult. Balancing the demands of school, family, and work can be overwhelming at times. Managing even small life events can be more challenging when our time and energy is heavily committed. As a result, students frequently experience significant amounts of stress during their professional education. Extra support and coping skills can be helpful in these situations.

Johns Hopkins University and the School of Nursing are committed to assisting in these challenging times. The Johns Hopkins University Hopkins Student Assistance Program (JHSAP) jhsap.org provides support to students dealing with pressures and problems they encounter during their academic careers. Services are free and confidential.

JHSAP is a life management tool that can help students identify stressors and manage them in a healthy way before more significant problems develop. Some common concerns are:

- Marriage and family
- Depression
- Interpersonal relationships
- Life transitions
- School and work troubles
- Adapting to a new environment
- Stress and anxiety
- Eating disorders
- Academic performance
- Grief and mourning

Crisis counseling is always available to ensure that students can get the assistance they need when they need it. Our goal is to get to know the student, understand what's going on, and to talk about how the student can move forward in a healthy way. To do this, JHSAP offers the following services:

- Brief counseling for assistance with problems of daily living
- Consultation that supports academic and/or professional development
- Immediate support and management for crisis situations
- Identification and assessment of mental health problem
- Referral to appropriate and accessible services and resources

Confidentiality

All counseling sessions, except as required by law, are confidential. No one will know the student is using program, unless the student either chooses to verbally discuss participation in the program, or signs a release of information requesting the program to share information with another party. JHSAP carefully follows State and Federal guidelines pertaining to confidentiality - if JHSAP becomes aware of a student's potential harm to self or others, a duty to warn and/or protect may be applicable.

Eligibility and Cost

Services are offered to all active, for-credit students of the School of Nursing. Student eligibility is confirmed by checking JHED. There is no cost to students for using the program, and there is no limit on the number of times the student may access services. Each time a student contacts the program, a counselor will listen to and assess concerns and will work with the student to develop a plan to address the concerns. If longer-term assistance is appropriate, the student may be referred outside of the program for additional support; this can be through the student's health plan or community resources. In these circumstances, there may be fees associated with the other services and resources to which the student is referred.

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.

STUDENT CLUBS AND ORGANIZATIONS

Students are encouraged to participate in events on-campus and in Baltimore. Most events are free to students or are provided as a reasonable cost.

Recognized student organizations are integral to the educational process at the School of Nursing and Johns Hopkins University. School of Nursing students have access to events and student organizations at Johns Hopkins University. Some of the organizations on the East Baltimore campus allow membership from students at the School of Medicine, Bloomberg School of Public Health, and School of Nursing (Tri-School Membership).

Interested in joining? Need to contact a student organization? Contact information for each group is available from the Office of Student Affairs at 410-955-7545 or son-studentaffairs@jhu.edu.

For a list of active student organizations, please visit nursing.jhu.edu/information/current-student/student-affairs/organizations/index.html.

TECHNICAL STANDARDS FOR ADMISSIONS AND GRADUATION

The curricula of the School of Nursing requires that students engage in diverse and complex experiences directed at achieving competencies, knowledge, skills, attributes and professional values. Applicants for all academic programs, and enrolled degree-seeking students, must possess certain abilities and skills deemed essential for meeting the professional standards of accrediting agencies.

Admission to the Johns Hopkins School of Nursing is open to all qualified individuals and in accordance with the 1973 Vocational Rehabilitation Act and the American with Disabilities Act. The Johns Hopkins School of Nursing is committed to accommodating the needs of students with documented disabilities, and will do so to the extent possible without compromising the essential components of the curriculum. Questions or concerns regarding these technical standards should be directed the Associate Dean for Enrollment Management and Student Affairs, (410) 955-7545.

Candidates for nursing degrees or certificates must be able to meet the minimum standards (listed below) with or without reasonable accommodation:

- **Observation:** Students must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration and patient care activities. A student must be able to observe a patient accurately at a distance and close at hand. Students must have a sufficient level of hearing to determine both high and low levels of frequency and amplitude (monitor, assess and respond to health needs).
- **Communication:** Students must communicate effectively both verbally and non-verbally to elicit information and to translate that information to others. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

- **Motor:** Students are required to possess motor skills sufficient to elicit independently information from patients by palpation, auscultation, percussion, and other manually-based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their specialty's scope of practice. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergency situations. Emergency situations include any circumstance requiring immediate remedy.
- **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** The student must be able to develop and refine problem-solving skills that are critical to practice as a nurse. The student must have the ability to measure, calculate, reason, analyze and synthesize objective and subjective data and to make decisions that reflect consistent and sound clinical judgment. Students must possess good judgment in patient assessment, and the abilities to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. This includes decision-making in order to maintain safety and security of patients and to behave appropriately with patients, staff, students, supervisors and faculty.
- **Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the employment of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times. Students must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism and learn to function cooperatively and efficiently in the fact of uncertainties inherent in clinical practice. This includes appropriately interacting with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- **Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the specific nursing program and of students who are candidates for graduation.
- **Ability to Manage Stressful Situations:** Students must be able to adapt to and function effectively to stressful situations in the classroom and clinical settings (including emergency situations). Students will encounter multiple stressors while in the nursing program; these stressors may be (but are not limited to) personal, patient care, faculty, peer, family, and or program-related.

TEXTBOOK INFORMATION

The School of Nursing book list available at the Matthew's Medical Book Center.

TOBACCO-FREE POLICY

The School of Nursing is committed to providing a safe and healthy working and learning environment for the students, faculty, and staff. The School of Nursing prohibits the use of all tobacco products

including, but not limited to cigarettes, cigars, electronic cigarettes/nicotine delivery systems, and oral tobacco (spit and spitless, smokeless, chew, snuff) on all JHSON grounds, JHSON-owned or leased properties, and in JHSON-owned, leased or rented vehicles.

TRANSCRIPTS AND ENROLLMENT VERIFICATIONS

Students who want transcripts of their academic records at the School of Nursing or who want them forwarded elsewhere should submit an online request. Please visit The National Student Clearinghouse Transcript Services website at www.transcriptservices.org for further information.

Transcripts are issued only at the written 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 issuing institution.

Enrollment verifications are provided by the Office of the Registrar, and are processed only at the written request of the student. Enrollment verification forms are available at nursing.jhu.edu/academics/documents/student-forms/enrollment-verification.pdf

TRANSFER OF GRADUATE CREDIT

A maximum of 6 graduate-level semester credit hours can be applied to SON Programs in the Johns Hopkins School of Nursing for course(s) previously taken from outside the School of Nursing. Course(s) must have been completed within five years of starting the degree program at JHSON. Pharmacology and Pathophysiology courses must have been completed within one year of starting the degree program. For MSN Entry into Nursing students, only required courses will be considered for transfer of credit.

Students wishing to transfer any course from inside or outside the university must have earned a minimum grade of B in the course.

The request to transfer credit must be concluded prior to the second semester registration period. If a student needs to take a course outside JHU once they have matriculated at the SON, they must obtain preauthorization prior to registering for the course.

Students must complete the Transfer of Graduate Credits into JHSON form and submit with required documentation to the Office of the Registrar. If transfer credit is approved, the student will be notified and the student record will be modified accordingly.

Students who have taken graduate core courses at Johns Hopkins School of Nursing within the last five years do not need to complete the Transfer of Graduate Credit form.

TRANSPORTATION

The Department of Corporate Security, Parking & Transportation helps, students, patients, visitors and employees get to and around the Johns Hopkins Medicine campuses, and offers a range of services to ensure safety. Schedules and maps for campus shuttles, and information on how to get to Hopkins using public transit are available at www.hopkinsmedicine.org/security_parking_transportation/transportation/.

TUITION AND FEES

Application Fee
Beginning with spring 2018 applicants, students submitting an application for admission must pay a $65 application fee to NursingCAS. If an applicant has already applied to another program using NursingCAS, each additional program application will be charged a fee of $35.

Enrollment Deposit
A non-refundable $500 deposit is required of all students who enroll in the School of Nursing. The deposit will be credited to the student's tuition account.

Matriculation Fee
A onetime $500 matriculation fee will be charged to the student's account for degree seeking students.

Tuition Payment
Tuition for the upcoming semester must be paid one month before the first day of class. Non-degree-seeking students must pay at time of registration. MasterCard, Visa, Amex, 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 table on the following page lists semester tuition costs for the 2017-2018 academic, which begins with the summer 2017 semester and ends with the spring 2018 semester. Tuition rates are subject to increase the following academic year.

MASTER'S DEGREES	
MSN Specialty Tracks Full-time *12 or more credits*	$19,092 per semester
MSN Specialty Tracks Part-time *Less than 12 credits*	$1,591 per credit
MSN (Entry into Nursing) Full-time *12 or more credits*	$19,092 per semester
MSN/MPH Full-time *16 or more credits*	$26,176 per semester
MSN/MPH Part-time *Less than 16 credits* *	$1,636 per credit

* NOTE: for MSN/MPH students, summer full-time is 6 or more credits, part-time is less than 6 credits

DOCTORAL DEGREES	
DNP Full-time *9 or more credits*	$15,039 per semester
DNP Part-time *Less than 9 credits*	$1,671 per credit
PhD Full-time *9 or more credits*	$20,790 per semester
PhD Part-time *Less than 9 credits*	$2,310 per credit

Tuition and fee payment through SIS (Student Information System)

The Johns Hopkins University provides student account information using SIS (Student Information System) at sis.jhu.edu/sswf/. This website allows students to view their accounts, make online payments, and update information. SIS is the official means of generating tuition bills to School of Nursing students. Paper bills are no longer 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.

The self-service system will automatically send an email notification to the student's JHSON email address when a new bill is ready to be viewed online. No sign-up is required. Each registered student is automatically enrolled. 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 health insurance plan. The School of Nursing will provide information about Johns Hopkins University's 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 academic year.

Health Services Fee

All full-time on-campus 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.

Late Registration Fee

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 fee before that registration is finalized by the registrar. Information about late registration fees will be included in registration materials distributed by the Office of the Registrar.

Late Payment Fee

The University assesses a 1.5% per month late fee 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. Delinquent accounts turned over to our collection agency will be assessed an additional 15% of the outstanding debt.

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.

Graduation Fee

There is no graduation fee. For students who participate in the graduation ceremony, regalia is required. The cost for regalia for the School of Nursing graduation ceremonies are approximately $100 for master's degree students and $158 for doctoral degree students.

Returned Check Fee

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

For further information regarding tuition payment, student health insurance, and student accounts, contact the Student Accounts Office at 410-955-1243.

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 students are eligible for service because they pay a yearly fee to access UHS services. Full-time students do not need to carry the student health benefits plan (EHP) to be seen at the clinic. For more information, please visit www.hopkinsmedicine.org/uhs.

VETERANS ASSISTANCE

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 Office of the Registrar 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:

12 credits per term	full-time
9-11 credits per term	three-quarter time
6-8 credits per term	half-time
1-5 credits per term	one-quarter time

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

The student should contact the Office of the Registrar 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.

JOHNS HOPKINS UNIVERSITY POLICIES

ADA Compliance and Disability Accommodations
Alcohol Abuse and Drug Free Workplace
Campus Safety and Security
Family Education Rights and Privacy
Harassment and Discrimination
Information Technology
Policy Addressing Campus Violence
Possession of Firearms on University Premises
Sexual Misconduct
Student Conduct Code

DEGREES AND CERTIFICATES

MASTER OF SCIENCE IN NURSING (MSN) ENTRY INTO NURSING PROGRAM

The Master of Science in Nursing programs at the Johns Hopkins School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE), Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-463-6930 through 12/31/2018.

The MSN (Entry into Nursing) Program prepares students to become Master's level nurse generalists with advanced knowledge and skills to deliver and direct care to patients with complex conditions on interprofessional teams in a hospital, primary care, or community health setting.

This 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 interprofessional 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.

Students must complete the program within 5 years.

Program Outcomes

Program outcomes for the MSN (Entry into Nursing) are based upon:

1. The Essentials of Baccalaureate Education of Professional Nursing Practice (AACN, 2008)
2. Essentials of Master's Education in Nursing (AACN, 2011).

A graduate of the MSN (Entry into Nursing) Program:

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 health care policies, financing, and regulations to influence political/policy making for nursing practice and health care 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. Exhibits the highest level of personal and professional value-based behaviors.
12. Incorporates knowledge of ecological and social determinants of health into care for individuals, families, groups, communities, systems, and populations.
13. Critically evaluates health issues within a global context.
14. Demonstrates cultural humility in the provision of care to individuals, families, groups, systems, communities, and populations.
15. Synthesizes practice-based knowledge to exercise advanced clinical reasoning and integrated clinical management in nursing practice.

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.

Fall 2017 Curriculum/Plan of Study

First Term - 15 credits [cr]
NR.120.501 Professionalism for Nursing in Health Care [2cr]
NR.120.502 Foundations of Nursing Practice [3cr]
NR.120.503 Health Assessment I [3cr]
NR.120.504 Pathophysiology I [3cr]
NR.120.505 Integrated Clinical Management: Common Health Alterations [2/2] [4cr/112CL]
NR.120.506 Hopkins Nursing Seminar – Ethics and Cultural Humility [0cr]
Second term - 15 credits
NR.120.507 Pharmacology [3cr]
NR.120.509 Promoting Health in Older Adults [3cr]
NR.120.510 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.120.511 Integrated Clinical Management: Chronic Health Alterations [2/2] [4cr/112CL]
NR.120.512 Hopkins Nursing Seminar – Interprofessional Collaboration [0cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Third term - 13 credits
NR.120.513 Leadership for Professional Nursing [3cr] *
NR.120.514 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.120.515 Psychiatric Mental Health [1/2] [3cr/112CL] *
NR.120.516 Integrated Clinical Management: Complex Health Alterations [2/2] [4cr/112CL]
NR.120.517 Hopkins Nursing Seminar – Evidence-Based Practice and Quality [0cr]
Fourth term - 16 credits
NR.120.518 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
NR.120.519 Population Health Leadership [2cr]
NR.120.520 Nursing the Childbearing Family [2/2] [4cr/112CL] *
NR.120.521 Child Health [2/2] [4cr/112CL] *
NR.120.522 Public Health [1/2] [3cr/112CL]
NR.120.523 Hopkins Nursing Seminar – Global Nursing and Infectious Disease [0cr]
Fifth term - 12 credits [or 15 credits by student's choice] **
NR.120.524 Context of Health Care for Advanced Nursing Practice [3cr]
NR.120.527 Integrated Clinical Management: Synthesis Practicum [6cr/224CL]
NR.120.528 Hopkins Nursing Seminar – Crucial Conversations/Safety for Care Transitions [0cr]
Elective courses [3-6cr]
Program Total: 71-75 Credits [cr]/1008 Clinical Hours [CL]
[#cr/#CL] denotes Didactic credits/Clinical credits

* These are 7-week courses taken consecutively within the term
** Only one elective is required in the fifth term

Spring 2018 Curriculum/Plan of Study

First Term - 17 credits [cr]
NR.120.501 Professionalism for Nursing in Health Care [3cr]
NR.120.502 Foundations of Nursing Practice [3cr]
NR.120.503 Health Assessment I [3cr]
NR.120.504 Pathophysiology I [3cr]
NR.120.505 Integrated Clinical Management: Common Health Alterations [2/2] [4cr/112CL]
NR.120.537 Community Outreach to Underserved Communities in Urban Baltimore [1cr]
Second term - 15 credits
NR.120.507 Pharmacology [3cr]
NR.120.509 Promoting Health in Older Adults [3cr]
NR.120.510 Health Promotion and Risk Reduction Across the Lifespan [2cr] *
NR.120.511 Integrated Clinical Management: Chronic Health Alterations [2/2] [4cr/112CL]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Third term - 13 credits
NR.120.513 Leadership for Professional Nursing [3cr] **
NR.120.514 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.120.515 Psychiatric Mental Health [1/2] [3cr/112CL] **
NR.120.516 Integrated Clinical Management: Complex Health Alterations [2/2] [4cr/112CL]
Fourth term - 16 credits
NR.120.518 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
NR.120.519 Population Health Leadership [2cr]
NR.120.520 Nursing the Childbearing Family [2/2] [4cr/112CL] **
NR.120.521 Child Health [2/2] [4cr/112CL] **Error! Bookmark not defined.**
NR.120.522 Public Health [1/2] [3cr/112CL]
Fifth term - 12 credits [or 15 credits by student's choice] ***
NR.120.524 Context of Health Care for Advanced Nursing Practice [3cr]
NR.120.527 Integrated Clinical Management: Synthesis Practicum [6cr/224CL]
Nursing specialty elective course [3-6cr]
Program Total: 73-75 Credits [cr]/1008 Clinical Hours [CL]
[#cr/#CL] denotes Didactic credits/Clinical credits

* This course offered in 3rd term for spring entrants
** These are 7-week courses taken consecutively within the term
*** Only one elective is required in the fifth term

MASTER OF SCIENCE IN NURSING (MSN) SPECIALTY TRACKS

The Master of Science in Nursing programs at the Johns Hopkins School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE), Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-463-6930 through 12/31/2018.

The goal of MSN specialty tracks is to prepare nurse experts in advanced practice and/or management. Graduates will be qualified for leadership positions in professional nursing practice and patient-centered health care delivery. Graduate opportunities are available in select clinical areas, health policy, nursing management, and health care service administration. Graduates are prepared to work throughout all areas of the health care system including the public and private sectors as well as international leadership roles. The program broadens the perspective of students by requiring them to take innovative interdisciplinary approaches to the resolution of health care problems based on evidence, theory, and disciplined scholarship.

All course work in the MSN specialty tracks, both clinical and classroom, is organized around eight conceptual threads. Students develop progressive understanding and expertise in relation to these threads, and learning is structured to accomplish a related set of outcomes that are considered essential to advanced nursing practice. The MSN specialty tracks includes several specialty tracks, each of which includes core, cognate, focused theoretical, and clinical or management courses in the selected area of study. MSN specialty tracks require 35 to 67 credits (includes joint degree programs) during a minimum of 16-30 months of full- time study.

Graduates will have completed the educational requirements for appropriate certification. Full-time and part- time study are available.

Students matriculated in the JHU School of Nursing are required to satisfy all academic requirements and adhere to all policies of the School. Students are expected to complete degree requirements within five years of enrollment.

Program Outcomes

The MSN specialty option prepares nurse experts in advanced practice nursing, health systems management or public health nursing. The MSN specialty track outcomes are based upon:

1. The Essentials of Master's Education in Nursing (AACN, 2011)

A graduate of an MSN specialty track:

2. Applies knowledge from the sciences and humanities to the advanced practice of nursing.
3. Demonstrates advanced skills and expertise in nursing practice.
4. Applies management skills to improve services in a variety of health care systems.
5. Analyzes the influences of social and health policy on health care delivery and clinical practice.
6. Utilizes the research process to address problems within areas of advanced clinical nursing practice and nursing systems.
7. Demonstrates ethical decision-making in advanced nursing practice.
8. Demonstrates cultural competence in advanced nursing practice.
9. Contributes to the advancement of the nursing profession.

MASTER OF SCIENCE IN NURSING (MSN) HEALTH SYSTEMS MANAGEMENT TRACK

The MSN Health Systems Management Track prepares the student to assume leadership positions in a number of health care settings, including public and private-sector hospitals, ambulatory care facilities, and long-term care facilities; facilitate interdisciplinary collaboration, provide critical analyses of health care outcomes, and develop innovative redesigns of health care delivery systems; serve as experts in fiscal management, legal and ethical issues, strategic planning, and organizational structures; manage a health care system that incorporates modern technology, evidence-based decision making, information and outcomes management, and nursing core values of quality care.

The development of the curriculum is based on AACN Masters Essentials, AONE Competencies, ANA Scope and Standards of Practice for Nurse Administrators.

Clinical practica and number of clinical hours: Clinical practicum in HSM I (40 hours), HSM II (168 hours), and HSM III (168 hours) for a total of 376 clinical hours.

Certification: Certification for Nurse Executives and Nurse Executives, Advanced is based on experience and hours of practice, not educational preparation. Graduates are eligible to apply for certifications available for nurse executives through the American Nurses Credentialing Center www.nursingworld.org/our-certifications and the American Organization of Nurse Executives www.aone.org/resources/certificatiobout_certifications.shtml.

Curriculum

Core Courses
NR.210.606 Biostatistics for Evidence-Based Practice [3 cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3 cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3 cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
Specialty Courses
NR.110.560 Program Development and Evaluation in Health Care [2 cr]
NR.110.605 Leadership and Management in Health Care [3 cr]
NR.110.607 Health Systems Management I [3 cr/40 CL]
NR.110.608 Business Plan [1 cr]
NR.110.609 Health Systems Management II – Specialty Practice [3 cr/168 CL]
NR.110.611 Health Systems Management III – Outcomes Management [3 cr/168 CL]
NR.110.618 Leadership for the Complex Learning Organization [2 cr]
Additional Courses
Financial Theory Requirement [2 cr]
Management Elective [2 cr]
Management Elective [2 cr]
Program Total: 35 Credits [cr]/376 Clinical Hours [CL]

MSN Health Systems Management Track
Program of Study: Full Time

First Term 12 credits / 40 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.607 Health Systems Management I [3cr/40CL]
Second term 11 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.605 Leadership and Management in Health Care [3cr]
NR.110.609 Health Systems Management II – Specialty Practice [3cr/168CL]
NR.XXX.XXX Financial Theory Requirement [2cr]
Third term 4 credits
NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.110.618 Leadership for Complex Learning [2cr]
Fourth term 8 credits
NR.110.608 Business Plan [1cr]
NR.110.611 Health Systems Management III – Outcomes Management [3cr/168CL]
NR.XXX.XXX Management Elective [2cr]
NR.XXX.XXX Management Elective [2cr]
Program Total: 35 Credits [cr]/376 Clinical Hours [CL]

MSN Health Systems Management Track
Program of Study: Part Time

First Term 6 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Second term 7 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.XXX.XXX Financial Theory Requirement [2cr]
NR.XXX.XXX Management Elective [2cr]
Third term 4 credits
NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.110.618 Leadership for Complex Learning [2cr]
Fourth term 6 credits/40 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.607 Health Systems Management I [3cr/40CL]
Fifth term 6 credits/168 clinical hours
NR.110.605 Leadership and Management in Health Care [3cr]
NR.110.609 Health Systems Management II – Specialty Practice [3cr/168CL]
Sixth term 2 credits
NR.XXX.XXX Management Elective [2cr]
Seventh term 4 credits/168 clinical hours
NR.110.608 Business Plan [1cr]
NR.110.611 Health Systems Management III – Outcomes Management [3cr/168CL]
Program Total: 35 Credits [cr]/376 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) PUBLIC HEALTH NURSING TRACK

The Johns Hopkins School of Nursing is currently not accepting applications for the MSN Public Health Nursing Track. The information below applies to students currently enrolled in this track.

The MSN Public Health Nursing 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 NGOs

The development of the 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 Master's Level Nursing Education from the Association for Community Health Nursing Educators (ACHNE); Core Competencies for Public Health (2014).

Clinical practica and number of clinical hours: There are three required practica, each requiring 168 hours for a total of 504 clinical hours. Practicum experiences are individualized and designed to challenge students to be innovative and work with multidisciplinary teams.

Certification: The MSN Public Health Nursing Track 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 https://www.nursingworld.org/our-certifications/advanced-public-health-nurse/. Students should check with ANCC to determine eligibility.

Curriculum

Please Note: In the following Curriculum and Plans of Study, School of Public Health courses (PH.XXX.XXX) are offered on the quarter system and are depicted here as [credits & units] and count accordingly in each school. Course descriptions for the Public Health courses (PH) are available at sis.jhu.edu.

Core Courses
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
Cognates [Required]
PH.180.601 Environmental Health [3cr/5u] *AND*
PH.340.601 Principles of Epidemiology [3cr/5u] *OR*
PH.340.721 Epidemiologic Inference in Public Health [3cr/5u]

Major
NR.110.560 Program Development & Evaluation in Health Care [2cr]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.604 Population-Based Public Health Nursing Interventions [2-3cr/168CL] *
NR.500.605 Public Health Nursing Leadership and Management [3cr]
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]
NR.XXX.XXX Elective [1cr]
Program Total: 36 Credits [cr]/504 Clinical Hours [CL]

MSN Public Health Nursing Track
Program of Study: Full Time

First Term 12 credits/5 units
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr]
PH.340.601 Principles of Epidemiology OR
PH.340.721 Epidemiologic Inference in Public Health [3cr/5u]
Second term 12 credits/5 units/168 clinical hours
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.500.604 Population-Based Public Health Nursing Interventions [2-3cr/168CL] *
NR.500.605 Public Health Nursing Leadership & Management [3cr]
PH.180.601 Environmental Health [3cr/5u]
Third term 5 credits/168 clinical hours
NR.110.560 Program Development & Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
Fourth term 7 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]
NR./PH.XXX.XXX Elective [1cr]
Program Total: 36 Credits [cr]/504 Clinical Hours [CL]

MSN Public Health Nursing Track
Program of Study: Part Time

First Term 6 credits/5 units
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
PH.340.601 Principles of Epidemiology OR
PH.340.721 Epidemiologic Inference in Public Health [3cr/5u]
Second term 6 credits/5 units
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
PH.180.601 Environmental Health [3cr/5u]
Third term 3 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]

* Can be taken for 2 or 3 credits. If taken for 2 credits, the student must take an independent clinical elective equivalent to 56 clinical hours so upon completion of gram the student has achieved a total of 500 clinical hours.

Fourth term 4 credits
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr]
NR./PH.XXX.XXX Elective [1cr]
Fifth term 6 credits/168 clinical hours
NR.500.604 Population-Based Public Health Nursing Interventions [2-3cr/168CL] *
NR.500.605 Public Health Nursing Leadership & Management [3cr]
Sixth term 5 credits/168 clinical hours
NR.110.560 Program Development & Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
Seventh term 6 credits/168 clinical hours
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
Program Total: 36 Credits [cr]/504 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) PUBLIC HEALTH NURSING TRACK WITH PATHWAY TO NURSE MIDWIFERY

The Johns Hopkins School of Nursing is sunsetting this MSN Public Health Nursing with Pathway to Nurse Midwifery Track and is teaching out the program. The information below applies to students currently enrolled in this track.

The MSN Public Health Nursing Track with pathway to Nurse Midwifery 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 NGOs. 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 degree, 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 Master's 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.

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

* Can be taken for 2 or 3 credits. If taken for 2 credits, the student must take an independent clinical elective equivalent to 56 clinical hours so upon completion of gram the student has achieved a total of 500 clinical hours.

Certification: The MSN in Public Health Nursing Track 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 https://www.nursingworld.org/our-certifications/advanced-public-health-nurse/. Students should check with ANCC to determine eligibility.

Please Note: In the following Curriculum and Plans of Study, School of Public Health courses (PH.XXX.XXX) are offered on the quarter system and are depicted here as [credits & units] and count accordingly in each school. Course descriptions for the Public Health courses (PH) are available at sis.jhu.edu.

Curriculum

Core Courses
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
Cognates [Required]
PH.180.601 Environmental Health [3cr/5u] *AND*
PH.340.601 Principles of Epidemiology [3cr/5u] *OR*
PH.340.721 Epidemiologic Inference in Public Health [3cr/5u]
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
NR.500.608 Advanced Practice in Women's Primary, Gynecologic, and Antenatal Care [4cr]
Major
NR.110.560 Program Development & Evaluation in Health Care [2cr]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.604 Population-Based Public Health Nursing Interventions [2-3cr/168CL] *
NR.500.605 Public Health Nursing Leadership & Management [3cr]
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]
Program Total: 48 Credits [cr]/ 540 Clinical Hours [CL]

MSN Public Health Nursing with pathway to Nurse Midwifery

Program of Study: Full Time

First Term 15 credits/5 units
NR.110.502 Physiology/Pathophysiology [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]

* Can be taken for 2 or 3 credits. If taken for 2 credits, the student must take an independent clinical elective equivalent to 56 clinical hours so upon completion of gram the student has achieved a total of 500 clinical hours.

NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr]
PH.340.601 Principles of Epidemiology OR
PH.340.721 Epidemiologic Inference in Public Health [3cr/5u]
Second term 12 credits/5 units/204 clinical hours
NR.110.536 Health Assessment and Measurement – Adult-Gero Variation [1cr]
NR.110.549 Health Assessment and Measurement [2cr/36CL]
NR.500.604 Population-Based Public Health Nursing Interventions [2-3cr/168CL] *
NR.500.605 Public Health Nursing Leadership & Management [3cr]
PH.180.601 Environmental Health [3cr/5u]
Third term 8 credits/168 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.560 Program Development & Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
Fourth term 7 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]
NR.500.608 Advanced Practice in Women's Primary, Gynecologic, and Antenatal Care [4cr]
Program Total: 48 Credits [cr]/540 Clinical Hours [CL]

MSN Public Health Nursing with pathway to Nurse Midwifery
Program of Study: Part Time
First Term 9 credits/5 units
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
PH.340.601 Principles of Epidemiology OR
PH.340.721 Epidemiologic Inference in Public Health [3cr/5u]
Second term 6 credits/5 units
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
PH.180.601 Environmental Health [3cr/5u]
Third term 3 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
Fourth term 6 credits
NR.110.502 Physiology/Pathophysiology [3cr]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr]
Fifth term 9credits/204 clinical hours
NR.110.536 Health Assessment and Measurement – Adult-Gero Variation [1cr]
NR.110.549 Health Assessment and Measurement [2cr/36CL]
NR.500.604 Population-Based Public Health Nursing Interventions [2-3cr/168CL] *
NR.500.605 Public Health Nursing Leadership & Management [3cr]
Sixth term 5 credits/168 clinical hours
NR.110.560 Program Development & Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]

* Can be taken for 2 or 3 credits. If taken for 2 credits, the student must take an independent clinical elective equivalent to 56 clinical hours so upon completion of gram the student has achieved a total of 500 clinical hours.

Seventh term 10 credits/168 clinical hours

NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]

NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]

NR.500.608 Advanced Practice in Women's Primary, Gynecologic, and Antenatal Care [4cr]

Program Total: 48 Credits [cr]/540 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: ADULT-GERONTOLOGICAL ACUTE CARE NURSE PRACTITIONER

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below only applies to students currently enrolled in this track.

This track prepares the student to diagnose and manage health problems of acutely and critically ill individuals across the adult lifespan. Adult-Gerontological Acute Care Nurse Practitioners work in acute and complex care settings such as critical care units, hospitals or specialty services, and in other settings where patients are physiologically unstable, technologically dependent, require frequent monitoring and intervention, or are highly vulnerable for complications. The development of the curriculum is based on the Criteria for Evaluation of Nurse Practitioner Programs (2016), 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 Practice, American Association of Critical Care Nurses, 2012) and the Adult-Gerontology Acute Care and Primary Care Nurse Practitioner Competencies (American Association of Colleges of Nursing, 2012)].

Clinical practica and number of clinical hours: 706 hours of clinical experiences in a variety of settings allow students to acquire experience providing patient care management across the full adult lifespan (young adults to frail elders) and the continuum of acute, chronic, and critical care. Gerontology-rich experiences in complex long term care, acute rehabilitation, Acute Care of Elders (ACE) units, and Nurses Improving Care of Healthcare for Elders (NICHE) hospitals are included.

Certification: Graduates of the Adult-Gerontological Acute Care Nurse Practitioner track are eligible to apply for certification as an Adult-Gerontological Acute Care Nurse Practitioner through the American Association of Critical Care Nurses www.aacn.org/certification/get-certified and through the American Nurses Credentialing Center www.nursingworld.org/our-certifications.

Curriculum

Core Courses

NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]

Advanced Practice Core Courses

NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement Adult-Gero Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]

Specialty Courses

NR.110.546 Health Promotion and Disease Prevention [1cr]
NR.110.547 Diagnoses, Symptom and Illness Management I – Adult [2cr]
NR.110.562 Advanced Practice in Acute Care I [4cr/250CL]
NR.110.563 Advanced Practice in Acute Care II [3cr/170CL]

NR.110.567 Advanced Practice in Nursing: Clinical Topics & Professional Issues – Adult-Gerontological Acute Care NP [4cr/250CL]
NR.110.572 Advanced Diagnosis and Therapeutics [2cr]
Program Total: 37 Credits [cr]/ 706 Clinical Hours [CL]

MSN Advanced Practice Track: Adult-Gerontological Acute Care Nurse Practitioner Program of Study: Full Time

First term 13 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.536 Health Assessment and Measurement -Adult/Geriatric Variation [1cr]
NR.110.547 Diagnoses, Symptom and Illness Management I - Adult [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
NR.110.572 Advanced Diagnosis and Therapeutics [2cr]
Second term 10 credits/250 clinical hours
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.562 Advanced Practice in Acute Care I [4cr/250CL]
Third term 6 credits/170 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.563 Advanced Practice in Acute Care II [3cr/170CL]
Fourth term 8 credits/250 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.546 Health Promotion and Disease Prevention [1cr]
NR.110.567 Advanced Practice in Nursing: Clinical Topics & Professional Issues - Acute/Critical Care [4cr/250CL]
Program Total: 37 Credits [cr]/706 Clinical Hours [CL]

MSN Advanced Practice Track: Adult-Gerontological Acute Care Nurse Practitioner Program of Study: Part Time

First term 3 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
Second term 6 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
Third term 3 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
Fourth term 3 credits
NR.110.502 Physiology/Pathophysiology [3cr]
Fifth term 3 credits/36 clinical hours
NR.110.536 Health Assessment and Measurement -Adult/Geriatric Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Sixth term 3 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]

Seventh term 5 credits
NR.110.546 Health Promotion and Disease Prevention [1cr]
NR.110.547 Diagnoses, Symptom and Illness Management I - Adult [2cr]
NR.110.572 Advanced Diagnosis and Therapeutics [2cr]
Eighth term 4 credits/250 clinical hours
NR.110.562 Advanced Practice in Acute Care I [4cr/250CL]
Ninth term 3 credits/170 clinical hours
NR.110.563 Advanced Practice in Acute Care II [3cr/170CL]
Tenth term 4 credits/250 clinical hours
NR.110.567 Advanced Practice in Nursing: Clinical Topics & Professional Issues - Acute/Critical Care [4cr/250CL]
Program Total: 37 Credits [cr]/706 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: ADULT-GERONTOLOGICAL CRITICAL CARE CLINICAL NURSE SPECIALIST

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below applies to students currently enrolled in this track.

This track prepares the student to ensure high quality, safe, and cost effective nursing care and patient outcomes for adults and older adults across the health-illness continuum. Graduates of the CNS track use their depth of expertise, developed through professional practice and graduate education, to provide, manage, support, and improve the nursing and health care provided to patients who have chronic, acute and critical illnesses. The CNS advances the care of patients, families, groups and the nursing profession through collaboration, consultation and teaching. They conduct research and evaluate and apply evidence and use ethical decision making to solve problems. The CNS operates within three spheres of influence, including patients, nurses, and care systems. The development of the curriculum is based on the Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-graduate Certificate Educational Programs (NACNS, 2011), and national CNS competency and standards statements (Clinical Nurse Specialist Core Competencies [NACNS 2009], Scope and Standards for Acute Care Clinical Nurse Specialist Practice [AACN 2014], Adult-Gerontology Clinical Nurse Specialist Competencies [American Association of Colleges of Nursing, 2010]).

Clinical practica and number of clinical hours: Students complete a total of 540 clinical hours.

Certification: Graduates are eligible to apply for certification through the American Nurses Credentialing Center (ANCC) www.nursingworld.org/our-certifications and through the American Association of Critical Care Nurses (AACN) Adult-Gerontology Clinical Nurse Specialist (CNS) certification www.aacn.org/certification/get-certified.

Curriculum

Core Courses
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement Adult-Gero Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Specialty Courses
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR.110.523 Clinical Judgment in Acute & Critical Care I – Adult [1cr]
NR.110.524 Clinical Judgment in Acute & Critical Care II – Adult [1cr]

NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.560 Program Development and Evaluation [2cr]
NR.110.XXX Education Course [3cr]
Program Total: 38 Credits [cr]/ 540 Clinical Hours [CL]

MSN Advanced Practice Track: Adult-Gerontological Critical Care Clinical Nurse Specialist

Program of Study: Full Time

First Term 12 credits/168 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.XXX Education Course [3cr]
Second term 12 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Third term 6 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.523 Clinical Judgment in Acute & Critical Care I - Adult [1cr]
NR.110.560 Program Development and Evaluation [2cr]
Fourth term 8 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR.110.524 Clinical Judgment in Acute & Critical Care II - Adult [1cr]
NR.110.546 Health Promotion & Disease Prevention [1cr]
Program Total: 38 Credits [cr]/540 Clinical Hours [CL]

MSN Advanced Practice Track: Adult- Gerontological Critical Care Clinical Nurse Specialist

Program of Study: Part Time

First term 6 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Second term 6 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
Third term 5 credits
NR.110.560 Program Development and Evaluation [2cr]
NR.110.XXX Education Course [3cr]
Fourth term 7 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of ANP [3cr]
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.546 Health Promotion & Disease Prevention [1cr]

Fifth term 6 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Sixth term 4 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.523 Clinical Judgment in Acute & Critical Care I - Adult [1cr]
Seventh term 4 credits/168 clinical hours
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR.110.524 Clinical Judgment in Acute & Critical Care II - Adult [1cr]
Program Total: 38 Credits [cr]/540 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: ADULT-GERONTOLOGICAL HEALTH CLINICAL NURSE SPECIALIST

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below applies to students currently enrolled in this track.

This track prepares the student to ensure high-quality, safe, and cost-effective nursing care and patient outcomes for adults and older adults across the health-illness continuum. Graduates of the CNS track use their depth of expertise, developed through professional practice and graduate education, to provide, manage, support, and improve the nursing and health care provided to patients with chronic and acute illnesses. The CNS advances the care of patients, families, groups, and the nursing profession through collaboration, consultation, and teaching. They conduct research and evaluate and apply evidence and use ethical decision making to solve problems. The CNS operates within three spheres of influence, including patients, nurses, and care systems.

The development of the curriculum is based on the Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-graduate Certificate Educational Programs (NACNS, 2011), and national CNS competency and standards statements (Clinical Nurse Specialist Core Competencies [NACNS 2009], and Adult-Gerontology Clinical Nurse Specialist Competencies [American Association of Colleges of Nursing, 2010]).

Certification: Graduates are eligible to apply for certification through the American Nurses Credentialing Center (ANCC) www.nursingworld.org/our-certifications and Adult-Gerontology Clinical Nurse Specialist (CNS) certification www.aacn.org/certification/get-certified.

Curriculum

Core Courses

NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]

Advanced Practice Core Courses

NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement Adult-Gero Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]

Specialty Courses

NR 110.520 CNS I: Role Practicum [3cr/168CL]
NR 110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR 110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR 110.523 Clinical Judgment in Acute & Critical Care I – Adult [1cr]
NR.110.524 Clinical Judgment in Acute & Critical Care II – Adult [1cr]

NR 110.546 Health Promotion & Disease Prevention [1cr]
NR 110.560 Program Development and Evaluation [2cr]
NR 110.XXX Education Course [3cr]
Program Total: 38 Credits [cr]/ 540 Clinical Hours [CL]

MSN Advanced Practice Track: Adult- Gerontological Health Clinical Nurse Specialist Program of Study: Full Time

First Term 12 credits/168 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.XXX Education Course [3cr]
Second term 12 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Third term 6 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168]
NR.110.523 Clinical Judgment in Acute & Critical Care I -Adults [1cr]
NR.110.560 Program Development and Evaluation [2cr]
Fourth term 8 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.522 CNS III: Outcomes Practicum [3cr/168]
NR.110.524 Clinical Judgment in Acute & Critical Care II - Adults [1cr]
NR.110.546 Health Promotion & Disease Prevention [1cr]
Program Total: 38 Credits [cr]/540 Clinical Hours [CL]

MSN Advanced Practice Track: Adult-Gerontological Health Clinical Nurse Specialist Program of Study: Part Time

First Term 6 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Second term 6 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
Third term 5 credits
NR.110.560 Program Development and Evaluation [2cr]
NR.110.XXX Education Course [3cr]
Fourth term 4 credits/168 clinical hours
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.546 Health Promotion & Disease Prevention [1cr]
Fifth term 6 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]

Sixth term 4 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168]
NR.110.523 Clinical Judgment in Acute & Critical Care I -Adults [1cr]
Seventh term 7 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of ANP [3cr]
NR.110.522 CNS III: Outcomes Practicum [3cr/168]
NR.110.524 Clinical Judgment in Acute & Critical Care II - Adults [1cr]
Program Total: 38 Credits [cr]/540 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: ADULT-GERONTOLOGICAL PRIMARY CARE NURSE PRACTITIONER

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below applies to students currently enrolled in this track.

This track prepares the student to provide person-centered, evidenced-based primary care to young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Emphasis is placed on the primary care management of acute episodic and chronic conditions and integration of health promotion and disease prevention throughout the adult lifespan. The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the National Organization of Nurse Practitioner Faculties (NONPF) NP Core Competencies with Curriculum Content (2014) and the Nurse Practitioner Core Competencies (2012) and the Adult-Gerontological Acute Care and Primary Care Nurse Practitioner Competencies (2016).

Clinical practica and number of clinical hours: Clinical experiences are diverse and occur in a variety of settings, such as primary care practices in ambulatory and tertiary care settings, private practices, federally qualified health centers, urgent care centers, continuing care retirement communities, and specialty care clinics. Students complete a total of 640 clinical hours.

Certification: Graduates are eligible to apply for one of the following certification exams: the Adult-Gerontology Primary Care Nurse Practitioner exam through the American Nurses Credentialing Center www.nursingworld.org/our-certifications or the Adult-Gerontology Primary Care Nurse Practitioner through the American Academy of Nurse Practitioners www.aanpcert.org/ptistore/control/index.

Curriculum

Core Courses

NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]

Advanced Practice Core Courses

NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement Adult-Gero Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]

Specialty Courses

NR.110.546 Health Promotion and Disease Prevention [2cr]
NR.110.547 Diagnoses Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [4cr/224CL]
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]

NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.565 Advanced Practice Nursing: Clinical Topics & Professional Issues – Adult-Gerontological Primary Care NP [4cr/224CL]
NR.110.589 Human and Family Development through the Lifespan [2cr]
Program Total: 40 Credits [cr]/ 640 Clinical Hours [CL]

MSN Advanced Practice Track: Adult-Gerontological Primary Care Nurse Practitioner Program of Study: Full Time

First term 11 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement - Adult-Gero Variation [1cr]
NR.110.547 Diagnoses Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Second term 13 credits/224 clinical hours
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.546 Health Promotion and Disease Prevention [2cr]
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [4cr/224CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
Third term 6 credits/156 clinical hours
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
Fourth term 10 credits/224 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.565 Advanced Practice Nursing: Clinical Topics & Professional Issues – Adult-Gero [4cr/224CL]
Program Total: 40 Credits [cr]/640 Clinical Hours [CL]

MSN Advanced Practice Track: Adult-Gerontological Primary Care Nurse Practitioner Program of Study: Part Time

First term 9 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Second term 8 credits
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.546 Health Promotion and Disease Prevention [2cr]
Third term 3 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
Fourth term 7 credits/36 clinical hours
NR.110.536 Health Assessment and Measurement - Adult-Gero Variation [1cr]
NR.110.547 Diagnoses Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
NR.110.589 Human and Family Development through the Lifespan [2cr]

Fifth term 6 credits/224 clinical hours
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [4cr/224CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
Sixth term 3 credits/156 clinical hours
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
Seventh term 4 credits/224 clinical hours
NR.110.565 Advanced Practice Nursing: Clinical Topics & Professional Issues – Adult-Gero [4cr/224CL]
Program Total: 40 Credits [cr]/640 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: ADULT-GERONTOLOGICAL PRIMARY CARE NURSE PRACTITIONER WITH HIV CERTIFICATE

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below applies to students currently enrolled in this track.

This track prepares the student to provide person-centered evidenced-based primary care to young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Emphasis is placed on the primary care management of acute episodic and chronic conditions and integration of health promotion and disease prevention throughout the adult lifespan. In addition, the HIV certificate prepares the student to provide primary care for persons living with HIV, thus providing early diagnosis and care associated with chronic disease management and aging with HIV/AIDS as well as the general primary care patient. The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the National Organization of Nurse Practitioner Faculties (NONPF) NP Core Competencies with Curriculum Content (2014) and the Nurse Practitioner Core Competencies (2012) and the Adult-Gerontological Acute Care and Primary Care Nurse Practitioner Competencies (2016), and the integration of HIV specialty and primary care content within the AGNP program to address the key populations impacted by HIV/AIDS.

Clinical practica and number of clinical hours: Clinical experiences are diverse and occur in a variety of settings such as; primary care practices in ambulatory and tertiary care settings, private practices, federally qualified health centers, urgent care centers, continuing care retirement communities as well as specialty care clinics. Students complete a total of 640 clinical hours and 112 hours of specialty clinical experience in HIV for a total of 752 clinical hours.

Certification: Graduates are eligible to apply for one of the following certification exams: the Adult-Gerontology Primary Care Nurse Practitioner exam through the American Nurses Credentialing Center www.nursingworld.org/our-certifications or the Adult- Gerontology Primary Care Nurse Practitioner through the American Academy of Nurse Practitioners www.aanpcert.org/ptistore/control/index.

Those who earn a master's degree as an adult/geriatric primary care nurse practitioner and a certified HIV primary care provider will be eligible for: National certification by taking the Advanced AIDS Certified Registered Nurse (AACRN) examination www.hancb.org/Index/index.php and membership in the Association of Nurses in AIDS Care www.nursesinaidscare.org.

Curriculum

Core Courses

NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]

Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement Adult-Gero Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Specialty Courses
NR.110.546 Health Promotion and Disease Prevention [2cr]
NR.110.547 Diagnoses Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [4cr/224CL]
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.565 Advanced Practice Nursing: Clinical Topics & Professional Issues – Adult-Gerontological Primary Care NP [4cr/224CL]
NR.110.589 Human and Family Development through the Lifespan [2cr]
NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS [Local to Global] [3cr]
NR.110.613 Health Assessment: HIV & Associated Comorbidities [1cr/56CL]
NR.110.614 Complex Continuity Care of HIV and Associated Comorbidities [3cr/56CL]
NR.110.615 Health Disparities in Nursing Practice [3cr]
Program Total: 50 Credits [cr]/ 752 Clinical Hours [CL]

MSN Advanced Practice Track: Adult-Gerontological Primary Care Nurse Practitioner with HIV Certificate

Program of Study: Full Time

First term 14 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement - Adult-Gero Variation [1cr]
NR.110.547 Diagnoses Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
NR.110.615 Health Disparities in Nursing Practice [3cr]
Second term 17 credits/280 clinical hours
NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global) [3cr] *
NR.110.613 Health Assessment: HIV & Associated Comorbidities [1cr/56CL] *
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.546 Health Promotion and Disease Prevention [2cr]
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [4cr/224CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
Third term 6 credits/156 clinical hours
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
Fourth term 13 credits/280 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]

* Courses taken during winter term.

NR.110.565 Advanced Practice Nursing: Clinical Topics & Professional Issues – Adult-Gero [4cr/224CL]
NR.110.614 Complex Continuity Care of HIV and Associated Comorbidities [3cr/56CL]
Program Total: 50 Credits [cr]/752 Clinical Hours [CL]

MSN Advanced Practice Track: Adult-Gerontological Primary Care Nurse Practitioner with HIV Certificate

Program of Study: Part Time

First term 9 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of ANP [3cr]
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
Second term 7 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.546 Health Promotion and Disease Prevention [2cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
Third term 6 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
Fourth term 8 credits/36 clinical hours
NR.110.536 Health Assessment and Measurement - Adult-Gero Variation [1cr]
NR.110.547 Diagnoses Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
NR.110.615 Health Disparities in Nursing Practice [3cr]
Fifth term 10 credits/280 clinical hours
NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global) [3cr] *
NR.110.613 Health Assessment: HIV & Associated Comorbidities [1cr/56CL] *
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [4cr/224CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
Sixth term 3 credits/156 clinical hours
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
Seventh term 7 credits/280 clinical hours
NR.110.565 Advanced Practice Nursing: Clinical Topics & Professional Issues – Adult-Gero [4cr/224CL]
NR.110.614 Complex Continuity Care of HIV and Associated Comorbidities [3cr/56CL]
Program Total: 50 Credits [cr]/752 Clinical Hours [CL]

* Courses taken during winter term.

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: FAMILY PRIMARY CARE NURSE PRACTITIONER

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below applies to students currently enrolled in this track.

This track prepares the student to practice at an advanced level to provide care to individuals and families across the lifespan (including pediatric through geriatric populations). Family primary care nurse practitioners (FNPs) provide the initial, ongoing, and comprehensive care to patients in ambulatory and outpatient settings. FNPs assess, diagnose, and treat acute and chronic illnesses and are responsible and accountable for providing preventative health care, including health promotion, disease prevention, and health education and counseling. As an FNP, these advanced practice nurses are committed to family-centered care within the context of the community. The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the National Organization of Nurse Practitioner Faculties (NONPF) NP Core Competencies with Curriculum Content (2014) and the Nurse Practitioner Core Competencies (2012) and the family nurse practitioner population-focused nurse practitioner (NP) competencies defined by the 2008 Consensus Model for APRN Regulations: Licensure, Accreditation, Certification & Education, and the National Organization of Nurse Practitioner Faculties (NONPF) Family/Across the Lifespan Competencies.

Clinical practica and number of clinical hours: FNP students complete a total of 736 precepted clinical hours working with NP, physician, or physician assistant preceptors in a variety health care settings, including family practice, internal medicine, pediatric, women's health, geriatric, specialty, employee health, student health, correctional faculties, school- based clinics, federally qualified health centers, and nurse managed clinics.

Certification: Graduates are eligible to apply for certification exams through the American Nurses Credentialing Center (ANCC) Certification Program www.nursingworld.org/our-certifications and through the American Academy of Nurse Practitioners Certification Program www.aanpcert.org/newsitem?id=71.

Curriculum

Core Courses

NR.110.500 Philosophical, Theoretical and Ethical Basis for Nursing [3cr]
NR.110.503 Application of Research to Practice [3cr]
NR.110.504 Context of Health Care of Advanced Practice Nursing [3cr]
NR.110.507 Statistical Literacy & Reasoning in Nursing [3cr]

Advanced Practice Core Courses

NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]

Specialty Courses
NR.110.546 Health Promotion & Disease Prevention [2cr]
NR.110.547 Diagnoses, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.548 Diagnoses, Symptom and Illness Management I – Pediatric [2cr]
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [4cr/196CL]
NR.110.552 Advanced Practice in Primary Care I – Pediatric [4cr/196CL]
NR.110.557 Diagnoses, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.558 Diagnoses, Symptom and Illness Management II – Pediatric [2cr]
NR.110.569 Advanced Practice in Women's Health [2cr/112CL]
NR.110.583 Family as a Unit: Clinical Integration [4cr/196CL]
NR.110.589 Human and Family Development through the Lifespan [3cr]
Program Total: 49 Credits [cr]/736 Clinical Hours [CL]

MSN Advanced Practice Track: Family Primary Care Nurse Practitioner Program of Study: Full Time

First Term 14 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement - Adult-Gero Variations [1cr]
NR.110.537 Health Assessment and Measurement - Pediatric Variations [1cr]
NR.110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.548 Diagnosis, Symptom and Illness Management I - Pediatric [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Second term 15 credits/196 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.551 Advanced Practice in Primary Care I - Adult-Gero [4cr/196]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.589 Human and Family Development through the Lifespan [3cr]
Third term 5 credits/112 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.569 Advanced Practice in Women's Health [2cr/112CL]
Fourth term 9 credits/196 clinical hours
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.552 Advanced Practice in Primary Care I - Pediatrics [4cr/196CL]
NR.110.558 Diagnosis, Symptom and Illness Management II – Pediatrics [2cr]
Fifth term 6 credits/ 196 clinical hours
NR.110.546 Health Promotion and Disease Prevention [2cr]
NR.110.583 Family as a Unit: Clinical Integration [4cr/196CL]
Program Total: 49 Credits [cr]/736 Clinical Hours [CL]

MSN Advanced Practice Track: Family Primary Care Nurse Practitioner Program of Study: Part Time

First term 6 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of ANP [3cr]
NR.110.502 Physiology/Pathophysiology [3cr]

Second term 6 credits/
NR.110.508 Clinical Pharmacology [3cr]
NR.110.589 Human and Family Development through the Lifespan [3cr]
Third term 3 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
Fourth term 8 credits/36 clinical hours
NR.110.536 Health Assessment and Measurement - Adult-Gero Variations [1cr]
NR.110.537 Health Assessment and Measurement - Pediatric Variations [1cr]
NR.110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.548 Diagnosis, Symptom and Illness Management I - Pediatric [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Fifth term 9 credits/ 196 clinical hours
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.551 Advanced Practice in Primary Care I - Adult-Gero [4cr/196]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
Sixth term 2 credits/ 112 clinical hours
NR.110.569 Advanced Practice in Women's Health [2cr/112CL]
Seventh term 9 credits/ 196 clinical hours
NR.110.552 Advanced Practice in Primary Care I - Pediatrics [4cr/196CL]
NR.110.558 Diagnosis, Symptom and Illness Management II – Pediatrics [2cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
Eighth term 6 credits/ 196 clinical hours
NR.110.546 Health Promotion and Disease Prevention [2cr]
NR.110.583 Family as a Unit: Clinical Integration [4cr/196CL]
Program Total: 49 Credits [cr]/736 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: HEALTH SYSTEMS MANAGEMENT/CLINICAL NURSE SPECIALIST, ADULT-GERONTOLOGICAL CRITICAL CARE

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below applies to students currently enrolled in this track.

This track prepares the student to: ensure high-quality, safe, and cost-effective nursing care and patient outcomes for adults and older adults in the acute care and critical care setting and to manage the entire spectrum of health care: design, change management, implementation, and evaluation as an HSM/CNS master's degree student. With practical experience in direct patient and family care, the CNS/HSM graduate is uniquely prepared to serve as a provider, leader, manager, and care coordinator in the constantly evolving acute care and critical care environment of health care management and delivery. For this master's program, renowned Hopkins faculty have developed a curriculum that responds to your combined interests in Adult-Gerontological critical care patient care and improved management of health care systems. With the Hopkins medical institutions and other collaborating organizations as your classroom, those who earn a Master of Science degree with a focus in health systems management/clinical nurse specialist:

- Ensure the delivery and management of high-quality nursing care of critical care Adult-Gerontological patients.
- Collaborate with administrative and health care staff across departments to coordinate patient services.
- Develop a strategic understanding of organizational leadership and management.
- Regulate change in the clinical environment and the health care delivery system effectively.
- Evaluate and manage the fiscal health of institutions to provide the best nursing care within budget.
- Occupy positions in organizations as clinical nurse specialists, leaders in nursing and business administration, information technology and/or as policy analysts; and as managers in pharmaceutical, consulting, and insurance companies, health care systems, and nonprofit and government agencies.

The development of the curriculum is based on the Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-graduate Certificate Educational Programs (NACNS, 2011), national CNS competency and standards statements (Clinical Nurse Specialist Core Competencies [NACNS 2009], Scope and Standards for Acute Care Clinical Nurse Specialist Practice [AACN 2014], Adult-Gerontology Clinical Nurse Specialist Competencies [American Association of Colleges of Nursing, 2010]), 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).

Certification: Graduates are eligible to apply for American Nurses Credentialing Center (ANCC) www.nursingworld.org/our-certifications or American Association of Critical Care Nurses (AACN) Adult-Gerontology Clinical Nurse Specialist (CNS) certification www.aacn.org/certification/get-

certified. By virtue of graduation from this master's specialty Track: the student is not eligible to sit for certification as a Nurse Administrator. If students currently hold 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.

Curriculum

Core Courses
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Specialty Courses
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR.110.523 Clinical Judgment in Acute & Critical Care I – Adult [1cr]
NR.110.524 Clinical Judgment in Acute & Critical Care II – Adult [1cr]
NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.560 Program Development and Evaluation [2cr]
NR.110.605 Leadership and Management in Nursing and Health Care [3cr]
NR.110.608 Business Plan [1cr]
NR.110.609 Health Systems Management II Specialty Practicum [3cr/168CL]
NR.110.618 Leadership for Complex Learning Organization [2cr]
NR.110.XXX Education Course [3cr]
NR.XXX.XXX Financial Theory Requirement [2cr]
Program Total: 49 Credits [cr]/708 Clinical Hours [CL]

MSN Advanced Practice Track: Health Systems Management/Adult-Gerontological Critical Care Clinical Nurse Specialist

Program of Study: Full Time

First term 12 credits/168 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.XXX Education Course [3cr]
Second term 12 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]

Third term 6 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.523 Clinical Judgment in Acute & Critical Care I - Adult [1cr]
NR.110.560 Program Development and Evaluation [2cr]
Fourth term 9 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.522 CNS/HSM III: Outcomes Practicum [3cr/168CL]
NR.110.524 Clinical Judgment in Acute & Critical Care II – Adult [1cr]
NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.608 Business Plan [1cr]
Fifth term 8 credits/168 clinical hours
NR.110.605 Leadership and Management in Nursing and Health Care [3cr]
NR.110.609 Health Systems Management II Specialty Practicum [3cr/168CL]
XXX.XXX Financial Theory Requirement [2cr]
Sixth term 2 credits
NR.110.618 Leadership for Complex Learning Organizations [2cr]
Program Total: 49 Credits [cr]/708 Clinical Hours [CL]

MSN Advanced Practice Track: Health Systems Management/Adult-Gerontological Critical Care Clinical Nurse Specialist

Program of Study: Part Time

First term 6 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Second term 6 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.508 Clinical Pharmacology [3cr]
Third term 5 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.560 Program Development and Evaluation [2cr]
Fourth term 4 credits/168 clinical hours
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.546 Health Promotion & Disease Prevention [1cr]
Fifth term 6 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Sixth term 4 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.523 Clinical Judgment in Acute & Critical Care I - Adult [1cr]
Seventh term 6 credits/168 clinical hours
NR.110.522 CNS/HSM III: Outcomes Practicum [3cr/168CL]
NR.110.524 Clinical Judgment in Acute & Critical Care II – Adult [1cr]
XXX.XXX Financial Theory Requirement [2cr]

Eighth term 6 credits/168 clinical hours
NR.110.605 Leadership and Management in Nursing and Health Care [3cr]
NR.110.609 Health Systems Management II Specialty Practicum [3cr/168CL]
Ninth term 2 credits
NR.110.618 Leadership for Complex Learning Organizations [2cr]
Tenth term 4 credits
NR.110.608 Business Plan [1cr]
NR.110.XXX Education Course [3cr]
Program Total: 49 Credits [cr]/708 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: HEALTH SYSTEMS MANAGEMENT/CLINICAL NURSE SPECIALIST, ADULT-GERONTOLOGICAL HEALTH

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below applies to students currently enrolled in this track.

This track prepares the student to: ensure high-quality, safe, and cost-effective nursing care and patient outcomes for adults and older adults across the health-illness continuum and to manage the entire spectrum of health care: design, change management, implementation, and evaluation as an HSM/CNS master's degree student. With practical experience in direct patient and family care, the HSM/CNS graduate is uniquely prepared to serve as a provider, leader, manager, and care coordinator in the constantly evolving environment of health care management and delivery. For this master's program, renowned Hopkins faculty have developed a curriculum that responds to your combined interests in Adult-Gerontological patient care and improved management of health care systems. With the Hopkins medical institutions and other collaborating organizations as your classroom, those who earn a Master of Science degree with a focus in health systems management/clinical nurse specialist:

- Ensure the delivery and management of high-quality nursing care of Adult-Gerontological patients.
- Collaborate with administrative and health care staff across departments to coordinate patient services.
- Develop a strategic understanding of organizational leadership and management.
- Regulate change in the clinical environment and the health care delivery system effectively.
- Evaluate and manage the fiscal health of institutions to provide the best nursing care within budget.
- Occupy positions in organizations as clinical nurse specialists, leaders in nursing and business administration, information technology and/or as policy analysts; and as managers in pharmaceutical, consulting, and insurance companies, health care systems, and nonprofit and government agencies.

The development of the curriculum is based on the AACN Master's Essentials, Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-graduate Certificate Educational Programs (NACNS, 2011), and national CNS competency, standards statements (Clinical Nurse Specialist Core Competencies [NACNS 2009], Adult-Gerontology Clinical Nurse Specialist Competencies [American Association of Colleges of Nursing, 2010], 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).

Certification: Graduates are eligible to apply for certification from the American Nurses Credentialing Center (ANCC) www.nursingworld.org/our-certifications, and Adult-Gerontology Clinical Nurse Specialist (CNS) certification from www.aacn.org/certification/get-certified. By virtue of graduation

from this master's specialty Track: the student is not eligible to sit for certification as a Nurse Administrator. If students currently hold 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.

Curriculum

Core Courses
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Specialty Courses
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.522 CNS/HSM III: Outcomes Practicum [3cr/168CL]
NR.110.523 Clinical Judgment in Acute & Critical Care I – Adult [1cr]
NR.110.524 Clinical Judgment in Acute & Critical Care II – Adult [1cr]
NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.560 Program Development and Evaluation [2cr]
NR.110.605 Leadership and Management in Nursing and Health Care [3cr]
NR.110.608 Business Plan [1cr]
NR.110.609 Health Systems Management II Specialty Practicum [3cr/168CL]
NR.110.618 Leadership for Complex Learning Organization [2cr]
NR.110.XXX Education Course [3cr]
NR.XXX.XXX Financial Theory Requirement [2cr]
Program Total: 49 Credits [cr]/708 Clinical Hours [CL]

MSN Advanced Practice Track: Health Systems Management/Adult-Gerontological Health Clinical Nurse Specialist

Program of Study: Full Time

First term 12 credits/168 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.XXX Education Course [3cr]
Second term 12 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]

Third term 6 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.523 Clinical Judgment in Acute & Critical Care I - Adult [1cr]
NR.110.560 Program Development and Evaluation [2cr]
Fourth term 9 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.522 CNS/HSM III: Outcomes Practicum [3cr/168CL]
NR.110.524 Clinical Judgment in Acute & Critical Care II – Adult [1cr]
NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.608 Business Plan [1cr]
Fifth term 8 credits/168 clinical hours
NR.110.605 Leadership and Management in Nursing and Health Care [3cr]
NR.110.609 Health Systems Management II Specialty Practicum [3cr/168CL]
XXX.XXX Financial Theory Requirement [2cr]
Sixth term 2 credits
NR.110.618 Leadership for Complex Learning Organizations [2cr]
Program Total: 49 Credits [cr]/708 Clinical Hours [CL]

MSN Advanced Practice Track: Health Systems Management/Adult-Gerontological Health Clinical Nurse Specialist

Program of Study: Part Time

First term 6 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Second term 6 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.508 Clinical Pharmacology [3cr]
Third term 5 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.560 Program Development and Evaluation [2cr]
Fourth term 4 credits/168 clinical hours
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.546 Health Promotion & Disease Prevention [1cr]
Fifth term 6 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Sixth term 4 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.523 Clinical Judgment in Acute & Critical Care I - Adult [1cr]
Seventh term 6 credits/168 clinical hours
NR.110.522 CNS/HSM III: Outcomes Practicum [3cr/168CL]
NR.110.524 Clinical Judgment in Acute & Critical Care II – Adult [1cr]
XXX.XXX Financial Theory Requirement [2cr]

Eighth term 6 credits/168 clinical hours
NR.110.605 Leadership and Management in Nursing and Health Care [3cr]
NR.110.609 Health Systems Management II Specialty Practicum [3cr/168CL]
Ninth term 2 credits
NR.110.618 Leadership for Complex Learning Organizations [2cr]
Tenth term 4 credits
NR.110.XXX Education Course [3cr]
NR.110.608 Business Plan [1cr]
Program Total: 49 Credits [cr]/708 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: HEALTH SYSTEMS MANAGEMENT/CLINICAL NURSE SPECIALIST, PEDIATRIC CRITICAL CARE

The Johns Hopkins School of Nursing is sunsetting the MSN Advanced Practice Track. The information below applies to students currently enrolled in this track.

This track prepares the student to: ensure high-quality, safe, and cost-effective nursing care and patient outcomes for children across the health-illness continuum. Graduates of the CNS track use their depth of expertise, developed through professional practice and graduate education, to provide, manage, support, and improve the nursing and health care provided to patients with chronic, acute, and critical illnesses. CNSs advance the care of patients, families, groups, and the nursing profession through collaboration, consultation, and teaching. They conduct research, evaluate and apply evidence, and use ethical decision making to solve problems. CNSs operate within three spheres of influence, including patients, nurses, and care systems. For this master's program, renowned Hopkins faculty have developed a curriculum that responds to your combined interests in pediatric critical care patient care and improved management of health care systems. With the Hopkins medical institutions and other collaborating organizations as your classroom, those who earn a Master of Science degree with a focus in health systems management/clinical nurse specialist:

- Ensure the delivery and management of high-quality nursing care of critical care Adult-Gerontological patients.
- Collaborate with administrative and health care staff across departments to coordinate patient services.
- Develop a strategic understanding of organizational leadership and management.
- Regulate change in the clinical environment and the health care delivery system effectively.
- Evaluate and manage the fiscal health of institutions to provide the best nursing care within budget.
- Occupy positions in organizations as clinical nurse specialists, leaders in nursing and business administration, information technology and/or as policy analysts; and as managers in pharmaceutical, consulting, and insurance companies, health care systems, and nonprofit and government agencies.

The development of the curriculum is based on the Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-graduate Certificate Educational Programs (NACNS, 2011), national CNS competency and standards statements (Clinical Nurse Specialist Core Competencies [NACNS 2009], Scope and Standards for Acute Care Clinical Nurse Specialist Practice [AACN 2014], 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).

Certification: Graduates are eligible to apply for certification from American Nurses Credentialing Center (ANCC) www.nursingworld.org/our-certifications, or Pediatric Clinical Nurse Specialist (CNS) certification from www.aacn.org/certification/get-certified. By virtue of graduation from this master's

specialty Track: the student is not eligible to sit for certification as a Nurse Administrator. If students currently hold 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.

Curriculum

Core Courses
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Specialty Courses
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR.110.526 Clinical Judgment in Acute & Critical Care I – Pediatrics [1cr]
NR.110.527 Clinical Judgment in Acute & Critical Care II – Pediatrics [1cr]
NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.560 Program Development and Evaluation [2cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
NR.110.605 Leadership and Management in Nursing and Health Care [3cr]
NR.110.608 Business Plan [1cr]
NR.110.609 Health Systems Management II Specialty Practicum [3cr/168CL]
NR.110.618 Leadership for Complex Learning Organizations [2cr]
NR.110.XXX Education Course [3cr]
NR.XXX.XXX Financial Theory Requirement [2cr]
Program Total: 51 Credits [cr]/708 Clinical Hours [CL]

MSN Advanced Practice Track: Health Systems Management/Pediatric Critical Care Clinical Nurse Specialist

Program of Study: Full Time

First term 12 credits/168 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.XXX Education Course [3cr]
Second term 12 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]

Third term 6 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.526 Clinical Judgment in Acute & Critical Care I - Pediatric [1cr]
NR.110.560 Program Development and Evaluation [2cr]
Fourth term 9 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.522 CNS/HSM III: Outcomes Practicum [3cr/168CL]
NR.110.527 Clinical Judgment in Acute & Critical Care II – Pediatric [1cr]
NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.608 Business Plan [1cr]
Fifth term 10 credits/168 clinical hours
NR.110.589 Human and Family Development through the Lifespan [2cr]
NR.110.605 Leadership and Management in Nursing and Health Care [3cr]
NR.110.609 Health Systems Management II Specialty Practicum [3cr/168CL]
XXX.XXX Financial Theory Requirement [2cr]
Sixth term 2 credits
NR.110.618 Leadership for Complex Learning Organizations [2cr]
Program Total: 51 Credits [cr]/708 Clinical Hours [CL]

Part Time MSN Advanced Practice Track: Health Systems Management/Pediatric Critical Care Clinical Nurse Specialist

Program of Study

First term 6 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Second term 6 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.508 Clinical Pharmacology [3cr]
Third term 5 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.560 Program Development and Evaluation [2cr]
Fourth term 6 credits/168 clinical hours
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
Fifth term 6 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Sixth term 4 credits/168 clinical hours
NR.110.526 Clinical Judgment in Acute & Critical Care I - Pediatric [1cr]
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
Seventh term 7 credits/168 clinical hours
NR.110.522 CNS/HSM III: Outcomes Practicum [3cr/168CL]
NR.110.527 Clinical Judgment in Acute & Critical Care II – Pediatric [1cr]
NR.110.XXX Education Course [3cr]

Eighth term 6 credits/168 clinical hours
NR.110.605 Leadership and Management in Nursing and Health Care [3cr]
NR.110.609 Health Systems Management II Specialty Practicum [3cr/168CL]
Ninth term 2 credits
NR.110.618 Leadership for Complex Learning Organizations [2cr]
Tenth term 3 credits/
NR.110.608 Business Plan [1cr]
XXX.XXX Financial Theory Requirement [2cr]
Program Total: 51 Credits [cr]/708 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: PEDIATRIC CRITICAL CARE CLINICAL NURSE SPECIALIST

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below only applies to students currently enrolled in this track.

This track prepares the student to ensure high-quality, safe, and cost-effective nursing care and patient outcomes for children across the health-illness continuum. Graduates of the CNS track use their depth of expertise, developed through professional practice and graduate education, to provide, manage, support, and improve the nursing and health care provided to patients with chronic, acute, and critical illnesses. CNSs advance the care of patients, families, groups, and the nursing profession through collaboration, consultation, and teaching. They conduct research, evaluate and apply evidence, and use ethical decision making to solve problems. CNSs operate within three spheres of influence, including patients, nurses, and care systems.

The development of the curriculum is based on the Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-graduate Certificate Educational Programs (NACNS, 2011), and national CNS competency and standards statements (Clinical Nurse Specialist Core Competencies [NACNS 2009] and Scope and Standards for Acute Care Clinical Nurse Specialist Practice [AACN 2014]).

Clinical practica and number of clinical hours: 540 clinical hours enable graduates to sit for available national certification exams.

Certification: Graduates are eligible to apply for certification from the American Nurses Credentialing Center (ANCC) www.nursingworld.org/our-certifications, or American Association of Critical Care Nurses (AACN) Pediatric Clinical Nurse Specialist (CNS) certification from www.aacn.org/certification/get-certified.

Curriculum

Core Courses
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Specialty Courses
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR.110.526 Clinical Judgment in Acute & Critical Care I – Pediatrics [1cr]
NR.110.527 Clinical Judgment in Acute & Critical Care II – Pediatrics [1cr]

NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.560 Program Development and Evaluation [2cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
NR.110.XXX Education Course [3cr]
Program Total: 40 Credits [cr]/540 Clinical Hours [CL]

MSN Advanced Practice Track: Pediatric Critical Care Clinical Nurse Specialist Program of Study: Full Time

First Term 14 credits/168 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.589 Human and Family Development through the Lifespan [2cr]
NR.110.XXX Education Course [3cr]
Second term 12 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Third term 6 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.526 Clinical Judgment in Acute & Critical Care I - Pediatrics [1cr]
NR.110.560 Program Development and Evaluation [2cr]
Fourth term 8 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR.110.527 Clinical Judgment in Acute & Critical Care II - Pediatrics [1cr]
NR.110.546 Health Promotion & Disease Prevention [1cr]
Program Total: 40 Credits [cr]/540 Clinical Hours [CL]

MSN Advanced Practice Track: Pediatric Critical Care Clinical Nurse Specialist Program of Study: Part Time

First Term 6 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Second term 6 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
Third term 5 credits
NR.110.560 Program Development and Evaluation [2cr]
NR.110.XXX Education Course [3cr]
Fourth term 6 credits/168 clinical hours
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]

Fifth term 6 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Sixth term 4 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.526 Clinical Judgment in Acute & Critical Care I - Pediatrics [1cr]
Seventh term 7 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR.110.527 Clinical Judgment in Acute & Critical Care II - Pediatrics [1cr]
Program Total: 40 Credits [cr]/540 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: PEDIATRIC HEALTH CLINICAL NURSE SPECIALIST

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below only applies to students currently enrolled in this track.

This track prepares the student to ensure high-quality, safe, and cost-effective nursing care and patient outcomes for children across the health-illness continuum. Graduates of the CNS track use their depth of expertise, developed through professional practice and graduate education, to provide, manage, support, and improve the nursing and health care provided to patients. CNSs advance the care of patients, families, groups, and the nursing profession through collaboration, consultation, and teaching. They conduct research, evaluate and apply evidence, and use ethical decision making to solve problems. CNSs operate within three spheres of influence: patients, nurses, and care systems.

The development of the curriculum is based on the Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-graduate Certificate Educational Programs (NACNS, 2011), and national CNS competency and standards statements (Clinical Nurse Specialist Core Competencies [NACNS 2009], and Pediatric Clinical Nurse Specialist Competencies [American Association of Colleges of Nursing, 2010]).

Clinical practica and number of clinical hours: 540 clinical hours enable graduates to sit for available national certification exams.

Certification: Graduates are eligible to apply for certification from the American Nurses Credentialing Center (ANCC) www.nursingworld.org/our-certifications.

Curriculum

Core Courses
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Specialty Courses
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.560 Program Development and Evaluation [2cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
NR.110.XXX Education Course [3cr]
Program Total: 38 Credits [cr]/540 Clinical Hours [CL]

MSN Advanced Practice Track: Pediatric Health Clinical Nurse Specialist Program of Study: Full Time

First Term 14 credits/168 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.589 Human and Family Development through the Lifespan [2cr]
NR.110.XXX Education Course [3cr]
Second term 12 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Third term 5 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
NR.110.560 Program Development and Evaluation [2cr]
Fourth term 8 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
NR.110.546 Health Promotion & Disease Prevention [1cr]
Program Total: 38 Credits [cr]/540 Clinical Hours [CL]

MSN Advanced Practice Track: Pediatric Health Clinical Nurse Specialist Program of Study: Part Time

First term 6 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Second term 6 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.508 Clinical Pharmacology [3cr]
Third term 5 credits
NR.110.560 Program Development and Evaluation [2cr]
NR.110.XXX Education Course [3cr]
Fourth term 6 credits/168 clinical hours
NR.110.520 CNS I: Role Practicum [3cr/168CL]
NR.110.546 Health Promotion & Disease Prevention [1cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
Fifth term 6 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variations [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Sixth term 3 credits/168 clinical hours
NR.110.521 CNS II: Expert Practice Practicum [3cr/168CL]
Seventh term 6 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.522 CNS III: Outcomes Practicum [3cr/168CL]
Program Total: 38 Credits [cr]/540 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADVANCED PRACTICE TRACK: PEDIATRIC PRIMARY CARE NURSE PRACTITIONER

The Johns Hopkins School of Nursing is sunsetting this MSN Advanced Practice Track. The information below only applies to students currently enrolled in this track.

This track prepares the student to care for children, from newborn through adolescence, and includes the management of well children and management in illness. Strong emphasis is placed on the use of evidence-based practice and patient and family-centered care.

The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the Nurse Practitioner Core Competencies (2011), and Population-Focused Nurse Practitioner Competencies: Pediatric Primary Care (2013) (NONPF).

Clinical practica and number of clinical hours: Clinical experiences are diverse and include a variety of settings, such as primary care practices, outpatient specialty clinics, and schools. Mentored patient care experiences based on the individual needs of the student are a cornerstone of the program. Full-time and part-time study are available. Students complete a total of 584 clinical hours.

Certification: Graduates are eligible to apply for certification exams through the American Nurses Credentialing Center www.nursingworld.org/our-certifications or Pediatric Nursing Certification Board www.pncb.org/ptistore/control/exams/pnp/steps.

Curriculum

Core Courses
NR.110.500 Philosophical, Theoretical and Ethical Basis for Nursing [3cr]
NR.110.503 Application of Research to Practice [3cr]
NR.110.504 Context of Health Care of Advanced Practice Nursing [3cr]
NR.110.507 Statistical Literacy and Reasoning in Nursing Research [3cr]
Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.537 Health Assessment and Measurement - Pediatric Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Specialty Courses
NR.110.546 Health Promotion and Disease Prevention [2cr]
NR.110.548 Diagnoses Symptom and Illness Management I – Pediatric [2cr]
NR.110.552 Advanced Practice in Primary Care I – Pediatric [4cr/196CL]
NR.110.554 Advanced Practice in Primary Care II – Pediatric [3cr/152CL]
NR.110.558 Diagnosis, Symptom and Illness Management II - Pediatric [2cr]
NR.110.566 Advanced Practice Nursing: Clinical Topics & Professional Issues – Pediatric [4cr/200CL]
NR.110.589 Human and Family Development through the Lifespan [2cr]
Program Total: 40 Credits [cr]/584 Clinical Hours [CL]

MSN Advanced Practice Track: Pediatric Primary Care Nurse Practitioner Program of Study: Full Time

First term 11 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.537 Advanced Health Assessment and Measurement - Pediatric Variation [1cr]
NR.110.548 Diagnoses Symptom and Illness Management I – Pediatric [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Second term 13 credits/196 clinical hours
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.110.546 Health Promotion and Disease Prevention [2cr]
NR.110.552 Advanced Practice in Primary Care I – Pediatric [4cr/196CL]
NR.110.558 Diagnosis, Symptom and Illness Management II - Pediatric [2cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
Third term 6 credits/152 clinical hours
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.554 Advanced Practice in Primary Care II – Pediatric [3cr/152CL]
Fourth term 10 credits/200 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.566 Advanced Practice Nursing: Clinical Topics & Professional Issues - Pediatrics [4cr/200CL]
Program Total: 40 Credits [cr]/584 Clinical Hours [CL]

MSN Advanced Practice Track: Pediatric Primary Care Nurse Practitioner Program of Study: Part Time

First term 9 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
Second term 8 credits
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.546 Health Promotion and Disease Prevention [2cr]
Third term 3 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
Fourth term 7 credits/36 clinical hours
NR.110.537 Advanced Health Assessment and Measurement - Pediatric Variation [1cr]
NR.110.548 Diagnoses Symptom and Illness Management I – Pediatric [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
NR.110.589 Human and Family Development through the Lifespan [2cr]
Fifth term 6 credits/196 clinical hours
NR.110.552 Advanced Practice in Primary Care I – Pediatric [4cr/196CL]
NR.110.558 Diagnosis, Symptom and Illness Management II - Pediatric [2cr]
Sixth term 3 credits/152 clinical hours
NR.110.554 Advanced Practice in Primary Care II – Pediatric [3cr/152CL]
Seventh term 4 credits/200 clinical hours
NR.110.566 Advanced Practice Nursing: Clinical Topics & Professional Issues - Pediatrics [4cr/200CL]
Program Total: 40 Credits [cr]/584 Clinical Hours [CL]

CERTIFICATES

NURSE EDUCATOR CERTIFICATE

This 12-credit post-master's certificate prepares the student to combine their clinical and/or research expertise with expertise in teaching in preparation for careers in nursing education at all levels of academia and in nursing staff development.

The development of the curriculum is based on the NLN Scope of Practice for Academic Nurse Educators.

Certification: Graduates of the Nurse Educator Certificate program are eligible to apply for the NLN Certified Nurse Educator examination once they have met the eligibility requirements. For more information, please visit www.nln.org/certification/index.htm.

A total of 12 credit hours is required to earn the NECO. The learner chooses four of the 3-credit courses listed in the curriculum below. Students may enroll in a 1-3 credit teaching practicum as an independent course with permission of the adviser.

Curriculum

NR 110.638 Curriculum Theory & Design [3 cr]
NR 110.540 Teaching Strategies in Nursing [3 cr]
NR 110.730 Evaluation: From Individual to Program [3 cr]
NR 110.641 Online Teaching and Learning: Development and Instruction [3 cr]
Program Total: 12 Credits [cr]

Nurse Educate Certificate (NECO)

Sample Program of Study

First Term 3 credits
NR.110.638 Curriculum Theory and Design [3cr]
Second term 3 credits
NR.110.540 Teaching Strategies in Nursing [3cr]
Third term 6 credits
NR.110.730 Evaluation: From Individual to Program [3cr]
NR 110.641 Online Teaching and Learning: Development and Instruction [3 cr]
Program Total: 12 Credits [cr]
Each student's plan is customized with their adviser.

For additional information about this certificate, please visit nursing.jhu.edu/academics/programs/post-degree/nurse-educator/index.html.

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CERTIFICATE

This 17-credit post-master's certificate prepares the student to evaluate and treat mental health, substance use, and co-morbid conditions across the lifespan. Those who earn a Psychiatric Mental Health Nurse Practitioner Certificate will develop the competencies to provide a continuum of care that incorporates health promotion, prevention, treatment, recovery, and maintenance. Graduates work in a variety of settings ranging from specialty behavioral health centers to primary care, collaborate with other health care professionals and community organizations to provide evidence-based integrated care, and advocate to reduce inaccurate and hurtful representations of mental and behavioral conditions.

The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the National Organization of Nurse Practitioner Faculties (NONPF) Domains and Core Competencies of Nurse Practitioner Practice (2011) and the NONPF Psychiatric-Mental Health Competencies (2013).

Certification: Graduates are eligible to apply for the American Nurses Credentialing Center: www.nursingworld.org/our-certifications.

Curriculum

Core Courses [2 Credits]
NR.110.536 Health Assessment and Measurement: Adult-Gerontological Variation [1 Cr] *
NR.110.537 Health Assessment and Measurement: Pediatric Variation [1 Cr] *
Specialty Courses [17 Credits/448-500CL]
NR.110.573 Neurobiology of Mental Disorders [1 Cr]
NR.110.574 Clinical Psychopharmacology [2 Cr]
NR.110.575 Differential Diagnosis of Mental Disorders [2 Cr]
NR.110.576 Psychotherapeutic Frameworks and Modalities [2 Cr/40CL]
NR.110.577 Psychiatric Mental Health Nurse Practitioner Practicum: Adult- Gerontological [4 Cr/224 CL]
NR.110.578 Psychiatric Mental Health Nurse Practitioner Practicum: Peds/Family [4 Cr/224 CL]
NR.110.579 Integrated Care I [1cr]
NR.110.580 Integrated Care II [1cr]
Program Totals: 17 Credits [cr]/448-500 Clinical Hours [CL]

Psychiatric Mental Health Nurse Practitioner Certificate Program of Study

First Term 7 credits/40 clinical hours
NR.110.573 Neurobiology of Mental Disorders [1cr]
NR.110.574 Clinical Psychopharmacology [2cr]
NR.110.575 Differential Diagnosis of Mental Disorders [2cr]
NR.110.576 Psychotherapeutic Frameworks and Modalities [2cr/40]

* Students who have not taken a lifespan advanced health assessment course must complete either NR.110.536 or NR.110.537 online.

Second term 5 credits/224 clinical hours
NR.110.577 Psychiatric Mental Health Nurse Practitioner Practicum: Adult- Gerontological [4cr/224CL]
NR.110.579 Integrated Care I [1cr]
Third term 5 credits/224 clinical hours
NR.110.578 Psychiatric Mental Health Nurse Practitioner Practicum: Peds/Family [4cr/224CL]
NR.110.580 Integrated Care II [1cr]
Program Total: 17 Credits [cr]/448-500 Clinical Hours [CL]

For additional information about this certificate, please visit nursing.jhu.edu/academics/programs/post-degree/psychiatric/index.html.

PEDIATRIC ACUTE CARE NURSE PRACTITIONER CERTIFICATE

This 13-credit post-master's certificate prepares the currently certified pediatric primary care NP to expand their expertise beyond primary care to the acute care of children. Students will experience a vigorous academic program and will benefit from rich and varied clinical opportunities to provide acute care to children across a variety of care settings and throughout the continuum of care. With access to Hopkins faculty and learning resources, graduates will develop and apply advanced skills in the assessment, diagnosis, and management of health problems encountered in acutely ill children.

The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the National Organization of Nurse Practitioner Faculties (NONPF) Domains and Core Competencies of Nurse Practitioner Practice (2011) and the National Organization of Nurse Practitioner Faculties Pediatric Acute Care Competencies (2013).

Clinical practica and number of clinical hours: Clinical experiences are diverse and occur in a variety of settings. A gap analysis will be done based on previous acute care experiences to determine clinical hours needed to meet the minimum of 600 hours of precepted pediatric acute care clinical.

Certification: Graduates of this program will be eligible to apply for the Pediatric Nursing Certification Board's pediatric acute care certification exam: www.pncb.org/ptistore/control/exams/ac/steps.

Curriculum

Specialty Courses
Pediatric Acute Care I [3 Didactic Cr/2 Clinical Cr]
Pediatric Acute Care II [2 Didactic Cr/2 Clinical Cr]
Pediatric Acute Care III [1 Didactic Cr/3 Clinical Cr]
Required Program Totals: 13 Credits

Pediatric Acute Care Nurse Practitioner Certificate Program of Study

First Term 5 credits/112 clinical hours
NR.110.645 Pediatric Acute Care I [5cr/112CL]
Second term 4-5 credits/112-168 clinical hours
NR.110.646 Pediatric Acute Care II* [4-5cr/112-168CL]
Third term 3-4 credits/112-168 clinical hours
NR.110.647 Pediatric Acute Care III* [3-4cr/112-168CL]
Program Total: 13 Credits [cr]/Various Clinical Hours [CL]

NR 110.648 Pediatric Acute Care Practicum will be offered each semester for various credits and will be added to individual students' plans as determined by the gap analysis.

* Students must take the higher course credit for one of these courses

ADULT-GERONTOLOGICAL ACUTE CARE NURSE PRACTITIONER CERTIFICATE

The Johns Hopkins School of Nursing is sunsetting this certificate option. The information below applies to students currently enrolled in this certificate.

This post-master's certificate prepares the student to diagnose and manage health problems of acutely, chronically, and critically ill individuals across the adult lifespan. Adult-Gerontological Acute Care Nurse Practitioners work in such acute and complex care settings as critical care units, hospitals, and specialty services and in other settings where patients are physiologically unstable, technologically dependent, require frequent monitoring and intervention, or are highly vulnerable for complications. Clinical experiences in a variety of settings allow students to acquire expertise providing patient care management across the full adult lifespan (young adults to frail elders) and the continuum of acute, chronic, and critical care. Gerontology-rich experiences in complex long-term care, acute rehabilitation, Acute Care of Elders (ACE) units, and Nurses Improving Care of Healthcare for Elders (NICHE) hospitals are included. 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., clinical nurse specialist, nurse educator, nursing management, etc.) or experienced certified 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-Gerontology acute care nurse practitioner. After a careful review of an applicant's master's transcript (a gap analysis), a streamlined 8 – 25 credit plan of study is created that emphasizes the Adult-Gerontology acute care NP population competency requirements.

The development of the curriculum is based **on** the Criteria for Evaluation of Nurse Practitioner Programs (2012), and other national advanced practice population focused standards and guidelines (AACN Scope and Standards Acute Care Nurse Practitioner Practice [American Association of Critical Care Nurses, 2012] , and the Adult-Gerontology Acute Care Nurse Practitioner Competencies [American Association of Colleges of Nursing, 2012]).

Clinical practica and number of clinical hours: 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. This total number of clinical hours will depend on the gap analysis.

Certification: Graduates of the Adult-Gerontology Acute Care Nurse Practitioner (A-G ACNP) are eligible to apply for credentialing through the American Nurses Credentialing Center (ANCC) www.nursingworld.org/our-certifications or American Association of Critical Care Nurses (AACN) certification as an Adult-Gerontology Acute Care Nurse Practitioner www.aacn.org/certification/get-certified.

Prerequisites courses:
NR 110.502 Physiological/Pathophysiological Basis for Advanced Nursing Practice I *(not required if comparable course has been completed within the last 5 years)*
NR 110.508 Clinical Pharmacology

Curriculum

NR.110.536 Health Assessment and Measurement: Adult-Gerontological Variation [1 Cr]
NR 110.546 Health Promotion and Disease Prevention [1-2 Cr]
NR 110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2 Cr]
NR 110.549 Advanced Health Assessment and Measurement [2 Cr/36 CL]
NR 110.562 Advanced Practice in Acute Care I [4 Cr/250 CL]
NR 110.563 Advanced Practice in Acute Care II [3-5 Cr/170 CL]
NR 110.567 Advanced Practice Nursing: Clinical Topics & Professional Issues – Adult-Gerontological **Acute Care NP [4 Cr/250 CL]**
NR 110.572 Advanced Diagnostics and Therapeutics [2 Cr]
NR 110.662 Advanced Practice Nursing: Case Studies in Acute Care Nursing [3-5 Cr/125-300 CL]
NR 110.663 Advanced Practice Nursing: Acute Care of Adult Patients [3-5 Cr/125-270 CL]
Program Totals: 8-25 Credits [cr]/612 Clinical Hours [CL]

Adult-Gerontological Acute Nurse Practitioner Certificate

Program of Study

First Term 10 credits/36 clinical hours
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.536 Health Assessment and Measurements – Adult-Gero Variations [1cr]
NR.110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
NR.110.572 Advanced Diagnostics and Therapeutics [2cr]
Second term 12-15 credits/375-520 clinical hours
NR.110.508 Clinical Pharmacology [3cr]
NR.110.546 Health Promotion and Disease Prevention [2cr]
NR.110.562 Advanced Practice in Acute Care I [4cr/250CL]
NR.110.663 Advanced Practice Nursing: Acute Care of Adult Patients [3-5cr/125-270CL]
Third term 6-8 credits/295-470 clinical hours
NR.110.563 Advanced Practice in Acute Care II [3cr/170CL]
NR.110.662 Advanced Practice Nursing: Case Studies in Acute Care Nursing [3-5cr/125-300CL]
Fourth term 4 credits/250 clinical hours
NR.110.567 Advanced Practice Nursing: Clinical Topics & Professional Issues – Acute/Critical Care [4cr/250CL]
Program Total: 8-25 Credits [cr]/956-1276 Clinical Hours [CL]

ADULT-GERONTOLOGICAL PRIMARY CARE NURSE PRACTITIONER CERTIFICATE

The Johns Hopkins School of Nursing is not currently accepting new applications for this certificate option. The information below applies to students currently enrolled in this certificate.

This post-master's certificate prepares the student to provide person-centered, evidenced-based primary care to young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Emphasis is placed on the primary care management of acute episodic and chronic conditions and integration of health promotion and disease prevention throughout the adult lifespan.

The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the National Organization of Nurse Practitioner Faculties (NONPF) NP Core Competencies with Curriculum Content (2014) and the Nurse Practitioner Core Competencies (2012) and the Adult-Gerontology Primary Care Nurse Practitioner Competencies (2010).

Clinical practica and number of clinical hours: Clinical experiences are diverse and occur in a variety of settings, such as primary care practices in ambulatory and tertiary care settings, private practices, federally qualified health centers, urgent care centers, continuing care retirement communities, and specialty care clinics. Students complete a total of 640 clinical hours.

Certification: Graduates are eligible to apply for one of the following certification exams: The Adult-Gerontology Primary Care Nurse Practitioner exam through the American Nurses Credentialing Center www.nursingworld.org/our-certifications or the Adult-Gerontology Primary Care Nurse Practitioner through the American Academy of Nurse Practitioners www.aanpcert.org/ptistore/control/index.

Curriculum

Specialty Courses

NR.110.536 Health Assessment and Measurement: Adult-Gerontological Variation [1 Cr]
NR 110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2 Cr]
NR 110.549 Advanced Health Assessment and Measurement [2 Cr/36 CL]
NR 110.551 Advanced Practice in Primary Care I – Adult-Gero [4 Cr/196 CL]
NR 110.553 Advanced Practice in Primary Care II – Adult-Gero [3 Cr/156 CL]
NR 110.558 Diagnosis, Symptom and Illness Management II – Adult-Gero [2 Cr]
NR 110.565 Advanced Practice Nursing: Clinical Topics and Professional Issues – Adult-Gero Primary Care NP [4 Cr/224 CL]

Prerequisites courses:

NR 110.508 Clinical Pharmacology
NR 110.502 Physiological/Pathophysiological Basis for Advanced Nursing Practice I (not required if comparable course has been completed within the last 5 years)

Program Totals: 8-25 Credits [cr]/956-1276 Clinical Hours [CL]

Adult-Gerontological Primary Care Nurse Practitioner Certificate Program of Study

First Term 5 credits/36 clinical hours
NR.110.536 Health Assessment and Measurements – Adult-Gero Variations [1cr]
NR.110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Second term 6 credits/224 clinical hours
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [4cr/224CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
Third term 3 credits/156 clinical hours
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
Fourth term 4 credits/224 clinical hours
NR.110.565 Advanced Practice Nursing: Clinical Topics & Professional Issues – Adult-Gero [4cr/224CL]
Program Total: 18 Credits [cr]/640 Clinical Hours [CL]

DOCTORAL DEGREES

DOCTOR OF NURSING PRACTICE (DNP)

The Doctor of Nursing Practice program at the Johns Hopkins School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-463-6930 through 12/31/2018.

The Doctor of Nursing Practice (DNP) is a practice-focused doctoral program. The mission of the Doctor of Nursing Practice (DNP) program is to prepare expert nurse clinicians, administrators, and executive leaders to improve health and health care outcomes. The focus is on practice that is innovative and evidence-based, reflecting the application of credible research findings. Across the program, the student develops advanced knowledge and skills reflective of the terminal practice doctorate through evidence-based practice in diverse clinical, health care, and academic settings. The goal for this program is to provide educational, clinical and practicum experiences in a transdisciplinary, collaborative learning environment. Students complete a project that demonstrates clinical scholarship. This DNP Scholarly Project emphasizes evidence-based approaches for quality and safety improvement in various roles and practice settings.

Program Outcomes

The Doctor of Nursing Practice (DNP) program outcomes are based upon:

1. The Essentials of Master's Education in Nursing (AACN, 2011)
2. The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006)

A graduate of the Doctor of Nursing Practice (DNP) program:

1. Integrates the art and science of nursing, with ethics and the biophysical, psychosocial, analytical, organizational, and public health sciences to improve patient and population health outcomes
2. Demonstrates organizational and systems leadership for quality and safety in health care systems
3. Critically appraises 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 interprofessional collaboration for the improvement of individual and population health outcomes
6. Utilizes population health strategies of risk reduction/illness prevention, health promotion, and health maintenance to reduce healthcare disparities and improve outcomes for diverse individuals and populations
7. Develops leadership for health care policy and advocacy that shapes health care financing, regulation, access, and delivery
8. Demonstrates mastery of the advanced nursing practice/advanced practice nursing role and population competencies

DOCTOR OF NURSING PRACTICE (DNP) ADVANCED PRACTICE TRACKS

The DNP Advanced Practice Track option is a post-baccalaureate to DNP program that prepares students for the Nurse Practitioner role with a focus on a specific population (adult-gerontological primary, adult-gerontological acute, pediatric primary, or family primary), or the Clinical Nurse Specialist role focused on a specific population (adult health, adult critical care, or pediatric critical care). The length of the program, number of credits, and clinical hours vary according to the role and specialty, ranging from 74 to 81 credits and 672 to 784 clinical hours. The balance of the minimum of 1000 practice hours required for the DNP is obtained while conducting the Scholarly Project. Students matriculated in the JHU School of Nursing are required to satisfy all academic requirements and adhere to all policies of the School. Students are expected to complete degree requirements within six years of enrollment.

Core courses that lay the foundation for advanced practice nursing are listed below. Additional core courses taken by students in the FNP, PNP, and CNS Pediatric Critical Care are so noted in the track descriptions that follow the Core Curriculum.

Core Curriculum

Core Courses
NR.210.600 Advanced Physiology/Pathophysiology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.605 Diagnostic Skills and Procedures for Advanced Practice Nursing [2cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
Core Totals 27cr (AGPNP, ACNP, CNS ACC, CNS AH)
NR.210.603 Human Growth and Development: Birth through Adolescence [1cr]
NR.210.604 Health Supervision: Birth through Adolescence [2cr]
Core Totals: 30cr (FNP, PNP] 29cr (CNS PCC)

The following DNP core courses are required for all Advanced Practice DNP students. There is variation by specialty track in the minimum number of DNP Practicum credits and associated practicum hours.

NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]
NR.210.817 Analysis and Evaluation of Individual and Population Health Data [3cr]
NR.210.818 Clinical Data Management [2cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]

NR.210.896 Project Problem Identification [1cr]
NR.210.897 Project Development [1cr]
NR.210.898 Project Implementation [1cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [4cr/224PH Primary Care NP] [6cr/336PH CNS]
Program Totals 27-29cr/224-336PH

DOCTOR OF NURSING PRACTICE (DNP) ADVANCED PRACTICE TRACK: ADULT-GERONTOLOGICAL ACUTE CARE NURSE PRACTITIONER

This track prepares the student to utilize evidence-based guidelines while diagnosing and managing health problems of acutely and critically ill individuals across the adult lifespan. Adult-Gerontological Acute Care Nurse Practitioners work in acute and complex care settings such as critical care units, hospitalist or specialty services, and in other settings where patients can be physiologically unstable, technologically dependent, requiring frequent monitoring and intervention, and are highly vulnerable for complications.

The development of the curriculum is based on the Criteria for Evaluation of Nurse Practitioner Programs (2016), 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 Practice, American Association of Critical Care Nurses, 2015) and the Adult-Gerontology Acute Care and Primary Care Nurse Practitioner Competencies (American Association of Colleges of Nursing, 2016)].

Certification: Graduates of the Adult-Gerontological Acute Care Nurse Practitioner Track are eligible to apply for certification as an Adult-Gerontological Acute Care Nurse Practitioner from the American Association of Critical Care Nurses www.aacn.org/certification/get-certified or the American Nurses Credentialing Center www.nursingworld.org/our-certification.

Adult-Gerontological Acute Care Nurse Practitioner Track-specific Curriculum

NR.210.660 Introduction to Acute Care [4cr/56CL]
NR.210.661 Acute Care I [6cr/168CL]
NR.210.662 Acute Care II [4cr/168CL]
NR.210.663 Acute Care III [4cr/168CL]
NR.210.664 Acute Care IV [5cr/224CL]
Track Total [23cr/784CL]

DNP Advanced Practice Track: Adult-Gerontological Acute Care Nurse Practitioner Program of Study: 4-Year Plan

First term 6 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]
Second term 7 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
Third term 6 credits
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.602 Clinical Pharmacology [4cr]

Fourth term 8 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
Fifth term 7 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
Sixth term 6 credits/56 clinical hours/56project practicum hours
NR.210.660 Intro to Acute Care [4cr/56CL]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Seventh term/8 credits/168 clinical hours
NR.210.661 Acute Care I [6cr/168CL]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
Eighth term 9 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.662 Acute Care II [4cr/168CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Ninth term 7 credits/168 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.663 Acute Care III [4cr/168CL]
Tenth term 7 credits/224 clinical hours/56 project practicum hours
NR.210.664 Acute Care IV [5cr/224CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Eleventh term 6 credits/56 project practicum hours
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.818 Clinical Data Management [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Program Total: 77 Credits [cr]/784 Clinical Hours [CL]/224 Project Practicum Hours [PPR]

DOCTOR OF NURSING PRACTICE (DNP) ADVANCED PRACTICE TRACK: ADULT-GERONTOLOGICAL PRIMARY CARE NURSE PRACTITIONER

This track prepares the student to provide person-centered, evidenced-based primary care to young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Emphasis is placed on the primary care management of acute episodic and chronic conditions and integration of health promotion and disease prevention throughout the adult lifespan.

The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the National Organization of Nurse Practitioner Faculties (NONPF) NP Core Competencies with Curriculum Content (2017) and the Nurse Practitioner Core Competencies (2014) and the Adult-Gerontological Acute Care and Primary Care Nurse Practitioner Competencies (2016).

Certification: Graduates are eligible to apply for one of the following certification exams: the Adult-Gerontology Primary Care Nurse Practitioner exam through the American Nurses Credentialing Center www.nursingworld.org/our-certifications or the Adult- Gerontology Primary Care Nurse Practitioner through the American Academy of Nurse Practitioners (https://www.aanpcert.org/ptistore/control/index)

Adult-Gerontological Primary Care Nurse Practitioner Track-specific Curriculum *

NR.210.640 AGNP Clinical Reasoning I [2cr]
NR.210.641 AGNP Clinical Reasoning II [2cr]
NR.210.642 AGNP Clinical Reasoning III [2cr]
NR.210.643 AGNP Clinical Reasoning IV [2cr]
NR.210.644 AGNP Clinical Reasoning V [2cr]
NR.210.645 AGNP Clinical Practicum I [2cr112CL]
NR.210.646 AGNP Clinical Practicum II [2cr112CL]
NR.210.647 AGNP Clinical Practicum III [2cr112CL]
NR.210.648 AGNP Clinical Practicum IV [2cr112CL]
NR.210.649 AGNP Clinical Practicum V [2cr112CL]
Track Total [20cr/560CL]

DNP Advanced Practice Track: Adult-Gerontological Primary Care Nurse Practitioner Program of Study: 3 year plan

First term 12 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
NR.210.802 Advanced Nursing Health Policy [2cr]

* Option to add HIV certificate for an additional 10 credits and 112 clinical hours.

Second term 12 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
Third term 8 credits/56 project practicum hours
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.640 Clinical Reasoning I [2cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Fourth term 9 credits/112 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.641 Clinical Reasoning II [2cr]
NR.210.645 Clinical Practicum I [2cr/112CL]
Fifth term 9 credits/112 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.642 Clinical Reasoning III [2cr]
NR.210.646 Clinical Practicum II [2cr/112CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Sixth term 7 credits/112 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.643 Clinical Reasoning IV [2cr]
NR.210.647 Clinical Practicum III [2cr/112CL]
Seventh term 12 credits/112 clinical hours/112 project practicum hours
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.806 Health Economics and Finance [3cr]
NR.210.644 Clinical Reasoning V [2cr]
NR.210.648 Clinical Practicum IV [2cr/112CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Eighth term 9 credits/224 clinical hours/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.649 Clinical Practicum V [4cr/224CL]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 78 Credits [cr]/672 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DNP Advanced Practice Track: Adult-Gerontological Primary Care Nurse Practitioner Program of Study: 4 year plan

First Term 9 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]

Second term 9 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
Third term 6 credits
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.602 Clinical Pharmacology [4cr]
Fourth term 7 credits
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
Fifth term 7 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.640 Clinical Reasoning I [2cr]
Sixth term 6 credits/112 clinical hours/56 project practicum hours
NR.210.641 Clinical Reasoning II [2cr]
NR.210.645 Clinical Practicum I [2cr/112CL]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Seventh term 6 credits/112 clinical hours
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.642 Clinical Reasoning III [2cr]
NR.210.646 Clinical Practicum II [2cr/112CL]
Eighth term 9 credits/112 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.643 Clinical Reasoning IV [2cr]
NR.210.647 Clinical Practicum III [2cr/112CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Ninth term 7 credits/112 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.644 Clinical Reasoning V [2cr]
NR.210.648 Clinical Practicum IV [2cr/112CL]
Tenth term 7 credits/224 clinical hours/112 project practicum hours
NR.210.649 Clinical Practicum V [4cr/224CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112CLP]
Eleventh term 5 credits/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 78 Credits [cr]/672 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DOCTOR OF NURSING PRACTICE (DNP) ADVANCED PRACTICE TRACK: FAMILY PRIMARY CARE NURSE PRACTITIONER

This track prepares the student to practice at an advanced level to provide care to individuals and families across the lifespan (including pediatric through geriatric populations). Family primary care nurse practitioners (FNPs) provide the initial, ongoing, and comprehensive care to patients in ambulatory and outpatient settings. FNPs assess, diagnose, and treat acute and chronic illnesses and are responsible and accountable for providing preventative health care, including health promotion, disease prevention, and health education and counseling. As an FNP, these advanced practice nurses are committed to family-centered care within the context of the community.

The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), family nurse practitioner population-focused nurse practitioner (NP) competencies defined by the *2008 Consensus Model for APRN Regulations: Licensure, Accreditation, Certification & Education*, the National Organization of Nurse Practitioner Faculties (NONPF) NP Core Competencies with Curriculum Content (2017), the Nurse Practitioner Core Competencies (2014), and the Family/Across the Lifespan Competencies (2013).

Certification: Graduates are eligible to apply for certification exams through the American Nurses Credentialing Center (ANCC) Certification Program www.nursingworld.org/our-certifications or through the American Academy of Nurse Practitioners Certification Program https://www.aanpcert.org/certs/applications.

Family Primary Care Nurse Practitioner Track-specific Curriculum*

NR.210.620 FNP Clinical Reasoning I [2cr]
NR.210.621 FNP Clinical Reasoning II [2cr]
NR.210.622 FNP Clinical Reasoning III [2cr]
NR.210.623 FNP Clinical Reasoning IV [2cr]
NR.210.624 FNP Clinical Reasoning V [2cr]
NR.210.625 FNP Clinical Practicum I [3cr/168CL]
NR.210.626 FNP Clinical Practicum II [3Cr/168CL]
NR. 210.627 FNP Clinical Practicum III [2cr/112CL]
NR.210.628 FNP Clinical Practicum IV [2cr/112CL]
NR.210.629 FNP Clinical Practicum V [4cr/224CL]
Track Total [24cr/784CL]

* Option to add HIV certificate for an additional 10 credits and 112 clinical hours.

DNP Advanced Practice Track: Family Primary Care Nurse Practitioner Program of Study: 3 year plan

First term 13 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
NR.210.603 Human Growth and Development: Birth through Adolescence [1cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
Second term 12 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
Third term 10 credits/56 project practicum hours
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.604 Health Supervision: Birth through Adolescence [2cr]
NR.210.620 Clinical Reasoning I [2cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Fourth term 10 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.621 Clinical Reasoning II [2cr]
NR.210.625 Clinical Practicum I [3cr/168CL]
Fifth term 10 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.622 Clinical Reasoning III [2cr]
NR.210.626 Clinical Practicum II [3cr/168CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Sixth term 7 credits/112 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.623 Clinical Reasoning IV [2cr]
NR.210.627 Clinical Practicum III [2cr/112CL]
Seventh term 11 credits/112 clinical hours/56 project practicum hours
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.806 Health Economics and Finance [3cr]
NR.210.624 Clinical Reasoning V [2cr]
NR.210.648 Clinical Practicum IV [2cr/112CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Eighth term 8 credits/224 clinical hours/56 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.629 Clinical Practicum V [4cr/224CL]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Program Total: 81 Credits [cr]/784 Clinical Hours [CL]/224 Project Practicum Hours [PPR]

DNP Advanced Practice Track: Family Primary Care Nurse Practitioner
Program of Study: 4 year plan

First term 9 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]
Second term 9 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
Third term 6 credits
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.602 Clinical Pharmacology [4cr]
Fourth term 8 credits
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.603 Human Growth and Development: Birth through Adolescence [1cr]
Fifth term 9 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.604 Health Supervision: Birth through Adolescence [2cr]
NR.210.620 Clinical Reasoning I [2cr]
Sixth term 7 credits/168 clinical hours/56 project practicum hours
NR.210.621 Clinical Reasoning II [2cr]
NR.210.625 Clinical Practicum I [3CR/168CL]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Seventh term 7 credits/168 clinical hours
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.622 Clinical Reasoning III [2cr]
NR.210.626 Clinical Practicum II [3cr/168CL]
Eighth term 9 credits/112 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.623 Clinical Reasoning IV [2cr]
NR.210.627 Clinical Practicum III [2/112CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Ninth term 7 credits/112 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.624 Clinical Reasoning V [2cr]
NR.210.628 Clinical Practicum IV [2cr/112CL]
Tenth term 6 credits/224 clinical hours/56 project practicum hours
NR.210.629 Clinical Practicum V [4cr/224CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]

Eleventh term 4 credits/56 clinical practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Program Total: 81 Credits [cr]/784 Clinical Hours [CL]/224 Project Practicum Hours [PPR]

HIV PRIMARY CARE CERTIFICATE

TAKEN ONLY WITH DNP ADULT-GERONTOLOGICAL PRIMARY CARE NP OR DNP FAMILY PRIMARY CARE NP

This post-baccalaureate certificate prepares the student to provide person-centered evidenced-based primary care to young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Emphasis is placed on the primary care management of acute episodic and chronic conditions and integration of health promotion and disease prevention throughout the adult lifespan. In addition, the HIV certificate prepares the student to provide primary care for persons living with HIV, thus providing early diagnosis and care associated with chronic disease management and aging with HIV/AIDS as well as the general primary care patient.

The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the National Organization of Nurse Practitioner Faculties (NONPF) NP Core Competencies with Curriculum Content (2017) and the Nurse Practitioner Core Competencies (2014), and the integration of HIV specialty and primary care content within the AGNP and FNP programs to address the key populations impacted by HIV/AIDS.

Certification: Those who earn a doctoral degree as an adult/geriatric primary care nurse practitioner or a family primary care nurse practitioner and a certified HIV primary care provider will be eligible for:

- National certification by taking the Advanced AIDS Certified Registered Nurse (AACRN) examination www.hancb.org/Index/index.php
- And membership in the Association of Nurses in AIDS Care www.nursesinaidscare.org/i4a/pages/index.cfm?pageid=1

For students who opt to add the HIV Primary Care certificate program to their FNP or AGNP DNP, these students will be required to choose a DNP Scholarly Project that directly relates to HIV, HIV prevention, or an associated comorbidity.

HIV Primary Care Certificate

NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS[Local to Global] [3cr]
NR.110.613 Health Assessment: HIV & Associated Comorbidities [2cr/56CL]
NR.110.614 Complex Continuity Care of HIV and Associated Comorbidities [2cr/56CL]
NR.110.615 Health Disparities in Nursing Practice [3cr]
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr] *
Certificate Totals [12cr/112CL]

* Health Promotion is already embedded in the NP curriculum.

DNP Adult-Gerontological Primary Care Nurse Practitioner with HIV Certificate Program of Study: 3-year plan

First Term 12 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
Second term 12 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
Third term 8 credits/56 project practicum hours
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.640 Clinical Reasoning I [2cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Fourth term 12 credits/112 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.641 Clinical Reasoning II [2cr]
NR.210.645 Clinical Practicum I [2cr/112CL]
NR.110.615 Health Disparities in Nursing Practice [3cr]
Fifth term 13 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.642 Clinical Reasoning III [2cr]
NR.210.646 Clinical Practicum II [2cr/112CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global) [3cr]
NR.110.613 Health Assessment: HIV & Associated Comorbidities [1cr/56CL]
Sixth term 7 credits/112 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.643 Clinical Reasoning IV [2cr]
NR.210.647 Clinical Practicum III [2/112CL]
Seventh term 15 credits/168 clinical hours/112 project practicum hours
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.806 Health Economics and Finance [3cr]
NR.210.644 Clinical Reasoning V [2cr]
NR.210.648 Clinical Practicum IV [2cr/112CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
NR.110.614 Complex Continuity Care of HIV and Associated Comorbidities [3cr/56CL]

Eighth term 9 credits/224 clinical hours/12 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.649 Clinical Practicum V [4cr/224CL]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 88 Credits [cr]/784 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DNP Adult-Gerontological Primary Care Nurse Practitioner with HIV Certificate Program of Study: 4-year plan

First Term 9 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]
Second term 9 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
Third term 6 credits
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.602 Clinical Pharmacology [4cr]
Fourth term 10 credits
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.110.615 Health Disparities in Nursing Practice [3cr]
Fifth term 7 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.640 Clinical Reasoning I [2cr]
Sixth term 6 credits/112 clinical hours/56 project practicum hours
NR.210.641 Clinical Reasoning II [2cr]
NR.210.645 Clinical Practicum I [2cr/112CL]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Seventh term 6 credits/112 clinical hour
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.642 Clinical Reasoning III [2cr]
NR.210.646 Clinical Practicum II [2cr/112CL]
Eighth term 13 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.643 Clinical Reasoning IV [2cr]
NR.210.647 Clinical Practicum III [2cr/112CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global) [3cr]
NR.110.613 Health Assessment: HIV & Associated Comorbidities [1cr/56CL]

Ninth term 7 credits/112 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.644 Clinical Reasoning V [2cr]
NR.210.648 Clinical Practicum IV [2cr/112CL]
Tenth term 10 credits/280 clinical hours/112 project practicum hours
NR.210.649 Clinical Practicum V [4cr/224CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
NR.110.614 Complex Continuity Care of HIV and Associated Comorbidities [3cr/56CL]
Eleventh term 5 credits/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 88 Credits [cr]/784 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DNP Family Primary Care Nurse Practitioner with HIV Certificate
Program of Study: 3-year plan

First Term 13 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
NR.210.603 Human Growth and Development: Birth through Adolescence [1cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
Second term 12 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
Third term 10 credits/56 project practicum hours
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.604 Health Supervision: Birth through Adolescence [2cr]
NR.210.620 Clinical Reasoning I [2cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Fourth term 13 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.621 Clinical Reasoning II [2cr]
NR.210.625 Clinical Practicum I [3cr/168CL]
NR.110.615 Health Disparities in Nursing Practice [3cr]
Fifth term 14 credits/224 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.622 Clinical Reasoning III [2cr]
NR.210.626 Clinical Practicum II [3cr/168CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56CLP]

NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global) [3cr]
NR.110.613 Health Assessment: HIV & Associated Comorbidities [1cr/56PPR]
Sixth term 7 credits/112 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.623 Clinical Reasoning IV [2cr]
NR.210.627 Clinical Practicum III [2cr/112CL]
Seventh term 14 credits/168 clinical hours/56 project practicum hours
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.806 Health Economics and Finance [3cr]
NR.210.624 Clinical Reasoning V [2cr]
NR.210.628 Clinical Practicum IV [2cr/112CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [1cr/56CLP]
NR.110.614 Complex Continuity Care of HIV and Associated Comorbidities [3cr/56PPR]
Eighth term 8 credits/224 clinical hours/56 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.629 Clinical Practicum V [4cr/224CL]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Program Total: 91 Credits [cr]/896 Clinical Hours [CL]/224 Project Practicum Hours [PPR]

DNP Family Primary Care Nurse Practitioner with HIV Certificate

Program of Study: 4-year plan

First Term 9 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]
Second term 9 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
Third term 6 credits
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.602 Clinical Pharmacology [4cr]
Fourth term 11 credits
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.603 Human Growth and Development: Birth through Adolescence [1cr]
NR.110.615 Health Disparities in Nursing Practice [3cr]
Fifth term 9 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.604 Health Supervision: Birth through Adolescence [2cr]
NR.210.620 Clinical Reasoning I [2cr]

Sixth term 7 credits/168 clinical hours.56 project practicum hours
NR.210.621 Clinical Reasoning II [2cr]
NR.210.625 Clinical Practicum I [3cr/168CL]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Seventh term 7 credits/168 clinical hours
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.622 Clinical Reasoning III [2cr]
NR.210.626 Clinical Practicum II [3cr/168CL]
Eighth term 13 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.623 Clinical Reasoning IV [2cr]
NR.210.627 Clinical Practicum III [2cr/112CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global) [3cr]
NR.110.613 Health Assessment: HIV & Associated Comorbidities [1cr/56CL]
Ninth term 7 credits/112 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.624 Clinical Reasoning V [2cr]
NR.210.628 Clinical Practicum IV [2cr/112CL]
Tenth term 9 credits/280 clinical hours/56 project practicum hours
NR.210.629 Clinical Practicum V [4cr/224CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [1cr/56CLP]
NR.110.614 Complex Continuity Care of HIV and Associated Comorbidities [3cr/56PPR]
Eleventh term 4 credits/56 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [1cr/56CLP]
Program Total: 91 Credits [cr]/896 Clinical Hours [CL]/224 Project Practicum Hours [PPR]

DOCTOR OF NURSING PRACTICE (DNP) ADVANCED PRACTICE TRACK: PEDIATRIC PRIMARY CARE NURSE PRACTITIONER

This track prepares the student to practice at an advanced level to provide evidence-based family centered care to children from birth through adolescence. Pediatric primary care nurse practitioners (PNPs) provide the initial, ongoing, and comprehensive care to patients in a variety of settings including: private offices, community clinics, newborn nursery, schools and in program-based specialty areas that manage chronically ill patients across the disease spectrum. PNPs assess, diagnose, and treat acute and chronic illnesses and are responsible and accountable for providing preventative health care, including health promotion, disease prevention, and health education and counseling.

The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the National Organization of Nurse Practitioner Faculties (NONPF) NP Core Competencies with Curriculum Content (2017), the Nurse Practitioner Core Competencies (2014), and Population-Focused Nurse Practitioner Competencies: Pediatric Primary Care (2013) (NONPF).

Certification: Graduates are eligible to apply for certification exams through the American Nurses Credentialing Center www.nursingworld.org/our-certifications or Pediatric Nursing Certification Board http://www.pncb.org/ptistore/control/exams/pnp/steps.

Pediatric Primary Care Nurse Practitioner Track-specific Curriculum

NR.210.630 PNP Clinical Reasoning I [2cr]
NR.210.631 PNP Clinical Reasoning II [2cr]
NR.210.632 PNP Clinical Reasoning III [2cr]
NR.210.633 PNP Clinical Reasoning IV [2cr]
NR.210.634 PNP Clinical Reasoning V [2cr]
NR.210.635 PNP Clinical Practicum I [2cr/112CL]
NR.210.636 PNP Clinical Practicum II [2cr/112CL]
NR.210.637 PNP Clinical Practicum III [2cr/112CL]
NR.210.638 PNP Clinical Practicum IV [2cr/112CL]
NR.210.639 PNP Clinical Practicum V [4cr/224CL]
Track Totals [22cr/672CL]

DNP Advanced Practice Track: Pediatric Primary Care Nurse Practitioner Program of Study: 3-year plan

First term 13 credits
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
NR.210.603 Human Growth and Development: Birth through Adolescence [1cr]
NR.210.802 Advanced Nursing Health Policy [2cr]

Second term 12 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
Third term 10 credits/56 project practicum hours
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.604 Health Supervision: Birth through Adolescence [2cr]
NR.210.630 Clinical Reasoning I [2cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Fourth term 9 credits/112 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.631 Clinical Reasoning II [2cr]
NR.210.635 Clinical Practicum I [2cr/112CL]
Fifth term 9 credits/112 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.632 Clinical Reasoning III [2cr]
NR.210.636 Clinical Practicum II [2cr/112CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Sixth term 7 credits/112 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.633 Clinical Reasoning IV [2cr]
NR.210.637 Clinical Practicum III [2cr/112CL]
Seventh term 12 credits/112 clinical hours/112 project practicum hours
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.806 Health Economics and Finance [3cr]
NR.210.634 Clinical Reasoning V [2cr]
NR.210.638 Clinical Practicum IV [2cr/112CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Eighth term 9 credits/224 clinical hours/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.639 Clinical Practicum V [4cr/224CL]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 81 Credits [cr]/672 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DNP Advanced Practice Track: Pediatric Primary Care Nurse Practitioner Program of Study: 4-year plan

First term 9 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]

Second term 9 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
Third term 6 credits
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.602 Clinical Pharmacology [4cr]
Fourth term 8 credits
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.603 Human Growth and Development: Birth through Adolescence [1cr]
Fifth term 9 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.604 Health Supervision: Birth through Adolescence [2cr]
NR.210.630 Clinical Reasoning I [2cr]
Sixth term 6 credits/112 clinical hours/56 project practicum hours
NR.210.631 Clinical Reasoning II [2cr]
NR.210.635 Clinical Practicum I [2cr/112CL]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Seventh term 6 credits/112 clinical hours
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.632 Clinical Reasoning III [2cr]
NR.210.636 Clinical Practicum II [2cr/112CL]
Eighth term 9 credits/112 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.633 Clinical Reasoning IV [2cr]
NR.210.637 Clinical Practicum III [2cr/112CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Ninth term 7 credits/112 clinical hours
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
NR.210.634 Clinical Reasoning V [2cr]
NR.210.638 Clinical Practicum IV [2cr/112CL]
Tenth term 7 credits/224 clinical hours/112 project practicum hours
NR.210.639 Clinical Practicum V [4cr/224CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Eleventh term 5 credits/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 81 Credits [cr]/672 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DOCTOR OF NURSING PRACTICE (DNP) ADVANCED PRACTICE TRACK: ADULT-GERONTOLOGICAL CRITICAL CARE CLINICAL NURSE SPECIALIST

This track prepares the student to ensure high quality, safe, and cost effective nursing care and patient outcomes for young adults, older adults and frail elderly across the health-illness continuum. Graduates of the CNS track use their depth of expertise, developed through professional practice and graduate education, to provide, manage, support, and improve the nursing and health care provided to patients with chronic, acute and critical illnesses. CNSs advance the care of patients, families, groups and the nursing profession through collaboration, consultation and teaching. CNSs conduct research, evaluate and apply evidence, and use ethical decision making to solve problems. CNSs operate within three spheres of influence: patient/nurse, nursing practice, and organization/system.

The development of the curriculum is based on the Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-graduate Certificate Educational Programs (NACNS, 2015), and national CNS competency and standards statements (*Clinical Nurse Specialist Core Competencies [*NACNS 2017], Scope and *Standards for Acute Care Clinical Nurse Specialist Practice [*AACN 2014*], Adult-Gerontology Clinical Nurse Specialist Competencies* [American Association of Colleges of Nursing, 2010]).

Certification: Graduates are eligible to apply for American Nurses Credentialing Center (ANCC) www.nursingworld.org/our-certifications or American Association of Critical Care Nurses (AACN) Adult-Gerontology Clinical Nurse Specialist (CNS) certification https://www.aacn.org/certification/get-certified.

Clinical Nurse Specialist

Track-specific Curriculum

NR.210.650 CNS Clinical Judgement I [3cr]
NR.210.651 CNS Clinical Judgement II [2cr]
NR.210.652 CNS Clinical Judgement III [2cr]
NR.210.653 CNS Clinical Practicum I [3/168CL]
NR.210.654 CNS Clinical Practicum II [3cr/168CL]
NR.210.655 CNS Clinical Practicum III [3cr/168CL]
NR.210.656 CNS Clinical Practicum IV [2cr/112CL]
Track Totals [18cr/616CL]

DNP Advanced Practice Track: Adult-Gerontological Critical Care Clinical Nurse Specialist

Program of Study: 3-year plan

First Term 12 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]

Second term 10 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Third term 7 credits/56 project practicum hours
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.650 Clinical Judgement I [3cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Fourth term 8 credits/168 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.653 Clinical Practicum I [3cr/168CL]
Fifth term 11 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.651 Clinical Judgement II [3cr]
NR.210.654 Clinical Practicum II [3cr/168CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Sixth term 12 credits/168 clinical hours
NR.210.806 Health Economics and Finance [3cr]
NR.210.652 Clinical Judgement III [3cr]
NR.210.655 Clinical Practicum III [3cr/168CL]
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
Seventh term 8 credits/168 clinical hours/112 project practicum hours
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.656 Clinical Practicum IV [3cr/168CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Eighth term 7 credits/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 75 Credits [cr]/672 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DNP Advanced Practice Track: Adult-Gerontological Critical Care Clinical Nurse Specialist

Program of Study: 4-year plan

First Term 9 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]
Second term 7 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]

Third term 6 credits
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.602 Clinical Pharmacology [4cr]
Fourth term 6 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Fifth term 6 credits
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
Sixth term 5 credits/56 project practicum hours
NR.210.650 Clinical Judgement I [3cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Seventh term 8 credits/168 clinical hours
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.651 Clinical Judgement II [3cr]
NR.210.653 Clinical Practicum I [3cr/168CL]
Eighth term 8 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.654 Clinical Practicum II [3cr/168CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Ninth term 9 credits/112 clinical hours
NR.210.652 Clinical Judgement III [3cr]
NR.210.655 Clinical Practicum III [3cr/168CL]
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
Tenth term 6 credits/168 clinical hours/112 project practicum hours
NR.210.656 Clinical Practicum IV [3cr/168CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Eleventh term 5 credits/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 75 Credits [cr]/672 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DOCTOR OF NURSING PRACTICE (DNP) ADVANCED PRACTICE TRACK: ADULT-GERONTOLOGICAL HEALTH CLINICAL NURSE SPECIALIST

This specialty track prepares the student to ensure high-quality, safe, and cost-effective nursing care and patient outcomes for young adults, older adults and frail elderly across the health-illness continuum. Graduates of the CNS track use their depth of expertise, developed through professional practice and graduate education, to provide, manage, support, and improve the nursing and health care provided to patients with chronic and acute illnesses. CNSs advance the care of patients, families, groups, and the nursing profession through collaboration, consultation, and teaching. CNSs conduct research, evaluate and apply evidence, and use ethical decision making to solve problems. CNSs operate within three spheres of influence: patient/nurse, nursing practice, and organization/ system.

The development of the curriculum is based on the Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-graduate Certificate Educational Programs (NACNS, 2015), and national CNS competency and standards statements (*Clinical Nurse Specialist Core Competencies [*NACNS 2017], *Adult-Gerontology Clinical Nurse Specialist Competencies* [American Association of Colleges of Nursing, 2010])*.*

Certification: Graduates are eligible to apply for American Nurses Credentialing Center (ANCC) www.nursingworld.org/our-certifications and Adult-Gerontology Clinical Nurse Specialist (CNS) certification https://www.aacn.org/certification/get-certified.

Clinical Nurse Specialist
Track-specific Curriculum

NR.210.650 CNS Clinical Judgement I [3cr]
NR.210.651 CNS Clinical Judgement II [2cr]
NR.210.652 CNS Clinical Judgement III [2cr]
NR.210.653 CNS Clinical Practicum I [3/168CL]
NR.210.654 CNS Clinical Practicum II [3cr/168CL]
NR.210.655 CNS Clinical Practicum III [3cr/168CL]
NR.210.656 CNS Clinical Practicum IV [2cr/112CL]
Track Totals [18cr/616CL]

DNP Advanced Practice Track: Adult-Gerontological Health Clinical Nurse Specialist
Program of Study: 3-year plan

First Term 12 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]

Second term 10 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Third term 7 credits/56 project practicum hours
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.650 Clinical Judgement I [3cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Fourth term 8 credits/168 clinical hours (CL)
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.653 Clinical Practicum I [3cr/168CL]
Fifth term 11 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.651 Clinical Judgement II [3cr]
NR.210.654 Clinical Practicum II [3cr/168CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Sixth term 12 credits/168 clinical hours
NR.210.806 Health Economics and Finance [3cr]
NR.210.652 Clinical Judgement III [3cr]
NR.210.655 Clinical Practicum III [3cr/168CL]
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
Seventh term 8 credits/168 clinical hours/112 project practicum hours
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.656 Clinical Practicum IV [3cr/168CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Eighth term 7 credits/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 75 Credits [cr]/672 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DNP Advanced Practice Track: Adult-Gerontological Health Clinical Nurse Specialist Program of Study: 4-year plan

First Term 9 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]
Second term 7 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]

Third term 6 credits
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.602 Clinical Pharmacology [4cr]
Fourth term 6 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Fifth term 6 credits
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
Sixth term 5 credits/56 project practicum hours
NR.210.650 Clinical Judgement I [3cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Seventh term 8 credits/168 clinical hours
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.651 Clinical Judgement II [3cr]
NR.210.653 Clinical Practicum I [3cr/168CL]
Eighth term 8 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.654 Clinical Practicum II [3cr/168CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Ninth term 9 credits/112 clinical hours
NR.210.652 Clinical Judgement III [3cr]
NR.210.655 Clinical Practicum III [3cr/168CL]
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
Tenth term 6 credits/168 clinical hours/112 project practicum hours
NR.210.656 Clinical Practicum IV [3cr/168CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Eleventh term 5 credits/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 75 Credits [cr]/672 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DOCTOR OF NURSING PRACTICE (DNP) ADVANCED PRACTICE TRACK: PEDIATRIC CRITICAL CARE CLINICAL NURSE SPECIALIST

This track prepares the student to ensure high-quality, safe, and cost-effective nursing care and patient outcomes for children across the health-illness continuum. Graduates of the CNS track use their depth of expertise, developed through professional practice and graduate education, to provide, manage, support, and improve the nursing and health care provided to patients with chronic, acute, and critical illnesses. CNSs advance the care of patients, families, groups, and the nursing profession through collaboration, consultation, and teaching. CNSs conduct research, evaluate and apply evidence, and use ethical decision making to solve problems. CNSs operate within three spheres of influence: patient/nurse, nursing practice, and organization/system.

The development of the curriculum is based on the Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-graduate Certificate Educational Programs (NACNS, 2015), and national CNS competency and standards statements (*Clinical Nurse Specialist Core Competencies* [NACNS 2017] and Scope and *Standards for Acute Care Clinical Nurse Specialist Practice* [AACN 2014]).

Certification: Graduates are eligible to apply for American Nurses Credentialing Center (ANCC) https://www.nursingworld.org/our-certifications/ or American Association of Critical Care Nurses (AACN) Pediatric Clinical Nurse Specialist (CNS) certification https://www.aacn.org/certification/get-certified.

Clinical Nurse Specialist
Track-specific Curriculum

NR.210.650 CNS Clinical Judgement I [3cr]
NR.210.651 CNS Clinical Judgement II [2cr]
NR.210.652 CNS Clinical Judgement III [2cr]
NR.210.653 CNS Clinical Practicum I [3/168CL]
NR.210.654 CNS Clinical Practicum II [3cr/168CL]
NR.210.655 CNS Clinical Practicum III [3cr/168CL]
NR.210.656 CNS Clinical Practicum IV [2cr/112CL]
Track Totals [18cr/616CL]

DNP Advanced Practice Track: Pediatric Critical Care Clinical Nurse Specialist
Program of Study: 3-year plan

First Term 12 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]

Second term 10 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Third term 7 credits/56 project practicum hours
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.650 Clinical Judgement I [3cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Fourth term 9 credits/168 clinical hours (CL)
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.653 Clinical Practicum I [3cr/168CL]
NR.210.603 Human Growth and Development [1cr]
Fifth term 11 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.651 Clinical Judgement II [3cr]
NR.210.654 Clinical Practicum II [3cr/168CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Sixth term 12 credits/168 clinical hours
NR.210.806 Health Economics and Finance [3cr]
NR.210.652 Clinical Judgement III [3cr]
NR.210.655 Clinical Practicum III [3cr/168CL]
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
Seventh term 8 credits/168 clinical hours/112 project practicum hours
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.656 Clinical Practicum IV [3cr/168CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Eighth term 7 credits/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 76 Credits [cr]/672 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DNP Advanced Practice Track: Pediatric Critical Care Clinical Nurse Specialist Program of Study: 4-year plan

First Term 9 credits
NR.210.606 Biostatistics for Evidence-Based Practice [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]
Second term 7 credits
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.600 Advanced Pathophysiology/Physiology [4cr]

Third term 6 credits
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.602 Clinical Pharmacology [4cr]
Fourth term 7 credits
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
NR.210.603 Human Growth and Development: Birth through Adolescence [1cr]
Fifth term 6 credits
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
Sixth term 5 credits/56 project practicum hours
NR.210.650 Clinical Judgement I [3cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Seventh term 8 credits/168 clinical hours
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.651 Clinical Judgement II [3cr]
NR.210.653 Clinical Practicum I [3cr/168CL]
Eighth term 8 credits/168 clinical hours/56 project practicum hours
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.654 Clinical Practicum II [3cr/168CL]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]
Ninth term 9 credits/112 clinical hours
NR.210.652 Clinical Judgement III [3cr]
NR.210.655 Clinical Practicum III [3cr/168CL]
NR.210.817 Analysis and Evaluation of Individual & Population Health [3cr]
Tenth term 6 credits/168 clinical hours/112 project practicum hours
NR.210.656 Clinical Practicum IV [3cr/168CL]
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Eleventh term 5 credits/112 project practicum hours
NR.210.818 Clinical Data Management [2cr]
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112PPR]
Program Total: 76 Credits [cr]/672 Clinical Hours [CL]/336 Project Practicum Hours [PPR]

DOCTOR OF NURSING PRACTICE (DNP) EXECUTIVE TRACK

The DNP Executive Track option is a post-master's to DNP program that is designed for students to remain in practice while gaining the knowledge, skills and abilities to lead cross-professional teams in the improvement and provision of informed quality health care. The 40-credit DNP Executive Track is offered in a convenient executive-style format, integrating on-site classes with online and virtual learning experience, is designed for the busy working professional. The program can be completed in six semesters of full-time study. The DNP is designed for nurses involved in an advanced nursing 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. Clinical hours obtained as part of the master's degree can be applied to the DNP. The student obtains 448 practice hours in association with conduct of the DNP Scholarly Project, and additional DNP practicum hours to obtain a minimum of 1000 practice hours required for the DNP. Students are expected to complete degree requirements within six years of enrollment.

DNP Executive Track Curriculum for Students Admitted Summer 2017

The 40-credit DNP Executive Track includes 24 credits of required DNP core, 12 credits for the required Scholarly Project, and 4 credits of elective/cognate courses related to the student's focus specialty area. Students who require additional practice hours to fulfill the 1000 practice hours may take additional DNP Practicum course(s) for 1 (56 practice hours) to 2 (112 practice hours) credits to close that gap. Students who are concurrently completing the Nurse Educator Certificate Option (NECO) may utilize one of the course as an elective, but not all NECO courses. Students must complete the program within 5 years.

Curriculum

NR.210.800 Foundation for Scholarship [2cr]
NR.210.801 Analytical Approaches to Outcomes Management: Individuals and Populations [3cr]
NR.210.802 Advanced Nursing Health Policy [3cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [3cr]
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]
NR.210.807 Clinical Data Management [2cr]
NR.210.808 Clinical Data Management II [2cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.897 Project Development [3cr/112PH]
NR.210.898 Project Implementation [3cr/112PH]
NR.210.899 Project Evaluation [3cr/112PH]
Electives [4cr/56PH]
Program Totals 40cr/Minimum 504CH

DNP Executive Track Students Admitted Summer 2017
Program of Study

First Term 5 credits (Summer Year 1)
NR.210.896 Project Problem Identification [1cr]
NR.210.800 Foundation for Scholarship [2cr]
Second term 6 credits (Fall Year 1)
NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]
NR.210.801 Analytical Approaches to Outcomes Management: Individuals and Populations [3cr]
Third term 6 credits (Spring Year 1)
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.897 Project Development [3cr/112CL]
Fourth term 6 credits (Summer Year 2)
NR.210.806 Health Economics and Finance [3cr]
NR.210.802 Advanced Nursing Health Policy [3cr]
Fifth term 8 credits (Fall Year 2)
NR.210.898 Project Implementation [3cr/112CL]
NR.210.804 Organizational and Systems Leadership for Quality Care [3cr]
NR.210.807 Clinical Data Management [2cr]
Sixth term 5 credits (Spring Year 2)
NR.210.899 Project Evaluation [3cr/112CL]
NR.210.818 Clinical Data Management II [2cr]
Elective Credits * (Across the six semesters) [total 4cr]
Program Total: 40 Credits [cr]/1000 Clinical Hours [CL]
(Prior MSN-up to 552 clinical hours plus 448 DNP practicum hours)

DNP Executive Track Curriculum for Students Admitted Summer 2018

The 40-credit DNP Executive Track includes 19 credits of required DNP core, 12 credits for the required Scholarly Project, and 9 credits of elective/cognate courses related to the student's focus specialty area. Students who require additional practice hours to fulfill the 1000 practice hours may take additional DNP Practicum course(s) for 1 (56 practice hours) to 2 (112 practice hours) credits to close that gap. Students who are concurrently completing the Nurse Educator Certificate Option (NECO) may utilize one of the course as an elective, but not all NECO courses. Students must complete the program within 5 years.

NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.806 Health Economics and Finance [3cr]
NR.210.817 Analysis and Evaluation of Individual and Population Health Data [3cr]
NR.210.818 Clinical Data Management [2cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.896 Project Problem Identification [1cr]
NR.210.897 Project Development [1cr]
NR.210.898 Project Implementation [1cr]

* A total of 4 elective credits are required. Course credits can range from 1 to 3 and dispersed across semesters.

NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [8cr/448PH]
Electives [9cr]
Program Totals 40cr/Minimum 448CH

DNP Executive Track Students Admitted Summer 2018

Program of Study

First Term 6 credits (Summer Year 1)
NR.210.896 Project Problem Identification [1cr]
NR.210.894 DNP Practicum [2cr/112CL]
NR.210.806 Health Economics and Finance [3cr]
Second term 6 credits (Fall Year 1)
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
Third term 9 credits (Spring Year 1)
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.897 Project Development [1cr]
NR.210.894 DNP Practicum [2cr/112CL]
NR.XXX.XXX Elective [3cr student's choice] *
Fourth term 8 credits (Summer Year 2)
NR.210.817 Analysis and Evaluation of Individual and Population Health Data [3cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.XXX.XXX Elective [3cr student's choice] *
Fifth term 6 credits (Fall Year 2)
NR.210.898 Project Implementation [1cr]
NR.210.894 DNP Practicum [2cr/112CL]
NR.XXX.XXX Elective [3cr student's choice] *
Sixth term 5 credits (Spring Year 2)
NR.210.899 Project Evaluation [1cr]
NR.210.894 DNP Practicum [2cr/112CL]
NR.210.818 Clinical Data Management [2 cr]
Program Total: 40 Credits [cr]/1000 Clinical Hours [CL]
(Prior MSN - up to 552 clinical hours plus 448 DNP practicum hours).

Doctor of Nursing Practice Executive Track Scholarly Progression

Background: DNP students are required to achieve various milestones related to the Scholarly Project. These processes serve to assure quality of the scholarship and rigor of the scientific process in accord with the terminal degree.

* ***DNP Executive Track students are not permitted to take Electives in the first 2 semesters. A total of 9 elective credits are required. Course credits can range from 1 to 3 and dispersed across semesters 3 through 6.***

Procedures:

DNP Project Proposal Presentation and Oral Examination

1. Student status: DNP students having successfully completed NR.210.803, NR.210.896 and must be in good standing in nearing completion of NR.210.805 and NR.210.897 DNP Project Development.
2. DNP Project Team Composition: The team consists of the student, faculty adviser, and organizational mentor.
3. Conduct of the Examination:
    a. The student
        i. Obtains approval to proceed to justification is required from the following: DNP Project faculty, adviser, and organizational mentor.
        ii. Arranges a 2-hour time suitable to all members of the project team in accord with available time slots established by the DNP Program Administrator.
        iii. Prepares a 20-30 minute presentation on the DNP Project.
        iv. Distributes materials (completed Project Plan and presentation handout) to the project team and DNP Program Administrator 2 weeks in advance of the examination date.
    b. The faculty adviser
        v. Presides at the examination.
        vi. Conveys the scope, character, and conduct of the examination before commencing.
        vii. Directs the flow of the examination beginning with the student presentation, questions from the DNP Project team and then questions from attendees from the public, the private deliberation with the project team during which the decision is made, and conveyance of the decision to the student.
4. Results of the Examination: The examination may result in one of the following outcomes:
    a. Pass – The student may proceed with IRB submission and proceed according to plan.
    b. Conditional Pass – The Project Team will determine the conditions that must be resolved to their satisfaction. The conditions will be provided in writing immediately after the Project Team concludes deliberations. The conditions must be resolved to the satisfaction of the Project Team before the student is allowed to proceed with IRB submission and proceed according to plan.
    c. Fail – The Project Team will determine the action required, taking into consideration the student's academic record and future potential for completion of the DNP Project and the program.
5. Stipulations and/or Re-examination
    a. The examination may be repeated only once within 4 months of the original examination.
    b. Termination from the program will result if a student is not permitted to repeat the justification or fails a second time.

DOCTOR OF PHILOSOPHY IN NURSING (PhD)

The goal of the PhD program at the Johns Hopkins 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, health, 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 who has 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, which fosters interdisciplinary and international research projects.

Quality is the defining characteristic of academic life at Johns Hopkins and the School of Nursing. Each student completes a core curriculum and works closely with a faculty adviser 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. Students must complete the program within 7 years.

Program Outcomes

Upon graduation from the PhD program, students will:

- 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, health, 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 PhD Program Administrator at 410-614-3160.

Graduate Assistantship Program

The Graduate Assistantship Program is designed to support full-time students in the PhD Program for their professional development by offering hands-on experience of engaging in research and/or teaching in their areas of expertise and interest.

Eligibility: a graduate assistant must be a registered student in the 3rd year, enrolled full time in the PhD program, who is making satisfactory progress toward a degree, including meeting milestones. To be considered for a graduate assistantship, students should submit the application form, Statement of Progress form, and a current CV to the PhD Program Administrator by April 15. Matching student applicants for paid research assistantship (RAs) with faculty is determined by the student, primary research mentor, the prospective researcher, and the PhD Program Director.

An assistantship appointment is 20 hours per week for a full year (12 months). Appointments begin September 1st. Students will be provided a stipend and tuition, to cover 3 dissertation credits for fall and spring semesters.

Please Note: In the following Curriculum and Plans of Study, School of Public Health courses (PH.XXX.XXX) are offered on the quarter system and are depicted here as [credits & units] and count accordingly in each school. Course descriptions for the Public Health courses (PH) are available at sis.jhu.edu.

Curriculum

Core Courses [19 credits] *
NR 110.800 Philosophical Perspectives in Health [3 cr]
NR 110.814 Scientific Perspectives in Nursing [3 cr]
NR 110.809 Quantitative Research Design and Methods [3 cr]
NR 110.815 Qualitative Research Design and Methods [2 cr]
NR 110.816 Mixed Methods Research Design [2 cr]
NR 110.827 Grant Writing Seminar [1 cr]
NR 110.828 Measurement in Health Care Research [2 cr]
NR 110.891 Responsibilities and Activities of the Nurse Scientist [2 cr]
Statistics Courses [9 credits]
PH.140.621 Statistical Methods in Public Health I [3 cr]
PH.140.622 Statistical Methods in Public Health II [3 cr]
PH.140.623 Statistical Methods in Public Health III [3 cr]
Elective Courses [19 credits] **
NR 110.810 Theory and Concepts of Health Behavior [3 cr]
NR 110.811 Symptom Evaluation and Management [3 cr]
NR 110.818 Special Topics in Violence Research [1 cr]
NR 110.821 Advanced Nursing Health Policy [3 cr]
NR 110.824 Stress and Stress Response [3 cr]
NR 110.828 Measurement in Health Care Research [3 cr]
NR 110.830 The Evolving Roles of the Nurse Educator [online] [3 cr]
NR 110.832 Writing for Publication [1 cr]
NR 110.833 Advanced Seminar in Translational Research [3 cr]
NR 110.834 International health Systems and Research [3 cr]
NR 110.835 Current Issues and Trends in Cardiovascular Health Promotion Research [3 cr]
NR 110.836 Critical Applications of Advanced Statistical Models [3 cr]
NR 110.837 Technology and eTools to Conduct, Facilitate, Implement, and Manage Research [3 cr]
PH.140.624 Statistical Methods in Public Health IV [3 cr]
Dissertation [3 credits per semester until completion of dissertation]
NR 110.890 Dissertation Seminar [1 cr]
NR 110.899 Dissertation [2 cr]

* PhD students will be required to repeat a course if they earn a grade below a B (83%) for core nursing courses, and a grade below a C (73%) in non-nursing core courses. PhD students can repeat more than one course one time.
** Electives can be taken through any division of Johns Hopkins University including the School of Public Health, School of Medicine, School of Engineering, and all of the Social Science Departments. Some SON elective courses are offered every other year. Please check with the 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.

Program of Study

First Term 12 credits
NR.110.800 Philosophical Perspectives in Health [3cr]
NR.110.809 Quantitative Research Design and Methods [3cr]
PH.140.621 Statistical Methods in Public Health 1 [3cr]
PH.140.622 Statistical Methods in Public Health 2 [3cr]
Second term 12 credits
NR.110.814 Scientific Perspectives in Nursing [3cr]
NR.110.815 Qualitative Research Designs and Methods [2cr]
NR.110.816 Mixed Methods Research Designs [2cr]
NR.110.828 Measurement in Health Care Research [2cr]
PH.140.622 Statistical Methods in Public Health 3 [3cr]
Third term 1 credits
NR.110.827 Grant Writing Seminar [1cr]
Fourth term 13 credits
NR.110.890 Dissertation Seminar * [1cr]
NR.110.899 Dissertation * [2cr]
Electives [10cr]
Fifth term 14 credits
NR.110.890 Dissertation Seminar * [1cr]
NR.110.899 Dissertation * [2cr]
NR.110.891 Responsibilities & Activities of the Nurse Scientist [2cr]
Electives [9cr]
Sixth term through completion 3 credits
NR.110.890 Dissertation Seminar * [1cr]
NR.110.899 Dissertation * [2cr]
Program Total: 55 Credits [cr]

PhD Program Research Residency Guidelines

The research residency is an important pedagogical aspect of the PhD program regardless of funding source or student status, full or part time. The purpose of the research residency requirement for the PhD program is to provide full time students with research training during the first two years of the program, totaling 4 semesters. The goal of the research residency is for the student to have experiences in aspects of research that will facilitate embarking on a career of research and scholarship. Given that publication is a vital outcome of any PhD program, the research residency mechanism is an ideal one from which to publish. It is important to point out that not all research training experiences will be the same.

* PhD students having successfully completed the written Comprehensive Examination must be registered for at least three credits consisting of two credits dissertation advisement plus one credit dissertation seminar each semester they are progressing toward the degree. Part-time students who have completed the Comprehensive Examination must register for two credits dissertation advisement plus one credit dissertation seminar each semester they are progressing toward the degree after completing half (10) the required elective credits. Per Doctor of Philosophy Board policy, students must either be registered during fall and spring semesters, or be on an approved leave of absence.

1. Decisions regarding research training experiences ultimately rest with the primary research mentor and the student; however, there are several relevant guidelines, outline on the following page:
    - An average of 15 hours per week (20 hours per week for 2nd year students) should be devoted to the research residency. Ideally, the student will be a part of a research team.
    - The range of experiences may include but are not limited to: conceptualization of a study, grant writing, review of literature, data collection, data management, data analysis, preparation of manuscripts, presentations, and laboratory experiences.
    - It is highly desirable that the student will participate in a variety of research endeavors throughout the residency. There is benefit to be gained from spending "time at task".
2. Setting goals and objectives for the research residency:
    - It is important to have realistic and objective goals and outcomes to both insure that there are meaningful research training experiences and that research training experiences are documented in the student portfolio.
    - The student and mentor shall devise research training goals for full time year around research training experience as well as each semester the student is a research trainee. It is also recommended that the overall goals are reviewed each semester.
    - Measurable outcomes addressing each goal should be articulated and monitored for achievement. Outcomes that are salient may include: the development of protocols, publications, presentations, and objective evidence of the above-mentioned range of experiences or other experiences that are deemed appropriate.
3. It is required that each student include one semester of research training away from the primary mentor during the full-time year around residency. The decision as to who the student will work with is to rest among the student, primary research mentor and the prospective researcher (Matching 2nd year students with faculty will be determined collaboratively by the student, primary research mentor, the prospective researcher, and the PhD Program Director).
    - The development of goals and objectives is similarly important for this research training experience.
    - Evidence of a successful time away from the primary research mentor would include similar measurable outcomes as described above.
    - Exceptions for this requirement can be considered on a case by case basis. Please consult with the PhD Program Director.
4. Given the pedagogical importance, a research residency is also required for part time students with the following considerations:
    - Research residency hours should be proportional to number of credit hours, e.g., 5 – 10 hour per week
    - Flexibility in the requirements for part time students is important. Examples of times during which research experiences can be suggested include semester breaks, weekends, evenings, and during the summer.
    - The JH requirement for two successive semesters of full time study will facilitate a similar 15 hour per week research experience during this time for part time students.
5. Once the 46 credits of required and elective coursework are completed, the research residency is no longer an aspect of training; the dissertation is the focus. Consultation regarding the research residency can be obtained from the PhD Curriculum Committee or Program Director.

PhD Program Teaching Residency Guidelines

Every PhD Student enrolled on or after September 2009 will serve as Teaching Assistant (TA) for at least one course without compensation prior to graduation. The required TA experience will be up to

10 hours per week. After completing their required TA residency, students may choose to serve as TA for additional courses for compensation.

The purpose of the TA experience is to advance the student's socialization into the teaching role of the faculty member. Program Directors will determine the availability of TA positions. Specific learning objectives for the required TA experience will be developed by the student with input from the student's PhD adviser and the mentoring course coordinator. Learning activities may include but are not limited to:

- Course planning and syllabus development
- Lecturing
- Leading interactive learning exercises,
- Using of information technologies to facilitate learning
- Measuring student mastery of knowledge and skills
- Test construction and item analysis
- Assigning and grading papers
- Development of teaching strategies for a class with students of varying abilities
- Determining student grades
- Evaluating student satisfaction
- Participating in curriculum planning and evaluation meetings
- Working with others to plan and conduct an educational research project.
- Working with others to publish a paper on a course or teaching method.
- Attending a national or international nursing education conference

Students should be able to articulate how their teaching and learning philosophy is grounded in their philosophy of the human person. Other areas of critical inquiry and reflection may include theories of learning; duties of teachers and students; virtues of teachers and students; and the objective of the education of nurses at all three levels.

Students considering The Nurse Educator Certificate Option (NECO) should discuss with their adviser whether to apply one of their teaching residencies to the teaching practicum (NR100.543) which is optional within the NECO.

Evaluation: Upon completion of each assigned course, graduate TA and the faculty of the graduate TA are expected to submit their evaluations to the Academic Program Administrator. Completed evaluations will be discussed at the PhD Curriculum Committee to monitor the quality of TA experience and also will be shared with relevant Program Directors to be considered for future TA assignments. TAs and the respective faculty member should be encouraged to include metrics in their course evaluation to assess the effectiveness of the TA.

PhD Student Scholarly Progression

PhD students are required to achieve various milestones (see below) in progressing through the program that culminate in the dissertation. These processes serve to assure quality of the scholarship and rigor of the scientific process.

- Comprehensive Examination
- Preliminary Oral Examination
- Final Defense

PhD Comprehensive Examination

1. Student Status:

This examination may be taken as early as the first summer following a fall admission.

a. Students must have completed year one required nursing classes and statistics course work, totaling 24 credit hours, to sit for the Comprehensive Examination (with the exception of 110.827 and 110.891, which need not be taken prior to this examination).
b. Students must be registered the semester prior to the examination and have all incompletes *cleared* from their record in order to take the Comprehensive Examination.

2. Purpose:

The purpose of the written comprehensive examination is to validate the student's ability and skills to generate, synthesize, and critically analyze knowledge relevant to the discipline of nursing. Questions related to required nursing and statistics courses are administered in the School of Nursing computer lab in two 3-hour segments separated by a 1-hour lunch break.

3. Procedure:

a. The examination is offered in January and June. Examination dates will be set in November and March. All students are tested on the same day.
b. Students desiring to take the examination meet with their advisers to review eligibility and assure that all requirements have been met.
c. With the approval of the adviser, 30 days or more before the scheduled examination, the student completes the "Comprehensive Examination Application Form" and submits it to the PhD Program Director for approval. A copy of the approval form is kept on file in the students' personal folder in the PhD Program Director's office.
d. The PhD Program Director informs the PhD Curriculum Committee members of those students approved to take the Comprehensive Examination three weeks before the examination.
e. The PhD program office shall inform those taking the examination of its time and place and shall proctor the examination.
f. Students not taking the examination when scheduled due to personal reasons are not penalized and need only to reschedule.

4. Structure:

The examination consists of a proctored session in two parts of 3 hours each to test knowledge of required nursing program content.

a. Part A is given in the morning and is to be completed in 3 hours before a lunch break. Part B is given in the afternoon and is to be completed in 3 hours.
b. Students are required to type answers, print hardcopy, and submit exam answers via email to the Program Administrator from a JHSON computer in the assigned laboratory.
c. Students may bring what they can carry for reference. The use of reference or bibliography data bases (such as endnote or reference manager) is *not permitted*.
d. Students should critically analyze and synthesize information in a logical manner, citing major authors.
e. Students should structure their time to incorporate any needed breaks.

5. Development, Administration, and Grading:
    a. The PhD Curriculum Committee appoints the examination committee at its November and April meetings. The committee includes at least three members, one member having taught in the core theory sequence and one member having taught in the core research design and methods sequence.
    b. The committee convenes and selects the chair.
    c. The committee develops integrating questions for the examination focusing on required nursing and statistics courses. The questions should test students' ability to synthesize nursing theory and research and statistics application.
    d. The grade for each question is fail, pass, or pass with distinction. To pass the examination, the student must receive a pass or higher score from a majority of the examination committee on all questions. The criteria for adequate completion of the examination are intended to facilitate the judgment of the Comprehensive Examination Committee as to whether the candidate has responded adequately to the questions.
    e. The candidate's response should thoroughly address each aspect of each question as well as:
        i. Reflect accurate, consistent, and appropriate application of concepts to the situation presented in the question.
        ii. Show evidence of in-depth application and synthesis of the content of the courses.
        iii. Reflect the appropriate use of references, e.g., statistical texts for statistical issues, peer-reviewed journal papers.

6. Results:
    a. Students are informed of their results in writing within 30 days after completion of the examination. The letter is copied to the student's adviser, the chair of the PhD Admissions, Progression and Graduation Committee, and the Registrar's Office. If the student fails to pass any component of the Comprehensive Exam, the letter is also copied to the Associate Dean for Academic Affairs.
    b. Further feedback on students' performance may be obtained from their advisers.
    c. A student who fails the examination may repeat it once. The student should contact his/her academic adviser to discuss his/her academic difficulties and may be asked to write a letter to the chair of the PhD Admissions, Progression and Graduation Committee communicating any information including his/her plan for improvement.
    d. The repeat examination must be completed within *two years* of the original examination.
    e. The appeal process for grades applies to this examination.

PhD Preliminary Oral Examination

1. Student status:

PhD students having successfully completed the written Comprehensive Examination must be registered for at least three credits consisting of two credits dissertation advisement plus one credit dissertation seminar each semester they are progressing toward the degree. Part-time students who have completed the Comprehensive Examination must register for two credits dissertation advisement plus one credit dissertation seminar each semester they are progressing toward the degree after completing half (11) the required elective credits. They may register for these credits any time after completing the Comprehensive Examination. Students must either be registered during fall and spring semesters or be on an approved leave of absence. Before undergoing the

Preliminary Examination, students must: (a) complete all required and elective coursework; (b) have all incompletes cleared from their record; (c) have completed the Johns Hopkins University Residency requirement of 2 consecutive semesters, fall and spring, full-time study; and (d) be registered the semester of the examination; spring semester for a summer examination. All students must complete all requirements for the PhD Degree within seven (7) years of matriculation (excluding any Leaves of Absence). *Nota Bene: A student who is the holder of a research training grant (such as NRSA or T-32) must also comply with the academic requirements of that award*.

2. Preliminary Oral Examination Committee Composition:

Five members, all with an earned Research Doctorate, all tenured or tenure eligible in Johns Hopkins University: [1,2]

a. Three SON Faculty members with primary appointment at the SON including the student's adviser.[3]
b. One faculty member from outside the SON but within Johns Hopkins University with a rank of associate professor or higher.
c. One committee member from any department or outside of the University pending committee approval[2].
d. Two (2) alternate committee members, one from within the SON and one from outside the SON but within Johns Hopkins University.

Please note: A maximum of one committee member may join remotely, the student is responsible for scheduling with Multimedia Office.

3. Purpose of Preliminary Oral Examination:

The purpose of a preliminary examination is to test the depth and breadth of the student's knowledge and reasoning abilities. The scope of such an examination cannot, nor should it be, sharply defined. The examination committee can gain a feeling for the limits of the examination by a review of the candidate's formal course record and by knowledge of the school, group, department, or committee requirements (e.g., whether specific minor as well as major subjects are to be included).

Preliminary Oral Examinations are closed to all but the candidate and examination committee members. (Students are encouraged to arrange for a "Dry Run" presentation for colleagues and faculty input prior to exam.)

4. Conduct of the Preliminary Oral Examination:

a. Chair Selection: The chair is the senior ranking faculty member outside the department of the adviser. If two members have the same ranks, the chair is the one who has been in that rank the longest.

[1] Faculty who do not have an earned Research Doctorate (e.g., DNP, MD), are not tenure-eligible (e.g., Practice-Education Track), or are from outside the University, must have Curriculum Vitae (CV) submitted to School of Nursing PhD Admissions, Progression and Graduation Committee for approval.

[2] Each committee may include only 1 member who is not on faculty at Johns Hopkins University. Faculty members at other institutions and adjunct faculty must be reviewed and approved by the School of Nursing PhD Admissions, Progression and Graduation Committee prior to participation in the Oral Examination. Occasionally, one adjunct or one scientist faculty member, but not both, may serve on the Committee. Neither may serve as the Chair.

[3] SON faculty members are defined as those having primary appointment in the Johns Hopkins School of Nursing

b. Duties of the Chair
    i. Preside at the examination.
    ii. Determine the scope, character, and conduct of the examination before the questioning begins.
    iii. Determine time allotments to inside and outside members of the committee.
    iv. Report the results of the examination to the candidate.
    v. Report the results of the examination to the PhD Admissions, Progression and Graduation Committee immediately after the examination on the form provided for this purpose.
c. Duties of the Members:
    i. Notify the PhD Program Director and Doctoral Program Administrator of inability to appear at designated time.
    ii. Participate in the examination process.
d. Duties of the Alternate:
    i. Notify the PhD Program Director and Doctoral Program Administrator of inability to appear at designated time.
    ii. Participate in the examination process as a committee member if one of the serving members of the committee fails to appear on the date of the examination.
    iii. Alternate members not called to serve as committee members may attend the examination if they wish to do so, but may not ask questions or vote.
e. Dissertation Committee Optional Role: External Reader: An external reader is an individual with an earned research or clinical doctorate who offers additional content and/or methodological expertise but is not a regular member of the dissertation committee. Attendance at the dissertation oral examination is not required for the external reader. If in attendance, he/she may participate in the private portion of the exam at the discretion of the chair, but cannot vote on the outcome of the exam. In addition, the external reader may not be present during the voting.
f. Length of Examination: Examination process will start with a *20-minute* presentation on the topic of the student's proposed dissertation research. The chair will ask for questions from the committee. The student will respond until all members of the committee have completed their questions. The committee will vote by private ballot on its evaluation of the examination with majority ruling. (Total examination period is expected to be about 2 hours.)

5. Results of the Examination:

Students who successfully pass the examination will become PhD Candidates. The examination may result in one of the following outcomes:

a. If the candidate receives an *unconditional pass* (a majority of favorable votes), the committee is to be considered discharged.
b. If the candidate receives a *conditional pass*, the removal of the condition is to be reported to the School of Nursing PhD Admissions, Progression and Graduation Committee by the chair *in writing*, after which the committee is considered discharged.
c. If the candidate fails, the examination committee, through the chair, is requested to recommend a course for future action:
    i. No re-examination.
    ii. Re-examination by the same committee.
    iii. Re-examination in written form and conducted by the same committee.

iv. Re-examination by a new committee. If the recommendation is for a new committee, at least one outside member of the original committee shall be appointed to the new committee.

The committee may recommend whatever action in its judgment seems desirable, taking into consideration the background of the student, his or her prior performance and future potential, and reactions to oral questioning. The School of Nursing PhD Admissions, Progression and Graduation Committee will be guided by these recommendations, and will assume responsibility for whatever actions are taken.

Stipulations and/or Re-examination:
If there is a recommendation for re-examination, the examination can be repeated once, but only once, and must be repeated within one calendar year. The committee may also make recommendations for the conduct of the proposed research that do not affect the outcome of the examination; the student's adviser will help him/her incorporate such recommendations into the proposal.

PhD Program Dissertation and Final Oral Examination

1. Student status:

   PhD candidates in the School of Nursing must be registered for at least 3 credits per semester (not including summer) after passing the preliminary oral examination until taking the final oral examination. Specifically, students are to take no less than NR100.890 Dissertation Seminar, 1 credit, and NR100.899 Dissertation, 2 credits, both fall and spring semester unless they are on an approved leave of absence. The student must be registered the semester prior to the examination. All students must complete all requirements for the PhD Degree within seven (7) years of matriculation (excluding any Leaves of Absence).

Nota Bene: If students are the holders of a research training grant (such as NRSA), they must also comply with the academic requirements of that award.

2. Dissertation and Final Oral Examination Committee Composition:

Five members, all with an earned Research Doctorate[11], all tenured or tenure eligible in Johns Hopkins University[1, 2]:

a. Three (3)) SON Faculty members8 (this includes the adviser).
b. One (1) faculty member from another JHU PhD granting school/department/program.
c. One (1) faculty member from inside or outside the SON or JHU pending Committee approval.
d. Two (2) alternate committee members, who will fulfill the requirements above in the event of an absence.

3. Student Responsibilities:

a. Consult with the adviser regarding the composition of the Dissertation Committee.
b. Procure agreement of the faculty members to serve on the Examination Committee and arrange a time suitable to all members (including alternates) at least 60 days before exam.

c. Initiates Oral Exam for the PhD Degree form to obtain approval of Dissertation Committee composition and members from the PhD Admissions, Progression, and Graduation Committee at least 60 days in advance of the exam. The Oral Exam for the PhD Degree form should be accompanied by CVs of proposed dissertation committee members meeting any of the following criteria: (a) holds a non-Research Doctorate, (b) not tenured or tenure-eligible at Johns Hopkins University, or (c) does not have a primary faculty appointment at Johns Hopkins University. Form and accompanying CV(s) should be submitted to the PhD Admissions, Progression, and Graduation Committee for approval at least 60 days in advance of the scheduled exam.
d. Obtains JHMIRB approval or Animal Research Committee approval (with adviser as PI of record) before initiating dissertation research.
e. Executes research under the supervision of dissertation adviser.
f. Keeps adviser informed of progress while conducting research, requesting meetings with adviser and Dissertation Committee members as appropriate.
g. Writes the dissertation according to the "SON Guidelines for Writing the PhD Dissertation."
h. After obtaining adviser's approval, initiates scheduling for Final Oral Examination.
i. Submit dissertation to Dissertation Committee at least 3 weeks before anticipated Final Oral Examination.
j. After approval of the dissertation, arranges with the Commercial Bindery of Sheridan Libraries of Johns Hopkins University for binding and publication of dissertation.
k. Prepares a manuscript to include at least some of the results of the dissertation to be submitted to an appropriate journal before graduation.

4. Purpose of Dissertation and Final Oral Examination:

While the purpose of the preliminary oral examination is to test the depth and breadth of the student's knowledge and reasoning abilities in areas germane to the dissertation, the major focus of the final oral examination is the dissertation. Questions should be relevant to or based on the dissertation research including implications of the results.

5. Conduct of the Dissertation and Final Oral Examination

a. Chair Selection: The Examination Committee chair will be the most senior ranking member of the committee. If two members have the same ranks, the chair is the one who has been in that rank the longest. However, if the most senior member is also the student's adviser, the second most senior-ranked member will be the Examination Committee chair.
b. Duties of the Chair:
    i. Preside at the examination.
    ii. Determine the scope, character, and conduct of the examination before the questioning begins in concert with the Dissertation Chair (adviser).
    iii. Determine time allotments to members of the committee.
    iv. The chair is responsible for enforcing time limits and not exceeding 2 hours in total.
    v. The student adviser reports the results of the examination to the PhD Program Director and the Associate Dean for Academic Affairs immediately after the examination on the form provided for this purpose.

c. Duties of the Members:
    i. Notify the PhD Program Director and Doctoral Program Administrator of inability to appear at designated time.
    ii. Participate in the examination process.
d. Duties of the Alternate:
    i. Notify the PhD Program Director and Doctoral Program Administrator of inability to appear at designated time.
    ii. Participate in the examination process as a committee member if one of the serving members of the committee fails to appear on the date of the examination.
    iii. Alternate members not called to serve as committee members may attend the examination if they wish to do so, but may not ask questions or vote.

a. Dissertation Committee Optional Role – External Reader: An external reader is an individual with an earned research or clinical doctorate who offers additional content and/or methodological expertise but is not a regular member of the dissertation committee. Attendance at the dissertation oral examination is not required for the external reader. If in attendance, he/she may participate in the private portion of the exam at the discretion of the chair but cannot vote on the outcome of the exam. The external reader is not present during the voting.
b. Length of Examination: The examination process will begin with a 30-minute public presentation followed by 10 minutes of questions from the audience. The committee then meets in private with the candidate for questions. The chair will ask for questions from the committee. The student will respond until all members of the committee have completed their questions. The committee will vote by private ballot on its evaluation of the examination with majority ruling (total time not to exceed 2 hours).

6. Results of the Examination:

The examination may result in one of the following outcomes:

a. If the candidate receives an *unconditional pass* (a majority of favorable votes), the committee is to be considered discharged.
b. If the candidate receives a conditional pass, the exact terms of the condition are to be reported on the examination form, i.e., what course(s), if any, need to be taken, in what time frame the condition(s) should be met, and any other pertinent information that will point out clearly to both the student and the faculty how to satisfy the condition(s). As soon as all conditions have been met, the chair of the Examination Committee must report the removal of the condition in writing to the Graduate Board. The committee is then discharged. The removal of the condition is to be reported to the PhD Program Director and the Associate Dean for Academic Affairs by the Dissertation Committee chair via the written "Reader's Report," after which the committee is considered discharged.
c. If the candidate fails, the Examination Committee, through the chair, is requested to recommend a course for future action:
    i. No re-examination.
    ii. Re-examination by the same committee.
    iii. Re-examination in written form and conducted by the same committee.
    iv. Re-examination by a new committee. If the recommendation is for a new committee, at least one outside member of the original committee shall be appointed to the new committee.

d. The two committee members designated by the PhD Admissions, Progression and Graduation Committee as Doctor of Philosophy Board Readers will be responsible for approving the final Readers' Report after the student has finished all revisions. The report shall be submitted to the School of Nursing Registrar's Office with a copy to the PhD Program Director and the Associate Dean for Academic Affairs.

Dissertation Guidelines for Manuscript Format

1. Chapter 1
    - Integrated knowledge of field, identification of gaps in the selected science and provision of a theoretical foundation for the research
2. Chapter 5
    - Concise summary tying work together
    - Discussion of the contribution this research makes to the related field of science (new knowledge)
    - Complete list of references
3. Appendices (optional):
    - Analysis not in manuscripts (tables, and/or narrative)
    - Instruments
    - Methods details not in manuscript

GUIDELINES

1. A minimum of three manuscripts ready for submission to a peer reviewed journal
2. Student must be first author
3. Subject must be student's original research
4. Subject to approval of Dissertation Committee
5. Can be a combination of manuscript types, (at least one must be data-based, two data-based manuscripts are encouraged if the data allows for this) such as:
    a) Literature review article
    b) Methodological
    c) Concept analysis and/or theory application
    d) Instrument development
    e) Results

    May also be results from three separate but related experiments
6. Timing: Articles must be produced while the student is matriculated in the SON PhD Program

EXAMPLE OF REFERENCE LIST FORMAT

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: APA.

Gross, D., Alhusen, J., & Jennings, B.M. (2012). Authorship ethics with the dissertation manuscript option. *Research in Nursing & Health, 35*, 431-434.

International Committee on Medical Journal Editors (ICMJE) (2010) *Uniform Requirements for Manuscripts Submitted to Biomedical Journals*, www.icmje.org/urm_main.html, Accessed on November 25, 2012.

Mangiardi J.R. & Pellegrino E.D. (1992). Collegiality: What is it? *Bulletin of the New York Academy of Medicine*, 68(2), 292-296.

McCammon S.D. & Brody H. (2012). How virtue ethics informs medical professionalism. Health Education Forum, Nov 9. [Epub ahead of print]

Note: All dissertations are required to be submitted in electronic format. For specific requirements and additional information on the electronic theses or dissertation (ETD) submission process, please visit the Johns Hopkins Sheridan Library website at www.library.jhu.edu/library-services/electronic-theses-dissertations.

To comply with copyright law, it is important that you do not include journal proofs or printed articles unless you receive permission from the journal in which your work has been published. You should include the word processing format (i.e., MSWord) in the dissertation. Be sure to include the full citation for the manuscript, indicating it has been published, has been accepted for publication, or under review as appropriate.

DUAL AND JOINT DEGREES

DOCTOR OF NURSING PRACTICE (DNP): ADVANCED PRACTICE TRACK/ DOCTOR OF PHILOSOPHY IN NURSING (PhD)

The DNP Advanced Practice Track/PhD creates rigorously prepared clinical DNP Advanced Practice Track/PhD scholars that offers the profession a 'best of both worlds' approach, creating innovative solutions for faculty practice, research, discovery and translation. By combining the PhD goal of creating leaders in nursing science development with the DNP Advanced Practice Track's mission to prepare expert nurse clinicians into an integrated curriculum, students receive both outstanding research and clinical practice experience.

The DNP Advanced Practice Track/PhD program is designed to be completed in a 5 year full-time plan of study. This shorter timeframe to achieve two doctoral degrees is accomplished by designing the program to align each educational component with the students desired research focus, creating connections that allow the DNP Advanced Practice Track/PhD student to seamlessly transfer evidence to practice, practice to research and research to the classroom. The program also highlights both a structured teaching residency and a structured research residency.

Students can complete this program with the following DNP Advanced Practice Tracks:

DNP Adult-Gerontological Acute Care Nurse Practitioner (128 credits/784 clinical hours)
DNP Adult-Gerontological Primary Care Nurse Practitioner (127 credits/672 clinical hours)
DNP Adult-Gerontological Primary Care Nurse Practitioner with HIV Certificate (138 credits/896 clinical hours)
DNP Adult-Gerontological Critical Care Clinical Nurse Specialist (124 credits/672 clinical hours)
DNP Adult-Gerontological Health Clinical Nurse Specialist (124 credits/672 clinical hours)
DNP Family Primary Care Nurse Practitioner (132 credits/784 clinical hours)
DNP Family Primary Care Nurse Practitioner with HIV Certificate (141 credits/896 clinical hours)
DNP Pediatric Critical Care Clinical Nurse Specialist (125 credits/672 clinical hours)
DNP Pediatric Primary Care Nurse Practitioner (130 credits/672 clinical hours)

Students are expected to complete degree requirements within eight years of enrollment.

Program Outcomes

At the completion of the dual degree program, the graduate:

- Functions at the highest level of nursing practice by integrating nursing, public health and medical science with ethics and the biophysical, psychosocial, analytical, organizational, and public health sciences.
- Demonstrates organizational and systems leadership for quality and safety.
- Utilizes clinical scholarship and analytical methods for evidence-based practice.
- Applies information systems and technology for the provision and/or transformation of health care.
- Leverages transdisciplinary collaboration for the improvement of individual and population health outcomes.

- Utilizes strategies of risk reduction/illness prevention, health promotion, and health maintenance for individuals and populations.
- Develops, evaluates, advocates, and provides leadership for health care policy that shapes health care financing, regulation, access, and delivery.
- Possesses knowledge and skills in theoretical, methodological, and analytic approaches that will enable them to conduct and apply research and analytical methods to discover, apply and advance knowledge in nursing science, health, and health care.
- Assumes a leadership role in nursing and in the broader arena of health and health care both nationally and internationally.
- Develops, evaluates, advocates, and provides leadership for health care policy that shapes health care financing, regulation, access, and delivery.
- Provides leadership to address health inequities through creative research and articulation of the value propositions guiding the research.

DNP Advanced Practice Track/PhD Program Funding

Qualified students interested in the DNP/PhD program may be eligible to receive up to three years tuition and stipend support through the School of Nursing. Contact the PhD Program Administrator at 410-614-3160 for more information.

Graduate Assistantship Program

The Graduate Assistantship Program is designed to support full-time students in the Program for their professional development by offering hands-on experience of engaging in research and/or teaching in their areas of expertise and interest.

Eligibility: a graduate assistant must be a registered student in the 3rd year enrolled full time in the program, who is making satisfactory progress toward a degree, including meeting milestones. To be considered for a graduate assistantship, students should submit the application form, Statement of Progress form, and a current CV to the PhD Program Administrator by April 15. Matching student applicants for paid research assistantship (RAs) with faculty is determined by the student, primary research mentor, the prospective researcher, and the PhD Program Director.

An assistantship appointment is 20 hours per week for a full year (12 months). Appointments begin September 1st. Students will be provided a stipend and tuition, to cover 3 dissertation credits for fall and spring semesters.

Graduate Teaching Assistant Award

This award is to recognize a graduate teaching assistant who has demonstrated exceptional performance in the classroom, innovation, and commitment to student learning at the School of Nursing in which high-quality teaching is acknowledged as the standard of performance.

Students are eligible for nomination if they have:

- Completed a minimum of one year of doctoral study in the SON.
- Served as a TA in at least two SON courses prior to the time of nomination.
- Been nominated by a faculty member who has supervised their teaching for at least one semester prior to the nomination
- Been a TA for fall and/or spring of the current academic year.
- Have not been awarded the GTA award previously.

Please Note: In the following Curriculum and Plans of Study, School of Public Health courses (PH.XXX.XXX) are offered on the quarter system and are depicted here as [credits & units] and count accordingly in each school. Course descriptions for the Public Health courses (PH) are available at sis.jhu.edu.

Curriculum/Plan of Study

NOTE: The credit number of various courses will vary depending on the track.

Year 1 – Summer

NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [2cr]
NR.210.822 Health Information Systems and Patient Care Technologies [2cr]

Year 1 – Fall

NR.110.800 Philosophical Perspectives in Health [3cr]
NR.110.809 Quantitative Research Design and Methods [3cr]
PH.140.621 Statistical Methods in Public Health I [3cr]
PH.140.622 Statistical Methods in Public Health II [3cr]

Year 1 – Spring

NR.110.814 Scientific Perspectives in Nursing [3cr]
NR.110.816 Mixed Methods Research Designs [3cr]
PH.140.623 Statistical Methods in Public Health III [3cr]
NR.110.815 Qualitative Research Designs and Methods [2cr]
NR.110.828 Measurement in Health care Research [2cr]

Year 2 – Summer

NR.110.827 Grant Writing Seminar [1cr]
NR.210.806 Health Economics and Finance [3cr]
Clinical Research Residency I [EBP Project] [2cr]
COMPREHENSIVE EXAMS [NC]

Year 2 – Fall

NR.110.890 Dissertation [2cr]
NR.110.899 Dissertation Seminar/ [1cr]
Elective [3cr]
Research Residency [NC]
Teaching Residency [NC]
Preliminary Oral Examination/NRSA Submission [NC]

Year 2 – Spring

NR.110.891 Responsibilities & Activities of the Nurse Scientist
NR.210.805 Translating Evidence into Practice [3cr]
NR.110.890 Dissertation [2cr]
NR.110.899 Dissertation Seminar/ [1cr]
Research Residency [NC]
Teaching Residency [NC]
Preliminary Oral Examination/NRSA Submission [NC]

Year 3 – Summer
NR.110.890 Dissertation [2cr]
NR110.899 Dissertation Seminar/ [1cr]
NR.210.602 Clinical Pharmacology [4cr]
Research Residency [NC]
IRB Submission [NC]
Year 3 – Fall
NR.110.890 Dissertation [2cr] NR110.899 Dissertation Seminar/ [1cr]
NR.210.600 Advanced Physiology/Pathophysiology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Elective [as needed] [3cr]
Year 3 – Spring
NR.110.890 Dissertation [2cr]
NR110.899 Dissertation Seminar/ [1cr]
NR.210.605 Diagnostics Skills and Procedures for Advanced Practice Nursing [2cr]
NR.210.XXX Clinical Reasoning I [varies]
Elective [as needed] [3cr]
Year 4 – Summer
NR.110.890 Dissertation [2cr] NR110.899 Dissertation Seminar/ [1cr]
NR.210.XXX Clinical Practicum I [varies] *
NR.210.XXX Clinical Reasoning II [varies]
Research or Teaching Residency [NC]
Year 4 – Fall
NR.110.890/NR110.899 Dissertation Seminar/Dissertation [2cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.XXX Clinical Practicum II [varies]
NR.210.XXX Clinical Reasoning III [varies]
Research or Teaching Residency [NC]
Year 4 – Spring
NR.110.890/NR110.899 Dissertation Seminar/Dissertation [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.XXX Clinical Practicum III [varies]
NR.210.XXX Clinical Reasoning IV [varies]
Clinical Research Residency II [Research/Practice] [1cr]
Year 5 – Summer
NR.110.890/NR110.899 Dissertation Seminar/Dissertation [2cr]
NR.210.XXX Clinical Practicum IV [varies]
NR.210.XXX Clinical Reasoning V [varies]
Year 5 – Fall
NR.110.890 Dissertation [2cr]
NR.110.899 Dissertation Seminar/ [1cr]
NR.210.XXX Clinical Practicum V [varies]
Research or Teaching Residency [NC]
Final Oral Examination [AS NEEDED] [NC]

* Clinical course numbers will represent the specific DNP program track.

Year 5 – Spring
NR.110.890 Dissertation [2cr]
NR110.899 Dissertation Seminar/ [1cr]
Research or Teaching Residency [NC]
Final Oral Examination [AS NEEDED] [NC]

MASTER OF SCIENCE IN NURSING (MSN) PUBLIC HEALTH NURSING/MASTER OF PUBLIC HEALTH (MPH) JOINT DEGREE PROGRAM

This MSN/MPH Joint Degree prepares the student to integrate advanced nursing practice with population-based public health perspectives. Offered jointly through the Johns Hopkins University School of Nursing and the Bloomberg School of Public Health, graduate work in nursing equips students with advanced mastery of nursing theory and practice, while public health training provides a population-based, multi-disciplinary team perspective. Students learn to guide teams in the development of innovative, evidence-based, and culturally appropriate healthcare services for identified high-risk populations.

Those who earn a Hopkins MSN/MPH Joint Degree gain skills in primary prevention, illness prevention, and health promotion; and 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. Design, implement, and evaluate behavior change programs for health agencies; Influence local and global strategies for health promotion and disease prevention in vulnerable populations.

The MSN/MPH Joint Degree 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 disciplines.

Students must complete the program within 6 years.

The development of the 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)]; the Essentials for 2003 Master's Level Nursing Education from the Association for Community Health Nursing Educators (ACHNE); Core Competencies for Public Health (2014).

This curriculum combines the one-year MSN Public Health Nursing Track with the 11- month Master of Public Health offered by the respective schools in 18 months of full-time study. Two-thirds of the program includes core courses from each master's program; the remaining elective courses allow students to pursue curriculums 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. 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.

Clinical practica and number of clinical hours: There are 504 total clinical hours across three required practicums, 168 hours each. Practicum experiences are individualized and designed to challenge students to be innovative and work with multidisciplinary teams.

Certification: Graduates of the program receive a single diploma signed by the Deans of the School of Nursing and Bloomberg School of Public Health. The MSN/MPH Joint Degree 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. Information is available at www.nursingworld.org/our-certifications/advanced-public-health-nurse

Curriculum

Please Note: In the following Curriculum and Plans of Study, School of Public Health courses (PH.XXX.XXX) are offered on the quarter system and are depicted here as [credits & units] and count accordingly in each school. Course descriptions for the Public Health courses (PH) are available at sis.jhu.edu.

Core Courses

NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.500.604 Population Based Public Health Nursing Interventions [2-3cr/168CL] *

Joint JHSON & Public Health Requirements

NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]

Quantitative Sciences

PH.140.611-612 Statistical Reasoning in Public Health I & II [4cr/6U]

Public Health Requirements

PH.180.601 Environmental Health [5u]
PH.300.610 Public Health Policy [4u]
PH.300.615 Tools of Public Health Practice [1u]
PH.306.601 Introduction to Bioethics in PH Practice and Research [1u]
PH.340.601 Principles of Epidemiology [5u] OR
PH.340.721 Epidemiologic Inference in Public Health [5u]
PH.380.755 Population Dynamics and Public Health [2u]
PH.550.860 Academic and Research Ethics at JHSPH [0u]

Electives/Options

PH.550.867 Introduction to MPH Studies [0u]

Nursing Electives [6 cr]

Public Health Electives [Must include one management, one social behavioral, and one biological elective in addition to other electives to reach 60 total units in SPH. (See SPH catalogue for details of options for the electives.)

Program Total: 36 SON Credits [cr] & 60 PH Units [u]/504 Clinical Hours [CL]

* Can be taken for 2 or 3 credits. If taken for 2 credits, the student must take an independent clinical elective equivalent to 56 clinical hours so upon completion of program the student has achieved a total of 504 clinical hours.

MSN/MPH Joint Degree Program
Program of Study: Full Time

First Term various credits/units

Your adviser will provide specific information regarding registering for Public Health courses for Summer semester

Second term various credits/units

Your adviser will provide specific information regarding registering for Public Health courses Fall semester.

PH.XXX.XXX
PH.XXX.XXX
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]

Third term 12 credits/various units/168 clinical hours

NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.500.604 Population Based Public Health Nursing Interventions Practicum [2-3cr/168CL] *
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
NR.XXX.XXX Elective [3cr]
PH.XXX.XXX Electives [various]

Fourth term 5 credits/5 units/168 clinical hours

NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]

Fifth term 9 credits/various units/168 clinical hours

NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]
NR.XXX.XXX Elective [3cr]
PH.XXX.XXX Electives [various]

Program Total: 36 Credits [cr]/60 PH Units/504 Clinical Hours [CL]

MSN/MPH Joint Degree Program
Program of Study: Part Time

First Term various credits/units

Your adviser will provide specific information regarding registering for Public health courses for Summer semester.

Second term 3 credits/various units

Your adviser will provide specific information regarding registering for Public Health courses Fall semester.

PH.XXX.XXX
PH.XXX.XXX
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]

Third term 3 credits/various units

NR.XXX.XXX Elective [3cr]
PH.XXX.XXX Electives [various]

* Can be taken for 2 or 3 credits. If taken for 2 credits, the student must take an independent clinical elective equivalent to 56 clinical hours so upon completion of gram the student has achieved a total of 500 clinical hours.

Fourth term 3 credits/5 units
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
PH.180.601 Environmental Health [5u]
Fifth term 3 credits/various units
Your adviser will provide specific information regarding registering for Public Health courses Fall semester
PH.XXX.XXX
PH.XXX.XXX
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
Sixth term 9 credits/various units/168 clinical hours
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.500.604 Population Based Public Health Nursing Interventions [2-3cr/168CL] *
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
Seventh term 5 credits/5 units/168CL
NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
Eighth term 6 credits/various units/168 clinical hours
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]
NR.XXX.XXX Elective [3cr]
PH.XXX.XXX Electives [various]
Program Total: 36 Credits [cr]/60 PH Units/504 Clinical Hours [CL]

* Can be taken for 2 or 3 credits. If taken for 2 credits, the student must take an independent clinical elective equivalent to 56 clinical hours so upon completion of gram the student has achieved a total of 500 clinical hours.

MASTER OF SCIENCE IN NURSING (MSN) ADULT-GERONTOLOGICAL PRIMARY CARE NURSE PRACTITIONER/ MASTER OF PUBLIC HEALTH (MPH) JOINT DEGREE PROGRAM

The Johns Hopkins School of Nursing is sunsetting the MSN Nurse Practitioner/MPH Joint Degree program. The information below applies to students currently enrolled in this program.

This joint specialty track prepares the student to provide person-centered, evidenced-based primary care to young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old- old adults). Emphasis is placed on the primary care management of acute episodic and chronic conditions and integration of health promotion and disease prevention throughout the adult lifespan.

The joint degree also integrates nurse practitioner clinical practice with a population-based public health perspective. The MSN Adult-Gerontological Primary Care Nurse Practitioner/MPH is designed specifically for nurses seeking to link their clinical interests with public health practice. This combined program prepares nurse practitioners with a focus in public health and knowledge of population-based public health science and practice. Obtaining the joint degree allows students to 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, multi-disciplinary team approach.

Students must complete the program within 6 years.

The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2016), the National Organization of Nurse Practitioner Faculties (NONPF) NP Core Competencies with Curriculum Content (2014) and the Nurse Practitioner Core Competencies (2012) and the Adult-Gerontological Acute Care and Primary Care Nurse Practitioner Competencies (2016). For the public health nursing and public health content, the curriculum is based on 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 Master's Level Nursing Education from the Association for Community Health Nursing Educators (ACHNE); and Core Competencies for Public Health (2014).

For the public health nursing perspective, the curriculum is based on 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 Master's Level Nursing Education from the Association for Community Health Nursing Educators (ACHNE); Core Competencies for Public Health (2014).

Clinical practica and number of clinical hours: Clinical experiences are diverse and occur in a variety of settings, such as primary care practices in ambulatory and tertiary care settings, private practices, federally qualified health centers, urgent care centers, continuing care retirement communities, and specialty care clinics. Students complete a total of 640 clinical hours for AGNP and a total of 224 practicum hours related to public health and public health nursing.

Certification: Graduates are eligible to take one of the following certification exams: the Adult-Gerontology Primary Care Nurse Practitioner exam through the American Nurses Credentialing Center www.nursingworld.org/our-certifications or the Adult-Gerontology Primary Care Nurse Practitioner through the American Academy of Nurse Practitioners: www.aanpcert.org/index. 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 https://www.nursingworld.org/our-certifications/advanced-public-health-nurse/. Students should check with ANCC to determine eligibility.

Curriculum

Please Note: In the following Curriculum and Plans of Study, School of Public Health courses (PH.XXX.XXX) are offered on the quarter system and are depicted here as [credits & units] and count accordingly in each school. Course descriptions for the Public Health courses (PH) are available at sis.jhu.edu.

Core Courses
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.110.560 Program Development and Evaluation in Health Care [2 cr]
Joint JHSON & Public Health Requirements
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]
Quantitative Sciences
PH.140.611-612 Statistical Reasoning in Public Health I & II [4cr/6U]
Public Health Requirements
PH.180.601 Environmental Health [5u]
PH.300.610 Public Health Policy [4u]
PH.300.615 Tools of Public Health Practice [1u]
PH.306.601 Introduction to Bioethics in PH Practice and Research [1u]
PH.340.601 Principles of Epidemiology [5u] OR
PH.340.721 Epidemiologic Inference in Public Health [5u]
PH.380.755 Population Dynamics and Public Health [2u]
PH.550.860 Academic and Research Ethics at JHSPH [0u]
Electives/Options
PH.550.867 Introduction to MPH Studies [0u]
Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]

Specialty Courses
NR.110.547 Diagnoses Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [4cr/224CL]
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.565 Advanced Practice Nursing: Clinical Topics & Professional Issues – Adult-Gerontological Primary Care NP [4cr/224CL]
NR.110.589 Human and Family Development through the Lifespan [2 cr]
Electives/Options
Nursing Electives [6 cr]
Public Health Electives (Must include one management, one social behavioral, and one biological elective in addition to other electives to reach 60 total units in SPH. (See SPH catalogue for details of options for the electives.)
Program Total: 51 SON Credits [cr] & 60 PH Units [u]/640 Clinical Hours [CL] and 224 PH Clinical Hours

MSN Adult-Gerontological Primary Care Nurse Practitioner/MPH
Program of Study: Full Time

First Term various credits/units
Your adviser will provide specific information regarding registering for Public health courses for Summer semester
Second term 11credits/various units/36 clinical hours
Your adviser will provide specific information regarding registering for Public Health courses Fall semester.
PH.XXX.XXX
PH.XXX.XXX
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurements – Adult-Gero Variations [1cr]
NR.110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Third term 11 credits/ 224 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.551 Advanced Practice in Primary Care I - Adult-Gero [4cr/224CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
Fourth term 5 credits/5 units/156 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
Fifth term 10 credits/various units/224 clinical hours
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.565 Advanced Practice Nursing: Clinical Topics and Professional Issues – Adult-Gero [4cr/224CL]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
PH.XXX.XXX Electives [various]

Sixth term 3 credits/various units
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
PH.XXX.XXX Electives [various]
Seventh term 6 credits/various units/224 clinical hours
NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.607 PHN: Public Health Nursing/NP Capstone Practicum [1cr/2u/56CL]
Program Total: 51 Credits [cr]/60 PH Units/864 Clinical Hours [CL]

MSN Adult-Gerontological Primary Care Nurse Practitioner/MPH

Program of Study: Part Time

First Term various credits/units
Your adviser will provide specific information regarding registering for Public health courses for Summer semester
Second term 6 credits/various units
Your adviser will provide specific information regarding registering for Public Health courses Fall semester.
PH.XXX.XXX
PH.XXX.XXX
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.502 Physiology/Pathophysiology [3cr]
Third term 5 credits/various units
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
PH.XXX.XXX Electives [various]
Fourth term various credits/units
Your adviser will provide specific information regarding registering for Public health courses for Summer semester
Fifth term 8 credits/36 clinical hours
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurements – Adult-Gero Variations [1cr]
NR.110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Sixth term 6 credits/various units/224 clinical hours
NR.110.551 Advanced Practice in Primary Care I - Adult-Gero [4cr/224CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
PH.XXX.XXX Electives [various]
Seventh term 3 credits/various units/156 clinical hours
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
Eighth term 7 credits/various units/224 clinical hours
NR.110.565 Advanced Practice Nursing: Clinical Topics and Professional Issues – Adult-Gero [4cr/224CL]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
PH.XXX.XXX Electives [various]

Ninth term 6 credits/various units
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
PH.XXX.XXX Electives [various]
Tenth term 9 credits/various units/224 clinical hours
NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.607 PHN: Public Health Nursing/NP Capstone Practicum [1cr/2u/56CL]
Program Total: 51 Credits [cr]/60 PH Units/864 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) ADULT-GERONTOLOGICAL PRIMARY CARE NURSE PRACTITIONER WITH HIV CERTIFICATE/MASTER OF PUBLIC HEALTH JOINT DEGREE PROGRAM

The Johns Hopkins School of Nursing is sunsetting the MSN Nurse Practitioner/MPH Joint Degree program. The information below applies to students currently enrolled in this program.

This joint specialty track prepares the student to provide person-centered, evidenced-based primary care to young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old- old adults). Emphasis is placed on the primary care management of acute episodic and chronic conditions and integration of health promotion and disease prevention throughout the adult lifespan. In addition, the HIV certificate prepares the student to provide primary care for persons living with HIV, thus providing early diagnosis and care associated with chronic disease management and aging with HIV/AIDS as well as the general primary care patient.

The joint degree also integrates nurse practitioner clinical practice with a population-based public health perspective. The MSN Adult-Gerontological Primary Care Nurse Practitioner with HIV Certificate/MPH is designed specifically for nurses seeking to link their clinical interests with public health practice. This combined program prepares nurse practitioners with a focus in public health and knowledge of population-based public health science and practice. Obtaining the joint degree allows students to 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.

Students must complete the program within 6 years.

The development of the curriculum is based on the National Task Force Criteria for Evaluation of Nurse Practitioner Programs (2012), the National Organization of Nurse Practitioner Faculties (NONPF) NP Core Competencies with Curriculum Content (2014) and the Nurse Practitioner Core Competencies (2012) and the Adult-Gerontology Primary Care Nurse Practitioner Competencies (2010). For the public health nursing and public health content, the curriculum is based on 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 Master's Level Nursing Education from the Association for Community Health Nursing Educators (ACHNE); and Core Competencies for Public Health (2014).

For the public health nursing perspective, the curriculum is based on 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 Master's Level Nursing Education from the Association for Community Health Nursing Educators (ACHNE); Core Competencies for Public Health (2014).

Clinical practica and number of clinical hours: Clinical experiences are diverse and occur in a variety of settings, such as primary care practices in ambulatory and tertiary care settings, private practices, federally qualified health centers, urgent care centers, continuing care retirement communities, and

specialty care clinics. Students complete a total of 640 clinical hours for AGNP, a total of 224 practicum hours related to public health and public health nursing, and 112 hours of specialty clinical experience in HIV for a total of 976.

Certification: Graduates are eligible to take one of the following certification exams: the Adult-Gerontology Primary Care Nurse Practitioner exam through the American Nurses Credentialing Center www.nursingworld.org/our-certifications and the Adult-Gerontology Primary Care Nurse Practitioner through the American Academy of Nurse Practitioners: www.aanpcert.org/index. 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 https://www.nursingworld.org/our-certifications/advanced-public-health-nurse/. Students should check with ANCC to determine eligibility.

Those who earn a master's degree as an adult/geriatric primary care nurse practitioner and a certified HIV primary care provider will be eligible for National certification by taking the Advanced AIDS Certified Registered Nurse (AACRN) examination www.hancb.org/Index/index.php and membership in the Association of Nurses in AIDS Care www.nursesinaidscare.org.

Curriculum

Please Note: In the following Curriculum and Plans of Study, School of Public Health courses (PH.XXX.XXX) are offered on the quarter system and are depicted here as [credits & units] and count accordingly in each school. Course descriptions for the Public Health courses (PH) are available at sis.jhu.edu.

Core Courses
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.110.560 Program Development and Evaluation in Health Care [2 cr]
Joint JHSON & Public Health Requirements
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]
Quantitative Sciences
PH.140.611-612 Statistical Reasoning in Public Health I & II [4cr/6U]
Public Health Requirements
PH.180.601 Environmental Health [5u]
PH.300.610 Public Health Policy [4u]
PH.300.615 Tools of Public Health Practice [1u]
PH.306.601 Introduction to Bioethics in PH Practice and Research [1u]
PH.340.601 Principles of Epidemiology [5u] OR
PH.340.721 Epidemiologic Inference in Public Health [5u]
PH.380.755 Population Dynamics and Public Health [2u]
PH.550.860 Academic and Research Ethics at JHSPH [0u]
Electives/Options
PH.550.867 Introduction to MPH Studies [0u]

Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Specialty Courses
NR.110.547 Diagnoses Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [4cr/224CL]
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.565 Advanced Practice Nursing: Clinical Topics & Professional Issues – Adult/ Gerontological Primary Care NP [4cr/224CL]
NR.110.589 Human and Family Development through the Lifespan [2 cr]
NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS [Local to Global] [3cr]
NR.110.613 Health Assessment: HIV & Associated Comorbidities [1cr/56CL]
NR.110.614 Complex Continuity Care of HIV [3cr/56CL]
NR.110.615 Health Disparities in Nursing Practice [3cr] *Electives/Options*
Public Health Electives (Must include one management, one social behavioral, and one biological elective in addition to other electives to reach 60 total units in SPH. Other options available but may increase the overall number of credits in the program.
Program Total: 61 SON Credits [cr] & 60 PH Units [u]/640 Clinical Hours [CL] for MSN AGNP and 224 PH Clinical Hours for PHN

MSN Adult-Gerontological Primary Care Nurse Practitioner with HIV Certificate/MPH Plan of Study: Full Time

First Term various credits/units
Your adviser will provide specific information regarding registering for Public health courses for Summer semester.
Second term 14 credits/various units/36 clinical hours
Your adviser will provide specific information regarding registering for Public Health courses Fall semester.
PH.XXX.XXX
PH.XXX.XXX
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurements – Adult-Gero Variations [1cr]
NR.110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
NR.110.615 Health Disparities in Nursing Practice [3cr]
Third term 15 credits/ 280 clinical hours
NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global) * [3cr]
NR.110.613 Health Assessment: HIV & Associated Comorbidities * [1cr/56CL]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.551 Advanced Practice in Primary Care I - Adult-Gero [4cr/224CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]

* Courses taken during winter term.

Fourth term 5 credits/5 units/156 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]
Fifth term 13 credits/various units/280 clinical hours
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.565 Advanced Practice Nursing: Clinical Topics and Professional Issues – Adult-Gero [4cr/224CL]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
NR.110.614 Complex Continuity Care of HIV and Associated Comorbidities [3cr/56CL]
PH.XXX.XXX Electives [various]
Sixth term 3 credits/various units
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
PH.XXX.XXX Electives [various]
Seventh term 9 credits/various units/168 clinical hours
NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.607 PHN: Public Health Nursing/NP Capstone Practicum [1cr/2u/56CL]
Program Total: 61 Credits [cr]/60 PH Units/976 Clinical Hours [CL]

MSN Adult-Gerontological Primary Care Nurse Practitioner with HIV Certificate/MPH Program of Study: Part Time

First Term various credits/units
Your adviser will provide specific information regarding registering for Public health courses for Summer semester.
Second term 6 credits/various units
Your adviser will provide specific information regarding registering for Public Health courses Fall semester.
PH.XXX.XXX
PH.XXX.XXX
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.502 Physiology/Pathophysiology [3cr]
Third term 5 credits/various units
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
PH.XXX.XXX Electives [various]
Fourth term various credits/units
Your adviser will provide specific information regarding registering for Public health courses for Summer semester.
Fifth term 8 credits/various units/36 clinical hours
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurements – Adult-Gero Variations [1cr]
NR.110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
PH.XXX.XXX Electives [various]
Sixth term 10 credits/various units/280 clinical hours
NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global) * [3cr]

* Courses taken during winter term

NR.110.613 Health Assessment: HIV & Associated Comorbidities * [1cr/56CL]
NR.110.551 Advanced Practice in Primary Care I - Adult-Gero [4cr/224CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
PH.XXX.XXX Electives [various]

Seventh term 3 credits/various units/156 clinical hours

NR.110.553 Advanced Practice in Primary Care II – Adult-Gero [3cr/156CL]

Eighth term 10 credits/various units/280 clinical hours

NR.110.565 Advanced Practice Nursing: Clinical Topics and Professional Issues – Adult-Gero [4cr/224CL]
NR.110.614 Complex Continuity Care of HIV and Associated Comorbidities [3cr/56CL]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
PH.XXX.XXX Electives [various]

Ninth term 6 credits/various units

NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
PH.XXX.XXX Electives [various]

Tenth term 9 credits/various units/224 clinical hours

NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.607 PHN: Public Health Nursing/NP Capstone Practicum [1cr/2u/56CL]

Program Total: 61 Credits [cr]/60 PH Units/976 Clinical Hours [CL]

MASTER OF SCIENCE IN NURSING (MSN) FAMILY PRIMARY CARE NURSE PRACTITIONER/MASTER OF PUBLIC HEALTH (MPH) JOINT DEGREE PROGRAM

The Johns Hopkins School of Nursing is sunsetting the MSN Nurse Practitioner/MPH Joint Degree program. The information below applies to students currently enrolled in this program.

This specialty track prepares the student to practice at an advanced level to provide care to individuals and families across the lifespan (including pediatric through geriatric populations). Family primary care nurse practitioners (FNPs) provide initial, ongoing, and comprehensive care to patients in ambulatory and outpatient settings. FNPs assess, diagnose, and treat acute and chronic illnesses and are responsible and accountable for providing preventative health care, including health promotion, disease prevention, and health education and counseling. As an FNP, these advanced practice nurses are committed to family-centered care within the context of the community. The joint degree also integrates nurse practitioner clinical practice with a population-based public health perspective. The MSN-NP/MPH is designed specifically for nurses seeking to link their clinical interests with public health practice. This combined program prepares nurse practitioners with a focus in public health and knowledge of population-based public health science and practice. Obtaining the joint degree allows students to 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.

Students must complete the program within 6 years.

The development of the curriculum is based on family nurse practitioner population-focused nurse practitioner (NP) competencies defined by the *2008 Consensus Model for APRN Regulations: Licensure, Accreditation, Certification & Education*, and the National Organization of Nurse Practitioner Faculties (NONPF) Family/Across the Lifespan Competencies. For the public health nursing perspective, the curriculum is based on 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 Master's Level Nursing Education from the Association for Community Health Nursing Educators (ACHNE); Core Competencies for Public Health (2014). The program combines the Master of Science in Nursing and the 11-month Master of Public Health offered by the respective schools in 26 months of full-time study. Students must complete a total of 61 credits in the School of Nursing courses and 60 didactic units in the School of Public Health. Students will work closely with faculty academic advisers in the School of Nursing and the School of Public Health to plan individual academic curriculum.

Clinical practica and number of clinical hours: Students complete 736 precepted clinical hours working with NP, physician, or physician assistant preceptors in a variety of health care settings, including family practice, internal medicine, pediatric, women's health, geriatric, specialty, employee health, student health, correctional faculties, school-based clinics, federally qualified health centers, and nurse-managed clinics. Students complete a total of 224 practicum hours related to public health and public health nursing for a total of 960 clinical hours.

Certification: Students completing the FNP track are able to eligible to sit for two certification exams available: American Nurses Credentialing Center (ANCC) Certification Program www.nursingworld.org/our-certifications and American Academy of Nurse Practitioners Certification Program www.aanpcert.org/certs/program. 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 https://www.nursingworld.org/our-certifications/advanced-public-health-nurse/. Students should check with ANCC to determine eligibility.

Curriculum

Please Note: In the following Curriculum and Plans of Study, School of Public Health courses (PH.XXX.XXX) are offered on the quarter system and are depicted here as [credits & units] and count accordingly in each school. Course descriptions for the Public Health courses (PH) are available at sis.jhu.edu.

Core Courses
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]
NR.110.560 Program Development and Evaluation in Health Care [2 cr]
Joint JHSON & Public Health Requirements
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL]
Quantitative Sciences
PH.140.611-612 Statistical Reasoning in Public Health I & II [4cr/6U]
Public Health Requirements
PH.180.601 Environmental Health [5u]
PH.300.610 Public Health Policy [4u]
PH.300.615 Tools of Public Health Practice [1u]
PH.306.601 Introduction to Bioethics in PH Practice and Research [1u]
PH.340.601 Principles of Epidemiology [5u] OR
PH.340.721 Epidemiologic Inference in Public Health [5u]
PH.380.755 Population Dynamics and Public Health [2u]
PH.550.860 Academic and Research Ethics at JHSPH [0u]
Electives/Options
PH.550.867 Introduction to MPH Studies [0u]
Advanced Practice Core Courses
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurement – Adult-Gero Variation [1cr]
NR.110.537 Health Assessment and Measurement – Pediatric Variation [1cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]

Specialty Courses
NR.110.547 Diagnoses Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.548 Diagnosis, Symptom and Illness Management I – Pediatric [2cr]
NR.110.551 Advanced Practice in Primary Care I – Adult-Gero [2cr/224CL]
NR.110.552 Advanced Practice in Primary Care I – Pediatric [4cr/196CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.568 Diagnosis, Symptom and Illness Management II – Pediatric [2cr]
NR.110.569 Advanced Practice in Women's Health [2cr/112CL]
NR.110.583 Family as a Unit: Clinical Integration [4cr/196CL]
NR.110.589 Human and Family Development through the Lifespan [3]
Electives/Options

Public Health Electives (Must include one management, one social behavioral, and one biological elective in addition to other electives to reach 60 total units in SPH. (See SPH catalogue for details of options for the electives.)

Program Total: 61 SON Credits [cr] & 60 PH Units [u]/736 Clinical Hours [CL] and 224 PH Clinical Hours

MSN Family Primary Care Nurse Practitioner/MPH

Program of Study: Full Time

First Term various credits/units
Your adviser will provide specific information regarding registering for Public health courses for Summer semester.
Second term 14credits/various units/36 clinical hours
Your adviser will provide specific information regarding registering for Public Health courses Fall semester.
PH.XXX.XXX
PH.XXX.XXX
NR.110.502 Physiology/Pathophysiology [3cr]
NR.110.508 Clinical Pharmacology [3cr]
NR.110.536 Health Assessment and Measurements – Adult-Gero Variations [1cr]
NR.110.537 Health Assessment and Measurements –Pediatric Variations [1cr]
NR.110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.548 Diagnosis, Symptom and Illness Management I – Pediatric [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Third term 11 credits/various units/ 196 clinical hours
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
NR.110.551 Advanced Practice in Primary Care I - Adult-Gero [4cr/196CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
PH.XXX.XXX Electives [various]
Fourth term 5 credits/112 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.569 Advanced Practice in Women's Health [2cr/112CL]

Fifth term 9 credits/various units/196 clinical hours
NR.110.552 Advanced Practice in Primary Care I – Pediatric [4cr/196CL]
NR.110.558 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
PH.XXX.XXX Electives [various]
Sixth term 3 credits/various units
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.583 Family as a Unit: Clinical Integration [4cr]
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
PH.XXX.XXX Electives [various]
Seventh term 9 credits/various units/224 clinical hours
NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.607 PHN: Public Health Nursing/NP Capstone Practicum [1cr/2u/56CL]
Program Total: 61 Credits [cr]/60 PH Units/960 Clinical Hours [CL]

MSN Family Primary Care Nurse Practitioner/MPH
Program of Study: Part Time

First Term various credits/units
Your adviser will provide specific information regarding registering for Public health courses for Summer semester.
Second term 6 credits/various units
Your adviser will provide specific information regarding registering for Public Health courses Fall semester.
PH.XXX.XXX
PH.XXX.XXX
NR.110.502 Physiology/Pathophysiology [3cr]
NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3 cr]
Third term 5 credits/various units
NR.110.508 Clinical Pharmacology [3cr]
NR.110.589 Human and Family Development through the Lifespan [2cr]
PH.XXX.XXX Electives [various]
Fourth term various credits/units
Your adviser will provide specific information regarding registering for Public health courses for Summer semester.
Fifth term 8 credits/36 clinical hours
NR.110.536 Health Assessment and Measurements – Adult-Gero Variations [1cr]
NR.110.537 Health Assessment and Measurements – Pediatric Variations [1cr]
NR.110.547 Diagnosis, Symptom and Illness Management I – Adult-Gero [2cr]
NR.110.548 Diagnosis, Symptom and Illness Management I – Pediatric [2cr]
NR.110.549 Advanced Health Assessment and Measurement [2cr/36CL]
Sixth term 9 credits/various units/196 clinical hours
NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
NR.110.551 Advanced Practice in Primary Care I - Adult-Gero [4cr/196CL]
NR.110.557 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
PH.XXX.XXX Electives [various]

Seventh term 5 credits/112 clinical hours
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.569 Advanced Practice in Women's Health [2cr/112CL]
Eighth term 9 credits/various units/196 clinical hours
NR.110.552 Advanced Practice in Primary Care I – Pediatric [4cr/196CL]
NR.110.558 Diagnosis, Symptom and Illness Management II – Adult-Gero [2cr]
NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]
PH.XXX.XXX Electives [various]
Ninth term 7 credits/various units
NR.110.583 Family as a Unit: Clinical Integration [4cr]
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
PH.XXX.XXX Electives [various]
Tenth term 9 credits/various units/224 clinical hours
NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL]
NR.500.607 PHN: Public Health Nursing/NP Capstone Practicum [1cr/2u/56CL]
Program Total: 61 Credits [cr]/60 PH Units/960 Clinical Hours [CL]

COURSE CATALOG

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

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

NR.110.200
Nutrition
3 credits
This course will cover the science and fundamentals of human nutrition. Topics covered include nutritional requirements related to changing individual and family needs, food choices, health behaviors, food safety, prevention of chronic disease, and nutrition-related public health in the United States and globally.

NR.110.201
Human Growth and Development through the Lifespan
3 credits
This course provides an overview of major concepts, theories, and research related to human development through the lifespan from the prenatal period to the end of life. Significant factors that influence individual functioning are explored.

NR.110.202
Biostatistics
3 credits
This course provides an introduction to the basic concepts of statistical ideas and methods that aims to equip students to carry out common statistical procedures and to follow statistical reasoning in their fields of study. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Emphasis is placed on the application of fundamental concepts to real-world situations.

NR.110.203
Microbiology with Lab
4 credits
This course introduces the core concepts and basic principles in microbiology, examining microorganisms and how they interact with humans and the environment. Information regarding classifications of microorganisms, characteristics of different cell types, and processes critical for cell survival is presented. Topics such as bacterial metabolism, microbial nutrition, genetics, anti-microbial approaches, and interaction of pathogenic bacteria with humans are also discussed. The course includes a virtual laboratory component designed to complement lecture topics. The course content provides the foundation of general microbiology necessary for students who are interested in applying to health profession programs.

NR.110.204
Anatomy with Lab
4 credits
This course will introduce components and structures of the human body at the level of gross and microscopic anatomy. Students will learn organ localization in the body and structural features comprising the different body systems. The body systems covered will include the skin, heart, lungs, and brain, among others. Upon completion, students will have an understanding of normal healthy

anatomy that will prepare them for professional health programs. This course includes a virtual laboratory component designed to complement lecture topics.

NR.110.205
Physiology with Lab
4 credits
This course will introduce the functions of several human body systems. Students will learn how each part within a body system works together to seamlessly accomplish tasks. We will also discuss regulation of organ function, a critical component of physiology. After an introduction on electrolytes, the physiologic processes we will cover include cardiovasculature, lymphatics, and digestion, among others. Upon completion, students will have an understanding of normal healthy anatomical function that will prepare them for professional health programs. This course includes a virtual laboratory component designed to complement lecture topics.
Prerequisite: NR.110.204

NR.110.206
Chemistry with Lab
4 credits
This course introduces the core concepts of matter and energy, atomic structure, the periodic system, chemical bonding, nomenclature, stoichiometry, weight relationships, gases, solutions, chemical reactions, thermodynamics and equilibrium. The course includes a virtual laboratory component designed to enhance lecture topics. The course content provides the foundation of general chemistry necessary for students who are interested in applying to health profession programs.

NR.110.500
Philosophical, Theoretical & 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
Physiological/Pathophysiological Basis for Advanced Nursing Practice 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.
Prerequisite: NR.110.507

NR.110.504
Context of Health Care for Advance Nursing Practice
3 credits/theory
This 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 health care 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 health care 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.110.520
CNS Role Specialty Practicum I
3 credits/clinical
Based on a student's past experience, this practicum will be individualized to provide 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. 168 clinical hours.
Pre- or Corequisite: NR.110.504

NR.110.521
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. 168 clinical hours.
Prerequisites: NR.110.502, NR.110.503, NR.110.520, NR.110.589

NR.110.522
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. 168 clinical hours.
Prerequisites: NR.110.507, NR.110.521 Pre- or Corequisite: NR.110.500

NR.110.523
Clinical Judgment in Advanced Practice for the CNS I
1 credit
This course provides the clinical nurse specialist student with opportunities to increase the depth of 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 Practice for the CNS II
1 credit
This course provides the clinical nurse specialist students 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.
Prerequisites*: NR.110.520, NR.110.521, NR.110.523*

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 nursing 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; and 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; and suggest appropriate referrals and consultations.

NR.110.536
Health Assessment and Measurement: Adult-Gerontological Variation
1 credit/theory
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.
Pre- or Corequisites: NR.110.502, NR.110.508 Corequisites: NR.110.547, NR.110.549

NR.110.537
Health Assessment and Measurement: Pediatric Variation
1 credit/theory
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- or Corequisites: NR.110.502, NR.110.508 Corequisites: NR.110.548, NR.110.549

NR.110.540
Teaching Strategies in Nursing
3credits/theory
The principles underlying the teaching of adult learners will be examined and applied to classroom and clinical 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.
Prerequisites: Baccalaureate degree, some post-Baccalaureate nursing experience

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 that works with 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/theory
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-Gero
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 emphasis on underserved and those from other cultures. Students 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- or Corequisites: NR.110.502, NR.110.508
Corequisites: NR.110.549, NR.110.536 and/or 537, NR.110.572 (ACNP only)

NR.110.548
Diagnosis, Symptom and Illness Management I—Pediatric
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, care of underserved populations, and culturally competent care.
Pre- or Corequisites: NR.110.502, NR.110.508 Corequisites: NR.110.537, NR.110.549

NR.110.549
Advanced Health Assessment and Measurement
2 credits/theory, clinical
This course provides an introduction to the skills of advanced history taking and physical assessment. Lectures are designed to help the students apply their knowledge of health assessment to both primary and acute care settings. Emphasis is placed on differentiation between normal and abnormal findings, recognition of common health problems, and clinical reasoning. Core content will be taught simultaneously to adult, pediatric, family, and acute care nurse practitioner and clinical nurse specialist students. Course content will provide learning opportunities in the following conceptual areas: communication, history taking, problem oriented medical records, physical assessment, age and gender health screening, and diagnostic testing. A clinical practicum provides opportunities to apply physical assessment skills in settings including emergency departments and schools. 36 clinical hours.
Pre- or Corequisites: NR.110.502, NR.110.508 Corequisites: NR.110.536 and/or NR.110.537

NR.110.551
Advanced Practice in Primary Care I —Adult-Gero
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 elderly patient populations. AGNP 224 clinical hours; FNP 196 clinical hours.
Prerequisites: NR.110.502, NR.110.508, NR.110.536, NR.110.547, NR.110.549
Corequisites: NR.110.557, NR.110.589

NR.110.552
Advanced Practice in Primary Care I —Pediatric
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. 196 clinical hours.
Prerequisites: NR.110.502, NR.110.508, NR.110.549, NR.110.537, NR.110.549
Corequisites: NR.110.558, NR.110.589

NR.110.553
Advanced Practice in Primary Care II—Adult-Gero
3 credits/clinical
This course prepares students to diagnose, treat, and follow up on 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 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 diagnostic and management information. 156 clinical hours.
Prerequisite: NR.110.551

NR.110.554
Advanced Practice in Primary Care II—Pediatric
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 on 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. 152 clinical hours. 156 clinical hours.
Prerequisite: NR.110.552

NR.110.557
Diagnosis, Symptom and Illness Management II: Adult-Gero
2 credits/theory
This course expands on knowledge obtained in Diagnosis, Symptom, Illness I and continues to provide a foundation for the student to think critically about symptoms, differential diagnoses, diagnostic evaluation, and management of common episodic and chronic health conditions throughout the adult lifespan: young adults, adults, and older adults. Evidence-based practice, health promotion and disease prevention, as well as illness care that is based on age, gender, culture, ethnicity, and psycho-social issues are emphasized. The unique perspective the nurse practitioner brings to the patient encounter, as well as interprofessional collaboration with colleagues and knowledge of specialty referrals are important elements of the course.
Prerequisites: NR.110.502, NR.110.508, NR.110.547, NR.110.549
Corequisites: NR.110.551, NR.110.589

NR.110.558
Diagnosis, Symptom and Illness Management II: Pediatric
2 credits/theory
This course provides didactic information to prepare the pediatric or family nurse practitioner student to provide primary care to the pediatric population, from birth through adolescence. Emphasis is placed on integration of nursing process and theory with the incorporation of techniques and critical thinking skills for the 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, follow-up care, and referral/collaboration with specialty professionals for patients with both acute and chronic conditions. The course has a strong focus on health promotion, appropriate screening, and disease prevention, the care of underserved populations, and culturally competent care.
Prerequisites: NR.110.502, NR.110.508, NR.110.537, NR.110.548, NR.110.549
Corequisites: NR.110.552, NR.110.589

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 settings, and to programs for vulnerable populations. Consultant and group facilitation skills are described and assessed.
Prerequisites: There are no prerequisites but recommended prior or concurrent courses include introductory graduate- level courses in descriptive and inferential statistics and research design.

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

and chronic health care settings. It emphasizes the integration of theory, assessment, and advanced therapeutics for adults and frail elders in high acuity patient settings. Students will perform comprehensive clinical assessment including appropriate diagnostic and therapeutic testing. Management of acute and chronic 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 Adult-Gerontology ACNP practice. 250 clinical hours.
Prerequisites: NR.110.547, NR.110.549, NR.110.572
Corequisite: NR.110.508

NR.110.563
Advanced Practice in Acute Care II
3 credits/clinical
This clinical course prepares students to diagnose, treat, and follow patients across the adult age span with acute/critical health problems. Emphasis is placed on the highest acuity of the disease entities encountered in acute/critical care areas. 170 clinical hours.
Prerequisite: NR.110.562

NR.110.565
Advanced Practice Nursing: Clinical Topics and Professional Issues—Adult-Gerontological 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. 224 clinical hours.
Prerequisite: NR.110.553

NR.110.566
Advanced Practice Nursing: Clinical Topics and Professional Issues—Pediatric Primary Care
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. 200 clinical hours.
Prerequisite: NR.110.554

NR.110.567
Advanced Practice Nursing: Clinical Topics and Professional Issues — Adult-Gerontological 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. 250 clinical hours.
Prerequisite: NR.110.563

NR.110.569
Advanced Practice in Women's Health
2 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. 112 clinical hours.
Prerequisite: NR.110.551

NR.110.572
Advanced Diagnostics and Therapeutics
2 credits/theory, laboratory
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.
Corequisites: NR.110.547, 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, 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, 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, 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: psychotherapeutic case formulation and treatment planning and the application of evidence-based brief psychotherapies for the treatment of particular disorders, symptoms, and issues. Brief applications of Cognitive Behavioral Therapy and Motivational Interviewing will be examined in detail through a case-based learning approach.
Corequisites: NR.110.573, NR.110.574, NR.110.575

NR.110.577
Psychiatric Mental Health Nurse Practitioner Practicum: Adult-Gero
4 credits/clinical
This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for PMHNP practice and the specific mental health needs of adults and older adults. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to adults and older adults in the context of a changing health care system. 250 clinical hours.
Prerequisites: NR.110.573, NR.110.574, NR.110.575, NR.110.576
Corequisite: NR.110.536 (if needed)

NR.110.578
Psychiatric Mental Health Nurse Practitioner Practicum: Peds/Family
4 credits/clinical
This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for PMHNP practice and the specific mental health needs of children and families. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to children, adolescents, and families in the context of a changing health care system. 250 clinical hours.
Prerequisites: NR.110.573, NR.110.574, NR.110.575, NR.110.576
Corequisite: NR.110.537 (if needed)

NR.110.583
Family as a Unit: Clinical Integration
4 credits/clinical
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. 196 clinical hours.
Prerequisites: NR.110.503, NR.110.551, NR.110.552, NR.110.569

NR.110.589
Human and Family Development through 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. 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 is critically examined and discussed.

NR.110.590
Health and Homelessness
2 credits, elective/theory
This course introduces the issues of homelessness and its relationship to health. Lectures, seminars, and community experience present 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.

NR.110.591
Dying and Death
1 or 3 credits, elective/theory
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 and quality of life will also be addressed. Limited enrollment.

NR.110.593
Family Violence
1–3 credits, elective
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.110.599
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.110.605
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 environments.
Prerequisite: NR.110.500
Corequisite: NR.110.609 recommended

NR.110.607
Health Systems Management I
3 credits/clinical
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. 40 clinical hours.

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/clinical
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. 168 clinical hours.
Prerequisite: NR.110.500
Corequisite: NR.110.605 recommended

NR.110.611
Health Systems Management III - Outcomes Management
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. 168 clinical hours.
Prerequisite: NR.110.507

NR.110.612
Diagnosis, Care, and Management of Persons with HIV/AIDS (Local to Global)
2-3 credits/theory
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 final 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. 56 clinical hours.
Prerequisites: NR.110.502, NR.110.508, NR.110.536, NR.110.547
Corequisite: NR.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 final 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. Co-morbidity 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 co-morbidity. 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. 56 clinical hours
Prerequisites: NR.110.546, NR.110.612, NR.110.613, NR.110.615

NR.110.615
Health Disparities in Nursing Practice
3 credits/theory
This course provides the student with a study of health disparities and promotion of health equity across a variety of disease processes. Advanced analysis and evaluation of theories, concepts, and methods related to health equity and disparity will be examined. Students will have the opportunity to critically examine the links between health outcomes and economics, class, gender, sex, sexuality, race, and ethnicity. Emphasis is on advanced discourse and analysis of health equity and disparity theory and research. The focus of this course will be on multiple levels of analysis from the practitioner- patient interactions to the health care system as a whole. This will include an assessment of the social determinants of health. Students will spend a substantial amount of time engaging in online scholarly discourse and in developing their own specific practice-based clinical and research interests in this field culminating in an empirical paper and a conference-ready presentation of their findings.
Prerequisites: NR.110.502, NR.110.508, NR.110.536, NR.110.547, NR.110.549, NR.110.612

NR.110.617
Clinical Teaching and Evaluation
3 credits/theory
This course will provide the learner with guidelines and strategies to teach in a learning laboratory or clinical setting. Important elements in the course include orientation of the student to the clinical setting, clinical evaluation of the learners' competencies, and approaches to assess students' clinical

reasoning. Varied clinical design models and innovative teaching approaches will be discussed. The course builds on the NLN Scope of Practice for Academic Nurse Educators.

NR.110.618
Leadership for the Complex Learning Organization
2 credits/theory
This advanced organizational behavior leadership course focuses on theory and practical application of leadership and management and organizational behavioral theories within a complex health care environment. Students will explore transformational leadership theories and perform self-assessments and 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. Students will identify emerging issues and the use of innovation and interprofessional relationships to meet ongoing challenges in the health care organizational environment.

NR.110.622
Breastfeeding: Practice and Research
3 credits, elective/theory
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.110.629
Intermediate Spanish for Health Professionals
2 credits, elective/theory
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 relating 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 settings 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. This course will also include a substantial online component. There will be a placement examination on the first night of class. *Prerequisites: Functional fluency in the target language. ACTFL Proficiency = Intermediate Mid: Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.*

NR.110.630
Beginning Spanish for Health Professionals
2 credits, elective/theory
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. Select students may be able to continue to Advanced Beginning, assuming appropriate focus and effort are dedicated to this course. There will be a placement examination on the first night of class. *Prerequisites: Very little to NO prior study or experience with the target language. ACTFL Proficiency = Novice Low: Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. Limited enrollment.*

NR.110.631
Health Emergencies in Large Populations
3 credits, elective/theory
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 that cause populations to become 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/theory
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 Healthcare Education
3 credits/theory
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/theory
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/theory
This course is designed to re-awaken previous language study and provide a forum for development of both additional basic 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. There will be a placement examination on the first night of class.
Prerequisites: Some study or experience with the target language. ACTFL Proficiency = Novice Mid to Novice High: They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

NR.110.640
Advanced Spanish Topics for Health Personnel
1 credit, elective/theory
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). Cultural competence will also be extensively discussed and debated. This course may be offered online depending on enrollment. Limited enrollment.
Prerequisite: Successful completion of Intermediate Spanish for Health Professionals or permission of the instructor

NR.110.641
Online Teaching and Learning: Development and Instruction
3 credits/theory
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 benchmarks for online teaching and learning. Teaching strategies and guidelines for the educator to use in his/her own instructional setting will be reviewed.

NR.110.645
Pediatric Acute Care I
5 credits
This course provides advanced knowledge of common pediatric acute, critical and chronic conditions to prepare the student to provide restorative care for the pediatric patient. Content addresses comprehensive diagnosis, evaluation, management and follow-up of acute, critical and chronic health problems along with principles of diagnostic and treatment modalities. Students will have the opportunity to demonstrate beginning competency in simulation and in precepted clinical experiences. 112 clinical hours.

NR.110.646
Pediatric Acute Care I
4-5 credits
This course fosters clinical competence and emphasizes the integration of assessment, critical thinking and evidence based practice to develop differential diagnoses and management plans for high acuity and complex pediatric acute and chronic care conditions. Management of acute and chronic health conditions will be accomplished through didactic content and through clinical experiences under the direction of faculty and clinical preceptors. Clinical placements may include a variety of acute and chronic care settings including, but not limited to, intensive care units, inpatient units, emergency departments, intermediate care settings, and specialty care settings. 112-168 clinical hours.
Prerequisite: NR.110.645

NR.110.730
Evaluation: From Individual to Program
3 credits/theory
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. It examines the history of interaction between nursing theory and philosophy of science, with particular emphasis on the place both have played in the process of legitimating nursing science as an academic research discipline. It provides a basic exposure to the social structure of scientific disciplines and how that structure affects the nature of nursing knowledge and results in methodological plurality.

NR.110.809
Quantitative Research Design and Methods
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.

NR.110.810
Theory and Concepts of Health Behavior and Health Promotion
3 credits, elective/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, elective/theory
This course focuses on the theoretical and empirical foundations for common symptoms as a basis for nursing practice. Each symptom is approached from bio-behavioral and sociocultural perspectives emphasizing the state of the science with regard to definition, theoretical models, assessment/measurement, and clinical management strategies. Symptoms such as pain, fatigue, anxiety, and cognitive changes will be examined as responses to illness/disability and/or its 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 that 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.110.815
Qualitative Research Designs and Methods
2 credits/theory
This course will provide an in depth exploration of qualitative designs to address research questions relevant to the health sciences. Focus will be on the assumptions underlying qualitative approaches, appropriate uses of qualitative designs, strategies for managing and analyzing qualitative data, and critically analyzing the quality and rigor of qualitative studies.
Prerequisite: NR.110.800

NR.110.816
Mixed Methods Research Designs
2 credits/theory
This course will provide an in-depth exploration of mixed-method designs that combine qualitative and quantitative data to address complex research questions relevant to the health sciences. Focus will be on the assumptions underlying mixed- methods approaches, appropriate uses of mixed-method designs, strategies for integrating qualitative data with quantitative data in meaningful ways, and critically analyzing the quality and rigor of mixed-method studies.
Prerequisites: NR.110.800, NR.110.809, NR.110.815, PH.140.621 and PH.140.622 (or equivalents)

NR.110.818
Special Topics in Violence Research
1 credit, elective/theory
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, elective/theory
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.

NR.110.824
Stress and Stress Response
2 credits, elective/theory
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.110.827
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 background 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, elective/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.

NR.110.832
Writing for Publication
1 credit, elective/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 for 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 University School of Nursing.

NR.110.833
Advanced Seminar in Translational Research
3 credits, elective/theory
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- or corequisite: Matriculation in PhD program or permission of instructor

NR.110.834
International Health Systems and Research
1-3 credits, elective/theory
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.

NR.110.835
Current Issues and Trends in Cardiovascular Health Promotion Research
1 credit, elective/theory
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, are discussed from theoretical and evidenced-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, elective/theory
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.140.621-623 (B or better) or permission of instructor

NR.110.837
Technology and eTools to Conduct, Facilitate, Implement and Manage Research
3 credits, elective/theory
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.110.890
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.
Prerequisite: NR.110.814

NR.110.898
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.110.899
Dissertation
2 credits
Course description available in doctoral program office.

NR.120.501
Professionalism for Nursing in Health Care
2 credits/theory
This course focuses on professional role development in nursing and health care. Content is organized into seven modules: 1) Local to global health care; 2) Ethics; 3) Interprofessional Education; 4) Leadership principles; 5) Health care delivery system; 6) Quality and safety; 7) Professional roles in nursing. The course content will address health disparities, interprofessional communication, teams and teamwork, values, ethics, principles of leadership, and professional roles within both interprofessional and nursing teams. Students will be introduced to health care delivery concepts, such as health care delivery systems and health care policy and financing. Finally, students will develop their nursing practice by acquiring a basic understanding of health care competencies through two frameworks, the IOM competencies for health care professionals and the Quality and Safety Education in Nursing (QSEN) competencies.
Corequisites: NR.120.502, NR.120.503, NR.120.504, NR.120.505

NR.120.502
Foundations of Nursing Practice
3 credits/2 credits theory, 1 credit laboratory
This course addresses the knowledge and skills needed to provide safe and effective care to patients. Students will explore scientific principles related to nursing interventions and will practice psychomotor skills needed to safely and effectively implement those interventions. Knowledge, skills, and attitudes based on QSEN competencies, including person-centered care, use of evidence-based guidelines, quality improvement, safety, and informatics will be incorporated into lab practice and Master's Program Outcomes.
Corequisites: NR.120.501, NR.120.503, NR.120.504, NR.120.505

NR.120.503
Health Assessment I
3 credits/2 credits theory, 1 credit laboratory
This course provides students with the basic skills to complete a comprehensive health assessment, including the physical, psychological, and social aspects of health to support person-centered care. Integrated in this assessment is the collection and analysis of data essential in planning safe and effective patient care. Lectures are designed to help the students apply their knowledge of health assessment to both primary and acute care settings. Emphasis is placed on gathering reliable and relevant information; recognizing variations of normal findings; and identifying abnormal findings using common health problems as exemplars.
Corequisites: NR.120.501, NR.120.502, NR.120.504, NR.120.505

NR.120.504
Pathophysiology I
3 credits/theory
This course presents basic knowledge of the interrelationship between normal physiology and pathophysiology across the lifespan as applicable to current nursing practice. Selected major health

problems are explored, including clinical manifestations and the pathophysiology. Weekly lecture/discussions are organized based on systems and cover topics from the cellular to major organ systems. Clinical courses will provide a clinical opportunity to apply this content.
Corequisites: NR.120.501, NR.120.502, NR.120.503, NR.120.505

NR.120.505
Integrated Clinical Management: Common Health Alterations
4 credits/2 credits theory, 2 credits clinical
This combined clinical and theory course introduces basic nursing concepts and frameworks (communication, safety, organization, and nursing process). Additionally, this course will introduce common conditions found in health care. Students practice competencies in communication, assessment, nursing interventions, and documentation in a variety of basic acute care clinical settings. Simulation is incorporated as an adjunct to the clinical experience.
NR.120.501, NR.120.502, NR.120.503, NR.120.504

NR.120.506
Hopkins Nursing Seminar - Ethics and Cultural Humility
0 credits
This seminar series for MSN Entry into Nursing students is a required course offered each semester of the five semester program.
Corequisite: NR.120.501

NR.120.507
Pharmacology
3 credits/theory
The theoretical course, Pharmacology, provides nurses in general practice with an understanding of core drug knowledge including pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications and precautions, adverse effects, and drug interactions. Sources of individual variation in drug response are presented in relation to drug therapy and include: health status, lifespan and gender, lifestyle, diet, and habits, environment, and culture and inherited traits. Major drug classifications and prototype drugs are presented in a standardized format that includes discussion of pharmacology principles, medication safety issues, nursing implication of drug therapy, as well as review in relation to patient case scenarios. The nursing process, which is essential for the nursing management of drug therapy, is emphasized, allowing students to apply their critical thinking skills for patients receiving drug therapy. Nursing management in drug therapy includes maximizing therapeutic effects, minimizing adverse effects, and patient and family education. The course content provides nurses in general practice with the knowledge to apply the foundation of basic pharmacology, with an emphasis on an interprofessional approach to practice. Application of this knowledge in the clinical setting allows nurses in general practice to provide safe, effective nursing care using a holistic approach to improve patient and system outcomes.
Prerequisites: NR.120.501-506

NR.120.509
Promoting Health in Older Adults
3 credits/theory
This course is designed to promote understanding of the aging process and the role of the nurse with implications for promoting healthy aging and providing care across a continuum of care settings. Students will learn about U.S. and global demographic aging trends as well as other factors impacting

physical, psychological, social, and spiritual well- being of individuals, families, and populations. Class discussions include age-related changes and nursing strategies for promoting health, screening, and providing evidence-based care for older adults with complex co-morbidities, polypharmacy, and major geriatric syndromes, while managing health outcomes in various care settings and across transitions of care; economic and policy implications of health care provided by interprofessional teams for older adults; as well as national/international models of care. Learning application activities are designed to enhance student critical thinking in providing care and promoting health and independence in older adults.
Prerequisites: NR.120.501-506

NR.120.510
Health Promotion and Risk Reduction Across the Lifespan
2 credits/theory
This course introduces the student to current issues, theories, and research in health promotion, disease prevention, and risk reduction related to individuals, families, aggregates, and communities. The role of the nurse in risk assessment, counseling, education, and screening will be emphasized as well as thinking broadly about health promotion needs and health behavior from an ecological perspective.
Prerequisites: NR.120.501-506

NR.120.511
Integrated Clinical Management: Chronic Health Alterations
4 credits/2 credits theory, 2 credits clinical
This course focuses on chronic health alterations that impact individuals, families, and the communities within which they reside. Students will use the nursing process to provide comprehensive care to individuals with chronic health alterations in the acute care setting. Students will also use beginning skills to provide education to individuals and families in consideration of the provision of care across diverse health care settings. 112 clinical hours.
Prerequisites: NR.120.501-506 Corequisite: NR.120.507

NR.120.512
Hopkins Nursing Seminar - Interprofessional Collaboration
0 credits
This seminar series for MSN Entry into Nursing students is a required course offered each semester of the five semester program.

NR.120.513
Leadership for Professional Nursing
3 credits/theory
This course focuses on concepts central to the development of the beginning leadership role within the interprofessional team in the health care delivery system. Students will review key elements of management and leadership theory and roles and will examine strategies and processes that address professionalism; improvement of care delivery; facilitation of change; quality and safety; principles of patient-centered care; evidence-based practice; decision making and problem solving; legal and ethical issues; and use of information technologies. Opportunities to apply knowledge to clinical case studies will be a major course focus.
Prerequisites: NR.120.501-512

NR.120.514
The Research Process and Its Application to Evidence-Based Practice
3 credits/theory
This course will prepare students for clinical leadership roles in health care through the translation of the best available scientific evidence into nursing practice. Students will develop the requisite critical skills and knowledge to independently search for, review, appraise, and synthesize research literature of particular interest to nursing practice. Students will be prepared to recommend practice changes at the individual and system level based on the strength of the evidence.
Prerequisite: NR.120.508

NR.120.515
Psychiatric Mental Health
3 credits/1 credit theory, 2 credits clinical
This course focuses on the application of the standards of psychiatric mental health nursing in promoting health and caring for health care consumers (defined as individuals, groups, and populations) with alterations in mental health. The major mental disorders are examined relative to etiology, clinical manifestations, and approaches to treatment, and considering variations among individuals and populations. Theories and principles underlying the provision of evidence- based, patient- centered care are addressed. The human and economic impacts of mental disorders on the individual, family, and society are examined relative to ethical and legal considerations, health policy, and health care financing.
Student clinical experiences are in acute care and community settings working in collaboration with the health care team. Students will have an opportunity to conduct comprehensive patient assessments, plan and implement care, and develop skills in therapeutic communication with patients, families, and groups. 112 clinical hours.
Prerequisites: NR.120.501-512

NR.120.516
Integrated Clinical Management: Complex Health Alterations
4 credits/2 credits theory, 2 credits clinical
This course focuses on individuals and groups of clients experiencing complex medical surgical problems requiring therapeutic and restorative care in acute care settings. Students will collaborate with members of interdisciplinary health care teams in planning, implementing, and evaluating care to adults with complex needs in acute care settings. Students will demonstrate competence in providing safe and high-quality nursing care to patients (families) with complex health problems in collaboration with other members of the health care team. 112 clinical hours.
Prerequisites: NR.120.501-512

NR.120.517
Hopkins Nursing Seminar - Evidence-Based Practice and Quality
0 credits
This seminar series for MSN Entry into Nursing students is a required course offered each semester of the five semester program.
Corequisite: NR.120.513

NR.120.518
Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice
3 credits/theory
This course will explore the conceptual, theoretical, and ethical foundations of nursing, including the ANA Code of Ethics for Nurses. It builds on content presented in the first semester; 2/3 of the content will focus on ethics; 1/3 on theory. Selected conceptual models and frameworks for ethics and middle range theories will be analyzed with emphasis on implications for nursing practice. It is designed to build ethical competence by cultivating moral sensitivity, moral character, moral reasoning, and action. It provides students with ethical frameworks, concepts, personal and professional exercises/reflections, and specific skills to address ethical issues with confidence and competence. The course also provides students with a foundation of middle range theories that can be applied to selected domains within nursing and health care.

NR.120.519
Population Health Leadership
2 credits/theory
This course focuses on the development of skills and knowledge necessary to manage the health of populations. In this context, population health is a proactive, organized, and cost-effective approach to health care that considers the distribution of health outcomes within a population, the health determinants that influence distribution of care, and the policies and interventions that impact the determinants, with the ultimate goal of reduced morbidity and improved health status, health service utilization, and personal productivity of individuals in defined populations. Population health management is the strategic process of addressing population health needs. The course will focus on an interprofessional team approach to transform health systems for accountable care. Content will be organized around the four pillars of population health: chronic care management, quality and safety, health policy, and public health, and including health outcomes, patterns of health drivers, and the policies and interventions that link these two. Additional course content as it applies to population health management will include health systems theory, evidence-based practice principles, epidemiological concepts, and enabling informatics concepts including analytics of population health data. Students will have the opportunity to apply the course content to case studies and will assess and analyze a population health problem in groups.
Prerequisites: NR.120.508, NR.120.513, NR.120.514

NR.120.520
Nursing the Childbearing Family
3 credits/2 credits theory, 2 credits clinical
In this course, students build on and further develop assessment, care-planning, communication, and leadership skills in the context of caring for childbearing families. The focal learning context is the inpatient labor and delivery and postpartum settings, however the course addresses related issues such as family planning and abortion care. All topics are considered in the context of the Universal Rights of Respectful Maternity Care. Students have the opportunity to examine the gap between evidence-based and current obstetric and neonatal nursing care norms and explore strategies for translation of evidence and effective interprofessional team communication. This course raises questions about and opportunities to impact issues of quality and safety, ethical practice, patient advocacy, and social determinants of health. Students are encouraged to put discussions into a broader social and geographic context and appreciate how these challenges and potential solutions vary across settings. 112 clinical hours.
Prerequisites: NR.120.501-517

NR.120.521
Child Health
4 credits/2 credits theory, 2 credits clinical
This course will study the unique health and developmental needs of infants, children, and adolescents. The course is designed to develop perspectives on wellness and illness in children, emphasizing family-centered care that incorporates screening, teaching, and health counseling. There is a strong developmental and health promotion focus across settings. The course incorporates principles involved in assessment, planning, and implementation of nursing interventions appropriate for children with various complex health problems. Health issues specific to children and health issues expressed in unique ways in children will be emphasized. Integration of child health care knowledge and clinical application of this knowledge is a requirement of this course. 112 clinical hours.
Prerequisites: NR.120.501-517

NR.120.522
Public Health
3 credits/1 credit theory, 2 credits clinical
This course provides students with an understanding of the relationship between public health and nursing practice. The course covers key aspects of public health science, including epidemiology, social behavioral sciences, and environmental health. The student will have the opportunity to explore the application of public health science to real- life health issues at the population level, including evidenced-based approaches for optimizing the health of populations/communities. The content of the course provides the foundation for meeting the public health competencies for the generalist nurse with an emphasis on community assessment and health planning, as well as basic public health competencies such as surveillance, screening, immunization, communication, and outbreak investigation. In addition, the student will explore issues related to outcome measurement at the population level and emergency preparedness/disaster management. 112 clinical hours.
Prerequisites: NR.120.501-517

NR.120.523
Hopkins Nursing Seminar - Global Nursing and Infectious Diseases
0 Credits
This seminar series for MSN Entry into Nursing students is a required course offered each semester of the five semester program.
Corequisite: NR.120.518

NR.120.524
Context of Health Care for Advanced Nursing Practice
3 credits/theory
This course examines the scope and status of professional roles and responsibilities of nurses prepared to: assume accountability for quality care outcomes; navigate and integrate care services across the health care system; collaborate with and build interprofessional care teams; design innovative nursing practices; and facilitate the translation of evidence into practice. This course focuses on personal leadership and the associated skills and knowledge to practice as a contemporary professional nurse. Course content and activities focus on understanding the forces driving contemporary health care, as well as efficient and effective function in a continuously changing health care environment.

NR.120.527
Integrated Clinical Management: Synthesis Practicum
6 credits/2 credits theory, 4 credits clinical
This final clinical course incorporates didactic, seminar, and clinical experiences. Students will be assigned to one of a variety of types of care settings to complete 224 precepted clinical practice hours under the supervision of course faculty. Emphasis is placed on the synthesis of previous coursework and knowledge as students perform the role of an entry-level professional nurse. Students will develop independence in nursing practice, skill in clinical reasoning, and demonstrate accountability for autonomous professional practice. They will synthesize and apply principles of management theory to their nursing practice and demonstrate entry-level skills in nursing leadership.
Prerequisites: NR.120.501-523

NR.120.528
Hopkins Nursing Seminar: Crucial Conversations/Safety for Care Transitions
0 credits
This seminar series for MSN Entry into Nursing students is a required course offered each semester of the five semester program.

NR.120.530
Politics & Policy for the Health Care Professional
2 credits, elective/theory
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. There will be opportunities for practical experiences in advocacy. Limited enrollment.

NR.120.534
Quality Improvement & Safety: Systems Applications I
1 credit
Fuld Fellows complete clinical hours. The hours are divided as follows: 50 hours with an assigned Quality Improvement (QI) or Safety project under the guidance of a project mentor and Fuld course faculty, clinical conference meetings (6 hours) with Fuld Faculty. In order to participate as a member of a clinical Quality or Safety project team, emphasis is placed on the synthesis of coursework and knowledge in quality improvement and safety gained in Foundations of Nursing Practice. Using written and verbal communication, Fellows will further develop teamwork and communication skills and leadership skills through reflection, ongoing self-assessment as a QI or Safety project team member, and evaluation of communication that impedes or enhances effective teams. Students will also reflect on the QI and Safety, teamwork and communication, and leadership in their clinical practice sites in their Fuld Fellowship clinical journals and in class discussion.
Prerequisites: NR.120.501-506 Corequisites: NR.120.507-512

NR.120.535
Quality Improvement & Safety: Systems Applications II
1 credit
In this course, Fuld Fellows complete clinical hours focused on a Quality Improvement (QI) or Safety project under the guidance of a mentor and course faculty. Fellows continue to participate as a member of a clinical QI or Safety project team and emphasis is placed on the synthesis of 120.534 coursework and knowledge in quality and safety. Teamwork, communication, and leadership skills will continue to develop through ongoing self-assessment and evaluation. In addition, this course will feature guest lectures from interprofessional leaders in the field of QI and patient safety.
Prerequisite: NR.120.534

NR.120.536
Quality Improvement & Safety: Systems Applications III
1 credit
This course provides realistic and practical approaches for translating Fuld learning in quality and safety into post-graduation clinical work settings. The course will focus on the practice of the culture of safety, teamwork, communication, leadership, and change at the level of the newly graduated registered nurse. Fuld Fellows will reflect on their experiences in their Fuld mentored projects and application of their learning to Quality Improvement challenges in other patient safety domains. Students will synthesize learning from their MSN (Entry into Nursing) course work from the previous semesters to devise strategies for improvement in their clinical practice settings. Discussion with classmates and faculty will facilitate leveraging beginning QI strategies into participation in Quality Improvement and safety teams at the unit and institution level.
Prerequisite: NR.120.535

NR.120.537
Community Outreach to Underserved Communities in Urban Baltimore
1 credit, elective/theory
This course provides students with an overview of Baltimore's vulnerable communities and underserved populations. Students 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 the history of Johns Hopkins nursing and Baltimore's history, a broad definition of health focusing on social determinants of health factors such as poverty, housing, violence, substance abuse, disparities in health and health care, social justice, vulnerable populations, employment, safety, and the environment. Students will also examine the influence of implicit bias on communication and interventions as well as the importance of integration trauma-informed care in urban environments. Selected Baltimore community health interventions are presented with emphasis on health promotion and community organizing. Local community and civic leaders present their roles and discuss current public health issues facing Baltimore. Students will learn about local neighborhoods, community agencies, and resources and gain basic skills in basic community assessment.

NR.120.538
Nursing Research Seminar
1 credit
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 pre-licensure master's students who aspire to learn more about nursing research. The course must be taken each semester that the student is participating in the Research Honors Program.
Prerequisite: Admission to Research Honors Program

NR.120.539
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.120.542
Collaborating for Interprofessional Care: Nursing, Medical, & Pharmacy Students Learning to Work Together and Care for Older Adults
2 credits/theory
This course is designed to promote understanding about the importance of health professions students (nursing, medical, and pharmacy) to work together in providing patient care. Seminar topics include a comparison of the similarities and differences in nursing, medical, and pharmacy education, as well as the importance of interprofessional collaboration for providing safe, high quality patient care. Students will learn about the distinct roles of physicians, nurses, pharmacists 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, medical, and pharmacy students will include strategies focusing on developing skills needed to enhance interprofessional communication, teamwork and collaboration in developing therapeutic relationships with older adults. The Worth and Jane Daniels Initiative supports this course targeting pre-licensure students, as well as a course at the advanced practice level for resident physicians and pharmacy students to learn the skills of interprofessional collaboration while caring for complex community-based older patients.
Corequisites: NR.120.501-120.506

NR.120.543
Collaborating for Interprofessional Care: Nursing, Medical, & Pharmacy Students Learning to Work Together and Care for Older Adults II
2 credits/theory
This course is designed to promote interprofessional collaborative strategies for health professional

students (nursing, medical, and pharmacy) to implement in working together in providing patient care. Seminars focus on exploring roles of physicians, nurses, pharmacists and other professional members of the health care team. Principles for promoting interprofessional collaboration in providing safe, high quality patient care will be discussed. Students will examine and practice strategies to work effectively on teams and communicate with other health care professionals, such as conflict resolution and effectively interpreting discipline specific jargon when sharing information. A variety of learning modalities will be used, including simulation, role play, case studies and home visits. Nursing, medical, and pharmacy students will examine principles of collaboration to enhance interprofessional communication, teamwork and collaboration in developing therapeutic relationships with older adults. The Worth and Jane Daniels Initiative supports this two-part series courses targeting pre-licensure students, as well as learning at the advanced practice level for nurse practitioner students, resident physicians, and pharmacy students to learn the skills of interprofessional collaboration while caring for complex community-based older patients.
Prerequisites: NR.120.501-506, NR.120.542

NR.120.544
Seminar in Specialty Nursing: Introduction to Emergency Nursing
3 credits, elective/theory
This course is 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 patient populations are presented as seen in the ED setting. The course builds on the previous coursework throughout the curriculum. In this Specialty Nursing Seminar, students will acquire an overview of the principals involved in the planning and implementation of nursing interventions for patients in Emergency Department (ED) settings. Content will focus on the unique environment of the ED with an emphasis on patient assessment, triage principles, ACLS protocols, Trauma Patient Management, and Disaster Preparedness & Response Principles. Using a systems approach, the students will review the etiologies, clinical presentations, pathophysiology, and nursing interventions for these patients.
Prerequisites: NR.120.501-523

NR.120.545
Seminar in Specialty Nursing: The Nurse's Role in Caring for the Childbearing Family and Newborns
3 credits, elective/theory
This course is designed to expand the student's learning in the childbearing family and newborn care. This course will introduce students to theory and its application to practice and research, providing critical in-depth information of "hot topics" in providing evidence-based care to the childbearing family and newborns. In this nursing specialty seminar, the students will develop a comprehensive understanding of the physiologic, psycho-social, legal, and ethical considerations impacting the nurse's role in caring for the childbearing family and newborns. Students will learn about advanced physiologic principles of genetic screening modalities, including first and second trimester screening and testing for Down's syndrome and open neural tube defects. Students will review physiologic principles underlying screening modalities for fetal well-being during pregnancy and the birth process, including advanced concepts in fetal monitoring. Students will engage in a role play simulation that includes key concepts in quality and safety, including patient advocacy, teamwork and interprofessional communication. Ethical considerations, legal and risk management issues for the nurse in clinical practice will be reviewed. Current practice guidelines from key professional

organizations (AWHOHH, ACNM, ACOG, NICHD) will be analyzed from an evidence-based perspective. Neonatal resuscitation will be introduced with practical application.
Prerequisites: NR.120.501-523

NR.120.546
Seminar in Specialty Nursing: Acute Care of Children
3 credits, elective/theory
This course is designed to expand the student's learning in a specified area related to nursing practice and research. Advanced theories and principles related to the delivery of nursing care in selected settings and/or with selected populations are presented. The student will build on previous pediatric content, gaining more depth in the acute care topics. During the course, students will examine trauma care, pediatric sepsis and shock, congenital heart defects, child life and non-pharmacologic pain intervention, hematology and oncology, pediatric respiratory diseases and support, and student-led topics of interest in pediatric acute care. The students will select the area of nursing practice and research they would like to explore in more depth. The course will conclude with small group evidence-based practice presentations using questions to be researched that may have been stimulated from problems discovered in previous pediatric clinical rotations.
Prerequisites: NR.120.501-523

NR.120.547
Seminar in Specialty Nursing: Introduction to Acute/Critical Care
3 credits, elective/theory
This course is 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 patient populations are presented. The course builds on the previous coursework throughout the curriculum. Students will acquire an overview of the unique environment of the Acute/Critical Care Unit. The focus will be the principles involved in planning, implementing and evaluating nursing and medical interventions for critical care patients. The students will review the causes, clinical presentations, pathophysiology and hemodynamic changes of patients with respiratory failure, heart failure, intracerebral hemorrhage, renal failure, shock and sepsis. Content will include the medications, advanced monitoring, and equipment used in the critical care setting.
Prerequisites: NR.120.501-523

NR.120.548
Seminar in Specialty Nursing: Preparing for Global Nursing
3 credits, elective/theory
This course is designed to orient students to global health priorities and nursing's unique position in meeting international, health-related goals. Students will use weekly topical areas of interest to engage with policy and practice issues relevant to nursing in low and middle income countries (LMIC). Students are encouraged to compare and contrast nursing education, policy, and practice across settings and in so doing, better understand the contribution of nursing in LMIC and their own readiness to contribute in international settings. Learning activities are designed to introduce students to global health priorities and influential international nursing, nongovernmental, and governmental organizations. Students will discuss the complex influences on health in LMIC and explore the connectedness between these and their own experience nursing in the US. Assignments are designed to provide opportunities to explore and apply an expanded range of resources and evidence to the nursing process as they address global health problems.
Prerequisites: NR.120.501-523

NR.210.600
Advanced Physiology/Pathophysiology
3 credits/theory
This course focuses on principles of physiology and pathophysiology that affect wellness and disease states across the lifespan. The interrelationship between physiology and pathophysiology. Students will apply this knowledge to interpret changes in normal functions that indicate illness and identify principles underlying disease prevention strategies. This course serves as the foundation for clinical reasoning skills used for the advanced practice role.

NR.210.601
Advanced Health Assessment and Measurement
3 credits/2 credits theory, 1 credit laboratory
This course will build upon health assessment skills developed in the basic nursing educational program. In this course students will attain advanced knowledge and skills in history taking, biopsychosocial and cultural health assessment across the lifespan. The laboratory experiences utilizing a systems approach will focus on assessment of clients and presentation of normal and abnormal findings.
Pre- or corequisite: NR.210.600

NR.210.602
Clinical Pharmacology
4 credits/theory
This course will build upon basic pharmacology knowledge attained in the professional nurse's education and experience. This advanced course focuses on the clinical use of drugs for clinical conditions most commonly seen in practice and across the lifespan. Principles of rational medication prescribing based on evidenced-based guidelines, pharmacology principles, lifespan considerations, cultural, socioeconomic and legal influences will be presented.
Prescription medications will be the focus of the course; however, over-the-counter and complementary and alternative medications will be discussed for certain disease states. Completion of this course will enable students to identify pharmacologic treatments for commonly encountered clinical conditions, as well as, prescribe, manage and evaluate drug therapy.

NR.210.603
Human Growth and Development: Birth through Adolescence
1 credit/theory
This course describes normal and abnormal variations in growth and development from birth through adolescence. An emphasis on appropriate screening, identification, and management of abnormal variations in growth and development will be discussed.

NR.210.604
Health Supervision: Birth through Adolescence
2 credits/theory
Health supervision includes the promotion of a healthy environment through screening, disease and injury prevention, and anticipatory guidance. This course discusses key components of health supervision as well as identification, prevention and management of common health concerns that may be encountered during health maintenance exams in pediatrics.
Prerequisite: NR.210.603

NR.210.605
Diagnostic Skills and Procedures for Advanced Practice Nursing
2 credits/1 credit theory, 1 credit laboratory
This course provides theoretical knowledge and emphasizes psychomotor skills necessary to provide selected advanced practice nursing interventions utilized in the evaluation and management of patients. This course introduces evaluation, selection, interpretation, and application of diagnostic testing, evaluation techniques and procedures. Evidence-based clinical reasoning and decision-making techniques are presented and applied in simulation lab practices for skills acquisition and demonstration of competency.
Prerequisite: NR.210.601

NR.210.606
Biostatistics for Evidence-Based Practice
3 credits/theory
This course is intended to apply standard statistical methods to develop knowledge and skills, enabling students to understand data collection and analysis methods, interpretation and reporting of statistical results, and critically read and evaluate nursing and the healthcare literature. The emphasis is on understanding the relevance and use of appropriate statistical methods in nursing research. Published nursing research articles in peer reviewed nursing and healthcare journals, and computing lab experiences are used to motivate topics covered in classes.
Prerequisite: College level Statistics or Biostatistics course

NR.210.607
Context of Health Care for Advanced Nursing Practice
3 credits/theory
This three credit course examines the scope and status of professional roles and responsibilities of nurses prepared to assume accountability for quality care outcomes; navigate and integrate care services across the healthcare system; collaborate with and build interprofessional care teams; design innovative nursing practices; and facilitate the translation of evidence into practice. This course focuses on personal leadership and the associated skills and knowledge to practice as a contemporary professional nurse. Course content and activities focus on understanding the forces driving contemporary health care, as well as efficient and effective function in a continuously changing health care environment.

NR.210.608
The Research Process & Its Application to Evidence-Based Practice
3 credits/theory
This course will prepare students for clinical leadership roles in health care through the translation of the best available scientific evidence into nursing practice. Students will develop the requisite critical skills and knowledge to independently search for, review, appraise, and synthesize research literature of particular interest to nursing practice. Students will be prepared to recommend practice changes at the individual- and system-level based on the strength of the evidence.
Prerequisite: NR.210.606

NR.210.609
Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice
3 credits/theory
This course will explore the conceptual, theoretical, and ethical foundations of nursing, including the

ANA Code of Ethics for Nurses. It builds on content presented in the first semester; 2/3 of the content will focus on ethics; 1/3 on theory. Selected conceptual models and frameworks for ethics and middle range theories will be analyzed with emphasis on implications for nursing practice. It is designed to build ethical competence by cultivating moral sensitivity, moral character, moral reasoning, and action. It provides students with ethical frameworks, concepts, personal and professional exercises/reflections and specific skills to address ethical issues with confidence and competence. The course also provides students with a foundation of middle range theories that can be applied to selected domains within nursing and healthcare.

NR.210.610
Health Promotion and Risk Reduction Across the Lifespan
2 credits/theory
This course introduces the student to current issues, theories, and research in health promotion, disease prevention, and risk reduction related to individuals, families, aggregates, and communities. The role of the nurse in risk assessment, counseling, education, and screening will be emphasized as well as thinking broadly about health promotion needs and health behavior from an ecological perspective.

NR.210.620
Clinical Reasoning I: Clinical Management for the Family Nurse Practitioner - Common Acute Health Problems in Family Health
2 credits/theory
This is the first of five sequential theory courses that will prepare Family Nurse Practitioner (FNP) students to provide primary care throughout the lifespan, especially those experiencing common acute illnesses in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis and management of common acute health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients across the lifespan. FNP students focus on health care for all populations and all age groups with particular emphasis on underserved and those from various cultures, emphasizing health promotion, patient education, and disease prevention.
Prerequisites: NR.210.600-604

NR.210.621
Clinical Reasoning II: Clinical Management for the Family Nurse Practitioner - Common Chronic Problems in Family Health
2 credits/theory
This is the second of five sequential theory courses that will prepare Family Nurse Practitioner (FNP) students to provide primary care throughout the lifespan, especially in those experiencing common chronic illnesses in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis and management of common chronic health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up for patients with common chronic problems. FNP students focus on health care for all populations and all age groups with particular emphasis on underserved and those from various cultures, emphasizing health promotion, patient education, and disease prevention. *Prerequisite: NR.210.620*
Corequisite: NR.210.625

NR.210.622

Clinical Reasoning III: Clinical Management for the Family Nurse Practitioner - Acute Complex Problems in Family Health

2 credits/theory

This course provides didactic content to prepare the Family Nurse Practitioner (FNP) student to provide primary care to children and adults throughout the lifespan, experiencing acute complex health problems with an emphasis in gender and behavioral health systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis, and management of acute complex health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients. FNP students focus on health care for all populations and all age groups with particular emphasis on underserved and those from various cultures emphasizing health promotion, patient education, and disease prevention.

Prerequisites: NR.210.621, NR.210.625 Corequisite: NR.210.626

NR.210.623

Clinical Reasoning IV: Clinical Management for the Family Nurse Practitioner - Chronic Complex Problems in Family Health

2 credits/theory

This course provides didactic content to prepare the Family Nurse Practitioner to provide primary care to children and adults throughout the lifespan, experiencing chronic complex illnesses in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive diagnosis and management of chronic complex health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with chronic complex problems. Family nurse practitioner students focus on health care for all populations and all age groups with particular emphasis on underserved and those from various cultures. Students also emphasize health promotion, patient education, and disease prevention, screening of children and adult populations, and providing culturally competent care.

Prerequisites: NR.210.622, NR.210.626 Corequisite: NR.210.627

NR.210.624

Clinical Reasoning V: Clinical Management for the Family Nurse Practitioner - Special Topics in Family Health

2 credits/theory

This course provides didactic content to prepare the Family Nurse Practitioner (FNP) student to provide primary care to children and adults throughout the lifespan, experiencing chronic complex health problems with an emphasis on coordination on older populations and selected groups with atypical presentations. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis, and management of acute complex health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients. FNP students focus on health care for all populations and all age groups with particular emphasis on underserved and those from various cultures emphasizing health promotion, patient education, and disease prevention.

Prerequisites: NR.210.623, NR.210.627 Corequisite: NR.210.628

NR.210.625
Clinical Practicum I: Family Nurse Practitioner
3 credits/clinical
This first sequential course will prepare students to diagnose, treat, and follow-up patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, sexuality, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric and adult healthcare settings. 168 clinical hours.
Prerequisite: NR.210.620

NR.210.626
Clinical Practicum II: Family Nurse Practitioner
3 credits/clinical
Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 168 hours of clinical experience in adult, pediatric, women's health or family medicine setting. This second sequential clinical course will prepare students to diagnose, treat, and follow-up patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, sexuality, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric and adult healthcare settings.
Prerequisites: NR.210.621, NR.210.625 Corequisite: NR.210.622

NR.210.627
Clinical Practicum III: Family Nurse Practitioner
2 credits/clinical
Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 112 hours of clinical experience in adult, pediatric, women's health or family medicine setting. This third sequential clinical course will prepare students to diagnose, treat, and follow-up patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, sexuality, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric and adult healthcare settings.
Prerequisites: NR.210.622, NR.210.626 Corequisite: NR.210.623

NR.210.628
Clinical Practicum IV: Family Nurse Practitioner
2 credits/clinical
Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 112 hours of clinical experience in adult, pediatric, women's health or family medicine setting. This fourth sequential clinical course will prepare students to diagnose, treat, and follow-up patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, sexuality, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric and adult healthcare settings.
Prerequisites: NR.210.623, NR.210.627 Corequisite: NR.210.624

NR.210.629
Clinical Practicum V: Family Nurse Practitioner
4 credits/clinical
Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 224 hours of clinical experience in adult, pediatric, women's health or family medicine setting. This fifth and final clinical course will prepare students to diagnose, treat, and follow-up

patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, sexuality, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric and adult healthcare settings.
Prerequisites: NR.210.624, NR.210.628

NR.210.630
Clinical Reasoning I - Clinical Management for the Pediatric Nurse Practitioner: Common Acute Illnesses in Pediatrics
2 credits/theory
This is the first of five sequential theory courses that will prepare Pediatric (PNP) students to provide primary care to pediatric patients, especially in those experiencing common acute illnesses in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis and management of common acute health conditions, including appropriate diagnostic procedures, laboratory tests, and follow-up care for pediatric patients. PNP students focus on health care for the pediatric population with particular emphasis on underserved and those from various cultures, emphasizing health promotion, patient education, and disease prevention.
Prerequisites: NR.210.600-604

NR.210.631
Clinical Reasoning II-Clinical Management for the Pediatric Nurse Practitioner: Chronic Illnesses in Pediatrics
2 credits/theory
This is the second of five sequential theory courses that will prepare Pediatric Nurse Practitioner (PNP) students to provide primary care to pediatric patients, especially in those experiencing common chronic illnesses in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis and management of common chronic health conditions, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with common chronic conditions. PNP students focus on health care for the pediatric population with emphasis on underserved and those from various cultures, emphasizing health promotion, patient education, and disease prevention. *Prerequisite: NR.210.630*
Corequisite: NR.210.635

NR.210.632
Clinical Reasoning III-Clinical Management for the Pediatric Nurse Practitioner: Acute Complex Problems with Emphasis in Gender and Behavioral Health in Pediatrics
2 credits/theory
This is the third of five sequential theory courses that will prepare the Pediatric Nurse Practitioner (PNP) to provide primary care to the pediatric experiencing acute complex health conditions with an emphasis in gender and behavioral health systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis, and management of acute complex health conditions, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients. PNP students focus on health care for all populations and all age groups with particular emphasis on underserved and those from various cultures emphasizing health promotion, patient education, and disease prevention.
Prerequisites: NR.210.631, NR.210.635 Corequisite: NR.210.636

NR.210.633

Clinical Reasoning IV-Clinical Management for the Pediatric Nurse Practitioner: Problems Specific to the Newborn/Infant

2 credits/theory

This is the fourth of five sequential theory courses that will prepare Pediatric Nurse Practitioner (PNP) students to provide primary care to clinical conditions that affect newborns and infants in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis and management of newborn and infant health conditions, including appropriate diagnostic procedures, laboratory tests, and follow-up care for newborn and infant patients. PNP students focus on health care the newborn and infant with particular emphasis on underserved and those from various cultures, emphasizing health promotion, patient education, and disease prevention.

Prerequisite(s): NR.210.632, NR.210.636 Corequisite: NR.210.637

NR.210.634

Clinical Reasoning V - Topics for Pediatric Nurse Practitioner Practice

2 credits/theory

This is the final course in a series of five that provides didactic content to prepare the Pediatric Nurse Practitioner (PNP) student to practice as a PNP in the primary care setting. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. The course emphasizes the legal, regulatory, and scope of practice issues and readies the student for entry into practice. Attention is directed towards quality, safety, and risk management monitoring, and nurse practitioner-driven outcomes. The course will also explore patient transitions of care, palliative care decisions, development of expert communication skills in difficult conversations, and practice-delivery models for care.

Prerequisites: NR.210.633, NR.210.637 Corequisite: NR. 210.638

NR.210.635

Clinical Practicum I: Pediatric Nurse Practitioner

2 credits/clinical

This first sequential clinical course will prepare students to diagnose, treat, and follow-up pediatric patients and families. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity.

Application and utilization of evidence is emphasized in a variety of pediatric healthcare settings. 112 clinical hours.

Prerequisite: NR.210.630 Corequisite: NR.210.631

NR.210.636

Clinical Practicum II: Pediatric Nurse Practitioner

2 credits/clinical

Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 112 hours of clinical experience in a pediatric primary care, newborn nursery, school based health center or pediatric specialty practice. This second sequential clinical course will prepare students to diagnose, treat, and follow-up pediatric patients. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric healthcare settings.

Prerequisites: NR.210.631, NR.210.635 Corequisite: NR.210.632

NR.210.637
Clinical Practicum III: Pediatric Nurse Practitioner
2 credits/clinical
Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 112 hours of clinical experience in a pediatric primary care, newborn nursery, school based health center or pediatric specialty practice. This third sequential clinical course will prepare students to diagnose, treat, and follow-up pediatric patients. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity.
Application and utilization of evidence is emphasized in a variety of pediatric healthcare settings.
Prerequisites: NR.210.632, NR.210.636 Corequisite: NR.210.633

NR.210.638
Clinical Practicum IV: Pediatric Nurse Practitioner
2 credits/clinical
Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 112 hours of clinical experience in a pediatric primary care, newborn nursery, school based health center or pediatric specialty practice. This fourth sequential clinical course will prepare students to diagnose, treat, and follow-up pediatric patients. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity.
Application and utilization of evidence is emphasized in a variety of pediatric healthcare settings.
Prerequisites: NR.210.633, NR.210.637 Corequisite: NR.210.634

NR.210.639
Clinical Practicum V: Pediatric Nurse Practitioner
4 credits/clinical
Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 224 hours of clinical experience in a pediatric primary care, newborn nursery, school based health center or pediatric specialty practice. This fifth sequential clinical course will prepare students to diagnose, treat, and follow-up pediatric patients. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity.
Application and utilization of evidence is emphasized in a variety of pediatric healthcare settings.
Prerequisites: NR.210.634, NR.210.638

NR.210.640
Clinical Reasoning I: Common Acute Illness
2 credits/theory
This course provides content to prepare the Adult-Gerontology nurse practitioner student to provide primary care to adults, experiencing common acute illnesses in one or more body systems. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. Content addresses comprehensive diagnosis and management of common acute health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with common acute problems. Nurse practitioner students focus on health care for all populations and all adult age groups with particular emphasis on underserved and those from various cultures. Students also emphasize health promotion, patient education, and disease prevention, screening of adult and older populations, and providing culturally competent care.
Prerequisites: NR.210.600-602

NR.210.641
Clinical Reasoning II: Common Chronic Illness
2 credits/theory
This course provides content to prepare the Adult-Gerontology nurse practitioner student to provide primary care to adults experiencing health problems in one or more body systems. This course prepares students to diagnose, treat and follow-up common chronic illnesses in adults. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. Didactic content addresses comprehensive diagnosis and management of common chronic health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with common chronic problems. Nurse practitioner students focus on health care for all populations and all adult age groups 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.
Prerequisite: NR.210.640 Corequisite: NR.210.645

NR.210.642
Clinical Reasoning III: Complex Acute Illness
2 credits/theory
This course provides content to prepare the Adult-Gerontology nurse practitioner student to provide primary care to adults, including older persons, experiencing health problems in one or more body systems. This course prepares students to diagnose, treat and follow-up acute complex illnesses in adults. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. Didactic content addresses comprehensive diagnosis and management of acute complex health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with acute complex problems. Nurse practitioner students focus on health care for all populations and all adult age groups with particular emphasis on underserved and those from other cultures. Students also emphasize interdisciplinary practice and referral patterns for optimal patient health.
Prerequisites: NR.210.641, NR.210.645 Corequisite: NR.210.646

NR.210.643
Clinical Reasoning IV: Complex Chronic Illness
2 credits/theory
This course provides content to prepare the Adult-Gerontology nurse practitioner student to provide primary care to adults, including older persons, experiencing health problems in one or more body systems. This course prepares students to diagnose, treat and follow-up complex chronic illnesses in adults. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. Content addresses comprehensive diagnosis and management of complex chronic health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with chronic complex problems. Nurse practitioner students focus on health care for all populations and all adult age groups with particular emphasis on underserved and those from other cultures. Students also emphasize health promotion and disease prevention, patient advocacy, screening of adult and older populations, and providing culturally competent care.
Prerequisites: NR.210.642, NR.210.646 Corequisite: NR.210.647

NR.210.644
Clinical Reasoning V: Topics for Nurse Practitioner Practice
2 credits/theory
This course provides content to prepare the Adult-Gerontological nurse practitioner student for transition to a primary care nurse practitioner who cares for adults. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. The course emphasizes care of complex patients and the legal, regulatory, and scope of practice issues and readies the student for entry into practice. Attention is directed towards quality, safety, and risk management monitoring, and nurse practitioner-driven outcomes. The course will also explore patient transitions of care, end of life care decisions, development of expert communication skills in difficult conversations, and practice-delivery models for care.
Prerequisites: NR.210.643, NR.210.647 Corequisite: NR.210.648

NR.210.645
Clinical Practicum I: Adult-Gerontological Nurse Practitioner
2 credits/clinical
The course will prepare students to diagnose, treat, and deliver patient education, and follow-up common acute illnesses in adult-gero patients. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of adult care settings. 112 clinical hours.
Prerequisite: NR.210.640 Corequisite: NR.210.641

NR.210.646
Clinical Practicum II: Adult-Gerontological Nurse Practitioner
2 credits/clinical
The course will prepare students to diagnose, treat, and deliver patient education, and follow-up common acute and chronic illnesses in adults. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of adult care settings. 112 clinical hours.
Prerequisites: NR.210.641, NR.210.645

NR.210.647
Clinical Practicum III: Adult-Gerontological Nurse Practitioner
2 credits/clinical
The course will prepare students to diagnose, treat, and deliver patient education, and follow-up common and complex acute illnesses and common chronic illnesses in adults. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of adult care settings. 112 clinical hours.
Prerequisites: NR.210.642, NR.210.646 Corequisite: NR.210.643

NR.210.648
Clinical Practicum IV: Adult-Gerontological Nurse Practitioner
2 credits/clinical
The course will prepare students to diagnose, treat, deliver patient education, and follow-up common and complex acute illnesses and common and complex chronic illnesses in adults. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and

ethnicity. Application and utilization of evidence is emphasized in a variety of adult care settings. 112 clinical hours.
Prerequisites: NR.210.643, NR.210.647 Corequisite: NR.210.644

NR.210.649
Clinical Practicum V: Adult-Gerontological Nurse Practitioner
4 credits/clinical
The course will advance students towards independence in the role of Adult-Gerontology nurse practitioner in prevention, screening, illness, and care transition for adults. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of adult care settings. 224 clinical hours.
Prerequisites: NR.210.644, NR.210.648

NR.210.650
Clinical Judgment I-The Role of the CNS in Clinical Decision Making: Common Health Problems
3 credits/theory
This is the first of three sequential theory courses that will provide the clinical nurse specialist (CNS) student with opportunities to demonstrate advanced clinical judgment and to increase their depth of knowledge across the health care continuum within a population focus. The student will synthesize knowledge of common health problems and advanced assessment; develop and evaluate evidence-based nursing and symptom management plans of care; propose strategies for measuring outcomes-driven care; recommend strategies for patient and professional education in the care of patients and their families; and recommend appropriate referrals and consultations across the health care continuum within a population focus.
Prerequisites: NR.210.600-602

NR.210.651
Clinical Judgment II-The Role of the CNS in Clinical Decision Making: Acute & Chronic Health Problems
3 credits/theory
This is the second of three sequential theory courses that will prepare the clinical nurse specialist (CNS) student with opportunities to demonstrate advanced clinical judgment and to increase their depth of knowledge across the health care continuum within a population focus. The student will synthesize knowledge of acute and chronic health problems and advanced assessment; develop and evaluate evidence-based nursing and symptom management plans of care; propose strategies for measuring outcomes-driven care; recommend strategies for patient and professional education in the care of patients and their families; and recommend appropriate referrals and consultations across the health care continuum within a population focus.
Prerequisite: NR.210.650
Pre- or corequisite: NR.210.653

NR.210.652
Clinical Judgment III-The Role of the CNS in Clinical Decision Making: Complex Health Problems
3 credits/theory
This is the third of three sequential theory courses that will prepare the clinical nurse specialist (CNS) student with opportunities to demonstrate advanced clinical judgment and to increase their depth of

knowledge across the health care continuum within a population focus. The student will synthesize knowledge of complex health problems and advanced assessment; develop and evaluate evidence-based nursing and symptom management plans of care; propose strategies for measuring outcomes-driven care; recommend strategies for patient and professional education in the care of patients and their families; and recommend appropriate referrals and consultations across the health care continuum within a population focus.
Prerequisite: NR.210.651
Pre- or corequisite: NR.210.653

NR.210.653
Clinical Practicum I-Clinical Nurse Specialist: Advanced Practice Management
3 credits/clinical
This is the first of four sequential clinical practicum courses that provide the clinical nurse specialist (CNS) student with opportunities to develop knowledge and skills in the diverse roles and skills of a CNS. Based on the student's past experience, this practicum is individualized and focuses on the roles and essential skills of the CNS within a population focus. 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 across the continuum of health care. Students begin to integrate and apply their understanding across the three spheres of influence with emphasis on the patient sphere. Under the guidance of a clinical instructor and experienced preceptor, the clinical nurse specialist (CNS) student will participate in 168 practicum hours within their population focus.
Prerequisite: NR.210.650

NR.210.654
Clinical Practicum II-Clinical Nurse Specialist: Advanced Practice Management
3 credits/clinical
This is the second of four sequential clinical practicum courses that provide the clinical nurse specialist (CNS) student with opportunities to increase knowledge and skills in the diverse roles and skills of a CNS. This course builds on previous CNS coursework. This practicum is individualized and focuses on application of the roles and essential skills of the CNS within a population focus. 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 across the continuum of health care. Students integrate and apply their understanding across the three spheres of influence with emphasis on the patient and nurse and nursing practice spheres. Under the guidance of a clinical instructor and experienced preceptor, the clinical nurse specialist (CNS) student will participate in 168 practicum hours within their population focus.
Prerequisite: NR.210.653
Pre- or corequisite: NR.210.651

NR.210.655
Clinical Practicum III-Clinical Nurse Specialist: Advanced Practice Management
3 credits/clinical
This is the third of four sequential clinical practicum courses that prepare the clinical nurse specialist (CNS) student with opportunities to increase knowledge and skills in the diverse roles and skills of a CNS. This course builds on previous CNS coursework. This practicum is individualized and focuses on organizational and systems leadership in application of the roles and essential skills of the CNS within

a population focus. 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 across the continuum of health care. Students integrate and apply their understanding across the three spheres of influence: Patient, nurse/nursing practice, and organization/system spheres. Under the guidance of a clinical instructor and experienced preceptor, the clinical nurse specialist (CNS) student will participate in 168 practicum hours within their population focus.
Prerequisite: NR.210.654 Corequisite: NR.210.652

NR.210.656
Clinical Practicum IV-Clinical Nurse Specialist: Advanced Practice Management
3 credits/clinical
This is the fourth of four sequential clinical practicum courses that prepare the clinical nurse specialist (CNS) student with opportunities to increase knowledge and skills in the diverse roles and skills of a CNS. This course builds on previous CNS coursework. This practicum is individualized and focuses on evaluation of clinical practice in application of the roles and essential skills of the CNS within a population focus. 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 integrate and apply their understanding across the three spheres of influence: Patient, nurse/nursing practice, and organization/system spheres. Under the guidance of a clinical instructor and experienced preceptor, the clinical nurse specialist (CNS) student will participate in 168 practicum hours within their population focus.
Prerequisites: NR.210.652, NR.210.655

NR.210.660
Introduction to Acute Care
4 credits/3 credits theory, 1 credit clinical
This course provides foundational content for Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) students to critically think about symptoms, differential diagnoses, evidence-based diagnostic evaluation and management of common acute and chronic illness disease processes based on age, gender, sexuality, culture, ethnicity, psychosocial issues, and integrates ethical principles in decision making. Content focuses on the AG-ACNP role, scope of practice and principles of diagnostic and advanced technologies to provide selected interventions in the care of acutely and critically ill adults across the lifespan. Unique characteristics and risks associated with hospitalized patients are also addressed. Concentrated clinical instruction will allow the AG-ACNP student to develop advanced assessment strategies while enhancing history taking and physical assessment skills. 56 clinical hours.
Prerequisites: NR.210.600-602

NR.210.661
Advanced Practice in Acute Care I
6 credits/3 credits theory, 3 credits clinical
This is the first of four specialty courses that introduces clinical skills combined with evidence-based practice emphasizing the integration of theory, comprehensive assessment and advanced technologies for acutely ill adults across the lifespan in acute and critical care settings. Content focuses on the pathophysiology, subjective and objective clinical data, differential diagnoses and the development of a management plan considering age, gender, sexuality and social determinants of health within the scope of Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) practice.

Supervised clinical instruction in acute and critical care settings allows the AG-ACNP student to perform comprehensive assessment skills, diagnosis and management including incorporating relevant diagnostic and therapeutic testing modalities. 168 clinical hours.
Prerequisite: NR.210.660

NR.210.662
Advanced Practice in Acute Care II
4 credits/1 credit theory, 3 credits clinical
This is the second of four specialty courses that fosters advanced clinical skills while incorporating evidence-based practice emphasizing the integration of theory, comprehensive assessment and advanced technologies for acutely ill adults across the lifespan in acute and critical care settings. Content focuses on pathophysiology, subjective and objective clinical data, differential diagnoses and the development of a management plan considering age, gender, sexuality and social determinants of health within the scope of Adult-Gerontological Acute Care Nurse Practitioner (AG- ACNP) practice. Supervised clinical instruction in acute and critical care settings allows the AG-ACNP student to improve comprehensive clinical assessment skills including tailoring diagnostic and therapeutic testing modalities. 168 clinical hours.
Prerequisite: NR.210.661

NR.210.663
Advanced Practice in Acute Care III
4 credits/1 credit theory, 3 credits clinical
This is the third of four specialty courses that prepares students to assess, diagnose and manage acutely ill adults across the lifespan while emphasizing high acuity of disease entities encountered in acute and critical care settings. Content focuses on incorporating evidence-based practice while utilizing pathophysiology, subjective and objective clinical data, differential diagnoses and the development of a management plan considering age, gender, sexuality and social determinants of health within the scope of Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) practice.
Supervised clinical instruction in acute and critical care settings allows the AG-ACNP student to enhance comprehensive clinical assessment skills including modifying diagnostic and therapeutic testing modalities. 168 clinical hours.
Prerequisite: NR.210.662

NR.210.664
Advanced Practice in Acute Care IV
4 credits/1 credit theory, 4 credits clinical
This is the fourth of four specialized courses that prepares students to assess, diagnose and manage acutely ill adults across the lifespan while emphasizing the highest acuity of disease entities encountered in acute and critical care settings. Content focuses on incorporating evidence-based practice while utilizing pathophysiology, subjective and objective clinical data, differential diagnoses and the development of a management plan considering age, gender, sexuality and social determinants of health within the scope of Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) practice. Supervised clinical instruction in acute and critical care settings allows the AG-ACNP student to enrich comprehensive clinical assessment skills including individualizing diagnostic and therapeutic testing modalities.
Additionally, palliative care clinical experiences will be provided. 224 clinical hours.
Prerequisite: NR.210.663

NR.210.800
Foundation for Scholarship
3 credits/theory
This online 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 to Outcomes Management: Individuals and Populations
3 credits/theory
This course prepares the student to analyze epidemiological, biostatistical, managerial, and other health care-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, NR.210.896*

NR.210.802
Advanced Nursing Health Policy
3 credits/theory
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.
Prerequisites: NR.210.800, NR.210.801, NR.210.803, NR.210.896

NR.210.803
Nursing Inquiry for Evidence-Based Practice
3 credits/theory
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.
Prerequisite: NR.210.896 Corequisite: NR.210.801

NR.210.804
Organizational and Systems Leadership for Quality Care
3 credits/theory
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.

NR.210.805
Translating Evidence into Practice
3 credits/theory
This course follows NR.210.803/Nursing Inquiry for Evidenced-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, financial, 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.210.803, NR.210.896

NR.210.806
Health Economics and Finance
3 credits/theory
Using economic intuition and logic, this course analyzes the diverse factors that 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.

NR.210.807
Clinical Data Management
2 credits/theory
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 determine 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 I, 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, cleansing 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.
Prerequisites: NR.210.801, NR.210.803, NR.210.804, NR.210.805, NR.210.896, NR.210.897
Corequisite: NR.210.898

NR.210.808
Clinical Data Management II
2 credits/theory
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 determine 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 II, 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.
Prerequisites: NR.210.801-898 Corequisite: NR.210.899

NR.210.810
Consulting Services: Supporting Organization and Systems Leadership
3 credits/theory
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 health care delivery organizations, federal health care 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 health care consulting strategies; interact with health care consultants representing various service and business models; and develop an executive consultation plan based on a health care information technology case study.

NR.210.812
Writing Program Grants
3 credits/theory
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/theory
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.210.817
Analysis and Evaluation of Individual and Population Health Data
3 credits/theory
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 continuation of each evidence- based intervention. Components of 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 scholarly project.
Prerequisites: NR.210.606, NR.210.803, NR.210.896

NR.210.818
Clinical Data Management
2 credits/theory
Clinical data management is essential for the evaluation of any evidence-based practice performance improvement project. A high caliber evaluation plan and its implementation will provide key stakeholders and decision-makers with the information to make decisions about the value and continuance of each evidence-based intervention. Components of an evaluation plan include clearly identified outcomes linked to measures, 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 determining the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders. This course provides students with the knowledge and skills necessary to develop and execute the evaluation plan for the scholarly project.
Prerequisite: NR.210.817 Corequisite: NR.210.899

NR.210.820
Academic and Ethical Issues in Scholarship
2 credits, elective/theory
This course is for students whose first language is not American English and whose experience with academic written communication in U.S. higher education institutions is limited. This course focuses on a number of aspects of effective academic written communication to help the student write as clearly as possible. Students will complete various writing and grammar exercises specific to scholarly writing. Ethical issues in scholarship will also be reviewed such as the proper citation of sources, plagiarism, and authorship In addition to writing assignments, one short formal oral presentation is required to connect formal written communication and formal verbal communication.
Prerequisite: NR.210.800

NR.210.822
Health Information Systems and Patient Care Technologies
2 credits/theory
This course focuses on the evaluation and use of information technology in healthcare at the level of the advanced practice nurse (APN).

NR.210.894
DNP Practicum
1-2 credits
This course provides the integrative practice experience necessary for scholarship in translational innovation and improvement for advanced nursing practice and health outcomes. The practicum experience complements the foundational advanced practice clinical experience to identify, develop, implement, evaluate and disseminate the DNP Scholarly Project. This course is taken concurrently with the DNP Scholarly Project didactic courses. Credit hour requirements vary based on the student specialty track and degree plan.
Corequisites: NR.210.896, NR.210.897, NR.210.898, NR.210.899

NR.210.895
Independent Study
1–3 credits
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
Project Problem Identification
3 credits/theory
This is the first in the series of courses culminating in the DNP Scholarly Project. The purpose of this course is two-fold: first, to introduce the student to the essentials of scholarly writing and the logical presentation of ideas; and second, to then apply these essential skills to the identification of an

important practice problem. The student identifies an important practice problem, defines the scope and significance of the problem.
Corequisite: NR.210.894

NR.210.897
Project Development
1 - 3 credits/theory
This is the second of four scholarly project courses. This course focuses on the development of the comprehensive plan for the DNP Scholarly Project. The student develops the plan to ensure translation of the evidence in addressing a significant clinical problem. The student develops the full application for submission to the Institutional Review Board/Ethics Committee.
Prerequisites: NR.210.803, NR.210.805, NR.210.817, NR.210.896
Corequisite: NR.210.894

NR.210.898
Project Implementation
1 - 3 credits/theory
This scholarly project course is the third in the series of four courses. In this course the student implements the approved project plan. This course fosters the student's development of requisite skills for project implementation, such as managing time and resources, assessing and managing implementation issues, and utilizing communication and collaboration strategies.
Prerequisites: NR.210.897; Documented IRB approval Corequisite: NR.210.894

NR.210.899
Project Evaluation
1 - 3 credits/theory
This is the fourth of four scholarly project courses. This course culminates in the evaluation of the scholarly project. Students finalize the scholarly written and oral reports to disseminate and integrate new knowledge.
Prerequisites: NR.210.898 Corequisites: NR.210.818, 210.894

NR.500.601
Theory and Practice of Public Health Nursing - Didactic
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 enrolled in this course 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. 168 hours clinical.
Prerequisites: NR.500.601, NR.500.604, PH.340.601, and (PH.140.611-612) or (PH.140.621-623)

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, community, and systems levels 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.

NR.500.605
Public Health Nursing Leadership and Management
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 environments.
Prerequisite: NR.500.601

NR.500.606
Public Health Nursing Leadership, Management, & 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. 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 a 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. 168 hours clinical.
Prerequisites: NR.110.560, NR.500.601, NR.500.602, NR.500.605, PH.340.601, and (PH.140.611-612) or (PH.140.621-623)

NR.500.607
Public Health Nursing/NP Capstone Practicum
1 credit/clinical
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. 56 hours clinical.
Prerequisites: All NP courses Corequisites: NR.110.560, 500.602

NR.500.608
Advanced Practice in Women's Primary, Gynecologic, and Antenatal Care
4 credits/theory
This course combines some of the didactic material presented in two other courses in the curriculum, NR.110.569 (Advanced Practice in Women's Health) and NR.110.547 (Diagnosis, Symptom and Illness Management I Adults/Geriatrics), with additional primary care and antenatal content. This combination of material provides the theoretical background necessary for the advanced practice nursing for women in ambulatory primary, gynecologic, and antenatal care settings. 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 use problem-based learning to integrate assessment findings and diagnostic testing to initiate and evaluate therapeutic interventions for acute, chronic, and pregnancy-related conditions. These processes are based on a commitment to patient-centered and evidence-based clinical decision making. Seminar classes utilize both an interactive lecture and/or 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. Content and application opportunities will address ethical, professional, and legal issues. *Prerequisites: NR.110.549, NR.110.536, NR.110.551, NR.110.508, NR.110.502*

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