

2019-2020

STUDENT HANDBOOK AND ACADEMIC CATALOG



JOHNS HOPKINS
SCHOOL *of* NURSING

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HANDBOOK

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.

THE 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.

Our 2020 Strategic Plan

As we move toward 2020, the Johns Hopkins School of Nursing has continued to focus on areas that have long distinguished it among its peers and positioned us for thought leadership, enacting our mission, and modeling our values. Our five main goals are below, aligned with [Johns Hopkins University's Ten by Twenty priorities](#).

1. **Foster Collaboration and Interprofessional Education, Practice, Research and Policy**

The entire Hopkins Nursing community has worked to build new relationships and expand our networks so that interdisciplinary teams can improve not just the quality but value of health care locally and globally.

2. **Model Excellence in Research, Scholarship, Teaching and Practice**

We share ideas and contribute to an environment that fosters creativity and innovation. We are building an organizational structure and processes that develop a strong and qualified pipeline of employees, both faculty and staff.

3. **Advance and Support a School Culture that Promotes Diversity and Inclusion**

We firmly believe in recruiting and retaining a diverse group of students, faculty, and staff and creating a climate of respect that is supportive of their success. This climate for diversity, inclusion, and excellence is critical to attaining the best research, scholarship, teaching, health care, and other strategic goals of the Health System and the University.

4. **Lead Innovation, Capacity and Sustainability in Community and Global Health**

What we do in Baltimore—from research and advocacy to graduating nurses prepared to practice at the top of their licenses to technical support and fundraising—has a direct impact on our communities, local and global. This perspective has become synonymous with Johns Hopkins Nursing. Advances made in Baltimore against HIV/AIDS, gender violence, addiction, pain, and medical errors, for instance, are making their way around the world. We will continue to respond to vacillations in the national health care debate even as we broaden our global networks.

5. **Create an Environment and Space that Inspires, Connects and Engages Our Faculty, Staff and Students and Fosters Healthcare Leadership and Relationships with our Partners**

We will break ground in 2018 on a building addition and renovation that brings our community

even closer together in an inspirational study and work space. Breaking down physical barriers is but one step in our effort to continually cultivate engagement—internally and externally.

The Horizon

It is critical that our strategic direction reflects the changes occurring in the nursing profession, higher education, and an uncertain world around us. From establishment of the Affordable Care Act to our diversifying, growing, and aging population, never before has there been such a convergence of events that can move our profession forward.

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 the Anne M. Pinkard Building named in honor of a local philanthropist and friend of Hopkins Nursing. The Pinkard Building was the first structure at Hopkins dedicated solely to nursing education and research.

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. To achieve the Johns Hopkins School of Nursing goals, an extensive renovation of the school launched in fall 2018. The Anne M. Pinkard Building, will increase in size by 40,000 square feet and be flexible, dynamic, and future-oriented, while also honoring the school's long history of preparing nurse leaders. The transformed and reimagined educational area includes large, open spaces, flexible learning classrooms, a more prominent entrance, and expansive glass surfaces.

Other features of the renovated building will include:

- The Carpenter Conference Center to seat larger, more interdisciplinary events with colleagues locally and globally.
- Open and spacious first floor "Hub" with areas for informal meeting, studying, teamwork, and an eatery open to the community.
- Preserved courtyard and green space in Baltimore that will be highly visible from the new addition.
- Think Tank space for current and emerging centers and institutes to collaborate with local and international partners and develop research, clinical expertise, and technologies.
- The Martha Hill Interprofessional Research Commons, which will house JHSON's specialty centers in aging, administration, cardiovascular care, community health, global initiatives, and mental health and give faculty and PhD students a collaborative workspace to focus on research, policy, and advocacy.

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.

Executive Education and Strategic Alliances

Johns Hopkins Nursing Executive Education and Strategic Alliances collaborate 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.

2019 – 2020 ACADEMIC CALENDAR

Fall Semester 2019

August 28 – 30	New Student Orientation
September 2	Labor Day, School Closed
September 3	First Day of Classes for all Academic Programs
September 12	Last Day of Add/Drop
October 18	Deadline to withdraw from semester-length courses without a “W” End of first 7 week-length courses
October 21	Fall Break, No Classes for all Programs, Progressions Review
October 22	Start of second 7 week-length courses
October 22 – Nov. 1	Academic Advising
November 6 – 20	Course Registration for Spring 2020
Nov. 28 – Dec. 1	Thanksgiving Break, No face-to-face classes on Nov. 27 SON closed Nov. 28 – Dec. 1
December 6	Last Day of Classes
December 9 – 13	Final Exam Week
December 13	Deadline for Resolution of Incompletes from Summer 2019
December 20	Fall 2019 Grades Due
December 30	Final Degree Conferral -Transcript and Diploma release date for December graduates

Winter Term/Spring Semester 2020

January 2	First Day of Classes for Winter Term
January 6	Last Day to withdraw from Winter Term Courses without a “W”
January 10	End of Winter Term
January 13	First Day of Classes for Spring Semester
January 20	Martin Luther King Jr’s Birthday Celebration, School Closed
January 24	Last Day of Add/Drop
Feb 28	Deadline to withdraw from semester-length courses without a “W”
March 2 – 6	Spring Break, No Classes for all Programs, Progressions Review
March 9 – 20	Academic Advising

March 23 – April 3	Course Registration for Summer 2020
April 6 – 24	Course Registration for Fall 2020
April 24	Last Day of Classes
April 27 – May 1	Final Exam Week
May 1	Deadline for Resolution of Incompletes from Fall 2019
May 8	Spring 2020 Grades due
May 18	Spring School of Nursing Degree Completion Ceremony – Hippodrome Theater
May 21	Johns Hopkins University Commencement - Final Degree Transcript and Diploma release date for May graduates

Summer Term 2020

May 11	First Day of Classes
May 22	Last Day of Add/Drop
May 25	Memorial Day, School Closed
June 19	Deadline to withdraw from semester-length courses without a “W”
July 3	Independence Day observed, School Closed
July 31	Last Day of Summer Term
August 3	Summer School of Nursing Degree Completion Ceremony – <i>tentative date</i>
August 7	Deadline for Resolution of Incompletes from Spring 2020
August 7	Summer 2020 Grades Due
August 21	Final Degree Transcript and Diploma release date

NOTES:

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 [SON Religious Observance Attendance Policy](#)).

ACADEMIC ADVISING

All degree and certificate 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. Students will be notified of their advisers prior to orientation. In the MSN Entry into Nursing program, professional academic advisers are assigned after orientation. Students are ultimately responsible for ensuring they are registered on time and for the correct classes.

ACADEMIC INTEGRITY POLICY

The School of Nursing Academic Integrity Policy (the "Policy") is based on the shared core values stated in the School's Values Statement. Each member of the School of Nursing community, whether student, faculty or staff, holds himself or herself and others to the highest standards based on the values of excellence, respect, diversity, integrity, and accountability.

Each student is obligated to adhere to the highest standards of academic ethics and conduct in their academic endeavors.

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.

Scope

This Policy applies to all matriculated and continuing School of Nursing students in the full-time, part-time, and professional programs.

Cross-Divisional Enrollments

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.

Research Misconduct

Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. For a complete definition, refer to The Johns Hopkins University Research Integrity Policy (“Policy”) available at https://www.jhu.edu/assets/uploads/2017/08/university_research_integrity_policy.pdf.

The Policy applies to all University faculty, trainees, students, and staff engaged in the proposing, performing, reviewing, or reporting of research, regardless of funding source. Allegations of research misconduct regarding a student should be referred to the Research Integrity Officer for assessment under that Policy, but may also be directed to the department chair or Dean of the responsible unit where the alleged research misconduct occurred.

Non-Academic Misconduct

All issues of non-academic student misconduct will be subject to the University-wide Student Conduct Code. For more on this policy, please refer to <http://studentaffairs.jhu.edu/policies/student-code/>.

Policy Violations

Academic misconduct is prohibited by this Policy. Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are meant to be available, and helping another individual to gain an unfair academic advantage. Nonexclusive examples of academic misconduct are listed below. All suspicions of academic misconduct, no matter how minor, must be investigated.

Cheating. The following are nonexclusive examples of cheating:

- Fraud, deceit, or dishonesty in an academic assignment, text or examination
- Use or consultation of unauthorized or inappropriate 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 or software (e.g., calculators, cellular phones, computers, tablets, etc.) in connection with assignments or 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
- Unauthorized submission of the same or substantially similar work, assignment, test or exam to fulfill the requirements of more than one course or different requirements within the same course
- Tampering with, disabling or damaging equipment for testing or evaluation

Plagiarism

The following are nonexclusive examples of plagiarism:

- Use of material produced by another person without acknowledging its source
- Use of another person's ideas or words without giving appropriate credit
- 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/acknowledgement of quotations, words, ideas, views or paraphrased passages taken from published or unpublished sources
- Wholesale copying of passages from works of others into homework, essays, term papers, dissertation or other assignment without acknowledgement
- Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgement

Forgery/Falsification/Lying

The following are nonexclusive examples of forgery, falsification and lying:

- Falsification or fabrication of data/information for an assignment, on a test or exam, 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 or staff 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
- Failing to identify oneself honestly in the context of an academic obligation
- Providing false or misleading information to an instructor or any other University official

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
- Sharing paper mill/answer bank websites or information with other students

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.)

Failing to Report Alleged Violation

- Failing to report any known or suspected violation of this Policy

Failing to Follow Applicable Policies, Procedures, Rules

- Failing to follow applicable JHU, divisional/school, program, course, and/or faculty policies, procedures, rules regarding academic ethics

Improper Use of Electronic Devices

Transmittal or posting of patient/client data or photographs

Use of electronics in any way to gain an unfair advantage on an assignment/test

Academic Integrity Policy Procedures:

Reporting Academic or Professional Ethics Violations

Any member of the faculty, administration, staff or any student who has reason to suspect or believe a violation of this Policy has occurred is expected to notify the Ethics Board Chair or Associate Dean for Enrollment Management and Student Affairs.

Faculty-Student Resolution of First-Time Offenses

- If a student is suspected of academic misconduct, the faculty member responsible for the course in which the misconduct allegedly occurred must, if feasible, 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 first offense, after faculty consultation with the Associate Dean for Enrollment Management and Student Affairs and/or the Chair of the SON Ethics Board, the faculty member may choose to resolve the case directly with the student, i.e., the faculty member and student may reach an agreement on the resolution of the alleged misconduct. Note, neither the faculty member nor the student are obligated to resolve a complaint under this section. A faculty member may not resolve a second or subsequent offense directly with a student.
- 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 an Ethics Board hearing as outlined below.

Ethics Board Hearing

- In the case of a first offense that is not resolved between the faculty member and the student or a second or subsequent offense, 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, the student will receive written notification of the hearing date, time, and location.

Ethics Board Selection and Ethics Panel Hearings

The Ethics Board consists of a chair, appointed annually by the Dean or her or his designee; two full-time faculty who teach primarily in one of the following programs—MSN Entry into Nursing Practice, DNP, or PhD, elected by the Faculty Assembly; Program Directors from each academic program; and students representing each academic degree.

For each matter, an Ethics Hearing Panel will be formed. The Ethics Hearing Panel consists of the faculty chairperson of the Ethics Board, the faculty members on the Ethics Board elected by the Faculty Assembly, the program director for the student's program and two student members. The Associate Dean for Enrollment Management and Student Affairs or designee attends all hearings as a non-voting member of the Ethics Board.

Each student appearing before an Ethics Hearing Panel will have a hearing assistant unless explicitly asking that no hearing assistant be named. The hearing assistant for a student may be his/her academic adviser or other faculty member chosen by the student or recommended by the Ethics Board. If desired, the faculty member, staff member or student who reports the case may also have a hearing assistant of their choice or recommended by the Ethics Board. The assistant may meet with the respective parties to assist in preparation of evidence, testimony, and questions for the hearing. The designated assistants may attend and provide consultation in the hearing while the student or faculty member is present.

Students may request witnesses be present at the hearing. The student must furnish the Ethics Hearing Chair with the names of the witnesses in sufficient time to request the presence of the witnesses. It is within the Hearing Panel's discretion to limit the number of witnesses appearing at the hearing to a reasonable number.

Faculty, staff or students bringing forth the case are expected to compile evidence and to present their account of the violation during an Ethics hearing. All supporting materials for the hearing must be placed on file in the Office of the Associate Dean for Enrollment Management and Student Affairs. Supporting materials may be submitted directly to the Associate Dean for Enrollment Management and Student Affairs or indirectly through the assistant or the chairperson.

The Ethics Board will endeavor to convene within 10 working days of receiving the request for a hearing. Legal representation is not permitted at Ethics Board hearings.

In general, hearings will proceed as follows, although the Ethics Hearing 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

The reporter, student or witness is only present in the room with the Ethics Hearing Panel during the time that they are being questioned or responding. At the conclusion of the hearing, all parties are dismissed and the deliberations of the Ethics Hearing Panel will be held in private.

The student is presumed innocent until the Ethics Hearing Panel has made a determination by a preponderance of the evidence that a violation has occurred. 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 goal of the Ethics Panel is to reach consensus on the allegation and outcome. If this is not possible, a decision will be made by majority vote.

The Chair of the Ethics Board and the Associate Dean for Enrollment Management and Student Affairs shall, as soon after the hearing as practicable and reasonable, 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(s) recommended by the Ethics Board, if applicable

The alleged violator and the initiating party will be informed in writing by the Office of Enrollment Management and Student Affairs of the decision on whether a Policy was violated following the decision of the Ethics Hearing Panel.

Any student found not in violation of all charges of the Academic Integrity Policy will be permitted to make-up missed assignments or clinical time during the time of the hearing and appeal process.

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).

Sanctions

If a student is determined to be in violation of this Policy, the following factors may be considered in the sanctioning the 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 than those listed below depending on the facts and circumstances of a particular case. Sanctions for academic misconduct under policy are generally cumulative in nature.

The following is a non-exhaustive list of possible sanctions and what these sanctions typically mean. The specific conditions imposed under each sanction (i.e. the terms of a suspension, etc.) will depend on the specific facts and circumstances of each case.

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).

Academic

These sanctions may include but are not limited to grade adjustments, including failure, on any work or course, or resubmission of an assignment. This may include or may not include permanent student record notation. If the sanctions include a notation on the student's transcript, "Grade due to Academic Misconduct" will be noted on the student's official School of Nursing transcript.

Corrective or Educational Measures

The student may be required to engage in other corrective or educational activities.

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 future reapplication to the University.

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), or
- Convene a new panel to consider the case; or
- Uphold the panel's decision

The Dean of the School of Nursing or designee will simultaneously send the appeal determination, with the reasons therefor, to the chair, 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 by the Associate Dean for Enrollment Management and Student Affairs for the duration of the student's enrollment at JHU and seven (7) years from date that the student graduates or otherwise leaves the University.

The Associate Dean for Enrollment Management and Student Affairs will provide an overview of the process and procedures of the Ethics Board.

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 in accordance with the University policy on Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") and applicable laws and regulations;
- 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. All such conflicts must be sent in writing to the Associate Dean for Enrollment Management and Student Affairs at least two days prior to the hearing date. 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.

ACADEMIC STANDARDS FOR PROGRESSION

All students must maintain a GPA of 3.0 and can repeat a course with a failing grade in accord with the program-specific terms below. Students are not permitted to repeat a course for which they have received a passing grade.

- MSN (Entry into Nursing) students will be required to repeat a course if they earn a grade below a C- (70%). Students can repeat one course one time.
- MSN (Advanced Practice) and DNP students will be required to repeat a course if they earn a grade below a B- (80%). Students can repeat one course one time.
- 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 (biostatistics). PhD students can repeat more than one course one time.

All students taking NR210.606 Biostatistics for Evidence Based Practice and NR210.608 The Research process and Its Application to Evidence –Based Practice can earn a C- in one of these courses without needing to repeat. If a student earns a C+, C, or C- for both courses, they must repeat one of the two and may not repeat any other course in the program.

Students will be dismissed from the program at any time if it is mathematically impossible to attain a cumulative GPA of 3.0 by the end of the academic program.

In the event that a student does not need to repeat a course but has a cumulative GPA below 3.0, the student will be placed on academic probation, suspended, dismissed, and/or be subject to other conditions.

In the event the student is on probation for more than two consecutive semesters because the cumulative GPA remains below a 3.0, the student may be suspended, dismissed, and/or be subject to other conditions, whether or not it is mathematically possible to achieve a cumulative GPA of 3.0 by the time of graduation.

When students need to repeat a course to continue in their respective program of study:

- Student will be placed on academic probation and remain so until the course has been successfully completed.
- Student must take and pass the course the next time it is offered.
- Student may not be able to progress in the program if the course is a prerequisite for subsequent course(s) and/or there is a gap in semester(s) between the next available course offering.
- Student must notify the Office of Financial Aid of any delay of progression.

Academic probation, suspension, and dismissal are a permanent part of the student transcript.

Note that students who are in interdivisional courses and/or are enrolled in a joint or dual program must meet progressions requirements in both schools.

If a student earns a failing grade as defined by their program or has a cumulative GPA below 3.0, the student will be referred to the Progressions Committee.

- The student should meet with his/her adviser prior to the Progressions Committee meeting to explain any extenuating circumstances regarding the course grade(s). The student is allowed to formulate a written statement to submit to the committee regarding past grades and performance. This letter should be sent privately to the advisor and members of the Progressions Committee. The letter should be available to committee members at least 24 hours prior to the committee meeting.
- As the student representative, the adviser is also allowed to verbally present additional relevant information at the meeting of the Progressions Committee.
- In addition to any above listed outcomes, the Progressions Committee may 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.
- A student may appeal decisions of the Progressions Committee in writing to the School of Nursing Executive Vice Dean 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 send a written response to the student. The student may appeal the decision of the Executive Vice Dean to the Dean in writing within 10 business days of the Executive Vice Dean's letter. The decision of the Dean will be final.

ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) promotes student success by providing learner-centric, engaging, responsive, and interactive academic support services for enrolled School of Nursing degree and certificate students. Services include tutoring, writing assistance, workshops and course primers, academic coaching, and study group matching assistance. Services are available in person and online. All ASC services are free. The ASC can be contacted at 410-955-7360 or at son-asc@jhu.edu. For more information about our services, staff, or policies, please visit <https://nursing.jhu.edu/asc>.

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 nursing profession. The Admissions Committee is interested in each individual and reviews holistically academic records, test scores, health care, other professional and community

experience, interviews (for some programs), recommendations and expression of goals and interests. 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 also important.

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 www.nursingcas.org. At a minimum, the application requirements will include:

- Completed online application
- Acknowledgement of 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., BSN, MSN, prerequisite courses, standardized test scores, writing samples, licensure, work experience). 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 for individual programs.

Official GRE scores sent directly from ETS (Educational Testing Service, www.ets.org) are required for the MSN/MPH, DNP/PHD and PhD programs. Official GRE or GMAT scores are required for the MSN/MBA and DNP/MBA programs. The GRE code for the Johns Hopkins University School of Nursing is **5767**.

Please note that the Johns Hopkins School of Nursing utilizes NursingCAS, the Centralized Application Service for Nursing Programs for all application processing. 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
617-612-2880
nursingcasinfo@nursingcas.org
www.nursingcas.org

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 Specialty Tracks, Post-Degree Certificates, and DNP Programs, verification of registration appropriate for the student's country of origin is required. For students who intend to practice as a nurse in the U.S., current RN licensure 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 reserves the right to request additional information from an applicant, including an interview.

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

Before an admitted student can enroll at the School, all prerequisite coursework must be completed at a regionally accredited college or university with a grade of **B- or higher** (for the MSN Entry into Nursing Track) or with a grade of **B or higher** (for the MSN Specialty Tracks and DNP). 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 webpage 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 an online response form. For most programs, the response deadline is within three weeks of admission. Only letters or email sent directly from the Office of Admissions may be considered official notifications of admission. 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. If you wish to defer your attendance, you must submit a written request and explanation to the Director of Admissions.

Only students who have paid the non-refundable enrollment deposit may seek a deferral. Deferral request decisions are formally communicated by the Director of Admissions to the student via email.

Application Deadlines

The School of Nursing strongly encourages all applicants to apply by the early or priority application deadline. For the most up-to-date information regarding application deadlines, please visit our website at

nursing.jhu.edu/admissions/apply/deadlines.html.

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 Post Master's Nurse Educator Certificate for Master's Specialty Track and Doctoral Students

Students who are currently enrolled in a Master's Specialty Track or Doctoral degree program at the Johns Hopkins School of Nursing and wish to add the Post Master's 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. The TOEFL code for NursingCAS is **B506**.

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 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) with final grades of B- or higher for the MSN Entry into Nursing Track and B or higher for MSN Specialty Tracks and the DNP for all prerequisite courses.

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 require students to be enrolled in classroom instruction. Only one online/distance course may be counted towards the minimum required courses in any term. Due to these restrictions, some degree programs in the School of Nursing do not qualify for F-1 or J-1 student sponsorship.

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.

Technical Standards for Admission 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. The Technical Standards for Admission and Graduation are available on the School's website at <https://nursing.jhu.edu/admissions/ask/policies.html>.

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 9,000, Hopkins Nurses are visible in all areas of health care, including private and public health

care systems and local, state, and national governmental agencies. 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 Johns Hopkins Nurses' Alumni Association and with the school. 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 as a racquetball facility but has since been updated into a fitness & recreation facility. Please visit www.jhmifitness.com for detailed information about the Cooley Center and the satellite location at the Bloomberg School of Public Health. There is an outdoor pool next to the Cooley Center that is accessible, at an additional fee, to all Hopkins students, employees and affiliates between Memorial Day and Labor Day.

The Cooley Center has a basketball court, circuit weight and free weight training rooms, a 1/16th-mile indoor track, 2 racquetball courts and cardio equipment including: treadmills, ellipticals, StepMills, bikes & rowing machines. Fitness accessories include kettlebells, TRX frame, Muay Thai bag, medicine balls, stability balls and more. Activities include a variety group exercises classes, intramural basketball, dodgeball, volleyball, indoor soccer and fitness challenges. Towel and racquet rentals are available. Showers and day-use lockers are available in both locker rooms. Storage lockers are available for rent.

The satellite location at the Bloomberg School of Public Health is on the 9th floor, in the southeast corner of the building. This location has a weight machine circuit, treadmills, ellipticals, bikes, a rowing machine and free weights with adjustable benches. Showers and day-use lockers are available in both locker rooms.

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.

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.

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.

24/7 Blackboard and Course Support

Please contact the 24/7 Personal Support Center (PSC) if you experience technical difficulties with content functionality or your operating system/web browsers. The PSC may not be able immediately resolve or answer every Blackboard problem or question you have. However, they should be your first point of contact and they will redirect you to an appropriate resource if they are unable to assist you.

If you choose to e-mail the PSC, please include your course number and section in the heading, indicate the module and/or assignment in which you are encountering the issue, and be sure to CC the Instructor(s) on the email so that they can be aware you have reached out for assistance.

Please note: While the PSC is available 24/7, there is a possibility they will need to escalate your issue to another group for it to be resolved during normal business hours. The PSC can be contacted via the following methods:

Email: JHUSON@personalsupportcenter.com Chat: <https://jhuchat.personalsupportcenter.com/> Local: (410) 401-1828 or Toll Free: (844) 306-1791

Other resources that the PSC might redirect you to are the Academic Program Coordinator (APC) for your course, the SON Help Desk, or the JH Enterprise Help Desk. Where they direct you will depend on the nature of your specific problem or question.

SON Help Desk Support

The SON Help Desk is located in Room 326 in the SON's main building, and is available during normal business hours (Monday-Friday 8:00 AM – 5:00 PM) for all other technical problems and questions related to basic troubleshooting and operating system issues. They can also provide you with a loaner laptop if you are experiencing a problem with your machine that is preventing you from completing work. You may contact the SON Help Desk anytime, but you will only receive a response during normal business hours. The SON Help Desk can be reached by email at SON-HelpDesk@jhu.edu or by phone at (410) 614-8800.

Note: To inquire about grades or to request assignment deadline extensions, please contact your instructor directly. Their contact information can be found in the course syllabus.

If you experience a Blackboard outage or login/password problem, please contact the IT@JH Help Desk at 410-955-HELP. The IT@JH Help Desk can be contacted 24/7, but will only be able to assist with JHED login problems and provide status updates for system-wide outages.

CAREER LAB

The Career Lab fosters exploration and learning related to professional development - a lifelong journey which requires continual **CARE**. The Career Lab creates opportunities for students and alumni to:

Connect with your peers, alumni, staff, and faculty to engage in a nursing community that inspires you to discover possibilities.

Activate your knowledge, skills, and passion to take next steps forward in pursuing the best fit for where you are in this moment.

Reflect on your present and past experiences and stay open to opportunities as you imagine the future.

Evolve by remaining curious and agile as you explore options which promote continued professional growth.

The Career Lab is located in Student House 318. Their email is SON-CareerLab@jhu.edu.

Handshake

Students automatically receive a Handshake account once registered for classes. You can access the platform at <https://jhu.joinhandshake.com> using your JHED ID, even once you are an alumnus.

Handshake is a 24/7 online platform which enables students to:

- Register for skill-building workshops, alumni panels, and recruitment events
- Access resources including sample resumes/CVs and cover letters, networking strategies, and common interview questions
- Schedule career coaching appointments
- View job postings

Workshops, Alumni Panels, and Recruitment Events

We offer regular events on topics including resume/CV and cover letter writing, networking, and interviewing. Alumni panelists speak about diverse career options within nursing and lend advice about career transition. Many recruiters visit campus or present virtually to discuss their hiring process and timeline. As some events have limited capacity, students are encouraged to register in advance using Handshake. Most events are recorded and the videos are posted in Handshake.

Career Coaching

Individual appointments are 30 minutes long and are available in-person, over the phone, or via Skype. Appointments are scheduled through Handshake.

We highly recommend that students attend career events and/or view resources including our sample resume/CV and cover letter, so that our time together is focused less on formatting and more on your story and your targets. Please bring printed copies of any documents to be reviewed.

We conduct practice interviews and provide guidance on job searching and networking strategies. All students

are encouraged to create a profile on <https://www.linkedin.com/> and list Johns Hopkins School of Nursing under the Education section.

Career Fair

This annual event (typically in late January) provides an opportunity to learn about the hiring needs of multiple organizations. The School of Public Health also hosts an annual career fair (typically in early March), and School of Nursing students are welcome to attend.

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 to ensure an excellent clinical experience. 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. 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. Students may be assigned a clinical practice site outside the range of public transportation. It is the responsibility of the student to have reliable transportation to all assigned clinical sites.

Distance students should contact their course coordinator regarding the process for securing a clinical site and preceptor. It is the student's responsibility to ensure he/she has reliable transportation to travel to a clinical site. It is the responsibility of the student to have reliable transportation to all assigned clinical sites.

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

CLINICAL WARNINGS

A Clinical Warning is given whenever a student is at risk for not successfully completing a clinical course. This could be the result of not meeting the objectives on the Clinical Evaluation Tool or the inability to achieve clinical competencies. A Clinical Warning may also be given in conjunction with a Notification of Missed Clinical Time if missed clinical time is a factor in preventing a student from meeting the objectives on the Clinical Evaluation Tool or achieving clinical competencies. Clinical Warnings will be given to students at the earliest indication of concern, to enable the student to meet with the Clinical Instructor and Clinical Course Coordinator, so they may develop a plan for the student's successful completion of the clinical course.

A Clinical Warning is a written document, prepared by a faculty member who is responsible for the course, and sent to the student, the student's Academic Advisor(s), the Director of the program, and additional course faculty who are working directly with the student or course.

COMPLAINT/GRIEVANCE POLICY

The School of Nursing Formal Complaint/Grievance Policy is based on the shared core values stated in the School's Values Statement. Each member of the School of Nursing community, whether student, faculty or staff holds himself or herself to the highest standards based on the values of excellence, respect, diversity, integrity, and accountability.

Definition: A formal student complaint/grievance is defined as a signed statement written by a student alleging discriminatory, arbitrary or improper treatment.

Process:

1. A formal student complaint should be submitted within 10 days of the event causing concern to the relevant course coordinator, program director, or associate dean. The statement should include (1) a factual description of the complaint or dispute resulting in the grievance; (2) names of persons involved if any; (3) a brief description of all informal attempts at resolution; and (4) any other information that the student believes to be relevant to the complaint.
2. In addition to the relevant course coordinator, program director, or associate dean Students may contact the Executive Vice Dean of the School of Nursing at any time in the formal complaint/grievance process. The Executive Vice Dean may communicate with relevant faculty or the Associate Dean for Enrollment Management and Student Affairs regarding the complaint. The Executive Vice Dean will not overturn a grade given by a faculty member or decision concerning safety in the clinical setting.
 - Complaint regarding a grade. Complaints involving grades or other evaluation of the student's academic work (excluding Progressions Committee decisions, please see below) may be addressed by this policy only if the evaluation is alleged to be arbitrary or capricious by the student. In the event that informal discussion between the student and instructor(s) fails to resolve a dispute, the student should appeal to the relevant Program Director. The Program Director will consult with the instructor(s) and attempt to resolve any process disputes but the instructor(s) retains the final decision about the grade for the assignment or the course.
3. Documentation of Complaint Response: The Faculty or staff responding to the complaint should document the details below and submit this document to the Executive Vice Dean:
 - The date the complaint was formally submitted
 - The nature of the complaint
 - Steps/action taken to resolve the complaint
4. The formal process established here is not meant to supplant attempts at resolving complaints through informal discussion, though there are no circumstances under which a formal complaint/grievance must be settled informally. Whether settled informally or formally, the grievance process should move expeditiously without sacrificing the integrity of the process. Nothing in this policy should be construed to impinge upon the responsibilities of any office and/or regularly constituted body of the University. Moreover, no action may be taken with respect to a formal complaint/grievance that would conflict with a university policy, federal, state, or local law or regulation.

For complaints related to:

- *Decisions of the Progressions Committee* - students should follow the appeal process defined in the School of Nursing's [Academic Standards for Progressions policy](#)
- *Academic integrity* - students should follow the School of Nursing's [Academic Integrity Policy](#)
- *Sexual misconduct* - students should follow the University's [Sexual Misconduct policy](#)
- *Discrimination and harassment* - students should follow the University's [Harassment and Discrimination policy](#)
- *Compliance with the American with Disabilities Act* - students should follow the University's [ADA Compliance and Disability Accommodations policy](#)

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.

CONTINUOUS ENROLLMENT POLICY

Each School of Nursing curricular program plan is designed to fulfill learning outcomes and promote staged learning. Thus students are expected to follow their program of study and enroll every semester or be on a school approved [Leave of Absence](#).

COURSE DROP OR WITHDRAWAL POLICY

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:

- 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 they are in jeopardy of not obtaining a passing grade in a course. 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.

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 at midterm of a course. 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.

Johns Hopkins University Credit Hour Policy can be found at
https://policies.jhu.edu/?event=render&mid=764&pid=31961&fid=CreditHourPolicy.pdf&_id=0.714340458476

The School of Nursing Academic Credit Hour policy describes how academic credits are calculated for clinical hours including laboratory clinical hours.

For clinical/laboratory experiences, one academic credit is equal to 4 hours of clinical/laboratory experience in all programs and tracks except the DNP Nurse Anesthesia Track. Thus, one clinical/laboratory/practicum credit hour is calculated as 4 clock hours per week per semester week, which is equal to 56 clock hours/semester for 1 credit.

One academic credit is equal to 8 hours in the clinical setting in the DNP nurse anesthesia track (112 clock hours).

This policy applies to students enrolled in a Johns Hopkins School of Nursing course.

CRIMINAL CONDUCT POLICY

Admission to any School of Nursing academic program or other clinical or research postdoctoral fellowships are conditional upon review and acceptance of prospective students' or fellows' criminal background investigation. The University reserves the right to rescind or revoke an offer of admission or appointment to any educational or training program to any individual or dismiss a student whose criminal background investigation reveals a history of criminal conduct that:

- the University reasonably determines increases the risk of harm to patients or individuals on University or third party premises where a student may be engaged in clinical experiences required by the educational or training program;
- was not accurately disclosed in response to a direct question regarding criminal history on any application for admission or appointment in connection with the program; and/or
- is inconsistent with the high standard of ethical conduct required of all members of the academic community or is otherwise unbecoming a member of the academic community.

DISABILITY SUPPORT SERVICES

The Johns Hopkins 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, they 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, accommodations will not be retroactive and 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 an 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 abide by the following instructions:

- 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>.

2019-2020 Program Costs

One-year living expenses provided here are *estimates*, based on average costs. Actual costs may vary. For 2020-2021 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-semester, 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 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/ameri-corps>.

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:

Direct Unsubsidized Loan

This program provides a loan of up to \$20,500 per year to eligible students. The interest rate for the Direct Unsubsidized Loan is contingent upon the disbursement date:

<u>Disbursement Date</u>	<u>Interest rate</u>
On July 1, 2018 through June 30, 2019	7.60%
On July 1, 2019 through June 30, 2020	to be determined

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 4.248%. Updated information about the origination fee will be available at <https://studentaid.ed.gov> after October 1, 2019.

Direct PLUS Loans

This program provides loans up to the cost of attendance less any other aid a borrower may be receiving. It is based upon the creditworthiness of the borrower. The interest rate for the Direct PLUS Loan is contingent upon the disbursement date:

<u>Disbursement Date</u>	<u>Interest rate</u>
On July 1, 2018 through June 30, 2019	7.60%
On July 1, 2019 through June 30, 2020	to be determined

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 4.264%. Updated information about the origination fee will be available at <https://studentaid.ed.gov> after October 1, 2019.

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 federal student aid for the 2019-2020 school year, applicants must:

- Complete the 2019-20 Free Application for Federal Student Aid (FAFSA)
- If applicable, submit the electronic School of Nursing Student Aid Application after the FAFSA (students should check their To Do List)
- Be a U.S. citizen, permanent resident, or eligible non-citizen
- Be a U.S. citizen, permanent resident, or eligible non-citizen
- Be enrolled in a degree program and maintain satisfactory academic progress
- Be registered 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 2018-19 academic year receiving Federal Student Aid for semesters/periods of enrollment that begin during or after summer 2018.

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

- 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.
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.
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
 - MSN, Specialty/MBA Students – 7 years from matriculation
 - Certificate Students – 3 years from matriculation
 - DNP, Advanced Practice Students – 6 years from matriculation
 - DNP, Executive Students – 6 years from matriculation
 - DNP, Executive/MBA Students - 7 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) of enrollment.

Appeal Process

Students who wish to appeal Financial Aid Suspension status must submit an appeal of Financial Aid Suspended status in writing to the Financial Aid Appeals Committee by the date specified in the Financial Aid Suspended notification letter. The 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 following:

- 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 = 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
67 – 69	D+	1.30
63 – 66	D	1.00
60 – 62	D-	0.70
< 60	F	0.00

Final grades are rounded from the tenth place to the whole number.

Students are not permitted to repeat a course for which they have received a passing grade. For more information regarding repeating courses, please see the Academic Standards for Progressions policy.

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 graduation application submission for Academic Year 2019-20

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 provide proof of insurance within 30 days after orientation will be automatically enrolled in the student health plan and will be charged accordingly. 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 <https://nursing.jhu.edu/information/current-student/student-affairs/health-safety/index.html>

Dental and Vision insurance **is not included in the student health plan** but can be purchased for an additional fee. The University is offering a dental plan with Delta Dental and a vision plan with EyeMed. SON Student Accounts will email enrollment and premium information to students that are enrolled to the fall semester. Coverage will start on August 15th.

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 degree and certificate students, faculty, and staff are required to wear their School of Nursing identification badges at all times while on campus or in clinical settings. Replacement ID badges are obtained from the Parking and ID office in room 108 of the Nelson/Harvey building in the hospital. Only students who are enrolled in degree and certificate programs are eligible to receive ID badges.

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 in the sequence in which it is offered in the course 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 completing 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:

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.

International students 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. 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 EMSA 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, University Mental Health 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, University Mental Health, 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 or University Mental Health

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, personal, or medical). 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 seeks an academic or personal leave of absence, the student must consult with his/her academic/faculty adviser and/or other resources available to assist with such a decision (Student Affairs, Program Director, etc.) and outline and agree to a program of study upon return.

Medical leave of absence may be granted for physical or mental health reasons with the approval of the Office of the Associate Dean of Enrollment Management and Student Affairs and may require proof of readiness to return to study. The goal of the readiness process is to ensure students are healthy enough to continue in coursework. If possible, before a student seeks a medical leave of absence, the student should consult with his/her academic/faculty adviser and outline and agree to a program of study upon return.

Leaves of absence are granted for specific time periods, generally up to one year. Students may take one leave of absence during the course of their program.

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. Student downloads and completes the Leave of Absence/Withdrawal form: nursing.jhu.edu/academics/documents/student-forms/leave-of-absence-withdrawal.pdf
2. Student meets with academic/faculty adviser (MSN (Entry into Nursing), Executive DNP, or PhD) or track coordinator (Advanced Practice/Certificate) to discuss this decision and develop a proposed plan of study. If the LOA is a medical LOA, the Associate Dean for Enrollment Management and Student Affairs will work directly with the student to receive medical documentation and determine readiness for return process.

3. The LOA form and proposed plan of study (if applicable) will be signed by the adviser/track coordinator.
4. The adviser/track coordinator submits LOA form and proposed plan of study (if applicable) to the program director for final approval and signature.
5. The Program Director submits the LOA form to the Office of the Registrar.
6. 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.).
7. Once the program director receives notification from the registrar that the LOA has been finalized, the program director will notify the student and student's adviser/track coordinator.
8. 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.
- Students may take only one leave of absence while enrolled.
- 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. 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

Welch Services

Welch Medical Library serves the informational needs of the faculty, staff, and students of Johns Hopkins Medicine, Nursing and Public Health. The Welch Service Center provides in-person circulation and document retrieval, reference and searching assistance, and reserves services.

Informationists offer a variety of professional tailored services, including individual and group consultations, searching-from general reference and evidence-based precision, to full-scale systematic review participation; citation management; curriculum, classroom and online instruction; and collaborations on grants and research projects from beginning to end, as they evolve. Informationists are experts at navigating the publishing landscape to respond to complex requests related to research impact, scholarly output and dissemination.

Welch Collection

The library collects current scholarly information that supports the research, clinical, administrative, and educational needs of the Johns Hopkins Medicine. Because the library's emphasis is on providing materials at point of need, the collection is primarily in electronic format. It covers health, the practice of medicine and related biomedical and allied health care disciplines, public health and related disciplines, nursing, research literature, methodological literature, reviews or state-of-the-art reports, and in-depth, authoritative analyses of areas influencing biomedicine and health care. The Welch online collection includes more than 7,200 electronic journals, over 400 databases, more than 13,000 e-books and more than 2,500 videos.

Johns Hopkins Medicine scholars have access to both the print and online collections of the other Hopkins libraries including over 150,000 journals and just under a million e-books.

LOCKERS

During the current renovation at the School of Nursing, a limited number of lockers are available for School of Nursing students. Please contact Student Affairs at 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 provided to pre-licensure students in the fifth semester practicum course. Academic Advisers can provide additional information and guidance.

NEW CHILD ACCOMMODATIONS FOR FULL-TIME GRADUATE STUDENTS AND POSTDOCTORAL TRAINEES

Johns Hopkins University recognizes the importance of balancing the family and academic responsibilities faced by new parents and promoting the well-being of their families. The University is supportive of accommodating eligible full-time graduate students and full-time postdoctoral fellows, scholars and trainees (collectively “postdoctoral trainees”) who are expecting a new child. Consistent with grant funding policies that place a limit of 8 weeks for parental leave, all eligible full-time graduate students and postdoctoral trainees shall receive no less than 8 weeks of fully-paid new child accommodations.

Each school has in place provisions for taking a formal leave of absence, which is an option at any time for students and trainees who are new parents. Electing this option relieves students of all university responsibilities but comes with consequences that may suspend students’ privileges and access to university benefits and resources. This option may also have visa consequences for international students. The goal of this Policy is to put in place a set of guidelines for full-time graduate students and postdoctoral trainees who have new family additions who do not elect a formal leave of absence.

The University is committed to providing a learning environment supportive of its students in their pursuit of productive and fulfilling academic, professional, and personal lives. The purpose of this Policy is to provide an overview of the eligibility requirements, benefits provided, and procedures required to utilize new child accommodations.

Definitions - All Divisions of the University

Eligible Full-Time Graduate Student: A full-time graduate student who is admitted to a graduate program, and engaged in a full-time program of courses, credits, seminars and/or research as approved by the Chair of the department/program or designated faculty member.

The Chair of the department/program or designated faculty member certifies each student’s status at the beginning of every semester or quarter.

Students may not be simultaneously enrolled at another university.

Eligible Full-Time Postdoctoral Trainee: A postdoctoral trainee is one who:

- Has been awarded or has completed the requirements for a doctoral degree (e.g. Ph.D., M.D., D.D.S., Pharm.D., D.V.M., D.P.H., D.N.S.) or foreign equivalent, is engaged in a temporary or defined period of mentored advanced training to enhance the professional skills and research independence needed to pursue his or her chosen career path, and is paid through Johns Hopkins University payroll;
- Has been issued a formal letter of appointment by the University (via the relevant school/entity) that sets forth the salary, terms, and expectations of the appointment; and
- The expected duration of the position will exceed six months.

The designated faculty member or Principal Investigator shall determine the full-time status of a postdoctoral trainee. Throughout the University, postdoctoral trainees are commonly referred to as “fellows”. For the purposes of this Policy only, the term “Postdoctoral Trainee” shall apply to postdoctoral

fellows, scholars, and trainees.

- Child: Biological or adopted child, or stepchild.
- Parent: Biological, adoptive, or surrogate parent, or the domestic or marital partner of a biological or adoptive parent.

NON-DEGREE-SEEKING STUDENTS

The maximum number of credits that can be applied to a School of Nursing degree program 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

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. 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.

NOTIFICATION OF MISSED CLINICAL TIME

A Notification of Missed Clinical Time is given to a student who is not present for any portion of the clinical hours in a course. Clinical hours also includes laboratory and simulation. Accurate documentation of clinical hours in the program is required for every student. Missed clinical hours include the following:

- the entire clinical time is missed
- the student arrives late for clinical
- the student leaves clinical early

At the discretion of the Clinical Course Coordinator in conjunction with the Clinical Instructor, a clinical make up assignment may be given to a student who misses clinical time. Students may provide documentation of illness or other excuses for missing time, which will be noted. Even with documentation, a Notification of Missed Clinical Time will be sent to the student.

A Notification of Missed Clinical Time is a written document, prepared by a faculty member who is responsible for the course, and sent to the student, the student's Academic Advisor(s), the Director of the program, and additional course faculty who are working directly with the student or course.

PARKING AND TRANSPORTATION INFORMATION

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

PERSONAL RELATIONSHIPS POLICY

The Johns Hopkins University ("JHU" or "University") is committed to the personal, academic, and professional well-being and development of its students, trainees, faculty, staff, post-doctoral fellows, clinical residents, and all other members of the University community. In particular, the University is committed to fostering an environment that promotes academia and professional success for all members of its community by addressing behaviors that can undermine the important missions of our institution. The University seeks to create and maintain an atmosphere of mutual respect, collegiality, fairness, and trust.

For comprehensive information about this policy, please visit <https://policies.jhu.edu>.

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 website, 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 an SON degree program after enrolling in an SON 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 accepted by 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. Students are encouraged to take Anatomy prior to Physiology, but are able to take the courses concurrently with prior approval.

PRINTING AND COPYING

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 in 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 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 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 white lab 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 clinical 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
jhu@matthewsstores.com
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.

PROFESSIONAL ETHICS POLICY

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

Each student is obligated to adhere to the highest standards of professional ethics and conduct in their academic endeavors. 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
- 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

Scope

This Policy applies to all matriculated and continuing School of Nursing students in the full-time, part-time, and professional programs.

Cross-Divisional Enrollments

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.

Research Misconduct

Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. For a complete definition, refer to The Johns Hopkins University Research Integrity Policy ("Policy") available at

https://www.jhu.edu/assets/uploads/2017/08/university_research_integrity_policy.pdf. The Policy applies to all University faculty, trainees, students, and staff engaged in the proposing, performing, reviewing, or reporting of research, regardless of funding source. Allegations of research misconduct regarding a student should be referred to the Research Integrity Officer for assessment under that Policy, but may also be directed to the department chair or Dean of the responsible unit where the alleged research misconduct occurred.

Academic Misconduct

All issues of academic student misconduct are subject to the School of Nursing Academic Integrity Policy. For more on this policy, please refer to [Academic and Professional Ethics](#) webpage.

Non-Academic Misconduct

All issues of non-academic student misconduct will be subject to the University-wide Student Conduct Code. For more on this policy, please refer to <http://studentaffairs.jhu.edu/policies/student-code/>.

Professional Code of Ethics

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 is 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 and the JHUSON values. Each student will:

- 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).

Reporting Professional Ethics Violations

Any member of the faculty, administration, staff or any student who has reason to suspect or believe a violation of this Policy has occurred is expected to notify the Ethics Board Chair or Associate Dean for Enrollment Management and Student Affairs.

Faculty-Student Resolution of First-Time Offenses:

- If a student is suspected of professional misconduct, the faculty member responsible for the course in which the misconduct allegedly occurred must, if feasible, review the facts of the case promptly with the student.

- If, after speaking with the student and any witnesses, the faculty member believes that professional 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 first offense, after faculty consultation with the Associate Dean for Enrollment Management and Student Affairs and/or the Chair of the SON Ethics Board, the faculty member may choose to resolve the case directly with the student, i.e., the faculty member and student may reach an agreement on the resolution of the alleged misconduct. Note, neither the faculty member nor the student are obligated to resolve a complaint under this section. A faculty member may not resolve a second or subsequent offense directly with a student.
- 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 charge 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 an Ethics Board hearing as outlined below.

Ethics Board Hearing:

- In the case of a first offense that is not resolved between the faculty member and the student or a second or subsequent offense, 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, the student will receive written notification of the hearing date, time, and location.

Ethics Board Selection and Ethics Panel Hearings

The Ethics Board consists of a chair, appointed annually by the Dean or her or his designee; two full-time faculty who teach primarily in one of the following programs—MSN Entry into Nursing Practice, DNP, or PhD, elected by the Faculty Assembly; Program Directors from each academic program; and students representing each academic degree.

For each matter, an Ethics Hearing Panel will be formed. The Ethics Hearing Panel consists of the faculty chairperson of the Ethics Board, the faculty members on the Ethics Board elected by the Faculty Assembly, the program director for the student's program and two student members. The Associate Dean for Enrollment Management and Student Affairs or designee attends all hearings as a non-voting member of the Ethics Board. Each student appearing before an Ethics Hearing Panel will have a hearing assistant unless explicitly asking that no hearing assistant be named. The hearing assistant for a student may be his/her academic adviser or other faculty member chosen by the student or recommended by the Ethics Board. If desired, the faculty member, staff member or student bring the case may also have a hearing assistant of their choice or recommended by the Ethics Board. The assistant may meet with the respective parties to assist in preparation of evidence, testimony, and questions for the hearing. The designated assistants may attend and provide consultation in the hearing while the student or faculty member is present.

Students may request witnesses be present at the hearing. The student must furnish the Ethics Hearing Chair with the names of the witnesses in sufficient time to request the presence of the witnesses. It is within the Hearing Panel's discretion to limit the number of witnesses appearing at the hearing to a reasonable number.

Faculty, staff or students bringing forth the case are expected to compile evidence and to present their account of the violation during an Ethics hearing. All supporting materials for the hearing must be placed on file in the Office of the Associate Dean for Enrollment Management and Student Affairs. Supporting materials may be submitted directly to the Associate Dean for Enrollment Management and Student Affairs or indirectly through the assistant or the chairperson.

The Ethics Board will endeavor to convene within 10 working days of receiving the request for a hearing. Legal representation is not permitted at Ethics Board hearings.

In general, hearings will proceed as follows, although the Ethics Hearing 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

The reporter, student or witness is only present in the room with the Ethics Hearing Panel during the time that they are being questioned or responding. At the conclusion of the hearing, all parties are dismissed and the deliberations of the Ethics Hearing Panel will be held in private.

The student is presumed innocent until the Ethics Hearing Panel has made a determination by a preponderance of the evidence that a violation has occurred. 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 goal of the Ethics Panel is to reach consensus on the allegation and outcome. If this is not possible, a decision will be made by majority vote.

The Chair of the Ethics Board and the Associate Dean for Enrollment Management and Student Affairs shall, as soon after the hearing as practicable and reasonable, 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(s) recommended by the Ethics Board, if applicable

The alleged violator and the initiating party will be informed in writing by the Office of Enrollment Management and Student Affairs of the decision on whether a Policy was violated following the decision of the Ethics Hearing Panel.

Any student found not in violation of all charges of the Academic Integrity Policy will be permitted to make-up missed assignments or clinical time during the time of the hearing and appeal process.

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).

Sanctions

If a student is determined to be in violation of this Policy, 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 than those listed below depending on the facts and circumstances of a particular case. Sanctions for academic misconduct under policy are generally cumulative in nature.

The following is a non-exhaustive list of possible sanctions and what these sanctions typically mean. The specific conditions imposed under each sanction (i.e. the terms of a suspension, etc.) will depend on the specific facts and circumstances of each case.

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).

Academic

These sanctions may include but are not limited to grade adjustments, including failure, on any work or course, or resubmission of an assignment. This may include or may not include permanent student record notation. If the sanctions include a notation on the student's transcript, "Grade due to Professional Misconduct" will be noted on the student's official School of Nursing transcript.

Corrective or Educational Measures

The student may be required to engage in other corrective or educational activities.

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 future reapplication to the University.

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), or
 - Convene a new panel to consider the case; or
 - Uphold the panel's decision

The Dean of the School of Nursing or designee will simultaneously send the appeal determination, with the reasons therefor, to the chair, 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 by the Associate Dean for Enrollment Management and Student Affairs for the duration of the student's enrollment at JHU and seven (7) years from date that the student graduates or otherwise leaves the University.

The Associate Dean for Enrollment Management and Student Affairs will provide an overview of the process and procedures of the Ethics Board.

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 in accordance with the University policy on Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") and applicable laws and regulations;
- 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. All such conflicts must be sent in writing to the Associate Dean for Enrollment Management and Student Affairs at least two days prior to the hearing date. 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.

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.

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.

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.

Suzanne R. Concato Scholarship

Established in 2018 by the family of Suzanne R. Concato, Class of 1963 in support of students in need of tuition assistance.

Suzanne R. Concato Scholarship In Support of Baltimore Talent Scholars

Established in 2018 by the family of Suzanne R. Concato, Class of 1963 in support of talented Baltimore scholars.

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 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.

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 (I & II)

The Furnival Scholarship Funds (I & II) were established in 1986 and 2013, respectively, 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.

Furnival Endowed Scholarship III

The Furnival Endowed Scholarship III was established in 2017 by Eugene Peyton Jarvis, in honor of his mother's, Elsie Peyton Jarvis', 70th reunion.

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.

Karen B. Haller Endowed Scholarship

This scholarship was established in 2017 to honor Dr. Karen B. Haller's legacy of commitment to and advancement of patient-centered care as well as her fearless advocacy for the education of nursing around the world.

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.

Mary Farr Heeg Endowed Scholarship

This scholarship was established in 2017 by the bequest of Mary Faar Heeg, N'41.

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.

Eunice Searles King, PhD Endowed Scholarship

Established in 2017 by Mr. David King, family, and friends to honor Eunice Searles King, Johns Hopkins School of Nursing, Class of 1968 on the occasion of her 50th Class Reunion.

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 Hopkins nursing students.

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, MD '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 (I & II)

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 established the scholarships in 1997 and 2012 respectively.

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, established in 1996 by an anonymous donor, recognizes 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 - 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.

Linda Davies Versic RN '65 Endowed Scholarship Fund

Established in 2018 by Ronald Versic, MA, Physics '68, in loving memory of his wife, Linda, a member of the School of Nursing Class of 1967. Scholarships will be issued at the discretion of the Dean of the School of Nursing.

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 through 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.

The Jim & Ibby Tanner Scholarship

Established in 2017 by the friends and family of School of Nursing faculty member, Dr. Ibby Tanner, in memory of her husband, Jim.

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.

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.

Sarah E. Allison Chair in Research and Self-Care

Sarah Elizabeth Allison, Class of 1953, was an innovator who devoted her life and career to furthering Dorothea Orem's groundbreaking theories of patient self-care matched with nursing support to maximize healing. Born in Baltimore in 1925, Allison died in June 2017 in Jackson, MS. Her funding for this endowed professorship confirms Johns Hopkins Nursing's commitment to quality, patient-centered care that maintains dignity and independence.

The Endowed Professorship in Health Equity & Social Justice

This professorship was established in 2017 by Susan M. Epstein, N' 66 to honor the nursing profession's commitment to health equity and social justice for all. Ms. Epstein graduated from JHSON in 1966. Susan also acquired a law degree from Boston College and spent many years working with people with mental health challenges and served as an advocate to this population. Susan's passion for social justice and health equity led her to establish a professorship to further and advance this cause. Her late husband Dr. Epstein, also a Hopkins alum, was the Chair of the Duke Eye Center and in that capacity, Susan worked closely with him to support the growth of that institution as well.

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.

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.

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 an At-Large 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 to the honor society is by invitation only, and occurs biannually. 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

SOURCE is the nationally recognized, award-winning community engagement and service-learning center for the JHU Schools of Public Health, Nursing, and Medicine. SOURCE's mission is to engage the Johns Hopkins University health professional schools and Baltimore communities in mutually beneficial partnerships that promote health and social justice. The center partners with over 100 community-based organizations (CBOs) in

Baltimore City, and dozens of service-based student groups. 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 (COP)*: 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.
- *Baltimore Action Projects*: Each year, students are competitively selected to support local non-profits on projects that focus on key public health issues identified by the Bloomberg American Health Initiative.
- *Baltimore Action Projects*: Each year, students are competitively selected to support local non-profits on projects that focus on key public health issues identified by the Bloomberg American Health Initiative.
- *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.
- *Student Leadership Opportunities*: SOURCE seeks student representatives to serve on its Governing Board, alongside students from other health professional schools, faculty, staff, and deans.
- 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, 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 balance will be sent electronically to the student's Johns Hopkins University email account. Billing statements are generated the second Thursday 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.

Payment Options – Cash is not accepted

- 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 general begins to disburse to the student account one week prior to 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 410-614-2012
- By mail: send check to JHU Payment Processing, Garland Hall B33, 3400 N. Charles St., Baltimore, MD 21218. 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 at 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 Payers that will directly make payment to Johns Hopkins University at the beginning of the semester: Please go online to SIS <https://sis.jhu.edu/sswf> prior to the semester starting, select the Billing tab > Third Party Billing > then select your vendor. Please direct all questions to TPPTeam@jhu.edu.
- 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 [SIS](#). 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)

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

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 Tri-school organizations on the East Baltimore campus allow membership from students at the School of Medicine, Bloomberg School of Public Health, and School of Nursing.

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

STUDENT CODE OF CONDUCT

The fundamental purpose of the Johns Hopkins University's (the "University" or "JHU") regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities. As members of the University community, students accept certain responsibilities which

support the educational mission and create an environment in which all students are afforded the same opportunity to succeed academically.

This Johns Hopkins University Student Conduct Code (this “Code”) applies to all students, including without limitation undergraduate and graduate students, and student groups and organizations, whether recognized by the University or not, in the following schools and divisions:

- [Bloomberg School of Public Health \(BSPH\)](#)
- [Carey Business School \(CBS\)](#)
- [Krieger School of Arts and Sciences \(KSAS\)](#)
- [Paul H. Nitze School of Advanced International Studies \(SAIS\)](#)
- [Peabody Institute \(Peabody\)](#)
- [School of Education \(SOE\)](#)
- [School of Nursing \(SON\)](#)
- [Whiting School of Engineering \(WSE\)](#)

The schools and divisions above must comply with, and ensure that their policies and procedures comply with, this Code. To the extent there is any inconsistency between divisional policies and procedures and this Code, this Code controls.

For more information on Johns Hopkins University’s Student Code of conduct, please visit <https://studentaffairs.jhu.edu/policies-guidelines/student-code>.

TECHNICAL STANDARDS FOR ADMISSION AND GRADUATION

The curricula of the School of Nursing require 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 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 face 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.

TEXTBOOK INFORMATION

The School of Nursing book list is available at the [Matthew's Medical Book Center](#). Textbook information will also be available in the syllabus for each course as soon as it is available in Blackboard.

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 six 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. In addition, another 3 credits from an accredited DNP program can be applied to the PhD program. Course(s) must have been completed within five years of starting the degree program at JHSON.

The following SON courses are eligible for transfer review in the MSN and DNP Programs and Post Master's Certificates:

- NR210.606 Biostatistics for Evidence-Based Practice
- NR210.607 Context of Health Care for Advanced Nursing Practice
- NR210.608 The Research Process and Its Application to Evidence-Based Practice

- NR210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice
- NR 210.610 Health Promotion and Risk Reduction across the Lifespan

Credit transfers cannot be applied to the DNP Executive Program. Elective credits for any other program will be reviewed at the program director's discretion.

Should a student apply to a subsequent School of Nursing degree program, a request for transfer of credit must be reviewed during the first semester of each program. It is not guaranteed that a waiver for one program will be approved for subsequent programs.

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 is applying for a transfer of credit to replace first semester courses, the request must be made prior to the registration deadline of the first semester. 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 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.

It is the student's responsibility to work with the Office of Financial Aid to determine if any changes to the plan of study will change eligibility for financial aid. Students receiving VA benefits should also contact the Office of the Registrar to determine if changes to the plan of study will change eligibility for these benefits.

To begin the process, please download the [Transfer of Graduate Credits into JHSON](#) form.

TUITION AND FEES

Application Fee

Students submitting an application for admission must pay a \$65 application fee directly 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 2019-2020 academic, which begins with the summer 2019 semester and ends with the spring 2020 semester. Tuition rates are subject to increase the following academic year.

MASTER'S DEGREES	
MSN Specialty Tracks Full-time <i>12 or more credits</i>	\$20,256 per semester
MSN Specialty Tracks Part-time <i>Less than 12 credits</i>	\$1,688 per credit
MSN (Entry into Nursing) Full-time <i>12 or more credits</i>	\$20,256 per semester
MSN/MPH Full-time <i>16 or more credits</i>	\$27,872 per semester
MSN/MPH Part-time <i>Less than 16 credits *</i>	\$1,742 per credit
DOCTORAL DEGREES	
DNP Full-time <i>9 or more credits</i>	\$15,948 per semester
DNP Part-time <i>Less than 9 credits</i>	\$1,772 per credit
PhD Full-time <i>9 or more credits</i>	\$21,006 per semester
PhD Part-time <i>Less than 9 credits</i>	\$2,334 per credit
DNP/PHD Full-time <i>9 or more credits</i>	\$18,477 per semester
DNP/PHD Part-time <i>Less than 9 credits</i>	\$2,053 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.

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.

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

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 provide proof of insurance may be automatically enrolled in the student health plan and will be charged accordingly.

Health Services Fee

All full-time on-campus matriculated students will pay an \$850 annual health services fee and will have unrestricted access to all services at University Health Services. Part-time students may pay \$550 per year to access these services.

Late Registration Fee

A student who for any reason does not complete registration until after the prescribed registration period must pay a \$50 late registration fee before that registration is finalized by the registrar. Information about late registration fees is 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.

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 (UHS) 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. UHS provides medical, mental health, and wellness services to students on the East Baltimore campus. 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 active duty servicemen, veterans and the spouses and children of deceased veterans under the provisions of the various federal laws pertaining to the veterans' benefits. Johns Hopkins University also complies with Federal Law Section 103 (effective Aug. 1, 2019) which ensures that Johns Hopkins University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that an eligible individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33. Information about veterans' benefits and enrollment procedures may be found at <https://benefits.va.gov/gibill/> or by calling 888-442-4551.

The Johns Hopkins University School of Nursing accepts applicants who are eligible for all chapters of the VA benefits including Post-9/11 GI Bill® and Vocational Rehabilitation.

Once a student is accepted into a degree program, he or she can apply for VA benefits via <https://www.va.gov/education/how-to-apply/>. After an evaluation has been completed, the VA will send a Certificate of Eligibility noting the chapter and the percentage amount qualified. A copy of the Certificate of Eligibility as well as a copy of the DD214 (if the student is the veteran and completed the enlistment period) must be sent to Libby Miles omiles1@jhu.edu, the VA Certifying Official in the Registrar's Office at the School of Nursing.

Once a student's JHED ID has been received and activated, the student is required to log into the SIS Self-Service at sis.jhu.edu, select the Billing tab, choose Third Party Billing, and select U.S. Department of Veterans Affairs. The student must read the 'Student Acknowledgement Section' then check the box to acknowledge, sign and click submit. Those students who are receiving benefits must complete this acknowledgment every semester in order to be certified for their VA funding.

It is the responsibility of the student to notify the certifying official of any change of enrollment during the semester in order to revise the enrollment status with the VA. Failure to notify the certifying official may result in the Department of Veterans Affairs seeking reimbursement of funds which will result in an overpayment.

Eligible dependents of veterans should refer to <https://benefits.va.gov/gibill/> to obtain the correct application form depending on the service member's dates of service.

If the student has utilized VA benefits previously at another college or university, a 22-1995 (Change of Program and Place of Training) will need to be completed and a copy given to the Certifying Official. The form can be found <https://www.va.gov/education/how-to-apply/>.

Yellow Ribbon Program

The Johns Hopkins University School of Nursing participates in the Post-9/11 GI Bill® Yellow Ribbon Program. This program provides funds to veterans in addition to the standard tuition benefit of the Post-9/11 Program. In order to qualify, veterans must be accepted in a degree program and must be certified by the VA to be eligible

for 100% of the Post-9/11 GI Bill® benefits. Individuals on active duty status are NOT eligible for the Yellow Ribbon Program. Additional information can be obtained at https://www.benefits.va.gov/gibill/yellow_ribbon.asp.

Vocational Rehabilitation

Students eligible for VRE benefits must contact the VA Certifying Official as well as supply the approved VRE Authorization form VA-1905 and the Vocational Rehab counselor's contact information.

Military Tuition Assistance

Military tuition assistance may only be used to pursue degree programs at colleges or universities within the US that are regionally or nationally accredited by an accrediting body recognized by the U.S. Department of Education. Each military branch has its own tuition assistance application procedure. It is recommended that military students visit their local installation education center. Prior to course enrollment, students may be required to provide an education degree plan or complete tuition assistance orientation. The degree plan can be obtained from Libby Miles omiles1@jhu.edu, the VA Certifying Official in the Registrar's Office at the School of Nursing, or by calling 410-614-3096.

More helpful information about military tuition assistance processes can be obtained at Military.com.

Please note that tuition assistance will not completely fund the entire tuition and it will be the responsibility of the student to pay the remaining balance owed. Also, the student will be obligated to reimburse any funds paid if any of the following occur:

- Leaving the service before the course ends
- Quitting the course for reasons other than personal illness, military transfer or mission requirements
- Failing the course

Legal Disclaimer: GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill/>.

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](#)

More University-level policies are available at <https://policies.jhu.edu/>

DEGREES AND CERTIFICATES

MASTER'S DEGREES

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), Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-463-6930.

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 to take the nursing licensure exam (NCLEX) and be licensed as an RN upon graduation. 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 a Baltimore city K-8 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.

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.120.511 Integrated Clinical Management: Chronic Health Alterations [2/2] [4cr/112CL]

NR.210.606 Biostatistics for Evidence-Based Practice [3cr]

NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr] *

Third term - 13 credits

NR.120.513 Leadership for Professional Nursing [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.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]

Fourth term - 16 credits

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

Fifth term - 12 credits ***

NR.120.527 Integrated Clinical Management: Synthesis Practicum [6cr/224CL]

NR.210.607 Context of Health Care for Advanced Nursing Practice [3cr]

Nursing specialty elective course [3-6cr]

Program Total: 73 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 semester

*** Only 3 elective credits are required in the 5th 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.

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 [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]

Specialty Courses

- NR.110.560 Program Development and Evaluation in Health Care [2 cr]
- NR.110.605 Leadership and Management in Health Care [3cr]
- NR.110.607 Health Systems Management I [3cr/40 CL]
- NR.110.608 Business Plan [1 cr]
- NR.110.609 Health Systems Management II – Specialty Practice [3cr/168 CL]
- NR.110.611 Health Systems Management III – Outcomes Management [3cr/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 [3cr]
- 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 / 168 clinical hours

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 / 168 clinical hours

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 ANP [3cr]

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 2 credits

NR.110.560 Program Development and Evaluation in Health Care [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.110.618 Leadership for Complex Learning [2cr]

Seventh term 6 credits/168 clinical hours

NR.110.608 Business Plan [1cr]

NR.110.611 Health Systems Management III – Outcomes Management [3cr/168CL]

NR.XXX.XXX Management Elective [2cr]

Program Total: 35 Credits [cr]/376 Clinical Hours [CL]

Please note, curriculum, credit hours, and sequencing are subject to change.

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 [3cr]
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 [3cr]

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 [3cr]
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 [3cr]

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]

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 course with permission of the adviser.

Curriculum

NR 110.638 Curriculum Theory & Design [3cr]

NR 110.540 Teaching Strategies in Nursing [3cr]

NR 110.730 Evaluation: From Individual to Program [3cr]

NR 110.641 Online Teaching and Learning: Development and Instruction [3cr]

NR 110.643 Teaching Practicum [1-3 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 [3cr] or NR 110.643 Teaching Practicum [1-3 cr]

Program Total: 12 Credits [cr]

Each student's plan is customized with their adviser.

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. Post Master's Pediatric Acute Care Nurse Practitioner certificate students will learn how to diagnose and treat pediatric acute, critical and chronic care conditions, gain clinical competency, and apply evidence-based practices. Students will experience a vigorous academic program and clinical experiences 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 500 hours of precepted pediatric acute care clinical (600 hours recommended).

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]

Pediatric Acute Care II [2 Didactic Cr]

Pediatric Acute Care III [1 Didactic Cr]

Pediatric Acute Care Practicum* [1-4 credits/56-224CL] [repeatable each term]

Required Program Totals: 9-18 Credits

Pediatric Acute Care Nurse Practitioner Certificate

Program of Study

First Term 3 didactic credits/56-224 clinical hours

NR.110.645 Pediatric Acute Care I [3cr]

NR.110.648 Pediatric Acute Care Practicum [1-4cr/56-224 clinical hours]

Second term 2 didactic credits/56-224 clinical hours

NR.110.646 Pediatric Acute Care II * [2cr]

NR.110.648 Pediatric Acute Care Practicum [1-4cr/56-224 clinical hours]*

Third term 1 didactic credit/56-224 clinical hours

NR.110.647 Pediatric Acute Care III * [1cr]

NR.110.648 Pediatric Acute Care Practicum [1-4cr/56-224 clinical hours]*

Program Total: 9-18 Credits [cr]/Various Clinical Hours [CL]

*NR 110.648 Students must complete a minimum of 7 credits of Pediatric Acute Care Practicum (clinical) during the program. Based on a gap analysis, some students may need additional clinical hours. Specific credit hours and credit allocation by semester will be determined based on a gap analysis at the program start.

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

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]

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]

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]

Additional credits may be required for those who have not completed health assessment through the lifespan.

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), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-463-6930.

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. The DNP Advanced Practice program is online with required on-site course immersions. 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 [3cr]
NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
NR.210.805 Translating Evidence into Practice [3cr]
NR.210.806 Health Finance [2cr]
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 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 27-30cr/224-336PH

Doctor of Nursing Practice Advanced Practice Track Scholarly Project Progression

DNP students are required to successfully complete a Scholarly Proposal and Final Project.

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 [6cr/224CL]

Track Total [24cr/784CL]

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

First term 5 credits

NR.210.606 Biostatistics for Evidence-Based Practice [3cr]

NR.210.806 Health Finance [2cr]

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 [3cr]

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/56 project practicum hours

NR.210.660 Intro to Acute Care [4cr/56CL]

NR.210.896 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Seventh term/9 credits/168 clinical hours

NR.210.661 Acute Care I [6cr/168CL]

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 8 credits/224 clinical hours/56 project practicum hours

NR.210.664 Acute Care IV [6cr/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: 78 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 [2cr/112CL]
NR.210.646 AGNP Clinical Practicum II [2cr/112CL]
NR.210.647 AGNP Clinical Practicum III [2cr/112CL]
NR.210.648 AGNP Clinical Practicum IV [2cr/112CL]
NR.210.649 AGNP Clinical Practicum V [4cr/224CL]

Track Total [22cr/672CL]

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]

Second term 12 credits

NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]

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

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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Fourth term 10 credits/112 clinical hours

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

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 11 credits/112 clinical hours/112 project practicum hours

NR.210.822 Health Information Systems and Patient Care Technologies [2cr]

NR.210.806 Health Finance [2cr]

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 8 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 Finance [2cr]

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 [3cr]

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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Seventh term 7 credits/112 clinical hours

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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]

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]

* 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 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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Fourth term 11 credits/168 clinical hours

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

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 10 credits/112 clinical hours/56 project practicum hours

NR.210.822 Health Information Systems and Patient Care Technologies [2cr]

NR.210.806 Health Finance [2cr]

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 8 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 Finance [2cr]

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 [3cr]

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 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 [3cr]

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.nursesinaids.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 Primary Care for Patients in Limited Resource Settings [3cr/56CL]

NR.110.615 Health Disparities in Nursing Practice [3cr]

NR.210.610 Health Promotion and Risk Reduction Across the Lifespan [2cr] *

Certificate Totals [13cr/112CL]

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]

* Health Promotion is already embedded in the NP curriculum.

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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Fourth term 13 credits/112 clinical hours

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

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 14 credits/168 clinical hours/112 project practicum hours

NR.210.822 Health Information Systems and Patient Care Technologies [2cr]

NR.210.806 Health Finance [2cr]

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 Primary Care for Patients in Limited Resource Settings [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 8 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 Finance [2cr]

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 [3cr]

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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Seventh term 7 credits/112 clinical hour

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 Primary Care for Patients in Limited Resource Settings [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 Problem Identification [1cr]
NR.210.894 DNP Practicum [1cr/56PPR]

Fourth term 14 credits/168 clinical hours

NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]
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 13 credits/168 clinical hours/56 project practicum hours

NR.210.822 Health Information Systems and Patient Care Technologies [2cr]
NR.210.806 Health Finance [2cr]
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 Primary Care for Patients in Limited Resource Settings [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 8 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 Finance [2cr]

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 [3cr]

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 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 [3cr]

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 Primary Care for Patients in Limited Resource Settings [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/npn/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 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 [3cr]

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 11 credits/112 clinical hours/112 project practicum hours

NR.210.822 Health Information Systems and Patient Care Technologies [2cr]

NR.210.806 Health Finance [2cr]

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 8 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 Finance [2cr]

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 [3cr]

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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Seventh term 7 credits/112 clinical hours

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Fourth term 9 credits/168 clinical hours

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

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 11 credits/168 clinical hours

NR.210.806 Health Finance [2cr]

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 8 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 Finance [2cr]

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 [3cr]

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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Seventh term 9 credits/168 clinical hours

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 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 [3cr]

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 11 credits/168 clinical hours

NR.210.806 Health Finance [2cr]

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 8 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 Finance [2cr]

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 [3cr]

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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Seventh term 9 credits/168 clinical hours

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Fourth term 10 credits/168 clinical hours (CL)

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

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 11 credits/168 clinical hours

NR.210.806 Health Finance [2cr]

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 8 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 Finance [2cr]

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 [3cr]

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 Problem Identification [1cr]

NR.210.894 DNP Practicum [1cr/56PPR]

Seventh term 9 credits/168 clinical hours

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

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 online with required on-site course immersions. 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 [3cr]

NR.210.804 Organizational and Systems Leadership for Quality Care [3cr]

NR.210.805 Translating Evidence into Practice [3cr]

NR.210.806 Health d Finance [2cr]

NR.210.807 Clinical Data Management [2cr]

NR.210.808 Clinical Data Management II [2cr]

NR.210.896 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 Curriculum

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 [3cr]
 NR.210.804 Organizational and Systems Leadership for Quality Care [2cr]
 NR.210.805 Translating Evidence into Practice [3cr]
 NR.210.806 Health Finance [2cr]
 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 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 [8cr/448PH]
 Electives [9cr]
Program Totals 40cr/Minimum 448CH

DNP Executive Track

Program of Study

First Term 5 credits (Summer Year 1)

NR.210.896 Problem Identification [1cr]
 NR.210.894 DNP Practicum [2cr/112CL]
 NR.210.806 Health Finance [2cr]

Second term 7 credits (Fall Year 1)

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]
 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).

* 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.

DNP Executive Track for Students Admitted Summer 2017

Program of Study

First term 3 credits (Summer Year 1)

NR.210.896 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 5 credits (Summer Year 2)

NR.210.806 Health Finance [2cr]

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)

Doctor of Nursing Practice Executive Track Scholarly Project Progression

DNP students are required to successfully complete a Scholarly Proposal and Final Project.

* A total of 4 elective credits are required. Course credits can range from 1 to 3 and dispersed across semesters.

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.

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 [18 credits] *

NR 110.800 Philosophical Perspectives in Health [3cr]
NR 110.814 Scientific Perspectives in Nursing [3cr]
NR 110.815 Qualitative Research Design and Methods [2 cr]
NR 110.809 Quantitative Research Design and Methods [3cr]
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]

* 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.

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 [3cr]

PH.140.622 Statistical Methods in Public Health II [3cr]

PH.140.623 Statistical Methods in Public Health III [3cr]

Elective Courses [19 credits] **

NR 110.810 Theory and Concepts of Health Behavior [3cr]

NR 110.811 Symptom Evaluation and Management [3cr]

NR 110.818 Special Topics in Violence Research [1 cr]

NR 110.824 Stress and Stress Response [3cr]

NR 110.830 The Evolving Roles of the Nurse Educator [online] [3cr]

NR 110.832 Writing for Publication [1 cr]

NR 110.835 Current Issues and Trends in Cardiovascular Health Promotion Research [3cr]

NR 110.836 Critical Applications of Advanced Statistical Models [3cr]

NR 110.537 Technology and eTools to Conduct, Facilitate, Implement and Manage Research [3cr]

PH.140.624 Statistical Methods in Public Health IV [3cr]

Dissertation [3 credits per semester until completion of dissertation]

NR 110.890 Dissertation Seminar [1 cr]

NR 110.899 Dissertation Research [2 cr]

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 credit

NR.110.827 Grant Writing Seminar [1cr]

Fourth Term 13 credits

NR.110.890 Dissertation Seminar * [1cr]

NR.110.899 Dissertation Research * [2cr]

Electives [10cr]

Fifth Term 14 credits

NR.110.890 Dissertation Seminar * [1cr]

NR.110.899 Dissertation Research * [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 Research * [2cr]

** 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 Total: 55 Credits [cr]

Summer Registration

PhD students register for all fall and spring semesters from matriculation to degree completion. The only exceptions are students on an approved leave of absence.

Students will register for the summer semester if they:

- a. take a course;
- b. complete the preliminary oral exam;
- c. defend their dissertation; or
- d. graduate (F1 Visa Students).

Students who successfully defended their dissertation within the spring semester, but who will graduate in the summer semester, are not required to register (with the exception of F1 Visa Students).

If a student is not registered for other summer coursework, registering for 1 credit of Dissertation Research is typically sufficient for the summer semester for those students planning their dissertation defense in the summer semester.

Students should work with their faculty mentor, PhD Program Director, and the Registrar's Office to determine their appropriate student status given their activities during the semester. All students should register prior to the first day of classes in all terms.

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. Students should commit to a research residency each semester – including summer - across the entire period of funding from the JHSON. The purpose of the research residency requirement for the PhD program is to provide full time students with research training. 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.

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 (-) should be devoted to the research residency. Ideally, the student will be a part of a research team. Time sheets are available from the PhD Program Administrator to assist in tracking these hours.
 - 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 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 during the three-year SON supported course of study and stipend. The decision as to who the student will work with is to rest among the student, primary research mentor and the prospective researcher (Matching 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.

PhD Program Teaching Residency Guidelines

Every PhD Student 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.

- Annual Review with Advisor
- Annual Review with Dissertation Committee
- Comprehensive Examination
- Preliminary Oral Examination
- Final Defense

Annual Review with PhD Advisor

1. Conducted in the Spring semester annually as the student prepares to complete an academic year (generally late March – early May)
2. Documents to review:
 - a. Individual development plan
 - b. NIH Biosketch/CV
 - c. Clinical research skills checklist
3. Complete online submission of progress (student and advisor) to release registration hold

Annual Review with Dissertation Committee

1. Once the student has entered into candidacy, an annual meeting with the full dissertation committee is highly recommended

2. A review of student progress – academically and scientifically – along with additional development opportunities should be discussed

Challenges in study implementation should be reviewed and the committee should offer support to help the student overcome the challenge or refine the study as appropriate

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 in the fall and spring semesters they are progressing toward the degree (see above for summer semester registration requirements). 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. 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, this includes summer semester.
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. ⁴
- d. Two (2) alternate committee members, who will fulfill the requirements above in the event of an absence.

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.
 - 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.

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

⁴ 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.

- 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, unless defending during the summer semester) 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 Research, 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, all tenured or tenure eligible in Johns Hopkins University: ^{1, 2}
 - a. Three (3) SON Faculty members (this includes the adviser).
 - b. One (1) faculty member from another JHU PhD granting school/department/program with the rank of associate or full professor. One committee member from any department or outside of the University pending committee.
 - 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, submit final version to the Sheridan Library's Electronic Thesis & Dissertation (EDT) Program.

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.

- 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 within the University. 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 Executive Vice Dean 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.

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.

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 Doctor of Philosophy Board. The committee is then discharged. The removal of the condition is to be reported to the PhD Program Director and the Executive Vice Dean 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-thesesdissertations.

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

MASTER OF SCIENCE IN NURSING (MSN) HEALTH SYSTEMS MANAGEMENT/MASTER OF BUSINESS ADMINISTRATION (MBA), DUAL DEGREE

The MSN Health Systems Management/MBA Dual Degree prepares graduates who are exceptional at patient care and safety as well as effecting change at the health care leadership and corporate levels. With an MSN/MBA from Johns Hopkins, graduates will crunch the data and help set organizational policy and priorities but will always account for the patient—and family—at the other end of every decision. Through this degree, graduates become strong leaders who can blend an understanding for the bottom line—medical, economic, regulatory, ethical—and turn that balancing act into a high-functioning daily routine. The 65 credit dual program is offered by the School of Nursing and the Carey Business School.

The development of the nursing 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. Some MBA courses may require a residency component.

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 [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]

HSM Specialty Courses

NR.110.560 Program Development and Evaluation in Health Care [2 cr]
NR.110.605 Leadership and Management in Health Care [3cr]
NR.110.607 Health Systems Management I [3cr/40 CL]
NR.110.609 Health Systems Management II – Specialty Practice [3cr/168 CL]
NR.110.611 Health Systems Management III – Outcomes Management [3cr/168 CL]

MBA Required Courses – Courses taken at the Carey Business School

BU.510.601 Statistical Analysis [2cr]
BU.120.601 Business Communication [2cr]
BU.210.620 Accounting and Financial Reporting [2cr]
BU.220.610 The Firm & The Macroeconomy [2cr]
BU.220.620 Economics for Decision Making [2cr]
BU.121.610 Negotiation [2cr]
BU.231.620 Corporate Finance [2cr]
BU.520.601 Decision Models [2cr]
BU.131.601 Business Leadership and Human Values [2cr]

BU.680.620 Operations Management [2cr]
BU.350.620 Information Systems [2cr]
BU.142.620 Leadership in Organizations [2cr]
BU.132.601 Business Law [2cr]
BU.910.610 Marketing Management [2cr]
BU.232.701 Investments [2cr]

Electives

BU.XXX.XXX Business Elective 1 [2cr]
BU.XXX.XXX Business Elective 2 [2cr]
BU.XXX.XXX Business Elective 3 [2cr]
BU.XXX.XXX Business Elective 4 [2cr]
BU.XXX.XXX Business Elective 5 [2cr]
BU.XXX.XXX Business Elective 6 [2cr]

Program Total: 65 Credits [cr]/376 Clinical Hours [CL]

MSN Health Systems Management/MBA Dual Degree

Program of Study: Full Time

First term 17 credits / 40 clinical hours

NR.210.609 Philosophical, Theoretical & Ethical Basis of ANP [3cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]
NR.110.607 Health Systems Management I [3cr/40CL]
BU.510.601 Statistical Analysis [2cr]
BU.120.601 Business Communication [2cr]
BU.210.620 Accounting and Financial Reporting [2cr]
BU.220.610 The Firm & The Macroeconomy [2cr]

Second term 17 credits / 168 clinical hours

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]
BU.220.620 Economics for Decision Making [2cr]
BU.121.610 Negotiation [2cr]
BU.231.620 Corporate Finance [2cr]
BU.520.601 Decision Models [2cr]

Third term 8 credits

NR.110.560 Program Development and Evaluation in Health Care [2cr]
BU.131.601 Business Leadership and Human Values [2cr]
BU.232.701 Investments [2cr]
BU.XXX.XXX Business Elective 1 [2cr]

Fourth term 13 credits / 168 clinical hours

NR.110.611 Health Systems Management III – Outcomes Management [3cr/168CL]
BU.680.620 Operations Management [2cr]
BU.350.620 Information Systems [2cr]
BU.142.620 Leadership in Organizations [2cr]
BU.132.601 Business Law [2cr]
BU.910.610 Marketing Management [2cr]

Fifth term 8 credits

BU.XXX.XXX Business Elective 2 [2cr]
BU.XXX.XXX Business Elective 3 [2cr]
BU.XXX.XXX Business Elective 4 [2cr]
BU.XXX.XXX Business Elective 5 [2cr]

BU.XXX.XXX Business Elective 6 [2cr]
Program Total: 65 Credits [cr]/376 Clinical Hours [CL]
BU.XXX.XXX courses are taken at the Carey Business School

MSN Health Systems Management/MBA Dual Degree

Program of Study: Part Time

First term 7 credits

NR.210.609 Philosophical, Theoretical & Ethical Basis of ANP [3cr]
BU.510.601 Statistical Analysis [2cr]
BU.120.601 Business Communication [2cr]

Second term 7 credits

NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]
BU.210.620 Accounting and Financial Reporting [2cr]
BU.220.610 The Firm & The Macroeconomy [2cr]

Third term 5 credits

NR.110.560 Program Development and Evaluation in Health Care [2cr]
NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]

Fourth term 7 credits / 40 clinical hours

NR.110.607 Health Systems Management I [3cr/40CL]
BU.220.620 Economics for Decision Making [2cr]
BU.910.610 Marketing Management [2cr]

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 6 credits

BU.131.601 Business Leadership and Human Values [2cr]
BU.232.701 Investments [2cr]
BU.XXX.XXX Business Elective 1 [2cr]

Seventh term 7 credits / 168 clinical hours

NR.110.611 Health Systems Management III – Outcomes Management [3cr/168CL]
BU.231.620 Corporate Finance [2cr]
BU.520.601 Decision Models [2cr]

Eighth term 8 credits

BU.680.620 Operations Management [2cr]
BU.350.620 Information Systems [2cr]
BU.142.620 Leadership in Organizations [2cr]
BU.132.601 Business Law [2cr]

Ninth term 4 credits

BU.XXX.XXX Business Elective 2 [2cr]
BU.XXX.XXX Business Elective 3 [2cr]

Tenth term 8 credits

BU.121.610 Negotiation [2cr]
BU.XXX.XXX Business Elective 4 [2cr]
BU.XXX.XXX Business Elective 5 [2cr]
BU.XXX.XXX Business Elective 6 [2cr]

Program Total: 65 Credits [cr]/376 Clinical Hours [CL]
BU.XXX.XXX courses are taken at the Carey Business School

MASTER OF SCIENCE IN NURSING (MSN) PUBLIC HEALTH NURSING/MASTER OF PUBLIC HEALTH (MPH) JOINT DEGREE

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. Assess population health needs; 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 in Public Health Nursing Track with the 11- month Master of Public Health offered by the respective schools, which can be completed 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 366 credits in the School of Nursing courses and 650 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 seven 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 knowledge and skills in the advanced public health nursing specialty after initial RN licensure and graduate education. 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 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 [3cr/168CL]

Joint JHSON & Public Health Requirements

NR.500.601 Public Health Nursing Theory and Practice [3cr & 5u]
NR.500.602 Public Health Nursing Theory and Practice Practicum [3cr/168CL & 5u]
NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]
NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum [3cr/168CL & 5u]

Quantitative Sciences

PH.140.611-612 Statistical Reasoning in Public Health I & II [4cr & 6u] OR
PH.140.620-623 Statistical Methods in Public Health I-III [4cr] OR
PH.140.651-654 Methods in Biostatistics I-IV [4cr]

Public Health Requirements PH.180.601 Environmental Health [5u] PH.300.610 Public Health Policy [4u]

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]
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 65 total units in SPH. (See SPH catalogue for details of options for the electives.)

Program Total: 36 SON Credits [cr]/504 Clinical Hours [CL] & 65 PH Units [u]

MSN/MPH Joint Degree Program

Program of Study: Full Time

First term 18 units

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]
PH.380.755 Population Dynamics and Public Health [2u]
PH.550.860 Academic and Research Ethics at JHSPH [0u]
PH.550.867 Introduction to MPH Studies [0u]

Second term 13 credits/11 units

NR.210.609 Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice [3cr]
NR.500.601 Public Health Nursing Theory and Practice [3cr & 5u]

NR.XXX.XXX Elective [3cr]

PH.140.611 Statistical Reasoning in Public Health 1 [2cr & 3u]

PH.140.612 Statistical Reasoning in Public Health II [2cr & 3u]

Third term 6 credits/15 units/168 clinical hours

NR.500.604 Population Based Public Health Nursing Interventions Practicum [3cr/168CL]

NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]

PH.XXX.XXX Electives [options available in 3rd and 4th terms/8-12 units]

Fourth term 8 credits/5 units/168 clinical hours

NR.110.560 Program Development and Evaluation in Health Care [2cr]

NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]

NR.500.602 Public Health Nursing Theory & Practice Practicum [3cr/168CL & 5u]

Fifth term 9 credits/11 units/168 clinical hours

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 & 5u]

NR.XXX.XXX Elective [3cr]

PH.XXX.XXX Electives [options available in 1st and 2nd terms/6 units]

Program Total: 36 Credits [cr]/504 Clinical Hours [CL] & 65 PH Units

MSN/MPH Joint Degree Program

Program of Study: Part Time

First term 8 units

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.380.755 Population Dynamics and Public Health [2u]

PH.550.860 Academic and Research Ethics at JHSPH [0u]

PH.550.867 Introduction to MPH Studies [0u]

Second term 7 credits/6 units

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

PH.140.611 Statistical Reasoning in Public Health 1 [2cr & 3u]

PH.140.612 Statistical Reasoning in Public Health II [2cr & 3u]

Third term 3 credits/13 units

NR.500.605 Public Health Nursing Leadership & Management [3cr & 5u]

PH.340.601 Principles of Epidemiology [5u] OR

PH.340.721 Epidemiologic Inference in Public Health

PH.XXX.XXX PH Elective [options available in 1st and 2nd term/3u]

Fourth term 6 credits

NR.210.607 Context of Healthcare for Advanced Nursing Practice [3cr]

NR.XXX.XXX Nursing Elective [3c]

Fifth term 6 credits/5 units

NR.210.608 The Research Process and Its Application to Evidence-Based Practice [3cr]

NR.500.601 Public Health Nursing Theory and Practice [3cr & 5u]

Sixth term 2-3 credits/7 units/168 clinical hours

NR.500.604 Population Based Public Health Nursing Interventions Practicum [3cr/168CL]*

PH.180.601 Environmental Health [5u]

PH.XXX.XXX PH Elective [options available in 1st and 2nd term/2u]

Seventh term 5 credit/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 & 5u]

Eighth term 3 credits/11 units/168 clinical hours

NR.500.606 Public Health Nursing Leadership, Management, & Evaluation Capstone Practicum
[3cr/168CL & 5u]

PH.XXX.XXX Electives [options available in 1st and 2nd terms/6u]

Ninth Term 3 credits/5 units

PH.XXX.XXX PH Elective [options available in 1st and 2nd term/5u]

NR.XXX.XXX Elective [3cr]

Program Total: 36 Credits [cr]/504 Clinical Hours [CL] & 65 PH Units

MASTER OF SCIENCE IN NURSING (MSN) ADULT-GERONTOLOGICAL PRIMARY CARE NURSE PRACTITIONER/MASTER OF PUBLIC HEALTH (MPH) JOINT DEGREE

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 for summer 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 [3cr]

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 for summer semester.

PH.XXX.XXX

PH.XXX.XXX

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

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

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.nursesinaidsca.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 Primary Care for Patients in Limited Resource Settings [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 [3cr]

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 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]

* Courses taken during winter term

NR.110.614 Primary Care for Patients in Limited Resource Settings [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 [3cr]

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]

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 Primary Care for Patients in Limited Resource Settings [3cr/56CL]

NR.500.601 Theory and Practice of Public Health Nursing - Didactic [3cr & 5u]

PH.XXX.XXX Electives [various]

* Courses taken during winter term

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

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 facilities, 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 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 [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]

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 [3cr]

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]

DOCTOR OF NURSING PRACTICE (DNP): ADVANCED PRACTICE TRACK/DOCTOR OF PHILOSOPHY IN NURSING (PHD) DUAL DEGREE

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 (129 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 healthcare.
- 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.

DNP Advanced Practice Track AND PhD Program Requirements

For program requirements for both the DNP and PhD, please refer to the specific program section:

[PhD](#)

[DNP](#)

[DNP Advanced Practice Tracks](#)

[DNP Adult-Gerontological Acute Care Nurse Practitioner](#)

[DNP Adult-Gerontological Primary Care Nurse Practitioner](#)

[DNP Adult-Gerontological Primary Care Nurse Practitioner with HIV Certificate](#)

[DNP Adult-Gerontological Critical Care Clinical Nurse Specialist](#)

[DNP Adult-Gerontological Health Clinical Nurse Specialist](#)

[DNP Family Primary Care Nurse Practitioner](#)

[DNP Family Primary Care Nurse Practitioner with HIV Certificate](#)

[DNP Pediatric Critical Care Clinical Nurse Specialist](#)

[DNP Pediatric Primary Care Nurse Practitioner](#)

Please Note: In the following 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.

DNP Advanced Practice/PhD Dual Degree

Adult-Gerontological Acute Care Nurse Practitioner Track

Program of Study

First term 7 credits

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.210.822 Health Information Systems and Patient Care Technology [2cr]

Second term 12 credits

NR.110.800 Philosophical Perspectives of 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]

Third 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 Healthcare Research [2cr]
PH.140.623 Statistical Methods in Public Health III [3cr]

Fourth term 5 credits

NR.210.806 Health Finance [2cr]
NR.110.827 Grant Writing [1cr]
Clinical Research Residency I (EBP Project) [2cr]
COMPREHENSIVE EXAMS [no cr]

Fifth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]
NR.210.804 Organization and Systems Leadership [2cr]
Electives [2cr]
Research Residency [no cr]
PRELIMINARY ORALS/NRSA Submission [no cr]

Sixth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.110.891 Responsibilities and Activities of Nurse Scientist [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.805 Translating Evidence into Practice [3cr]
PRELIMINARY ORALS/NRSA Submission [no cr]

Seventh term 9 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.602 Clinical Pharmacology [4cr]
Electives [2cr]
Research Residency [no cr]
IRB Submission [no cr]

Eighth term 13 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.600 Advanced Pathophysiology/ Physiology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Electives (as needed) [3cr]

Ninth term 8 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
Electives (as needed) [3cr]

Tenth term 7 credits/56 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.660 Intro to Acute Care [4cr/56CL]
Research or Teaching Residency [no cr]

Eleventh term 9 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.661 Acute Care I [6cr/168CL]
Research or Teaching Residency [no cr]

Twelfth term 8 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.662 Acute Care II [4cr/168CL]

Clinical Research Residency II [1cr]

Thirteenth term 7 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.663 Acute Care III [4cr/168CL]

Fourteenth term 9 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.664 Acute Care IV [6cr/224CL]

Research or Teaching Residency [no cr]

FINAL ORAL DEFENSE [no cr]

Fifteenth term 3 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

Research or Teaching Residency [no cr]

FINAL ORAL DEFENSE (as needed) [no cr]

Program Total: 129 Credits [cr]/784 NP Clinical Hours [CL]

A minimum of 1000 practice hours is required for the DNP. The Dissertation Seminar & Dissertation courses will provide additional practice hours to meet this requirement.

DNP Advanced Practice/PhD Dual Degree

Adult-Gerontological Critical Care Clinical Nurse Specialist Track

Program of Study

First term 7 credits

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.210.822 Health Information Systems and Patient Care Technology [2cr]

Second term 12 credits

NR.110.800 Philosophical Perspectives of 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]

Third 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 Healthcare Research [2cr]

PH.140.623 Statistical Methods in Public Health III [3cr]

Fourth term 5 credits

NR.210.806 Health Finance [2cr]

NR.110.827 Grant Writing [1cr]

Clinical Research Residency I (EBP Project) [2cr]

COMPREHENSIVE EXAMS [no cr]

Fifth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

NR.210.804 Organization and Systems Leadership [2cr]

Electives [2cr]

Research Residency [no cr]

PRELIMINARY ORALS/NRSA Submission [no cr]

Sixth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.110.891 Responsibilities and Activities of Nurse Scientist [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.805 Translating Evidence into Practice [3cr]
PRELIMINARY ORALS/NRSA Submission [no cr]

Seventh term 9 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.602 Clinical Pharmacology [4cr]
Electives [2cr]
Research Residency [no cr]
IRB Submission [no cr]

Eighth term 13 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.600 Advanced Pathophysiology/ Physiology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Electives (as needed) [3cr]

Ninth term 6 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
Electives (as needed) [3cr]

Tenth term 6 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.650 CNS Clinical Judgement I [3cr]
Research or Teaching Residency [no cr]

Eleventh term 9 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.651 CNS Clinical Judgement II [3cr]
NR.210.653 CNS Clinical Practicum I [3cr/168CL]
Research or Teaching Residency [no cr]

Twelfth term 7 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.654 CNS Clinical Practicum II [3cr/168CL]
Clinical Research Residency II [1cr]

Thirteenth term 9 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.652 CNS Clinical Judgement III [3cr]
NR.210.655 CNS Clinical Practicum III [3cr/168CL]

Fourteenth term 6 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.656 CNS Clinical Practicum IV [3cr]
Research or Teaching Residency [no cr]
FINAL ORAL DEFENSE [no cr]

Fifteenth term 3 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
Research or Teaching Residency [no cr]
FINAL ORAL DEFENSE (as needed) [no cr]

Program Total: 124 Credits [cr]/672 CNS Clinical Hours [CL]

Minimum of 1000 practice hours is required for the DNP. Dissertation Seminar & Dissertation courses provide additional practice hours to meet requirement. CNS Students may take NR210.605 Diagnostic Skills and Procedures for Advanced Practice Nursing as 2 credit elective. Please note, this course has an onsite requirement.

DNP Advanced Practice/PhD Dual Degree
Adult-Gerontological Health Clinical Nurse Specialist Track
Program of Study

First term 7 credits

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.210.822 Health Information Systems and Patient Care Technology [2cr]

Second term 12 credits

NR.110.800 Philosophical Perspectives of 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]

Third 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 Healthcare Research [2cr]
PH.140.623 Statistical Methods in Public Health III [3cr]

Fourth term 5 credits

NR.210.806 Health Finance [2cr]
NR.110.827 Grant Writing [1cr]
Clinical Research Residency I (EBP Project) [2cr]
COMPREHENSIVE EXAMS [no cr]

Fifth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]
NR.210.804 Organization and Systems Leadership [2cr]
Electives [2cr]
Research Residency [no cr]
PRELIMINARY ORALS/NRSA Submission [no cr]

Sixth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.110.891 Responsibilities and Activities of Nurse Scientist [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.805 Translating Evidence into Practice [3cr]
PRELIMINARY ORALS/NRSA Submission [no cr]

Seventh term 9 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr] NR.210.602 Clinical Pharmacology [4cr]
NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.602 Clinical Pharmacology [4cr]
Electives [2cr]
Research Residency [no cr]
IRB Submission [no cr]

Eighth term 13 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.600 Advanced Pathophysiology/ Physiology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Electives (as needed) [3cr]

Ninth term 6 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
Electives (as needed) [3cr]

Tenth term 6 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.650 CNS Clinical Judgement I [3cr]
Research or Teaching Residency [no cr]

Eleventh term 9 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.651 CNS Clinical Judgement II [3cr]
NR.210.653 CNS Clinical Practicum I [3cr/168CL]
Research or Teaching Residency [no cr]

Twelfth term 7 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.654 CNS Clinical Practicum II [3cr/168CL]
Clinical Research Residency II [1cr]

Thirteenth term 9 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.652 CNS Clinical Judgement III [3cr]
NR.210.655 CNS Clinical Practicum III [3cr/168CL]

Fourteenth term 6 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.656 CNS Clinical Practicum IV [3cr]
Research or Teaching Residency [no cr]
FINAL ORAL DEFENSE [no cr]

Fifteenth term 3 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
Research or Teaching Residency [no cr]
FINAL ORAL DEFENSE (as needed) [no cr]

Program Total: 124 Credits [cr]/672 CNS Clinical Hours [CL]

A minimum of 1000 practice hours is required for the DNP. The Dissertation Seminar & Dissertation courses will provide additional practice hours to meet this requirement.

CNS Students have the option to take NR210.605 Diagnostic Skills and Procedures for Advanced Practice Nursing as a 2 credit elective. Please note, this course has an onsite requirement.

DNP Advanced Practice/PhD Dual Degree

Adult-Gerontological Primary Care Nurse Practitioner Track

Program of Study

First term 7 credits

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.210.822 Health Information Systems and Patient Care Technology [2cr]

Second term 12 credits

NR.110.800 Philosophical Perspectives of 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]

Third 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 Healthcare Research [2cr]
PH.140.623 Statistical Methods in Public Health III [3cr]

Fourth term 5 credits

NR.210.806 Health Finance [2cr]
NR.110.827 Grant Writing [1cr]
Clinical Research Residency I (EBP Project) [2cr]
COMPREHENSIVE EXAMS [no cr]

Fifth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]
NR.210.804 Organization and Systems Leadership [2cr]
Electives [2cr]
Research Residency [no cr]
PRELIMINARY ORALS/NRSA Submission [no cr]

Sixth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.110.891 Responsibilities and Activities of Nurse Scientist [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.805 Translating Evidence into Practice [3cr]
PRELIMINARY ORALS/NRSA Submission [no cr]

Seventh term 9 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.602 Clinical Pharmacology [4cr]
Electives [2cr]
Research Residency [no cr]
IRB Submission [no cr]

Eighth term 13 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.600 Advanced Pathophysiology/ Physiology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Electives (as needed) [3cr]

Ninth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.640 Clinical Reasoning I [2cr]
Electives (as needed) [3cr]

Tenth term 7 credits/112 clinical hours

NR.210.641 Clinical Reasoning II [2cr]
NR.210.645 Clinical Practicum I [2cr/112CL]
NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
Research or Teaching Residency [no cr]

Eleventh term 7 credits/112 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.642 Clinical Reasoning III [2cr]
NR.210.646 Clinical Practicum II [2cr/112CL]
Research or Teaching Residency [no cr]

Twelfth term 7 credits/112 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.643 Clinical Reasoning IV [2cr]

NR.210.647 Clinical Practicum III [2cr/112CL]

Clinical Research Residency II [1cr]

Thirteenth term 7 credits/112 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.644 Clinical Reasoning V [2cr]

NR.210.648 Clinical Practicum IV [2cr/112CL]

Fourteenth term 7 credits/224 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.649 Clinical Practicum V [4cr/224CL]

Research or Teaching Residency [no cr]

FINAL ORAL DEFENSE [no cr]

Fifteenth term 3 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

Research or Teaching Residency [no cr]

FINAL ORAL DEFENSE (as needed) [no cr]

Program Total: 127 Credits [cr]/672 NP Clinical Hours [CL]

A minimum of 1000 practice hours is required for the DNP. The Dissertation Seminar & Dissertation courses will provide additional practice hours to meet this requirement.

DNP Advanced Practice/PhD Dual Degree Family Primary Care Nurse Practitioner Track Program of Study

First term 7 credits

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.210.822 Health Information Systems and Patient Care Technology [2cr]

Second term 12 credits

NR.110.800 Philosophical Perspectives of 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]

Third 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 Healthcare Research [2cr]

PH.140.623 Statistical Methods in Public Health III [3cr]

Fourth term 5 credits

NR.210.806 Health Finance [2cr]

NR.110.827 Grant Writing [1cr]

Clinical Research Residency I (EBP Project) [2cr]

COMPREHENSIVE EXAMS [no cr]

Fifth term 13 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.603 Human Growth and Development: Birth Through Adolescence [1cr]

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

NR.210.804 Organization and Systems Leadership [2cr]

Electives [4cr]

Research Residency [no cr]

PRELIMINARY ORALS/NRSA Submission [no cr]

Sixth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.110.891 Responsibilities and Activities of Nurse Scientist [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.805 Translating Evidence into Practice [3cr]
PRELIMINARY ORALS/NRSA Submission [no cr]

Seventh term 9 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.604 Health Supervision: Birth Through Adolescence [2cr]
Research Residency [no cr]
IRB Submission [no cr]

Eighth term 13 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.600 Advanced Pathophysiology/ Physiology [4cr]
NR.210.601 Advanced Health Assessment and Measurement [3cr]
Electives (as needed) [3cr]

Ninth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.605 Diagnostics Skills and Procedures for APN [2cr]
NR.210.620 Clinical Reasoning I [2cr]
Electives (as needed) [3cr]

Tenth term 8 credits/168 clinical hours

NR.210.621 Clinical Reasoning II [2cr]
NR.210.625 Clinical Practicum I [3cr/168CL]
NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
Research or Teaching Residency [no cr]

Eleventh term 8 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.622 Clinical Reasoning III [2cr]
NR.210.626 Clinical Practicum II 3cr/168CL]
Research or Teaching Residency [no cr]

Twelfth term 8 credits/112 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.623 Clinical Reasoning IV [2cr]
NR.210.627 Clinical Practicum III [2cr/112CL]
Clinical Research Residency II [1cr]

Thirteenth term 7 credits/112 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.624 Clinical Reasoning V [2cr]
NR.210.628 Clinical Practicum IV [2cr/112CL]

Fourteenth term 7 credits/224 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.629 Clinical Practicum V [4cr/224CL]
Research or Teaching Residency [no cr]
FINAL ORAL DEFENSE [no cr]

Fifteenth term 3 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
Research or Teaching Residency [no cr]
FINAL ORAL DEFENSE (as needed) [no cr]

Program Total: 132 Credits [cr]/784 NP [CL]

A minimum of 1000 practice hours is required for the DNP. The Dissertation Seminar & Dissertation courses will provide additional practice hours to meet this requirement.

DNP Advanced Practice/PhD Dual Degree**Family Primary Care Nurse Practitioner Track with HIV Certificate****Program of Study****First term 7 credits**

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.210.822 Health Information Systems and Patient Care Technology [2cr]

Second term 12 credits

NR.110.800 Philosophical Perspectives of 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]

Third 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 Healthcare Research [2cr]
PH.140.623 Statistical Methods in Public Health III [3cr]

Fourth term 5 credits

NR.210.806 Health Finance [2cr]
NR.110.827 Grant Writing [1cr]
Clinical Research Residency I (EBP Project) [2cr]
COMPREHENSIVE EXAMS [no cr]

Fifth term 16 credits

NR.110.615 Health Disparities in Nursing Practice [3cr]
NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.603 Human Growth and Development: Birth Through Adolescence [1cr]
NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]
NR.210.804 Organization and Systems Leadership [2cr]
Electives [4cr]
Research Residency [no cr]
PRELIMINARY ORALS/NRSA Submission [no cr]

Sixth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.110.891 Responsibilities and Activities of Nurse Scientist [2cr]
NR.210.802 Advanced Nursing Health Policy [2cr]
NR.210.805 Translating Evidence into Practice [3cr]
PRELIMINARY ORALS/NRSA Submission [no cr]

Seventh term 9 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]
NR.210.602 Clinical Pharmacology [4cr]
NR.210.604 Health Supervision: Birth Through Adolescence [2cr]
Research Residency [no cr]
IRB Submission [no cr]

Eighth term 13 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.600 Advanced Pathophysiology/ Physiology [4cr]

NR.210.601 Advanced Health Assessment and Measurement [3cr]

Electives (as needed) [3cr]

Ninth term 14 credits/56 clinical hours

NR.110.613 Health Assessment: HIV & Associated Comorbidities [1cr/56CL]

NR.110.612 Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global) [3cr]

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.605 Diagnostics Skills and Procedures for APN [2cr]

NR.210.620 Clinical Reasoning I [2cr]

Electives (as needed) [3cr]

Tenth term 8 credits/168 clinical hours

NR.210.621 Clinical Reasoning II [2cr]

NR.210.625 Clinical Practicum I [3cr/168CL]

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

Research or Teaching Residency [no cr]

Eleventh term 11 credits/224 clinical hours

NR.110.614 Primary Care for Patients in Limited Resource Settings [3cr/56CL]

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.622 Clinical Reasoning III [2cr]

NR.210.626 Clinical Practicum II 3cr/168CL]

Research or Teaching Residency [no cr]

Twelfth term 8 credits/112 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.623 Clinical Reasoning IV [2cr]

NR.210.627 Clinical Practicum III [2cr/112CL]

Clinical Research Residency II [1cr]

Thirteenth term 7 credits/112 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.624 Clinical Reasoning V [2cr]

NR.210.628 Clinical Practicum IV [2cr/112CL]

Fourteenth term 7 credits/224 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.629 Clinical Practicum V [4cr/224CL]

Research or Teaching Residency [no cr]

FINAL ORAL DEFENSE [no cr]

Fifteenth term 3 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

Research or Teaching Residency [no cr]

FINAL ORAL DEFENSE (as needed) [no cr]

Program Total: 142 Credits [cr]/896 NP/HIV Clinical Hours [CL]

A minimum of 1000 practice hours is required for the DNP. The Dissertation Seminar & Dissertation courses will provide additional practice hours to meet this requirement.

DNP Advanced Practice/PhD Dual Degree**Pediatric Critical Care Clinical Nurse Specialist Track****Program of Study****First term 7 credits**

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.210.822 Health Information Systems and Patient Care Technology [2cr]

Second term 12 credits

NR.110.800 Philosophical Perspectives of 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]

Third 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 Healthcare Research [2cr]

PH.140.623 Statistical Methods in Public Health III [3cr]

Fourth term 5 credits

NR.210.806 Health Finance [2cr]

NR.110.827 Grant Writing [1cr]

Clinical Research Residency I (EBP Project) [2cr]

COMPREHENSIVE EXAMS [no cr]

Fifth term 11 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR210.603 Human Growth and Development: Birth Through Adolescence [1cr]

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

NR.210.804 Organization and Systems Leadership [2cr]

Electives [2cr]

Research Residency [no cr]

PRELIMINARY ORALS/NRSA Submission [no cr]

Sixth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.110.891 Responsibilities and Activities of Nurse Scientist [2cr]

NR.210.802 Advanced Nursing Health Policy [2cr]

NR.210.805 Translating Evidence into Practice [3cr]

PRELIMINARY ORALS/NRSA Submission [no cr]

Seventh term 9 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.602 Clinical Pharmacology [4cr]

Electives [2cr]

Research Residency [no cr]

IRB Submission [no cr]

Eighth term 13 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.600 Advanced Pathophysiology/ Physiology [4cr]

NR.210.601 Advanced Health Assessment and Measurement [3cr]

Electives (as needed) [3cr]

Ninth term 6 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

Electives (as needed) [3cr]

Tenth term 6 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.650 CNS Clinical Judgement I [3cr]

Research or Teaching Residency [no cr]

Eleventh term 9 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.651 CNS Clinical Judgement II [3cr]

NR.210.653 CNS Clinical Practicum I [3cr/168CL]

Research or Teaching Residency [no cr]

Twelfth term 7 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.654 CNS Clinical Practicum II [3cr/168CL]

Clinical Research Residency II [1cr]

Thirteenth term 9 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.652 CNS Clinical Judgement III [3cr]

NR.210.655 CNS Clinical Practicum III [3cr/168CL]

Fourteenth term 6 credits/168 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.656 CNS Clinical Practicum IV [3cr]

Research or Teaching Residency [no cr]

FINAL ORAL DEFENSE [no cr]

Fifteenth term 3 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

Research or Teaching Residency [no cr]

FINAL ORAL DEFENSE (as needed) [no cr]

Program Total: 125 Credits [cr]/672 CNS Clinical Hours [CL]

A minimum of 1000 practice hours is required for the DNP. The Dissertation Seminar & Dissertation courses will provide additional practice hours to meet this requirement. CNS Students have the option to take NR210.605 Diagnostic Skills and Procedures for Advanced Practice Nursing as a 2 credit elective. Please note, this course has an onsite requirement.

DNP Advanced Practice/PhD Dual Degree Pediatric Primary Care Nurse Practitioner Track Program of Study

First term 7 credits

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.210.822 Health Information Systems and Patient Care Technology [2cr]

Second term 12 credits

NR.110.800 Philosophical Perspectives of 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]

Third 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 Healthcare Research [2cr]

PH.140.623 Statistical Methods in Public Health III [3cr]

Fourth term 5 credits

NR.210.806 Health Finance [2cr]

NR.110.827 Grant Writing [1cr]

Clinical Research Residency I (EBP Project) [2cr]

COMPREHENSIVE EXAMS [no cr]

Fifth term 11 credits

NR.210.603 Human Growth and Development: Birth Through Adolescence [1cr]

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.803 Nursing Inquiry for Evidence-Based Practice [3cr]

NR.210.804 Organization and Systems Leadership [2cr]

Electives [2cr]

Research Residency [no cr]

PRELIMINARY ORALS/NRSA Submission [no cr]

Sixth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.110.891 Responsibilities and Activities of Nurse Scientist [2cr]

NR.210.802 Advanced Nursing Health Policy [2cr]

NR.210.805 Translating Evidence into Practice [3cr]

PRELIMINARY ORALS/NRSA Submission [no cr]

Seventh term 11 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.602 Clinical Pharmacology [4cr]

NR.210.604 Health Supervision: Birth Through Adolescence [2cr]

Electives [2cr]

Research Residency [no cr]

IRB Submission [no cr]

Eighth term 13 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.600 Advanced Pathophysiology/ Physiology [4cr]

NR.210.601 Advanced Health Assessment and Measurement [3cr]

Electives (as needed) [3cr]

Ninth term 10 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.605 Diagnostics Skills and Procedures for APN [2cr]

NR.210.630 Clinical Reasoning I [2cr]

Electives (as needed) [3cr]

Tenth term 7 credits/112 clinical hours

NR.210.631 Clinical Reasoning II [2cr]

NR.210.635 Clinical Practicum I [2cr/112CL]

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

Research or Teaching Residency [no cr]

Eleventh term 7 credits/112 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.632 Clinical Reasoning III [2cr]

NR.210.636 Clinical Practicum II [2cr/112CL]

Research or Teaching Residency [no cr]

Twelfth term 8 credits/112 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.633 Clinical Reasoning IV [2cr]

NR.210.637 Clinical Practicum III [2cr/112CL]

Clinical Research Residency II [1cr]

Thirteenth term 7 credits/112 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.634 Clinical Reasoning V [2cr]

NR.210.638 Clinical Practicum IV [2cr/112CL]

Fourteenth term 7 credits/224 clinical hours

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

NR.210.639 Clinical Practicum V [4cr/224CL]

Research or Teaching Residency [no cr]

FINAL ORAL DEFENSE [no cr]

Fifteenth term 3 credits

NR.110.890 Dissertation Seminar & Dissertation [1 & 2cr]

Research or Teaching Residency [no cr]

FINAL ORAL DEFENSE (as needed) [no cr]

Program Total: 130 Credits [cr]/672 NP Clinical Hours [CL]

A minimum of 1000 practice hours is required for the DNP. The Dissertation Seminar & Dissertation courses will provide additional practice hours to meet this requirement.

DOCTOR OF NURSING PRACTICE - EXECUTIVE (DNP EXECUTIVE)/MASTER OF BUSINESS ADMINISTRATION (MBA) DUAL DEGREE

The DNP Executive Track /Master of Business Administration is a dual degree post-master's to DNP and MBA program that is designed for students to gain the knowledge, skills and abilities to lead cross-professional teams in the improvement and provision of informed quality health care while gaining fundamental business skills.

The 66-credit dual degree DNP Executive/MBA Track is offered in a convenient executive-style format, integrating on-site immersions with online and virtual learning experiences. The dual program is offered by the School of Nursing and the Carey Business School. The program can be completed in nine semesters of study.

The DNP Executive 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 DNP Executive/MBA degree requirements within seven years of enrollment.

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

Curriculum

DNP-Executive/MBA

Program of Study:

First Term 2 credits (Carey Business School Summer Year 1)

BU.510.601 Statistical Analysis [2cr]

Second term 4 credits (Carey Business School Fall1 Year 1)

BU.120.601 Business Communication [2cr] Residency 9/20-22

BU.210.620 Accounting & Financial Reporting [2cr]

Third term 4 credits (Carey Business School Fall2 Year 1)

BU.231.620 Corporate Finance [2cr]

BU.220.620 Economics for Decision Making [2cr]

Fourth term 6 credits (Carey Business School/ School of Nursing Spring1 Year 1)

BU.350.620 Information Systems [2cr]

BU.410.620 Marketing Management [2cr]

NR.210.802 Advanced Nursing Health Policy [2cr]

Fifth term 4 credits (Carey Business School Spring2 Year 1)

BU.520.601 Decision Models [2cr]

BU.220.610 The Firm & the Macroeconomy [2cr]

Sixth term 5 credits (Carey Business School/ School of Nursing Summer Year 2)

BU.232.701 Investments [2cr]

NR.210.896 Problem* Identification [1cr]

NR.210.894 DNP Practicum [2cr]

Seventh term 7 credits (Carey Business School/School of Nursing Fall1 Year 2)

BU.680.620 Operations Management [2cr]

BU.XXX.XXX General Business Elective 1 [2cr]

NR.210.803 Nursing Inquiry [3cr]

Eighth term 4 credits (Carey Business School Fall2 Year 2)

BU.142.620 Leadership in Organizations [2cr] Residency dates TBD

BU.132.601 Business Law [2cr]

Ninth term 8 credits (Carey Business School/ School of Nursing Spring1 Year 2)

BU.XXX.XXX General Business Elective 2 [2cr]

NR.210.805 Translating Evidence into Practice [3cr]

NR.210.897 Project Development [1cr]

NR.210.894 DNP Practicum [2cr]

Tenth term 2 credits (Carey Business School Spring2 Year 2)

BU.121.610 Negotiation [2cr] Residency date TBD

Eleventh term 7 credits (Carey Business School/ School of Nursing Summer Year 3)

BU.131.601 Business Leadership and Human Values [2cr]

BU.XXX.XXX General Business Elective 3 [2cr]

NR.210.817 Analysis and Evaluation of Individual and Population Health Data [3cr]

Twelfth term 5 credits (Carey Business School/ School of Nursing Fall1 Year 3)

BU.XXX.XXX General Business Elective 4 [2cr]

NR.210.898 Project Implementation [1cr]

NR.210.894 DNP Practicum [2cr]

Thirteenth term 2 credits (Carey Business School Fall2 Year 3)

BU.XXX.XXX General Business Elective 5 [2cr]

Fourteenth term 7 credits (Carey Business School/ School of Nursing Spring1 Year 3)

BU.XXX.XXX General Business Elective 6 [2cr]

NR.210.899 Project Evaluation [1cr]

NR.210.894 DNP Practicum [2cr]

NR.210.818 Clinical Data Management [2cr]

Program Total: 67 Credits [cr]/1000 Clinical Hours [CL]

(Prior MSN - 552 clinical hours plus 448 DNP practicum hours)

COURSE CATALOG

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

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

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 cardiovascular, 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.110.540 Teaching Strategies in Nursing

3 credits (theory)

The principles underlying the teaching of adult learners will be examined and applied to classroom and clinical settings. 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.110.560 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.110.573 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

2 credits (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**2 credits (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 credit (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

Corequisites NR.110.579; NR.110.581 (if needed)

NR.110.578 Psychiatric Mental Health Nurse Practitioner Practicum: Peds/Family**4 credit (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.110.580

NR.110.579 Integrated Care I**1 credit (theory)**

This is the first of two applied integrated care courses. The focus will be on the strengthening of the PMHNP and integrated care competencies of collaboration and teamwork. It will include an introduction to population health and team-based collaborative and integrated care. Learning activities will include an interdisciplinary team assessment and team change plan to increase the level of integration at the student's practice site. Students will attend a mental health professional organization meeting to examine the role of professional organizations in mental healthcare policies and practice standards. This is the final component of the scholarly project sequence. Content, as in the other project experiences, reflects the interest of the student and is designed to meet individual student needs and career goals. This final course allows the student, with guidance

from mentor and faculty, to complete the clinical project and finalize the scholarly written and oral reports that disseminate and integrate new knowledge. The final products will reflect the student's ability to employ effective communication and collaboration skills, take a leadership role, influence health care quality and safety, transform practice, lead clinical innovation, and successfully negotiate change in health care delivery for individuals, families, populations, or systems across a broad spectrum of healthcare.

Prerequisites: NR.110.572-110.576 Corequisite: NR.110.577

NR.110.580 Integrated Care II

1 credit (theory)

This is the second of two applied integrated care courses. The focus will be on strengthening the PMHNP and integrated care competencies of population-based screening and assessment, care planning and coordination, cultural competence and adaptation, systems oriented practice and rapid cycle quality improvement. Students will identify a subpopulation from their practice that has a risk for physical and mental or behavioral conditions, describe cultural variables that may affect health behaviors, identify appropriate screening instruments, utilize national databases to identify two feasible evidence-based interventions to reduce risk, and implement a health literacy intervention. Students will identify an advocacy organization that provides resources relevant to the subpopulation.

Prerequisites: NR.110.572-110.576 Corequisite: NR.110.578

NR.110.581 Variations in Health Assessment for Pediatrics and/or Older Adults

1-2 credits (theory)

This course is designed to prepare experienced advanced practice nurses with the necessary health assessment skills across the full lifespan. Emphasis is placed on the differentiation between normal and abnormal findings and recognition of common health problems. Students will apply complete health assessment skills for pediatric and/or older adult populations including diagnostic reasoning skills necessary to differentiate normal and abnormal findings and address common health problems for patients. This course is an online course that does not include a laboratory component.

Prerequisite: Prior Advanced Health Assessment course or permission of faculty.

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/theory

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.210.609

Corequisite: NR.110.609 recommended

NR.110.607 Health Systems Management I

3 credit (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 credit (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.210.609

Corequisite: NR.110.605 recommended

NR.110.611 Health Systems Management III - Outcomes Management

3 credit (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.210.606

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.210.600, NR.210.602, and NR.110.615

Corequisite: NR.110.612

NR.110.614 Primary Care for Patients in Limited Resource Settings

2-3 credits/2 theory, 1 clinical

This course synthesizes clinical, social, and policy topics for practice involving underserved rural or urban populations. Students will critically evaluate the intersectionality of health issues, disparities, and their underlying policies affecting low resource settings. Students will examine ways to reduce health disparities through resource utilization with consideration of both physical and social environments, diversity, equity, and access along the healthcare continuum. These topics will span from patient interventions with utilize an effective interdisciplinary team to critically evaluating health policy that affects the well-being of their patient population. Clinical Component: HIV Primary Care Certificate Students will complete a clinical rotation in co-morbidity management through specialty clinic rotations. 56 hours

Pre/Corequisites Clinical Practicum I, Clinical Reasoning II, or Permission of Instructor

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.210.601

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.110.638 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/theory-clinical**

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/theory-clinical**

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.110.647 Pediatric Acute Care III**3-4 credits/theory-clinical**

This course further fosters clinical competence with children with conditions of high acuity. It emphasizes the integration of assessment, critical thinking and evidence based practice to develop differential diagnoses and management plans for complex pediatric acute and complex chronic conditions. It integrates the scientific, quality and independent practice competencies of the pediatric acute care nurse practitioner with an emphasis on leadership competencies. Management of acute and complex 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, specialty care settings. 112-168 clinical hours

Prerequisite: NR.110.646

NR.110.648 Pediatric Acute Care Practicum**1-3 credit (clinical)**

Some students, based on a gap analysis of previous experiences, may need additional coursework to meet the required clinical hours.

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 are discussed.

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.110.824 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.110.832 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.110.835 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.110.890 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**3 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.120.507 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.120.501-505

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.120.501-505

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.120.501-505. Corequisite: NR.120.507

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.120.501-511

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.120.501-511

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.120.501-511

NR.120.519 Population Health Leadership

2 credits (theory)

This course provides a comprehensive foundation in the essentials of population health management. 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. The ultimate goal of population health is reduced morbidity and improved health status, health service utilization, and personal productivity of individuals in defined populations. 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 (including financing), and public health. In this course we will examine how health care delivery systems, public health agencies, community-based organizations, and other entities work together to develop and implement interventions to improve the health outcomes of local, national, and global communities.

Prerequisites: NR.120.513, 210.606, 210.608

NR.120.520 Nursing the Childbearing Family

4 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.120.501-516

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.120.501-516

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.120.501-516

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.120.501-522

NR.120.530 Politics & Policy for the Health Care Professional

1-2 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.120.501-505

Corequisites NR.120.507-511

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.120.501-120.505

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.120.501-505, 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.120.501-522

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, psychosocial, 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.120.501-522

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.120.501-522

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.120.501-522

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.120.501-522

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: Common Acute Illnesses in Pediatrics

2 credits (theory)

This is the first of five sequential theory courses that will prepare Family Nurse Practitioner (FNP) and/or Pediatric Nurse Practitioner (PNP) 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 pediatric patients. FNP and 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.210.621 Clinical Reasoning II: Common Chronic Illnesses in Adult/Geriatric Health

2 credits (theory)

This is the second of five sequential theory courses that will prepare Family Nurse Practitioner (FNP) students and AGNP Primary Care students to provide primary care for adults and geriatrics, 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 and AGNP Primary Care students focus on health care for all populations and all adult 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 Primary Care Nurse Practitioner in Acute Complex Acute Complex Issues from Adolescence to Aging and Issues in Gender Health

2 credits (theory)

This is the third of five sequential theory courses that will prepare primary care nurse practitioner students to

provide primary care for adolescents, obstetrical patients and their families, and focus on gender health conditions. This course provides didactic content to prepare the primary care nurse practitioner student to provide primary care to adolescents and adults experiencing acute complex problems with an emphasis in obstetrical, 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. Primary care nurse practitioner students focus on health care for adolescents, obstetrical, and gender health populations, with particular emphasis on underserved and those from various cultures emphasizing health promotion, patient education, and disease prevention.

Prerequisites: NR.210.621 and NR.210.625 Corequisite: NR.210.626

NR.210.623 Clinical Reasoning IV: Common Acute and Complex Chronic Illnesses in Primary Care in Adults/Geriatrics

2 credits (theory)

This course provides didactic content to prepare the adult/gerontology and family nurse practitioner student to provide primary care to adults and older adults, experiencing common acute and complex chronic illnesses in one or more body systems. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that are based on age, gender, culture, and ethnicity. Content addresses comprehensive diagnosis and management of common acute and complex chronic health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with common acute and complex 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 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.210.622, NR.210.626 Corequisite: NR.210.627

NR.210.624 Clinical Reasoning V: Clinical Management for the Family Nurse Practitioner – Role Transition and 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 credit (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 credit (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 credit (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 credit (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 credit (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 Nurse Practitioner (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: Acute Complex Problems with Gender and Behavior Health (with variations)

2 credits (theory)

This is the third of five sequential theory courses that will prepare the Pediatric Nurse Practitioner (PNP) students 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

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 credit (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 credit (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 credit (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

NR.210.638 Clinical Practicum IV: Pediatric Nurse Practitioner**2 credit (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 credit (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 Illnesses in Adult/Geriatric Health

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: Clinical Management for the Primary Care Nurse Practitioner in Acute Complex Issues from Adolescence to Aging and Issues in Gender Health

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 credit (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 credit (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 credit (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 credit (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 credit (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 credit (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 credit (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 credit (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 credit (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.210.802 Advanced Nursing Health Policy**2 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.210.607

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.210.606 and 210.896

NR.210.804 Organizational and Systems Leadership for Quality Care**2 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 Finance**2 credits (theory)**

This course introduces students to the business and financial aspects of healthcare. Basic financial concepts and misconceptions about cost behavior, pricing and revenue, and cash flow are explored. Concepts are organized around the financial management paradigm: performance planning, performance measurement and performance management. Students will learn how to prepare several types of budgets, how to use performance reports and dashboards to guide performance, and how to prepare a variety of formal and ad hoc financial analyses. The course concludes with discussions related to improving financial performance, developing improvement plans, and making the “pitch” to decision makers.

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.210.897

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.210.822 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 Problem Identification**1 credit (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 credit (theory)**

The second scholarly project experience will provide students with the support and direction needed in collaboration with the sponsoring facility and mentor to develop a comprehensive, site specific project, evaluation plan, and IRB proposal.

Prerequisites: NR.210.803 and 210.896

Corequisite: NR.210.805 and 210.894

NR.210.898 Project Implementation**1 credit (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.210.817 and 210.897; Documented IRB approval Corequisite: NR.210.894

NR.210.899 Project Evaluation

1 credit (theory)

This is the final component of the scholarly project sequence. Content, as in the other project experiences, reflects the interest of the student and is designed to meet individual student needs and career goals. This final course allows the student, with guidance from mentor and faculty, to complete the clinical project and finalize the scholarly written and oral reports that disseminate and integrate new knowledge. The final products will reflect the student's ability to employ effective communication and collaboration skills, take a leadership role, influence health care quality and safety, transform practice, lead clinical innovation, and successfully negotiate change in health care delivery for individuals, families, populations, or systems across a broad spectrum of healthcare.

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 credit (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

3 credit (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. 168 clinical hours.

Prerequisite: NR.500.601

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 credit (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.500.602, NR.500.604, NR.500.605, PH.340.601, and (PH.140.611-612) or (PH.140.621-623)

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