

Master's and Advanced Certificate Programs in Nursing

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Master's and Advanced Certificate Programs in Nursing

Master of Science (M.S.) Degree in Nursing • B.S./M.S. Dual Degree • M.S./M.P.A. Dual Degree • Advanced Certificate • M.S./M.P.H. Dual Degree

The master's programs are designed for nurses seeking advanced roles in clinical practice, nursing administration, nursing education, nursing informatics, and global public health. The master's programs also provide the foundation for doctoral study. Graduates are prepared for leadership positions in education, clinical consultation, nursing management, administration, informatics, and public health; advanced nursing practice in adult acute, adult primary, geriatrics, pediatrics, mental health, palliative, and holistic care; and nurse-midwifery. The curriculum includes a core in nursing theory and social sciences, issues and trends in health care delivery, population-focused care, research, and statistics.

More than 200 hospitals, national health organizations, and community practices provide students with practicum experiences. Faculty advisers work closely with each student to design a practicum and to choose electives and role-development courses that meet individual educational and professional goals. Opportunities for both full-time and part-time study are available.

The decision to recognize a nurse practitioner specialty for authorization to practice is made on a state-by-state basis. Therefore, students are responsible to check with the appropriate licensing authority in the state(s) in which they are interested in working to determine the status of a particular nurse practitioner specialty in that state.

Master's Program Outcomes/Competencies*

1. Demonstrate decision making related to nurse practitioner or nurse-midwifery practice and/or functional roles as educator, administrator, informaticist, or public health specialist based on a synthesis of appropriate theories and research from nursing and other sciences.
2. Demonstrate role competencies defined by national specialty organizations for nurse practitioner or nurse-midwifery roles and/or functional role as educator, administrator, informaticist, or public health specialist.
3. Develop evidence-based practice clinical or functional role stan-

dards, protocols, policies, and other documents based on a synthesis of data-based and conceptual literature related to advanced practice.

4. Demonstrate competence as an advocate for accessing appropriate health care services for medically underserved vulnerable patient populations related to the legal, ethical, sociocultural, health policy, health care system, and financing of health care.
5. Demonstrate high-quality and cost-effective health care outcomes based on collaboration with other disciplines and communities.
6. Demonstrate advanced and pro-

fessional practice role competencies related to selected leadership, organizational, and management outcomes.

7. Demonstrate ethical decision making for dilemmas in the context of personal, professional practice, and organizational situations based on beliefs formed through a synthesis of data-based and conceptual literature and national codes and guidelines.

8. Articulate a personal professional philosophy that reflects a respect for diversity and sociocultural values and a commitment to the preservation of human rights based on professional standards of

*M.S. Workgroup approved spring 2004.

practice, scope of practice, and respective professional codes of ethics.

9. Demonstrate competence in evaluating patient outcomes, improved quality of care, and advanced nursing practice clinical or functional roles based on quality management practice knowledge and information systems.

10. Demonstrate effective written and verbal communication skills in organizational, legislative, and policy settings that influence achievement of professional and health-related client outcomes.

TECHNICAL STANDARDS FOR CORE PROFESSIONAL NURSING COMPETENCY PERFORMANCE

Technical Standards for core professional nursing performance are all non-academic criteria that are essential to participate in the nursing programs/courses. The nature of professional nursing education is to prepare practitioners to interact with patients and provide safe, competent nursing care. Fitness for the profession will be based on an individualized assessment of the student's abilities to achieve an array of competencies essential for safe nursing practice. Technical standards for professional nursing practice are described below. An individual must meet these technical standards in order to be eligible for admission to, progression in, and graduation from the Nursing Program at the New York University College of Nursing ("NYUCN").

Policy

In order to be admitted to and progress in the NYUCN Nursing Program, one must possess a functional level of ability to perform the role required of a registered professional nurse. Upon admission, a student will be asked to certify that he or she is able to perform all of the technical standards with or without reasonable accommodations. Furthermore, a student will be asked to obtain medical clearance from a healthcare provider certifying that the student is able to perform all of the technical standards. Admission to or progression in the

program will be denied if a student is unable to demonstrate proficiency in the technical standards. If a student cannot meet the technical standards with or without reasonable accommodations, the student will be withdrawn from the Nursing Program/Course and may appeal through the appropriate process.

Disclosure of a Disability

Students with a qualified disability who are seeking a reasonable accommodation must register with the Moses Center for Students with Disabilities. The appropriateness of the requested accommodation will be determined by the Moses Center in consultation with NYUCN. Students who believe they may need a reasonable accommodation should register with the Moses Center upon admission and not after the Nursing Program/Course begins. Otherwise, they may experience a delay in Program or Course progression.

NEW YORK UNIVERSITY NURSING PROGRAM STANDARDS

The following standards have been deemed by the New York University College of Nursing ("NYUCN") to be essential to the nursing profession. Students entering the Nursing Program are expected to meet these standards in order to progress through and graduate. If you have a disability and think that you may require a reasonable accommodation to meet the Nursing Standards, please contact the New York University Moses Center for Student with Disabilities at (212) 998-4980 as soon as possible, to begin the process for requesting a reasonable accommodation.

I. COMMUNICATION and OBSERVATION SKILLS:

Students admitted to the Nursing Program are expected to sufficiently demonstrate the following verbal, non-verbal, written, computer assisted entry, and observational skills during professional interactions with others in the context of professional nursing practice. Communication includes

not only speech, but also seeing, reading, writing, and computer literacy abilities in the classroom and clinical (on and off-campus) settings; the ability to communicate with a wide variety of people, and the ability to be easily understood.

The following are example but they are not limited to the student being able to sufficiently demonstrate communication and observation skills. The nursing student needs to be able to:

- Speak clearly and effectively in English
- To hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications
- Communicate in writing or computer entry, as well as, orally using standard, professional nursing and medical terminology
- Communicate effectively and sensitively with patients, family members, and other members of the healthcare team, as well as, faculty and peers in a 1-1 or group situation.
- Elicit, convey or exchange information at a level that allows for the implementation and evaluation of the nursing process
- Communicate in ways that are safe and not unduly alarming to patients, family members, and other members of the healthcare team
- Relay appropriate information to patients: teach, explain, direct and counsel a wide variety of individuals, as well as, provide clear, direct communication in English during highly stressful, crisis situations.

II. COGNITIVE ABILITIES:

Nursing students on admission and throughout the program are expected to sufficiently demonstrate cognitive abilities which include intellectual, conceptual, integrative, quantitative, critical thinking and comprehension skills that allow her/him to carry out the nursing process in the care of patients. The following examples include, but are not limited to nursing students demonstrating the following related cognitive skills:

- Sufficient skills to read and understand written documents in English
- Sufficient skills in problem solving including measurements, calculation, reasoning, memory, analysis, and synthesis subjective and objective data as well as critically appraise the best available research evidence
- Sufficient skills to comprehend three-dimensional relationships and to understand the spatial relationships of structures
- Critical thinking ability sufficient for academic and clinical judgments demanded of nurses which require the intellectual abilities to critically appraise, to synthesize knowledge, integrate and prioritize all aspects of patient care in a prompt, timely fashion; synthesis of objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses and initiate a plan of care integrating patient preferences
- Incorporate data from multiple patient sources (e.g. physical assessment, vital signs, lab values, interdisciplinary documentation) in a prompt manner in order to provide appropriate, safe patient care
- Recognize, make decisions quickly, and respond rapidly and safely to changes in a patient's status based on a variety of sources, such as physical assessment and pertinent laboratory findings. Ability to revise care to promote appropriate patient outcomes

III. GROSS MOTOR SKILLS, STRENGTH & MOBILITY, AND PHYSICAL ENDURANCE:

The student is expected to be able to perform gross and fine motor movements required to provide comprehensive nursing care. Examples of care that the student must be able to perform safely include, but are not limited to:

- Lifting as described below:
 - Turning and positioning patients as needed to prevent complications due to bed rest or minimal movement

- Transferring patients in and out of bed
- Transporting and exercising patients
- Pulling and pushing patients and/or equipment
- Administering cardiopulmonary resuscitation (CPR)

- The student is expected to have the psychomotor skills necessary to perform or assist with procedures, treatments, administration of medications, and emergency interventions. On a regular day whether in the classroom or clinical (on-campus simulation or off campus), the student may be expected to sit, walk and stand. Examples include, but are not limited to, the ability to:

- Stand and/or sit for long periods of time (e.g., minimum of 3-4 hours)
- Stand and maintain balance while transferring patients, reach below the waist and overhead while providing patient care procedures
- Walk without a cane, walker, casts, walking boots, or crutches, as well as, arms free of casts or other assistive/restrictive devices in order to ambulate patient and provide bedside or general nursing care
- Maneuver in small areas such as patient rooms and nursing work stations
- Conduct assessments that may also require the student to bend, squat, reach, kneel, balance, and/or move his or her body and all extremities quickly
- Carry and lift loads from the floor, lift loads from 12 inches from the floor to shoulder height and overhead; occasionally lifting 50 pounds, frequently lifting 25 pounds, and constantly lifting 10 pounds
- Document patient care by writing or typing on an electronic medical record for long periods of time (e.g., more than 15 minutes at a time)

- The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical

nursing experiences. Examples include but are not limited to:

- The physical endurance sufficient to complete assigned period of clinical practice (e.g., continuous care for 4-5 hours, as well as, shifts on days, evenings, nights, or weekends between 8 and 12 hours)
- The ability to perform at an acceptable speed, which reflects the ability to carry out the usual patient care assignment for a particular course within the allotted clinical time.

IV. BEHAVIORAL AND SOCIAL ATTRIBUTES/ ABILITIES:

Nursing students must exhibit the professional behavioral and social attributes embedded in AACN's (2008) *Essentials of Baccalaureate Education for Professional Nursing Practice*.

They must possess the emotional and mental health required for full use of their intellectual, communication/observation, motor, and sensory abilities in order to exercise appropriate judgment and promptly complete all responsibilities attendant to the diagnosis and care of patients in a variety of settings and from different cultures.

The following are examples, which are not limited to, the behavioral and social attributes and abilities that nursing students need to demonstrate:

- Ability to relate to patients, family members, as well as work cooperatively with other members of the healthcare team and colleagues with honesty and integrity, and with non-discrimination in relation to the patient's race, ethnic group, age, gender, religious or political preference, ability to pay, gender or sexual orientation
- Ability for the development of a mature, sensitive and effective therapeutic relationship with clients
- Ability to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients
- Ethical behavior reflecting adherence to the professional

- nursing code of ethics, student nurses' code of ethics, and student academic integrity policy
- Sufficient emotion and mental stability to:
 - Tolerate physically taxing workloads
 - Handle emotions that might affect practice performance
 - Function effectively when stressed
- A level of consciousness and attentiveness that guarantees patient safety
- Ability to participate in the professional care of a patient, before and after procedures that he/she may be in disagreement with
- Ability to care for patients with communicable diseases using appropriate standard precautions and/or guidelines
- Ability to accept and integrate constructive criticism given in the classroom and clinical settings
- Ability to examine and change his/her behavior when it interferes with productive individual or team relationships, and/or the care of patients
- Ability to work in close quarters with patients, healthcare team members and nursing faculty

V. SENSORY SKILLS: Nursing students must have hearing, visual and tactile skills sufficient to monitor, assess, and respond to patient health needs. Nursing students must possess these skills in connection with the other identified

technical skills in order to observe and learn from demonstrations in the on-campus clinical simulation laboratory and in the off-campus clinical patient care areas, and to make observations accurately at a distance and close at hand of the patient and the patient's environment. Observation necessitates the functional use of the sense of vision and other sensory modalities; it is enhanced by the functional use of the sense of smell to perform health assessments and interventions; observe diagnostic specimens; and obtain information from digital, analog, and waveform representations of physiologic phenomena to assess a patient's condition and the effect of treatment/therapy/care.

Examples of the necessary sensory skills include, but are not limited to:

- Normal tactile feeling and use of touch to feel sensitivity to heat, cold, pain, pressure, etc.
- Use of auditory sense to detect sounds related to bodily functions using a stethoscope; to hear and interpret many people and correctly interpret what is heard; i.e., physicians' or nurse practitioner orders whether verbal or over telephone, patient complaints, physical assessment (especially heart and other body sounds), fire and equipment alarms, etc.
- Auditory sense to communicate clearly in telephone conversations and respond effectively with patients and with other members of the healthcare team

- Acute visual skills necessary to detect signs and symptoms, body language of patients, color of wounds and drainage, and possible infections anywhere; interpret written words accurately, read characters and identify colors on the computer screen
- Observation skills to observe lectures, demonstrations, research and patient situations in the practice of healthcare professions; observation is necessary to perform competent health assessments and interventions and necessitates functional use of vision, hearing, tactile and somatic senses
 - Capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities.

It is essential that students meet these standards as they progress through the courses/program. The following behaviors may be indication of an inability to meet the NYUCN Nursing Program standards: diminished judgment; labile mood; emotional outbursts; signs of increasing restlessness; easy irritability; overly sensitive to criticisms; disruptive/inappropriate/inconsistent behavioral patterns; inability to communicate; carry out motor skills; and carry out nursing skills that require sensory ability.

Admission Requirements

All applicants must have a baccalaureate degree in nursing or bachelor's degree in a non-nursing field together with an associate's degree in nursing. Applicants to the advanced certificate program in nursing must have a master's degree in nursing.

Applicants must provide evidence of R.N. licensure and current registration. Students with equivalent international credentials who show promise of scholarly achievement will be considered for admission. A 3.0 undergraduate grade point aver-

age, TOEFL scores for all international candidates who have English as a second language, a two- to three-page goal statement, two professional letters of reference, and a résumé (including academic or professional honors) are required. Some programs may require an interview with program faculty. Dual degree program applicants must first be accepted in the M.S. degree program in nursing in the College of Nursing and will then be referred for admission to the M.P.A. degree program in management in the

Robert F. Wagner Graduate School of Public Service or the M.P.H. in Global Public Health. Prior to entering the specialty courses of a respective nursing master's program, at least one year of full-time clinical experience as a registered nurse is required for all master's programs, except for the following programs: Nursing Education requires three years of clinical experience as a registered nurse; Advanced Practice Nursing; Pediatrics requires one year of relevant clinical experience as a registered nurse in pediatrics. A health

examination and clearance is required prior to all clinical practicum courses.

MATRICULATED/DEGREE STUDENTS

Matriculated/degree students are those who have been accepted for study toward a degree or certificate. Matriculation begins with the student's first registration. A student is not permitted to be matriculated for two degrees or programs at the same time unless she or he is enrolled in a dual degree program. One program will be noted on the student's transcript—the program from which one graduates.

Students who have been denied admission as matriculants in a particular program may not take courses as a special student in that program.

NONMATRICULATED/NONDEGREE STUDENTS

Nonmatriculated/nondegree students are those who have filed a graduate application and credentials showing that they meet the same minimum requirements for admission as a matriculated degree student, including the required 3.0 undergraduate grade point average, and are qualified to take courses but are not degree candidates in the College of Nursing. Approval to register as a nondegree student does not imply or guarantee admission into a degree program.

1. Nonmatriculated graduate students contemplating eventual matriculation for a master's degree should take note that only 12 credits of course work toward any master's degree may be completed before matriculation is established for that degree.

2. Students not intending to matriculate for a degree and who are classified as nonmatriculated students must meet the same minimum requirements for admission as specified above.

APPLICATION INFORMATION AND DEADLINES

A graduate application, which includes a directory of graduate programs, may be obtained from the Office for Student Affairs and Admissions, College of Nursing, New York University, 726 Broadway, 10th Floor, New York, NY, 10003; 212-998-5317; or online at www.nyu.edu/nursing/academicprograms/masters/admissions.html. The applicant should indicate the program both by name and by the four-letter code. For example, the code for Nursing Education is NRED. The applicant should consult the Directory of Programs for information concerning any additional admission requirements. The application must be supported by official transcripts of all undergraduate and graduate credits. A \$75 nonrefundable application fee is required of those applying for matriculation or as nonmatriculated students.

International applicants with foreign credentials and/or nonimmigrant visas, see above and pages 57 and 129.

Deadlines

The fall master's and advanced certificate applications are due by July 1. Master's applications filed after this deadline date will be processed as time and program deadlines permit. Early application is highly recommended for all applicants seeking financial assistance and housing.

The spring master's and advanced certificate applications are due by December 1 for those programs that accept students midyear. Master's applications filed after this deadline date will be processed as time and program deadlines permit. Early application is highly recommended for all applicants seeking financial assistance and housing.

TRANSFER CREDIT

Permission to study in an institution outside of New York University must be obtained for graduate students from the associate dean for graduate programs. Transfer credit may be accepted from accredited colleges and universities only. Course work must have been completed within the last five years with a grade of B or better and may not have been counted toward another degree. Forms for approval of transfer credit are available in the Office of Graduate Programs. All transfer credit must be approved by the student's respective academic program adviser.

READMISSION POLICY

Students dismissed from a master's or advanced certificate program may reapply to any master's degree or advanced certificate program one year from the time of dismissal, including the program from which he or she was dismissed.

CRIMINAL BACKGROUND CHECK POLICY

Master's Nursing Programs: All candidates for the master's nursing or advanced certificate programs (clinical or functional) will be required to complete practicum learning experiences toward fulfilling the requirements of the master's of science degree in nursing or advanced certificate. Please be advised that prior to or during your practicum learning experiences at a health care acute, community, or private practice facility, that facility may require a criminal background check in order to meet the facility's clinical placement policy or requirements. Such checks may be conducted by the facility, or the student may have to independently obtain a criminal background check that meets the facility's requirements. The NYU College of Nursing is not conducting such checks.

Degree and Certificate Requirements

Academic Prerequisites: Undergraduate research and basic statistics.

The programs require the completion of 45 to 48 credits, depending on focus of study; the M.S. in Adult Primary Care/Geriatrics is 54 credits; the M.S. in Adult Primary Care/Holistic Care is 54 credits; the M.S. in Adult Primary Care/Palliative Care is 57 credits; the M.S./M.P.A. Dual Degree Program requires 68 credits; the M.S./M.P.H. degree ranges from 71 to 90 credits, depending on the program combination. All courses must be taken for a letter grade; pass/fail (P/F) option is not allowed except for Statistics and other courses specified in "Grades" on pages 79-80. (See also page 92.) All course requirements must be completed within six years from the date of matriculation. Continuous maintenance of matriculation is required.

Nursing and Related Core Courses (15 credits): Theories of Nursing and Social Science: Implications for Advanced Professional Practice N41.2058, Population-Focused Care N41.2011, Research in Nursing N41.2303, Nursing Issues and Trends Within the Health Care System N41.2041, and Statistics for Health Professionals N41.2005.

Advanced Practice Core (15 credits): Chosen from courses dealing with human development, science, role development, or assessment strategies, e.g., Advanced Comprehensive Health and Physical Assessment N41.2012, Contemporary Clinical Practice: Advanced Practice Roles N41.2013, Advanced Pathophysiology I N41.2020, Advanced Pathophysiology II N41.2022, Psychoneuroimmunology N41.2157, Clinical Pharmacotherapeutics N41.2021, and Contemporary Practice Roles: Adult Nurse Practitioner Holistic Nurse Practitioner (50 clinical hours) N41.2080.

Specialty Component (12-27 credits): Includes theory, practicum, and related electives in Advanced Practice Nursing (APN): Adult Acute Care; APN: Adult Primary Care; APN: Adult Primary Care and Geriatrics; APN: Geriatrics; APN: Adult Nurse Practitioner/Holistic Nurse Practitioner; APN:

Adult Nurse Practitioner/Palliative Care Nurse Practitioner; APN: Mental Health; APN: Pediatrics; Nurse-Midwifery; Nursing Administration; Nursing Education; and Nursing Informatics.

Electives (0-9 credits): Additional courses depending on area of study.

Practicum Study Regulations for Clinical and Functional Programs

The master's degree programs include one or more practicum/clinical courses as an integral part of the total educational program of study. Applications for N41.2012, N41.2017, N41.2019, N41.2023, N41.2024, N41.2027, N41.2028, N41.2029, N41.2032, N41.2037, N41.2038, N41.2062, N41.2063, N41.2064, N41.2065, N41.2069, N41.2073, N41.2075, N41.2080, N41.2088, N41.2089, N41.2096, N41.2097, N41.2099, N41.2117, N41.2119, N41.2130, N41.2132, N41.2134, N41.2135, N41.2167, N41.2168, N41.2170, N41.2173, N41.2175, N41.2232, N41.2233, N41.2234, N41.2235, and N41.2500 should be made with faculty teaching the practicum and appointments scheduled prior to March 31 for students planning for study in the fall semester and prior to November 15 for study in the spring semester. All students enrolling in a practicum course(s) are required to (1) have health examinations and clearance prior to beginning any practicum course(s), (2) have a current registered nursing license from New York State, (3) have Basic Cardiac Life Support certification, and (4) have one year of full-time clinical experience as a registered nurse, except for the following programs: Nursing Education requires three years of clinical experience as a registered nurse; APN: Pediatrics requires one year of relevant clinical experience as a registered nurse in pediatrics.

MASTER OF SCIENCE NURSING SPECIALTY COMPONENTS¹

Nurse Practitioner (NP) Clinical Programs and Double NP Programs

1. Advanced Practice Nursing: Adult Acute Care. Prepares nurses as adult acute care nurse practitioners in a wide range of settings including cardiopulmonary, oncology, HIV-related diseases, neuroscience, transplant, pain management, trauma, and medicine/surgery. Graduates are eligible to sit for the ANCC Acute Care Nurse Practitioner certification examination.

2. Advanced Practice Nursing: Adult Primary Care. Prepares nurses as adult nurse practitioners who provide primary care for adults in a variety of settings: outpatient clinics, innovative community settings, private practice, and home care agencies. Graduates are eligible for the ANCC or the AANP Adult Nurse Practitioner certification examination.

3. Advanced Practice Nursing: Geriatrics. Prepares nurses as geriatric nurse practitioners who deliver primary care to the elderly in community-based senior housing sites, life care communities, HMOs, hospitals, long-term care facilities, and home health agencies. Graduates of this program are eligible to sit for the ANCC or AANP Geriatric Nurse Practitioner certification examination.

4. Advanced Practice Nursing: Adult Primary Care/Geriatrics. Prepares nurses as adult and geriatric nurse practitioners who deliver primary care to adults across the life cycle in a variety of community, private practice, long-term care, and home health settings. Graduates of this program are eligible for the ANCC or AANP Adult Nurse Practitioner certification examinations and the ANCC or AANP Geriatric Nurse Practitioner certification examination.

5. Advanced Practice Nursing: Pediatrics. Prepares nurses as pediatric nurse practitioners who deliver primary care to infants, children, adolescents, and their families in a variety of inpatient

¹The decision to recognize a nurse practitioner specialty for authorization to practice is made on a state-by-state basis. Therefore, students are responsible to check with the appropriate licensing authority in the state(s) in which they are interested in working to determine the status of a particular nurse practitioner specialty in that state.

and outpatient settings. Health promotion, disease prevention, and management of common childhood health problems and stable chronic illnesses are emphasized. Graduates of this program are eligible to sit for the ANCC or NAPNAP Pediatric Nurse Practitioner certification examination.

6. Advanced Practice Nursing: Mental Health. Prepares nurses as psychiatric nurse practitioners who provide a broad continuum of mental health services to clients that address treatment of acute and serious and persistent mental disorders as well as promotion of mental health and preventive intervention in a variety of community-based mental health and primary care settings. Graduates of this program are eligible to sit for the ANCC Adult Psychiatric Nurse Practitioner certification examination.

7. Advanced Practice Nursing: Adult Nurse Practitioner/Holistic Nurse Practitioner. Prepares nurses as adult nurse practitioners and as advanced practice holistic nurses who provide holistic care, guidance, and education to clients using complementary modalities (relaxation, imagery, breath work, therapeutic touch, sense therapies, biofeedback, herbology/homeopathy, nutrition, and prayer, to name a few) in conjunction with conventional nursing interventions. Graduates of this program may register with the New York State Education Department as Holistic Nurse Practitioners and are eligible to sit for the Advanced Level Certification examination given by the American Holistic Nurses' Certification Corporation (AHNCC) and for the ANCC or AANP Adult Nurse Practitioner certification examination.

8. Advanced Practice Nursing: Adult Nurse Practitioner/Palliative Care Nurse Practitioner. Prepares nurses as adult nurse practitioners and as advanced practice palliative care nurses who are specialists in the active, comprehensive care of patients whose disease is not responsive to curative treatment. Graduates of the program may register with the New York State Education Department as

Palliative Care Nurse Practitioners and are eligible to sit for the certification examination given by the National Board for Certification of Hospice Nurses and the Palliative Care Association's certification examination as an Advanced Practice Palliative Care Nurse and for the ANCC or AANP Adult Nurse Practitioner certification examination.

9. Nurse-Midwifery. Prepares nurses as nurse-midwives who provide obstetrical and gynecological care to women at all phases of the life cycle and in the context of their families and communities. Graduates of this program are eligible to sit for the ANCC or NCBPNP Pediatric Nurse Practitioner certification examination. The program is registered by the New York State Education Department as leading to eligibility for state licensure as a professional midwife.¹ It is fully accredited by the Division of Accreditation of the American College of Nurse-Midwives.²

Functional Programs

10. Nursing Administration. This program prepares nurses for middle-level positions in management/administration and clinical consultation. Course work focuses on leadership development, change theory, economics of health care, human resources, finance, informatics, and organizational analysis. For the required practicum, students select nursing service settings compatible with their individual goals. Graduates are eligible to sit for the ANCC Nurse Administrator certification examination.

11. Nursing Education. Graduates are prepared for beginning teaching positions in associate degree programs, for clinical teaching in baccalaureate programs, for patient education and staff development in the clinical arena, and for continuing education programs. The course work focuses on theory and research required for effective evidence-based teaching in a variety of academic and health care agency settings with culturally diverse nursing student and nurse populations. Three years of staff nurse clinical experience are required before entering the

Nursing Education program specialty component.

12. Nursing Informatics. Graduates are prepared to work in a variety of settings, including health care delivery and vendor software development. The program in Nursing Informatics encompasses the areas of clinical practice, education, research, and administration. It prepares nurses to assess, design, develop, implement, and evaluate clinical systems in a variety of patient care settings. The longitudinal patient record, decision support, and telecommunications in health care with a specific focus on the implications for nursing are included in the course work. Graduates are eligible to sit for the ANCC Nursing Informatics certification examination.

B.S./M.S. DUAL DEGREE PROGRAM

This program expedites educational mobility and career enhancement by enabling qualified basic baccalaureate, second baccalaureate, and registered nurse students to complete a dual baccalaureate degree in nursing and a master's degree in a nursing specialty in one less semester. Students are eligible to sit for NCLEX-R.N. at the completion of the baccalaureate component of the dual degree program. They are also eligible to sit for the advanced practice certification examination related to their graduate clinical or functional focus of study upon graduation from the master's component of the dual degree program. See also page 27.

M.S./M.P.A. DUAL DEGREE PROGRAM

This 68-point program offers an opportunity to earn the Master of Science degree in nursing administration from the College of Nursing and the Master of Public Administration degree in management from the Robert F. Wagner Graduate School of Public Service. The program prepares nurses for upper-level management and executive positions in complex health care organizations and provides a flexible graduate curriculum integrating emerging issues in nursing with sound management education.

¹New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; 518-474-5851.

²This program is accredited by the ACNM Associate Director, Education, American College of Nurse-Midwives, 8403 Colesville Road, Suite 1550, Silver Springs, MD 20910-6374; 240-485-1800.

The dual degree program consists of nursing core, nursing specialization, and management theory. Students may focus on one of three areas of study—health services management, health finance, or health policy. Placement in the integrative practicum is based on individual student needs and provides the opportunity for students to apply administrative theory in senior management or executive positions in health care organizations.

M.S./M.P.H. IN GLOBAL PUBLIC HEALTH PROGRAM

This program offers selected students an opportunity to concurrently pursue the New York University Master's Program in Global Public Health (M.P.H.) and one of the 10 Master of Science in nursing programs, so that the dual M.S./M.P.H. degree may be completed in three years of full-time study, which represents a savings of one year compared to the length of time required to earn the two degrees separately. The M.S./M.P.H. program ranges from 71 to 90 credits depending on the program combination.

ADVANCED CERTIFICATE PROGRAMS

The decision to recognize a nurse practitioner specialty for authorization to practice is made on a state-by-state basis. Therefore, students are responsible to check with the appropriate licensing authority in the state(s) in which they are interested in working to determine the status of a particular nurse practitioner specialty in that state.

All programs are accredited by the Commission on Collegiate Nursing Education (CCNE). Nurse-Midwifery is accredited by the ACNM Associate Director, Education, American College of Nurse-Midwives, 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; 240-485-1800.

Advanced Practice Nursing:
Adult Acute Care

Advanced Practice Nursing:
Adult Primary Care

Advanced Practice Nursing:
Adult Primary Care and Geriatrics

Advanced Practice Nursing:
Geriatrics

Advanced Practice Nursing:
Adult Nurse Practitioner/
Holistic Nurse Practitioner

Advanced Practice Nursing:
Adult Nurse Practitioner/
Palliative Care Nurse Practitioner

Advanced Practice Nursing:
Mental Health

Advanced Practice Nursing:
Pediatrics

Nurse-Midwifery

Nursing Administration

Nursing Education

Nursing Informatics

The advanced certificate programs in the College of Nursing at New York University build on a master's degree in nursing. To receive the advanced certificate, the student completes a maximum of 33 credits and up to 775 hours of precepted clinical experience (Advanced Practice); 33 credits and 1,080 clinical hours (Nurse-Midwifery); or a maximum of practicum hours and credits for nursing education, administration, or informatics. Students completing these programs will qualify to sit for the certification examination by the ANCC as a nurse practitioner, nurse administrator, or in nursing informatics; by the American Midwifery Certification Board (AMCB) for midwifery; by the American Holistic Nurses' Certification Corporation (AHNCC) for certification as an advanced practice holistic nurse; by the National Board for Certification of Hospice and Palliative Care Nurses as an advanced practice palliative care nurse; by the National Certification Board of Pediatric Nurse Practitioners and Nurses (NCBPNP) as a pediatric nurse practitioner; and by the AANP as an adult or geriatric nurse practitioner. Students gain skills in advanced assessment, decision making, evidence-based practice, and management theory necessary to practice in various settings, including ambulatory care, home care, HMOs, hospitals, nursing homes, and schools.

These advanced certificate programs are registered by the New York State Education Department to prepare nurse practitioners, midwives, educators, administrators, and nursing informaticists or

to provide eligibility for the New York State nurse-midwifery licensing registration.¹

The College of Nursing is known for its development of innovative curricula in the area of substance-related disorders. As substance abuse and dependence continue to be major health problems across the nation, the College of Nursing has kept pace with the integration of this content into the nursing curricula and with a designated three-course sequence on substance-related disorders. The sequence, developed with U.S. Department of Health and Human Services (USDHHS) funding, continues with the goals of expanding the number of advanced practice nurses educated to diagnose, treat, and evaluate substance-related disorders. The sequence consists of three courses of 3 credits each that includes a practicum course requiring 100 clinical hours. At the end of the sequence, and on completion of additional clinical hours, graduates are eligible to take the national certification examination to become a certified addictions nurse (CARN) or certified addictions nurse-advanced practitioner (CARN-AP), depending on background and experience. The courses are applicable to interdisciplinary study and public health, social work, and psychology. Medical students can seek to enroll in one or more of the courses.

Admission Criteria for Advanced Certificate Study

Applicants for the advanced certificate program must hold a master's degree in nursing from an accredited program (GPA of 3.0); hold a current registered nurse license in New York; have health clearance; have relevant clinical experience; submit a two- to three-page goal statement; and submit two professional letters of reference. Some programs may require an interview with the program faculty. TOEFL scores are required for international candidates who have English as a second language. Applicants with foreign credentials and/or nonimmigrant visas, see pages 54, 57, and 129. Prior to entering the specialty courses of a respective nursing master's program, at least one year

¹New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; 518-474-5851.

of full-time clinical nursing as a registered nurse is required for all master's programs, except for the following two programs: Nursing

Education requires three years of clinical experience as a registered nurse and Advanced Practice Nursing: Pediatrics requires one

year of relevant clinical experience as a registered nurse in pediatrics.

Graduate Nursing Courses

Legal and Ethical Issues in Nursing Practice

N41.2004 30 hours: 3 credits. Fall, spring.

Prerequisite: Open to nonmajors with permission of instructor. Legal and ethical parameters of the nursing profession are addressed. Laws, statutes, and legal principles that underpin the profession of nursing and define the boundaries of nursing practice are examined. Nurses' professional relationships with patients, other health care colleagues, employers, and professional organizations are examined from a legal and ethical perspective. Topics discussed include patient confidentiality, nursing negligence, medical malpractice, autonomy, informed consent, termination of treatment, decision-making capacity, organ donation, assisted suicide, and documentation.

Population-Focused Care

N41.2011 30 hours: 3 credits. Fall, spring.

Prerequisite: N41.2041. Pre- or corequisites: N41.2303, N41.2005. This course explores advanced practice nursing at community and population levels. Nursing contributions to core public health functions and essential public health services are considered in the context of theoretical frameworks for health communication and behavioral change to develop programs and influence policy to improve the health of populations. Evidence-based sources for community health assessment and epidemiologic analyses are examined. Cultural, legal-ethical, collaborative, and political competencies are also addressed.

Advanced Comprehensive Health and Physical Assessment

N41.2012* 30 hours plus 100 clinical hours: 3 credits. Fall, spring.

Prerequisites: health examination and clearance and New York State R.N. licensure. Pre- or corequisites: N41.2020 or N41.2022 and N41.2021.

In this course, the advanced practice student develops advanced comprehensive history taking and physical assessment competencies in the context of the nurse-client relationship. The outcomes are achieved via a case-based approach that is hypothesis driven and focuses on clinical decision making using the best available evidence to mutually address client goals using a culturally relevant approach. There is an introduction to laboratory and diagnostic tests and basic electrocardiogram interpretation as part of the decision-making process.

Contemporary Clinical Practice: Advanced Practice Roles

N41.2013 30 hours: 3 credits. Spring, summer.

The role of the advanced practice nurse (APN), with a systematic introduction to direct client care and practice management, is explored. Introduction to the role of the advanced practice nurse and the nurse practitioner (NP) as clinician, advocate, educator, collaborator, and leader is initiated. Autonomous and collaborative practice is emphasized. Concepts applicable to working with culturally diverse and underserved individuals and families through skills related to leadership, communication, change management, evidence-based practice, and ethical decision making are addressed. Selected nursing models are used to support role implementation in a variety of settings, including those for the delivery of primary care, acute care, ambulatory care, and long-term health care.

APN: Adult Primary Care II

N41.2016* 30 hours: 3 credits. Fall.

Prerequisite: N41.2037. Corequisite: N41.2017.

This course prepares students to provide primary care to adolescent and adult clients across the life span. It integrates advanced practice nursing competencies with holistic assessment, diagnostic reasoning, and analysis of differential diagnoses in primary care. Students apply critical thinking and evidence-based clinical decision-making skills to develop, implement, and evaluate management plans for adolescent and adult residents of the community who have acute and chronic health problems. Client advocacy, health promotion, and disease prevention and physical, functional, and mental health assessment and management are emphasized. Caseload management, interdisciplinary collaboration, community resources, and consideration of learning needs of diverse populations, clients, families, and staff are addressed.

APN: Adult Primary Care Practicum II

N41.2017*† 30 seminar hours plus 250 clinical hours: 3 credits. Fall.

Prerequisites: N41.2037, health examination and clearance, and New York State R.N. licensure. Corequisite: N41.2016.

The leadership role of the adult nurse practitioner (ANP) in the primary care setting is analyzed as a framework for managing the healthcare needs of adolescents and adult populations with complex health problems. Acute and chronic health care needs of individuals, families and communities are assessed, diagnosed, managed and evaluated using evidence-based best practices. Emphasis is placed on the leadership role of the ANP in providing ethical, culturally competent and collaborative health care, yielding quality and cost-effective outcomes.

*Registration closed to special students (nonmatriculated).

†Pass/fail basis.

‡Applicable to students enrolled in the Adult Primary/Geriatrics Program. Mandatory to take one adult primary practicum (N41.2017 or N41.2019) and two geriatrics practicums (N41.2027 and N41.2029).

APN: Adult Primary Care III
N41.2018* 30 hours: 3 credits. Spring.

Prerequisites: N41.2016 and N41.2017 or N41.2025‡ and N41.2017 or N41.2027‡.
Corequisite: N41.2019 or N41.2027‡.

This course focuses on the assessment, diagnosis, management, and evaluation of complex health problems of adolescents and adult clients in primary care settings. Students apply critical thinking and evidence-based clinical decision-making competencies to formulate differential diagnoses and develop management plans for adult clients and their families. Students combine the advanced practice roles of clinician, educator, advocate, and leader to design and evaluate therapeutic interventions that utilize a variety of treatment modalities. Concepts include health promotion, disease prevention, cultural competence, and health policy and ethical issues. Individual, family, and community health needs are evaluated using a population-focused framework.

APN: Adult Primary Care Practicum III

N41.2019*† 30 seminar hours plus 250 clinical hours: 3 credits. Spring.
Prerequisites: N41.2016, N41.2017 or N41.2025‡ and N41.2017 or N41.2027‡, *health examination and clearance*, and *New York State R.N. licensure*. *Corequisites:* N41.2018, N41.2027‡.

The leadership role of the adult nurse practitioner (ANP) in the primary care setting is analyzed as a framework for managing the health care needs of adolescent and adult populations with complex health problems. Acute and chronic health care needs of individuals, families, and communities are assessed, diagnosed, managed, and evaluated using evidence-based best practices. Emphasis is placed on the leadership role of the ANP in providing ethical, culturally competent, and collaborative health care, yielding quality and cost-effective outcomes.

Advanced Pathophysiology I

N41.2020 30 hours: 3 credits. Fall.

This course expands advanced practice nursing knowledge of the pathogenesis of health problems throughout the life cycle.

Pathophysiology is integrated with a developmental perspective to facilitate an in-depth understanding of functional and dysfunctional integration of organ systems in the human. Clinical exemplars designed to illustrate specific concepts are presented during the lecture. This course emphasizes content related to cellular aberrations, including cancer; disorders of fluid, electrolyte, acid-base balance, and immune function; and cardiovascular, pulmonary, renal, and musculoskeletal disorders.

Clinical Pharmacotherapeutics

N41.2021 30 hours: 3 credits. Fall, spring.

Prerequisite: N41.2020 or N41.2022.

The goal of this course is to prepare the advanced practice nurse to prescribe pharmacotherapies that improve patient care outcomes. The student learns to integrate his/her knowledge of basic pharmacology and pathophysiology with advanced pharmacotherapeutic principles to enhance treatment decisions and prescribe medications for the prevention and treatment of disease. Various methodologies are used to allow the student practice in incorporating patient history, assessment, and diagnoses with consideration of the best, safest, and most effective pharmacotherapeutic options. An emphasis on critical analysis of evidence according to evidence-based principles and subsequent application of evidence into the medical and treatment plans is fostered. Critical decision analysis assists the student to evaluate and revise treatment plans to improve patient care.

Advanced Pathophysiology II

N41.2022 30 hours: 3 credits.

Spring.

This course expands advanced practice nursing knowledge of the pathogenesis of health problems throughout the life cycle. Pathophysiology is integrated with

a developmental perspective to facilitate an in-depth understanding of functional and dysfunctional integration of organ systems in the human. Clinical situations designed to illustrate specific concepts are presented during the lecture. This course emphasizes content related to neurology, endocrinology, gastroenterology, reproductive disorders, and musculoskeletal disorders.

Nursing Administration Practicum II

N41.2023*† 30 seminar hours plus 112 practicum hours: 3 credits. Fall.
Prerequisites: N41.2167, *health examination and clearance*, and *New York State R.N. licensure*. *Corequisite:* N41.2122.

In this course, the student implements a strategic plan for change in the health care practicum setting that reflects organizational assessment and diagnosis of an area for improvement, supporting evidence-based research findings, analysis of financial implications, and evaluation criteria. Concomitantly, the student assists the preceptor in areas of nursing administration practice. In the seminar, students promote a culture of caring and team building as they collaborate in planning practicum initiatives related to the nurse administrator's role.

Advanced Comprehensive Health and Physical Assessment: Pediatrics

Assessment: Pediatrics

N41.2024 30 seminar hours plus 70 practicum hours: 3 credits. Spring.

Prerequisites: N41.2032, N41.2020, N41.2022; *health examination and clearance*; and *New York State R.N. licensure*. *Corequisite:* N41.2021.

This course provides the student the opportunity to develop advanced comprehensive history taking and physical assessment skills. Selected nursing models, concepts, and research evidence are used in the collection of an expanded clinical database through history taking and physical assessment of culturally diverse infants, children, and adolescents. Theoretical content, laboratory application, and clinical hours in the outpatient setting are included.

APN: Adult-Geriatrics Primary Care II

N41.2025 30 hours: 3 credits. Fall.
Prerequisite: N41.2037. *Corequisite:* N41.2027 or N41.2017.

This course prepares students to provide care to all adults across the life span. It integrates advanced practice nursing competencies with holistic assessment, diagnostic reasoning, and analysis of differential diagnoses in primary care for adults across the life span. Students apply critical thinking and clinical decision-making skills to develop, implement, and evaluate management plans for adults and older adults residing in the community with common chronic and episodic health problems. Client advocacy, health promotion, and illness prevention and physical, functional, and mental health assessment and management are emphasized. Caseload management, interdisciplinary collaboration, community resources, and consideration of learning needs of diverse populations, clients, family, and staff are addressed.

APN: Geriatrics II

N41.2026* 30 hours: 3 credits. Fall.

Prerequisite: N41.2037. *Corequisite:* N41.2027.

This course prepares students to provide care to older adults. It integrates advanced practice nursing competencies with holistic assessment, diagnostic reasoning, and analysis of differential diagnoses in primary care for adults across the life span. Students apply critical thinking and clinical decision-making skills to develop, implement, and evaluate management plans for older adults residing in the community with common chronic and episodic health problems. Client advocacy, health promotion, and illness prevention and physical, functional, and mental health assessment and management are emphasized. Caseload management, interdisciplinary collaboration, community resources, and consideration of learning needs of diverse populations, clients, family, and staff are addressed.

APN: Geriatrics Practicum II

N41.2027**† 30 seminar hours plus 250 clinical hours: 3 credits. Fall and spring. *Prerequisites:* N41.2037, health examination and clearance, and New York State R.N. licensure. *Corequisite:* N41.2026 or N41.2025.

The role of the advanced practice gerontological nurse is applied using selected nursing models in primary care of the elderly with chronic and acute health problems living independently in the community, in ambulatory sites, and in acute care hospitals. Sites serving ethnically diverse and the underserved elderly are preferentially selected. Interdisciplinary experiences are pursued and collaborative practice is emphasized. Students are expected to provide primary care, incorporating health promotion and disease prevention. Students are also expected to perform comprehensive histories and physical assessments; formulate differential diagnoses and plans of care; and manage common health problems in consultation with appropriate providers and to act as a resource for patients, families, and staff.

APN: Geriatrics III

N41.2028* 30 hours: 3 credits. Spring.

Prerequisites: N41.2026, N41.2027‡, N41.2025‡. *Corequisites:* N41.2029, N41.2017 or N41.2027‡, N41.2019 or N41.2027‡, N41.2018‡.

This course focuses on the diagnosis and management of common health problems seen in older adults across acute care, long-term care, and primary-care settings. Health promotion; illness prevention; case finding; physical, functional, and mental health assessment; decision making; and management of complex and multisystem health problems are emphasized. The focus is on rehabilitation and maintenance of quality of life. The leadership role of the advanced practice nurse; caseload management; interdisciplinary collaboration; regional and national resources; and consideration of learning needs and ethical

concerns relative to working with debilitated clients, family, and staff are addressed.

APN: Geriatrics Practicum III

N41.2029*† 30 seminar hours plus 250 clinical hours: 3 credits. Spring, summer.

Prerequisites: N41.2026, N41.2027, N41.2018‡, N41.2017 or N41.2019‡, N41.2028. *Corequisite for GNP students:* N41.2028, health examination and clearance, and New York State R.N. licensure.

The role of the advanced practice gerontological nurse is applied using selected nursing models in interdisciplinary care of the elderly in a variety of settings. Community and institutional agencies serving ethnically diverse and the underserved elderly are preferentially selected. Interdisciplinary experiences are pursued and collaborative practice is emphasized. Students are expected to provide primary and long-term care, incorporating health promotion and disease prevention. Students are expected to perform comprehensive histories and physical assessments; formulate differential diagnoses and plans of care; and manage common acute and chronic health problems in consultation with appropriate providers and to act as a leader and resource for patients, families, and staff.

APN: Nursing Strategies: Infancy, Childhood, and Adolescence

N41.2032* 30 hours plus 75 clinical hours: 3 credits. Fall.

Pre- or corequisites: N41.2020 or N41.2022, health examination and clearance, New York State R.N. licensure, and one year of relevant experience as a R.N. in pediatrics.

This course examines theoretical concepts, research evidence, and learning models related to growth and developmental patterns experienced by children and adolescents, as well as their application to primary care settings. Interventions by advanced practice nurses that promote optimal health and well-being are applied to commonly encountered issues of growth and development through

out infancy, childhood, and adolescence. Social, political, cultural, and legal-ethical issues that influence growth and development and health care are explored. A clinical component allows the student to apply theoretical foundations in clinical settings.

APN: Nursing Strategies: Adults and the Aged

N41.2036* 30 hours: 3 credits. Fall.

Corequisite: N41.2020 or N41.2022.

This course provides an introduction to theoretical, developmental, and clinical issues relevant to advanced nursing practice in the care of adults and older adults. It is designed to enable students to develop the necessary knowledge base and evidence-based practice skills for practice as advanced practice nurses. Social, political, cultural, and ethical issues that influence access and utilization of health care are explored and health belief models are incorporated. Health promotion and disease prevention concepts and strategies are emphasized. Family theory and adult development within the context of cultural diversity are also addressed.

Common Health Problems Across the Adult Life Span

N41.2037 30 hours plus 120 clinical hours: 3 credits. Spring, summer.

Prerequisites: N41.2012, N41.2036, N41.2020 or N41.2022, or permission of the course faculty. *Corequisite:* N41.2021.

This course is designed to enable students to develop the necessary knowledge base and problem-solving skills for practice as nurse practitioners. Course content focuses on the methodologies used to diagnose and treat common health problems and the educational and counseling components of care. Students are expected to critically appraise current research concerning diverse populations of adults and older adults to form the basis of assessment, intervention, and evaluation.

APN: Mental Health and Substance Abuse Nursing I

N41.2038* 30 hours plus 100 clinical hours: 3 credits. Spring.

Prerequisites: N41.2020 or N41.2022, health examination and clearance, and New York State R.N. licensure. *Corequisites:* N41.2021 and N41.2012.

In this advanced practice course, nurses from selected specialties (psych-mental health and primary care) explore attitudes about mental health, including substance use with a focus on nicotine addiction, and begin the study of mental health across the life span of targeted populations. Community and care delivery systems are analyzed for capacities to meet the needs of diverse and vulnerable groups for promotion of mental health, crisis intervention, and prevention of substance-related and psychiatric disorders.

Theoretical models and research evidence are evaluated for use in practice. Students learn nursing and interdisciplinary frameworks for culturally competent assessment and early intervention.

Treatment models for prevention, brief interventions, psychoeducation, and counseling are explored for their efficacy and cultural relevance for consumers of diverse backgrounds.

Nursing Issues and Trends Within the Health Care Delivery System

N41.2041 30 hours: 3 credits. Fall, spring.

This course analyzes health care system issues and trends, such as the linkage between clinical and financing decisions, reimbursement, corporatization of care from historical, political, and social perspectives. Factors that influence health policy and advanced practice are analyzed, including the economic, social, ethical, and legal imperatives. The conflicts between economic and clinical priorities, associated health disparities, and variability in services and outcomes are discussed. The focus is on these matters as they affect the scope, preparation, and current and future of advanced practice. Current and potential future

health policies are discussed in relation to research findings and policy analyses papers.

Theories of Nursing and Social Science: Implications for Advanced Professional Practice

N41.2058 30 hours: 3 credits. Fall, spring.

This course focuses on nursing as a science and art and the development of knowledge relevant to the discipline. A wide range of theories and related concepts from nursing and the social sciences are critically appraised. Nursing and social science theories are integrated and applied within the context of advanced professional practice to promote evidence-based, comprehensive, high-quality health care.

APN: Pediatric Primary Care II

N41.2062* 30 hour plus 145

clinical hours: 3 credits. Summer.

Prerequisites: N41.2020, N41.2022, N41.2021, N41.2024, N41.2032; health examination and clearance; and New York State R.N. licensure.

This course emphasizes the normal patterns of health promotion and health maintenance. Assessment, diagnosis, and management of common pediatric problems are examined in the context of primary care provided to well infants and children. Theoretical concepts, research evidence, and clinical-practice-models-related issues encountered in the primary care of infants and children are examined as well as their application to primary care and advanced practice-nursing interventions.

Interventions by advanced practice nurses that promote optimal health and well-being are applied to commonly encountered issues of growth and development throughout infancy, childhood, and adolescence. Social, political, cultural, and legal-ethical issues that influence primary pediatric health care are explored. Emphasis is on mutual clinical decision making using an evidence-based, interdisciplinary care model for the well child in primary care settings.

This course has a minimum of 145 hours of supervised clinical experiences in ambulatory care settings.

APN: Pediatric Primary Care Practicum II

N41.2063*† 30 seminar hours plus 240 clinical hours: 3 credits. Fall. Prerequisites: N41.2062, health examination and clearance, and New York State R.N. licensure. Application approved by the instructor.

The nursing process and role of the advanced practice nurse is applied in the clinical setting as a framework for managing health care of children and adolescents and their families. Students participate in client care management, including advanced assessment, health promotion, developmental appraisal, disease prevention, and management of common problems using an evidence-based practice model. Case studies integrate the concepts of diagnostic reasoning, the acquisition of advanced practice skills, and appropriate use of technology and research application in the primary care setting. This course has a minimum of 240 hours of supervised clinical experience in ambulatory care settings.

APN: Pediatric Primary Care III

N41.2064* 30 hours: 3 credits. Spring.

Prerequisites: N41.2062 and N41.2063. This course focuses on the diagnosis and management of acute and chronic health problems of children by the advanced practice nurse in primary care settings. Students apply critical thinking and clinical decision-making competencies to formulate differential diagnoses and develop management plans for children and their families. Students combine the advanced practice roles of clinician, educator, advocate, and researcher to design and evaluate therapeutic interventions that utilize a variety of treatment modalities. Concepts include health promotion, health education, anticipatory guidance, cultural, legal and ethical issues, family involvement in the client's care, and leadership strategies.

APN: Pediatric Primary Care Practicum III

N41.2065*† 30 seminar hours plus 270 clinical hours: 3 credits. Spring. Prerequisites: N41.2062, N41.2063; health examination and clearance; and New York State R.N. licensure. Corequisite: N41.2064.

This course focuses on comprehensive primary care of children and families in ambulatory settings. Students synthesize knowledge to develop and evaluate management plans for children with complex and chronic health problems. Students combine advanced practice skills in health assessment and diagnosis to develop treatment plans, and facilitate the client's entry into utilization of the health care system. This course also emphasizes the leadership role of the advanced practice nurse in the provision of primary care to children.

APN: Substance Abusing Client Theory II

N41.2068 30 hours: 3 credits.

Summer.

Prerequisite: N41.2038.

This course focuses on the etiology, assessment, diagnosis, treatment, and evaluation of outcomes for people with substance-related disorders. Target populations include individuals of all ages diagnosed with medical or mental health disorders who are at risk for, or suffer from, an acute or chronic substance-related disorder. The major classes of substances used by these vulnerable populations are presented. An advanced practice nursing, culturally relevant, evidence-based practice framework is presented.

APN: Substance Abusing Client Practicum II

N41.2069*† 30 hours plus 100 clinical hours: 3 credits. Fall. Prerequisites: N41.2038, N41.2068; health examination and clearance; and New York State R.N. licensure.

This supervised clinical practicum focuses on the care of populations with substance-related disorders and co-occurring psychiatric or medical disorders. Medically underserved, vulnerable, minority, and special populations are targeted for

treatment. Clinical sites include social agencies and acute and ambulatory care facilities serving medically underserved, vulnerable, culturally, and ethnically diverse populations. Students apply theories in the assessment and differential diagnosis of substance-related disorders and develop population-focused, evidence-based, culturally competent interventions.

APN: Mental Health II

N41.2072* 30 hours: 3 credits. Fall.

Prerequisite: N41.2038. Corequisite: N41.2073.

This course focuses on theories and research related to the etiology, assessment, diagnoses, treatment, and evaluation of client outcomes for diverse individuals experiencing mild to acute psychiatric disorders; emphasis is on mood disorders. The continuum of response from symptom manifestation to illness is explored with a focus on advanced practice assessment, diagnosis, and management, including prescribing and monitoring pharmacotherapy. Aspects of the advanced practice mental health nursing role are demonstrated within a framework of critical thinking, diagnostic reasoning, and clinical judgment to develop and evaluate comprehensive, interdisciplinary, and evidence-based diagnosis and treatment plans for adults with acute psychiatric disorders.

APN: Mental Health Practicum II

N41.2073*† 30 seminar hours plus 250 clinical hours: 3 credits. Fall.

Prerequisites: N41.2038, health examination and clearance, and New York State R.N. licensure. Corequisite: N41.2072.

This psychiatric nursing practicum provides practice opportunities under the supervision of credentialed preceptors. Students develop advanced practice psychiatric mental health clinical competencies related to nurse practitioner and clinical specialist roles. The clinical practicum focuses on individuals experiencing serious and persistent mental illness (SPMI) and co-occurring conditions such

as HIV spectrum illness, substance abuse, and gero-psychiatric states. Clinical competency is demonstrated in: comprehensive primary mental health assessments, differential diagnoses for select DSM-IV TR disorders, advanced practice nursing diagnoses for those individuals experiencing chronic complex mental health problems, developing and implementing treatment/management plans for identified populations. Students refine their clinical competencies in case management, psychopharmacology, individual and group psychotherapy; and identify and explore a model of long term care for a target population.

APN: Mental Health III

N41.2074* 30 hours: 3 credits. Spring.

Prerequisites: N41.2072 and N41.2073. *Corequisite:* N41.2075. This course focuses on theories and research evidence related to the management of serious and persistent psychiatric and co-occurring disorders. Advanced practice nursing roles in the management of chronic conditions such as HIV-AIDS, alcoholism, drug dependence, gero-psychiatric and psycho-physiologic disorders are operationalized. Advanced practice roles of direct care provider, case manager, liaison-consultant, and interdisciplinary team member are explored in depth. Change theories and the APN:PMH leadership role in influencing mental health care delivery systems, health policy and the evolution of advanced practice standards will be applied. Care delivery will focus on adults requiring long-term care and rehabilitation for psychiatric disorders. Ethical concerns specific to the care of vulnerable populations will be analyzed.

APN: Mental Health Practicum III

N41.2075*† 30 seminar hours plus 290 clinical hours: 3 credits. Spring. *Prerequisites:* N41.2072, N41.2073; *health examination and clearance; and New York State R.N. licensure. Corequisite:* N41.2074. Students develop advanced practice psychiatric mental health clinical competencies related to the

nurse practitioner role. The clinical practicum focuses on assessment, diagnosis, and management of individuals experiencing serious and persistent psychiatric disorders and co-occurring conditions such as HIV-spectrum illness, substance abuse, and geropsychiatric disorders. Clinical competency is demonstrated in comprehensive primary mental health assessments; differential diagnoses for selected DSM-IV TR disorders; advanced practice nursing diagnoses for those individuals experiencing chronic, complex, mental health problems; and developing and implementing treatment/management plans for identified populations. Students refine their leadership roles related to clinical competencies in case management, psychopharmacology, and individual and group psychotherapy, and they identify and explore a recovery model of long-term care for a target population.

APN: Pain and Palliative Care: Advanced Nursing Care to Address the Multidimensional Nature of Pain and Suffering

N41.2097* 30 hours: 3 credits. 130 clinical hours. Summer.

Prerequisites: N41.2037, *health examination and clearance, and New York State R.N. licensure.* This course focuses on improving the quality of life and quality of dying for individuals and families who are experiencing life-threatening, advanced illness. Through comprehensive assessment, diagnosis, planning, and implementation of pharmacologic, nonpharmacologic, and complementary therapies, students learn how to relieve pain and suffering, as well as evaluate the outcomes of such care, and are prepared to assume the role of an advanced practice nurse in providing comprehensive, humanistic care to patients and families experiencing serious and eventually fatal disease (e.g., cancer, AIDS, and end-stage organ diseases). Based on the knowledge of theory and evidence-based interventions, students alleviate pain and suffering and improve the quality of life and dying for culturally diverse patients and families across health care settings. The

role of advanced practice nurses is explored in evaluating health disparities and advocating for patients' rights in the relief of pain and suffering. Students analyze ethical issues in pain management and palliative care, collaborate with interdisciplinary colleagues, and demonstrate effective communication skills, as well as effectively educate patients, families, and colleagues regarding the management of pain and suffering.

APN: Advanced Palliative Care Theory: Assessment and Management of Advanced Life-Threatening Progressive Illness and Related Symptoms

N41.2098* 30 hours: 3 credits. Spring.

Prerequisites: N41.2037 and N41.2097.

This course assists students in developing advanced knowledge and skills to assess and manage advanced diseases, alleviate complex symptoms, and address the holistic needs of patients and families (e.g., those with cancer, AIDS, and end-stage organ diseases). Students analyze the impact of such illnesses and symptoms on family, community, and health care systems, including the availability of resources and barriers to resources. A focus is the leadership role of nurses in palliative care as it relates to symptom management, including the analysis and development of health care policies, protocols, standards of care, and evidence-based practice. Students critique clinical and research literature and available electronic information to support evidence-based practice.

APN: Advanced Palliative Care Practicum: Nursing Leadership and Management of Complex Patient/Family Issues in Palliative Care

N41.2099* 30 seminar hours plus 250 clinical hours: 3 credits. Summer. *Prerequisites:* N41.2037, N41.2097, N41.2098; *health examination and clearance; and New York State R.N. licensure.*

This course prepares students to utilize advanced clinical knowledge and skill in addressing the complex physical, psychological, ethical,

social, cultural, spiritual, and grief issues and needs experienced by patients and families with advanced disease and symptoms across diverse health care settings. An additional focus is the leadership role of nurses in palliative care, including roles in practice, education, and research, influencing health care policy and advancing development of the specialty.

APN: Adult Acute Care II
N41.2116* 30 hours: 3 credits.
Fall.

Prerequisite: N41.2037. *Corequisite:* N41.2117.

This course extends advanced practice nursing skills to include holistic assessment, diagnostic reasoning, differential diagnosis, advanced conventional and contemporary therapeutic interventions, and consultation to provide advanced nursing care for acutely ill and chronically ill adults in a variety of acute care settings. Application of nursing theory, clinical knowledge and standards of practice are emphasized. Continuous and comprehensive client case management, outcome evaluation, collaboration with clients, significant others and health care providers are integrated.

APN: Adult Acute Care Practicum II

N41.2117*† 30 seminar hours plus 250 clinical hours: 3 credits. *Fall.*

Prerequisites: N41.2037, *health examination and clearance, and New York State R.N. licensure. Corequisite:* N41.2116.

This course focuses on evaluation, diagnosis, and management of culturally diverse patients with an acute, critical, and/or chronic illness. The student assesses patients by performing a history and physical, incorporating knowledge of advanced pathophysiologic concepts along with clinical data to formulate differential diagnoses. Management of patient data including ordering, performing, and interpretation of a variety of diagnostic tests is emphasized. Students synthesize both clinical and diagnostic data to search for the best available evidence on which to base treatment choices

and develop evidence-based treatment plans in conjunction with the interdisciplinary team.

APN: Adult Acute Care III
N41.2118* 30 hours: 3 credits.
Spring.

Prerequisites: N41.2116 and N41.2117. *Corequisite:* N41.2119.

Utilizing a holistic, nursing and evidence-based framework, the course builds on prior clinical and theoretical courses to enable the acute care advanced practice nurse to analyze health problems of patients who present to the inpatient setting. Within a foundation of health promotion, risk factor management, and health prevention principles, the acute care nurse practitioner will engage in the comprehensive management of patients with a variety of complex acute illnesses and/or chronic disease. The student will develop and refine hypothetico-deductive reasoning, and diagnostic reasoning skills to elaborate differential diagnoses, and diagnoses. The selection of the best nursing and medical interventions will emphasize a thorough, review of the literature incorporating advanced search strategies, analysis of methodologies and critical appraisal of the literature. Research, patient preferences and nursing experience will be integrated in clinical decision-making, treatment and evaluation of patient-focused clinical outcomes.

APN: Adult Acute Care Practicum III

N41.2119*† 30 seminar hours plus 250 clinical hours: 3 credits. *Spring.*

Prerequisites: N41.2116, N41.2117; *health examination and clearance; and New York State R.N. licensure.*

Corequisite: N41.2118.

Students incorporate nursing, medical, and psychosocial concepts into assessment, diagnostic evaluation, treatment, and management of culturally diverse patient populations with acute, critical, and/or chronic illnesses. Students refine their diagnostic reasoning skills and diagnostic evaluation abilities. Utilizing principles of evidence-based practice, students formulate a treatment plan that reflects the

best evidence, individual patient preferences, and clinical judgment to promote achievement of clinical outcomes. As students complete this last clinical course, an emphasis is placed on the comprehensive management of a variety of complex and concomitant health problems, both acute and chronic. The leadership role of the acute care nurse practitioner is fostered along with best treatment practices in collaboration and conjunction with the interdisciplinary team.

Consulting for the Advanced Practice Nurse, Manager, and Executive

N41.2121 30 hours: 3 credits.

Spring.

Prerequisite: Open to special students by permission of the instructor.

This course examines evidence-based research that impacts health organizations and the role of the nurse consultant as a change agent in multicultural and diverse health care settings. Employing concepts from organizational behavior, legal and ethical frameworks, systems, leadership, and communication and change theories, students analyze a health care organization and then create and formally present the consultant's summary of findings and strategic interdisciplinary recommendations.

Nursing Administration Theory II

N41.2122 30 hours: 3 credits. *Fall.*

Prerequisite: N41.2167. *Corequisite:* N41.2023.

This course examines the impact of health care legislation, policy, economics, financing, and reimbursement structures on the role of the nurse administrator. Employing principles of organizational behavior, leadership, change, communication, and cultural competence, students analyze finance and reimbursement models, financial reports, management processes, budgeting, and the strategic planning process in diverse and multicultural health care settings.

Nurse-Midwifery Management and Practicum I: Health Assessment and Gyn/Ecology
N41.2130* 49 seminar hours plus 176 clinical hours: 3 credits. Spring. Prerequisites: N41.2020, N41.2021, N41.2133; health examination and clearance; and New York State R.N. licensure.

This course introduces the student to the discipline and practice of nurse-midwifery beginning with the acquisition of essential history taking and physical examination knowledge and skills and applying them to the broad topic of women's health. The nurse-midwifery management process is presented, and students master the integration of assessment, diagnosis, management, intervention, evaluation, collaboration, and referral components in the provision of culturally competent, evidenced-based practice. Female life-cycle events that are both normal life functions as well as common gynecological diseases are presented. Clinical experience includes consideration of the health needs of women from culturally diverse populations in a variety of clinical settings.

Professional Issues and Role Development in Nurse-Midwifery

N41.2131* 20 hours: 2 credits. Summer. Prerequisites: N41.2130, N41.2133. Corequisite: N41.2132.

This course explores the current state of both women's health care and midwifery. Critical concepts include "power" and "empowerment" of both women and midwives to influence women's health care; the development of strategies to exercise these critical concepts to reduce health disparities; and the application of crucial cultural competence knowledge and skills. The multiple roles of nurse-midwives are explored, including those of provider, collaborator, consultant, educator, administrator, researcher, and advocate. Legal and ethical dimensions of professional midwifery are discussed. In addition, policy, politics, and health care financing for nurse-midwifery practice are investigated and critiqued.

Nurse-Midwifery Management and Practicum II: Care During Pregnancy
N41.2132* 50 seminar hours plus 160 clinical hours: 5 credits. Summer. Prerequisites: N41.2130, N41.2131, N41.2133. Corequisites: N41.2303, health examination and clearance, and New York State R.N. licensure.

This course prepares the student to provide comprehensive nurse-midwifery care to normal pregnant women. Using the nurse-midwifery model of care, the student accesses and integrates several disciplines, including nursing, nurse-midwifery, and obstetrics in order to provide comprehensive, evidence-based, culturally competent, and family-centered maternity care. The focus is on pregnancy as a normal process, which is enhanced through nurse-midwifery care. Emphasis is placed on empowering women, a strategy that helps reduce health disparities through partnership in antepartum care. The evaluation of normal processes, screening for deviations from the normal, as well as providing anticipatory guidance and emotional support to the mother and family are hallmarks of nurse-midwifery care. Clinical practice is in antepartum settings in nurse-midwifery practices.

Primary Care of Women

N41.2133* 30 hours: 3 credits. Spring. Prerequisites: N41.2020 and N41.2021. Corequisite: N41.2130.

Building on the strategies presented in the core courses, advanced physical assessment, pathophysiology, and pharmacotherapeutics, this course extends nurse-midwifery skills to provide primary care to women. This includes health promotion and disease prevention within the context of culture and family as well as the screening, diagnosis, and management of common acute and episodic illnesses and the exacerbation of chronic disease within the context of evidence-based practice.

Nurse-Midwifery Management and Practicum III: Care of the Woman During Labor, Delivery, Postpartum and Care of the Newborn

N41.2134* 50 seminar hours plus 264 clinical hours: 5 credits. Fall. Prerequisites: N41.2132, N41.2133; health examination and clearance; and New York State R.N. licensure.

"Every family has a right to a safe, satisfying childbirth experience, with respect for cultural variations, human dignity, and the rights as consumers to freedom of choice and self determination" (American College of Nurse-Midwives, 1980). Culturally competent nurse-midwifery care during the birth and postpartum periods appropriately takes place in a variety of settings, including birth centers, homes, and hospitals. This course focuses on the care and management of the mother and baby through normal labor, delivery, and postpartum, elaborated through evidence-based practice (EBP). It provides the knowledge and skills to manage alterations and changes at any point during the process, including those of the newborn in the first hours and months of life.

Nurse-Midwifery Management and Practicum IV: Integration

N41.2135* 64 seminar hours plus 560 clinical hours: 6 credits. Spring. Prerequisites: N41.2134, health examination and clearance, and New York State R.N. licensure.

This is the final clinical course of the nurse-midwifery program. Students have the challenge and opportunity to integrate knowledge and clinical skills learned separately during the previous basic courses. They do this in a practice setting that encompasses the full scope of nurse-midwifery practice. This course also provides the opportunity to assure the acquisition of all core competencies, with emphasis on cultural competence, evidence-based practice, and reduction in health disparities in order to achieve beginner nurse-midwifery competence by graduation. In addition, professional role development behaviors deriving from leadership and entrepreneurial and change agent knowledge and skills are

reinforced or made tangible in planning on practice as a new graduate.

APN: Contemporary Practice Roles: Adult Nurse Practitioner/Holistic Nurse Practitioner

N41.2080* 30 class hours, 50 clinical hours: 3 credits. Fall.

Prerequisites: N41.2086, health examination and clearance, and New York State R.N. licensure.

This course focuses on theoretical constructs and philosophical underpinnings of the holistic paradigm and also on the student's self-assessment, personal growth, and healing to develop his or her role as an adult/holistic nurse practitioner. The role of the nurse practitioner as clinician, advocate, educator, collaborator, and leader is examined. Additionally, concepts of self and healing, caring, connection, relationship, balance, and transforming one's personal pattern of wholeness are explored. A variety of perspectives including Western and Eastern views and cultural and spiritual tradition are explored. The evolution of holism, theories of wholeness from nursing and other disciplines, interdisciplinary collaboration, ethics, and current research from holistic practices are investigated.

APN: Nursing Strategies: Holistic Primary Care of Adults

N41.2086* 30 hours plus 150 clinical hours: 3 credits. Spring.

Pre- or corequisite: N41.2157.

This course provides an introduction to theoretical, developmental, and clinical issues relevant to advanced nursing practice in the integrative primary care management of adolescents and adults. The focus is on holistic assessment and personalized health planning that addresses the patient's developmental history; social, cultural, and ethnic background; and family history. The nature of relationships; stressors and how they are mediated; lifestyle patterns, including diet and nutritional status; physical activity; exercise; and the role of spirituality and relaxation practices are examined. Students learn theories of behavior motivation and modification and

effective interventions that proactively promote health, reduce risks, and prevent disease. Population-focused national guidelines for screening, immunizations, and health maintenance are reviewed as well as evidence for interventions to promote health and reduce health risks. The advanced practice roles of teacher/coach, clinician, and advocate are addressed. Issues of disparity, culture, and diversity are discussed. Clinical hours are utilized to experience application of advanced practice assessment and health promotion strategies in patient care situations.

APN: ANP/HNP Primary Care I

N41.2087* 30 hours plus 180 clinical hours: 3 credits. Summer.

Prerequisites: N41.2080, N41.2086, N41.2157.

This course focuses on the theory of natural healing and select conventional, complementary, and alternative modalities used in advanced practice holistic nursing. Issues of values, health beliefs/ practices, disparity, culture, and diversity are related to patients' use of conventional, complementary, and alternative modalities. Concepts of subtle energy, modes of awareness, centering, presence, intentionality, relationship, and shared consciousness are explored and applied as the basis for healing. Analysis of research evidence related to complementary and alternative modalities and application in evidence-based practice is emphasized. Clinical hours are utilized to experience application of modalities in patient care situations.

APN: ANP/HNP Primary Care II

N41.2088* 30 hours: 3 credits. Fall.

Prerequisite: N41.2080. *Corequisite:* N41.2089.

This course prepares students to provide care to diverse adolescent and adult clients across the life span. It integrates advanced practice nursing competencies with holistic assessment, diagnostic reasoning, and analysis of differential diagnoses in primary care. Students apply critical thinking and evidence-based clinical decision-making

skills to mutually develop, implement, and evaluate management plans with adolescent and adult residents of the community who have health promotion needs and acute and chronic health problems. Client advocacy, self-care, education/coaching, health promotion, health-risk appraisal, disease prevention, and disease treatment are emphasized. Physical, cultural, functional, emotional, mental, and spiritual needs are assessed and managed using the best of conventional, complementary, and alternative treatment options based on critically evaluated evidence, standards of care, and each patient's preference. Reduction of health-care disparities, interdisciplinary collaboration, referral to community resources, state and federal regulation of the nurse practitioner profession, risk management, and reimbursement of NP services are addressed.

APN: ANP/HNP Primary Care Practicum II

N41.2089* 30 seminar hours plus 250 clinical hours: 3 credits. Fall.

Prerequisites: N41.2080, health examination and clearance, and New York State R.N. licensure. *Corequisite:* N41.2088.

Students begin to operationalize the advanced practice role of holistic/adult primary care nurse practitioner under the direction of qualified preceptors, in a variety of health care settings with individual patients, families, or groups. Focus is on the clinical application of theories, principles and techniques for healing using conventional and CAM (complementary/alternative medicine) approaches in primary care management of adult patients. Emphasis is on advanced holistic assessment, diagnostic reasoning and evidence-based integrative (conventional and CAM) management. Students implement mutually developed plans of care and follow patients over semester, revising care as indicated by patient's changing status and goals. Students model and teach self care and mind/body/spirit strategies, relaxation, and stress reduction techniques. Health promotion, risk reduction disease pre-

vention, and primary care management of acute and chronic health problems are experienced with a healing oriented approach that addresses reduction of health disparities and increasing cultural awareness. The organizational systems of clinical sites are assessed and strategies for implementing change discussed. Processes of consultation, collaboration and referral are addressed.

APN: ANP/HNP Primary Care III

N41.2090* 30 hours: 3 credits. Spring.

Prerequisites: N41.2088 and N41.2089. *Corequisite:* N41.2096. This course focuses on holistic primary care management of adolescent and adults; including assessment, diagnosis, management, and evaluation of complex health problems. Students continue to explore strategies to nurture and strengthen patterns of wholeness and wellness in self and others, emphasizing health promotion, health-risk reduction, and facilitation of patient's transformation and discovery of meaning through the experience of illness. Issues of cultural competence and diversity, reduction of health-care disparities, population-focused care, continuous quality improvement, and evidence-based care are addressed. Implementation issues specific to holistic/adult primary care nurse practitioner roles (clinician, educator/coach, advocate, and leader) are explored, including quality measures, politics, health policy, economics, legal and ethical issues, collaboration with traditional providers, and transformation of health care systems.

APN: ANP/HNP Primary Care Practicum III

N41.2096* 30 seminar hours plus 250 clinical hours: 3 credits. Spring.

Prerequisites: N41.2088 and N41.2089; *health examination and clearance; and New York State R.N. licensure. Corequisite:* N41.2090. This course focuses on comprehensive primary care of adults and adolescents in precepted clinical settings. Students synthesize advanced practice knowledge and skills in order to assess, diagnose,

develop, and evaluate comprehensive management plans for clients with complex and chronic health problems. Evidence-based management that utilizes the best of conventional, complementary, and alternative interventions as well as application of national guidelines is emphasized. Students refine strategies of adult primary care that holistically promotes health, reduces health risks, treats disease, embraces culture, reduces disparities, and focuses on facilitating wholeness for self, individuals, families, and communities. Students examine their provision of ethical, culturally competent, collaborative health care that yields quality and cost-effective outcomes. The leadership of the advanced practice nurse is emphasized.

Psychoneuroimmunology

N41.2157 30 hours: 3 credits. Spring (Intercession).

This course explores the interactions between psychosocial factors, stress, the immune system, and the brain and their overall relation to both health and illness. The physiology and anatomy of the immune and neuroendocrine systems are studied. Several concepts of stress are introduced. The scientific and anecdotal evidence accumulating in the field of psychoneuroimmunology is reviewed with an attempt at synthesis into a holistic framework that can serve as the basis for future research, as the rationale for therapeutic interventions, or as the motivator for a change in lifestyle.

Nursing Administration Theory I

N41.2167* 30 hours plus 50 practicum hours: 3 credits. Spring. *Prerequisites:* N41.2005 and N41.2303. *Corequisites:* N41.2231 and P11.2855.

Establishing the foundation for competency-based nursing administration, this course examines past, current, and future issues and relevant research that impacts health organizations and the role of the nurse administrator in diverse settings. Topics include theory and research related to the following aspects of nursing administration: shaping organizational culture and creating caring

environments; implementing and upholding standards of practice and professional performance; employing principles of ethical practice; organizational behavior; leadership; communication; cultural competence; conflict management; health economics; management processes; consumer health initiatives; health care evaluation; and outcome measures. Practicum experiences expose students to the role of the nurse administrator in different settings.

Nursing Administration Practicum III

N41.2168*† 30 seminar hours plus 112 hour practicum: 3 credits. Spring. *Prerequisites:* N41.2122, N41.2023; *health examination and clearance; and New York State R.N. licensure. Corequisite:* N41.2355.

In this final practicum course, the student conducts all aspects of the nurse administrator role in the health care setting. The emphasis is on evaluating nursing administration based on criteria from ANA Scope and Standards for Nurse Administrators, Code of Ethics, and national health care agency accreditation; and the expected administrative nursing practice that advocates for the well-being of nurses, fosters interdisciplinary collaboration and team-building, conducts cost-benefit analysis of strategic initiatives, and addresses consumer health care needs within multicultural and diverse health care environments.

Nursing Education I

N41.2170* 30 hours: 3 credits plus 60 practicum hours. Spring.

Prerequisites: N41.2005, N41.2303, N41.2041, N41.2058, N41.2011; *health examination and clearance; New York State R.N. licensure; and three years of clinical experience as a R.N. Corequisites:* N41.2231 and P11.2855, *Nursing or Higher Education electives by advisement.*

Establishing the foundation for competency-based nursing education, this course examines past, current, and future issues and research that impact the implementation of associate's, baccalaureate, and master's degree nursing programs, including the role of the nurse educator in academic

and health care settings. Topics include theory and research related to the following aspects of nursing curricula: creating caring, culturally sensitive teaching/learning environments; principles of adult teaching/learning; problem-based learning; cultural competency; diverse and interdisciplinary learning needs of nursing students; classroom and clinical assessment techniques; information technology resources; distance education; finance; and accreditation process. Practicum experiences expose students to the administrative and scholarship role of the nurse educator, as well as student and faculty teaching issues.

Nursing Education Theory II: Curriculum Development and Implementation

N41.2172* 30 hours: 3 credits.
Fall.

Prerequisite: N41.2170. *Corequisite:* N41.2173.

Fundamental principles for developing and implementing competency-based and culturally competent nursing curriculum for associate's, baccalaureate, and master's degree programs and staff development departments of health care settings are examined. Students use Lenburg's competency performance assessment (COPA) model and Purnell's model for cultural competency to develop basic components of nursing curriculum that address vulnerable and medically underserved populations. Nurse educators' use of classroom assessment techniques, problem-based learning, and technology strategies that create caring learning environments in the classroom, and clinical settings are discussed.

Nursing Education Practicum II: Curriculum Development and Implementation

N41.2173* 30 seminar hours plus 120 practicum hours: 3 credits. Fall.

Prerequisites: N41.2170, health examination and clearance, and New York State R.N. licensure. *Corequisite:* N41.2172.

Students implement developed lesson plans for the practicum site's curriculum courses in classroom,

college laboratory, and clinical teaching settings and assist preceptor teacher in other elements of curriculum implementation related to identified learners of accredited associate's, baccalaureate, or master's degree nursing programs and/or nursing staff development programs of health care settings. In the seminar, students discuss the practicum site's curriculum in relation to the nurse-educator role, focusing on how it addresses vulnerable and medically underserved populations, use of classroom assessment techniques, and problem-based learning strategies and the role of teaching for the nurse-educator in academia and/or in a health care agency.

Nursing Education Theory III: Curriculum Evaluation

N41.2174* 30 hours: 3 credits.
Spring.

Prerequisites: N41.2172 and N41.2173. *Corequisite:* N41.2175.

The emphasis of this course is on evaluating competency-based and culturally competent nursing curriculum based on national accreditation and professional organization criteria for associate's, baccalaureate, and master's degree nursing programs and nursing staff development programs of health care settings. Lenburg's competency performance assessment (COPA) model and Purnell's model for cultural competency are evaluated for usefulness in addressing components of nursing curriculum that focus on vulnerable and medically underserved populations.

Nursing Education Practicum III: Curriculum Evaluation

N41.2175*† 30 seminar hours plus 120 practicum hours: 3 credits. Spring.

Prerequisites: N41.2172, N41.2173; health examination and clearance; and New York State R.N. licensure.

Corequisite: N41.2174.

In this final practicum course, students conduct all aspects of the nurse-educator role for academic and/or health care agency settings. The emphasis is on evaluating nursing curriculum based on the criteria of national educational and health care agency accreditation,

standards of professional nursing educational organizations, and the expected legal registered nurse practice competencies that meet the health care needs of society, especially those of vulnerable and medically underserved populations.

Nursing Informatics: An Introduction

N41.2231 30 seminar hours plus 56 computer lab hours: 3 credits. Fall, spring.

Prerequisites: Students are required to demonstrate basic computer literacy and competency skills.

This course focuses on the theoretical basis of nursing and health care informatics. The model of data, information, and knowledge is used to explore the basis of nursing informatics within health care. Nursing classifications and taxonomies and the computerized patient record (CPR) are introduced. Strategies are examined for dissemination, access, retrieval, and evaluation of information for professionals and consumers of health care, with an emphasis on reducing health care disparities.

Assessment and Analysis of Clinical and Nursing Information Systems

N41.2232* 30 seminar hours plus 112 practicum hours: 4 credits. Spring.

Prerequisites: N41.2231, health examination and clearance, and New York State R.N. licensure.

This course emphasizes principles of system analysis and information flow within an organization. Content emphasizes identification of organizational problems, establishment of user priorities, and the use of automated design to address patient care system requirements. Concepts of the longitudinal patient record, enterprise health care systems, and life cycle of systems are discussed within the structure of evolving and changing systems. Students are introduced to the concepts of project management, collaboration, system integration and data security, and regulatory issues.

Database Design and Decision Support in Clinical and Nursing Information Systems

N41.2233* 30 seminar hours plus 112 practicum hours: 4 credits. Fall. Prerequisites: N41.2232, health examination and clearance, and New York State R.N. licensure.

This course focuses on theoretical and application aspects of decision modeling in health care. Quantitative reasoning, including probabilistic reasoning, decision analysis, knowledge representation, and rule-based systems are presented. Clinical decision analysis incorporating patient preferences to support decision making are examined within the framework of the system architecture. Nursing and medical domain standards of information systems are identified.

Selection, Implementation, Management, and Evaluation of Clinical and Nursing Systems

N41.2234* 30 seminar hours plus 112 practicum hours: 4 credits. Spring. Prerequisites: N41.2233, health examination and clearance, and New York State R.N. licensure.

This course focuses on the role of the nurse informaticist in the selection, implementation, management, and evaluation of nursing, clinical, and health care information systems. Strategies supporting system selection, change management, return on investment, value metrics, clinician buy-in, training, system security, monitoring, and evaluation criteria are presented reflective of a variety of clinical settings. The use of data in the provision of integrated information necessary for making critical business and or patient care delivery decision are also explored. In addition, regulatory and HIPAA standards and their impact on system implementation, management, and evaluation are also discussed.

Nursing Informatics Integration

N41.2235*† 30 seminar hours plus 224 practicum hours: 6 credits. Fall, spring.

Prerequisites: N41.2234, health examination and clearance, and

New York State R.N. licensure. This course is the final informatics experience for the nursing informatics curriculum. Within a clinical situation, the student completes a final project—approved by the course instructor—that demonstrates the advanced application of theoretical and practical aspects of nursing informatics. The leadership role of the nurse informaticist within the health care informatics framework is stressed. A weekly seminar, combined with the informatics practicum, promotes the integration of theory, knowledge, evidence-based informatics principles, collaboration issues, and legal and ethical issues for the nurse informaticist.

Consumers and Interactive Health Care

N41.2236 30 seminar hours: 3 credits. Spring.

Prerequisite: N41.2231 or by permission of instructor.

This course prepares nurses to employ a variety of interactive strategies and technologies to enhance health care delivery to consumers, with an emphasis on increasing access to underserved populations through reducing health disparities. Strategies for the successful deployment of technologies, as well as policy, research, funding, and reimbursement issues are explored. Consumer and computer interaction is emphasized and exemplified through specific computer applications.

Research in Nursing

N41.2303* 30 hours: 3 credits. Fall, spring, summer.

Corequisite: N41.2005.

This graduate research course is designed to develop the role of the advanced practice nurse, midwife, educator, administrator, or informatics specialist as a competent research consumer. An evidence-based practice paradigm is used to promote acquisition of information literacy and critical appraisal skills that—combined with consideration of legal-ethical issues, clinical judgment, and patient preferences—support evidence-based decision making. The influence of

research evidence on health policy to reduce disparities is addressed.

Nursing Administration Theory III

N41.2355 30 hours: 3 credits. Spring.

Prerequisites: N41.2122 and N41.2033. Corequisite: N41.2168. The emphasis of this course is on examining, conducting, and evaluating competency-based and culturally competent nursing administrative practices in the management of human resources. Based on criteria from ANA Scope and Standards for Nurse Administrators, Code of Ethics, and national health care agency accreditation, the student uses relevant theoretical and evidence-based research to address issues related to the restructuring of the health care environment, hiring, employment, labor relations, employee assistance, and problems of harassment, discrimination, workplace violence, nursing staff turnover, and advocating for the well-being of nurses in multicultural and diverse health care settings.

Integrative Practicum: Innovative Approaches to Health Care Systems

N41.2500*† and P11.3950 112 hours: 4 credits. Fall.

Prerequisites: completion of all course work for the Dual Degree Program, health examination and clearance, and New York State R.N. licensure.

This culminating course is a practicum and seminar designed to provide a field experience for the student that provides an opportunity to apply and integrate concepts and knowledge learned in the M.S. program in the College of Nursing and the M.S. program in management in the Robert F. Wagner Graduate School of Public Service. Management policy and financial issues that will be a focus of concern for health care leaders of the future are explored. An interdisciplinary/interprofessional perspective to management is emphasized. The student engages in a focus of study ending in a final project/paper.

General Information for Master's and Advanced Certificate Students

INDEPENDENT STUDY

It should be noted that independent study requires a minimum of 15 hours of work per credit. Prior to registering for independent study, each student should obtain an Independent Study Approval Form from the adviser. When completed, this form must be submitted to the Office of the University Registrar, via the assistant registrar, in the Office of Student Affairs and Admissions, College of Nursing, 726 Broadway, 10th Floor.

DROP/ADD AND WITHDRAWAL POLICIES

By approval and signature, the adviser holds the responsibility for the student's program requirements and courses selected. By approval and signature, the adviser attests to the courses selected as meeting degree requirements. Courses added or dropped without adviser approval may be considered as not meeting degree requirements. Students and faculty are urged to monitor this procedure carefully. Only an official adviser is authorized to sign a student's drop/add form.

Students are permitted to add to their program during the first two weeks of regular classes. A student wishing to add an additional course to the program during the third week of the term must have the approval of the instructor. Beyond the end of the third week of the term, a student may not add a course.

Graduate students may drop courses via Albert (no forms required) through the second week of class. After the second week, no change in schedule is valid unless it is reported to the Office of the University Registrar on the forms provided. Courses officially dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of W. After the ninth week, no one may withdraw from a course. Students must refer to the University Bursar's Refund Schedule to learn

refund policies for dropped courses <http://www.nyu.edu/bursar/refunds/schedule.html>.

PERMITTED COURSE LOADS

Full-time master's and advanced certificate students may register for 12 to 18 credits a term. The maximum number permitted any student is 18 credits. Graduate students registering for fewer than 12 credits who wish to establish full-time equivalency status should consult their adviser for specific regulations governing such procedures.

GRADES

To remain in good academic standing, a student must maintain a minimum GPA of 2.7. The scale of grades is based on a 4-point scale as follows*:

A	95 and above	(4.0 points)
A-	90-94	(3.7 points)
B+	87-89	(3.3 points)
B	83-86	(3.0 points)
B-	80-82	(2.7 points)
C+	77-79	(2.3 points)
C	73-76	(2.0 points)
C-	70-72	(1.7 points)
D+	67-69	(1.3 points)
D	60-66	(1.0 points)
F	59 and below	(0 points)

If a student repeats a course in which he or she had received a failing grade, only the second grade is counted in the grade point average (GPA).

Note: There are no A+, D-, or F+ grades.

A student is considered to be in academic jeopardy upon failure to obtain the GPA required to maintain good academic standing (2.7). When this occurs, a student receives notification of the following status:

Warning: Warning status occurs the first semester in which a student receives a GPA below 2.7. If a GPA of 2.7 or above is achieved by the end of the following semester, academic warning ends.

Probation: Probationary status occurs after the second consecutive semester in which a student's GPA

falls below 2.7. If a GPA or above is achieved by the end of the following semester, academic probation ends.

Dismissal: Dismissal occurs after the third consecutive semester in which a student's GPA falls below 2.7.

Reentry to the Program

Following Dismissal: A student may reapply to the master's program, including the program from which the student was dismissed, one year after dismissal. The decision for readmission is based on review of a student's academic record and references.

W = Official withdrawal. If withdrawal occurs after the midpoint of the term and the student is failing at that time, the grade will be reported as F.

R = Registered paid auditor, not graded.

P = Pass, not counted in average.

N = Not counted (see note below).

IP = Incomplete but passing—term paper or other work or final examination lacking (grade given only with the permission of the instructor); may be made up within time limits (see below). If not made up, grade lapses to N.

IF = Incomplete but not passing; may be made up within time limits. If not made up, grade lapses to F. The F will be calculated into the GPA.

Under exceptional circumstances and at the discretion of the course instructor, an incomplete pass (IP) or an incomplete fail (IF) may be granted, based on the student's performance throughout the course of the semester. The length of the contract period is fixed by the instructor, but will be no longer than six months after the close of the semester. If outstanding work has not been completed by the end of the agreed time, an IP becomes an N (no credit) and an IF becomes an F. If the contract has been completed in a timely manner, it will be considered along with the remainder of the course performance, to determine the student's earned grade. No extension will be granted beyond the end of contract date.

*Grading policy updated for fall 2007 and beyond as voted on by the New York University College of Nursing Curriculum Committee and ratified by the New York University College of Nursing baccalaureate, master's, and doctoral workgroups.

Students with 9 credits or more of IP, IF, or N on their transcripts at any one time will be considered as not making satisfactory progress in their programs of study and will be subject to probation. Students who have three probationary terms or two consecutive probationary terms will be subject to dismissal. They will be subject to dismissal if they have 18 such credits on their transcripts at any one time. (Any N grade course that has been repeated with a passing grade will not be counted in these totals, nor will courses in which I grades are normally given.)

Please note the following:

- The lowest passing graduate grade is D (60-66) for non-nursing courses.
- A general average of 2.7 is required for the master's degree and advanced certificate degrees; a 3.0 is required for doctoral degrees.
- The passing grade for master's program core courses and non-clinical advanced practice core courses is a C (74-76).
- The passing grade for master's clinical advanced practice core courses and specialty component courses is B- (80-83).
- In specialty component courses with a theory and clinical component, the clinical component is taken pass/fail (P/F). A pass (P) is required in the clinical component and a minimum grade of B- (80-83) is required to pass this course.
- Specialty component practicum courses are taken pass/fail (P/F).

Note: The College of Nursing urges students taking courses in other schools and colleges to check with the respective schools for details of their grading policies because they may differ from those of the College of Nursing.

PASS/FAIL OPTION

For policies regarding pass/fail options for master's and advanced certificate students, see page 118.

FULL-TIME EQUIVALENCY

The University defines full-time course work to be a minimum of 12 credits each term and is considered to be equivalent to 40 hours of study per week. Full-time equivalency students are expected to spend no less than 40 hours per week on a combination of didactic and clinical/practicum course work. Full-time equivalency (FTE) status may affect financial aid. Financial aid is based on the actual number of credits for which a student is enrolled.

LEAVE OF ABSENCE AND MAINTENANCE OF MATRICULATION

Master's and advanced certificate students who are taking a leave of absence are referred to their academic adviser to complete a Leave of Absence/Official Withdrawal form as part of the official "leave" procedure. The completed form is then given to the assistant dean for student affairs and admissions to process with the College's assistant registrar. A leave of absence (LOA) may be taken for a maximum of two semesters; that is, two continuous semesters equaling one academic year or two separate LOA semesters each taken in different academic years. Two LOAs are the maximum in the lifetime of a degree. Students must also complete an online withdrawal form, which is University based, and is found at the following Web site: www.nyu.edu/registrar/withdrawal.

As the College of Nursing adheres to the policy that continuous maintenance of matriculation is required, after two LOA semesters, if a student does not enroll in classes, the student must enroll in Maintenance of Matriculation N47.4747 (MM), which is good for one year only; the MM fee is

currently \$1,289 as of fall 2010 for up to two semesters, plus a nonrefundable registration and services fee. Registration procedures for MM are the same as any credit-bearing course. If these steps are not taken and the student does not register for MM, the student must reapply to the program and will be billed for past MM fees when they reappear to register or reenroll.

To maintain matriculation for a master's degree or an advanced certificate, a candidate is required to complete at New York University, under the auspices of the College of Nursing, at least one 3-credit course each academic year or, in lieu of such completion, to pay a maintenance fee of \$1,289 (as of fall 2010) per academic year plus a nonrefundable registration and services fee. There is a maximum of two semesters of maintenance of matriculation allowed. All course requirements must be completed within six years from the date of matriculation. Continuous maintenance is required.

TUITION AND FEES

For 2010-2011 tuition and fees for graduate students, see pages 125-126. Students entering in the fall of 2011 should visit the NYU Bursar's website at <http://www.nyu.edu/bursar/tuition.fees/> for an up to date listing of the University's tuition and fees charges. In addition the College of Nursing charges a Student Service Fee, a mandatory fee charged to all master's students each semester and includes costs for background checks, Typhon (electronic clinical documentation system), Epocrates (PDA software), Orientation fees and Graduation fees, which includes the Valedictory Breakfast held in December for January graduates.

*Academic
Progress, Ethics,
Academic
Integrity, and
Professional
Behavior Policy/
Protocols for the
Master's and
Advanced
Certificate
Programs in
Nursing*

ACADEMIC PROGRESS

*New York University
College of Nursing
Requirements*

I. Academic

A. GPA Requirements

Failure to meet the GPA requirements places a student in academic jeopardy.

There are three levels of academic jeopardy:

- **Warning:** occurs after the first semester a student meets the following criteria:

a. B.S. and M.S. program:

1) Falls below a cumulative GPA of 2.7. If the cumulative GPA of 2.7 or better is achieved by the following term, academic jeopardy is terminated.

2) If one course is failed regardless if cumulative GPA is 2.7 or above

b. Ph.D. or D.N.P. Program:

1) Has 12 credits or more of IP, IF, or N on their transcripts at any one time.

2) Falls below a cumulative GPA of 3.0. If the cumulative GPA of 3.0 or better is achieved by the following term, academic jeopardy is terminated.

3) Obtains less than a B- in a required course. The student is required to re-take the course the next time it is offered. If at least a B- is obtained in the required course, academic jeopardy is terminated.

- **Probation:**

a. B.S. and M.S. program:

1) Occurs after the second consecutive semester a student falls below a cumulative GPA of 2.7.

b. Ph.D. or D.N.P. Program

1) After the second consecutive semester of meeting #1 or #2 above.

- **Dismissal:** occurs for one of the following reasons:

a. B.S. Program:

1) If a passing grade is not made when a science or nursing course is repeated.

2) Upon failing a second science or nursing course even if the

student successfully passed the repeated first course.

3) After the third consecutive semester a student falls below a cumulative GPA of 2.7.

Note: A student can fail one science course and successfully repeat the course and one nursing course and successfully complete the course without being dismissed from the College. A second failure of a science or nursing course will lead to dismissal from the College.

b. M.S. Program:

1) Upon failing a second course (core, advanced practice or specialty component—included a repeated course).

2) After the third consecutive semester a student falls below a cumulative GPA of 2.7.

c. Ph.D. or D.N.P. Program:

1) If a repeated required course receives less than a B-.

2) Two outcomes of fail on the candidacy examination.

3) Two outcomes of fail on the final dissertation defense.

4) Expiration of the tenth year matriculation period without an approved extension.

5) Expiration of an approved extension.

Steps for Academic Jeopardy Identification and Student Notification

1. At the end of each semester the Assistant Registrar will send a report to the Academic Program Head* of the respective program (B.S., M.S., Ph.D.) identifying students whose grade point average or failure(s) of nursing courses places them in academic jeopardy; or result in dismissal from the College.

2. The Academic Program Head of the respective program will notify the student of his/her academic jeopardy status or dismissal from the College via email by attaching the formal notification letter in PDF format with return receipt. The following individuals will be copied on the letter: a) the student's advisor, b) the Executive Associate Dean, c) the Assistant Dean for Student Affairs and Admissions, d) the Director of Academic Advising and Learning Development (LD), and e) the Assistant Registrar.

3. A copy of the Academic Progress notice sent by respective Academic Program Head will be placed in the student's record.

4. The Academic Program Head places a Dean's hold on the student's registration (if student was dismissed) by submitting a Dean's Hold form to the College's Asst. Registrar of the University Registrar's Office.

*Academic Program Head is the Academic Dean or Director of the B.S., M.S., or Ph.D. program.

II. College of Nursing Technical Standards for Core Professional Nursing Competency Performance

A. Communication and

Observation Skills

B. Cognitive Abilities

C. Gross Motor Skills, Strength & Mobility, and Physical Endurance

D. Behavior and Social Attributes/Abilities

E. Sensory Skills

*Please see Appendix A for detailed description of competencies

Process for Assessing A Matriculated Student's Ability to Continue to Satisfy Technical Standards for Core Professional Nursing Competency Performance

1. A student, after matriculation, who develops an inability to meet these "Technical Standards" is expected to self-report this inability to the following individual and departments:

- Associate Dean of Graduate Program, related course faculty, and advisor
- Office of Academic Clinical Affairs, if this condition, does or will impact the performance of any of these standards in the clinical component of a course, (i.e., on or off campus).

2. If a faculty member, advisor, or health care agency staff member, through their observations and/or interactions with a student, observes that a student may not be able to meet the Technical

Standards ill report this situation to the above noted Associate Dean, and Office of Academic Clinical Affairs.

3. The Associate Dean, after investigation and consultation with the appropriate offices will determine whether the student is able to meet the "Technical Standards" of the Program.

- If the student is unable to meet the "Technical Standards" of the Program the student will be dismissed.
- If further information is needed to make a determination, such information will be requested, at the expense of the NYUCN, will be requested.

4. If the student is dismissed the student may appeal the decision through the NYUCN process for filing formal complaints; see the appropriate section of this Handbook.

III. Ethical and Professional Behavior

Expectations of Ethical and Professional Behavior:

Students in the NYU College of Nursing are expected to follow the guidelines of ethical codes and codes designated in this handbook for professional conduct in classroom and clinical experiences. In addition, students are referred to the Code of Ethics of the National Student Nurses' Association and the Code for Nurses' of the American Nurses' Association, from which the College has derived guidelines for professional behavior.

Academic Integrity

Academic integrity, based on the honor code, is a guiding principle, from taking exams and making oral presentations to writing reports and term papers. For the student preparing for basic or advanced nursing practice, academic integrity is paralleled in professional behavior which conforms to the American Nurses' Association Code of Ethics, the National Student Nurses'

Association Code of Academic and CON Codes of Clinical Conduct.

- The value of professional education and an academic degree are dependent upon the utmost integrity of the student and the work done for that education. Students must maintain high standards of honor in their academic and professional work.
- Faculty and students in the College of Nursing at New York University require all students to maintain high standards of individual and academic honesty while studying at New York University and in the practice of the nursing profession.
- Situations of academic dishonesty will result in a range of sanctions from failure of the course to expulsion from the College of Nursing.

Academic dishonesty includes cheating, plagiarism, submission of someone else's work as if it were your own and collusion, as well as and not limited to:

- Looking at someone's paper or answer sheet
- Copying from someone's paper or answer sheet
- Sharing information during an exam by any method such as:
 - Talking
 - Books
 - Notes in any form-on paper, on the body, on clothes, beepers, or other electrical devices
- Hand signals or sound codes
- Cell phones
- Calculators

Plagiarism

Plagiarism, one the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, applying theory to practice and discovering knowledge, plagiarism cannot be tolerated. A fundamental value of American education is the belief in the ownership of an individual's ideas. An idea, like an item of

property, belongs to the person who first expressed it. As noted on the NYU OISS website, "To use another person's ideas in one's own work without acknowledging the source and presenting the person's idea as one's own, is considered "stealing" or plagiarizing. The concepts and definitions of academic integrity are culture-specific. Although collaborative works and sharing in the scholarship of others without citation are acceptable and ethical practices in many parts of the world, in the United States such practices are viewed as serious violations of academic integrity and the penalties attached to such are severe."

Retrieved February 22, 2006 from <http://www.nyu.edu/osl/oiss/unilife/essentials/integrity.html>)

Plagiarism is failure to properly assign authorship to a paper, a document or an oral presentation, and/or other materials that are not your original work. You plagiarize when, without attribution and proper reference forms, you do any of the following:

- copy verbatim from a book, an article, or other media
- purchase documents, such as term papers or research
- present as your own phrase, sentence, or passage from another writer's work without using quotation marks
- use ideas from the Internet and present them as your own
- use another student's work and place your name on it
- collaborate with two or more students who then submit the same paper under their individual names
- submit the same paper for two or more courses without the knowledge and expressed permission of all instructors involved
- give permission to another student to use your work
- copy another person's paper, care plans, math or physical problems, computer programs, lab results, or any other work.

It is crucial that you acknowledge every source accurately and completely. It is likely that you will be given a specific style to use to write your papers, depending on your area of study. Two common editorial styles are APA (American Psychological Association) and MLA (Modern Language Association). Your professors will direct you regarding which style to use. There are books, websites, and workshops that provide guidance in the standard editorial styles. If you quote anything from a source, use quotation marks and take down the page number of the quotation to use in your citation. When writing a paper always identify the proper source and to give the appropriate credit to that source. For class projects, ask the professor if it is a group or individual project. Plagiarizing the work of another can result in failure of the course or expulsion from New York University.

Professional Behavior

Demonstration of Professional Behavior is required to continue in the program and to pass the clinical component of a course. Professional behaviors include demonstrating consideration of the welfare of the patient, honesty, safety, maintaining a professional demeanor, and using appropriate communication skills.

- “Considering the welfare of the patient” includes never abandoning or putting a patient in danger.
- “Honesty” includes never participating in nor permitting cheating, plagiarism, academic dishonesty, falsification of documentation, course assignments or patient records.
- “Safety” includes knowledge of and compliance with safety and health clearance requirements and providing accurate documentation within the appropriate time-frame.
- “Maintaining a professional demeanor” includes punctual attendance to clinicals, maintaining the clinical dress code and uniform policy, and

showing respect for fellow students and faculty in the classroom, lab and clinical settings.

- “Appropriate communication” includes mature, professional, therapeutic, culturally sensitive and accurate verbal, non-verbal and written communication, including e-mails with patients, faculty, staff and peers both in the clinical setting and at the University.
- Failure to demonstrate Professional Behavior can result in earning an “F” in the course.

Situations of Impaired Professional Judgment

Faculty and staff responses to students’ “troubling behaviors” are guided by the philosophy, standards and application of NYU’s Policy on Student Use of Alcohol from the University Counseling Center Guidelines for Students in Need of Support.

Accusations of Infractions of Ethical and Professional Behavior

When an infraction of ethics and/or professional behavior is proposed to have occurred, the student should be notified and the infraction and its consequences clearly described to the student. The infraction is adjudicated within one week, or the documentation related to the infraction is forwarded in writing with all supportive evidence to the Assistant Dean for Student Affairs and Admissions in the College of Nursing who will file a written complaint with the Dean Of the College of Dentistry or designee, setting forth the alleged act(s) of misconduct in specific terms. The complaint is then forwarded to the NYUCD/NYUCN Council on Ethics and Professionalism via the Chair. As each complaint arises, the Chair shall appoint an Investigating Panel of one faculty member and one student member of the Council, to conduct an investigation to ascertain facts and recommend a disposition of the

complaint. Any student against whom a complaint has been filed shall be advised of the commencement of disciplinary proceedings by the Chair of the Council and shall be informed that s/he may seek counsel of an advisor from within or outside the University. For further information on this process, refer to the Code of Ethics and Professional Conduct for the New York University College of Dentistry and Nursing, which includes Disciplinary Proceedings Involving Students, and can be found on line at: www.nyu.edu/dental/studenthandbook/codeofethics.pdf

Process for Filing Formal Complaints

I. Academic

A. Steps for Academic Appeal of Course Grade

1. **Faculty Level:** Student sends written appeal to the course faculty member.

2. **Program Head Level:** If the student’s appeal is denied and student wishes to pursue the process, the student sends his/her original appeal to course faculty member and faculty member’s response to the Academic Program Head of the respective B.S. or M.S. Program or Ph.D. Program

3. Student Academic Progress (SAP) Committee Level:

a. If the respective Academic Program Head does not grant the appeal, he/she forwards to the Chair of the Student Academic Progress Committee the following documents: 1) the student’s original appeal to the faculty, 2) the faculty’s member’s denial response, and 3) Academic Program Head’s denial response.

b. The overall SAP Committee consists of three subcommittees for each of the respective programs. Each subcommittee consists of at least three faculty members from the student’s program who vote on whether to grant the appeal or not; the Chair does not vote on the case.

c. If one of the members of the SAP subcommittee is the student’s faculty advisor an alternate faculty member from the

program will be selected by the respective Academic Program Head.

- d. The Program Head requests that the Chair of the respective SAP subcommittee convenes the appropriate subcommittee of the overall SAP Committee.
- e. The SAP subcommittee during deliberation of the case, if necessary, may call the Director of Advising and LD, the student's faculty advisor if different from the Director of Advising and LD and/or the respective Academic Program Head to seek clarification regarding the case.
- f. The Chair of the SAP subcommittee informs the respective Academic Program Head of the B.S., M.S., or Ph.D. of the decision.
- g. The respective Academic Program Head will notify the student of the Committee's decision via email by attaching the formal letter in PDF format with return receipt. The following individuals will be copied: 1) the student's advisor, 2) course faculty member, 3) Executive Associate Dean of the College, 4) the Assistant Dean for Student Affairs and Admissions, 5) the Director of Academic Advising and Learning Development, 6) the Assistant Registrar, and 7) the respective Program Administrator.
- h. A copy of the letter to the student will be placed in the student's record.

B. Steps for Academic Appeal of Dismissal

1. Student may appeal course failure leading to dismissal according to step one for academic appeal of course grade above. If denied, student may go through formal dismissal process.
2. Student sends written appeal to the Executive Associate Dean of the College within 10 days of notification of dismissal.
3. The Executive Associate if necessary may call the Director of Advising and LD, the student's faculty advisor if different from

the Director of Advising and LD, or another faculty member for fact-finding information about the case.

4. A letter from the Executive Associate Dean of the College will inform students of the final decision via email by attaching the formal letter in PDF format with return receipt. The following individuals will be copied: 1) the Academic Program Head, 2) the student's advisor, 3) the Assistant Dean for Student Affairs and Admissions, 4) the Director of Academic Advising and Learning Development, 5) the Assistant Registrar, and 6) Respective Program Administrator.

II. Nursing Technical Standards for Core Professional Nursing Competency Performance

A. Steps for Appeal of Dismissal Due to Inability to Meet Technical Standards for Core Nursing Competency Performance

1. Student sends written appeal to the Executive Associate Dean of the College within 10 days of notification of dismissal.
2. The Executive Associate Dean if necessary may call the Director of Advising and LD, the student's faculty advisor if different from the Director of Advising and LD, or another faculty member for fact-finding information about the case.
3. A letter from the Executive Associate Dean of the College will inform the student of the final decision via email by attaching the formal letter in PDF format with return receipt. The following individuals will be copied: 1) the Academic Program Head, 2) student's advisor, 3) the Assistant Dean for Student Affairs and Admissions, 4) the Director of Academic Advising and Learning Development, 5) the Assistant Registrar, and 6) Respective Program Administrator.

III. Ethical Issues and Professional Behavior

Steps for Appeal of Ethical Issues and Professional Behavior

1. Student sends written appeal to the Executive Associate Dean of the College within 10 days of notification of violation of ethical or professional behavior.
2. The Executive Associate Dean if necessary may call the Director of Advising and LD, the student's faculty advisor if different from the Director of Advising and LD, or another faculty member for fact-finding information about the case.
3. A letter from the Executive Associate Dean of the College will inform students of the final decision via email by attaching the formal letter in PDF format with return receipt. The following individuals will be copied: 1) the student's advisor, 2) the Assistant Dean for Student Affairs and Admissions, 3) the Director of Academic Advising and Learning Development, 4) the Assistant Registrar, and 5) Respective Program Administrator.

IV. Other Issues

For any other issue a student encounters that he/she wishes to appeal which is not covered by the procedure for filing a formal complaint in regard to: Academic, Technical Standards, Ethical Issues and Professional Behavior, the NYUCN requires the student to attempt to resolve this issue first informally and then, if the issue is not resolved the student should initiate a formal complaint. The appeal process is as follows:

1. Informal: Seek an informal meeting with the individual to resolve the issue.
2. If the issue is not resolved, file a formal written complaint, within ten days, to the Associate Dean of the respective program.
3. The Associate Dean will review and respond to the student as soon as possible but no later than 10 days.

4. If the issue still has not been resolved, the student will send his/her written complaint to the Executive Associate Dean of the NYUCN.
5. The Executive Associate Dean of the NYUCN will review and respond to the student as soon as possible but no later than 10 days.
6. If the issue still has not been resolved at this final College level and the student(s) wishes to pursue the matter it maybe addressed at the University Level. Students should follow the grievance policy described on the following website:
http://www.nyu.edu/student.affairs/judicial.affairs/grievance.html

Appeal or Grievance at the University Level

Appeals or grievances are not heard at the University until they have been heard at the College level. If an academic appeal or grievance is not resolved at one of the above levels and the student wishes to pursue the matter, it shall be addressed in accord with NYU policy described on the following website: *www.nyu.edu/student.affairs/judicial.affairs/grievance.html*

AMERICAN NURSES ASSOCIATION CODE OF ETHICS

- The nurse provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature.
- The nurse acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person.
- The nurse assumes responsibility and accountability for individual nursing judgments and actions.
- The nurse maintains competence in nursing.

- The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.
- The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.
- The nurse participates in the profession's efforts to implement and improve standards of nursing.
- The nurse participates in the profession's effort to establish and maintain conditions of employment conducive to high-quality nursing care.
- The nurse participates in the profession's effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.
- The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.

SUBSTANCE ABUSE AND ALCOHOLIC BEVERAGES

See *www.nyu.edu/students.guide/chapter9.pdf*.

UNIVERSITY POLICY ON SMOKING IN NYU FACILITIES

See *www.nyu.edu/students.guide/chapter9.pdf*.

POLICY ON STUDENT ASSISTANCE AND CONDUCT RELATING TO SITUATIONS OF IMPAIRED PROFESSIONAL JUDGEMENT

Rationale:

Faculty and staff responses to students' "troubling behavior" are guided by the Philosophy, Standards and Application of NYU's Policy on Student Use of Alcohol, the University Counseling Center Guidelines for Students in Need of Support, and the College of Nursing Student Handbook.

Physical or psychiatric illness or misuse/abuse of alcohol and/or other drugs can impair cognitive, affective, psychomotor function, or communication, and impaired judgment is viewed as a "problem indicator." NYU encourages the maintenance of a responsible, caring, healthy, and safe community in which all students can excel academically and enjoy a balanced community life of learning and social experience. When a student's judgment is impaired, safety in the classroom, in campus settings, and/or in clinical practice may be compromised and the order of community life is disrupted.

When students are attending classes or labs on campus or in clinical agencies, impaired judgment may pose risks not only to themselves and their peers, but also to patients and agency personnel. This issue is addressed in policy statements by the International Nurses Society on Addictions, the American Nurses Association, and the National Student Nurses' Association (2001). The National Student Nurses' Association Code of Academic and Clinical Conduct, in fact, seeks to deter such problems by stating that students within clinical and academic environment should "Abstain from the use of alcoholic beverages or any other substances...that impair judgment" (NSNA, 2001). These positions not only emphasize the responsibility of the practicing nurse or nursing student to protect the safety of the public, but also the responsibility to provide assistance to chronic abusers of alcohol and or other drugs, or students or graduates with acute mental health problems. When situations of troubling student behavior occur, all faculty members should feel confident to act to reduce risk and ensure the safety of students, patients, and others. They should also consider referring the student to campus resources or personal health providers for a review of health implications of the behavior or activity.

Acute psychiatric illness, excessive consumption of alcohol, and/or use of illegal or prescription medications cause behavior

changes. Faculty, staff, and peers are not responsible to diagnose the problem or identify sources of the troubling behavior. All, however, have responsibilities to act for the safety of the student and others, whether the “troubling behavior” is incoherent statements, uneven gait, sedation or disorientation, social withdrawal, or aggressive behavior.

Guidelines for Action

The following recommended steps are congruent with NYU policy and positions of numerous professional nursing organizations:

1. Recognize aberrant, bizarre, or “troubling” student behavior. Examples include poor hygiene and/or grooming; persistent absence from class or clinical assignments; tearfulness, inattention, agitation, sad affect, persistent negativity, disruptive, or aggressive behavior; excessive anger expressed toward faculty, peers, or staff; or failure to respond to requests for advisement appointments or other contact with faculty.
2. Meet with the student, share observations, and ask for the student’s perspective on observed behaviors.
3. As indicated, refer students to an appropriate University resource, including the NYU Counseling and Behavioral Health Services (CBH) (212-998-4780), the Wellness Exchange (212-443-9999), or health care providers already known to the student. Hours and services are described on the CBH Web site at www.nyu.edu/counseling and on the Wellness Exchange Web site at www.nyu.edu/999.
4. In the student’s record, document observed behavior, student responses (verbatim), and actions taken.
5. Emergencies: If a student reports to class or clinical agency exhibiting behaviors suggesting intoxication or disorientation or is behaving in an aggressive manner, action should be taken. The following guidelines may be helpful:
 - a. If the behavior is a threat to the student or others, call the NYU Department of Public Safety at 212-998-2222.
 - b. If the student is sedated or disoriented and appears in need of medical assistance, call the NYU Department of Public Safety at 212-998-2222 (if off campus, the escort service number is on ID card). Department of Public Safety security officers will escort the student to the NYU Student Health Center if the incident occurs Monday through Saturday; if it occurs during nonservice hours, security officers will contact medical on-call services and escort the student to the appropriate emergency facility. Without consultation by medical or nursing personnel, a student whose judgment and bodily health are impaired should not leave the agency or University premises. Faculty and fellow students should not assume responsibility for escorting the student home prior to medical clearance.
 - c. Document the incident in the student’s academic record and list steps taken to address the student’s health needs. If the student is a resident, notify the resident adviser of the student’s dormitory about the incident. Document this notification.
 - d. If such behavioral incidents continue to occur, health clearance should be obtained at NYU Student Health Center and/or the NYU Counseling and Behavioral Health Services or the student’s personal health care provider, stating that the student may return to practice in the clinical area. When two or more incidents of impaired judgment by the graduate nursing student have been documented, faculty should consider consulting peer assistance representatives at New York State Nurses Association’s SPAN program (Statewide Peer Assistance for Nurses) for consultation or to request that the graduate nursing student be anonymously contacted by a peer counselor.
6. Students in Need of Support: Students have stressful lives and must balance academic, familial, economic, and workplace demands.
 - a. When stress is evidenced in the behaviors listed above, inquire if the student is aware that such behavior is evident and inquire about resources for coping with stress.
 - b. If the student is amenable, help the student identify the stress as related to academic demands, stressful life events, or a mental health problem, including substance use or abuse.
 - c. Refer the student to the appropriate academic, counseling, or health service resource. New options include the Student Information Line (212-998-4111), which refers students directly to specific services or the Wellness Exchange (212-443-9999), where issues will be identified and a referral made. The faculty member may choose to refer the student to the Wellness Exchange resources that are listed on the back of all staff, faculty, and student IDs.
 - d. Should a student, in any context, express ideas of causing harm to self or others, review resource options and refer the student. If the student expresses suicidal intentions, call the Department of Public Safety and wait with the student until NYU security officers arrive and escort the student to Counseling and Behavioral Health Services or the off-hours back-up service. Follow up with the student within 12 hours to inquire about disposition. Information sharing must be limited to involved faculty and personnel in keeping with guidelines for confidentiality and FERPA (Federal Educational Rights and Privacy Act).

ANTI-HARASSMENT POLICY AND COMPLAINT PROCEDURES

Statement of Policy

New York University is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment—an environment that supports, nurtures, and rewards career

and educational advancement on the basis of ability and performance. Harassment based upon race, gender, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, citizenship status, or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such harassment is

illegal and against University policy and will not be tolerated. This policy covers all members of the University community and those who affect the University community such as vendors or visitors. The University encourages everyone to report all incidents of harassment regardless of who that offender may be.

Financial Aid

Financial aid is available for students enrolled in the master's and certificate in nursing programs. For information regarding financial aid, see pages 120-127, or visit the NYU Office of Financial Aid Web site at www.nyu.edu/financial.aid.

Federal Traineeships for Master's and Advanced Certificate Students. Funding is available for new, full-time students enrolled in a master's, advanced certificate, or doctoral program or for continuing students with full-time equivalency (FTE) status in the final academic year. The recipient is obliged to become an active member of the Advanced Nursing Student Organization (ANSO) in the College of Nursing. Maximum award for an academic year may not exceed \$8,800. Deadlines are July 1 for fall and December 1 for spring. Applications can be downloaded from www.nyu.edu/nursing/academicprograms/futurestudents/scholarships/federaltraineeships.html.

Graduate and Teaching Assistantships. These positions are awarded on a competitive basis to new and continuing full-time students, with preference and priority given to doctoral students. Highly qualified master's candidates may also be considered in the absence of doctoral candidates. These awards provide full tuition coverage per year as well as a stipend for a nine-month period for the equivalent of 20 hours of service per week. Positions are available in both academic and administrative departments. Additional information may

be obtained from the College of Nursing's Office of Student Affairs and Admissions.

For more information about graduate assistantships, including job-posting information, see the Graduate Student Resource Guide Web site at www.nyu.edu/academics/ga.html. **Note:** A graduate assistantship may affect eligibility for some forms of financial aid. Please contact the Office of Financial Aid if your award letter does not indicate your assistantship.

The NYU Expository Writing Program. This program offers positions as instructors and consultants to students who already hold a master's degree or who have completed at least one year of a master's degree program at NYU. These positions provide tuition remission and a stipend in exchange for teaching or consulting. Applications and additional information are available by contacting the NYU Expository Writing Program, 411 Lafayette Street, 3rd Floor, New York, NY 10003; 212-998-8860; www.nyu.edu/cas/expository.writing.

LOANS

Several loans are available for students enrolled in the master's and advanced certificate in nursing programs. For more information regarding loans, see pages 95-98, or visit the NYU Office of Financial Aid Web site at www.nyu.edu/financial.aid.

The NFLP Nurse Faculty Loan Program (NFLP) provides financial incentive for degree-trained health professionals to pursue aca-

ademic careers. The FLRP aims to increase the number of nursing faculty nationwide by providing funding to students in NYU's Nursing Education master's or Ph.D. programs who have an interest in teaching in associate's, baccalaureate, master's, or Ph.D. nursing programs in the United States. This loan will cover the cost of tuition, fees, books, lab expenses, and other reasonable education expenses, all in an effort to address the nurse faculty shortage. You may be eligible to apply for NFLP funds and, if selected, receive as much as \$30,000 a year toward your studies. The NFLP provides financial incentives for degree-trained nursing professionals to pursue academic careers. Individuals selected to participate agree to serve on the faculty of a nursing school for a minimum of two years. In return, the federal government agrees to pay, for each year of faculty service, up to \$20,000 or 85 percent of the outstanding principal and interest on the participant's educational loans.

THE COLLEGE OF NURSING MASTER'S AND ADVANCED CERTIFICATE SCHOLARSHIPS

Applications for the following scholarships are available online at www.nyu.edu/nursing/academicprograms/futurestudents/scholarships/masters.html. For more information, contact the following:

Scholarship and Recruitment Officer
New York University College of Nursing
Office of Student Affairs and Admissions
726 Broadway, 10th Floor
New York, NY 10003-6680
Telephone: 212-998-5317
Fax: 212-995-4302

For additional scholarships available, see page 121.

The Charles W. Greenidge, FRCS Scholarship Fund, named in honor of Jocelyn Greenidge's brother, provides support for the advancement of cardiovascular nursing. (Jocelyn Greenidge is a career nursing professional with a strong commitment to advancing the field of nursing. She received her B.S.N. from Hunter College (CUNY) and her M.A. degree in nursing education from NYU.) Master's students registered for a minimum of 6 credits who are conducting research or demonstrating a strong commitment to the advancement of cardiovascular nursing may apply for the Charles W. Greenidge, FRCS Scholarship. Awards are made for one academic year or one semester. Awards cannot be deferred and are not automatically renewed. Recipients are required to attend the Student Awards Reception held in the spring.

The Greenidge Endowed Fund for International Education fund provides support for NYU nursing students participating in study abroad programs that focus on comparative health care. Students are placed in health care settings around the globe where they have meaningful opportunities to exchange in-sights and information with their fellow health care providers overseas. Recipients are required to attend the Student Awards Reception held in the spring. The application deadline is October 15.

The William Randolph Hearst Scholarship for Geriatric Nursing is open to part-time and full-time graduate students enrolled in the advanced practice geriatric nursing program. The amount of the financial award is determined by the availability of funds. The award must be applied to tuition costs. Recipients are

required to attend the Student Awards Reception held in the spring. The application deadline is May 1st.

The Susan D. Hibbard Scholarship is available to currently enrolled master's nursing students conducting research or demonstrating a strong commitment to the advancement of diabetic nursing. Prospective applicants cannot be considered for this scholarship. Award amounts vary each year. One recipient is selected each academic year. The scholarship is awarded in the spring semester. Recipients are required to attend the Student Awards Reception held in the spring. The application deadline is December 15.

The Margret S. Wolf Hirschberg Scholarship for Graduate Students is open to part-time and full-time graduate students who demonstrate a strong commitment to teaching in the nursing profession by choosing to obtain a master's degree in nursing education as a primary or secondary specialty. The award amount is determined by available funds. Recipients are required to attend the Student Awards Reception held in the spring. The application deadline is November 15.

The Erline Perkins McGriff Award recognizes master's and Ph.D. students who exhibit outstanding leadership potential. Erline Perkins McGriff devoted over 32 years of service to the NYU College of Nursing as an educator, division head, and colleague. Funds are made for one academic year or semester. Awards cannot be deferred and are not automatically renewed. Recipients are required to attend the Student Awards Reception held in the spring. The application deadline is October 15.

The Catherine B. Reynolds Foundation Graduate Fellowship in Social Entrepreneurship is open to new students accepted to any full-time, two-year master's degree program at NYU; new students accepted to the School of Law; or students that are currently enrolled in the School of Law, School of Medicine, College

of Nursing, or College of Dentistry and have two years remaining. Successful applicants will receive up to \$25,000 for each of the final two years of study. Recipients are required to attend the Student Awards Reception held in the spring. Deadline information and applications for graduate fellowships are available on the NYU Reynolds Web site at www.nyu.edu/reynolds.

The Louis and Rachel Rudin Foundation Scholarship in Multimedia Technology provides support to NYU College of Nursing students studying nursing informatics. Funds are made for one academic year or semester. Awards cannot be deferred and are not automatically renewed. Recipients are required to attend the Student Awards Reception held in the spring. The application deadline is August 1 and December 1st.

The Anna Lynch Turner Award is available to new part-time master's students enrolled in at least 6 credit hours. The amount of the award is determined by available funds and may not be combined with any other University or College of Nursing awards or scholarships. Awards are made for one academic year or semester. Awards cannot be deferred and are not automatically renewed. Recipients are required to attend the Student Awards Reception held in the spring. The application deadline is August 1.

The David J. Knight and Joseph P. Colagrecó HIV Nursing Scholarship Fund. Established by David J. Knight and Joseph P. Colagrecó, the HIV Nursing Scholarship Fund provides support for the advancement of HIV/AIDS nursing. NYU nursing students conducting research in HIV/AIDS nursing or demonstrating a strong clinical commitment to the advancement of HIV/AIDS nursing may apply. Funds are made for only one academic year or semester. Award amounts vary. Awards cannot be deferred and are not automatically renewed. Recipients are required to attend the Student Awards Reception held in the spring.

*FEDERAL SCHOLARSHIPS
AND AWARD
OPPORTUNITIES*

The **HRSA Nursing Scholarship Program (NSP)** is designed to address the current nursing shortage in the United States. The HRSA Nursing Scholarship Program covers tuition, required fees, and reasonable school-related

expenses, including books, clinical supplies, laboratory fees, and a monthly stipend to individuals who are enrolled or accepted for enrollment at an accredited school of nursing. In exchange for this scholarship, each recipient agrees to serve for a period not less than two years at a health care facility with a critical shortage of nurses. Please note that this scholarship

program is not based within NYU. Students who are interested in the Nursing Scholarship Program must contact HRSA directly. Application and information is available online at <http://bhpr.hrsa.gov/nursing/scholarship> or by calling 866-867-6856.