



EMORY

NELL HODGSON  
WOODRUFF  
SCHOOL OF  
NURSING

PREPARING  
*Visionary*  
**NURSE  
LEADERS**

**CATALOG**

2020–2021

During the COVID-19 pandemic some academic, clinical placements, and policies have been modified for the academic year 2020-2021 to provide a safe learning environment for our students, faculty, staff and to the patients we serve.

The University reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations, and provisions, including those stated in this bulletin and other publications, and to refuse admission to any student, or to require the withdrawal of a student if it is determined to be in the interest of the student or the University. All students enrolled in Emory courses are subject to the same policies.

#### **NONDISCRIMINATION STATEMENT**

It is the policy of Emory University that all employees and students should be able to enjoy and work in an educational environment free from discriminatory harassment. Harassment of any person or group of persons on the basis of race, color, national origin, religion, sex, sexual orientation, age, handicap, or veteran's status is a form of discrimination specifically prohibited in the Emory University community. Any employee, student, student organization, or person privileged to work or study in the Emory University community who violates this policy will be subject to disciplinary action up to and including permanent exclusion from the University. The scholarly, educational, or artistic content of any written, oral, or other presentation or inquiry shall not be limited by this policy. The preceding provision is liberally construed with the intent that academic freedom shall be allowed to all members of the academic community; however, this provision shall not be used as a pretextual basis for violation of the policy.

The following federal laws are among those that guide and govern our work:

Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Vocational Rehabilitation Act of 1973 as amended, Americans with Disabilities Act (ADA) of 1990, Civil Rights Act of 1991, Genetic Information Nondiscrimination Act of 2008, the ADA Amendments Act of 2008.

# Welcome from the Dean



Welcome to the Nell Hodgson Woodruff School of Nursing, and congratulations on taking the next big step toward achieving your personal and professional goals in nursing. Our health care system is undergoing unprecedented change and the needs and opportunities for nurses have never been greater. With an aging and increasingly complex patient population, the nation is looking to nursing to play an increasing role in care coordination, quality improvement efforts, and team-based care. Having a nursing workforce prepared to meet the challenges of today's rapidly-evolving health care environment begins with a commitment to continuous learning, and I am delighted that you have chosen the Nell Hodgson Woodruff School of Nursing at Emory University as your partner in this journey.

The School of Nursing is an internationally renowned institution with a more than 100-year history of preparing nurse leaders, scholars, and innovators who are ready to lead change and

advance health care for all people. Emphasizing evidence-based nursing, critical thinking, ethical practice, and social responsibility, our programs develop nurses who are highly skilled and actively engaged in shaping policy and solving real world challenges in health care around the world. This includes being mindful of the social determinants of health, which have become more apparent in the nation, especially during the COVID-19 pandemic. I am increasingly proud of the school's ability to incorporate current events into its teaching and better empower our students to enact social change.

Our undergraduate and graduate programs are designed to respond to your individual learning needs. U.S. News & World Report consistently ranks our programs amongst the nation's best. As a top-ranking nursing school for National Institutes of Health research funding, students in all programs also have the opportunity to engage in game-changing research that is improving care delivery and patient health.

The greatest strength of our programs lie in its people. Our faculty are nationally and internationally recognized experts in their disciplines and provide great insight and mentoring in a wide range of specialties. Faculty work in partnership with our dedicated staff to support students' success through every step in their School of Nursing journey. You will become an integral part of our nursing community.

Whether you are currently an undergraduate student who wishes to continue your studies or a seasoned professional who is looking to develop the additional skills, credentials or degrees necessary to advance your career, I invite you to explore what the Nell Hodgson Woodruff School of Nursing has to offer. Learn more about our community and programs through this catalog, our [website](#), and social media.

We look forward to having you join our community.

Sincerely,

*Linda McCauley*

Linda McCauley, PhD, RN  
Dean, Nell Hodgson Woodruff School of Nursing  
Emory University

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# About Emory University

From its founding in 1836, Emory University has grown into a national teaching, research, and service institution with an enrollment of more than 15,400 students. A coeducational, privately administered University affiliated with the United Methodist Church, Emory awards more than 4,900 degrees annually. In addition to the Nell Hodgson Woodruff School of Nursing, the University's academic divisions include: Emory College and Oxford College; the James T. Laney School of Graduate Studies, Goizueta Business School; the School of Law, the School of Medicine, the Candler School of Theology, and the Rollins School of Public Health. The University campus stands on 640 hilly and wooded acres, six miles northeast of downtown Atlanta. The original Emory campus—located 38 miles from Atlanta—is now the site of Oxford College, a two-year, undergraduate division of the University.

Emory has many centers for specialized research and study which include The Lillian Carter Center for Global Health and Social Responsibility, The School of Nursing Center for Data Science, the Wound, Ostomy, and Continence Nursing Education Center, the Institute for the Liberal Arts, the Division of Biological and Biomedical Science, the Rollins Center for Church Ministries, the Emory Center for International Studies, the Michael C. Carlos Museum, the Center for Research on Faith and Moral Development, the Center for Ethics, the Center for the Interdisciplinary Study of Law and Religion, the Emory Center for Myth and Ritual in American Life, and. Campus-based independent affiliates include the American Academy of Religion, the African Studies Association, and the National Faculty for the Humanities, Arts, and Sciences.

Emory's relationships with prominent public health organizations and agencies also made it an ideal place to launch an academic center focused on improving global health. The University has longstanding, close working relationships with The Carter Center and the Task Force for Global Health, organizations that have formal affiliations with Emory. Emory's faculty, staff, and students collaborate routinely with other Atlanta-based health-related organizations such as the American Cancer Society, CARE, the Centers for Disease Control and Prevention (CDC), the Georgia Institute of Technology, Georgia State University, and the Morehouse School of Medicine.

The Nell Hodgson Woodruff School of Nursing recognizes the importance of global health and social responsibility. The strong foundation laid out by the Nell Hodgson Woodruff School of Nursing, the School of Medicine, the Rollins School of Public Health, the Emory Vaccine Center, and other schools and departments such as anthropology, area studies, biology, and chemistry, resulted in establishing the Emory Global Health Institute (EGHI). The Emory Global Health Institute helps Emory University improve health around the world by supporting Emory faculty and students engaged in a variety of global health research, scholarship, service, and training activities.

## **The Woodruff Health Sciences Center (WHSC)**

The Robert W. Woodruff Health Sciences Center of Emory University was founded in 1966 and named for the legendary leader of the Coca-Cola Company. Its mission is to serve humanity by improving health through the integration of education, discovery, and health care.

The Woodruff Health Sciences Center (WHSC) includes three schools, a national primate research center, a cancer institute, and the most comprehensive health care system in the state.

### **The WHSC components are the:**

- Nell Hodgson Woodruff School of Nursing
- Emory University School of Medicine
- Rollins School of Public Health
- Yerkes National Primate Research Center
- Winship Cancer Institute
- Emory Health care

### **The Emory Health care sites include:**

- Emory Clinic
- Emory Decatur Hospital
- Emory Health care Network (a network of physicians and hospitals formed to improve care coordination and quality outcomes as well as control costs for patients and the community)
- Emory Hillandale Hospital
- Emory Johns Creek Hospital
- Emory Rehabilitation Hospital
- Emory Saint Joseph's Hospital
- Emory Specialty Associates (outreach physician practice organization with locations throughout the city and state)
- Emory University Hospital
- Emory University Hospital Midtown
- Emory University Orthopaedics and Spine Hospital
- Emory Wesley Woods Center (geriatric care, including a clinic, skilled nursing care facility, and retirement residential facility)
- Emory Wesley Woods Hospital (inpatient psychiatric care)

## University Mission Statement

Emory University's mission is to create, preserve, teach, and apply knowledge in the service of humanity. To fulfill this mission, the University supports the full range of scholarship, from undergraduate to advanced graduate and professional instruction, and from basic research to its application in public service. While being a comprehensive research University, Emory limits its academic scope to those fields in which, by virtue of its history and location, it can excel. Hence, its academic programs focus on the arts and sciences, business, law, theology, and the health professions. These disciplines are unified by their devotion to liberal learning; by cooperative interdisciplinary programs; and by the common pursuit of intellectual distinction. The Emory community is open to all who meet its high standards of intelligence, competence, and integrity. It welcomes a diversity of ethnic, cultural, socioeconomic, religious, national, and international backgrounds, believing that the intellectual and social energy that results from such diversity is a primary asset of the University.

In keeping with the demand that teaching, learning, research, and service be measured by high standards of integrity and excellence, and believing that each person and every level of scholarly activity should be valued on its own merits, the University aims to imbue scholarship at Emory with:

- A commitment to humane teaching and mentorship and a respectful interaction among faculty, students, and staff;
- Open disciplinary boundaries that encourage integrative teaching, research, and scholarship;
- A commitment to use knowledge to improve human well-being; and
- A global perspective on the human condition.

The University, founded by the Methodist Episcopal Church, cherishes its historical affiliation with the United Methodist Church. While Emory's programs are today entirely nonsectarian (except for those at the Candler School of Theology), the University has derived from this heritage the conviction that education can be a strong moral force in both society and the lives of its individual members.

# About the Nell Hodgson Woodruff School of Nursing

The Nell Hodgson Woodruff School of Nursing offers undergraduate, graduate, and doctoral nursing programs. Graduates from the School of Nursing go on to become national and international leaders in patient care, public health, government, and education.

**The 2021 U.S. News & World Report ranked the School's Graduate Programs 5th overall and our Doctor of Nursing Practice program overall ranks 8th.** The table below displays Emory School of Nursing top 10 rankings for several of our specialty areas.

U.S. News & World Report Ranking	
Rank	Specialty Program
5 <sup>th</sup>	DNP Nurse Practitioner: Adult/Gerontology, Acute Care
5 <sup>th</sup>	DNP Administration/Management
6 <sup>th</sup>	DNP Leadership (Health Systems Leadership)
7 <sup>th</sup>	DNP Nurse Practitioner: Family (FNP)
10 <sup>th</sup>	DNP Nurse Practitioner: Adult/Gerontology, Primary Care
5 <sup>th</sup>	Master's Nurse Practitioner: Adult/Gerontology, Acute Care
5 <sup>th</sup>	Master's Nurse Practitioner: Family
7 <sup>th</sup>	Master's Nurse Practitioner: Adult/Gerontology, Primary Care

The Office of Nursing Research (ONR) mission is to empower faculty and students to advance nursing science to improve health and wellbeing by setting the standard for innovative collaborative scholarship. Nell Hodgson Woodruff School of Nursing is among the top five nursing schools in the U.S. for funding from the National Institutes of Health (NIH), securing \$9.6 million in NIH research grants as part of a total portfolio of \$12.8 million in 2019.

## Our Programs

Our students learn from both onsite experiences in our simulation facilities and clinical experiences including an alternative winter/spring break in seven countries and a multi-University, multidisciplinary summer program with Georgia migrant farmworkers and service-learning opportunities. The School employs 97 full time faculty, 40 full time clinical instructors, approximately 150 part time clinical instructors, and over 200 adjunct faculty to support student learning and experiences. The School is proud of our 8,487 alumni who continue to support our faculty and students through mentoring, networking, and scholarships.

## Master's in Nursing (MN) Program – New for 2020

We are pleased to offer a Master's in Nursing (MN) entry to practice degree, beginning fall 2020. This new program will replace our Accelerated BSN (ABSN) and Accelerated BSN + MSN (AMSN) programs as of fall 2020.

The new MN program is designed for students who already hold a bachelor's degree in a field other than nursing. The new curriculum prepares a 'population ready' nurse for practice in a variety of health care settings. The MN graduate is equipped with the knowledge and practice experience to enter today's dynamic health care arena. The MN program also opens up federal funding opportunities that are unavailable if a student has exhausted funding dollars at the undergraduate level. This is not the Masters of Science (MSN) program whereby a student earns a master's degree in a specialty area that prepares them to become a nurse practitioner or nurse midwife.

The School of Nursing continues to offer a traditional onsite Bachelor of Science in Nursing (BSN) program; and a Distance-Accelerated BSN (D-ABSN) program. Graduates of the BSN and D-ABSN program earn a baccalaureate degree in nursing (BSN). The School of Nursing offers dual undergraduate degrees with Emory College and Oxford College.

In summer 2021, we will offer our incoming MN cohort the opportunity to continue directly to the Master of Science in Nursing (MSN) program (MN + MSN). MN graduates who choose to earn a Doctor of Nursing Practice (DNP) + specialty focus rather than an MSN may apply to the DNP program via a separate application process.

We offer master's programs in 9 (nine) specialty areas. Master's degree graduates are qualified to seek certification as nurse practitioners and nurse midwives. Post-graduate certificate programs are available in nine (9) specialty areas. Dual master's degree programs are also available with Public Health and with Emory's Laney Graduate School in Bioethics.

Additionally, the School offers two (2) doctoral degree programs: the Doctor of Nursing Practice (DNP) and the Doctor of Philosophy (PhD). Students may apply to the post-licensure DNP + specialty area program or having earned a prior master's degree in an advanced practice area, to the post-Master's DNP program. The post-licensure DNP program allows students to select from a limited number of MSN specialty areas as well as the Nurse Anesthesia (CRNA) specialty (offered only at the DNP level). The post-licensure DNP program graduates are qualified to seek certification as nurse practitioners, nurse midwives, and nurse anesthetists. The DNP program provides a focus in Health Systems Leadership and Population Health. Students will earn a DNP degree following either pathway, post-licensure or post-Master's.

To earn a PhD there are two pathways, the post-BSN PhD program or the post-Masters PhD program. The School's PhD program focuses on clinical research. Doctoral students seeking a PhD are enrolled through Laney Graduate School.

## Preamble

In support of the mission of Emory University and the Woodruff Health Sciences Center, the Nell Hodgson Woodruff School of Nursing sustains and nurtures the full range of academic programs from undergraduate to PhD and scholarly activity from basic research to clinical applications in the acute care setting, home, and community. The School of Nursing is fully invested in the scholarship of discovery, teaching, and application, uniting faculty and students in a commitment to excellence and integrity. The faculty, students, staff, and administration endeavor to create a culture of scholarship that challenges thinking, encourages dialogue and critique, supports innovation, nurtures creativity, and celebrates diversity and commits to inclusivity. The Nell Hodgson Woodruff School of Nursing draws from its rich history as it fulfills this mission in partnership with its interdisciplinary colleagues in the Woodruff Health Sciences Center and the larger University.

## Our Mission

At the Nell Hodgson Woodruff School of Nursing we strive to:

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

## Our Vision

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

## Our Values

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

## Our Philosophy

At the School of Nursing, we believe that nursing occupies a unique and privileged position of influence and trust in efforts to improve human health. Our core values--excellence,

collaboration, social responsibility, innovation, and leadership--provide us with the foundation to shape the future of caring and health. Faculty, students, and staff are collaborative partners in this effort. Their uniqueness and diversity enable the creation of a dynamic and creative learning environment that fosters professional development of integrity, commitment, and respect. Diversity, equity, and inclusivity are vital components to the School of Nursing.

## Our Respect Statement

The Nell Hodgson Woodruff School of Nursing is a learning community enriched by diversity. We are committed to inclusiveness recognizing that open exchange is necessary as we learn from each other and respect different perspectives of an issue.

We commit to:

- **Promoting Respect:** We will respect the dignity and rights of students, faculty and staff regardless of position, rank or authority.
- **Initiating Dialogue:** We will initiate thoughtful dialogue and express differences of opinion in a courteous manner, without fear of reprisal or insult.
- **Cultivating Reflection:** We will listen respectfully while others share ideas, allow speakers to complete their thoughts and be open to considering new approaches.
- **Fostering Equity:** We will foster a safe and equitable academic environment that acknowledges the contributions and experiences of persons from unique identities and backgrounds.
- **Maintaining Accountability:** We will hold ourselves accountable for our ethical conduct and reject intolerance, harassment, or violence towards others.

## Our Commitments

The Nell Hodgson Woodruff School of Nursing will:

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

## Diversity Statement

The Nell Hodgson Woodruff School of Nursing is a vibrant and inclusive community that is committed to educating nurse leaders and scholars who are as diverse as the communities in which we live and serve. The varied perspectives, backgrounds, and experiences that our faculty, staff, students, and alumni bring to The School are foundational to our culture and provide an essential element in accomplishing our vision to “promote optimal health for **ALL** by creating, changing, and leading through innovative teaching, discovery, nursing practice, and social action.”

We take great pride in attracting and supporting diverse faculty, staff, and students who represent a broad range of experiences and viewpoints. We believe that by respecting and actively engaging the unique individuals who comprise our community, we are able to cultivate an environment that is highly collaborative and conducive to excellence in nursing education, scholarship, and practice. As such, we are committed to fostering an academic workspace that is free of all forms of discrimination and allows every person to thrive and be recognized.

The School of Nursing is deeply committed to the dignity and equality of all persons-inclusive of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, and veteran status.

## Our Strategic Goals for 2015-2020

- **Goal 1:** Create an outstanding student experience throughout the trajectory from prospective student to alumni.
- **Goal 2:** Transform nursing science through inquiry, methods, and partnerships.
- **Goal 3:** Lead in the development of innovative educational programs and teaching-learning methods.
- **Goal 4:** Become a leader in health policy and advocacy, positively influencing systems of health care delivery and issues of health equity and social justice.
- **Goal 5:** Lead and model the integration of optimal health and wellness throughout the School of Nursing, University, and community.
- **Goal 6:** Expand the scope and impact of global and community engagement.

## Our Primary Strategic Initiatives

- Improve the student experience
- Build capacity for complex data analytics
- Streamline curricular pathways between degrees
- Lead in health promotion and wellness initiatives
- Advance health policy and advocacy activities
- Expand global health and community engagement activities



# Accreditation

## **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**

Emory University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, doctorate and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Emory.

## **Commission on Collegiate Nursing Education (CCNE)**

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate program at Emory University, Nell Hodgson Woodruff School of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

## **Accreditation Commission for Midwifery Education (ACME)**

The nurse-midwifery program is accredited by the Accreditation Commission for Midwifery Education, 8403 Colesville Road, Suite 1550, Silver spring, MD 20910; 240-485-1800, <http://www.midwife.org/acme>, [acme@acnm.org](mailto:acme@acnm.org).

## **Wound, Ostomy and Continence Nurses Society (WOCN)**

The Wound Ostomy and Continence Nursing Education Center is accredited by the Wound, Ostomy and Continence Nurses Society (WOCN), 1120 Rt. 73, Suite 200, Mount Laurel, NJ 08054; 888-224-9626, <http://www.wocn.org>.

## **Emory Nursing Professional Development Center (ENPDC)**

Emory Nursing Professional Development Center is accredited by the American Nurses Credentialing Center (ANCC), 8515 Georgia Avenue, Suite 400, Silver spring, MD 20910-3492; 1-800-284-2378, <http://www.nursecredentialing.org>.

# School of Nursing Directory

A complete list of School of Nursing faculty and staff can be found here:

[www.nursing.emory.edu/directory](http://www.nursing.emory.edu/directory).

TITLE	NAME	PHONE	EMAIL
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Associate Dean for Education	Dr. Kristy Martyn	404.712.6835	kristy.k.martyn@emory.edu
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Associate Director, Academic Administration	Alexis Drake	404.727.4684	alexis.gruczkowski@emory.edu
<b>PRELICENSURE PROGRAM &amp; TRACKS</b>			
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BSN/ABSN/AMSN Program Administrator	Jennifer Allen	404.727.9235	jennifer.allen2@emory.edu
InEmory Director / InEmory MN Prelicensure Director	Dr. Bethany Robertson	404-727-5784	bethany.robertson@emory.edu
InEmory Program Administrator (Interim)	Alexis Drake	404.727.4684	alexis.gruczkowski@emory.edu
MN Director	Dr. Terri Ades	404.727.0131	tades@emory.edu
MN Program Administrator	TBD		
Distance ABSN Director	Dr. Angela Haynes	404.712.4690	ahayne2@emory.edu
Distance ABSN Program Administrator	Cathy Houlihan	404.251.0149	choulih@emory.edu

GRADUATE PROGRAMS			
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Accelerated MSN Director / MN + APRN Director	Dr. Terri Ades	404.727.0131	tades@emory.edu
AMSN Program Administrator	Jennifer Allen	404.727.9235	jennifer.allen2@emory.edu
Adult-Gero Acute Care Director	Dr. Jennifer Adamski	404.727.4102	jennifer.adamski@emory.edu
Adult-Gero Primary Care Director	Dr. Phyllis Wright	404.727.6417	phyllis.p.wright@emory.edu
Emergency Nurse Director	Dr. Dian Evans	404.727.9678	ddevans@emory.edu
Family Nurse Director	Dr. Desiree Clement	404.727.1167	dclem4@emory.edu
Nurse Midwife Director	Dr. Sara Edwards	404.727.2964	sedwar2@emory.edu
Neonatal Nurse Director	Dr. Suzanne Staebler	404.727.8148	suzanne.staebler@emory.edu
Pediatric Primary Care Director	Dr. Imelda Reyes	404.712.9820	imelda.reyes@emory.edu
Pediatric Acute Care Director	Dr. Ann-Marie Brown	404.727.1403	ann-marie.brown@emory.edu
Women's Health Director	Dr. Trisha Sheridan	404.727.1411	trisha.sheridan@emory.edu
DNP PROGRAM & TRACKS			
Post-BSN DNP Director	Dr. Imelda Reyes	404.712.9820	imelda.reyes@emory.edu
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Sr. Associate Dean for Research and Innovation	Dr. Eun-Ok Im	404.712.9805	eun.ok.im@emory.edu

# Religious Holiday Calendar

The list of religious and non-religious holidays below is not a designation of religious holidays recognized by the University; nor is it meant to be all-inclusive. The list of upcoming religious holiday observances reflect days observed by sizeable religious demographic groups within the Emory Community. [http://www.religiouslife.emory.edu/faith\\_traditions/holidays.html](http://www.religiouslife.emory.edu/faith_traditions/holidays.html). [Click here](#) for a more comprehensive multifaith calendar.

As a courtesy, students should notify their course faculty in writing of their desire to observe a specified religious holiday that conflicts with their classes/clinicals at the beginning of the semester. Any student who is unable to attend classes or to participate in any examination, presentation, assignment, or clinical experience on a given day because of the observance of a major religious holiday, shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason without penalty.

Below are the dates of some major Christian, Jewish, and Muslim holidays that will occur while the University is in session.

## **RELIGIOUS HOLIDAYS – 2020-2021**

<b><u>Holiday</u></b>	<b><u>Religion</u></b>	<b><u>Date</u></b>	<b><u>Day</u></b>
Rosh Hashanah	<sup>1</sup> Jewish	Sept. 19-20, 2020	Saturday-Sunday
Yom Kippur	<sup>2</sup> Jewish	September 28, 2020	Monday
Sukkot, first two days	<sup>2</sup> Jewish	October 3-4, 2020	Saturday-Sunday
Shemini Atzeret	<sup>2</sup> Jewish	October 10, 2020	Saturday
Simchat Torah	<sup>2</sup> Jewish	October 11, 2020	Sunday
Navaratri	Hindu	October 17-25, 2020	Saturday-Sunday
Dussehra	Hindu	October 25, 2020	Sunday
Diwali	Hindu	November 14, 2020	Saturday
Birth of the Bab	<sup>4</sup> Baha'i	October 18, 2020	Sunday
Birth of Bahá'u'llá	<sup>4</sup> Baha'i	October 19, 2020	Monday
Hanukkah	<sup>2</sup> Jewish	December 11-18, 2020	Friday-Friday
Christmas	Christian	December 25, 2020	Friday
Christmas	<sup>3</sup> Orthodox Ch.	January 7, 2021	Thursday
Ash Wednesday	Christian	February 17, 2021	Wednesday
Great Lent Begins	<sup>3</sup> Orthodox Ch.	March 15, 2021	Monday
Purim	<sup>2</sup> Jewish	February 26, 2021	Friday
Naw-Rúz	<sup>4</sup> Baha'i	March 20, 2021	Saturday
Good Friday	Christian	April 2, 2021	Friday
Passover, first two days	<sup>2</sup> Jewish	March 28-29, 2021	Sunday-Monday
Easter	Christian	April 4, 2021	Sunday
Holy Friday	<sup>3</sup> Orthodox Ch.	April 30, 2021	Friday
Passover, last two days	<sup>2</sup> Jewish	April 3-4, 2021	Saturday-Sunday
Pascha (Easter)	<sup>3</sup> Orthodox Ch.	May 2, 2021	Sunday
Ridvan	<sup>4</sup> Baha'i	April 20, 2021	Tuesday
Ramadan	<sup>1</sup> Islamic	April 13, 2021	Tuesday

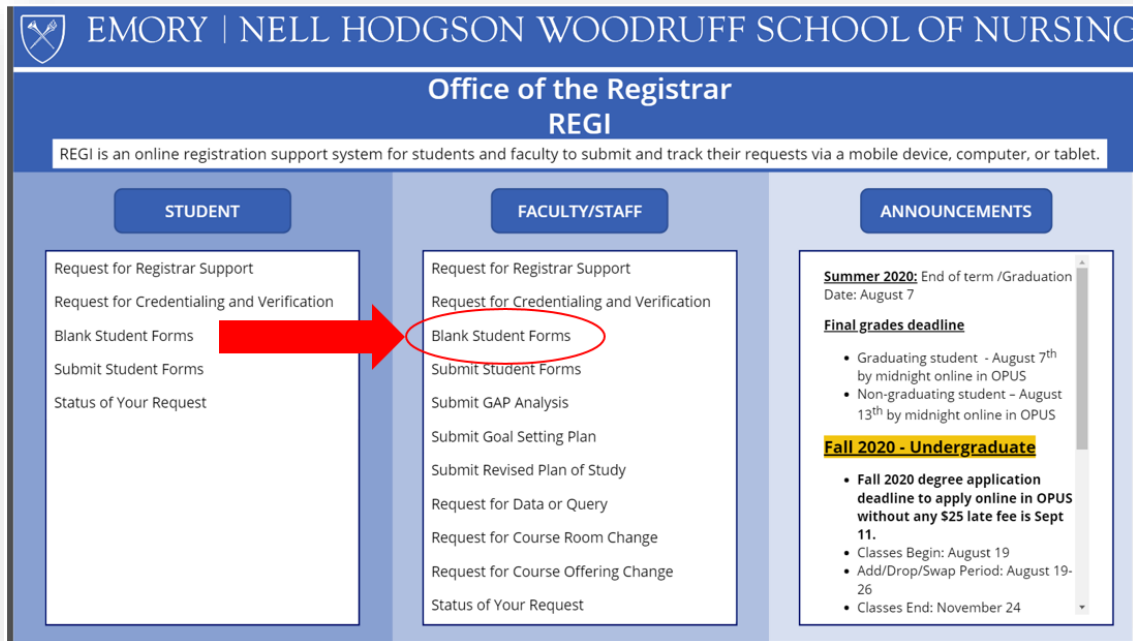
**KEY:**

1. Islamic holidays begin at sunset on the evening before the date given. Islamic holidays are based on a lunar calendar, and the actual dates are determined by direct observation of the moon and announced by the mosque. The most observant Muslims will observe all days; while others may observe the first day of Eid-al-Fitr and Eid-al-Adha.
2. Jewish holidays begin at sunset on the evening before the date given.
3. Orthodox Christian holidays begin at sunset on the evening before the date given.
4. Baha'i holidays begin at sunset on the evening before the date given.



# Student Policies and Status

All blank student forms can be found on the Office of the Registrar ticketing system (Regi) at: <https://links.emory.edu/REGI>.



## Request for Transfer Credit

The acceptance of a course by transfer is to allow credit for a course completed with a satisfactory grade, typically a grade of B or better or as specified by a program. The course must come from another accredited university or college. Transfer credit may be approved provided the course corresponds in content to a course offered in the approved plan of study by the Nell Hodgson Woodruff School of Nursing (NHWSN). Course work transferred from other institutions is subject to a five (5) year time limit based on the point of admission to the program of study. NHWSN reserves the right to test the proficiency of any student in course work transferred from other institutions and to disallow credit in courses in which the student cannot demonstrate acceptable proficiency.

Courses are non-transferable if they cannot be used in the approved plan of study or do not meet the standard of a NHWSN transfer course as determined by course faculty. Transfer credit will not be awarded if the course was used to satisfy requirements for a previous degree. The grade earned from transfer credits will not be included in the GPA calculation.

### Program Maximums for Transfer/Waived Credit:

- Bachelor's candidates\*: A maximum of 12 semester credit hours can be transferred/waived. Transfer/Waived credits may not have been used to satisfied

requirements for another degree. All waived credits must be made up with a course of equal or greater credit hours.

A minimum of 60 semester credit hours that meet Emory General Education Requirements (GERs) and Nursing prerequisite requirements from other accredited universities or colleges will be automatically added to the transcript of Bachelor's candidates. Students not meeting Emory GER requirements may be required to take additional courses outside of the School of Nursing to satisfy these requirements.

*\*Bachelor's candidates are prelicensure students enrolled in the Traditional BSN, Accelerated BSN or Distance ABSN Nursing programs leading to a baccalaureate degree (BSN).*

- Master's in Nursing (MN) candidates: A maximum of nine (9) semester credit hours post-baccalaureate can be transfer/waived. Transfer/Waived credits may not have been used to satisfied requirements for another degree. Transfer/waived credit hours combined cannot exceed the maximum credits. All waived credits must be made up with a course of equal or greater credit hours.
- Master's of Science (MSN) candidates: A maximum of nine (9) semester credit hours post-baccalaureate can be transfer/waived. Transfer/Waived credits may not have been used to satisfied requirements for another degree. Transfer/waived credit hours combined cannot exceed the maximum credits. All waived credits must be made up with a course of equal or greater credit hours.
- DNP candidates: A maximum of nine (9) semester credit hours post-baccalaureate can be transfer/waived. Transfer/Waived credits may not have been used to satisfied requirements for another degree. Transfer/waived credit hours combined cannot exceed the maximum credits. All waived credits must be made up with a course of equal or greater credit hours.
- PhD candidates will follow Laney Graduate School transfer/waived credit policies

### **Procedure:**

An admitted or current student requesting transfer credit must complete the *Request for Transfer Credit* form. This form can be found on the Regi Ticketing System:

<https://links.emory.edu/REGI> under the "Blank Student Form" section.

**Students should request transfer credit prior to beginning the first semester of a program or at a minimum, the semester prior to a required course.** A student enrolled in a course prior to approval will be subject to the Drop/Add policy and subsequent financial consequences.

Upon receipt of the course syllabus and an official transcript, the request will be forwarded to the appropriate department for review and equivalency determination. A copy of an official transcript is not needed if one is already on file in the admission packet. With faculty and

administrative approval, credit will be applied toward the degree program. A request for transfer credit requires a non-refundable application fee.

Please contact the Office of the Registrar at [nursingregistrar@emory.edu](mailto:nursingregistrar@emory.edu) for further information.

## Request for Course Waiver/Exemption

Course waivers are given only when students demonstrate sufficient experience in a subject and are able to justify that the course would not enhance their knowledge. It is the responsibility of the current student to justify their experience in the subject area. Examples of documentation are testing, portfolio, certification, and other documentation. All blank student forms can be found on the Office of the Registrar ticketing system (Regi) at: <https://links.emory.edu/REGI>.

*Note: A course waiver requires a student to satisfy waived credits with elective credits to meet degree requirements. For example, if a waived course is 3 credit hours, a student must identify and enroll in a course of 3 or more credit hours to satisfy program requirements for graduation.*

## Special Standing Status

Special standing allows students to enroll as “non-degree seeking” in nursing courses for the purposes of personal enrichment or professional development. Generally, core curriculum courses may be taken in special-standing status but clinical courses may not. For MSN and DNP students, no more than nine (9) semester hours may be taken as a special-standing student, and these nine (9) credit hours may be transferred into an appropriate program if the student applies for and gains admission to the School of Nursing.

Being granted special standing status does not guarantee full degree-seeking admission to the Emory University School of Nursing. To request approval, a student must submit a *Request for Special Standing* form from the Office of the Registrar and submit a non-refundable fee to the Office of Enrollment and Student Affairs. Special Standing Status will be subject to the availability of requested course(s) and approval by the Office of Education. To request a form please contact [nursingregistrar@emory.edu](mailto:nursingregistrar@emory.edu).

## Transient Student Status

Transient status applies to a student who is regularly enrolled in another college or university outside of Emory University yet wants to take courses at the School of Nursing. A transient student must submit a *Request for Transient Status* form each semester they choose to enroll, an application fee, and verification that the student’s primary institution authorizes all course work. Transient status will be subject to the availability of requested course(s) and approval of the Office of Education. All blank student forms can be found on the Office of the Registrar ticketing system (Regi) at: <https://links.emory.edu/REGI>.

## Conditions by which Special Standing & Transient Students Attend the School of Nursing

A student, who wished to continue as a special standing or transient student for any subsequent semester, must notify the Office of the Registrar in writing no later than 30 days prior to the beginning of the semester. A *Request for Transient Status form* must be completed for each semester a student wishes to enroll. Failure to notify the Office of the Registrar and enrolling through the regular registration process will result in automatic cancellation of registration, and a delay in enrollment until the next semester.

1. Special Standing/Transient students may register only for those courses that are not filled by degree candidates and should have alternate course selections as possibilities in case degree candidates fill a specific class.
2. Registration will be restricted to courses approved by the degree granting institution and in accordance with School of Nursing load limitations and prerequisite requirements.
3. Acceptance as a special standing/transient student in no way obligates the School of Nursing to accept such a student as a degree candidate. If a special standing/transient student applies as a degree candidate at a later date, they must do so through the regular channels by the application date outlined in the catalog, and will not be given any special consideration.
4. Special standing/transient students are subject to the same rules, regulations, practices, and policies of Emory University and the School of Nursing as are degree candidates.

# Nursing Programs Available at the School of Nursing

There are many ways to earn a degree at the bachelor's, master's, and doctoral level. Additionally, we offer post-graduate certificates for all specialty programs, as well as dual degree options. Below is a list of nursing programs and tracks offered at the Nell Hodgson Woodruff School of Nursing. Within this catalog, each program will be described along with a sample full time plan of study. All bachelor's (prelicensure) programs require full time enrollment. Full time and part time plans of study are available for the MSN and DNP programs. We encourage you to contact the program directors for questions about our programs and ways to build your individualized pathway to advance your career in Nursing.

Programs are categorized as 1) prelicensure, programs enrolling students who do not hold a professional RN license; and 2) graduate/postlicensure, programs enrolling students who hold a professional RN license.

## 1) PRELICENSURE

- Traditional BSN
- Accelerated BSN (ABSN)\*\*
- InEmory (ABSN)\*\*
- Distance Accelerated BSN (D-ABSN)
- MN (Master's in Nursing) - Beginning fall 2020

*\*\*This ABSN program is no longer opened for enrollment as of fall 2020. Second-degree students will enroll in the prelicensure Master's in Nursing (MN) program.*

## 2) GRADUATE/POSTLICENSURE

- The Accelerated Bachelor of Science in Nursing + Master of Science in Nursing program (AMSN). This program will be replaced in summer 2021 with the Master's in Nursing + Master of Science in Nursing program (MN-MSN).
- Master of Science in Nursing (MSN) by Specialty Areas:
  - Adult/Gerontology Nurse Practitioner—Acute Care (AGACNP)
  - Adult/Gerontology Nurse Practitioner—Primary Care (AGPCNP)
  - Emergency Nurse Practitioner (ENP)
  - Family Nurse Practitioner (FNP)
  - Neonatal Nurse Practitioner (NNP)
  - Nurse-Midwifery (NM)
  - Pediatric Nurse Practitioner—Acute Care (PNP-AC)
  - Pediatric Nurse Practitioner—Primary Care (PNP-PC)
  - Women's Health Nurse Practitioner (WHNP)

## **Dual Degrees**

- MSN-MPH (Master of Public Health)
- MSN-MAB (Master in Bioethics)

## **Post-graduate Certificate Programs**

Available in MSN specialty areas.

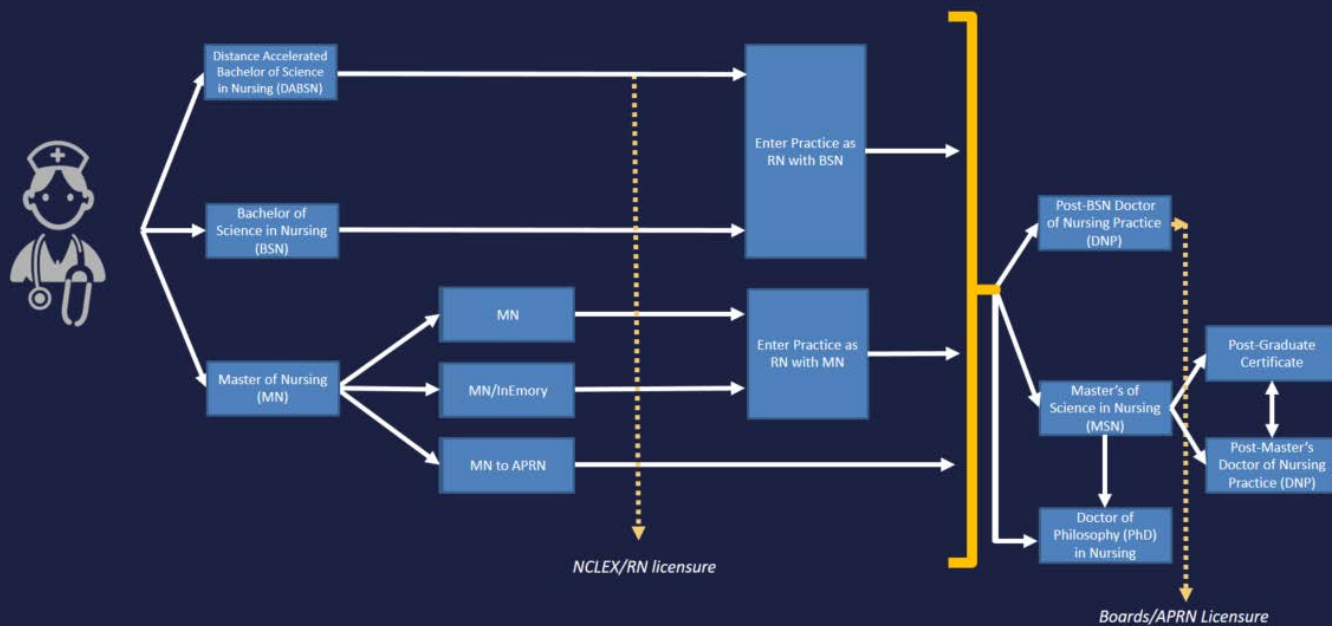
## **DNP (Doctor of Nursing Practice)**

- Post-BSN (MN) DNP
  - Selected APRN specialty areas
- Post-Master's DNP

## **PhD (Doctor of Philosophy)**

- Post-BSN PhD
- Post-Master's PhD

# NHWSN Pathways



# General Education Requirements (GERs)

All first-degree prelicensure students must satisfy Emory Nursing General Education Requirements (GERs) in addition to prerequisite requirements to graduate.

**Nursing General Education Requirements for Emory/Oxford College, Transfer Students, ABSN, and D-ABSN Students:** Applicants are required to have completed courses equivalent to Emory courses to meet the Emory University Nursing General Education Requirements (GERs) in addition to completing all nursing prerequisite requirements at the time of admission. Transcripts will be evaluated for both requirements prior to beginning the nursing program. The Nursing Office of the Registrar is the final decider of courses meeting the Emory GERs.

Applicants may have courses to meet requirements in progress at the time of application but must supply official transcripts indicating completion prior to the beginning the Nursing program to remain actively enrolled.

GER Area	Required	Description
<b>Area I</b>		
WRIT I	1 Course	<u>Emory/Oxford Students:</u> First Year Seminar (FSM) Must be taken at Emory College in the first 2 semesters. Oxford College students take a discovery seminar (3 credits). <u>ABSN/D-ABSN/Transfer Students:</u> First Year Seminar (FSM) course. Courses are in a variety of topical areas and are typically introductory in nature.
<b>Area II</b>		
WRIT II	1 Course	Freshman English/Writing Requirement (FWR) AP English may also fulfill this requirement
<b>Area IV</b>		
MQR	1 Course	Mathematical and Quantitative Reasoning - Statistics AP statistics will count for Nursing MRQ.
<b>Area V</b>		
SNT & SNTL	1 Course	Science, Nature and Technology (course must have lab) -Chemistry w/ lab
<b>Area VI</b>		
HSC	2 Course	History, Society, Culture
<b>Area VIIa*</b>		
HAP	1 Course	Humanities, Arts, Performance
<b>Area VIIb*</b>		
HAL	1 Course	Humanities, Arts, Language
*A student may take 2 HAPs OR 1 HAP and 1 HAL to fulfill areas VIIa & VIIb. It is mandatory to have at least 1 HAP.		



# Prelicensure Programs

## Welcome from the Assistant Dean for Pre-Licensure Programs

Congratulations and welcome to the Nell Hodgson Woodruff School of Nursing at Emory University, one of the top nursing programs in the country. You are part of a rich tradition of excellence that produces Emory Nurses, visionary nurse leader, clinicians, and scholars. Your journey through the pre-licensure program contains many exciting opportunities to help you realize your personal and professional goals.

One of the first steps you can take toward success is familiarizing yourself with this School of Nursing Student Handbook. Inside this Student Handbook, you will find many of the policies and procedures that support your academic progress. It is helpful to review these resources at the start of the semester and throughout the year. As a new or returning student, it is natural to have many questions. Each course, each semester, and each degree you pursue is different from the last. Our faculty and staff are here to provide answers and offer support. I encourage you to seek their counsel early and often. Finally, on behalf of the faculty and staff, I wish you much success and enjoyment, and I thank you for choosing the Nell Hodgson Woodruff School of Nursing!

Sincerely,

**Melissa Owen, PhD, RN, CNE, FHFSA**

Assistant Dean for Pre-licensure Programs and Associate Professor

[mikenne@emory.edu](mailto:mikenne@emory.edu)

## Traditional BSN Option

The Nell Hodgson Woodruff School of Nursing offers an unparalleled four-year undergraduate nursing degree experience. In addition to the four (4) year traditional BSN pathway, Emory students have the opportunity to participate in a five (5) year dual degree program, earning a Bachelor of Arts or Science (BA or BS) degree from Emory College of Arts and Sciences and a Bachelor of Science in Nursing (BSN) degree from the Nell Hodgson Woodruff School of Nursing. Information on this dual option is available at <http://college.emory.edu/dual-degree/nursing/advising.html>.

The traditional BSN is for first-degree/prelicensure students. These are students without a prior bachelor's degree. Students admitted to Emory University as freshmen benefit from a nationally ranked institution steeped in tradition. The four-year or five-year experience provides a liberal arts focus, a tight-knit community, and access to internationally recognized health systems

The BSN degree provides students a solid foundation for beginning a career as a registered nurse. Transfer students may also apply to this program once they have completed a minimum of 60 credit hours of coursework, which includes meeting all Emory University Nursing General

Education Requirements and all Nursing prerequisites. The BSN program requires 4 semesters of study and follows the traditional University calendar.

First-degree bachelor's students can apply for additional unique experiences. The BSN Honors Program is open to outstanding students who are interested in intensive work in a chosen area of scholarship. The Veteran Affairs Nursing Academic Partnership (VANAP) allows students to have an immersive experience in providing veteran centric care. The Community Academic Partnership for Primary Care Nursing Transformation (CAPACITY) recruits students to participant in an in-depth preparation for primary care nursing.

### **Distance Accelerated BSN Option**

Students with an earned baccalaureate degree in another field (BA, BS) may enter the Distance ABSN (D-ABSN) program. The D-ABSN prepares graduates for an entry to practice, generalist role. It offers enrollment in September, January, and April. The D-ABSN is a three (3) semester online program that uses active learning strategies including an inquiry guided learning pedagogy. Students complete their clinical rotations near where they live. Students come to the Emory University's Atlanta campus for intensive experiences to learn skills, assessment, during their first clinical rotation, and at the end of the program. The D-ABSN offers two (2) 7-8 week sessions per semester. The D-ABSN may vary from the University calendar start and end dates and is for students residing outside the Atlanta Metro area.

### **Accelerated BSN Options**

As of fall 2020, the School of Nursing is suspending enrollment into the on-site Accelerated BSN program tracks. This includes the fall-entry ABSN track, spring-entry InEmory ABSN track, and the summer-entry AMSN track.

Beginning fall 2020, admission for second-degree students will be into the Master's in Nursing (MN) entry to practice program. This prelicensure program will allow students to earn a master's degree and provide access to graduate level financial aid funding. At the completion of the program, graduates are eligible to sit for the national licensure examination, NCLEX-RN.

### **THE INFORMATION BELOW IS FOR CURRENTLY ENROLLED ABSN STUDENTS ONLY.**

Students with an earned baccalaureate in another field (BA, BS) may enter one of our four (4) accelerated option programs: the Accelerated BSN (ABSN); InEmory ABSN; ABSN + MSN (AMSN)

1. The **ABSN** is a 15-month (4 semester), fall-entry, onsite program for becoming a nurse generalist.
2. The **InEmory ABSN** is also a 15-month (4 semester) onsite, spring-entry, second-degree program that has the same curriculum as the ABSN. This program is a collaborative initiative with Emory Health care and the School of Nursing whereby graduates are prepared to take a position on an advanced medical-surgical unit within Emory Health care upon graduation.

3. The **AMSN** is designed for those students wishing to move beyond the nurse generalist role and become an advanced practice registered nurse (refer to MSN section for specialty areas and requirements for entry).

## MN Program

The Master's in Nursing (MN) entry to practice option is designed for second-degree students who hold a bachelor's degree in another field and wish to pursue a professional nursing career. The MN track is based in the generalist nursing education curriculum with a specific focus geared towards population health management. The MN program is a full time, campus-based program that allows students to earn an MN degree in 15 months of continuous enrollment. Entry for the MN program is the fall semester (August) and for the InEmory program in spring semester (January). The MN+MSN program enrolls in the summer semester (May) and is detailed in the MSN section of the catalog.

## Prelicensure Mission, Vision, and Values

The Nell Hodgson Woodruff School of Nursing mission, vision, and values are foundational to prelicensure education. All prelicensure programs follow the School of Nursing's mission, vision, and values. Our Respect Statement emphasizes our commitment to open dialogue between our faculty, students, and staff.

## BSN Graduate Outcomes

The BSN program prepares the graduate to be a generalist in the field of Nursing.

The MN program will follow the BSN outcomes and the AACN Master's Essentials noted on each course syllabi for the 2020-2021 academic year.

The graduate of the BSN Program of the Nell Hodgson Woodruff School of Nursing will demonstrate achievement in the following areas:

Competency Definition reflects NHWSN values	BSN Graduate Outcome The BSN graduate will:
<b>Systems Leadership:</b> Systems leadership seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and	Demonstrate leadership in patient centered care through advocacy and team collaboration.

<b>Competency</b> <b>Definition reflects NHWSN values</b>	<b>BSN Graduate Outcome</b> <b>The BSN graduate will:</b>
<p>authority.</p>	
<p><b>Quality Improvement &amp; Safety:</b> Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.</p> <p><a href="http://qsen.org/competencies/graduate-ksas/">http://qsen.org/competencies/graduate-ksas/</a></p>	<p>Use data to develop, implement and evaluate safe, high quality patient care.</p>
<p><b>Scholarship and Evidence Based Practice:</b> Scholarship includes observation, analysis, synthesis, application and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.</p>	<p>Interpret current evidence and patient perspective to direct patient care.</p>
<p><b>Information Management:</b> Information management is the use of data, evidence and technology to support all aspects of nursing practice.</p>	<p>Use information technology to manage knowledge, communicate information, and facilitate decision making in nursing practice.</p>
<p><b>Health Policy, Finance &amp; Advocacy:</b> Health care policies influence the nature and functioning of health care systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.</p>	<p>Define the current health care policy, finance and regulatory environments and how these entities influence the nature and functioning of the health care system and consideration for practice.</p>
<p><b>Interprofessional Collaboration:</b> Interprofessional collaboration is the process of cooperative and coordinated efforts by</p>	<p>Work with colleagues on the interdisciplinary health care team using effective interpersonal communication and</p>

<b>Competency</b> <b>Definition reflects NHWSN values</b>	<b>BSN Graduate Outcome</b> <b>The BSN graduate will:</b>
<p>diverse professionals to promote high quality, individualized care to patients, families and communities.</p>	<p>collaboration to advocate for and promote patient health outcomes.</p>
<p><b>Clinical Prevention &amp; Population Health:</b> In clinical prevention, nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health.</p>	<p>Apply evidence-based approaches to primary, secondary and tertiary prevention to optimize health outcomes for individuals, communities and populations.</p>
<p><b>Professional Identity:</b> One's professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors.</p>	<p>The exhibit the judgments and behaviors expected of the generalist nurse.</p>
<p><b>Nursing Practice:</b> Professional nursing practice is the autonomous, collaborative and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification.</p>	<p>Practice as a nurse generalist with patients across the lifespan and health continuum.</p>

# Admission Deadlines and Requirements

DATE	DEADLINE/RELEASE
June 1, 2020	CRNA and InEmory Round 1 deadline
July 17, 2020	InEmory Round 1 decision release
August 1, 2020	summer/fall 2021 Early Decision 1 deadline
August 21, 2020	summer/fall 2021 Early Decision 1 decision release
September 1, 2020	CRNA and InEmory Round 2 deadline
October 16, 2020	InEmory Round 2 decision release
October 15, 2020	summer/fall 2021 Priority deadline
November 13, 2020	summer/fall 2021 Priority decision release
December 1, 2020	summer/fall 2021 Regular decision 1 deadline
January 15, 2021	summer/fall 2021 Regular decision 1 decision release
January 15, 2021	summer/fall 2021 Regular decision 2 deadline
March 12, 2021	summer/fall 2021 Regular decision 2 decision release

## Pathways to earn a BSN or MN Entry to Practice Degree

The School of Nursing believes nurses should achieve higher levels of education and training through seamless academic progression. Emory's School of Nursing prelicensure tracks are at the BSN and MN level. The Traditional BSN prelicensure track is for first-degree students. The D-ABSN and MN prelicensure tracks are for second-degree students.

### 1. Traditional BSN

The basic professional program leading to the Bachelor of Science in Nursing (BSN) degree is consistent with the Emory University philosophy that students should be broadly educated. The BSN program extends through four (4) or five (5) academic years, depending on the choice of a single or dual degree program. The first two (2) years of general education course work (including prerequisites) may be taken at Emory College or Oxford College (*Emory/Oxford Option option*), or at any other accredited university or college (*transfer option*). Emory students may choose to remain a third year in Emory College to earn a dual degree. The remaining two (2) years of study are completed at the Nell Hodgson Woodruff School of Nursing.

While enrolled in the School of Nursing, students take both clinical and non-clinical nursing courses. They explore content related to the theoretical basis for nursing and understanding human values and behavior. Teaching strategies used in nursing courses include lecture, small group discussion, independent study, clinical practice, case studies, service learning activities, and lab practice. Lab practice includes simulated learning using high and low fidelity exercises. In addition, students participate in professional seminars designed to develop group leadership skills and to introduce students to the roles of the professional nurse. Through creative and individualized learning strategies, the student's nursing education is broadened, enriched, and personalized. Graduates are prepared to meet the requirements for the National Council Licensure Examination (NCLEX-RN) for licensure in the United States. The bachelor's program provides a solid educational foundation for graduate-level education (master's and doctoral).

- **Emory/Oxford Option:** This program is designed for Emory College and Oxford College students who wish to earn a BSN as their first bachelor's degree. Students complete the Emory University Nursing General Education Requirements (GERs) and nursing prerequisites at Oxford or Emory College, for a cohesive, four-year degree program. Students are expected to complete all Emory University Nursing GERs and nursing prerequisite requirements prior to entry to the professional nursing program.
- **Transfer Option:** This program is available to students who transfer into the School of Nursing with 60 semester hours of college course credit from an accredited university or college. Transfer students must meet all Emory University Nursing General Education Requirements (GERs) and complete all nursing prerequisite requirements prior to transfer. Depending on the student's prior area of study,

additional credits beyond 60 semester hours may be needed to fulfill these requirements.

- **Dual Degree Option:** Through Emory College of Arts & Sciences, students earn a BA/BS + BSN. This option requires an additional fifth year of study. Students are expected to complete all Emory General Education Requirements (GERs) and nursing prerequisite requirements prior to entry to the professional nursing program.

## **2. Accelerated BSN (ABSN) *(THIS OPTION IS NO LONGER AVAILABLE FOR ENROLLMENT.)***

Please refer to the Master's in Nursing (MN) program open to second-degree students, students holding a prior BA or BS degree. Following the new curriculum plan, students will earn an MN degree versus a second bachelor's degree. The MN is not an advanced practice degree, rather a prelicensure, entry to practice degree. Students wishing an advanced practice degree on completion of the MN program can do so postlicensure by applying for admission to one of our specialty areas in the MSN or DNP programs.

## **3. Distance Accelerated BSN (D-ABSN)**

The D-ABSN track is a fast-paced program reflecting the high quality of an Emory School of Nursing education. The purpose for creating the D-ABSN track was to address the nursing shortage in Georgia and nationally. This program provides an innovative educational program and new pedagogies in teaching/learning to graduate fully prepared nurse generalists for entry to practice. Students engage daily online with active learning strategies. Clinicals are near where the student lives and where they hope to work once they graduate.

## **4. Master's of Nursing (MN) Entry To Practice**

The MN Entry to practice option is for second-degree students who hold a bachelor's degree in another field and wish to pursue a professional nursing career. The MN is based on a generalist entry to practice curriculum at the graduate level. The MN program is a full time, campus-based program that allows students to earn a MN degree in 4 semesters of continuous enrollment. Entry for the MN program is the fall semester (August) and for the InEmory program in spring semester (January).

*The Master's of Nursing + Master of Science in Nursing (MN+ MSN) program beginning summer 2021 is detailed in the Graduate Program section of this catalog.*



# Traditional Bachelor of Science in Nursing (BSN)

## Welcome from the BSN Director

Welcome to the nursing profession! It is an exciting time to become a nurse as we are caring for an increasing diverse population with more opportunities for nurse to make an impact than ever before. During your time at the School of Nursing, I encourage you to take advantage of all the opportunities available, such as engaging in global health experiences through alternative break immersion trips, enhancing your knowledge in various nursing specialties through electives, participating in opportunities to conduct research, and involvement in the many student organizations that exist. Take time to reach out and build relationships with your faculty and fellow nursing students. This is your time to create what your future will look like – make the most of it!

I look forward to supporting you in your BSN journey from beginning your career through graduation and beyond.

Sincerely,

**Rowena W. Elliott, PhD, RN, CNN, AGNP-C, GS-C, CNE, FAAN**

BSN Director

Associate Clinical Professor

### Facts:

- The degree earned is a BSN.
- Students are admitted to the School of Nursing at the beginning of their junior year.
- Students must complete Emory Nursing General Education Requirements (GERs) and Nursing prerequisite requirements to graduate.
- The student is required to take a minimum of 60 nursing semester credits.
- A minimum of 120 total semester hours is required to graduate.
- Complete nursing courses in four (4) semesters/two (2) years (summers not required).
- The BSN course load is 12 credit hours per semester to be considered full time. Most students take more than 12 hours of course work per semester.
- Program delivery\*: majority in person classes with some online/hybrid course options.
- Full time option only.

*\*The COVID pandemic has affected course delivery and our ability to offer some classes in person. fall 2020 simulation experiences and clinicals will be in person with the majority of didactic classes offered as online synchronous. spring & summer 2021 course delivery will be updated as information becomes available.*

### Prerequisite Requirements:

The prerequisites for the BSN program includes seven (7) courses. Students may submit an application for admission with the courses in progress, but all prerequisites must be complete with a grade of C or higher by the time of enrollment into the nursing program.

**Physical Sciences**

- General Chemistry I with lab (4 semester credit hours)
- Human Anatomy and Physiology I with lab (4 semester credit hours)
- Human Anatomy and Physiology II with lab (4 semester credit hours)
- Nutrition (3 semester credit hours)
- Microbiology with lab (4 semester credit hours)

**Math**

- Introductory Statistics (3 semester credit hours)

**Social Sciences**

- Human Growth and Development or Life Span Development (3 semester credit hours). *The Human Growth and Development prerequisite must cover human development from conception through death.*

*Note: All courses are subject to review by the Office and Enrollment and Student Affairs.*

**NURSING GENERAL EDUCATION REQUIREMENTS**

First-degree prelicensure students must satisfy Emory Nursing General Education Requirements (GERs) in addition to prerequisite requirements to graduate. Because of the heavy schedule for didactic and clinical courses in the nursing curriculum, students are strongly advised to complete ALL GERs prior to entering the School of Nursing to avoid a delay in graduation.

**Nursing General Education Requirements for Emory/Oxford College, Transfer Students, ABSN, and D-ABSN Students:** Applicants are required to have completed courses equivalent to Emory courses to meet the Emory University Nursing General Education Requirements (GERs) in addition to completing all nursing prerequisite requirements at the time of admission. Transcripts will be evaluated for both requirements prior to beginning the nursing program. The Nursing Office of the Registrar is the final decider of courses meeting the Emory GERs.

Applicants may have courses to meet requirements in progress at the time of application but must supply official transcripts indicating completion prior to the beginning the Nursing program to remain actively enrolled.

GER Area	Required	Description
<b>Area I</b>		
WRIT I	1 Course	<u>Emory/Oxford Students:</u> First Year Seminar (FSM) Must be taken at Emory College in the first 2 semesters. Oxford College students take a discovery seminar (3 credits). <u>ABSN/D-ABSN/Transfer Students:</u> First Year Seminar (FSM) course. Courses are in a variety of topical areas and are typically introductory in nature.
<b>Area II</b>		
WRIT II	1 Course	Freshman English/Writing Requirement (FWR) AP English may also fulfill this requirement
<b>Area IV</b>		
MQR	1 Course	Mathematical and Quantitative Reasoning - Statistics AP statistics will count for Nursing MRQ.
<b>Area V</b>		
SNT & SNTL	1 Course	Science, Nature and Technology (course must have lab) -Chemistry w/ lab
<b>Area VI</b>		
HSC	2 Course	History, Society, Culture
<b>Area VIIa*</b>		
HAP	1 Course	Humanities, Arts, Performance
<b>Area VIIb*</b>		
HAL	1 Course	Humanities, Arts, Language
*A student may take 2 HAPs OR 1 HAP and 1 HAL to fulfill areas VIIa & VIIb. It is mandatory to have at least 1 HAP.		

**For admission deadlines and requirements, refer to page 38.**

**To be considered for admission, applicants must:**

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application fee (not required from Oxford College and Emory University applicants).
3. Submit a complete application packet that includes:
  - a. Official College/University transcripts from **all schools** attended regardless if a degree was earned.
  - b. Resume including work experience, community service, leadership roles, and research.
  - c. Official standardized test scores based on the following guide- BSN applicant official SAT or ACT or TEAS test scores. Scores must not be more than five (5) years old.

4. Emory and Oxford students are auto-admitted if they have a 3.0 cumulative GPA. Emory and Oxford students are auto admitted with a 3.0 GPA. All others are considered but may not be auto admitted.
5. Students are reviewed for admission using a holistic process considering a student's academic performance, background, and experiences.

### **Post-admission Requirements:**

Prior to enrollment, each applicant accepted into the BSN program must submit:

1. Proof of having successfully completed all prerequisites with a C grade or better. Applicants may apply for admission while taking prerequisite course work.  
*All prerequisite courses must be completed before starting the Nursing program. Students have 30-days from entry to the Nursing program to provide official syllabi as proof of completion of prerequisite nursing courses. A student who does not provide a final official transcript will be removed from courses.*
2. Documentation of having obtained current Basic Life Support for Health Care Providers CPR credentials through the American Heart Association.
3. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan.
4. Proof of immunization or immune status.
5. Physical examination results from a health care provider that gives evidence of good health.
6. Drug screen and background check.\*

\*Clinical agencies or School of Nursing policy may require drug screens and/or the background check be repeated during the program.

### **Technical Standards for Nursing Applicants and Enrolled Students**

When considering nursing studies an applicant must evaluate their abilities and skills. To succeed in a nursing degree or post-graduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

**Observation:** Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities, including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

**Communication:** Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

**Motor:** Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

**Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the ability to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

**Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

**Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum (<http://College.emory.edu/oue/student-support/students-with-disabilities/>).

Address any questions or concerns regarding these Technical Standards to the Associate Dean for Education, Assistant Dean for Pre-Licensure Programs, or the appropriate director for pre-licensure tracks or specialty coordinator of the graduate program specialty in which the student is enrolled or seeks to apply.

### **BSN Graduation Requirements:**

- Completion of 60 semester hours of prescribed bachelor's-level nursing courses, of which 45 semester hours must be taken at Emory University.
- Completion of all Nursing prerequisite courses and Emory University Nursing General Education Requirements (GERs).
- A minimum of 120 semester hours is required for graduation

- Completion of all course requirements within five (5) years of the first semester enrolled in the program
- Cumulative GPA of 2.5

#### **Latin Designations for Undergraduate Students:**

1. Cum Laude - a cumulative GPA of 3.60- 3.749
2. Magna Cum Laude - a cumulative GPA of 3.75-3.899
3. Summa Cum Laude - a cumulative GPA of 3.90-4.0.

#### **Unique Programs for Traditional BSN Students**

Traditional BSN students may apply for these opportunities prior to matriculation in the fall of their junior year. Lead faculty for these programs and responsible for recruitment and selection of program participants.

## **BSN Honors Program**

The BSN Honors Program is open to outstanding students who are interested in intensive work in a chosen area of scholarship.

Students applying to the Honors program are selected by the Honors Program Committee based on a holistic evaluation of:

- grade point average
- a writing sample
- faculty recommendation
- an interview with the Honors Program Committee

Students are matched according to their interest with a faculty mentor who works with the student to develop and complete a thesis project. Students are enrolled in the Honors program for four (4) semesters and take professional development courses with an honors designation, a course on scholarly inquiry, and two (2) semesters of thesis advisement. In the final semester of the program, students complete and defend a thesis or commensurate scholarly product.

Students successfully completing the BSN Honors Program graduate with an Honors designation based on the following criterion:

#### **Honors Program Designations:**

1. **Honors**—Satisfactory completion of the Honors Program with an overall average of 3.50 in the School of Nursing;
2. **High Honors**—Satisfactory completion of the Honors Program with an overall average of 3.50 in the School of Nursing and a thesis of the quality sufficient for an oral presentation to scholars in the candidate's field; and
3. **Highest Honors**—Satisfactory completion of the Honors Program with an overall average of 3.50 in the School of Nursing and a thesis of the quality suitable for a written publication.

## **Veteran Affairs Nursing Academic Partnership (VANAP) Program**

Nell Hodgson Woodruff School of Nursing (NHWSN) is answering the call to prepare nurses to care for our Nation's heroes, a part of nursing's history that extends as far back as Florence Nightingale in the Crimean War. NHWSN has two designated, competitively selected, VA Nursing Academic Partnership (VANAP) programs for undergraduate and graduate education. These prestigious awards through the U.S. Department of Veteran Affairs are designed to prepare a nursing workforce to address the complex and unique health care needs of Veterans across the continuum of care. The VA is the largest employers of nurses and advanced practice nurses, and leads in full practice authority for nurse practitioners, practice innovation, and research.

The VANAP programs represent an academic-practice partnership between NHWSN and the Atlanta VA Health Care system where a select cohort of scholars received a robust and interprofessional education with small faculty-student ratios. The Atlanta VA Health System offers premier programs, numerous community-based outpatient clinics (CBOCs), and specialty clinics. VANAP graduates are well positioned for the VA Post-Baccalaureate Nurse Residency, program, VA Transition to Practice program, and the VANAP-GE NP Residency program.

### **VANAP-Undergraduate Program Facts:**

- Students accepted into the Traditional BSN program are eligible to apply
- Majority of clinical rotations are held within Atlanta VA Health System
- Veteran-centric concepts are integrated into existing courses
- Clinical experiences are enhanced by expanded simulated experiences, seminars, unique service-learning experiences, and leadership opportunities
- Learn while being exposed to the state-of the-arts technology

## **Community Academic Partnership for Primary Care Nursing Transformation (CAPACITY)**

The purpose of the CAPACITY program is to recruit and train prelicensure nursing students and currently practicing RNs to practice to the full scope of their licenses as part of interprofessional teams in community-based primary care clinics (CBPC).

### **Objectives**

- Increase the number of NHWSN Bachelor of Science in Nursing (BSN) graduates prepared to enter and remain within CBPC and practice to full scope of license.
- Create and deploy modular professional development programs for RNs working/wanting to work in CBPC settings to practice to the full scope of their licenses and practice effectively in interprofessional teams.

- Create and deploy a hybrid professional development program for clinical instructors and RN preceptors to optimize their skills as educators.
- Implement comprehensive evaluation.

A unique characteristic of the four-year project is the school's partnership with Mercy Care, a federally qualified health center and Atlanta's only health center for the homeless that also helps individuals who lack access to behavioral health care services.



**BSN Plan of Study  
Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 309	Social Responsibility & Bioethics in Nursing	2	25
NRSG 310	Pathophysiology for Nurses	3	
NRSG 312	Foundations of Nursing Practice	2	
NRSG 314	Clinical Practicum I	2	100
NRSG 322	Health Promotion and Wellness	2	
NRSG 380	Health Assessment	3	50
<b>Semester Credit Hours</b>		<b>14</b>	<b>175</b>
<b>Semester 2 (spring)</b>			
NRSG 315	Population Health: Community and Public Health Nursing	3	50
NRSG 320	Pharmacology for Nurses	3	
NRSG 326	Acute and Chronic Care	3	
NRSG 391	Clinical Practicum: Adult Medical Surgical Care	1.5	75
NRSG 394	Clinical Practicum: Pediatrics	1.5	75
NRSG 328	Pediatric Nursing	2	
NRSG 371	Evidence Based Practice for Nurses	2	
<b>Semester Credit Hours</b>		<b>16</b>	<b>200</b>
<b>Semester 3 (fall)</b>			
NRSG 330	Clinical Integration	2	
NRSG 408	Maternity and Reproductive Health Nursing	2	
NRSG 392	Clinical Practicum: Maternity and Reproductive Health	1.5	75
NRSG 393	Clinical Practicum: Mental Health	1.5	75
NRSG 411	Mental Health Nursing	2	
NRSG 416	Perspectives in Professional Nursing <i>A) Global Health; B) Policy &amp; Advocacy; C) Research; D) Leadership, Administration and Management E) Clinical Nursing Education</i>	3	
NRSG XXX	Elective	2	
<b>Semester Credit Hours</b>		<b>14</b>	<b>150</b>
<b>Semester 4 (spring)</b>			
NRSG 422	Palliative Care & Difficult Conversations	2	
NRSG 425	Becoming a Professional Nurse	2	
NRSG 430	Nursing in Complex Care Situations	3	
NRSG 431	Clinical Practicum IV	4	150
NRSG 432	Ambulatory Care	3	50
NRSG XXX	Elective	2	
<b>Semester Credit Hours</b>		<b>16</b>	<b>200</b>
<b>Program Total</b>		<b>60</b>	<b>725</b>

# Accelerated Bachelor of Science in Nursing (ABSN)

## Welcome from the ABSN Director

Welcome to one of the most competitive accelerated programs at Emory! You are among a select few who have decided to devote 100% of yourselves to pursuing a second-degree to become a Registered Nurse. You join the ranks of second-degree students who have already demonstrated excellence, leadership, and advocacy for patients and society. Some of you have served in the military, in the Peace Corps, and AmeriCorps. Some of you have families and others have held successful careers in diverse fields such as veterinary medicine, public health, education, and marketing – just to name a few. This program is rigorous; it demands all of your time and energy to complete in 15 months. The reward of becoming an Emory ABSN graduate will open new doors for you. Our successful record of accomplishment with prior ABSN cohorts on the NCLEX examination rate speaks to the strength of the program. Employers actively seek our graduates with their over 700 clinical hours, diverse experiences working with underserved populations through community agencies and local/international intensive immersion opportunities, and clinical preceptorships. Our students develop unique professional leadership skills from advocacy and policy development to the scholarship of teaching, service, and research. We look forward to your accomplishments in our program and beyond.

Sincerely,

**Carolyn Miller Reilly, PhD, RN, CHFN-K, CNE, FAHA, FAAN**

ABSN Director

Clinical Professor

Carolyn.reilly@emory.edu

## Introduction

**This ABSN program track is no longer available for enrollment. Information retained below is for currently enrolled students only.** Please refer to the Master's in Nursing (MN) program. The MN program is for second-degree students with a BA or BS wishing to pursue the nursing program leading to entry to practice as a professional nurse.

The Accelerated BSN (ABSN) program is a full time, campus-based program that allows students to earn a BSN in 15 months, four (4) academic semesters. Only students with bachelor's degrees in another discipline are eligible for this program.

### Facts:

- The degree earned is a BSN.
- Students are admitted to the School of Nursing at the beginning of their junior year.
- Students must complete Emory Nursing General Education Requirements (GERs) and Nursing prerequisite requirements to graduate.
- The student is required to take a minimum of 60 nursing semester credits.
- A minimum of 120 total semester hours is required to graduate.
- Complete nursing courses in four (4) semesters/ two (2) years (summers not required).

- The BSN course load is 12 credit hours per semester to be considered full time. Most students take more than 12 hours of course work per semester.
- Program delivery\*: majority in person classes with some online/hybrid course options.
- Full time option only.

*\*The COVID pandemic has affected course delivery and our ability to offer some classes in person. fall 2020 simulation experiences and clinicals will be in person with the majority of didactic classes offered as online synchronous. spring & summer 2021 course delivery will be updated as information becomes available.*

### **Prerequisite Requirements:**

The prerequisites for the ABSN program includes seven courses, in addition to a bachelor's degree from an accredited University or College. Students may submit an application for admission with the courses in progress, but all prerequisites must be complete with a grade of C or higher by the time of enrollment in the nursing program.

**Physical Sciences** *courses taken no more than seven (7) years prior to beginning the BSN program.*

- General Chemistry I with lab (4 semester credit hours)
- Human Anatomy and Physiology I with lab (4 semester credit hours)
- Human Anatomy and Physiology II with lab (4 semester credit hours)
- Nutrition (3 semester credit hours)
- Microbiology with lab (4 semester credit hours)

### **Math**

- Introductory Statistics (3 semester credit hours)

### **Social Sciences**

- Human Growth and Development or Life Span Development (3 semester credit hours). *The Human Growth and Development prerequisite must cover human development from conception through death.*

*Note: All courses are subject to review by the Office and Enrollment and Student Affairs.*

### **Emory University Nursing General Education Requirements (GERs)**

Prelicensure students earning a baccalaureate in Nursing degree (BSN) must satisfy Emory Nursing General Education Requirements (GERs) in addition to prerequisite requirements to graduate.

**Nursing General Education Requirements for Emory/Oxford College, Transfer Students, ABSN, and D-ABSN Students:** Applicants are required to have completed courses equivalent to Emory courses to meet the Emory University Nursing General Education Requirements (GERs) in addition to completing all nursing prerequisite requirements at the time of admission.

Transcripts will be evaluated for both requirements prior to beginning the nursing program. The Nursing Office of the Registrar is the final decider of courses meeting the Emory GERs.

Applicants may have courses to meet requirements in progress at the time of application but must supply official transcripts indicating completion prior to the beginning the Nursing program to remain actively enrolled.

GER Area	Required	Description
<b>Area I</b>		
WRIT I	1 Course	<u>Emory/Oxford Students:</u> First Year Seminar (FSM) Must be taken at Emory College in the first 2 semesters. Oxford College students take a discovery seminar (3 credits). <u>ABSN/D-ABSN/Transfer Students:</u> First Year Seminar (FSM) course. Courses are in a variety of topical areas and are typically introductory in nature.
<b>Area II</b>		
WRIT II	1 Course	Freshman English/Writing Requirement (FWR) AP English may also fulfill this requirement
<b>Area IV</b>		
MQR	1 Course	Mathematical and Quantitative Reasoning - Statistics AP statistics will count for Nursing MRQ.
<b>Area V</b>		
SNT & SNTL	1 Course	Science, Nature and Technology (course must have lab) -Chemistry w/ lab
<b>Area VI</b>		
HSC	2 Course	History, Society, Culture
<b>Area VIIa*</b>		
HAP	1 Course	Humanities, Arts, Performance
<b>Area VIIb*</b>		
HAL	1 Course	Humanities, Arts, Language
*A student may take 2 HAPs OR 1 HAP and 1 HAL to fulfill areas VIIa & VIIb. It is mandatory to have at least 1 HAP.		

## Technical Standards for Nursing Applicants and Enrolled Students

When considering nursing studies an applicant must evaluate their abilities and skills. To succeed in a nursing degree or post-graduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

**Observation:** Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities,

including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

**Communication:** Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

**Motor:** Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

**Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the ability to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

**Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

**Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum (<http://College.emory.edu/oue/student-support/students-with-disabilities/>).

Address any questions or concerns regarding these technical standards to the Associate Dean for Education, the Assistant Dean for Prelicensure Programs, or the appropriate director for

prelicensure tracks or director of the graduate program specialty in which the student is enrolled or seeks to apply.

### **ABSN Graduation Requirements:**

- Completion of 60 semester hours of prescribed bachelor's-level nursing courses, of which 45 semester hours must be taken at Emory University.
- Completion of all Emory University Nursing General Education Requirements and Nursing prerequisites.
- Completion of a minimum of 120 semester hours.
- Completion of program requirements within five (5) years of the first semester enrolled in the program.
- Cumulative GPA of 2.5.

### **ABSN LEADERSHIP SCHOLAR HONORS PROGRAM**

The Nell Hodgson Woodruff School of Nursing Leadership Scholars Program (LSP) provides a challenging and enriching academic experience for highly motivated and engaged ABSN students desiring to become clinical leaders (this program is onsite and for ABSN students only). Students will have the opportunity to explore issues relevant to nursing leadership and health care delivery systems at an in-depth level and to enhance their skills in advocacy, policy, and quality and safety initiatives. LSP students will build a dynamic network through cohort and mentoring relationships. Students will be paired with a faculty mentor and Nursing Director (or equivalent leader) within the health care system for mentoring, engagement, and professional development.

ABSN students applying for the LSP are required to maintain full time status, have a minimum 3.7 GPA, and demonstrate experience in social responsibility, global health, research, leadership roles, and/or other forms of scholarly success. Students may apply for admission into the LSP by submitting a two (2) page essay describing their background and goal for progressive leadership training, as well as a list of potential mentors. Limited enrollment is available for this program with final selection based on academic progress, essay evaluation, potential mentor match, and student interviews as needed.

Selected students will complete a 3-semester sequence of courses that culminate in a project. The project has a leadership focus and may be a systems quality improvement project; policy analysis; or health promotion/disease prevention project. This project will be supported by a leadership framework and evidence. Coursework will begin in the second semester and include the following sequence of courses:

- NRS 415 Honors Leadership for Accelerated BSN Students (1 credit hour)
- NRS 416 Perspectives in Professional Nursing: Management, Administration, and Leadership (3 credit hours)
- NRS 418 Project Advisement (1 credit hour)

Students must maintain satisfactory academic progress, defined as all courses completed with a C+ or higher and all ATI proctored exams passed with a Level 2 or higher, throughout the program.

Honors course descriptions are in the Nursing Course Atlas: <http://nursing.emory.edu/student-life/course-atlas.html>.

**ABSN Plan of Study  
Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 309	Social Responsibility & Bioethics in Nursing	2	25
NRSG 310	Pathophysiology for Nurses	3	
NRSG 312	Foundations of Nursing Practice	2	
NRSG 314	Clinical Practicum I	2	100
NRSG 322	Health Promotion and Wellness	2	
NRSG 380	Health Assessment	3	50
<b>Semester Credit Hours</b>		<b>14</b>	<b>175</b>
<b>Semester 2 (spring)</b>			
NRSG 315	Population Health: Community and Public Health Nursing	3	50
NRSG 320	Pharmacology for Nurses	3	
NRSG 326	Acute and Chronic Care	3	
NRSG 391	Clinical Practicum: Adult Medical Surgical Care	1.5	75
NRSG 394	Clinical Practicum: Pediatrics	1.5	75
NRSG 328	Pediatric Nursing	2	
NRSG 371	Evidence Based Practice for Nurses	2	
<b>Semester Credit Hours</b>		<b>16</b>	<b>200</b>
<b>Semester 3 (summer)</b>			
NRSG 330	Clinical Integration	2	
NRSG 408	Maternity and Reproductive Health Nursing	2	
NRSG 392	Clinical Practicum: Maternity and Reproductive Health	1.5	
NRSG 393	Clinical Practicum: Mental Health	1.5	
NRSG 411	Mental Health Nursing	2	
NRSG 416	Perspectives in Professional Nursing <i>A) Global Health; B) Policy &amp; Advocacy; C) Research; D) Leadership, Administration and Management E) Clinical Nursing Education</i>	3	
NRSG XXX	Elective	2	
<b>Semester Credit Hours</b>		<b>14</b>	<b>150</b>
<b>Semester 4 (fall)</b>			
NRSG 422	Palliative Care & Difficult Conversations	2	
NRSG 425	Becoming a Professional Nurse	2	
NRSG 430	Nursing in Complex Care Situations	3	
NRSG 431	Clinical Practicum IV	4	150
NRSG 432	Ambulatory Care	3	50
NRSG XXX	Elective	2	
<b>Semester Credit Hours</b>		<b>16</b>	<b>200</b>
<b>Program Total</b>		<b>60</b>	<b>725</b>



# InEmory Accelerated Bachelor of Science in Nursing (ABSN)

**This InEmory ABSN program track is no longer enrolling students for admission. Information retained below is for currently enrolled students only.** Please refer to the Master's in Nursing (MN) program. The MN program is for second-degree students with a BA or BS wishing to pursue a nursing program resulting in entry to practice. The In-Emory program commitment and deliverables to the student, as well as the commitment of the student to the program, will remain intact in the new MN InEmory track.

## Welcome from the InEmory ABSN Director

You are about to embark on an educational journey designed with the end in mind. As a second-degree student, you bring a vast array of professional and personal experience that will enrich your professional journey into nursing. Emory Health care, Georgia's top-ranked health care system, and the Nell Hodgson Woodruff School of Nursing, have created an unparalleled collaboration through the InEmory program, to provide a seamless pathway to practice. Our goal is to integrate you into the Emory community the first day you arrive and feel as though Emory Health care is your career destination.

Emory Health care (EHC) has 11 health care facilities, some of which hold the Magnet® designation. Your educational experience in these facilities will feel seamless in terms of classroom to clinical, with experiences built into your education as early as the first 3 months. Emory Health care creates employment opportunities for you to consider while in school. You will immediately be connected with the Director for Career Advancement at EHC to start mapping your career pathway. Opportunities with EHC are designed to augment your nursing curriculum and position you for advanced competence upon graduation. Upon graduation and successful completion of the NCLEX-RN licensure examination, you will begin working at EHC on an advanced medical/surgical unit. If your future career plan includes an advanced practice degree, Emory's School of Nursing offers admission to InEmory graduates in good standing.

I look forward to partnering with you on this journey as you prepare to become part of the most trusted profession of nursing, prepared with evidence in quality and safety to become a change agent within our health care system and ensure the safest and highest quality care possible for our patients and communities.

Sincerely,

**Bethany Robertson, DNP, CNM**

InEmory ABSN Director

Associate Professor, Clinical

[bethany.robertson@emory.edu](mailto:bethany.robertson@emory.edu)

## **Introduction**

The InEmory ABSN track is a full time, campus-based program that allows second-degree students to earn a BSN degree in 15 months four (4) semesters. Second-degree students holding a bachelor's degree (BA or BS) in another discipline are eligible for this program. Please refer to the Technical Standards for Nursing Applicants and Enrolled Students, Prerequisite Requirements, Emory University Nursing General Education Requirements (GERs), Post Admission Requirements, and Graduation Requirements, listed above for the ABSN degree program, which are the same for the InEmory ABSN track.

**InEmory ABSN Plan of Study  
Full Time (4 Semesters)**

<b>Semester 1 (spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 309	Social Responsibility & Bioethics in Nursing	2	25
NRSG 310	Pathophysiology for Nurses	3	
NRSG 312	Foundations of Nursing Practice	2	
NRSG 314	Clinical Practicum I	2	100
NRSG 322	Health Promotion and Wellness	2	
NRSG 380	Health Assessment	3	50
<b>Semester Credit Hours</b>		<b>14</b>	<b>175</b>
<b>Semester 2 (summer)</b>			
NRSG 320	Pharmacology for Nurses	3	
NRSG 330	Clinical Integration	2	
NRSG 328	Pediatric Nursing	2	
NRSG 392	Clinical Practicum: Maternity & Reproductive Health	1.5	75
NRSG 394	Clinical Practicum: Pediatrics	1.5	75
NRSG 408	Maternity and Reproductive Health Nursing	2	
NRSG 371	Evidence Based Practice for Nurses	2	
<b>Semester Credit Hours</b>		<b>14</b>	<b>150</b>
<b>Semester 3 (fall)</b>			
NRSG 315	Population Health: Community and Public Health Nursing	3	25
NRSG 326	Acute and Chronic Care	3	
NRSG 393	Clinical Practicum: Mental Health	1.5	75
NRSG 391	Clinical Practicum: Adult Medical Surgical Care	1.5	75
NRSG 411	Mental Health Nursing	2	
NRSG 416	Perspectives in Professional Nursing Practice: Health Systems	3	
NRSG XXX	Elective	2	
<b>Semester Credit Hours</b>		<b>16</b>	<b>175</b>
<b>Semester 4 (spring)</b>			
NRSG 422	Palliative Care & Difficult Conversations	2	
NRSG 425	Becoming a Professional Nurse	2	
NRSG 430	Nursing in Complex Care Situations	3	
NRSG 431	Clinical Practicum IV	4	150
NRSG 432	Ambulatory Care	3	50
NRSG XXX	Elective	2	
<b>Semester Credit Hours</b>		<b>16</b>	<b>200</b>
<b>Program Total</b>		<b>60</b>	<b>700</b>

# Distance Accelerated Bachelor of Science in Nursing (D-ABSN)

## Welcome from the Distance ABSN Director

Greetings from the Nell Hodgson Woodruff School of Nursing at Emory University. The Distance-ABSN program is an intensive plan of study that offers students who cannot enroll in an on-campus program the opportunity to earn a BSN in one year of intensive full time study.

Our distance-based students are accomplished, independent learners who seek academic excellence and desire to be leaders in the nursing profession. The program is directed toward nursing students seeking a rigorous, highly-regarded nursing program while enjoying the full Emory Experience. Students complete course work and many clinical experiences remotely and participate in on campus intensives with Emory faculty.

Students actively engage with faculty for course instruction and complete an initial on campus clinical intensive including simulated learning, lab and hospital clinical rotation in the Emory Health care system. Most remaining clinical experiences include student placements in home community. Many of the second-degree students admitted to the Distance-ABSN program have rich and varied prior work experience enhancing the environment where students learn from the experience of classmates.

Best of all, students are well positioned for success after completing the program. Our graduates have passed the nursing licensing exam at a rate of 94%, and are working as nurses in quality health care settings around the country. We look forward to you adding your success to our enviable record.

Welcome to Nursing at Emory!

Sincerely,

**Dr. Angela Haynes-Ferere, DNP, FNP-BC, MPH**

Distance Accelerated BSN Director

[angela.haynes-ferere@emory.edu](mailto:angela.haynes-ferere@emory.edu)

## Introduction

Emory University's Distance Accelerated BSN program enables intelligent and industrious students to earn a nursing degree at a leading nationally ranked university in one year. In three (3) semesters of study, students are eligible to enter the nation's most trusted profession.

Emory's Distance-Accelerated Bachelor of Science in Nursing (D-ABSN) program is a full time program of study that allows students to earn a nursing degree in less time than a typical program. As part of a team-based learning community, students engage via the internet in learning designed to develop sound clinical judgement and critical thinking skills, using a blend of lecture and clinical practice based on the clinical judgment model of instruction. The required clinical rotations based in local communities, on the Emory campus, and in optional global sites,

provide students with opportunities to experience a broad variety of both US and international clinical settings. Beginning with a live video orientation, students' will come to two (2) required clinical intensive sessions take at Emory's, Atlanta campus.

To be eligible for admission to the program, students must hold a bachelor's degree in another discipline from an accredited college or university. There are three (3) program starts each year, in August, January, and May.

The Distance-ABSN program is for students outside the Atlanta metro region. Students within the Atlanta metro region should apply to the Master's in Nursing (MN) program. The Accelerated Distance BSN (D-ABSN) program is a full time, rigorous, fast-paced distance program. Please reach out to the program director for any questions you may have when making your decision to enter the D-ABSN program.

### **Facts:**

- The degree earned is a BSN, completed in three (3) continuous semesters of enrollment.
- A required online orientation is offered prior to the beginning of the academic semester.
- Classes are offered online with required synchronous/asynchronous sessions and two (2) on-site sessions at Emory's Atlanta campus.
- The program is a full time option only.
- Enrollment is 15 to 18 credit hours per semester.
- Completion of all Emory University Nursing General Education Requirements and Nursing prerequisites to graduate.
- A minimum of 120 semester hours is required for graduation.

### **Emory University Nursing General Education Requirements**

Prelicensure students enrolled in a baccalaureate degree-seeking program must satisfy Emory Nursing General Education Requirements (GERs) in addition to prerequisite requirements to graduate. **Nursing General Education Requirements for Emory/Oxford College, Transfer Students, ABSN, and D-ABSN Students:** Applicants are required to have completed courses equivalent to Emory courses to meet the Emory University Nursing General Education Requirements (GERs) in addition to completing all nursing prerequisite requirements at the time of admission. Transcripts will be evaluated for both requirements prior to beginning the nursing program. The Nursing Office of the Registrar is the final decider of courses meeting the Emory GERs.

Applicants may have courses to meet requirements in progress at the time of application but must supply official transcripts indicating completion prior to the beginning the Nursing program to remain actively enrolled.

GER Area	Required	Description
<b>Area I</b>		
WRIT I	1 Course	<u>Emory/Oxford Students:</u> First Year Seminar (FSM) Must be taken at Emory College in the first 2 semesters. Oxford College students take a discovery seminar (3 credits). <u>ABSN/D-ABSN/Transfer Students:</u> First Year Seminar (FSM) course. Courses are in a variety of topical areas and are typically introductory in nature.
<b>Area II</b>		
WRIT II	1 Course	Freshman English/Writing Requirement (FWR) AP English may also fulfill this requirement
<b>Area IV</b>		
MQR	1 Course	Mathematical and Quantitative Reasoning - Statistics AP statistics will count for Nursing MRQ.
<b>Area V</b>		
SNT & SNTL	1 Course	Science, Nature and Technology (course must have lab) -Chemistry w/ lab
<b>Area VI</b>		
HSC	2 Course	History, Society, Culture
<b>Area VIIa*</b>		
HAP	1 Course	Humanities, Arts, Performance
<b>Area VIIb*</b>		
HAL	1 Course	Humanities, Arts, Language
*A student may take 2 HAPs OR 1 HAP and 1 HAL to fulfill areas VIIa & VIIb. It is mandatory to have at least 1 HAP.		

### Prerequisite Requirements:

The prerequisites for the D-ABSN program include the seven (7) courses listed below. You may apply while prerequisite courses are in progress, but all courses must be completed with a grade of C or higher prior to beginning the program.

### General Physical Sciences\*

1. Chemistry I with lab (4 semester credit hours)
2. Human Anatomy & Physiology I with lab (4 semester credit hours)
3. Human Anatomy & Physiology II with lab (4 semester credit hours)
4. Microbiology with lab (4 semester credit hours)
5. Nutrition (3 semester hours)

\*Physical science courses generally should be taken no more than five years before beginning the ABSN program.

## Math

### 6. Introductory Statistics (3 semester credit hours)

## Social Sciences

- Human Growth and Development or Life Span Development (3 semester credit hours). *The Human Growth and Development prerequisite must cover human development from conception through death.*

All prerequisite courses submitted to meet the conditions of admission are subject to review by the Office of Enrollment and Student Affairs.

**For admission deadlines and requirements, refer to page 38.**

## Admission Requirements:

Applications are reviewed as soon as a submitted application is determined to be complete. Applicants who meet the minimum admissions criteria may be invited for an interview. Admission is for the closest calendar start date. If an applicant cannot commit to that start date, they may request that materials be moved to the next start date for consideration. Once a class is filled (30 students), remaining applicants will be invited to move their application to the next upcoming program start. There is no additional application fee or need to resubmit materials previously submitted. We do not automatically defer admission to a future start date. To hold a seat in the program, students must submit a deposit. Applicants must meet all requirements for and conditions of admission before starting classes.

Admission into any nursing program is competitive and students meeting minimum requirements may be denied admission based on a variety of factors.

## To be considered for admission, applicants must:

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay an application fee.
3. Submit a complete application packet that includes:
  - a. Official College/University transcripts from a regionally accredited University. Official transcripts from **all schools** an applicant has attended must be submitted regardless if a degree was earned. A minimum GPA of 3.2 in the last two (2) years of undergraduate work.
  - b. Resume including work experience, community service, leadership roles, and research.
  - c. Personal statement with goals (350 word limit).
  - d. Official standardized test scores based on the following guide; official SAT or ACT or TEAS test scores. Scores must not be more than five (5) years old. No official standardized test score waiver will be given for D-ABSN applicants.
4. Students are reviewed for admission using a holistic process considering a student's academic performance, background, and experiences.

## Post-admission Requirements:

Prior to enrollment, each applicant accepted into the D-ABSN program must submit:

1. Proof of having successfully completed the prerequisites with a C grade or better.
  - Students have 30-days from entry to the Nursing program to provide official syllabi as proof of completion of prerequisite nursing courses.
  - A student who does not provide a final official transcript will be removed from nursing courses.
2. Documentation of having obtained current Basic Life Support for Health Care Providers CPR credentials through the American Heart Association.
3. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan.
4. Proof of immunization or immune status.
5. Physical examination results from a health care provider that gives evidence of good health.
6. Drug screen and background check.\*

\*Clinical agencies or School of Nursing policy may require drug screens and/or background check be repeated during the program.

## Technical Standards for Nursing Applicants and Enrolled Students

When considering nursing studies an applicant must evaluate their abilities and skills. To succeed in a nursing degree or post-graduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

**Observation:** Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities, including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

**Communication:** Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

**Motor:** Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.



**Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the ability to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

**Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

**Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum.

Address any questions or concerns regarding these technical standards to the Associate Dean for Education, Assistant Dean for Pre-Licensure Programs, or the appropriate director for pre-licensure tracks or specialty coordinator of the graduate program specialty in which the student is enrolled or seeks to apply.

#### **D-ABSN Graduation Requirements:**

- All semester hours of the prescribed bachelor's-level nursing courses must be taken at Emory University.
- Successful completion of 48 semester hours of prescribed bachelor's-level nursing courses.
- Completion of all nursing prerequisites and Emory University Nursing General Education Requirements.
- A minimum of 120 semester credit hours.
- Completion of program requirements within five (5) years of the first course enrolled in the program.
- Cumulative GPA of 2.5

### Distance ABSN Plan of Study (3 Semesters)

SEMESTER ONE			
Session 1	Course	Credits	Clinical Hours
340D	Professional Nursing: Concepts, Issues, and Trends	1	
341D	Foundations of Nursing Practice	3	
343D	Pathophysiology/Pharmacology for Nurses I	3	
Session 2	Course	Credits	Clinical Hours
344D	Health Assessment	2	
346D	Acute and Chronic Care I	2	
347D	Acute and Chronic Care Practicum	1	60
348D	Clinical Skills Lab	1	60
349D	Social Responsibility and Bioethics in Nursing	2	
<b>Semester Credit Hours</b>		<b>15</b>	<b>120</b>
SEMESTER TWO			
Session 1	Course	Credits	Clinical Hours
342D	Professional Development II: Evidence Based Nursing Practice	2	
345D	Pathophysiology/Pharmacology for Nurses II	3	
435D	Acute and Chronic Care II	2	
436D	Acute and Chronic Care II Practicum	2	120
Session 2	Course	Credits	Clinical Hours
437D	Maternity and Reproductive Health Nursing	2	
438D	Mental Health Nursing	2	
439D	Mental Health or Maternity Practicum	2	120
<b>Semester Credit Hours</b>		<b>15</b>	<b>240</b>
SEMESTER THREE			
Session 1	Course	Credits	Clinical Hours
440D	Pediatric Nursing	2	
442D	Pediatrics or Complex Care Practicum	2	120
455D	Population Health: Community and Public Health Nursing	2	
456D	Population Health Practicum	2	120
443D	Working with Vulnerable Populations Globally, Regionally and Locally	1	
Session 2	Course	Credits	Clinical Hours
441D	Nursing in Complex Care Situations	2	
457D	Becoming a Professional Nurse	2	
458D	Clinical Synthesis Practicum	3	180
459D	Capstone Seminar	2	30
<b>Semester Credit Hours</b>		<b>18</b>	<b>450</b>
<b>Program Total</b>		<b>48</b>	<b>810</b>

# Master of Nursing (MN) Entry to Practice

## Welcome from the MN Director

It is my pleasure to welcome you to the inaugural cohort (fall 2020) of the Master of Nursing (MN) prelicensure program of Emory University! This program is for students who hold a previous degree in another discipline and who wish to pursue a career in nursing.

The MN degree offers a graduate curriculum that emphasizes nursing leadership, evidence-based practice, and interprofessional education. Students who graduate from this dynamic program will be prepared to sit for the National Council Licensure Examination (NCLEX-RN) and will have advanced knowledge to accelerate their career in health care.

The program is rigorous and it requires all of your time and energy for the next four semesters. We know that you are entering the program during the most unprecedented time that most of us have every faced – during the COVID-19 pandemic. Our faculty have worked hard to make the necessary changes to continue to provide the same quality education that is expected of Emory University. We have found that by working together we can get through this very difficult time.

We look forward to getting to know you, working with you to achieve your educational goals, and sharing your many accomplishments in our program and beyond.

Sincerely,

**Dr. Terri Ades, DNP, FNP-BC, AOCN**

MN Director and AMSN Director

[tades@emory.edu](mailto:tades@emory.edu)

## Introduction

The Master of Nursing (MN) Entry to Practice is a full time, campus-based program that allows students to earn an MN in 15 months, four (4) semesters. Second-degree students, students with prior bachelor's degrees or higher in another discipline, are eligible for this track.

### Facts:

- The degree earned is a MN.
- The plan of study is 60 semester hours over four (4) semesters of continuous enrollment (approximately 15 months).
- The MN course load is nine (9) credit hours per semester to be considered full time. Most students take more than 12 hours of course work per semester.
- Program delivery\*: mostly in person classes with some online/hybrid course options.
- Full time option only.

- Students may enroll in the fall (MN), spring (InEmory), or summer (MN+MSN)

*\*The COVID pandemic has affected program delivery and our ability to offer classes in person. fall 2020 simulation experiences and clinicals will be in person with the majority of didactic classes delivered as online synchronous. spring & summer 2021 course delivery will be updated as information becomes available.*

### **Prerequisite Requirements:**

The prerequisites for the MN program includes seven (7) courses, in addition to a bachelor's degree from an accredited University or College. Students may submit an application for admission with the courses in progress, but all prerequisites must be complete with a grade of C or higher by the time of enrollment in the nursing program. All courses are subject to review by the Office and Enrollment and Student Affairs.

**Physical Sciences** *courses taken no more than seven (7) years prior to beginning the BSN program.*

- General Chemistry I with lab
- Human Anatomy and Physiology I with lab
- Human Anatomy and Physiology II with lab
- Nutrition
- Microbiology with lab

### **Math**

- Introductory Statistics

### **Social Sciences**

- Human Growth and Development or Life Span Development. *The Human Growth and Development prerequisite must cover human development from conception through death.*

**For admission deadlines and requirements, refer to page 38.**

### **To be considered for admission, applicants must:**

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application fee (not required from Oxford College and Emory University applicants).
3. Submit a complete application packet that includes:
  - a. Official College/University transcripts from **all schools** attended regardless if a degree was earned.
  - b. Resume including work experience, community service, leadership roles, and
  - c. Official standardized test scores based on the following guide.
4. MN applicants—official SAT or ACT or TEAS test scores. Scores must not be more than five (5) years old.

5. Students are reviewed for admission using a holistic process considering a student's academic performance, background, and experiences.

### **Post-admission Requirements:**

Prior to enrollment, each applicant accepted into the BSN program must submit:

1. Proof of having successfully completed the prerequisites with a C grade or better.
2. Documentation of having obtained current Basic Life Support for Health Care Providers CPR credentials through the American Heart Association.
3. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan.
4. Proof of immunization or immune status.
5. Physical examination results from a health care provider that gives evidence of good health.
6. Drug screen and background check.\*

*\*Clinical agencies or School of Nursing policy may require drug screens and/or background checks be repeated during the program.*

### **Technical Standards for Nursing Applicants and Enrolled Students**

When considering nursing studies an applicant must evaluate their abilities and skills. To succeed in a nursing degree or post-graduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

**Observation:** Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities, including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

**Communication:** Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

**Motor:** Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

**Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the ability to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

**Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

**Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum (<http://College.emory.edu/oue/student-support/students-with-disabilities/>).

Address any questions or concerns regarding these technical standards to the Associate Dean for Education, Assistant Dean for Pre-Licensure Programs, or the appropriate director for pre-licensure tracks or specialty coordinator of the graduate program specialty in which the student is enrolled or seeks to apply.

### **MN Graduation Requirements:**

- Completion of 60 semester hours of prescribed MN Plan of Study, of which 45 semester hours must be taken at Emory University.
- Completion of nursing prerequisites.
- Completion of program requirements within five (5) years of the first semester enrolled in the program.
- Cumulative GPA of 2.75.

## **MASTER'S OF NURSING ENTRY TO PRACTICE – PLAN OF STUDY**

<b>Semester 1</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical / Simulation Hours</b>
NRSG 502MN	Physiology/Pathophysiology for Nursing Practice	3	
NRSG 508MN	Pharmacology for Nursing Practice	3	
NRSG 510MN	Art & Science of Nursing Practice	3	
NRSG 525MN	Health Assessment and Physical Examination	3	60
NRSG 527MN	Foundations of Practice Practicum	2	120
<b>Semester Credit Hours</b>		<b>14</b>	<b>180</b>
<b>Semester 2</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical / Simulation Hours</b>
<i>NRSG 539MN</i>	<i>Optimal Wellness Across the Lifespan*</i>	2	
NRSG 533MN	Adult and Geriatric Nursing	4	
NRSG 534MN	Adult and Geriatric Practicum	1.5	90
NRSG 536MN	Mental Health Nursing	2.5	
NRSG 537MN	Mental Health Practicum	1.5	90
<i>NRSG 541MN</i>	<i>Palliative Care*</i>	2	
<i>NRSG 542MN</i>	<i>Evidence Based Practice for the Professional Nurse*</i>	3	
<b>Semester Credit Hours</b>		<b>16.5</b>	<b>180</b>
<b>Semester 3</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical / Simulation Hours</b>
NRSG 604MN	Maternity and Reproductive Health Nursing	2.5	
NRSG 605MN	Maternity Practicum	1.5	90
NRSG 606MN	Pediatric Nursing	3	
NRSG 607MN	Pediatric Practicum	1.5	90
NRSG 608MN	Public Health Nursing	2	
NRSG 609MN	Public Health Practicum	1	60
<i>NRSG 616MN</i>	<i>Foundations Health care Quality and Safety*</i>	3	
<i>NRSG 617MN</i>	<i>Data Utilization for Nursing Practice*</i>	2	
<b>Semester Credit Hours</b>		<b>16.5</b>	<b>240</b>
<b>Semester 4</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical / Simulation Hours</b>
NRSG 647MN	Nursing in Complex Care Situations	3	
NRSG 648MN	Transition to Nursing Practice	3	150
NRSG 675MN	Population Management and Care Transitions	2	
NRSG 676MN	Care Transitions Practicum	1	60
<i>NRSG 679MN</i>	<i>Professional Leadership &amp; Policy Integration for Nursing Practice*</i>	2	
NRSG 681MN	Professional Nursing: Issues and Trends	2	
<b>Semester Credit Hours</b>		<b>13</b>	<b>210</b>
<b>Program Total</b>		<b>60</b>	<b>810</b>

*\*Graduate Transferable Credit*

# Accelerated Bachelor of Science in Nursing (ABSN)+ Master's of Science (AMSN)

THIS PROGRAM WILL NO LONGER ENROLL STUDENTS AS OF SUMMER 2020. INCOMING STUDENTS WILL ENTER THE MN + MSN PROGRAM.

## Welcome from the AMSN Director

Welcome to the Accelerated BSN + MSN program of Emory University, also known as our AMSN program! This program is designed to prepare you as an advanced practice nurse in your chosen specialty. The first year is the prelicensure program in which you will gain and apply foundational knowledge and competencies for licensure as a registered nurse generalist. This licensure is a prerequisite for the advanced practiced nursing role. The graduate portion of your program builds and expands on your prelicensure education, preparing you to engage in advanced practice and leadership as an APRN- advanced practice registered nurse. My faculty and I look forward to getting to know you and working with you to achieve your educational goals.

Sincerely,

**Dr. Terri Ades, DNP, FNP-BC, AOCN**

MN Director and AMSN Director

[tades@emory.edu](mailto:tades@emory.edu)

## Introduction *(Information below is for currently enrolled students only.)*

The AMSN program is designed to provide a faster track to becoming an advanced practice nurse for second-degree students with a bachelor's degree in another discipline. Students may choose to become a nurse practitioner in one of our specialty tracks or a nurse midwife. AMSN students first complete the prelicensure program in four (4) semesters of full time study and earn a BSN. Earning the BSN allows the graduate to take their NCLEX-RN licensing examination to become a professional registered nurse (RN). Licensure must be attained prior to beginning the master's clinical work. The master's portion of the program takes an additional 4 semesters to complete. On completion of the MSN specialty program the student will be eligible to sit for their specialty certification examination. The AMSN program begins in the summer and the total program length is eight (8) continuous semesters. Students who do not complete the prelicensure program in 4 continuous semesters, may be required to apply for admission and be admitted on a space available/competitive basis.

*Note: A valid Georgia RN license is required for students to begin clinical experiences in the MSN program (most clinical experiences begin in October). Therefore, all students must have passed the NCLEX-RN examination by October 1 to engage in clinical coursework. Progression may be delayed if the October 1 deadline is not met.*



**Facts:**

- The degrees earned are a BSN (prelicensure) and an MSN (postlicensure).
- The student is required to take 60 nursing semester hours, meet all Emory University Nursing General Education and prerequisite requirements, and have a minimum of 120 total semester hours to earn a BSN degree.
- The student is required to take the program specific number of semester hours in their specialty area to earn a MSN degree. Note: the range of semester hours varies by specialty.
- Complete in eight (8) semesters of continuous enrollment.
- The AMSN course load is 12 credit hours per semester during the BSN (prelicensure) portion to be considered full time; and the course load is nine (9) credit hours per semester during the MSN portion to be considered full time.
- Program delivery\*: specialty tracks vary in the program delivery mode (online/onsite) and onsite requirements. All programs have some onsite requirements. Check with the program director and on the School of Nursing website for specialty-program specific information.
- Some specialty options require additional nursing experience prior to entry.\*\*
- Full time option only.

*\*The COVID pandemic has affected program delivery and our ability to offer classes in person. fall 2020 simulation experiences and clinicals will be in person with the majority of didactic classes offered as online synchronous. spring & summer 2021 course delivery will be updated as information becomes available.*

*\*\*Nurse Midwifery (NM), Emergency Nurse Practitioner (ENP), Neonatal Nurse Practitioner (NNP), Adult-Gerontology Acute Care Nurse Practitioner (AGANP, Pediatric Acute Care Nurse Practitioner (PNP-AC) programs require clinical experience. The student should speak with the director of that specialty to identify an individualized plan of study.*

*Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.*

**Prerequisite Requirements:**

The prerequisites for the AMSN program include seven (7) courses, in addition to a bachelor's degree from an accredited University or College. Students may submit an application for admission with courses in progress, but all prerequisites must be complete with a grade of C or higher by the time of enrollment in the nursing program. All courses are subject to review by the Office and Enrollment and Student Affairs.

**Physical Sciences** *courses taken no more than seven (7) years prior to beginning the BSN program.*

- General Chemistry I with lab (4 semester credit hours)
- Human Anatomy and Physiology I with lab (4 semester credit hours)
- Human Anatomy and Physiology II with lab (4 semester credit hours)
- Nutrition (3 semester credit hours)
- Microbiology with lab (4 semester credit hours)

#### **Math**

- Introductory Statistics (3 semester credit hours)

#### **Social Sciences**

- Human Growth and Development or Life Span Development (3 semester credit hours).  
*The Human Growth and Development prerequisite must cover human development from conception through death.*

### **Nursing General Education Requirements**

First-degree prelicensure students must satisfy Emory Nursing General Education Requirements (GERs) in addition to prerequisite requirements to graduate. Because of the heavy schedule for didactic and clinical courses in the nursing curriculum, students are strongly advised to complete ALL GERs prior to entering the School of Nursing to avoid a delay in graduation.

**Nursing General Education Requirements for Emory/Oxford College, Transfer Students, ABSN, and D-ABSN Students:** Applicants are required to have completed courses equivalent to Emory courses to meet the Emory University Nursing General Education Requirements (GERs) in addition to completing all nursing prerequisite requirements at the time of admission. Transcripts will be evaluated for both requirements prior to beginning the nursing program. The Nursing Office of the Registrar is the final decider of courses meeting the Emory GERs.

Applicants may have courses to meet requirements in progress at the time of application but must supply official transcripts indicating completion prior to the beginning the Nursing program to remain actively enrolled.

GER Area	Required	Description
<b>Area I</b>		
WRIT I	1 Course	<u>Emory/Oxford Students:</u> First Year Seminar (FSM) Must be taken at Emory College in the first 2 semesters. Oxford College students take a discovery seminar (3 credits). <u>ABSN/D-ABSN/Transfer Students:</u> First Year Seminar (FSM) course. Courses are in a variety of topical areas and are typically introductory in nature.
<b>Area II</b>		
WRIT II	1 Course	Freshman English/Writing Requirement (FWR) AP English may also fulfill this requirement
<b>Area IV</b>		
MQR	1 Course	Mathematical and Quantitative Reasoning - Statistics AP statistics will count for Nursing MRQ.
<b>Area V</b>		
SNT & SNTL	1 Course	Science, Nature and Technology (course must have lab) -Chemistry w/ lab
<b>Area VI</b>		
HSC	2 Course	History, Society, Culture
<b>Area VIIa*</b>		
HAP	1 Course	Humanities, Arts, Performance
<b>Area VIIb*</b>		
HAL	1 Course	Humanities, Arts, Language
*A student may take 2 HAPs OR 1 HAP and 1 HAL to fulfill areas VIIa & VIIb. It is mandatory to have at least 1 HAP.		

**ADMISSION IS NO LONGER AVAILABLE TO THE ABSN + MSN PROGRAM.**

### Technical Standards for Nursing Applicants and Enrolled Students

When considering nursing studies an applicant must evaluate their abilities and skills. To succeed in a nursing degree or post-graduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

**Observation:** Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities, including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

**Communication:** Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health

professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

**Motor:** Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

**Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the ability to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

**Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

**Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum (<http://College.emory.edu/oue/student-support/students-with-disabilities/>).

Address any questions or concerns regarding these technical standards to the Associate Dean for Education, Assistant Dean for Prelicensure Programs, or the appropriate director for prelicensure tracks or specialty coordinator of the graduate program specialty in which the student is enrolled or seeks to apply.

### **AMSN Graduation Requirements:**

Students in the AMSN program must satisfy all degree requirements for the BSN program and all degree requirements for their master's specialty program. **A minimum GPA of 3.0 is required to enter the MSN program.** Students who do not complete the AMSN program in 4 semesters of continuous enrollment will not matriculate to the MSN program and must apply for admission to the MSN program. Admission will be granted on a competitive/space available basis.

### **BSN GRADUATION REQUIREMENTS:**

- Satisfy Emory University Nursing General Education Requirements (GERs) and nursing prerequisite requirements.
- Completion of 60 semester hours of prescribed bachelor's-level nursing courses, of which forty-five (45) semester hours must be taken at Emory University
- Completion of all nursing program requirements within five (5) years of the first semester enrolled in the program
- Have a minimum of 120 credit hours,
- Cumulative GPA of 2.5 to graduate with a BSN.
- Cumulative GPA of 3.0 is required to progress to the MSN portion of the AMSN program.

*AMSN students will follow MSN graduation requirements for the MSN portion of the program.*

### **MSN GRADUATION REQUIREMENTS:**

*Minimum Degree Requirements for MSN Program:*

A minimum of 36 semester hours of graduate course work is required to receive a Master of Science in Nursing. Specialty programs leading to a Master's degree require considerably more course work than the minimum listed below. The fulfillment of course work alone does not lead to a Master's degree. Credit hours in excess of 36 semester hours may be transferrable if they meet transfer credit criteria.

- A cumulative GPA of 3.0
- Satisfactory completion of at least 36 MSN semester hours of work is required as follows:
  - At least 17 hours must be in lecture or seminar work;
  - Course work must be on a 500, 600, or 700 level; and
  - A grade of B or better must be earned in all clinical course work taken.
  - Satisfactory completion of all clinical requirements
- Completion of program requirements within five (5) years of the first semester enrolled in the program.

**Accelerated BSN + MSN Plan of Study (AMSN)  
Full Time (4 Semesters)**

<b>Semester 1 (summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 310	Pathophysiology for Nurses	3	
NRSG 312	Foundations of Nursing Practice	2	
NRSG 314	Clinical Practicum I	2	100
NRSG 315	Population Health: Community and Public Health Nursing	3	25
NRSG 372	Professional Nursing: Concepts, Issues & Trends	2	
NRSG 380	Health Assessment	3	50
<b>Semester Credit Hours</b>		<b>15</b>	<b>175</b>
<b>Semester 2 (fall)</b>			
NRSG 320	Pharmacology for Nurses	3	
NRSG 326	Acute and Chronic Care	3	
NRSG 391	Clinical Practicum: Adult Medical Surgical Care	1.5	75
NRSG 394	Clinical Practicum: Pediatrics	1.5	75
NRSG 328	Pediatric Nursing	2	
NRSG 417	Leadership, Advocacy and Policy	3	
<i>NRSG 575</i>	<i>Optimal Wellness</i>	2	
<b>Semester Credit Hours</b>		<b>16</b>	<b>150</b>
<b>Semester 3 (spring)</b>			
NRSG 330	Clinical Integration	2	
NRSG 408	Maternity and Reproductive Health Nursing	2	
NRSG 392	Clinical Practicum: Maternity and Reproductive Health	1.5	75
NRSG 393	Clinical Practicum: Mental Health	1.5	75
NRSG 411	Mental Health Nursing	2	
<i>NRSG 505</i>	<i>Research and Evidence Based Practice</i>	3	
NRSG XXX	Elective	2	
<b>Semester Credit Hours</b>		<b>14</b>	<b>150</b>
<b>Semester 4 (summer)</b>			
NRSG 430	Nursing in Complex Care Situations	3	
NRSG 431	Clinical Practicum IV	4	150
NRSG 432	Ambulatory Care	3	50
<i>NRSG 591</i>	<i>Health care Quality and Safety</i>	3	
NRSG XXX	Elective	2	
<b>Semester Credit Hours</b>		<b>15</b>	<b>200</b>
<b>Program Total</b>		<b>60</b>	<b>675</b>

*Italics = Graduate level courses*

# Master in Nursing + Master of Science in Nursing (MN+MSN)

## Welcome from the Director

Welcome to the MN+MSN program of Emory University! This program is designed to prepare you as an advanced practice nurse in your chosen specialty. The first year is the pre-licensure program in which you will gain and apply foundational knowledge and competencies for licensure as a registered nurse generalist. This licensure is a prerequisite for the advanced practiced nursing role. The graduate portion of your program builds and expands on your pre-licensure education, preparing you to engage in advanced practice and leadership as an APRN-advanced practice registered nurse. My faculty and I look forward to getting to know you and working with you to achieve your educational goals.

Sincerely,

**Dr. Terri Ades, DNP, FNP-BC, AOCN**

MN Director and AMSN Director

[tades@emory.edu](mailto:tades@emory.edu)

## Introduction

The MN+MSN program is designed for students with a bachelor's degree in another discipline to provide a faster track to becoming an advanced practice nurse whether that be a nurse practitioner in one of our specialty tracks or a nurse midwife. MN+MSN students first complete the prelicensure program in 4 semesters of full time study and earn a MN. Earning the MN allows the graduate to take their NCLEX-RN licensing examination to become a professional registered nurse (RN) prior to beginning the Master of Science in Nursing program with specialty areas. The Master of Science portion of the program takes an additional 4 semesters to complete. On completion of the MSN specialty program the student will be board-eligible to sit for the certification examination. The MN+MSN program begins in the summer (inaugural cohort summer 2021) and the total program length is eight (8) continuous semesters.

*Note: A valid Georgia RN license is required for students to begin clinical experiences in the MSN program (clinical experiences begin in October). Therefore, all students must have passed the NCLEX-RN examination by October 1 to engage in clinical coursework. Progression may be delayed if the October 1 deadline is not met.*

## Facts:

- The degrees earned are a MN (prelicensure) and a MSN (postlicensure).
- The student is required to take 60 semester hours to earn a MN degree and the program specific number of semester hours in their specialty area to earn a MSN degree. The range of credit hours varies by specialty.
- Complete in eight (8) semesters of continuous enrollment.

- The MN+MSN course load is (9) credit hours per semester during both the MN and MSN portions. Students typically take 12+ credits in the MN portion to complete requirements. Some specialties may require more than nine (9) credit hours.
- Program delivery\*: specialty tracks vary in the program delivery mode. Most specialties hold the majority of classes in person with some online/hybrid course options. Check specialty specific information.
- Some specialty options require additional nursing experience prior to entry.\*\*
- Full time option only.

*\*The COVID pandemic has affected program delivery and our ability to offer classes in person. fall 2020 simulation experiences and clinicals will be in person with the majority of didactic classes delivered as online synchronous. spring & summer 2021 course delivery will be updated as information becomes available.*

*\*\*Emergency Nurse Practitioner, Neonatal Nurse Practitioner, Acute Adult-Gerontology Nurse Practitioner, Acute Pediatric Nurse Practitioner programs require clinical experience. The student should speak with the specialty coordinator to identify an individualized plan of study for how to attain this experience during their program. This may require a part time plan of study.*

### **Prerequisite Requirements:**

The prerequisites for the AMSN program include seven (7) courses, in addition to a bachelor's degree from an accredited University or College. Students may submit an application for admission with courses in progress, but all prerequisites must be complete with a grade of C or higher by the time of enrollment in the nursing program. *All courses are subject to review by the Office and Enrollment and Student Affairs.*

**Physical Sciences** *courses taken no more than seven (7) years prior to beginning the MN program.*

- General Chemistry I with lab
- Human Anatomy and Physiology I with lab
- Human Anatomy and Physiology II with lab
- Nutrition
- Microbiology with lab

### **Math**

- Introductory Statistics

### **Social Sciences**

- Human Growth and Development or Life Span Development. *The Human Growth and Development prerequisite must cover human development from conception through death.*

**For admission deadlines and requirements, refer to page 38.**



**To be considered for admission, applicants must:**

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application fee (not required from Oxford College and Emory University applicants).
3. Submit a complete application packet that includes:
  - a. Official College/University transcripts from **all schools** attended regardless if a degree was earned.
  - b. Resume including work experience, community service, leadership roles and research.
4. Official standardized test scores. Official GRE test scores must not be more than five (5) years old. Students can waive the standardized test score requirement if their overall, cumulative GPA is a 3.2 or higher. The Admission Committee has the right to request a test score at any point in the admission review process.
5. Students are reviewed for admission using a holistic process considering a student's academic performance, background, and experiences.

**Post-admission Requirements:**

Prior to enrollment each applicant accepted into the MN+MSN program must submit:

1. Proof of having successfully completed the prerequisites with a C grade or better. Applicants may apply for admission while taking prerequisite course work.
2. Documentation of having obtained current Basic Life Support for Health Care Providers CPR credentials through the American Heart Association.
3. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan.
4. Proof of immunization or immune status.
5. Physical examination results from a health care provider that gives evidence of good health.
6. Drug screen and background check.\*
7. Licensure as a registered nurse in the state of Georgia. Contact the Georgia Board of Nursing at [www.sos.georgia.gov/plb/rn](http://www.sos.georgia.gov/plb/rn).

*\*Clinical agencies or School of Nursing policy may require drug screens and/or background checks be repeated during the program.*

**Technical Standards for Nursing Applicants and Enrolled Students**

When considering nursing studies an applicant must evaluate their abilities and skills. To succeed in a nursing degree or post-graduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

**Observation:** Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities,

including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

**Communication:** Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

**Motor:** Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

**Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the ability to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

**Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

**Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum (<http://College.emory.edu/oue/student-support/students-with-disabilities/>).

Address any questions or concerns regarding these technical standards to the Associate Dean for Education, Assistant Dean for Pre-Licensure Programs, or the appropriate director for pre-

licensure tracks or specialty coordinator of the graduate program specialty in which the student is enrolled or seeks to apply

### **MN+MSN Graduation Requirements:**

Students in the MN+MSN program must satisfy all degree requirements for the MN program and all degree requirements for their master's specialty program. **A minimum GPA of 3.0 is required to enter into the MSN program.**

### **MN Graduation Requirements:**

- Completion of all nursing prerequisite requirements.
- Completion of 60 semester hours of the MN plan of study, of which 45 semester hours must be taken at Emory University.
- Completion of program requirements within five (5) years of the first semester enrolled in the program.
- Cumulative GPA of 2.75.
- Cumulative GPA of 3.0 or higher is required to progress to the MSN program. *A student with a cumulative GPA less than 3.0 or who fails to complete the plan of study in 4 consecutive semesters must apply to the MSN program directly for admission. Admission is granted on a competitive/space available basis. Students completing the MN program and instead wishing to go to the DNP program must apply for admission to that program.*

### **MSN GRADUATION REQUIREMENTS:**

A minimum of 36 semester hours of graduate course work is required to receive a Master of Science in Nursing. Specialty programs leading to a Master's degree require considerably more course work than the minimum listed below. The fulfillment of course work alone does not lead to a Master's degree. Credit hours in excess of 36 semester hours may be transferrable if they meet transfer credit criteria.

- A cumulative GPA of 3.0
- Satisfactory completion of at least 36 MSN semester hours of work is required as follows:
  - At least 17 hours must be in lecture or seminar work;
  - Course work must be on a 500, 600, or 700 level; and
  - A grade of B or better must be earned in all clinical course work taken.
- Completion of program requirements within five (5) years of the first semester enrolled in the program.

# Graduate Programs

## Welcome from the Assistant Dean of Graduate Clinical Programs

These are exciting, dynamic times for Advanced Practice Registered Nurses (APRN). We are called upon to provide safe, evidence-based, cost-effective care for patients, families and communities. We are challenged to lead change and promote health for diverse populations while advancing our profession. Advanced Practice Nursing provides you with a world of opportunities. Our dedicated and nationally recognized faculty will work with you as you develop the knowledge and skills of your chosen specialty. I have found being an Advance Practice Nurse is a rewarding and fulfilling career. I look forward to the opportunity to work with you to reach the next step in your career.

Sincerely,

**Elizabeth Downes, DNP, MPH, FNP, CNE, FAANP, ANEF, FAAN**

Assistant Dean of Graduate Clinical Programs

[edownes@emory.edu](mailto:edownes@emory.edu)

## Master of Science in Nursing

### Introduction

The Master of Science in Nursing (MSN) program prepares advanced-practice nurses in a variety of specialty areas. The programs reflect the faculty's commitment to providing graduate education that is relevant to the dynamic contemporary practice environment. Graduates are prepared to apply for the appropriate nurse practitioner or certified nurse midwife national certification examinations. The MSN curriculum consists of three components: theoretical core, clinical/functional core, and specialty content. Participative learning, multiple options for active learning, and alternative teaching methods, including hybrid and online courses, characterize the learning processes.

## MSN Mission, Vision and Values

The Nell Hodgson Woodruff School of Nursing mission, vision, and values are foundational to the MSN program. **The mission, vision, and values are found on page 14.**

## MSN Graduate Outcomes

The graduate of the Master of Science in Nursing Program of the Nell Hodgson Woodruff School of Nursing will demonstrate achievement in the following areas:

Competency Definition reflects NHWSN values	MSN Graduate Outcome The MSN graduate will:
<b>Systems Leadership:</b> Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.	<p>Lead interprofessional teams to design and coordinate safe, cost effective, quality care for individuals and families.</p> <p>Exhibit ethical and critical decision making, effective working relationships, and a systems-perspective in the design, delivery, and evaluation of health care.</p>
<b>Quality Improvement &amp; Safety:</b> Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.  <a href="http://qsen.org/competencies/graduate-ksas/">http://qsen.org/competencies/graduate-ksas/</a>	<p>Use quality processes and systematic methods to evaluate, improve care, and insure patient safety for individuals, populations, and systems.</p>
<b>Scholarship and Evidence Based Practice:</b> Scholarship includes observation, analysis, synthesis, application and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.	<p>Integrate and communicate current evidence, clinical expertise, and patient perspective to inform practice within the clinical setting.</p>
<b>Information Management:</b> Information management is the use of data, evidence and technology to support all aspects of nursing practice.	<p>Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.</p>

<b>Competency</b> <b>Definition reflects NHWSN values</b>	<b>MSN Graduate Outcome</b> <b>The MSN graduate will:</b>
<b>Health Policy, Finance &amp; Advocacy:</b> Health care policies influence the nature and functioning of health care systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.	Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care at all levels, including institutional, local, state, regional, federal, and international levels.
<b>Interprofessional Collaboration:</b> Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high quality, individualized care to patients, families and communities.	Collaborate with interdisciplinary health care team members to foster shared decision making and accountability for patient care outcomes.
<b>Clinical Prevention &amp; Population Health:</b> In clinical prevention nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health.	Use data to implement actionable prevention or treatment plans to optimize health outcomes for individuals, communities and populations.
<b>Professional Identity:</b> One's professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors.	Exhibit the judgement and behaviors of the advanced practice nurse.
<b>Nursing Practice:</b> Professional nursing practice is the autonomous, collaborative and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification.	Practice in an advanced role within the scope of standards defined by each specialty.

# Pathways to earning a Master of Science Degree in Nursing (MSN)

Emory's School of Nursing offers three distinct Master of Science degree program options with diverse areas of specialization. Below you can explore the entry point that is right for you.

1. **The Accelerated Bachelor of Science in Nursing + Master of Science in Nursing program (AMSN).** *This program will no longer enroll students as of summer 2020. Refer to the MN + MSN program.*

The AMSN is for applicants who wish to become nurse practitioners or nurse-midwives, and who already have earned a bachelor's degree in another field.\*

This fast-track program begins each summer, allowing students to earn a BSN degree in approximately 15 months, four (4) semesters and immediately begin their MSN course work. Full time plan of study option only.

*\*Some specialties are not available for immediate entry and require practice experience. Contact the program director for more information.*

2. **The Master in Nursing + Master of Science in Nursing program (MN+MSN).** *Inaugural cohort entry summer 2021.*

The MN+MSN is for applicants who wish to become nurse practitioners or nurse-midwives, and who already have earned a bachelor's degree in another field.\*

This fast-track program begins each summer, allowing students to earn a MN degree in approximately 15 months, 4 semesters and immediately begin their MSN course work. Full time plan of study option only.

*\*Some specialties are not available for immediate entry and require practice experience. Contact the program director for more information.*

3. **Master of Science In Nursing (MSN)**

The Master of Science in Nursing program is open to students holding a bachelor's degree in Nursing from an accredited nursing program and accredited college or university. Each of the specialties can be completed in four (4) semesters of full time study. Full and part time plans of study are available. Please contact your program director for more information.

4. **Post-Graduate Certificate**

The post-graduate certificate program option allows Advanced Practice Registered Nurses (APRN) to pursue advanced education in an additional area of specialization. An

individualized plan of study prepares the APRN to be board-eligible in their selected specialty. Contact the program director to have a gap analysis evaluation and an individualized plan of study developed.

## MSN Specialties & National Certifications

Specialty tracks prepare nurses at the master's level as advanced practice nurses (APRNs) who can function at their full scope of practice in a variety of acute and primary care settings for a specific population. While all master's students take core courses, each specialty is unique in the clinical courses, amount of clinical hours, and credit hours for the relevant track.

Students may complete a specialty track in four (4) consecutive semesters of full time study. Part time options are available. Some specialty areas require prior nursing practice in designated areas to enroll. We offer nine (9) specialty areas at the School of Nursing. The graduate is qualified to sit for national certification examinations for the respective specialty. The table below provides a listing of certification examinations offered through varied professional nursing organizations.

Specialty Area	National Certification(s)
Adult-Gerontology Acute Care Nurse Practitioner	American Nurses Credentialing Center (ANCC) American Association of Critical Care Nurses (AACN)
Adult-Gerontology Primary Care Nurse Practitioner	American Nurses Credentialing Center (ANCC)
	American Association of Nurse Practitioners (AANPCB)
Emergency Nurse Practitioner*	American Association of Nurse Practitioners (AANPCB)
Family Nurse Practitioner	American Nurses Credentialing Center (ANCC)
	American Association of Nurse Practitioners Certification Board (AANPCB)
Neonatal Nurse Practitioner	The National Certification Corporation (NCC)
Nurse-Midwifery	American Midwifery Certification Board (AMCB)
Pediatric Acute Care Nurse Practitioner	The Pediatric Nursing Certification Board (PCNB)



Specialty Area	National Certification(s)
Pediatric Primary Care Nurse Practitioner	The Pediatric Nursing Certification Board (PNCB)
Women's Health Nurse Practitioner	The National Certification Corporation (NCC)
<i>*Candidates for the Emergency Nurse Practitioner certification must first be certified as a Family Nurse Practitioner. Graduates of the Emergency Nurse Practitioner program will be eligible to sit for both examinations.</i>	

# Master's of Science (MSN)

## Introduction

The MSN Program prepares advanced practice nurses (APRN) in a variety of specialty areas. The program reflects the faculty's commitment to providing graduate education that is relevant to the dynamic contemporary practice environment. Graduates are board-eligible for the appropriate nurse practitioner or certified nurse midwife national certification examinations. The MSN curriculum consists of three components: theoretical core, clinical/functional core, and specialty content. The curriculum offers a variety of teaching-learning modalities including participative learning and alternative teaching methods including hybrid and online options.

The MSN program requires four (4) semesters of full time study (fall, spring, summer, fall). Required hours range from 45 to 53 semester hours depending on the selected specialty area. Not all courses are offered each semester. Students should consult the class schedule and their program director for program planning.

## Facts:

- The degree earned in an MSN.
- Complete in 4 semesters, continuous enrollment (4 semesters).
- The MSN course load is nine (9) semester hours or more to be considered full time.
- Program delivery: The four (4) specialty area programs that are distance-based are Acute Adult/Gerontology NP, Women's Health NP, Neonatal NP and Acute Pediatric NP. Applicants to these programs should speak to the program director to identify onsite requirements at Emory, Atlanta campus.
- Program delivery\*: specialty tracks vary in the program delivery mode (online/onsite) and onsite requirements. All programs have some onsite requirements. Check with the program director and on the School of Nursing website for specialty-program specific information.
- Full time and part time options are available.

*\*The COVID pandemic has affected course delivery and our ability to offer some classes in person. fall 2020 simulation experiences and clinicals will be in person with the majority of didactic classes offered as online synchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have. spring & summer 2021 course delivery will be updated as information becomes available.*

## Prerequisite Requirements:

- Our Master of Science in Nursing program is open to students holding an entry to practice nursing degree at the bachelor's or master's level from an accredited nursing program.
- Statistics course (3 semester credit hours)
- Undergraduate Health Assessment course (3 semester credit hours)

**For admission deadlines and requirements, refer to page 38.**

**To be considered for admission, applicants must:**

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application fee (not required from Emory University applicants).
3. Submit a complete application packet that includes:
  - a. Official College/University transcripts from **all schools** attended regardless if a degree was earned.
  - b. An official transcript showing a bachelor's degree was earned.
  - c. Official scores on the Graduate Record Examination (GRE). Scores must not be more than five (5) years old. The GRE is not required for applicants who hold another graduate degree (master's or higher) or who meet certain GPA requirements (3.2 or above).
  - d. Personal statement of career goals.
  - e. Professional resume.
4. Evidence of current licensure to practice professional nursing. A Georgia RN license is required to participate in clinical rotations within the state of Georgia. As of January 2018, Georgia became a Compact State. A multi-state license from another compact state is valid for practice in Georgia. Out of state students should check with their Director concerning licensure and the ability to enroll in a distance program or participate in clinical rotations in another state. State Authorization and approval by the State Board of Nursing in another state dictates whether a student may participate in an out of state clinical or distance education program.
5. Students are reviewed for admission using a holistic process considering a student's academic performance, background, and experiences.

*Note: Some specialties have additional program specific admission requirements. If a program does have additional requirements, they will be noted in that specialty track section.*

**Post-admission Requirements:**

Prior to enrollment each applicant accepted into the MSN program must submit:

1. Documentation of having obtained current Basic Life Support for Health Care Providers CPR credentials through the American Heart Association.
2. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan.
3. Proof of immunization or immune status.
4. Physical examination results from a health care provider that gives evidence of good health.
5. Drug screen and background check\*, and
6. Licensure as a registered nurse in the state of Georgia or a multistate license. Contact the Georgia Board of Nursing to obtain a license at [www.sos.georgia.gov/plb/rn](http://www.sos.georgia.gov/plb/rn).

*\*Clinical agencies or School of Nursing policy may require additional drug screening, immunization requests and/or background checks during the program.*

## **Graduation Requirements:**

### **MINIMUM DEGREE REQUIREMENTS FOR MSN PROGRAM:**

To promote seamless academic progression toward a terminal doctoral degree, the Nell Hodgson Woodruff School of Nursing sets minimum requirements for a master's degree. A minimum of 36 semester hours of graduate course work is required to receive a master of science in nursing. Specialty programs offering a terminal master's degree require considerably more course work than the minimum listed below. The fulfillment of course work alone does not lead to a master's degree. Credit hours in excess of 36 may be transferrable if they meet transfer credit criteria.

- A minimum GPA of 3.0.
- Satisfactory completion of at least 36 MSN credit hours of work is required as follows:
  - At least 17 hours must be in lecture or seminar work.
  - Course work must be on a 500, 600, or 700 level.
  - A grade of B or better must be earned in all clinical course work taken.
  - Satisfactory completion of all clinical requirements
- Completion of course requirements (see above) within five (5) years of the first semester enrolled in the program.

## **Veteran Affairs Nursing Academic Partnership (VANAP) Programs - Graduate Education**

Nell Hodgson Woodruff School of Nursing (NHWSN) is answering the call to prepare nurses to care for our Nation's heroes, a part of nursing's history that extends as far back as Florence Nightingale in the Crimean War. NHWSN has two designated, competitively selected, VA Nursing Academic Partnership (VANAP) programs for undergraduate and graduate education. These prestigious awards through the U.S. Department of Veteran Affairs are designed to prepare a nursing workforce to address the complex and unique health care needs of Veterans across the continuum of care. The VA is the largest employers of nurses and advanced practice nurses, and leads in full practice authority for nurse practitioners, practice innovation, and research.

The VANAP programs represent an academic-practice partnership between NHWSN and the Atlanta VA Health Care system where a select cohort of scholars received a robust and interprofessional education with small faculty-student ratios. The Atlanta VA Health System offers premier programs, numerous community-based outpatient clinics (CBOCs), and specialty clinics. VANAP graduates are well positioned for the VA Post Baccalaureate Nurse Residency, program, VA Transition to Practice program, and the VANAP-GE NP Residency program.

### **VANAP in Graduate Education:**

- Students accepted into the Adult Gerontology Primary Care Nurse Practitioner program and Family Nurse Practitioner program are eligible to apply.

- Clinical experiences are enhanced by grand rounds, seminars, scientific meetings, and leadership opportunities.
- Learn with state-of the-art technology

## Specialty Tracks

We offer nine (9) specialty areas at the School of Nursing. Specialty tracks prepare nurses at the master's level as advanced practice nurses who can function at their full scope of practice in a variety of acute and primary care settings for a specific population. While all master's students take core courses, each specialty is unique in the clinical courses, the amount of clinical hours, and the total credit hours earned to graduate in the relevant track. Students may complete a specialty track in just four (4) semesters of full time study. Part time options are available. Some specialty areas require prior nursing practice in designated areas. Upon program completion, graduates are qualified to sit for national certification examinations.

### Adult/Gerontology Acute Care Nurse Practitioner Specialty

#### Welcome from the Director

Welcome! If you like the idea of having a fast-paced, challenging, and often unpredictable practice environment, then the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program is for you! As an AGACNP you will manage and provide complex care to high-acuity and/or critically ill patients. Care of this vulnerable population involves performing advanced procedures using multiple technologies/modalities, in collaboration with an interprofessional team. As an AGACNP, you will provide care to in-patient adults of all ages.

We offer our students a wide variety of specialization sites for clinical experiences, from all surgical specialties i.e. trauma surgery, plastic surgery, transplant surgery, orthopedic surgery, all critical care medicine units i.e. SICU, CCU, MICU, CVICU, TICU, to all high-level specialties i.e. pulmonary, endocrine, infectious disease, cardiology, nephrology.

Sincerely,

**Jennifer Adamski, DNP, CCRN, APRN-BC, ACNP-BC**

Adult-Gerontology Acute Care Nurse Practitioner, Director

[jennifer.adamski@emory.edu](mailto:jennifer.adamski@emory.edu)

#### Introduction

The Adult/Gerontology Acute Care Nurse Practitioner (AGACNP) program prepares nurses to provide advanced practice in acute care settings through a program of study focused on the care of acutely ill patients and complex chronically ill patients and their families. The program integrates content in advanced health assessment, clinical decision-making and diagnosis, advanced pharmacology, and management of acutely ill adults with specialty seminars taught by expert clinicians. Seminars and clinical experiences emphasize the physiological and psychosocial impact of acute illness on the patient and family. Graduates are prepared to sit for the Adult-Gerontology Acute Care Nurse Practitioner certification exam administered by the

American Nurses Credentialing Center (ANCC) or American Association of Critical Care Nurses (AACN) board exam. Please contact the Director for additional information on the practice requirements.

**Facts:**

- The degree earned is an MSN.
- The Plan of Study requires 48 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment
- The AGACNP course load is nine (9) credit hours or more per semester to be considered full time.
- Program delivery\*: The majority of courses are online/with some onsite requirements on the Atlanta Campus, Emory University.
- Full time and part time options available.
- A minimum of one (1) year of RN experience, preferably in a critical care setting, is needed prior to admission to this program. Speak with the Director to determine how you may begin part time course work post-BSN for admission into this program.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and to be board-eligible at the end of program.*

**Adult/Gerontology Acute Care Nurse Practitioner  
Program of Study - Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 646	Advanced Skin and Wound Management	2	
NRSG 576	Introduction to Clinical Specialty: Adult-Gerontology Acute Care Nurse Practitioner	2	60
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 2 (spring)</b>			
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 519	Acute and Complex Chronic Disease Management for the AGACNP I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 668	Adult-Gerontology Acute Care Nurse Practitioner I	4	180
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 3 (summer)</b>			
NRSG 520	Acute and Complex Chronic Disease Management for the AGACNP II	2	
NRSG 591	Health care Quality and Patient Safety	3	
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 669	Adult-Gerontology Acute Care Nurse Practitioner II	5	240
<b>Semester Credit Hours</b>		<b>12</b>	<b>240</b>
<b>Semester 4 (fall)</b>			
NRSG 599	Business of Health care: Finance	2	
NRSG 589	Innovative Leadership in Health Care Delivery	2	
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 670	Adult-Gerontology Acute Care Nurse Practitioner III	6	300
<b>Semester Credit Hours</b>		<b>12</b>	<b>300</b>
<b>Program total</b>		<b>48</b>	<b>780</b>

## Adult/Gerontology Primary Care Nurse Practitioner Specialty

### Welcome from the Director

Do you want to be a part of the solution to our nation's health crisis? By majoring in Adult Gerontology Primary Care, you as an advance practice registered nurse, will be at the forefront of new paradigms of care delivery: establishing medical homes, advancing the cause of prevention, serving the underserved in their communities, and providing care to complex chronically ill patients to enhance outcomes and advance the health of our nation. Adult Gerontology Primary Care Nurse Practitioners will be the answer to care for the multiple comorbidities of a US population that is growing older. By focusing our energies on the normal physiology of aging, chronic disease management, transitions of care services and community engagement we advocate for intervention, prevention, and lifestyle changes that will present a healthier population from adolescence and beyond.

Our focus is on developing long-term relationships with patients and their families, the interprofessional team, the community, and health care delivery from start to completion. We are able to diagnose, treat, relieve, and assist those patients entrusted to our care using the holistic approaches of allopathic and homeopathic medicine. It is often said that Adult Gerontology Primary Care Nurse Practitioners do things *with* the patients instead of *to* the patients.

Not a service line of multiple procedures, we focus instead on multiple interventions to improve the health of those we serve. Specialty training in the areas of unsolved cures such as HIV, AIDS, Alzheimer's, diabetes, and cancer are part of our curriculum. Adult Gerontology Primary Care Nurse Practitioners shoulder the opportunity to advance treatment, relieve suffering, and improve the quality of life over one's lifetime. Please do not hesitate to contact me for further information about our Adult Gerontology Primary Care Nurse Practitioner program.

Sincerely,

**Phyllis Wright, DNP, AGPCNP, MPH**

Adult-Gerontology Primary Care Nurse Practitioner, Director

[phyllis.p.wright@emory.edu](mailto:phyllis.p.wright@emory.edu)

### Introduction

As an Advanced Practice Registered Nurse in Adult Gerontology Primary Care, you will be at the forefront of new paradigms of care delivery: establishing medical homes, advancing the cause of prevention, providing care to complex chronically ill patients, and serving the underserved in their communities. Our efforts will enhance outcomes and advance the health of our nation. Using our specific mission of "Triple E Triple C," we expect our graduates to be: Excellent Clinicians, Exemplary Critical Thinkers and Effective Communicators. Every scholarly and clinical action we undertake, we look at through this lens.

The adult-gerontology primary care graduate focuses on intervention, prevention, and lifestyle changes that will produce a healthier population from adolescence and beyond. Because the



key to patient empowerment is relationship building, we work with our patients to resolve challenges not only with their health but across the care paradigm involving families, communities, and the interprofessional team.

Adult Gerontology Primary Care Nurse Practitioners shoulder the opportunity to advance treatment, relieve suffering, and improve quality of life from adolescence and beyond. Please do not hesitate to contact me for further information about our Adult Gerontology Primary Care Nurse Practitioner program.

**Facts:**

- The degree earned is an MSN.
- The Plan of Study requires 51 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment, full time.
- The AGPCNP course load is nine (9) credit hours or more per semester to be considered full time.
- Program delivery\*: specialty tracks vary in the program delivery mode (online/onsite) and onsite requirements. All programs have some onsite requirements. Check with the program director and on the School of Nursing website for specialty-program specific information.
- Full time and part time options available.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification.*

**Adult/Gerontology Primary Care Nurse Practitioner  
Program of Study - Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 575	Optimal Wellness: Promoting and Maintaining Health	2	
NRSG 576	Introduction to Clinical Specialty: Adult/Gerontology Primary Care Nurse Practitioner	2	30
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 2 (spring)</b>			
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 671	Adult/Gerontology Primary Care Nurse Practitioner I	4	180
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 3 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 591	Health care Quality and Patient Safety	3	
NRSG 644	Advanced Continence Management	2	
NRSG 673	Adult/Gerontology Primary Care Nurse Practitioner II	5	240
NRSG 652	Mental Health Issues in Advanced Practice Nursing	2	
<b>Semester Credit Hours</b>		<b>14</b>	
<b>Semester 4 (fall)</b>			
NRSG 599	Business of Health care: Finance	2	
NRSG 589	Innovative Leadership in Health Care Delivery	2	
NRSG 646	Advanced Skin and Wound Management	2	
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 674	Adult/Gerontology Primary Care Nurse Practitioner III	5	240
<b>Semester Credit Hours</b>		<b>13</b>	
<b>Program Total</b>		<b>51</b>	<b>690</b>

## Emergency Nurse Practitioner Specialty

### Welcome from the Director

Welcome future Emergency Nurse Practitioner (ENP) students! Thank you for considering our emergency care specialty program and for your interest in the exciting practice of emergency care. The Emory ENP program, established in 2002, was the second accredited Family Nurse Practitioner (FNP/ENP) program with an integrated emergency care focus in the US. The program now has 150 graduates providing comprehensive, quality care in primary, urgent, and emergency care settings across the country. ENP alumni serve as faculty and preceptors throughout Georgia, offering ENP students excellent mentorship within our specialty. The Emory ENP program is unique in that we are the only ENP program in the country dedicated to interprofessional preparation. We partner ENP students with emergency medicine residents to promote team skills and collaboration in core clinical and classroom experiences. Graduates completing this rigorous and intensive program are eligible for certification as an FNP with additional specialty certification as an ENP.

ENP didactic content incorporates care of patients of all ages and acuities providing clinical rotations in primary, urgent, and emergency care settings. Additional preparation in trauma, forensics, and disaster response are also included. We incorporate comprehensive high-fidelity simulations to enhance medical decision-making skills. Both basic and advanced procedural skills are an important component to the ENP specialty education. Students interested in doctoral preparation are encouraged to apply to the post-BSN DNP program with an ENP specialty focus.

The ENP program requires prior experience in emergency nursing. However, applicants with pre-hospital, disaster/crisis management, military, or other related experiences are encouraged to apply. I welcome your inquiries to our program and your interest in joining the emergency health care workforce.

Sincerely,

**Dian Evans, PhD, FNP-BC, ENP-BC, FAANP, FAAN**

Emergency Nurse Practitioner, Director

[ddevans@emory.edu](mailto:ddevans@emory.edu)

### Introduction

The Emergency Nurse Practitioner (ENP) program prepares nurses to provide health care to patients across the lifespan in emergency urgent and primary care settings. Program content builds on the Family Nurse Practitioner curriculum adding content in the care of patients presenting to emergency settings with urgent and emergent medical conditions. Fifty-three (53) credit hours are required for degree completion. Since the Emergency Nurse Practitioner program requires prior experience in emergency nursing, disaster/crisis management, military service or related work experience please, contact the Director for additional information on prior practice requirements.

**Facts:**

- The degree earned is an MSN.
- The Plan of Study requires 56 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment, full time.
- The ENP course load is nine (9) credit hours or more per semester to be considered full time.
- Program delivery\*: The delivery of ENP courses are in a face-to-face format with the majority of FNP and core MSN courses delivered either face-to-face or online/hybrid delivery. MSN courses use block scheduling with intensive blocks of didactic content followed by blocks of clinical immersion rotations.
- Full time and part time options available.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification at the end of program.*

**Emergency Nurse Practitioner  
Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Introduction to Clinical Specialty: Family Nurse Practitioner	2	60
NRSG 549	Pediatric Wellness	2	
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 2 (spring)</b>			
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 577	Family/Emergency Nurse Practitioner I: Clinical Decision-Making in Emergency Care	7	300
<b>Semester Credit Hours</b>		<b>17</b>	<b>300</b>
<b>Semester 3 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 579	Family/Emergency Nurse Practitioner II: Medical Emergencies	7	240
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 591	Health care Quality and Patient Safety	3	
<b>Semester Credit Hours</b>		<b>14</b>	<b>240</b>
<b>Semester 4 (fall)</b>			
NRSG 599	Business of Health care: Finance	2	
NRSG 589	Innovative Leadership in Health Care Delivery	2	
NRSG 580	Family/Emergency Nurse Practitioner III: Traumatic Emergencies	7	240
NRSG 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>13</b>	<b>240</b>
<b>Program Total</b>		<b>56</b>	<b>840</b>

## Family Nurse Practitioner Specialty

### Welcome from the Director

Welcome future Family Nurse Practitioner (FNP) students! Thank you for your interest in our program. The FNP faculty takes great pride in offering an excellent graduate FNP program, and we are excited that so many of our graduates and colleagues share this opinion. The FNP program is the largest and most popular advanced practice specialty program we offer at the School of Nursing. Currently, it is ranked at #5 nationally by US News and World Report (2020).

The Emory FNP program prepares you to provide quality health promotion, prevention, episodic care, and chronic disease management working in mostly an outpatient and/or ambulatory care setting. Primary care management across the family continuum is at the core of this health provider role, but can also include working in urgent care and other specialty outpatient clinical areas. This program offers a rigorous didactic component with wonderful opportunities for clinical rotations spent with preceptors who are located in urban and rural communities both inside and outside the Atlanta Metro area. Our FNP graduates are employed throughout the nation and world in a variety of settings, and make full use of their broad scope of practice across the lifespan.

Please do not hesitate to contact me to discuss your future professional goals.

Sincerely,

**Desirée Clement, DNP, APRN, CNM, FNP-BC, FACNM**

Family Nurse Practitioner Program, Director

[desiree.clement@emory.edu](mailto:desiree.clement@emory.edu)

### Introduction

The Family Nurse Practitioner (FNP) program prepares advanced practice nurses for the challenges of primary health care in diverse settings. The program provides students with didactic content related to the role of the FNP, including clinical courses, basic science, ethics, leadership, research, and other topics; clinical rotations focus on outpatient-based health care. Emory FNP graduates assume responsibility for assessment and management of a broad range of health care needs of individuals and families across the life span in community settings. Graduates are eligible to take either the American Nurses Credentialing Center or the American Association of Nurse Practitioners certification board examinations.

### Facts:

- The degree earned is an MSN.
- The Plan of Study requires 49 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment, full time.
- The FNP course load is nine (9) credit hours or more per semester to be considered full time.

- Program delivery\*: The majority of courses are face-to-face with some online/hybrid delivery. MSN courses use block scheduling with intense blocks of didactic content followed by blocks of intense clinical immersion experiences.
- Full time and part time options available.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and board-eligible certification at the end of program.*

**Family Nurse Practitioner  
Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Introduction to Clinical Specialty: Family Nurse Practitioner	2	60
NRSG 549	Pediatric Wellness	2	
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 2 (spring)</b>			
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 570	Family Nurse Practitioner I	4	180
<b>Semester Credit Hours</b>		<b>14</b>	<b>180</b>
<b>Semester 3 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 572	Family Nurse Practitioner II	5	180
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 591	Health care Quality and Patient Safety	3	
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 4 (fall)</b>			
NRSG 599	Business of Health care: Finance	2	
NRSG 589	Innovative Leadership in Health Care Delivery	2	
NRSG 573	Family Nurse Practitioner III	5	240
NRSG 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>11</b>	<b>240</b>
<b>Program Total</b>		<b>49</b>	<b>660</b>



## Nurse-Midwifery Specialty

### Welcome from the Director

In every culture, and throughout time, childbearing women have trusted midwives to provide sensitive, competent care. In the United States today, Certified Nurse-Midwives combine current scientific evidence with traditional approaches to care of women from adolescence to menopause and beyond. The nurse-midwifery program at Emory University is a rich environment for discovery and active participation in the art and science of midwifery. The hallmark of our program is its outstanding PhD-prepared faculty. Experts in clinical instruction, the faculty also conduct and disseminate ground-breaking research in maternal-child health. Many faculty remain active in clinical practice and precept students in various clinical settings. Emory Nurse-Midwifery students receive training in the core competencies set by the Accreditation Commission for Midwifery Education for the independent provision of primary care, gynecologic and family planning services, preconception care, care during pregnancy, childbirth and postpartum, and care of the normal newborn in the first month of life. Upon graduation from Emory, our students are well-prepared to take the national certification examination and to launch their careers as leaders in nurse-midwifery.

**Sara Edwards PhD, MN, MPH, CNM, FACNM**

Nurse Midwifery, Director

[sedwar2@emory.edu](mailto:sedwar2@emory.edu)

### Introduction

The Nurse-Midwifery (NM) program prepares advanced practice nurses with skills in antepartum, intrapartum, postpartum, family planning, newborn, and selected aspects of women's health care. Graduates provide leadership in reproductive health care, to meet the primary care needs of essentially healthy women across their lifespan, along with the care of normal newborns. Completion of the program leads to eligibility for certification by the American Midwifery Certification Board.

### Facts

- The degree earned is an MSN.
- The Plan of Study requires 52-54 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment, full time.
- The Nurse Midwife course load is nine (9) credit hours or more per semester to be considered full time.
- Program delivery\*: The majority of courses are face-to-face with some online/hybrid delivery. MSN courses use block scheduling with intense blocks of didactic content followed by blocks of intense clinical immersion experiences.
- Full time and part time options available.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used*

*to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification at the end of program.*

**Nurse Midwifery  
Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 575	Optimal Wellness: Promoting and Maintaining Health	2	
NRSG 576	Introduction to Clinical Specialty: Nurse Midwifery	2	20
NRSG 614	Human Lactation and Breastfeeding Management	2	
NRSG 523*	Extended Role Transition for the BSN-Prepared Nurse Entering the APRN Profession*	1-2*	60-120
<b>Semester Credit Hours</b>		<b>14-16</b>	<b>20-120</b>
<b>Semester 2 (spring)</b>			
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 561	Nurse Midwifery I	5	180
<b>Semester Credit Hours</b>		<b>13</b>	<b>180</b>
<b>Semester 3 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 591	Health care Quality and Patient Safety	3	
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 630	Nurse Midwifery II	5	180
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 4 (fall)</b>			
NRSG 599	Business of Health care: Finance	2	
NRSG 589	Innovative Leadership in Health Care Delivery	2	
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 631	Nurse Midwifery III	5	240
NRSG 678	Gender, Women, and Health	2	
<b>Semester Credit Hours</b>		<b>13</b>	<b>240</b>
<b>Program Total</b>		<b>52-54</b>	<b>620-740</b>

*\*This course is mandatory for students with no recent clinical practice in labor and delivery as a licensed, registered nurse. The credits a student must take will be determined by the nurse midwifery specialty coordinator. It is a variable credit course.*

## Neonatal Nurse Practitioner Specialty

### Welcome from the Director

Emory offers the only Neonatal Nurse Practitioner (NNP) program in the state of Georgia and the immediate southeastern region of the US! I am Suzanne Staebler and privileged to coordinate this program for Emory University's School of Nursing. Our Neonatal specialty program is one of a handful of programs in the country that prepares nurses as advanced practice providers across the continuum of care, skilled in performing comprehensive assessments, diagnostic evaluations, and symptom and disease management for neonates and infants through age two. All aspects of advanced nursing practice are explored from an evidenced-based approach, including roles of educator, researcher, consultant, and advocate. Students complete more than 700 hours of direct patient care across the continuum of care as students achieve the neonatal NP competencies.

We offer full and part time plans of study in a distance format. The national NNP program requirements mandate two years of full time NICU RN experience prior to enrolling in the clinical courses. Please contact me with any questions you may have as you consider entering this exciting and vastly rewarding area of health care.

Sincerely,

**Suzanne Staebler DNP, APRN, NNP-BC, FAANP, FAAN**

Neonatal Nurse Practitioner, Director

[suzanne.staebler@emory.edu](mailto:suzanne.staebler@emory.edu)

### Introduction

The Neonatal Nurse Practitioner (NNP) program educates nurses as primary and acute-care advanced practice providers, skilled in performing comprehensive assessments, diagnostic evaluations, and symptom and disease management for neonates and infants up to age two. This focus includes health promotion, disease prevention, health maintenance, ethical considerations, parental counseling and education, differential diagnoses, and treatment of acute and chronic illnesses in a variety of health care settings.

Congruent with NHWSN mission and goals, the purpose of the neonatal nurse practitioner (NNP) track is to provide graduate education with the defined focus and prepare leaders in neonatal health care as providers of high-quality evidenced-based care in a socially responsible and ethically sensitive manner. All aspects of advanced nursing practice are explored, including roles of educator, researcher, consultant, and advocate. Students are eligible for national certification as a neonatal nurse practitioner through the National Certification Corporation upon successful completion of program requirements.

### Program Specific Admission Requirements:

National criteria mandate that all applicants must have at least two years (full time) of Level III or IV NICU nursing experience prior to entering the clinical courses of the program. Part time applicants will be considered with one year of full time NICU nursing experience.

AMSN students are eligible to pursue the neonatal specialty, but their plan of study will be different from the primary care track. Due to the national criteria for NICU RN experience, students will need to meet with faculty to determine the best plan of study and any possible alternative entry pathways into the program.

**Facts:**

- The degree earned is an MSN.
- The Plan of Study requires 47 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment, full time.
- Full time status is considered nine (9) credit hours or more in the neonatal NP rack.
- Program delivery\*: The majority of courses are hybrid with face-to-face intensives on campus 1-2 times a semester.
- Full time and part time options available.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification at the end of program.*

**Neonatal Nurse Practitioner (NNP)\*  
Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 554	Advanced Neonatal and Pediatric Health Assessment	3	
NRSG 552	Staying Healthy in Neonates/Infants: Intro to Clinical Specialty	3	60
<b>Semester Credit Hours</b>		<b>11</b>	<b>60</b>
<b>Semester 2 (spring)</b>			
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 522	Advanced Pharmacology	3	
NRSG 556	Advanced Neonatal Issues I	3	
NRSG 651	Neonatal Nurse Practitioner I	4	180
<b>Semester Credit Hours</b>		<b>13</b>	<b>180</b>
<b>Semester 3 (summer)</b>			
NRSG 557	Advanced Neonatal Issues II	3	
NRSG 653	Neonatal Nurse Practitioner II	5	240
NRSG 591	Health Care Quality and Patient Safety	3	
<b>Semester Credit Hours</b>		<b>11</b>	<b>240</b>
<b>Semester 4 (fall)</b>			
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 589	Innovative Leadership in Health Care Delivery	2	
NRSG 599	Business of Health Care: Finance	2	
NRSG 654	Neonatal Nurse Practitioner III	6	300
<b>Semester Credit Hours</b>		<b>12</b>	<b>300</b>
<b>Program Total</b>		<b>47</b>	<b>780</b>

## Pediatric Nurse Practitioner Specialties

### Welcome from the Acute and Primary Care Directors

*"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove... but the world may be different because I was important in the life of a child." -- Forest E. Witcraft*

Welcome to the Pediatric Nurse Practitioner Specialties!

The pediatric specialties offer you a unique opportunity to academically and clinically specialize in pediatrics for a variety of professional setting. You are entering into a special area of practice that involves the care of the child and their family. Whether you go into primary or acute care, you are intimately involved in some of the most critical moments within a child's lifetime, from birth to early adult. The care that you provide can impact a family for years to come. Please do not hesitate to contact us if you have any questions about the Pediatric Specialty programs.

**Ann-Marie Brown, PhD, CPNP-AC/PC, CCRN, FCCM**

Pediatric Acute Care Nurse Practitioner, Director

[ann-marie.brown@emory.edu](mailto:ann-marie.brown@emory.edu)

**Imelda Reyes, DNP, MPH, CPNP-PC, FNP-BC, FAANP**

Pediatric Primary Care Nurse Practitioner, Director

[imelda.reyes@emory.edu](mailto:imelda.reyes@emory.edu)

**Jeannie Rodriguez, PhD CPNP-PC**

Pediatric Primary Care Nurse Practitioner, Assistant Director

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## Pediatric Nurse Practitioner Acute Care Specialty

### Introduction

The Pediatric Acute Care Nurse Practitioner (PNP-AC) program prepares nurses for advanced nursing practice roles in caring for acutely, critically, and chronically ill children in a variety of health care settings. Graduates will provide direct patient care management such as performing in-depth physical assessments, ordering and interpreting results of laboratory and diagnostic tests, and ordering medications and performing therapeutic treatments. Management of health and developmental needs of infants, children, adolescents, and their families is also emphasized. Management of health and developmental needs of children and their families is also included. Students complete at least 660 hours of directly supervised clinical practice and are eligible for pediatric nurse practitioner certification through the Pediatric Nursing Certification Board (PNCB).

### **Program Specific Admission Requirements:**

All applicants must have at least one year of full time or an equivalent amount of part time acute care pediatric nursing experience. Please contact the Director if you have questions regarding what type of experiences qualify.

### **Facts:**

- The degree earned is an MSN.
- The Plan of Study requires 46 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment, full time.
- The PNP-AC course load is nine (9) credit hours or more per semester to be considered full time.
- Program delivery\*: The majority of courses are hybrid, but include face-to-face intensives.
- Full time and part time options available.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and board-eligible for certification at the end of program.*



**Pediatric Acute Care Nurse Practitioner (PNP-AC)  
Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 554	Advanced Neonatal and Pediatric Health Assessment	3	
NRSG 547	Staying Healthy in Pediatrics: Intro to Clinical Specialty	2	60
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 549	Pediatric Wellness	2	
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 2 (spring)</b>			
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 661	Pediatric Acute Care Nurse Practitioner I	4	180
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 3 (summer)</b>			
NRSG 546	Advanced Pediatric Practice II	2	
NRSG 662	Pediatric Acute Care Nurse Practitioner II	4	180
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 591	Health Care Quality and Patient Safety	3	
<b>Semester Credit Hours</b>		<b>11</b>	<b>180</b>
<b>Semester 4 (fall)</b>			
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 589	Innovative Leadership in Health Care Delivery	2	
NRSG 663	Pediatric Acute Care Nurse Practitioner III	5	240
NRSG 599	Business of Health Care: Finance	2	
<b>Semester Credit Hours</b>		<b>11</b>	<b>240</b>
<b>Program Total</b>		<b>46</b>	<b>660</b>

## Pediatric Nurse Practitioner Primary Care Specialty

### Introduction

The Pediatric Primary Care Nurse Practitioner (PNP-PC) program prepares nurses for advanced nursing practice roles in caring for pediatric populations with well-child problems and children with acute and chronic illnesses. Students develop beginning expertise in assessment, diagnosis, and management of a wide range of health, behavioral, and developmental needs/problems of children and their families. Students have clinical experiences with children who have acute and chronic health problems. Graduates of this clinical specialty are prepared to meet the comprehensive health care needs of infants, children, adolescents, and their families in a variety of primary care settings. Students are required to complete at least 600 hours of directly supervised clinical practice and are eligible for pediatric nurse practitioner certification through the Pediatric Nursing Certification Board (PNCB).

### Facts:

- The degree earned is an MSN.
- The Plan of Study requires 45 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment, full time.
- The PNP-PC course load is nine (9) credit hours or more per semester to be considered full time.
- Program delivery\*: The majority of courses are face-to-face with some online/hybrid delivery.
- Full time and part time options available.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and board-eligible for certification at the end of program.*

**Pediatric Primary Care Nurse Practitioner (PNP-PC)  
Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 554	Advanced Neonatal & Pediatric Health Assessment	3	
NRSG 547	Staying Healthy in Pediatrics: Intro to Clinical Specialty	2	60
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 549	Pediatric Wellness	2	
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 2 (spring)</b>			
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 664	Pediatric Primary Care Nurse Practitioner I	4	180
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 3 (summer)</b>			
NRSG 546	Advanced Pediatric Practice II	2	
NRSG 665	Pediatric Primary Care Nurse Practitioner II	4	180
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 591	Health Care Quality and Patient Safety	3	
<b>Semester Credit Hours</b>		<b>11</b>	<b>180</b>
<b>Semester 4 (fall)</b>			
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 589	Innovative Leadership in Health Care Delivery	2	
NRSG 667	Pediatric Primary Care Nurse Practitioner III	4	180
NRSG 599	Business of Health Care: Finance	2	
<b>Semester Credit Hours</b>		<b>10</b>	<b>180</b>
<b>Program Total</b>		<b>45</b>	<b>600</b>

## Women's Health Nurse Practitioner Specialty

### Welcome from the Director

Welcome! Thank you for exploring the Women's Health Nurse Practitioner program at the Nell Hodgson Woodruff School of Nursing at Emory University. According to the World Health Organization, being a woman has a significant impact on health (often negative), from both biological and gender-related differences. The health of women and girls is of particular concern because they are often disadvantaged by gender or sexual discrimination rooted in sociocultural factors. With faculty experienced in working with victims of violence, Emory offers a unique opportunity for training advanced practice nurses to meet the needs of this population. The Women's Health specialty offers you the opportunity to academically and clinically specialize in women's health care in a variety of professional settings. Our students are engaged in Women's Health Care practice across the life span and emphasizes addressing the access to health care and sociocultural disparities issues faced by women. Please do not hesitate to contact me if you have any questions about the Women's Health Program.

Sincerely,

**Trisha Sheridan, DNP, WHNP-BC, SANE-A, SANE-P**

Women's Health Nurse Practitioner, Director

[trisha.sheridan@emory.edu](mailto:trisha.sheridan@emory.edu)

### Introduction

The Women's Health Nurse Practitioner (WHNP) program prepares nurses to deliver primary care to women throughout the life span. The program is based on in-depth knowledge of theory, pathophysiology, research utilization, pharmacotherapeutics, and clinical decision-making skills. Program emphasis is on the primary care of women, including reproductive-gynecologic health. The WHNP program requires 48 credit hours and may be completed in four (4) semesters of full time study or may be pursued part time.

The curriculum meets the guidelines for education established by both the Association of Women's Health, Obstetric and Neonatal Nurses, and the National Organization of Nurse Practitioners in Women's Health, and it is the only master's program accredited by the National Association of Nurse Practitioners in Women's Health. Graduates are prepared to take the national Women's Health Nurse Practitioner certification exam offered by the National Certification Corporation.

### Facts:

- The degree earned is an MSN.
- The Plan of Study requires 48 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment
- The WHNP course load is nine (9) credit hours or more per semester to be considered full time.
- Program delivery\*: The majority of courses are online/hybrid delivery with some synchronous sessions.

- State authorization and State Board of Nursing may have specific requirements that may prohibit enrollment into a distance-based program. Contact the Director for more information.
- Full time and part time options available.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and board-eligible for certification at the end of program.*

**Women's Health Nurse Practitioner Plan of Study (WHNP)  
Full Time (4 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRS 524	Becoming an APRN	2	
NRS 528	Advanced Physiology/Pathophysiology	3	
NRS 544	Advanced Health Assessment	3	
NRS 576	Introduction to Clinical Specialty: Women's Health Nurse Practitioner	2	20
<b>Semester Credit Hours</b>		<b>10</b>	<b>20</b>
<b>Semester 2 (spring)</b>			
NRS 505	Research and Evidence-Based Practice	3	
NRS 517	Management of Acute and Chronic Illness I	2	
NRS 522	Advanced Pharmacology	3	
NRS 600	Women's Health Nurse Practitioner I: Reproductive Health Care for Women	5	180
<b>Semester Credit Hours</b>		<b>13</b>	<b>180</b>
<b>Semester 3 (summer)</b>			
NRS 518	Management of Acute and Chronic Illness II	2	
NRS 591	Health care Quality and Patient Safety	3	
NRS 601	Women's Health Nurse Practitioner II: Advanced Care of Women	5	180
NRS 652	Mental Health Issues for Advanced Practice Nursing	2	
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 4 (fall)</b>			
NRS 599	Business of Health care: Finance	2	
NRS 589	Innovative Leadership in Health Care Delivery	2	
NRS 602	Women's Health Nurse Practitioner III: Preceptorship for Women's Health	5	240
NRS 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>11</b>	<b>240</b>
<b>Program Total</b>		<b>46</b>	<b>620</b>

# Dual Degree Options

## Dual Degree: MSN/MPH

### **MASTER OF SCIENCE IN NURSING (MSN)/MASTER OF PUBLIC HEALTH (MPH)**

The Nell Hodgson Woodruff School of Nursing in collaboration with the Rollins School of Public Health offer a dual degree program for students interested in pursuing a Master of Science in Nursing (MSN) and Master of Public Health (MPH).

This program is designed for nurses who want to enhance their knowledge and skills in community/public health nursing, as well as in a specific nursing specialty. Students select a specialty area in the School of Nursing and in the School of Public Health. Specialties in public health include behavioral sciences and health education, biostatistics, environmental and occupational health, epidemiology, health policy and management, and global health. This dual degree curriculum consists of core and specialty content from both the Master of Science in Nursing (MSN) and Master of Public Health (MPH). The total number of credit hours for the program will vary by the specialty selected.

In the Rollins School of Public Health, dual degree students must take a minimum of 32 credit hours for the degree. Information about nursing specialty hours for the dual degree is available from the Assistant Dean for Graduate Clinical Education. Each dual degree student is assigned an academic adviser from the Nell Hodgson Woodruff School of Nursing and the Rollins School of Public Health. The assigned advisers will work with the student to develop an individualized program of study consistent with the degree requirements from the respective Schools. The program can be completed in six (6) or seven (7) semesters of full time study, depending on the number and availability of classes each semester. Part time enrollment is available. Applicants to the MSN/MPH dual degree program must apply to and meet admission requirements for both Schools separately.

Please contact the Director at the School of Nursing to establish a Plan of Study within your first year at Rollins School of Public Health. Additional information can be found at:

<https://www.sph.emory.edu/academics/dual-degree/msn-mph/index.html>

### **Facts:**

- The degrees earned are MSN and MPH.
- Credit hours vary by specialty tracks selected.
- Complete in six (6) – seven (7) semesters of continuous enrollment.
- The MSN course load in the School of Nursing is nine (9) credit hours or more per semester to be considered full time.
- MSN Program delivery\*: The majority of courses are face-to-face with some online/hybrid delivery.
- Full time and part time options available.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and sit for certification at the end of program.*

## Dual Degree: MSN/MAB

### **MASTER OF SCIENCE IN NURSING (MSN)/MASTER OF ARTS IN BIOETHICS (MAB)**

The Nell Hodgson Woodruff School of Nursing and the Emory Center for Ethics teamed up to offer a dual degree program for students interested in pursuing a Master of Science in Nursing (MSN) and Master of Arts in Bioethics (MAB).

The purpose of this dual degree program is to prepare advance practice nurses to be able to identify, assess, and address ethical issues as they appear in clinical practice and health care administration. Students who graduate with a dual MSN/MAB degree are prepared to enhance the care they provide to patients, to work on issues of public and institutional policy as it relates to the provision of clinical care, to serve on ethics committees, to conduct education on the ethical foundations of clinical practice, and to engage in health care issues on a national level.

Students who enroll in the dual degree program will complete both the MSN curriculum and the standard MAB curriculum; therefore, the instructional delivery methods will reflect these programs (i.e., lecture, small group discussion, practicum, online/hybrid, etc.). Students will apply separately to each program for admission, and if accepted to both programs, will fulfill the requirements of the programs in parallel. Upon admission to the dual degree program, students should consult with the appropriate director at each School to plan their program of study. In all cases, students will complete their first year of coursework in the MAB program and their second year at the School of Nursing. This arrangement is to facilitate the completion of students' clinical rotations in a coherent and consistent manner. Students normally complete the MAB in one (1) to two (2) years, and the MSN in four (4) semesters.

Additional information can be found at:

<http://ethics.emory.edu/mabioethics/dualdegree/msn/index.html>

### **Facts:**

- The degrees earned are MSN and MAB.
- Credit hours vary by specialty tracks selected.
- Complete in six (6) – seven (7) semesters of continuous enrollment.
- The MSN course load is nine (9) credit hours or more per semester to be considered full time.
- Program delivery\*: The majority of courses are face-to-face with some online/hybrid delivery.
- Full time and part time options available.



*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and sit for certification at the end of program.*

# Post-Graduate Certificate Programs

The Post-graduate Certificate programs prepare advanced practice nurses (APRNs) for an additional area of specialty practice and Board-eligibility to sit for the specialty-specific national APRN certification examination.

## Facts:

- The graduate earns a Post-graduate Certificate in the specialty area.
- Individualized plans of study to meet requirements. Credit hours vary by specialty track selected.
- Complete in one (1) – three (3) semesters of continuous enrollment.
- Program delivery\*: The majority of courses online/hybrid or web-enhanced with face-to-face intensives delivery.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and sit for certification at the end of program.*

## Prerequisite Requirements:

- MSN, DNP or PhD degree specifying one of the four APRN roles in at least one of six recognized population foci from an accredited program
- Active certification as an APRN.
- Active Georgia RN License or a license from the state where clinical experiences will take place.

The program director of the specialty area selected will review past course work and in collaboration with the student, complete a Gap Analysis review and develop an individualized Plan of Study.

## Admission Requirements:

**In order to be considered for admission, applicants must:**

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application fee (not required from Emory University applicants).
3. Submit a complete application packet that includes:
  - a. Official College/University transcripts from all academic institutions attended, if certified as an APRN a final transcript showing advanced practice nursing coursework earned from an accredited nursing school is required.
  - b. Proof of RN licensure in the state of clinical practice.
  - c. Professional resume.
  - d. National certification in an APRN population focus, where relevant.

## Post-admission Requirements:

Prior to enrollment, each applicant accepted into the Post-graduate Certificate program must submit:

1. Documentation of having obtained current Basic Life Support for Health Care Providers CPR credentials through the American Heart Association.
2. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan.
3. Proof of immunization or immune status.
4. Physical examination results from a health care provider that gives evidence of good health.
5. Licensure as a registered nurse in the state of Georgia. or for out of state students, an active license in the state of clinical practice is required. *Out of state students should check with their Director to confirm state authorization requirements are met prior to enrollment.*
6. Drug screen and background check.\*

*\*Clinical agencies or School of Nursing policy may require this be repeated during the program.*

# Doctoral Programs

## Introduction

Emory's School of Nursing's doctoral programs are highly selective and provide enhanced mentorship between faculty and students. There are two pathways offered to earn a doctoral degree:

1. **Doctor of Nursing Practice:** The Doctor of Nursing Practice (DNP) program is for registered nurses seeking a terminal degree in nursing practice as an alternative to a research-intensive PhD program. Students can enter the program with an entry into nursing practice degree at the bachelor's or master's level or with an MSN degree. Students with an entry to practice nursing degree can select one of the APRN roles and focus. Refer to the MSN Program specialty area and the CRNA descriptions for more information.
2. **PhD Program in Nursing:** This PhD program in nursing is designed to prepare nurse scientists for research and clinical roles in designing, evaluating and institutionalizing innovations in clinical practice in the context of a dynamic health care system. It prepares nurse scholars to educate the next generation of nurse care providers to meet the challenge of: providing quality care in the context of a health care system driven by economics, addressing the ethical complexities of clinical practice, serving as effective patient advocates in the ongoing dialogue regarding the redefinition of the health care delivery system, and generating data-based evidence for health care and health policy. Students can enter the program with a BSN or MSN degree.

## Doctor of Nursing Practice (DNP)

### Welcome to the DNP Program

Welcome to the Doctor of Nursing Practice program here at Emory University's Nell Hodgson Woodruff School of Nursing!

The DNP faculty are committed to cultivating doctoral-prepared nurse leaders who transform health. Our program is designed to provide you with the skills and knowledge required to provide transformational leadership, to create innovative solutions to complex issues, and to construct strategic partnerships.

As you will see in the following descriptions, we have developed an infrastructure to sharpen your skills and to guide your professional advancement – including scientific writing, persuasive presentation, peer evaluation, and professional development. The skills gained through collaborating with peers, leading initiatives with clinical practice partners, and networking with preeminent thought leaders will propel your career and empower you to influence health in ways you would have never imagined.

We are very excited to embark on this journey with you!

## Introduction

The American Association of Colleges of Nursing (AACN) stipulates that the practice-focused doctoral program of nursing (DNP) is a distinct model of doctoral education that provides an additional option for attaining a terminal degree in the discipline distinct from a PhD. Emory's School of Nursing DNP program prepares graduates for the highest level of nursing practice beyond the initial preparation in the discipline. Nurses can enter the DNP program after the successful completion of their BSN or MN pre-licensure degree, or after completing an MSN. The DNP prepares practitioners, beginners and experts, to implement and translate existing knowledge into practice and to lead health and health care improvements within specific contexts such as health systems, organizations, policy, clinics, or populations. This program is designed to allow the student to focus on either a health systems leadership track or a population health track. Core and specialty track DNP curricular content follows the DNP Essentials outlined by the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice AACN (2006).

## DNP Mission, Vision and Values:

The Nell Hodgson Woodruff School of Nursing mission, vision, and values are foundational to the DNP program. **The mission, vision, and values are found on page 14.** The DNP also has its own mission, vision, and values statements:

### Mission

The mission of the DNP program is to cultivate the next generation of nurse leaders to transform health by seamlessly integrating analytic depth and breadth with contextual insights to create innovative solutions for the world's most complex health challenges.

### Vision

Emory DNP graduates transform health.

### Values

In addition to our School of Nursing core values, we as members of the Emory DNP learning community, value partnership, innovation, and personalization. We live our values in the following ways:

- *Partnership*: Build 3-way partnerships between students, clinical practice sites, and faculty to create health-transforming doctoral projects.
- *Innovation*: Create practical solutions for complex health challenges by incorporating person-, population-, and health-system insights. Design innovative strategies that join in-depth analysis with contextual awareness
- *Personalization*: Harmonize student goals-expertise with practical problem-based learning, peer collaboration, and faculty mentorship. Co-create a custom, executive-style education responsive to learner goals.

## Program Goals

The program goals contribute to achieving the mission and AACN Essentials by preparing graduates who:

- Achieve advanced practice mastery using the highest caliber of evidence based practice to enhance and promote the quality of the health of individual, families, and communities;
- Lead delivery, design, and evaluation of health care that is data-based, sensitive and responsive to the ethical, cultural, and psychosocial concerns of individuals, families, communities, and populations;
- Develop, implement, and evaluate the efficacy and effectiveness of innovative nursing practice models, health policy, and health care systems.

## DNP Graduate Outcomes

Program outcomes align with our mission, vision, and values. Our DNP graduate will achieve the following outcomes:

Competency Definition reflects NHWSN values	DNP Graduate Outcome The DNP graduate will:
<b>Systems Leadership:</b> Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.	Lead interprofessional teams in the analysis of complex practice and organizational issues.  Lead delivery, design, and evaluation of health care that is data-based, sensitive and responsive to the ethical, cultural, and psychosocial concerns of individuals, families, communities, and populations.
<b>Quality Improvement &amp; Safety:</b> Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.: <a href="http://qsen.org/competencies/graduate-ksas/">http://qsen.org/competencies/graduate-ksas/</a>	Develop, implement and evaluate new approaches to clinical practice and health care delivery using principles of improvement science, business, finance, economics, and policy.
<b>Scholarship and Evidence Based Practice:</b> Scholarship includes observation, analysis, synthesis, application and dissemination all of	Translate research into practice and participate in collaborative research to improve health systems and patient

<b>Competency</b> <b>Definition reflects NHWSN values</b>	<b>DNP Graduate Outcome</b> <b>The DNP graduate will:</b>
<p>which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.</p>	<p>outcomes.</p> <p>Generate and disseminate evidence to guide practice.</p>
<p><b>Information Management:</b> Information management is the use of data, evidence and technology to support all aspects of nursing practice.</p>	<p>Use information systems/technology resources to evaluate health care and systems outcomes, guide quality improvement initiatives, and support practice and administrative decision-making.</p>
<p><b>Health Policy, Finance &amp; Advocacy:</b> Health care policies influence the nature and functioning of health care systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.</p>	<p>Improve the health care system and patient care outcomes through engagement in system redesign and health care policy at all levels, including institutional, local, state, regional, federal, and international levels.</p> <p>Analyze the effect of health policy on the organization, financing, and delivery of health care and health outcomes.</p>
<p><b>Interprofessional Collaboration:</b> Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high quality, individualized care to patients, families and communities.</p>	<p>Partner with members of the health care team and patients/families in the delivery, design, and evaluation of health care that is data-based.</p>
<p><b>Clinical Prevention &amp; Population Health:</b> In clinical prevention nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use an evidence-based approach to engage communities to reduce risk &amp; optimize health.</p>	<p>Assess, plan and evaluate evidence for creation and evaluation of health promotion and prevention programs to optimize health outcomes for individuals, communities and populations.</p>

<b>Competency</b> <b>Definition reflects NHWSN values</b>	<b>DNP Graduate Outcome</b> <b>The DNP graduate will:</b>
<b>Professional Identity:</b> One's professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors.	Exhibit the judgment and behaviors of the nurse leader and clinical scholar.
<b>Nursing Practice:</b> Professional nursing practice is the autonomous, collaborative and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification.	Practice using evidence based critical reasoning, systematic inquiry, and reflection to analyze health outcomes and health care delivery phenomena to improve health care systems and patient outcomes.



## Postlicensure DNP

Students entering the post-licensure DNP with a bachelor's or master's entry to practice degree may choose from one of the specialty tracks detailed under the MSN programs (starting on page 93). Or choose the post-BSN DNP Nurse Anesthesia specialty track on page 169.

Plans of study are full time, customized based on the program selected. Clinical hours are designated on the Plans of Study. All students are required to have a minimum of 1000 clinical hours post-baccalaureate by the end of the DNP program (APRN clinical hours + DNP project hours).

The Post-BSN Nurse Anesthesia program is only a full time program with additional admission requirements.

### Facts:

- The degree earned is a DNP.
- The student is required to complete the Plan of Study, which vary from 73-88 semester hours depending on the specialty area.
- Complete in seven (7) semesters of continuous enrollment for nurse practitioner and nurse midwifery.
- Complete in nine (9) semesters for Nurse Anesthesia specialty.
- The course load is nine (9) credit hours or more per semester to be considered full time.
- Program delivery\*: Courses are face-to-face and online/hybrid. For distance-based APRN Plans of Study, students may be required to attend synchronous online or onsite sessions. Please consult your specific APRN track for more information.
- Students are required to attend two on-campus intensive sessions each semester (only one in the summer term). On-campus sessions are theme based and focus on socialization, professional development, strategic engagement, and course support. Sessions align with the DNP Essentials and DNP program outcomes. *During COVID-19, the DNP will offer virtual synchronous sessions.*

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and board-eligible for certification at the end of program.*

### Prerequisite Requirements:

1. A prelicensure nursing bachelor's or entry into practice master's degree from an accredited nursing program.
2. A minimum GPA of 3.0 on a 4.0 scale (average GPA for admitted students is 3.5)
3. A graduate level applied biostatistics course within the past 5 years with a grade of B or better
4. Unencumbered RN license in the state of Georgia or for out of state students, an active license in the state of clinical practice or compact state license. A student may not begin

a clinical course without an active RN license. For ABSN or AMSN students transitioning to the post-BSN DNP program, an RN licensure must be obtained by October 1. *Out of state students should check with their program director/Director to confirm state authorization requirements are met prior to enrollment.*

**For admission deadlines and requirements, refer to page 38.**

**In order to be considered for admission, applicants must:**

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application fee.
3. Submit a complete application packet that includes:
  - a. Personal statement describing why you want to be a student in the Emory DNP program along with a brief statement of your project interests for practice, process, or systems-based health and health care improvement (500 words),
  - b. Professional resume,
  - c. Contact information for two (2) professional references,
  - d. GRE test scores

**Post-admission Requirements:**

Prior to enrollment, each applicant accepted into the DNP program (Post-BSN and Post-MSN) must submit:

1. Documentation of having obtained current Basic Life Support for Health Care Providers CPR credentials through the American Heart Association.
2. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan.
3. Proof of immunization or immune status.
4. Physical examination results from a health care provider that gives evidence of good health.
5. Licensure as a registered nurse in the state of Georgia or for out of state students, an active license in the state of clinical practice is required. *Out of state students should check with their Director to confirm state authorization requirements are met prior to enrollment.*
6. Drug screen and background check.\*
7. For Post-MSN students, licensure is required in the state in which the DNP Project is conducted.

*\*Clinical agencies or School of Nursing policy may require the drug screen and/or background check be repeated during the program.*

**Technical Standards for Nursing Applicants and Enrolled Students**

When considering nursing studies an applicant must evaluate their abilities and skills. To succeed in a nursing degree or post-graduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

**Observation:** Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities, including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

**Communication:** Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

**Motor:** Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

**Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the ability to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

**Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

**Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum (<http://College.emory.edu/oue/student-support/students-with-disabilities/>).

**Graduation Requirements:**

- Completion of all program and DNP project requirements.
  - Satisfactory completion of at least 29 DNP credit hours as minimum requirements for DNP credits counting towards degree:
  - Satisfactory completion of project requirements.
- Completion of program requirements within five (5) years of the first semester enrolled in the program.
- Cumulative GPA of 3.0.

**Adult/Gerontology Acute Care - Health Systems Leadership Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 646	Advanced Skin and Wound Management	2	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 2 (spring)</b>			
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 3 (summer)</b>			
NRSG 652	Mental Health Issues for APNs	2	
NRSG 722D	Leadership for Health Professionals	2	
NRSG 724D	Informatics: Leading with Data	3	
	Elective	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Introduction to Clinical Specialty: Adult/Gerontology Acute Care Nurse Practitioner	2	60
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3	
NRSG 715D	DNP Project I	3*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>60</b>
<b>Semester 5 (spring)</b>			
NRSG 519	Acute and Complex Chronic Disease Management for the AGACNP I	2	
NRSG 668	Adult/Gerontology Acute Care Nurse Practitioner I	4	180
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3	
NRSG 716D	DNP Project Development II	4*	
<b>Semester Credit Hours</b>		<b>13</b>	<b>180</b>
<b>Semester 6 (summer)</b>			
NRSG 520	Acute and Complex Chronic Disease Management for the AGACNP II	2	

NRSG 669	Adult/Gerontology Acute Care Nurse Practitioner II	5	240
NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>240</b>
<b>Semester 7 (fall)</b>			
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 670	Adult/Gerontology Acute Care Nurse Practitioner III	6	300
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>12</b>	<b>300</b>
<b>Program Total</b>		<b>76</b>	<b>780</b>

*\*Variable credit course*

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

**Adult/Gerontology Acute Care - Population Health Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 646	Advanced Skin and Wound Management	2	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 2 (spring)</b>			
NRSG 703D	Epidemiology for Advanced Nursing Practice	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 3 (summer)</b>			
NRSG 725D	Social Behavior in Public Health for APRN Practice	2	
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG 722D	Leadership for Health Professionals	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Introduction to Clinical Specialty: Adult/Gerontology Acute Care Nurse Practitioner	2	60
NRSG 715D	DNP Project I	3*	
NRSG 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>10</b>	<b>60</b>
<b>Semester 5 (spring)</b>			
NRSG 519	Acute and Complex Chronic Disease Management for the AGACNP I	2	
NRSG 668	Adult/Gerontology Acute Care Nurse Practitioner I	4	180
NRSG 716D	DNP Project Development II	4*	
NRSG 713D	Analytic Tools for EB Decision Making	3	
<b>Semester Credit Hours</b>		<b>13</b>	<b>180</b>
<b>Semester 6 (summer)</b>			
NRSG 520	Acute and Complex Chronic Disease Management for the AGACNP II	2	

NRSG 669	Adult/Gerontology Acute Care Nurse Practitioner II	5	240
NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>240</b>
<b>Semester 7 (fall)</b>			
NRSG 670	Adult/Gerontology Acute Care Nurse Practitioner III	6	300
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>10</b>	<b>300</b>
<b>Program Total</b>		<b>77</b>	<b>780</b>

*\*Variable credit course.*

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



**Adult/Gerontology Primary Care – Health Systems Leadership  
Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 575	Optimal Wellness: Promoting and Maintaining Health	2	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 2 (spring)</b>			
NRSG 522	Advanced Pharmacology	3	
NRSG 644	Advanced Continence Management	2	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 3 (summer)</b>			
NRSG 646	Advanced Skin and Wound Management	2	
NRSG 722D	Leadership for Health Professionals	2	
NRSG 724D	Informatics: Leading with Data	3	
<b>Semester Credit Hours</b>		<b>7</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Introduction to Clinical Specialty: Adult/Gerontology Primary Care Nurse Practitioner	2	30
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3	
NRSG 715D	DNP Project I	3*	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 5 (spring)</b>			
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 671	Adult/Gerontology Primary Care Nurse Practitioner I	4	180
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3	
NRSG 716D	DNP Project Development II	4*	
<b>Semester Credit Hours</b>		<b>13</b>	
<b>Semester 6 (summer)</b>			

NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 673	Adult/Gerontology Primary Care Nurse Practitioner II	5	240
NRSG 652	Mental Health Issues in Advanced Practice Nursing	2	
NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>13</b>	
<b>Semester 7 (fall)</b>			
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 674	Adult/Gerontology Primary Care Nurse Practitioner III	5	240
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Program Total</b>		<b>79</b>	<b>690</b>

*\*Variable credit course*

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

**Adult/Gerontology Primary Care - Population Health Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 575	Optimal Wellness: Promoting and Maintaining Health	2	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 2 (spring)</b>			
NRSG 703D	Epidemiology for Advanced Nursing Practice	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 644	Advanced Continence Management	2	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>14</b>	
<b>Semester 3 (summer)</b>			
NRSG 725D	Social Behavior in Public Health for APRN Practice	2	
NRSG 646	Advanced Skin and Wound Management	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG 722D	Leadership for Health Professionals	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Introduction to Clinical Specialty: Adult/Gerontology Primary Care Nurse Practitioner	2	30
NRSG 715D	DNP Project I	3*	
NRSG 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 5 (spring)</b>			
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 671	Adult/Gerontology Primary Care Nurse Practitioner I	4	180
NRSG 716D	DNP Project Development II	4*	
NRSG 713D	Analytic Tools for EB Decision Making	3	
<b>Semester Credit Hours</b>		<b>13</b>	
<b>Semester 6 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	

NRSG 673	Adult/Gerontology Primary Care Nurse Practitioner II	5	240
NRSG 652	Mental Health Issues in Advanced Practice Nursing	2	
NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>13</b>	
<b>Semester 7 (fall)</b>			
NRSG 674	Adult/Gerontology Primary Care Nurse Practitioner III	5	240
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Program Total</b>		<b>80</b>	<b>690</b>

*\*Variable credit course*

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

**Emergency Nurse Practitioner - Health Systems Leadership Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 3 (summer)</b>			
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 722D	Leadership for Health Professionals	2	
NRSG 724D	Informatics: Leading with Data	3	
<b>Semester Credit Hours</b>		<b>7</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 549	Pediatric Wellness	2	
NRSG 576	Introduction to Clinical Specialty: Emergency Nurse Practitioner	2	60
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3	
NRSG 715D	DNP Project I	3*	
<b>Semester Credit Hours</b>		<b>13</b>	<b>60</b>
<b>Semester 5 (spring)</b>			
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 577	Family/Emergency Nurse Practitioner I: Clinical Decision-Making in Emergency Care	7	300
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3	
NRSG 716D	DNP Project Development II	4*	
<b>Semester Credit Hours</b>		<b>18</b>	<b>300</b>
<b>Semester 6 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	

NRSG 579	Family/Emergency Nurse Practitioner II: Medical Emergencies	7	240
NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>13</b>	<b>240</b>
<b>Semester 7 (fall)</b>			
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 580	Family/Emergency Nurse Practitioner III: Traumatic Emergencies	7	240
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>13</b>	
<b>Program Total</b>		<b>84</b>	<b>840</b>

*\*Variable credit course*

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

*Note: Two strongly recommended electives for the ENP specialty:*

- *NRSG 595 The Leader's Role in Emergency Preparedness and Response (3) credits*
- *NRSG 501 Forensic Nursing Practice (3) credits.*

**Emergency Nurse Practitioner - Population Health Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRSG 703D	Epidemiology for Advanced Nursing Practice	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 3 (summer)</b>			
NRSG 725D	Social Behavior in Public Health for APRN Practice	2	
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG 722D	Leadership for Health Professionals	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 549	Pediatric Wellness	2	
NRSG 576	Introduction to Clinical Specialty: Emergency Nurse Practitioner	2	60
NRSG 715D	DNP Project I	3*	
NRSG 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 5 (spring)</b>			
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 577	Family/Emergency Nurse Practitioner I: Clinical Decision Making in Emergency Care	7	300
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 716D	DNP Project Development II	4*	
NRSG 713D	Analytic Tools for EB Decision Making	3	
<b>Semester Credit Hours</b>		<b>18</b>	<b>300</b>
<b>Semester 6 (summer)</b>			

NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 579	Family/Emergency Nurse Practitioner II: Medical Emergencies	7	240
NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>13</b>	<b>240</b>
<b>Semester 7 (fall)</b>			
NRSG 580	Family/Emergency Nurse Practitioner III: Traumatic Emergencies	7	240
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>240</b>
<b>Program Total</b>		<b>85</b>	<b>840</b>

*\*Variable credit course*

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

*Note: Two strongly recommended electives for the ENP specialty:*

- *NRSG 595 The Leader's Role in Emergency Preparedness and Response (3) credits*
- *NRSG 501 Forensic Nursing Practice (3) credits.*



**Family Nurse Practitioner Program - Health Systems Leadership Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 3 (summer)</b>			
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 722D	Leadership for Health Professionals	2	
NRSG 724D	Informatics: Leading with Data	3	
<b>Semester Credit Hours</b>		<b>7</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 549	Pediatric Wellness	2	
NRSG 576	Introduction to Clinical Specialty: Family Nurse Practitioner	2	60
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3	
NRSG 715D	DNP Project I	3*	
<b>Semester Credit Hours</b>		<b>13</b>	<b>60</b>
<b>Semester 5 (spring)</b>			
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 570	Family Nurse Practitioner I	4	180
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3	
NRSG 716D	DNP Project Development II	4*	
<b>Semester Credit Hours</b>		<b>15</b>	<b>180</b>
<b>Semester 6 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	

NRS 572	Family Nurse Practitioner II	5	180
NRS 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>180</b>
<b>Semester 7 (fall)</b>			
NRS 573	Family Nurse Practitioner III	5	240
NRS 657	Palliative Care Across the Spectrum	2	
NRS 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>240</b>
<b>Program Total</b>		<b>77</b>	<b>660</b>

*\*Variable credit course*

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

**Family Nurse Practitioner Program - Population Health Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRSG 703D	Epidemiology for Advanced Nursing Practice	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 3 (summer)</b>			
NRSG 725D	Social Behavior in Public Health for APRN Practice	2	
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG 722D	Leadership for Health Professionals	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 549	Pediatric Wellness	2	
NRSG 576	Introduction to Clinical Specialty: Family Nurse Practitioner	2	60
NRSG 715D	DNP Project I	3*	
NRSG 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 5 (spring)</b>			
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 570	Family Nurse Practitioner I	4	180
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 716D	DNP Project Development II	4*	
NRSG 713D	Analytic Tools for EB Decision Making	3	
<b>Semester Credit Hours</b>		<b>15</b>	
<b>Semester 6 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	

NRSG 572	Family Nurse Practitioner II	5	180
NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 7 (fall)</b>			
NRSG 573	Family Nurse Practitioner III	5	240
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>9</b>	<b>240</b>
<b>Program Total</b>		<b>78</b>	<b>660</b>

*\*Variable credit course*

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

**Nurse Midwifery - Health Systems Leadership Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 575	Optimal Wellness: Promoting and Maintaining Health	2	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 2 (spring)</b>			
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 3 (summer)</b>			
NRSG 722D	Leadership for Health Professionals	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
	Elective	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Introduction to Clinical Specialty: Nurse Midwifery	2	20
NRSG 614	Human Lactation and Breastfeeding Management	2	
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3	
NRSG 715D	DNP Project I	3*	
NRSG 523	Extended Role Transition for the BSN Prepared Nurse Entering the APRN Profession	2	
<b>Semester Credit Hours</b>		<b>15</b>	
<b>Semester 5 (spring)</b>			
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 561	Nurse Midwifery I	5	180
NRSG 713D	Analytic Tools for Evidence Based Decision Making	3	
NRSG 716D	DNP Project Development II	4*	

<b>Semester Credit Hours</b>		<b>14</b>	
<b>Semester 6 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 630	Nurse Midwifery II	5	180
NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>180</b>
<b>Semester 7 (fall)</b>			
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 631	Nurse Midwifery III	5	240
NRSG 678	Issues in Women's Health	2	
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>13</b>	<b>240</b>
<b>Program Total</b>		<b>84</b>	<b>640</b>

*\*Variable credit course*

*\*\* For Direct Entry Students Only: NRSG 523 Extended Role Transition for the BSN Prepared Nurse Entering the APRN Profession*

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

**Nurse Midwifery - Population Health Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 575	Optimal Wellness: Promoting and Maintaining Health	2	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 2 (spring)</b>			
NRSG 703D	Epidemiology for Advanced Nursing Practice	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 3 (summer)</b>			
NRSG 725D	Social Behavior in Public Health for APRN Practice	2	
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG 722D	Leadership for the Health Professionals	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Introduction to Clinical Specialty: Nurse Midwifery	2	20
NRSG 614	Human Lactation and Breastfeeding Management	2	
NRSG 715D	DNP Project I	3*	
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 523	Extended Role Transition for the BSN Prepared Nurse Entering the APRN Profession	2	
<b>Semester Credit Hours</b>		<b>14</b>	<b>20</b>
<b>Semester 5 (spring)</b>			
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 561	Nurse Midwifery I	5	180
NRSG 716D	DNP Project Development II	4*	
NRSG 713D	Analytic Tools for EB Decision Making	3	

<b>Semester Credit Hours</b>		<b>14</b>	<b>180</b>
<b>Semester 6 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 630	Nurse Midwifery II	5	180
NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>180</b>
<b>Semester 7 (fall)</b>			
NRSG 678	Gender, Women, and Health	2	
NRSG 631	Nurse Midwifery III	5	240
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>240</b>
<b>Program Total</b>		<b>83</b>	<b>620</b>

*\*Variable credit course*

*\*\* For Direct Entry Students Only: NRSG 523 Extended Role Transition for the BSN Prepared Nurse Entering the APRN Profession*

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



**Neonatal Nurse Practitioner - Health Systems Leadership Track\***  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 3 (summer)</b>			
NRSG 722D	Leadership for the Health Professionals	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG XXX	Elective	4**	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRSG 554	Advanced Neonatal and Pediatric Health Assessment	3	
NRSG 552	Staying Healthy in Neonates/Infants: Introduction to Clinical Specialty	3	60
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3	
NRSG 715D	DNP Project I	3*	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 5 (spring)</b>			
NRSG 556	Advanced Neonatal Issues I	3	
NRSG 651	Neonatal Nurse Practitioner I	4	180
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3	
NRSG 716D	DNP Project Development II	4*	
<b>Semester Credit Hours</b>		<b>14</b>	
<b>Semester 6 (summer)</b>			
NRSG 557	Advanced Neonatal Issues II	3	
NRSG 653	Neonatal Nurse Practitioner II	5	240
NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>12</b>	

<b>Semester 7 (fall)</b>			
NRSG 654	Neonatal Nurse Practitioner III	6	300
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Program Total</b>		<b>79</b>	<b>780</b>

*\*Variable credit course*

*\*\*Elective is necessary to maintain full time status (9 credit hours per semester).*

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

**Neonatal Nurse Practitioner - Population Health Track\***  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRS 524	Becoming an APRN	2	
NRS 528	Advanced Physiology/Pathophysiology	3	
NRS 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRS 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRS 703D	Epidemiology for Advanced Nursing Practice	2	
NRS 522	Advanced Pharmacology	3	
NRS 714D	Pathways to Practice	4	
NRS 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 3 (summer)</b>			
NRS 725D	Social Behavior in Public Health for APRN Practice	2	
NRS 724D	Informatics: Leading with Data	3	
NRS 722D	Leadership for the Health Professionals	2	
NRS XXX	Elective	2**	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRS 554	Advanced Neonatal and Pediatric Health Assessment	3	
NRS 552	Staying Healthy in Neonates/Infants: Introduction to Clinical Specialty	3	60
NRS 715D	DNP Project I	3*	
NRS 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 5 (spring)</b>			
NRS 556	Advanced Neonatal Issues I	3	
NRS 651	Neonatal Nurse Practitioner I	4	180
NRS 716D	DNP Project Development II	4*	
NRS 713D	Analytic Tools for EB Decision Making	3	
<b>Semester Credit Hours</b>		<b>14</b>	
<b>Semester 6 (summer)</b>			
NRS 557	Advanced Neonatal Issues II	3	
NRS 653	Neonatal Nurse Practitioner II	5	240
NRS 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>12</b>	

<b>Semester 7 (fall)</b>			
NRSG 654	Neonatal Nurse Practitioner III	6	300
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Program Total</b>		<b>78</b>	<b>780</b>

*\*Variable credit course*

*\*\*Elective is necessary to maintain full time status (9 credit hours per semester).*

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

**Pediatric Acute Care - Health Systems Leadership Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 3 (summer)</b>			
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG 722D	Leadership for the Health Professionals	2	
<b>Semester Credit Hours</b>		<b>7</b>	
<b>Semester 4 (fall)</b>			
NRSG 554	Advanced Neonatal and Pediatric Health Assessment	3	
NRSG 549	Pediatric Wellness	2	
NRSG 547	Staying Healthy in Pediatrics: Intro to Clinical Specialty	2	60
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3	
NRSG 715D	DNP Project I	3	
<b>Semester Credit Hours</b>		<b>13</b>	60
<b>Semester 5 (spring)</b>			
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 661	Pediatric Acute Care Nurse Practitioner I	4	180
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3	
NRSG 716D	DNP Project Development II	4	
<b>Semester Credit Hours</b>		<b>13</b>	<b>60</b>
<b>Semester 6 (summer)</b>			
NRSG 546	Advanced Pediatric Practice II	2	
NRSG 662	Pediatric Acute Care Nurse Practitioner II	4	180
NRSG 717D	DNP Project Development III	4	
<b>Semester Credit Hours</b>		<b>10</b>	<b>180</b>

<b>Semester 7 (fall)</b>			
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 663	Pediatric Acute Care Nurse Practitioner III	5	240
NRSG 721D	DNP Project (variable)*	4	
<b>Semester Credit Hours</b>		<b>11</b>	240
<b>Program Total</b>		<b>74</b>	<b>660</b>

*\*Variable credit course*

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

**Pediatric Acute Care - Population Health Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRS 524	Becoming an APRN	2	
NRS 528	Advanced Physiology/Pathophysiology	3	
NRS 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRS 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRS 703D	Epidemiology for Advanced Nursing Practice	2	
NRS 522	Advanced Pharmacology	3	
NRS 714D	Pathways to Practice	4	
NRS 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 3 (summer)</b>			
NRS 725D	Social Behavior in Public Health for APRN Practice	2	
NRS 722D	Leadership for the Health Professions	2	
NRS 724D	Informatics: Leading with Data	3	
NRS 652	Mental Health Issues for Advanced Practice Nursing	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRS 554	Advanced Neonatal and Pediatric Health Assessment	3	
NRS 549	Pediatric Wellness	2	
NRS 547	Staying Healthy in Pediatrics: Intro to Clinical Specialty	2	60
NRS 715D	DNP Project I	3	
NRS 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>12</b>	60
<b>Semester 5 (spring)</b>			
NRS 545	Advanced Pediatric Practice I	2	
NRS 661	Pediatric Acute Care Nurse Practitioner I	4	180
NRS 716D	DNP Project Development II	4	
NRS 713D	Analytic Tools for EB Decision Making	3	
<b>Semester Credit Hours</b>		<b>13</b>	<b>180</b>
<b>Semester 6 (summer)</b>			
NRS 546	Advanced Pediatric Practice II	2	
NRS 662	Pediatric Acute Care Nurse Practitioner II	4	180
NRS 717D	DNP Project Development III	4	

<b>Semester Credit Hours</b>		<b>10</b>	<b>180</b>
<b>Semester 7 (fall)</b>			
NRSG 663	Pediatric Acute Care Nurse Practitioner III	5	240
NRSG 721D	DNP Project (variable)*	4	
<b>Semester Credit Hours</b>		<b>9</b>	<b>240</b>
<b>Program Total</b>		<b>75</b>	<b>660</b>

*\*Variable credit course*

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



**Pediatric Primary Care - Health Systems Leadership Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 3 (summer)</b>			
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG 722D	Leadership for the Health Professionals	2	
<b>Semester Credit Hours</b>		<b>7</b>	
<b>Semester 4 (fall)</b>			
NRSG 554	Advanced Neonatal and Pediatric Health Assessment	3	
NRSG 549	Pediatric Wellness	2	
NRSG 547	Staying Healthy in Pediatrics: Intro to Clinical Specialty	2	60
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3	
NRSG 715D	DNP Project I	3	
<b>Semester Credit Hours</b>		<b>13</b>	60
<b>Semester 5 (spring)</b>			
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 664	Pediatric Primary Care Nurse Practitioner I	4	180
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3	
NRSG 716D	DNP Project Development II	4	
<b>Semester Credit Hours</b>		<b>13</b>	<b>60</b>
<b>Semester 6 (summer)</b>			
NRSG 546	Advanced Pediatric Practice II	2	
NRSG 665	Pediatric Primary Care Nurse Practitioner II	4	180
NRSG 717D	DNP Project Development III	4	
<b>Semester Credit Hours</b>		<b>10</b>	<b>60</b>

<b>Semester 7 (fall)</b>			
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 667	Pediatric Primary Care Nurse Practitioner III	4	180
NRSG 721D	DNP Project (variable)*	4	
<b>Semester Credit Hours</b>		<b>10</b>	180
<b>Program Total</b>		<b>73</b>	<b>600</b>

*\*Variable credit course*

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

**Pediatric Primary Care - Population Health Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRS 524	Becoming an APRN	2	
NRS 528	Advanced Physiology/Pathophysiology	3	
NRS 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRS 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRS 703D	Epidemiology for Advanced Nursing Practice	2	
NRS 522	Advanced Pharmacology	3	
NRS 714D	Pathways to Practice	4	
NRS 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 3 (summer)</b>			
NRS 725D	Social Behavior in Public Health for APRN Practice	2	
NRS 722D	Leadership for the Health Professionals	2	
NRS 724D	Informatics: Leading with Data	3	
NRS 652	Mental Health Issues for Advanced Practice Nursing	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRS 554	Advanced Neonatal and Pediatric Health Assessment	3	
NRS 549	Pediatric Wellness	2	
NRS 547	Staying Healthy in Pediatrics: Intro to Clinical Specialty	2	60
NRS 715D	DNP Project I	3	
NRS 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>12</b>	60
<b>Semester 5 (spring)</b>			
NRS 545	Advanced Pediatric Practice I	2	
NRS 664	Pediatric Primary Care Nurse Practitioner I	4	180
NRS 716D	DNP Project Development II	4	
NRS 713D	Analytic Tools for EB Decision Making	3	
<b>Semester Credit Hours</b>		<b>13</b>	<b>180</b>
<b>Semester 6 (summer)</b>			
NRS 546	Advanced Pediatric Practice II	2	
NRS 665	Pediatric Primary Care Nurse Practitioner II	4	180
NRS 717D	DNP Project Development III	4	

<b>Semester Credit Hours</b>		<b>10</b>	<b>180</b>
<b>Semester 7 (fall)</b>			
NRSG 667	Pediatric Primary Care Nurse Practitioner III	4	180
NRSG 721D	DNP Project (variable)*	4	
<b>Semester Credit Hours</b>		<b>8</b>	<b>180</b>
<b>Program Total</b>		<b>74</b>	<b>600</b>

*\*Variable credit course*

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

**Women's Health Nurse Practitioner Program - Health Systems Leadership Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 3 (summer)</b>			
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 722D	Leadership for the Health Professionals	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG XXX	Elective	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Intro to Clinical Specialty: Women's Health Nurse Practitioner	2	30
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3	
NRSG 715D	DNP Project I	3*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>30</b>
<b>Semester 5 (spring)</b>			
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 600	Women's Health Nurse Practitioner I: Reproductive Health Care for Women	5	180
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3	
NRSG 716D	DNP Project Development II	4*	
<b>Semester Credit Hours</b>		<b>14</b>	<b>180</b>
<b>Semester 6 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 601	Women's Health Nurse Practitioner II: Advanced Care of Women	5	180

NRS 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>180</b>
<b>Semester 7 (fall)</b>			
NRS 602	Women's Health Nurse Practitioner III: Preceptorship for Women's Health	5	180
NRS 657	Palliative Care Across the Spectrum	2	
NRS 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Program Total</b>		<b>77</b>	<b>630</b>

*\*Variable credit course*

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

**Women's Health Nurse Practitioner Program - Population Health Track**  
**Post-BSN DNP, Full Time (7 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRSG 703D	Epidemiology for Advanced Nursing Practice	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 714D	Pathways to Practice	4	
NRSG 723D	Health Policy, Ethics, and Law	3	
<b>Semester Credit Hours</b>		<b>12</b>	
<b>Semester 3 (summer)</b>			
NRSG 725D	Social Behavior in Public Health for APRN Practice	2	
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
NRSG 724D	Informatics: Leading with Data	3	
NRSG 722D	Leadership for Health Professionals	2	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Intro to Clinical Specialty: Women's Health Nurse Practitioner	2	30
NRSG 715D	DNP Project I	3*	
NRSG 657	Palliative Care Across the Spectrum	2	
<b>Semester Credit Hours</b>		<b>10</b>	<b>30</b>
<b>Semester 5 (spring)</b>			
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 600	Women's Health Nurse Practitioner I: Reproductive Health Care for Women	5	180
NRSG 716D	DNP Project Development II	4*	
NRSG 713D	Analytic Tools for EB Decision Making	3	
<b>Semester Credit Hours</b>		<b>14</b>	<b>180</b>
<b>Semester 6 (summer)</b>			
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 601	Women's Health Nurse Practitioner II: Advanced Care of Women	5	180

NRSG 717D	DNP Project Development III	4*	
<b>Semester Credit Hours</b>		<b>11</b>	<b>180</b>
<b>Semester 7 (fall)</b>			
NRSG 602	Women's Health Nurse Practitioner III: Preceptorship for Women's Health	5	180
NRSG 721D	DNP Project	4*	
<b>Semester Credit Hours</b>		<b>9</b>	<b>180</b>
<b>Program Total</b>		<b>75</b>	<b>630</b>

*\*Variable credit course*

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



## Post-BSN DNP Nurse Anesthesia

Welcome! The decision to become a CRNA is one of the best I have ever made. As a nursing student with the opportunity to shadow a CRNA, I fell in love with the incredible knowledge, respect, autonomy, and responsibility afforded to this cadre of professionals. As a CRNA, the career options are limitless – no matter what goals you have for your career, you can achieve them as a CRNA. The privilege of being a CRNA has compelled me to give back to my profession and to those entering into it, to enable it to be preserved, enriched, and promoted so that future generations of nurses can be patient advocates and protectors for generations to come.

Sincerely,

**Kelly L. Wiltse Nicely, PhD, CRNA**

[kelly.wiltse.nicely@emory.edu](mailto:kelly.wiltse.nicely@emory.edu)

Director, Nurse Anesthesia Program

### Introduction

The Nurse Anesthesia specialty of the Doctor of Nursing Practice program prepares graduates in the science and art of anesthesia. These students will generate and disseminate evidence to lead and improve health care by transforming health care delivery and health care systems for improved patient outcomes. This program is 89-credits encompassing 36-months of full time study, culminating in a Doctor of Nursing Practice degree. The DNP Health Systems Leadership and Anesthesia core curriculum are integrated throughout this 36-month program. The Health Systems Leadership focus provides students with a foundation for business, leadership, and clinical skills to expand their practice on graduation.

Clinical practicum begins at the end of the second semester with students having increasing clinical responsibilities throughout the duration of the program. Over 2,000 clinical hours in anesthesia in addition to DNP project hours are provided in this program. Additional hours will be provided for simulation experiences to prepare the student for entry to the operating room, as well as allow for training in critical incidents. Anesthesia didactic courses will primarily be onsite with clinical instruction occurring at sites throughout Georgia and expanding into the southeast. The clinical affiliations are focused on providing the broadest range of experiences and exposure to the full scope of nurse anesthesia practice. DNP courses use a hybrid delivery model with combined onsite and online instruction.

### Facts:

- The degree earned is a Doctor of Nursing Practice.
- The student is required to take a minimum of 89 semester credits to graduate, and can complete the program in nine (9) semesters of continuous enrollment (approximately 36 months).
- Program delivery\*: The majority of courses are face-to-face with some online/hybrid delivery.
- Students are required to attend two on-campus intensive sessions each semester (only one in the summer term) for their DNP courses. On campus sessions are theme based

and focus on socialization, professional development, strategic engagement, and course support. Sessions align with the DNP Essentials and DNP program outcomes.

- Full time option only.

*\*Due to the COVID-19 pandemic, courses that would normally be face to face are being delivered online in synchronous or asynchronous mode. Clinical start dates may be delayed and increased simulation used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and board-eligible for certification at the end of program.*

### **Prerequisite Requirements:**

1. A prelicensure degree from an accredited nursing program
2. Unencumbered RN license in the state of Georgia
3. Minimum GPA of 3.0 on a 4.0 scale
4. Successful completion of graduate level biostatistics course within five (5) years\* (3.0 on a 4.0 scale, B or better)

*\*The graduate statistics course may be taken after the admission decision but prior to beginning the program.*

### **Admission Requirements:**

**In order to be considered for admission, applicants must:**

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application fee.
3. Submit a complete application packet that includes:
  - a. A minimum of one (1) year, and preferably two (2) – three (3) years, of current, full time critical care experience (orientation is not part of the one (1) year requirement)
  - b. Evidence of certification in Basic Life Support (BLS), Advanced Cardiac Life Support ACLS), and Pediatric Advanced Life Support (PALS)
  - c. An official transcript from all schools attended
  - d. Professional resume
  - e. Three letters of recommendations (Professor/Faculty Member, Supervisor/Employer responsible for your annual performance review, and a professional colleague, physician or CRNA)
  - f. Completion of a minimum of 16 hours of shadowing experience of a certified registered nurse anesthetist

*Note: Applicants who meet the minimum admissions criteria may be invited for an on-campus interview. Applicants will not be admitted without an interview. Only applications fully submitted by the application deadline will be considered for interviews. Admission into any graduate program is granted on a competitive basis and students meeting minimum requirements may be denied admission based on such factors as program capacity or academic discretion.*

### **Post-admission Requirements:**

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

1. Documentation of having obtained current Basic Life Support, Advanced Cardiovascular Life Support, and Pediatric Advanced Life Support
2. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan
3. Proof of immunization or immune status
4. Physical examination results from a health care provider that gives evidence of good health
5. Licensure as a registered nurse in the state of Georgia. Contact the Georgia Board of Nursing at [www.sos.georgia.gov/plb/rn](http://www.sos.georgia.gov/plb/rn)
6. Drug screen and background check\*

*\*Clinical agencies or School of Nursing policy may require drug screens and background checks be repeated during the program.*

### **Technical Standards for Nursing Applicants and Enrolled Students**

When considering nursing studies an applicant must evaluate their abilities and skills. To succeed in a nursing degree or post-graduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

**Observation:** Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities, including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

**Communication:** Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

**Motor:** Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

**Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the ability to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent

information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

**Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

**Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum (<http://College.emory.edu/oue/student-support/students-with-disabilities/>).

### **Graduation Requirements:**

Prior to graduation, each student in the DNP, Nurse Anesthesia program must successfully complete:

1. All the DNP, Nurse Anesthesia program requirements (see plan of study).
2. All clinical case requirements as specified by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). As of 2017, the requirements are no less than 2,000 clinical hours and no less than 600 anesthetic cases. These requirements are subject to change based on mandates put forth by the COA.
3. Satisfactory completion of all DNP course and project requirements including a minimum of 500 DNP clinical project/practicum hour.
4. Completion of program requirements within five (5) years of the first semester enrolled in the program.

**Nurse Anesthesia Program - Health Systems Leadership  
Post-BSN DNP, Full Time (9 Semesters)**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 522	Advanced Pharmacology	3	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 531	Chemistry & Physics	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>14</b>	
<b>Semester 2 (spring)</b>			
NRSG 532	General Principles of Nurse Anesthesia	5	
NRSG 526	Advanced Pharmacology for Anesthesia	3	
NRSG 544	Advanced Health Assessment	3	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 3 (summer)</b>			
NRSG 563	Anesthesia for Surgical Procedures and Special Populations I	6	250
NRSG 529	Advanced Physiology/Pathophysiology Anesthesia I	3	
NRSG 722D	Leadership for Health Professionals	2	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 4 (fall)</b>			
NRSG 564	Anesthesia for Surgical Procedures and Special Populations II	5	250
NRSG 530	Advanced Physiology/Pathophysiology Anesthesia II	3	
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality & Safety	3	
NRSG 715D	DNP Project Development I	2	
<b>Semester Credit Hours</b>		<b>13</b>	
<b>Semester 5 (spring)</b>			
NRSG 687	Nurse Anesthesia Application I	3.5	312.5
NRSG 716D	DNP Project Development II	1	
NRSG 713D	Analytic Tools for Evidence Based Decision Making	3	
<b>Semester Credit Hours</b>		<b>7.5</b>	
<b>Semester 6 (summer)</b>			
NRSG 688	Nurse Anesthesia Application II	4.5	437.5
NRSG 717D	DNP Project Development III	1	
NRSG 724D	Informatics: Leading with Data	3	
<b>Semester Credit Hours</b>		<b>8.5</b>	

<b>Semester 7 (fall)</b>			
NRSG 548	Professional Role: Nurse Anesthesia Practice	2	
NRSG 689	Nurse Anesthesia Application III	4.5	437.5
NRSG 721D	DNP Project	1*	
NRSG 723D	Health Policy, Ethics and Law	3	
<b>Semester Credit Hours</b>		<b>10.5</b>	
<b>Semester 8 (spring)</b>			
NRSG 690	Nurse Anesthesia Application IV	4.5	437.5
NRSG 714D	Pathways to Practice	4	
NRSG 721D	DNP Project	1*	
<b>Semester Credit Hours</b>		<b>8.5-9.5</b>	
<b>Semester 9 (summer)</b>			
NRSG 691	Nurse Anesthesia Application V	4	437.5
NRSG 721D	DNP Project	1*	
NRSG 692R	Anesthesia Comprehensive Review	1	
<b>Semester Credit Hours</b>		<b>5-6</b>	
<b>Program Total</b>		<b>89-91</b>	<b>2,562.5</b>

*\*Variable credit course*

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

## Post-Master's DNP

### Facts:

- The degree earned is a DNP.
- The student is required to take a minimum of 29 credits at Emory to graduate.
- Complete in 4 semesters of continuous enrollment (approximately 16 months).
- The Post-Master's DNP course load is nine (9) credit hours or more per semester to be considered full time.
- Program delivery: all courses are online/hybrid delivery.
- Students are required to attend two on-campus intensive sessions each semester (only one in the summer term). On-campus sessions allocate course credit for participation, are theme based, and focus on socialization, professional development, strategic engagement, and course support. Sessions align with the DNP Essentials and DNP program outcomes.
- Part time and Full time options available.

### Prerequisite Requirements\*:

1. Master's Degree in Nursing from an accredited nursing program (CCNE, NLNAC).
2. Unencumbered RN license in the state of Georgia and/or the state you will be completing your DNP project. Out of state students should consult the program director to ensure they may attend this program based on state authorization and State Board of Nursing requirements.
3. Successful completion (3.0) of graduate level biostatistics course within 5 years.

*\*Applicants who do not have advanced practice licensure or certification, or who earned fewer than 375 graduate level clinical hours as part of their Master's degree, will be considered on a case by case basis.*

**For admission deadlines and requirements, refer to page 38.**

### In order to be considered for admission, applicants must:

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application.
3. Submit a complete application packet that includes:
  - a. Personal statement describing why you want to be a student in the Emory DNP program along with a brief statement of your project interests for practice, process, or systems-based health and health care improvement (500 words),
  - b. Professional resume,
  - c. Contact information for two professional references.

### Post-admission Requirements\*\*:

Prior to enrollment, each applicant accepted into the DNP program (Post-BSN and Post-Masters) must submit:

1. Verification of minimum of 375 graduate level clinical hours

2. Documentation of having obtained current Basic Life Support for Health Care Providers CPR credentials through the American Heart Association
3. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan
4. Proof of immunization or immune status
5. Physical examination results from a health care provider that gives evidence of good health
6. Unencumbered RN license in the state of Georgia and/or the state you will be completing your DNP project. *Out of state students should confirm with program director that state authorization requirements are met prior to enrollment.*
7. Drug screen and background check\*

*\*Clinical agencies or School of Nursing policy may require drug screens and background checks be repeated during the program.*

### **Technical Standards for Nursing Applicants and Enrolled Students**

When considering nursing studies an applicant must evaluate their abilities and skills. To succeed in a nursing degree or post-graduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

**Observation:** Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities, including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

**Communication:** Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

**Motor:** Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

**Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the ability to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent



information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

**Behavioral and Social Attributes:** Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

**Program Specific Requirements:** In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum (<http://College.emory.edu/oue/student-support/students-with-disabilities/>).

### **Graduation Requirements:**

- Completion of all program and DNP project requirements.
  - Satisfactory completion of at least 29 DNP credit hours taken at Emory University as minimum requirements for DNP credits counting towards degree:
  - Satisfactory completion of project requirements including a minimum of 500 DNP clinical project/practicum hours.
  - Cumulative GPA of 3.0

**Post-Master's DNP Health Systems Leadership Track - Full Time  
4 Semesters**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3
NRSG 712D	Analysis of Complex Health Systems for Organizations	3
NRSG 715D	DNP Project I	3*
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 2 (spring)</b>		
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3
NRSG 714D	Pathways to Practice	4
NRSG 716D	DNP Project Development II	4*
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 3 (summer)</b>		
NRSG 722D	Leadership for the Health Professions	2
NRSG 724D	Informatics: Leading with Data	3
NRSG 717D	DNP Project Development III	4*
<b>Semester Credit Hours</b>		<b>10</b>
<b>Semester 4 (fall)</b>		
NRSG 723D	Health Policy, Ethics, and Law	3
NRSG 721D	DNP Project	4*
<b>Semester Credit Hours</b>		<b>7**</b>
<b>Program Total</b>		<b>38</b>

*\*Variable credit course*

*\*\*Option for full time credit available*

**Post-Master's DNP Population Health Track – Full Time  
4 Semesters**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2
NRSG 712D	Analysis of Complex Health Systems for Organizations	3
NRSG 715D	DNP Project I	4*
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 2 (spring)</b>		
NRSG 714D	Pathways to Practice	4
NRSG 703D	Epidemiology for Advanced Nursing Practice	2
NRSG 713D	Analytic Tools for EB Decision Making	3
NRSG 716D	DNP Project Development II	3*
<b>Semester Credit Hours</b>		<b>12</b>
<b>Semester 3 (summer)</b>		
NRSG 722D	Leadership for the Health Professions	2
NRSG 724D	Informatics: Leading with Data	3
NRSG 725D	Social Behavior in Public Health for APRN Practice	2
NRSG 717D	DNP Project Development III	2*
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 4 (fall)</b>		
NRSG 723D	Health Policy, Ethics, and Law	3
NRSG 721D	DNP Project	6*
<b>Semester Credit Hours</b>		<b>9</b>
<b>Program Total</b>		<b>39</b>

*\*Variable credit course*

# Doctor of Philosophy (PhD)

## Welcome from the Director of Graduate Studies

Welcome future PhD in nursing students! Thank you for considering the Emory Nell Hodgson Woodruff School of Nursing to fulfill your educational goal for becoming a doctorally prepared nurse. Our PhD program is a full time, intense learning experience designed to develop the next generation of researchers.

As a leader in NIH funded research in nursing schools across the nation, you will have the opportunity to work with highly qualified nurse researchers and scientists, as well as network and build collaborative teams for your own program of research.

Our PhD program is built on the research strengths of its faculty in areas of the management of chronic illnesses, the biological and psychosocial bases of behavior, global health, and health care systems, with special emphases on women's health and the health of vulnerable populations. I welcome your inquiries to our program and your contribution to promoting a healthier world through innovation and research.

Sincerely,

**Drenna Waldrop-Valverde, PhD**

Graduate Studies, Director

[drenna.waldrop-valverde@emory.edu](mailto:drenna.waldrop-valverde@emory.edu)

## Introduction

Students are admitted to the doctoral program with either a BSN or MSN degree, through the Laney Graduate School. Admission through the Laney Graduate School provides students with access to professional development funds, grant writing workshops and numerous other special programs offered only to PhD students. PhD students are assigned a school of nursing adviser with expertise in their area of interest upon entry. A listing of faculty research and funding is available at: <http://nursing.emory.edu/faculty-and-research/research-awards.html>.

The doctoral program consists of required courses in the sciences, research, and electives designed to give students grounding in their areas of research specialization. Students also receive training in ethical conduct of research and in teaching skills by completing two requirements of the Laney Graduate School: The Jones Program in Ethics and the Teaching Assistant Teacher Training Opportunity (TATTO) program. All required doctoral coursework, including TATTO courses, are completed during the first two (2) years of study. Students are admitted to candidacy when they have completed 54 semester hours of coursework at the 500 level or above, successfully passed the preliminary examination, and defended their dissertation proposal.

Students entering with a BSN degree can complete the coursework required in one of nine (9) specialty areas for certification as a nurse practitioner or nurse midwifery during their third

year of study. Students completing requirements for APRN certification will complete one semester of residency credit in the School of Nursing in order to receive post-graduate certificate in nursing. An individualized plan of study for this residency will be developed in coordination with the Director of Graduate Studies (PhD), MSN Program Director, and Director. Typically, our PhD students graduate in 3-5 years. Graduates have multiple employment opportunities both in the university and public sector as researchers, scientists, and faculty.

**Full-Tuition Scholarships**

All full time students are granted a full tuition waiver and receive an annual stipend while engaging in teaching and research services. These awards are renewed annually, contingent upon satisfactory academic performance, for a total of three years. Faculty and students work together to identify and apply for National Institutes for Health's National Research Service Awards and other fellowships for subsequent funding.

The student should refer to the Laney Graduate School website for policies related to admission and graduation requirements. <http://www.gs.emory.edu/>.

**PhD Plan of Study with no APRN Specialty Area**  
**This program is a post-BSN entry program.**

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>
NRSG 700	Evolution of Nursing Science	3
NRSG 705	Endogenous and Exogenous Determinants of Human Health	3
BIOS 500	Statistical Methods I	4
JPE 600	Jones Program in Ethics	0
<b>Semester Credit Hours</b>		<b>10</b>
<b>Semester 2 (spring)</b>		
NRSG 730	Measurement and Design in Clinical Research	4
NRSG 732	Theoretical and Scientific Basis for the Study of Clinical Phenomena	3
BIOS 501	Statistical Methods II	4
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 3 (summer)</b>		
NRSG 795R	Advanced Research	9
	Preliminary Exam	
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 4 (fall)</b>		
TATT 600	Graduate School Workshop	1
NRSG 790	Teaching in the Nursing Profession	2
TATT 605	Teaching Assistantship	2
NRSG 710	Principles of Health Outcomes Research	3
XXX	Elective	3
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 5 (spring)</b>		
NRSG 734	Qualitative Research Methods	3
TATT 610	Teaching Associateship	2
XXX	Elective	3
XXX	Elective	3
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 6 (summer)</b>		
NRSG 795R	Advanced Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 7 (fall)</b>		
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3

<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 8 (spring)</b>		
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 9 (summer)</b>		
NRSG 795R	Advanced Research	9
	OR	
NRSG 799R	Dissertation Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 10 (fall)</b>		
NRSG 795R	Advanced Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 11 (spring)</b>		
NRSG 795R	Advanced Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Program Total</b>		<b>106</b>

**BSN PhD Plan of Study with APRN Specialty Area**  
**This program is a post-BSN entry program.**

*This particular plan of study is an example of the PhD Program with a Pediatric Primary Nurse Practitioner specialty. The PhD Program with specialty focus is available for all MSN specialties. Credit hours and clinical hours will vary for each specialty. Students will consult with the Director for an individualized plan of study.*

<b>Semester 1 (fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hours</b>
NRSG 700	Evolution of Nursing Science	3	
NRSG 705	Endogenous and Exogenous Determinants of Human Health	3	
BIOS 500	Statistical Methods I	4	
JPE 600	Jones Program in Ethics	0	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (spring)</b>			
NRSG 730	Measurement and Design in Clinical Research	4	
NRSG 732	Theoretical and Scientific Basis for the Study of Clinical Phenomena	3	
BIOS 501	Statistical Methods II	4	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 3 (summer)</b>			
NRSG 795R	Advanced Research	9	
	Preliminary Exam		
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (fall)</b>			
TATT 600	Graduate School Workshop	1	
NRSG 790	Teaching in the Nursing Profession	2	
TATT 605	Teaching Assistantship	2	
NRSG 710	Principals of Health Outcomes Research	3	
XXX	Elective	3	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 5 (spring)</b>			
NRSG 734	Qualitative Research Methods	3	
TATT 610	Teaching Associateship	2	
XXX	Elective	3	
XXX	Elective	3	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 6 (summer)</b>			
NRSG 795R	Advanced Research	9	
<b>Semester Credit Hours</b>		<b>9</b>	



<b>Semester 7 (fall)</b>			
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	<b>60</b>
NRSG 549	Pediatric Advanced Health Assessment	1	
NRSG 547	Staying Health: Promoting and Maintaining Wellness in the Pediatric Patient	3	
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 8 (spring)</b>			
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 664	Pediatric Primary Care Nurse Practitioner I	4	180
<b>Semester Credit Hours</b>		<b>9</b>	<b>180</b>
<b>Semester 9 (summer)</b>			
NRSG 546	Advanced Pediatric Practice II	2	
NRSG 665	Pediatric Primary Care Nurse Practitioner II	4	180
NRSG 652	Mental Health Issues for Advanced Practice Nursing	2	
XXX	Elective or NRSG 795R	2	
<b>Semester Credit Hours</b>		<b>10</b>	<b>180</b>
<b>Semester 10 (fall)</b>			
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 667	Pediatric Primary Care Nurse Practitioner III	5	240
NRSG 599	Business of Health Care: Finance	2	
<b>Semester Credit Hours</b>		<b>9</b>	<b>240</b>
<b>Semester 11 (spring)</b>			
NRSG 799R	Dissertation Research	9	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 12 (summer)</b>			
RES999GNUR		1	
<b>Semester Credit Hours</b>		<b>1</b>	
<b>Semester 13 (fall)</b>			
NRSG 799R	Dissertation Research	9	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Program Total</b>		<b>120</b>	<b>660</b>

# Nell Hodgson Woodruff School of Nursing Course Atlas

## **NRSRG 101 Introduction to Professional Nursing (1)**

This course provides a framework for socialization into the professional nursing role and internalization of nursing values. Focus is on the health care delivery system, health care team members, and current trends in healthcare and nursing.

## **NRSRG 200 Human Growth and Development: A Lifespan Perspective (3)**

This course focuses on human development from conception to death with an emphasis on the lifespan perspective. Cognitive, psychosocial, behavioral, sociocultural and ecological systems theories are explored as well as the impact of genetic and environmental factors.

## **NRSRG 201 Human Anatomy and Physiology I with Lab (4)**

This course is an introduction to the structure and function of the human body. Topics covered include cell structure, function and biochemistry; characteristics of tissues; control systems and homeostasis; and skeletal, muscle, and nervous system function.

## **NRSRG 202 Human Anatomy and Physiology II with Lab (4)**

The course examines structures and functions associated with specific organ systems, and functional integration of these systems in homeostatic regulation of the body. Focus is on the endocrine, cardiovascular, urogenital, respiratory and gastrointestinal systems. Laboratory experiences.

## **NRSRG 205 Fundamentals of Microbiology (4)**

This course introduces students to core principles and concepts of microbiology. Topic areas include microorganisms (bacteria, fungi, protozoa, viruses), microbial taxonomy, technology used to study microorganisms, microbial life cycle/metabolism and host-microbe interaction. Laboratory experiences.

## **NRSRG 207 Introduction to Clinical Nutrition (3)**

This course introduces nutrition science knowledge that emphasizes 1) basic biochemical functions and interactions of macronutrients/ micronutrients and affect on human physiology, and 2) how nutrition research is used to develop dietary recommendations for individuals and specific populations.

## **NRSRG 304 Physical Assessment: Normal Human Form and Function (6)**

This course is for students interested in translating their basic science knowledge of anatomy and physiology into clinical practice. History and physical examination practice will integrate knowledge and develop the psychomotor skills necessary for assessing the health status of clients.

**NRS 309 Social Responsibility and Bioethics in Nursing (2)**

The course introduces a social responsibility framework as a model of professional nursing practice. Students will develop essential skills to provide compassionate, patient-centered nursing care and interpersonal skills to establish effective professional relationships. Experiential learning component.

**NRS 310 Pathophysiology for Nurses (3)**

This course focuses on concepts of pathophysiology, how disrupting normal structures and functions of the human body leads to disease processes. Students will translate their understanding of pathophysiology to clinical decision making for health promotion, risk reduction and disease management.

**NRS 312 Foundations of Nursing Practice (2)**

This course provides students with fundamental principles of nursing practice. Students are presented with an introduction to critical thinking, bioethics, nursing process, evidence-based practice, communication, health promotion/disease prevention, informatics and patient- and family centered care.

**NRS 314 Clinical Practicum I (2)**

The clinical component focuses on planning and implementing care for adults/older adult with alterations in health. Sessions focus on developing competency in basic nursing skills and related documentation. Emphasis is on evidenced based practice, quality and safety and cultural awareness.

**NRS 315 Population Health: Community and Public Health Nursing (3)**

The course prepares students to provide clinical prevention and population-based health care across the lifespan. Emphasis is on population-focused health promotion, disease and injury prevention care, and social determinants of health to improve the nation's health.

**NRS 320 Pharmacology for Nurses (3)**

This course emphasizes pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in individuals across the lifespan. Emphasis is placed on principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics for selected illnesses.

**NRS 322 Health Promotion and Wellness (2)**

Students are introduced to concepts for achieving/maintaining quality of life and wellbeing at the individual/family/group/community/population level across the lifespan. Emphasis is on health promotion and disease/injury prevention, flourishing, healthy lifestyles, and health education and literacy.

**NRSG 324 Case Study Analysis Seminar I (1)**

Students will use critical thinking and clinical reasoning skills to integrate and synthesize content related to planning and providing comprehensive nursing care. This course is designed to provide additional content review for success in transitioning to professional nursing practice.

**NRSG 326 Acute and Chronic Care (3)**

Students will apply prior knowledge and use critical thinking skills to compare similarities and differences between commonly occurring illnesses that manifest as acute, life threatening conditions, or over time transition into chronic, debilitating or life-limiting illnesses.

**NRSG 328 Pediatric Nursing (2)**

Using a family centered approach; students address the unique responses of children and their families to acute and chronic illness. Emphasis is on health teaching, promotion, restoration and maintenance needs of children and their families.

**NRSG 330 Clinical Integration (2)**

The course focuses on integration and synthesis of content from nursing, science, and humanities classes, with application to planning and providing comprehensive patient care. Emphasis on situational learning through structured opportunities allows students to develop and hone clinical judgment.

**NRSG 331 Honors Seminar (1)**

Honors Seminar is the first of four required courses focused on topics relevant to the development and completion of the honors thesis. Students will identify an area of interest and faculty mentor, and design their project purpose and develop a plan and timeline for completion.

**NRSG 332 Scholarly Inquiry (3)**

This is the second of four Honors Program courses designed to introduce topics relevant to the development and completion of an honors thesis. Emphasis is on developing skills in scholarship, critical thinking, divergent modes of inquiry, communication and ethical approaches to investigation.

**NRSG 340D Professional Nursing: Concepts, Issues, and Trends (1)**

This course emphasizes the development of professional roles of a baccalaureate-prepared nurse incorporating knowledge of professional identity, professional and personal management, and the health care system/practice environment.

**NRSG 341D Foundations of Nursing Practice (3)**

This course provides students with fundamental principles of nursing practice. Students are presented with an introduction to critical thinking, bioethics, nursing process, evidence-based practice, communication, health promotion/disease prevention, informatics and patient- and family centered care.

**NRS 342D Professional Development II: Evidence-Based Nursing (2)**

This course emphasizes the role of research in nursing and healthcare. Students are introduced to a variety of methods of inquiry and participate in learning activities to develop skills necessary to understand and apply research findings to clinical nursing practice.

**NRS 343D Pathophysiology/Pharmacology for Nurses I (3)**

This course covers pathophysiology and therapeutics associated with multiple disease conditions. Students will translate their understanding of pathophysiology, pharmacokinetics and pharmacodynamics to clinical decision making for health promotion, risk reduction and disease management.

**NRS 344D Health Assessment (2)**

This course provides beginning level knowledge and psychomotor skills necessary for assessing client's health status. Students will use the nursing process framework to elicit health histories and perform physical examinations in a systematic manner.

**NRS 345D Pathophysiology/Pharmacology for Nurses II (3)**

This course covers pathophysiology and therapeutics associated with multiple disease conditions. Students will translate their understanding of pathophysiology, pharmacokinetics and pharmacodynamics to clinical decision making for health promotion, risk reduction and disease management.

**NRS 346D Acute and Chronic Care I (2)**

Students will apply prior knowledge and use critical thinking skills to compare similarities and differences between commonly occurring illnesses that manifest as acute, life threatening conditions, or over time transition into chronic, debilitating or life-limiting illnesses.

**NRS 347D Acute and Chronic Care I Practicum (1)**

The clinical component focuses on planning and implementing care for adults/older adult with alterations in health. Focus is on developing competency in basic nursing skills and related documentation. Evidenced based practice, quality and safety, and cultural awareness are emphasized.

**NRS 348D Clinical Skills Lab (1)**

This simulated laboratory component focuses on competency in basic nursing skills, history and physical assessment, and related documentation. Emphasis is on quality and safety.

**NRS 349D Social Responsibility & Bioethics in Nursing (2)**

The course introduces a social responsibility framework as a model of professional nursing practice. Students will develop essential skills to provide compassionate, patient-centered nursing care and interpersonal skills to establish effective professional relationships.

**NRSG 371 Evidence Based Nursing Practice (2)**

This course emphasizes the role of research in nursing and healthcare. Students are introduced to a variety of methods of inquiry and participate in learning activities to develop skills necessary to understand and apply research findings to clinical nursing practice.

**NRSG 372 Professional Nursing: Concepts, Issues and Trends (2)**

This course emphasizes the development of professional the baccalaureate nurse incorporating knowledge of professional identity, professional/personal management, the health care system/practice environment, effective teamwork/collaboration, patient- and family-centered care, and quality improvement.

**NRSG 380 Health Assessment (3)**

This course provides beginning level knowledge and psychomotor skills necessary for assessing client's health status. Students will use the nursing process framework to elicit health histories and perform physical examinations in a systematic manner.

**NRSG 385 Social, Cultural, and Health Issues Related to Female Incarceration (2)**

Students explore a variety of disciplinary perspectives related to incarceration and address the societal, cultural and health issues incarcerated women encounter. Students will reflect on their own values and perceptions of incarceration.

**NRSG 389 The Science and Culture of Sleep (3)**

An introduction to the physiology, psychology, and culture of sleep with attention to how all three are factors in therapeutic interventions in sleep disorders.

**NRSG 391 Clinical Practicum: Adult Medical Surgical Care (1.5)**

This course provides clinical experience with adults who have acute health problems and chronic condition exacerbations. Students provide patient and family centered care with emphasis on evidence-based intervention implementation, outcome documentation, collaboration, and communication.

**NRSG 392 Clinical Practicum: Maternity & Reproductive Health (1.5)**

This course provides clinical practicum for the theory courses: Maternity & Reproductive Health. Students will extend critical thinking and clinical judgment to meet the physical, psychosocial, cultural and spiritual needs of clients and families in the clinical areas.

**NRSG 393 Clinical Practicum: Mental Health (1.5)**

This course provides clinical practicum for the theory courses: Mental Health Nursing. Students will extend critical thinking and clinical judgment to meet the physical, psychosocial, cultural and spiritual needs of clients and families in the clinical areas.

**NRSG 394 Clinical Practicum: Pediatrics (1.5)**

This course provides clinical experience with children who have acute health problems and chronic condition exacerbations. Students provide patient and family centered care with emphasis on evidence-based intervention implementation, outcome documentation, collaboration, and communication.

**NRSG 400 Cardiac Dysrhythmias and ECG Interpretation in Adults (2)**

This course begins with the principles of electricity of the heart and progresses to normal and abnormal ECG rhythm interpretation. Students learn to interpret 12-lead ECG's and complex rhythms in relation to changes in physical assessment findings, pathophysiology of disease, and management.

**NRSG 401 Forensic Nursing (2)**

This course provides an overview of forensic nursing and the clinical application of forensic science. Focus is on the interface of healthcare and legal issues, e.g., murder, abuse, forensic evaluation, evidence collection/preservation, multidisciplinary teamwork, ethical/legal responsibilities, and prevention/intervention strategies.

**NRSG 402 Introduction to Critical Care Nursing (2)**

This course focuses on care for clients experiencing complex and critical situation. The pathophysiologic basis of hemodynamic and cardiopulmonary instability, respiratory failure, and shock states will be explored.

**NRSG 403 Pediatric Specialty Nursing (3)**

This elective course provides opportunities for students to enhance their understanding of the multiple specialty roles of pediatric nursing in the acute and ambulatory settings. Quality and safety, patient- and family-centered care and evidence based practice are emphasized.

**NRSG 404 Research Residency (1)**

Undergraduate nursing students gain practical skills in nursing research through structured research experiences. Working with a research mentor, students develop objectives. A course for students considering graduate study.

**NRSG 405 Rural Health (3)**

The goal of the course is to prepare undergraduate nursing students to provide population based health care to underserved rural populations. Students will then deliver evidence based healthcare services to an underserved rural population.

**NRSG 406 Emergency Nursing: Jack of All Trades (2)**

This course provides an overview of emergency nursing. Emphasis will be placed on nurse roles and responsibilities, patient- and family centered care biopsychosocial needs, triage, focused assessments and evaluation of care interventions, and legal/ethical factors influencing care.

**NRSG 407 Health Care for the Older Adult (2)**

Students will examine the science of gerontological nursing, current issues facing older adults, and the socioeconomic impact for this population. Approaches to common problems in older adults as well as myths and misconceptions about aging will be discussed.

**NRSG 408 Maternity and Reproductive Health Nursing (2)**

This course examines the reproductive health and maternal nursing care of women across the continuum of preconception, antepartum, intra-partum, and postpartum care. A global perspective frames health promotion and disease prevention with emphasis on maternal-newborn dyads and their families.

**NRSG 411 Mental Health Nursing (2)**

This theory course focuses on diverse concepts and principles synthesized from the sciences and humanities to the professional practice of psychiatric mental health nursing. This course examines knowledge and skill acquisition to care for the mental health of patients across the continuum of care.

**NRSG 412 Nursing Care of the Oncology Patient (2)**

This course prepares nursing students to care for the person with cancer and their families. Focus is on the most common cancers in adults and addresses prevention, early detection, diagnosis, treatment, symptom management, QOL issues, and health disparities on oncology outcomes.

**NRSG 415 Honors Leadership for Accelerated BSN Students (1)**

This first course in the Leadership Scholars Program (LSP) will assess and leverage previous life/work experiences. Students will experience team development, refine existing leadership strengths and styles, and establish a mentee relationship with a Nursing Leader for their leadership project.

**NRSG 416 Perspectives in Professional Nursing - Global Health (3)**

This course focuses on the professional nursing role and concepts forming the basis of professional nursing practice in a global setting. Students will examine ethical and resource issues and the impact of culture and collective action for the delivery of healthcare in the U.S. and other countries.

**NRSG 416 Perspectives in Professional Nursing - Research (3)**

This course focuses on the role of the generalist nurse in clinical research. Building on evidence based practice, students will critically evaluate research and explore the role of the nurse in clinical research. Ethical conduct of research will be emphasized.



**NRS 416 Perspectives in Professional Nursing - Health Systems (3)**

Frameworks for nursing practice will be evaluated using Emory Health Care System (EHC) as an exemplar. Nursing and leadership theories, professional governance structures, patient safety, quality improvement, informatics, patient centered care, and care transformation models will be analyzed.

**NRS 416 Perspectives in Professional Nursing - Management, Administration and Leadership (3)**

This course emphasizes leadership theories, organizational structures, and management skills such as communication, teamwork, collaboration, conflict resolution, delegation, and supervision that contribute to cultures of quality and safety, workforce motivation and self-care of the nurse.

**NRS 416 Perspectives in Professional Nursing - Health Policy and Advocacy (3)**

This course provides an introduction to the health care system, orienting the student to its overall structure, functions, and processes. It provides a social, political, and economic context for understanding contemporary health care systems and the organization and financing of health care.

**NRS 416 Perspectives in Professional Nursing - Clinical Nursing Education (3)**

This course focuses on principles underlying the teaching of adult learners in clinical settings with culturally diverse populations. Students will apply educational and psychological learning theories and pedagogies to health education using a variety of innovative teaching strategies.

**NRS 417 Leadership, Advocacy, and Policy (3)**

The course focuses on health care systems, leadership, and advocacy. Themes include the legal, political, ethical and cultural influences on the health care system/delivery; health policy and advocacy including an emphasis on underserved populations; and global health and workforce issues.

**NRS 418 Leadership Project Advisement (1)**

This is the third of three required courses focused on the development and completion of the leadership scholar project (LSP). Students will work with their assigned Nursing Leadership Mentor to garner experience in leadership situations, complete their project, and disseminate results.

**NRS 422 Palliative Care and Meaningful Conversations (2)**

This course incorporates philosophy, principles and palliative care models in the setting of serious illness and death. Within the framework of patient and family centered care, the role of the nurse in facilitating coping, symptom management, and maximizing quality of life is explored.

**NRSG 424 Case Study Analysis Seminar (1)**

This course fosters critical thinking and clinical reasoning skills in nursing practice by building on nursing science and related basic science knowledge. Using cases/scenarios, students will integrate and synthesize content previously learned for patient- and family-centered care.

**NRSG 425 Becoming a Professional Nurse (2)**

This course prepares the student for transition to independent practice as a professional nurse. Course objectives will assist the student in understanding requirements for licensure, scope of practice, leadership/management roles, information technology, professional organizations, and advocacy.

**NRSG 426 Fundamentals of Wound Care (2)**

This course prepares the novice healthcare provider with the knowledge and basic skills to assess and provide care for people with acute and/or chronic wounds. Simulation provides an opportunity to practice assessment and examine the roles of the interprofessional wound care team.

**NRSG 430 Nursing in Complex Care Situations (3)**

This course is designed to integrate the clinical nursing, pathophysiology, and pharmacology content from all previous classes addressing situations involving multi-system and complex health challenges. The focus of this course is on the nursing management of acutely ill and injured client.

**NRSG 431 Clinical Practicum IV (4)**

Students will synthesize, expand and refine nursing concepts and clinical reasoning from all previous courses. Through an intensive clinical experience students will provide increasingly complex patient and family centered-care within a collaborative team model.

**NRSG 432 Ambulatory Care (3)**

Students will synthesize, expand and refine clinical reasoning to provide transitional, procedural care, and case management in the ambulatory setting. Students will analyze and interpret complex information with culturally diverse patients and families using available technology and informatics.

**NRSG 433 Introduction to Interprofessional Pediatric Critical Care (2)**

In the classroom and simulated clinical environment, students will apply principles of nursing care to the critically ill or injured child and family. Interprofessional team experiences will provide opportunities for students to advocate for patients and families from diverse backgrounds.

**NRSG 435D Acute and Chronic Care II (2)**

Students will examine the science of gerontological nursing, current issues facing older adults, common acute and chronic health issues in older adults, and the socioeconomic impact of aging. Concepts of palliative care and emotional health related to transitions and losses will be explored.

**NRSG 436D Acute and Chronic Care II Practicum (2)**

Supports Acute and Chronic II.

**NRSG 437D Maternity and Reproductive Health Nursing (2)**

This course examines the reproductive health and maternal nursing care of women across the continuum of preconception, antepartum, intra-partum, and postpartum care. A global perspective frames health promotion and disease prevention with emphasis on maternal-newborn dyads and their families.

**NRSG 438D Mental Health Nursing (2)**

This theory course focuses on diverse concepts and principles synthesized from the sciences and humanities to the professional practice of psychiatric mental health nursing. This course examines knowledge and skill acquisition to care for the mental health of patients across the continuum of care.

**NRSG 439D Mental Health or Maternity Practicum (2)**

This course provides clinical practicum for the theory course of either: Mental Health or Childbearing Families. Students will extend critical thinking and clinical judgment to meet the physical, psychosocial, cultural, and spiritual needs of clients and families in the clinical area.

**NRSG 440D Pediatric Nursing (2)**

Using a family-centered approach, students address the unique responses of children and their families to acute and chronic illness. Emphasis is on health teaching, promotion, restoration and maintenance needs of children and their families.

**NRSG 441D Nursing in Complex Care Situations (2)**

This course is designed to integrate the clinical nursing, pathophysiology, and pharmacology content from previous classes addressing situations involving multi-system and complex health challenges. The focus of this course is on the nursing management of acutely ill and injured client.

**NRSG 442D Pediatrics or Complex Care Practicum (2)**

This course provides clinical experience with adults or children who have acute health problems and chronic condition exacerbations. Students provide patient and family centered care through evidence-based interventions, outcome documentation, collaboration and communication.

**NRSG 443D Working with Vulnerable Populations Globally, Regionally, or Locally (1)**

This course supports immersive clinical experiences with vulnerable populations in various global, regional, or local locations. Students will explore health challenges within the social, cultural, political, and economic factors that influence health outcomes.

**NRSG 446 Capstone for Public Health (1)**

BUNDLES scholars in partnership with Public Health Nurse (PHN) mentors will analyze social determinants of health, health disparities and other structural and social forces that impair health and impede health care. Students will reflect on these social determinants of health in their personal lives.

**NRSG 450 Human Clinical Genetics (3)**

This course provides an understanding of clinical genetic practice (screening, assessment, treatment, counseling and bioethics). The course will review the physical and chemical basis of heredity and patterns of inheritance, and mechanisms producing adult onset and pediatric genetic conditions.

**NRSG 452 Frontline: Caring for Veterans (2)**

Focused on the unique health and care delivery needs of veterans and their families, students will learn best practices to address physiological and psychological conditions. Interprofessional care models within the Veteran Health Care System for improved health care outcomes and QOL are emphasized.

**NRSG 453 Honors Thesis I (1)**

Students will continue to work with their project mentor/course faculty to develop implementation skills for a thesis plan. By semester end, they will complete the methods and analysis portions of their projects. They will explore opportunities to establish a plan to disseminate their work.

**NRSG 454 Honors Thesis II (1)**

This course is designed to introduce topics relevant to the development and completion of the honors thesis. Under the advisement of the project mentor, students will complete the written thesis. The quality of work will be determined at a defense of the thesis before a certifying committee.

**NRSG 455D Population Health: Community and Public Health Nursing (2)**

The course prepares students to provide clinical prevention and population-based health care across the lifespan. Emphasis is on population-focused health promotion, disease and injury prevention care, and social determinants of health to improve the nation's health.

**NRSG 456D Population Health Practicum (2)**

Students will synthesize, expand and refine clinical reasoning to provide transitional, procedural care, and case management in the ambulatory setting. Students will analyze and interpret complex information with culturally diverse patients and families using available technology and informatics.

**NRSG 457D Becoming a Professional Nurse (2)**

This course prepares the student for transition to independent practice as a professional nurse. Course objectives will assist the student in understanding requirements for licensure, scope of practice, leadership/management roles, information technology, professional organizations, and advocacy.

**NRSG 458D Clinical Synthesis Practicum (3)**

The final clinical course, students will synthesize, expand and refine their application of nursing concepts and clinical reasoning competencies through an intensive clinical experience with increasingly complex patient- and family-centered care within a collaborative teamwork model.

**NRSG 459D Capstone Seminar (2)**

This final course in the program of study supports synthesis of nursing knowledge, clinical practice, and professional behavior. Students will demonstrate professional communication, participate in clinical simulations, and prepare for NCLEX.

**NRSG 467 Holistic Health (3)**

This course explores the realm of holistic health, emphasizing the integration of body, mind, and spirit to support healing and transformation of self and others. Specific techniques and therapies associated with complementary and integrative health are introduced.

**NRSG 480 Working With Vulnerable Populations Globally and Locally (2)**

This course provides an immersive experience with vulnerable populations in various locations globally. Students will explore health challenges confronting a specific population, focusing on the nurse's role. Social, cultural, political, and economic factors that influence health will be examined.

**NRSG 482 Birth and Global Health (3)**

This interdisciplinary course examines birth in the context of global health. Themes of joy, fear, pain in childbirth, and meanings of pregnancy will be explored. Urgent issues in global reproductive health will be discussed, e.g., reproductive rights, equity, access, and quality of health care.

**NRSG 483 Perioperative Nursing (2)**

This course provides students with basic concepts of perioperative nursing. Emphasis is on multidisciplinary team collaboration for optimal outcomes for the operative patient. Clinical observation, discussion, and assignments provide the basis for synthesis of the perioperative experience.

**NRSG 497R Directed Study (11 to 6)**

Students will identify a focused area of study and work with faculty to define deliverables.

**NRSG 501 Forensic Nursing Practice (3)**

Focus is on the medical-legal examination of persons experiencing violence including care of victims and perpetrators, psychosocial and physical needs, ethics, sexual assault, elder abuse, child maltreatment, IPV, analysis of wounds/patterns of injury, evidence collection, preservation, and analysis.

**NRSG 502 Primary Care Nursing (2)**

Students will discuss primary care nursing competencies and integration of primary care delivery within the US healthcare system. Describing the scope of practice of the primary care RN role, students will integrate interprofessional collaboration principles and the impact on patient outcomes.

**NRSG 502MN Physiology/Pathophysiology for Nursing Practice (3)**

Normal physiology and disordered physiologic processes that lead to disease or injury for selected health problems will be discussed. Students will translate their knowledge of pathophysiology to the clinical setting, making decisions for health promotion, risk reduction and disease management.

**NRSG 503 Clinical Perspectives in Global Health (2)**

This inter-professional elective is an introduction to core concepts in Global Health for clinical care delivery in resource-limited settings. Students will develop competencies across the domains of global health through formal didactic lectures and skills workshops.

**NRSG 504 Biostatistics for Practice Scholars (3)**

This course introduces practice scholars (such as DNP learners) to common parametric, non-parametric, univariate and multivariate biostatistical techniques and utilizes insights from these analyses to generate solutions for health-related problems.

**NRSG 505 Research and Evidence Based Practice (3)**

Principles of evidence based practice and the skills for formulating meaningful clinical questions, locating the best evidence, critically evaluating research and other types of evidence, and formulating and applying evidence-based recommendations to practice and policy decisions are discussed.

**NRSG 506 Innovative Care Models for the Family Nurse Practitioner I (2)**

This course prepares family nurse practitioners to provide care for acute and chronic illness/injury in convenient care settings (urgent, retail, and home settings), via telehealth and mobile community care. Lab sessions include basic office diagnostic and procedural skills.

**NRSG 507 Innovative Care Models for the Family Nurse Practitioner II (2)**

This course advances the preparation of family nurse practitioners in the provision of care and leadership in convenient care settings via telehealth and mobile community care. Lab/simulations focus on team-based care, leadership and procedural skills.

**NRSG 508 Woodruff Fellows Seminar I (1)**

As the first of a 3 course series fellowship, this course provides students selected into the Woodruff Fellows program a focus on activities and project development that emphasizes communication, service, social responsibility, and contribution to the greater community through servant leadership.

**NRSG 508MN Pharmacology for Nursing Practice (3)**

This course provides students an understanding of pharmacokinetics, pharmacodynamics, and pharmacogenomics when treating selected illnesses. Emphasis will be on nursing management of drug therapies in patients across the lifespan with application to the clinical setting.

**NRSG 509 Woodruff Fellows Seminar II (1)**

As the second of a 3 course series fellowship, this course allows students to focus on embracing conflict, and learn strategies based on ethical and moral leadership principles to meet the needs of the Atlanta community in an area of their interest.

**NRSG 510 Woodruff Fellows Seminar III (1)**

As the last of a 3 course series fellowship, this course provides an opportunity for Woodruff Fellows to extend their influence in servant leadership and health policy. Fellows will present their final service-based projects to stakeholder audiences.

**NRSG 510MN Art & Science of Nursing Practice (3)**

This course provides students with fundamental principles of nursing and clinical practice including an introduction to critical thinking, bioethics, nursing process, evidence-based practice, communication, health promotion/disease prevention, informatics and patient- and family centered care.

**NRSG 511 Health and Substance Use Disorders (2)**

The course focuses on concepts, treatments, and the nurse 's role in substance use disorders (SUD) across the lifespan, including social, cultural, political, and economic factors. Students will gain an understanding of harm reduction approaches and treatment models in care of persons with SUD.

**NRSG 512 Power of the Plate: A Culinary Translational Approach to Health (2)**

Students will translate evidence-based culinary approaches into practical strategies for diverse and vulnerable populations to prevent diet-related chronic diseases and promote overall health. Strategies include case analysis discussion prompts and experiential learning in a community setting.

**NRSG 513 Spanish for Health Care Professionals (2)**

Students in the healthcare field will learn basic Spanish communication skills and cultural knowledge for interacting with Spanish-speaking patients. The course is conversation intensive.

**NRSG 514 Intermediate Spanish for Healthcare Professionals (2)**

Students expand their communication skills and cultural knowledge helpful for interacting with Spanish-speaking patients. The course is conversation intensive, e.g., role-play and mock interviews.

**NRSG 515 Health and Social Change (2)**

Students will analyze contemporary healthcare policy and practice issues using a social, historical and cultural lens to understand the patterns affecting health service provision in the United States.

**NRSG 516 Advanced Spanish for Health Care Providers (2)**

Students will refine and apply their Spanish communication skills to medical examinations, chief complaint, and patient education scenarios to become more fluent using Spanish vocabulary and grammar.

**NRSG 517 Management of Acute and Chronic Illness I (2)**

This course is designed to enhance clinical reasoning skills in nurse practitioner students to recognize and manage common acute/episodic and chronic health conditions of adults in a variety of settings.

**NRSG 518 Management of Acute and Chronic Illness II (2 to 3)**

The second course in a two-course series expands clinical reasoning skills of the nurse practitioner student in managing acute/episodic and chronic health conditions of adults presenting in a variety of settings.

**NRSG 519 Acute and Complex Chronic Disease Management for the AGACNP I (2)**

The first of a two-courses of population focused diagnosis, treatment and disease management designed to prepare the adult geriatric acute care nurse practitioner student to recognize and manage the most common acute/episodic and complex chronic health conditions. Evidenced based practice is emphasized

**NRSG 520 Acute and Complex Chronic Disease Management for the AGACNP II (2)**

This course is designed to recognize and manage the most common acute/episodic and complex chronic health conditions. Evidence based practice will be incorporated to develop targeted interventions to stabilize the patient's condition, prevent complications and restore maximum health.



**NRSG 521 Diabetes Self-Management Education (2)**

patients and their families. Content is based on the American Association of Diabetes Educators (AADE) 7 Self-care Behaviors theoretical framework.

**NRSG 522 Advanced Pharmacology (3)**

Building on prior knowledge, APRN students will apply pharmacologic principles to treat common health problems, stable chronic conditions, and select acute care conditions in a safe, cost-effective manner.

**NRSG 523 Extended Role Transition for the BSN-Prepared Nurse Entering the APRN Profession (1 to 2)**

Students work in a precepted model to provide care and understand the RN role within the specialty area and specialty care environment as they transition from student and/or beginning RN to the APRN role.

**NRSG 524 Becoming an APRN (2)**

Students transitioning to the advanced practice nurse (APRN) role will discuss professional scope, standards, competencies, collaborative practice, and ethics and legal regulations governing practice.

**NRSG 525MN Health Assessment and Physical Examination (3)**

This course provides knowledge and psychomotor skills necessary for assessing patient's health status. Students will use the nursing process framework to elicit health histories and perform systematic, physical examinations in a simulation and clinical environment.

**NRSG 526 Advanced Pharmacology for Anesthesia (3)**

This course provides an in-depth study of pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, and toxicology along with principles of drug actions, uptake, distribution, biotransformation, and elimination related to the practice of anesthesia.

**NRSG 527MN Foundation of Practice Practicum (2)**

This practicum focuses on planning and implementing care for adult and geriatric patients with alterations in health. Beginning with lab skills acquisition and simulated experiences and transitioning to the clinical environment, students will provide and document high quality, basic nursing care.

**NRSG 528 Advanced Physiology/Pathophysiology (3)**

Graduate students will recognize and analyze the relationship between normal physiology and function to structural and functional changes in cells/tissues/organs that underlie selected diseases.

**NRSG 529 Advanced Physiology/Pathophysiology Anesthesia I (3)**

This course uses a systems approach to examine pathophysiologic diseases pertinent to anesthesia. Evidence based practice will be used to develop interventions and a plan of care to include the effects of general and regional anesthesia in patients with multiple comorbidities across the lifespan.

**NRSG 530 Advanced Physiology/Pathophysiology Anesthesia II (3)**

This course will take a systems/lifespan approach, integrating anatomy, physiology, and pathophysiology related to anesthesiology. Foci include the effects of general and regional anesthesia in patients with renal, hepatic, endocrine, neuromuscular, congenital heart, and genetic based disorders.

**NRSG 531 Chemistry & Physics (3)**

This course will apply the basics of biochemistry and physics to anesthesia practice. A review of basic organic chemistry pertaining to metabolic pathways, structure and function of proteins, cellular mechanisms for action and drug receptor interaction, and enzyme kinetics.

**NRSG 532 General Principles of Nurse Anesthesia (5)**

This course introduces general and regional anesthesia, and monitored anesthesia care. Preoperative evaluation, planning, and anesthetic management for surgical patients will be integrated. Students examine risk management and management of critical incidents in anesthesia.

**NRSG 533MN Adult and Geriatric Nursing (4)**

Students will apply prior knowledge and use critical thinking skills to compare similarities and differences between commonly occurring illnesses that manifest as acute, life threatening conditions, or over time, transition into chronic, debilitating or life-limiting illnesses.

**NRSG 534MN Adult and Geriatric Practicum (1.5)**

This clinical practicum provides experience with adult and geriatric patients with acute health problems and chronic condition exacerbations. Students provide patient and family centered care with emphasis on evidence-based interventions, outcome documentation, and interprofessional collaboration.

**NRSG 535 Concepts of Neonatal Nursing (2)**

Students will develop advanced knowledge, assessment, and management skills when caring for the high-risk neonate and family. Emphasis is on fetal and neonatal physiological differences, pathogenesis of common disease states, scientific rationale and best practices for care and ethical issues.

**NRSG 536MN Mental Health Nursing (2.5)**

This course focuses on the professional practice of psychiatric mental health nursing. Knowledge and skill essential to care for the mental health of patients, families, and communities across multiple care settings will be addressed.

**NRSG 537MN Mental Health Practicum (1.5)**

Students will use critical thinking skills to provide care to patients, families, and communities with mental health needs: giving consideration to their physical, psychosocial, cultural and spiritual needs.

**NRSG 538 Adolescent Health and Development (2)**

This course explores adolescent health and development from a holistic developmental perspective using a multidisciplinary theoretical approach. Emphasis is on common adolescent health problems and areas of concern that include mood disorders, suicidality, juvenile violence, substance use and reproductive health.

**NRSG 539MN Optimal Wellness Across the Lifespan (2)**

Students will examine the emerging evidence for incorporating health promotion and well-being into patient and family centered care across the lifespan. Additionally, emphasis will focus on strategies to foster healthy work life balance for clinicians.

**NRSG 540 Network Science for Nursing Research (2)**

Introduces basic network concepts and the use of network science in analyzing nursing data. Develops network analysis skills through homework assignments and a final project.

**NRSG 541MN Palliative Care (2)**

Using palliative care principles, the student will gain the knowledge/skills/attitudes to understand and enhance the quality of life when caring for persons across the lifespan with serious, acute and chronic progressive diseases.

**NRSG 542MN Evidence Based Practice for the Professional Nurse (3)**

Students will explore the research process and apply principles of evidence based practice to clinical care delivery. Emphasis will be on search strategies, and reviewing and synthesizing best research evidence for integration into practice.

**NRSG 543 Innovative Leadership & Policy in Advanced Nursing Practice Roles (3)**

This course provides students with a foundation for advanced practice nursing (APN) leadership. The course focuses on the principles and standards of APN and the policy and regulatory environments that impact practice and care. Emphasis is on inter-professional collaboration in healthcare.

**NRSG 544 Advanced Health Assessment (3)**

Students will assess/interpret/report pertinent findings on the history and physical exam. An emphasis on clinical decision-making, selection/interpretation of diagnostic tests; and hands-on practice of common procedures is included.

**NRSG 545 Advanced Pediatric Practice I (2)**

The student will continue to develop clinical management skills to meet commonly diagnosed health-care needs of infants, children and adolescents in ambulatory settings, acute care clinics or the emergency room. Emphasis is on skills for education, consultation/referral and follow-up.

**NRSG 546 Advanced Pediatric Practice II (2)**

This final course focuses on competencies and pediatric nurse practitioner roles. Emphasis is on clinical nursing expertise for children with chronic illnesses and complex health problems; implementation of holistic, comprehensive plans of care; and follow up/referral in inpatient and ambulatory settings.

**NRSG 547 Staying Healthy in Pediatrics (2)**

This course synthesizes and applies health promotion principles to maintain a healthy pediatric patient. Didactic and clinical component.

**NRSG 548 Professional Role: Nurse Anesthesia Practice (2)**

This course focuses on professional and historical issues relating to nurse anesthesia education and practice. Legal issues, standards of care, scope of practice and variations between states will be examined. Optimization of and challenges to wellness and work/life balance will be explored.

**NRSG 549 Pediatric Wellness (2)**

Developmental theory and focused assessment to promote and maintain health & wellness for the pediatric patient across multiple cultural contexts. Assessing/ interpreting/ documenting/reporting abnormal findings in the H & P and examining factors influencing health promotion & disease prevention.

**NRSG 552 Staying Healthy in Neonates/Infants: Introduction to Clinical Specialty (3)**

Complementary and integrative strategies for promoting and maintaining health and wellness for the neonate and infant (birth to age 2) will be discussed as well as the influence of culture, social determinants, developmental outcomes and national/global policy.

**NRSG 554 Advanced Neonatal and Pediatric Health Assessment (3)**

Students will assess/interpret/report pertinent findings on the history and physical exam. An emphasis on clinical decision-making, selection/interpretation of diagnostic tests; and hands-on practice of common procedures is included.

**NRSG 556 Advanced Neonatal Issues I (3)**

This course focuses on the role of the neonatal nurse practitioner in contemporary management of high risk and critically ill neonates/infants up to two years of age. Emphasis includes developing differential diagnoses, comprehensive care and management across the continuum (acute-critical-chronic care).

**NRSG 557 Advanced Neonatal Issues II (3)**

This course expands on the role of the student neonatal nurse practitioner in management, assessment, differential diagnoses, comprehensive care and management across the continuum (acute-critical-chronic care), for high risk and critically ill neonates/infants up to two years of age.

**NRSG 560 Embryology and Development (1)**

This course focuses on developmental and molecular genetics and our ability to recognize genetic disorders and to determine genetic variations that predispose individuals to disease.

**NRSG 561 Nurse Midwifery I (5)**

Students will provide beginning level midwifery care, by integrating physiological, sociocultural, educational, nutritional and environmental content into their clinical care. Problem solving, health promotion and planning care is provided in ambulatory antenatal, well-woman, and newborn settings.

**NRSG 563 Anesthesia for Surgical Procedures and Special Populations I (6)**

This course will discuss advanced concepts, principles and techniques of anesthetic management, specifically acute and chronic pain management including local and regional anesthetics, and regional and peripheral blocks.

**NRSG 564 Anesthesia for Surgical Procedures and Special Populations II (5)**

This course focuses on the evaluation and management of patients with increased complexity. Current evidence will be used to formulate an anesthetic plan and administration of anesthesia for increasingly complex surgical procedures and/or comorbidities for patients of diverse populations.

**NRSG 570 Family Nurse Practitioner I (1 to 4)**

Students are introduced to the evaluation and management of the most common episodic and chronic health problems of adults and children seen in primary care settings. Focus is on culture and health disparities, risk reduction, health promotion and chronic disease management.

**NRSG 572 Family Nurse Practitioner II (1 to 5)**

Students will address increasingly complex health problems common to children and adults, with emphasis on primary care management and pharmacologic and non-pharmacologic interventions. Culturally competent care to diverse patients and HP 2020 goals will be addressed.

**NRSG 573 Family Nurse Practitioner III (1 to 5)**

This is the final course to prepare students for entry into the FNP advanced practice role. Clinical settings will allow students to plan and implement culturally sensitive, evidence-based care across the lifespan as they address increasingly complex health issues common to primary care settings.

**NRSG 575 Optimal Wellness: Promoting and Maintaining Health (2)**

Students will examine the emerging evidence for incorporating complementary and integrative strategies into patient-centered care across the lifespan for optimal wellness and enhanced quality of life.

**NRSG 576 Introduction to Clinical Specialty (2)**

Students will enroll in specialty specific sections of this course. Emphasis is on developing skills in health promotion, health maintenance, risk reduction strategies and understanding the basic health care needs of the patient population to prepare for clinical practice.

**NRSG 577 Family/Emergency Nurse Practitioner I: Clinical Decision-Making in Emergency Care (3 to 7)**

Students are prepared to evaluate and manage patients with urgent and life-threatening conditions in emergency settings. Emphasis is on clinical decision-making, interdisciplinary communication, interpreting laboratory/radiologic/diagnostic tests, acute resuscitation, and advanced practice skills.

**NRSG 579 Family/Emergency Nurse Practitioner II: Medical Emergencies (3 to 7)**

Students are prepared to evaluate and manage patients in pre-hospital, urgent care and emergency department settings. Common medical emergencies are discussed along with emergency care management, pharmacologic/non-pharmacologic interventions, cost-effective practice and patient/provider communication.

**NRSG 580 Woodruff Fellows Seminar I (1)**

As the first of a 3 course series fellowship, this course provides students selected into the Woodruff Fellows program a focus on activities and project development that emphasizes communication, service, social responsibility, and contribution to the greater community through servant leadership.

**NRSG 580 Family/Emergency Nurse Practitioner III: Traumatic Emergencies (3 to 7)**

The course focuses on care of patients with traumatic injuries in pre-hospital, urgent care and emergency department settings. Emphasis is on injury control and prevention, legal issues, team communication and emergency department leadership.

**NRSG 582 Health Care Perspectives in HIV/AIDS (2 to 3)**

Students will learn the etiology, epidemiology, prevention, and treatment of HIV disease from local, national, and global perspectives. This course builds the necessary competencies in care of individuals affected by HIV/AIDS.

**NRSG 588 Health in Aging in the 21st Century (2)**

This course introduces four key areas of health and aging within gerontology, the social context of aging and health; mobility and balance changes with age; age-related changes in vision, hearing, and cognition; and continuity and change in mental/emotional health related to transitions and losses.

**NRSG 589 Innovative Leadership in Health Care Delivery (2)**

Course design assists students to synthesize concepts in personal & organizational leadership in the rapidly changing, complex health system. Concepts: change theories, complexity science & leadership models, health policy & finance, ethics, & systems thinking relating to creativity & innovation.

**NRSG 590 Immersion Learning with Underserved Communities (1)**

This seminar course focuses on health delivery systems and advances the value of social responsibility through a broad discussion of social justice, culture and non-governmental healthcare organizations. The course occurs concurrently with a 1-2 week clinical immersion experience.

**NRSG 591 Health Care Quality and Patient Safety (3)**

Introduces theories, models and tools of healthcare improvement science for optimizing quality and patient-centered care. Explores the evolution of quality care science, and the utilization of data into practical and valuable information to improve healthcare quality and safety.

**NRSG 592 Partnering with Communities through Service Learning (1)**

Students engage with a local community partner for both service to the agency and student learning. In mutual collaboration with the community representative and student, mutual goals are set based on the course objectives. Emphasis is on critical reflection activities, e.g., written narratives.

**NRSG 593 LGBTQ Health (2)**

People who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ) face mental and physical health disparities. Focus will be on clinical concepts of LGBTQ health, disparities data and models of social determinants as pathways to disease outcomes, and appropriate interventions.

**NRSG 595 The Leader's Role in Emergency Preparedness and Response (3)**

Students will explore the role of health systems leaders in emergency preparedness planning and response. Key concepts related to natural and man-made disasters, emergency planning, preparedness, response and recovery at local, national and international levels will be discussed.

**NRSG 599 Business of Health Care: Finance (2)**

Students will examine the financial infrastructure related to current clinical practice in the U.S. healthcare system. Financial reimbursement models will be explored as well as resource optimization, revenue generation, organizational fiscal management, and sustainability.

**NRSG 600 Women's Health Nurse Practitioner I: Reproductive Health Care for Women (2 to 5)**

Students will gain the knowledge/skills to differentiate abnormal from normal findings using advanced assessment techniques and critical thinking to formulate a diagnosis and plan of care as it pertains to the reproductive health care of culturally diverse patients.

**NRSG 601 Women's Health Nurse Practitioner II: Advanced Care of Women (2 to 5)**

Students will gain the knowledge/skills to recognize health deviations in obstetrical care that impact the care, families, and lives of women in a variety of settings. Within these settings, the student will learn to perform comprehensive, advanced health assessments of childbearing women.

**NRSG 602 Women's Health Nurse Practitioner III: Preceptorship for Women's Health (1 to 6)**

Students are given an opportunity to focus primarily on the refinement of advanced practice skills by functioning fully as a WHNP. Seminars, conducted by case management, will assist the student in analysis and synthesis of the role of the WHNP in today's healthcare environment.

**NRSG 603 Dissemination of Immersion Projects (1)**

This course provides an opportunity for students to recreate the immersion experience and outcome in a relatively standard abstract or journal article framework.

**NRSG 604MN Maternity and Reproductive Health Nursing (2.5)**

This course examines the reproductive health and maternal nursing care of women across the continuum of preconception, antepartum, intra-partum, and postpartum care. Population management frames health promotion and disease prevention in maternal-newborn dyads and families.

**NRSG 605MN Maternity Practicum (1.5)**

Students will use critical thinking skills to provide care to women and newborns integrating physical, psychosocial, cultural and spiritual perspectives. Reproductive health promotion and risk reduction in the community setting is emphasized.

**NRSG 606MN Pediatric Nursing (3)**

Using a family centered approach; students address the unique responses of children and their families to acute and chronic illness. Emphasis is on health teaching, promotion, restoration and health maintenance needs of children and their families.

**NRSG 607MN Pediatric Practicum (1.5)**

This course provides clinical experience with children who have acute health problems and chronic condition exacerbations. Students provide patient- and family-centered care with emphasis on evidence-based intervention implementation, outcome documentation, collaboration, and communication.

**NRSG 609MN Public Health Nursing (2)**

Public health protects and improves the health of the public through assessment, assurance, and policy development. This course focuses on the nurse 's role in applying the public health mission of protecting and improving the health of all people at the local, national, and global level.



**NRSG 614 Human Lactation and Breastfeeding Management (2)**

Students will gain the skills to effectively promote and support breastfeeding and human lactation in a variety of settings. Consideration will be given to how culture, ethnicity, and socioeconomic status influence a woman's decision to breastfeed. Legal and ethical issues will also be addressed.

**NRSG 615 Advanced Human Lactation and Breastfeeding Management (3)**

Building on NRSG 614, this course will develop skills to function as a lactation consultant (LC) with content aimed the LC certification. Students will expand their knowledge, understanding, and appreciation of lactation/breastfeeding to achieve competence in assessment, diagnosis, and treatment of issues beyond the scope of a generalist.

**NRSG 616MN Foundations of Healthcare Quality and Patient Safety (3)**

This course introduces theories, models, and tools of healthcare improvement science for optimizing quality and patient-centered care. Students explore the evolution of quality care science, integrate data analytics and informatics to improve healthcare quality and safety for patient populations.

**NRSG 617MN Data Utilization for Nursing Practice (2)**

This course introduces foundational informatics and biostatistical techniques to generate solutions for health-related problems and improve patient outcomes.

**NRSG 624 NRSG 624 Pharmacology in Pediatrics (2)**

This course focuses on clinical pharmacology for common pediatric disease conditions. Emphasis is on the variability and diversity of absorption, distribution and elimination of therapeutic agents and how to monitor effects and toxicities of drugs. Medication calculations will be reviewed.

**NRSG 630 Nurse Midwifery II (2 to 5)**

This course enables the student to implement safe, nurse- midwifery care in hospital and/or birth centers for women in intrapartum, postpartum, and for newborns. The management of culturally appropriate, holistic, evidence-based care, cognizant of the effect of health disparities is emphasized.

**NRSG 631 Nurse Midwifery III (1 to 5)**

This final course in the nurse-midwifery sequence, prepares students to merge the professional role and responsibilities of clinical management in transitioning to independent, full-scope practice as a nurse-midwife. Emphasis is on application of the nurse-midwifery process and health advocacy.

**NRS 634 Synthesis in Clinical Specialty: Dual Major (3 to 6)**

This course is designed for dual major students to synthesize APRN knowledge and transition to the APRN role in both specialties. Students will incorporate transdisciplinary strategies to provide culturally competent, holistic and evidence based health care in increasingly complex clinical settings

**NRS 644 Advanced Continence Management (2)**

APRNs will increase their knowledge and skills to effectively assess and manage patient urinary and/or fecal continence issues. This online course delivers evidence-based didactic instruction via video lectures.

**NRS 645 Advanced Ostomy Management (2)**

APRNs will increase their knowledge and skills to effectively assess and manage ostomy issues, including continent diversions, creation and management of fistulas, and pelvic reservoir management. This online course delivers evidence-based didactic instruction via video.

**NRS 646 Advanced Skin and Wound Management (2)**

This course provides the advanced practice nurse increased knowledge and skills needed to effectively manage skin and wound care issues. Certification in Wound Care can be achieved upon completion of this course work and a clinical component that can be obtained post-graduation through the WOCNEC.

**NRS 647MN Nursing in Complex Care Situations (3)**

Students will synthesize and apply new and existing knowledge from nursing and related sciences to manage patients with complex care needs. Focus will be on interprofessional collaboration, leadership and high quality patient and family-centered care during acute health crises and transitions.

**NRS 648MN Transition to Nursing Practice (3)**

Students will use critical thinking to synthesize and apply their knowledge and skill in nursing care delivery to patients and families as part of an interdisciplinary team.

**NRS 651 Neonatal Nurse Practitioner I (1 to 4)**

This course focuses on advanced assessment competencies and primary healthcare for low-moderate risk neonates and older infants up to age 2. Students explore collaboration practice models and innovative faculty/student practice models for resuscitation, stabilization and advanced procedural skills.

**NRS 652 Integrated Behavior Health for APRNs (2)**

Course provides an overview of common behavioral health conditions present in diverse clinical populations and health care settings. Using an integrated patient-centered care model, focus is on conducting behavioral health evaluations, evidence based treatment plans and multidisciplinary referrals.

**NRS 653 Neonatal Nurse Practitioner II (1 to 5)**

Building on competencies in advanced nursing practice with high-risk neonates and older infants up to age 2, emphasis is on collaboration with health professionals, innovative faculty/student models to enhance student learning of acute and critical care management and stabilization.

**NRS 654 Neonatal Nurse Practitioner III (1 to 6)**

This course focuses on independent and collaborative function/decision-making within the healthcare team to provide comprehensive acute/critical/chronic care for neonates and older infants up to age two. Emphasis is on critical and chronic care, transitions of care and multiple-patient caseload management.

**NRS 656 Introduction to Complex Humanitarian Emergencies (2 to 3)**

Students are introduced to the field of global response to complex humanitarian emergencies (CHEs) and the role of the nurse. Emphasis is on similarities/differences among responses to natural disasters and CHEs. Students will explore the experience of being displaced through the eyes of a resettled refugee.

**NRS 657 Palliative Care Across the Spectrum (2)**

This course examines palliative care principles and prepares students with the knowledge/skills/attitudes to understand and enhance quality of life in the context of serious, incurable illness across the lifespan. Emphasis is on obstacles and opportunities from a practice and policy perspective.

**NRS 658 Disaster Nursing (2)**

Students learn theoretical and practical knowledge and strategies to respond to the psychological and health impact of persons encountering natural or man-made emergency situations. Certification from for Basic Disaster Life Support is awarded at the successful completion of this course.

**NRS 659 Practice of Cultural Humility in Healthcare (2)**

Designed to cultivate an attitude of cultural humility and life-long learning about persons of diverse racial, ethnic, religious, and sexual orientations, students will reflexively explore their own values, attitudes, and beliefs. Emphasis on social inequality, health disparities and compassionate leadership for change.

**NRS 660 Culture, Power, and Practice: The Social Context of Health and Illness (2)**

This course explores central concepts of social medicine and medical anthropology, and applies these ideas to the role of the health practitioner in clinical and public health encounters. Specific areas of focus include critical reflexivity, health inequity, and strategies for effective engagement.

**NRSG 661 Pediatric Acute Care Nurse Practitioner I (1 to 4)**

Students are introduced to the care of the acutely ill or injured child. Emphasis is on the recognition, management, stabilization and restoration of health potential post-emergency health crisis for children with respiratory, cardiac, neurological, orthopedic, skin, eye, surgical and infectious disease.

**NRSG 662 Pediatric Acute Care Nurse Practitioner II (1 to 4)**

Students will plan interventions to stabilize the pediatric patient, minimize complications, promote physical/psychological well-being, restore maximal health potential and evaluate risk factors to achieving these outcomes. Simulation and clinical experiences for invasive skills and procedures.

**NRSG 663 Pediatric Acute Care Nurse Practitioner III (2 to 5)**

This course focuses on the continued development of essential competencies to meet the specialized needs of infants and children with complex acute, critical and chronic health conditions and advanced roles of the pediatric nurse practitioner.

**NRSG 664 Pediatric Primary Care Nurse Practitioner I (1 to 4)**

This course focuses on primary care settings with well children and their parents/families. Emphasis is on advanced health assessment, communication with infants/children and families; health promotion, maintenance; and acute problems in pediatric primary and acute care. Didactic and clinical component.

**NRSG 665 Pediatric Primary Care Nurse Practitioner II (2 to 4)**

Students will focus on the management of common chronic conditions in infants, children and adolescents. Emphasis is on management skills and care team strategies to meet commonly diagnosed healthcare needs for this population in ambulatory, acute care clinic, or emergency room settings.

**NRSG 667 Pediatric Primary Care Nurse Practitioner III (1 to 4)**

This course advances clinical nursing expertise for working with children with chronic illnesses/complex health problems in inpatient and ambulatory settings. Emphasis is on collaborative practice within the interdisciplinary team to provide high quality healthcare to children and their families.

**NRSG 668 Adult/Gerontology Acute Care Nurse Practitioner I (1 to 4)**

This is the first in a 3-course series focused on diagnosing and managing acute and complex chronic health problems in the adult and older adult client from the adult/gerontology acute care nurse practitioner role as direct care provider and consultant in the context of the multiple care settings.

**NRSG 669 Adult/Gerontology Acute Care Nurse Practitioner II (1 to 5)**

The second course in a 3-course series focuses on serious acute illness and exacerbation of chronic illness in adults/older adults from a systems perspective. The role of the nurse practitioner as direct care provider, consultant and interdisciplinary team member in acute care settings is discussed.

**NRSG 670 Adult/Gerontology Acute Care Nurse Practitioner III (1 to 6)**

The final course in a 3-course series focused on diagnosing/managing health problems from a systems and environmental approach in the adult and older adult client experiencing life threatening acute conditions. Needs of the progressively frail older adult will be discussed.

**NRSG 671 Adult/Gerontology Primary Care Nurse Practitioner I (1 to 4)**

The first course in a three-course series focused on diagnosing and managing health problems of the acute and chronically ill adult patient using a systems and environmental approach. The role of the AGACNP as direct care provider and consultant in multiple care settings is discussed.

**NRSG 673 Adult/Gerontology Primary Care Nurse Practitioner II (1 to 5)**

This is the second course in a series that is focused on diagnosing and managing health problems in the adult and older adult client. Emphasis is on the role of the nurse practitioner as direct care provider, consultant and interdisciplinary team member in primary, transitional and long-term care settings.

**NRSG 674 Adult/Gerontology Primary Care Nurse Practitioner III (1 to 5)**

This final course in a 3-course series focuses on diagnosing and managing health problems of the ill adolescent, adult and progressively frail older adult from a systems and environmental approach. Diagnostic/management concepts will be applied to case studies, diagnostic algorithms and discussion.

**NRSG 675MN Population Management and Care Transitions (2)**

Students will examine, within ambulatory, and transitions of care settings, influences of community environment, public policies, and fiscal constraints relating to patient and family self-empowerment, optimal clinical outcomes, and high quality care delivery.

**NRSG 676MN Care Transitions Practicum (1)**

Students will apply concepts and principles of ambulatory care delivery in community settings. They will participate in care coordination and care transition across multiple health delivery systems focusing on nursing knowledge of healthcare reimbursement and quality initiatives.

**NRSG 678 Gender, Women, and Health (2)**

This course presents an introductory examination of the complex contexts of women 's health globally, with a focus on sexual and reproductive health and rights. Theoretical concepts of power, culture, gender, and justice are applied throughout the course as a framework for understanding and critique.

**NRSG 679MN Professional Leadership & Policy Integration for Nursing Practice (2)**

This course provides students with a foundation for leadership focusing on the principles, standards, policy and regulatory environments that impact professional practice and patient care outcomes.

**NRSG 680 Basics of Dermatology (2)**

This course focuses on dermatological conditions often seen among Hispanic migrant farm workers. Basic principles of dermatology (dermopathology and therapeutics) are discussed for managing common skin conditions. Communication issues and resources available to support quality care are emphasized.

**NRSG 681MN Professional Nursing: Issues and Trends (2)**

This course focuses on current issues and trends affecting the profession and the use of effective communication and collaborative strategies to maximize contributions within the healthcare team. Strategies to promote lifelong learning will be discussed.

**NRSG 683 Human Sexuality (3)**

This course is structured to help students become knowledgeable in dealing with the sexual issues of clients and other target populations. Adaptations necessary when life events threaten or interfere with sexual integrity and functioning will be covered.

**NRSG 686 Health and Social Justice (2)**

This is a student-initiated course that provides an interdisciplinary approach to understanding the complexities inherent in improving health. The multiplicity of social factors that affect health are examined as well as working models of approaches to alter them favorably.

**NRSG 687 Nurse Anesthesia Application I (3.5)**

This course emphasizes anesthesia considerations and techniques for pediatric and obstetric patient populations. It will enhance the student's knowledge and skills in preoperative, intraoperative, and postanesthesia management in these patient populations.

**NRSG 688 Nurse Anesthesia Application II (4.5)**

This course focuses on anesthesia considerations and techniques for patients undergoing cardiothoracic, vascular, and neurological surgery. It will foster the student's ability to apply anesthesia concepts and critical thinking toward the integration of knowledge and skills into clinical practice.

**NRSG 689 Nurse Anesthesia Application III (4.5)**

This scientific principles of anesthesia practice for patients with hepatic, renal, endocrine, and ear, nose, and throat (ENT) comorbidities will be considered. Students will synthesize anesthesia concepts and apply critical thinking to clinical practice within these populations.

**NRSG 690 Nurse Anesthesia Application IV (4.5)**

This course focuses on anesthesia care for trauma and thermal injuries and advanced pain management for acute and chronic conditions. The student's scientific foundations and critical thinking abilities will be solidified by applying critical anesthesia concepts in clinical anesthesia practice.

**NRSG 691 Nurse Anesthesia Application V (4)**

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

**NRSG 692 Comprehensive Anesthesia Review Seminar (1)**

This course is intended to prepare SRNAs for the National Certification Exam. Each of the four content areas of the NCE will be covered, including Basic Sciences; Equipment, Instrumentation and Technology; General Principles of Anesthesia; Anesthesia for Surgical Procedures and Special Populations.

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**NRSG 695R Clinical Directed Study (1 to 9)**

This directed clinical focuses on the diagnosis and management of complex health problems for specified populations from an advanced nursing practice perspective. Diagnostic reasoning and clinical application are emphasized. Student and faculty determined focus.

**NRSG 697R Directed Study (1 to 9)**

Students will select a focus area and work with a faculty to define deliverables.

**NRSG 700 Evolution of Nursing Science (3)**

This course addresses the interrelationship between philosophy of science and nursing research. We will study the different philosophical traditions that underlie ways of generating knowledge such as pragmatism, empiricism, and phenomenology. Processes of theory development, theoretical critique, and the influence of other disciplines on nursing science are examined in relationship to contemporary nursing phenomena. Conceptualization of health phenomena by nursing and other disciplines will be explored through comparing and contrasting paradigms.

**NRSG 702D Analyzing, Evaluating and Translating Health System Evidence (2)**

Learners will understand the basic statistical concepts related to analyzing large quantitative databases, as well as perform necessary analytic techniques, including descriptive and inferential analyses, to interpret findings from a quantitative study. Findings from the analyses, including noted gaps and opportunities for improvement are disseminated in a format consistent with the rigor of a manuscript.

**NRSG 703D Epidemiology for Advanced Nursing Practice (2)**

Study the distribution and determinants of health and illness in human populations using epidemiologic concepts and methods. These concepts will be integrated to improve public health care delivery, research and clinical practice.

**NRSG 705 Endogenous and Exogenous Determinants of Human Health (3)**

This course will enable students to explore endogenous mechanisms and exogenous factors that shape and affect the health of individuals and to become aware of the wide variety of measures and measurement techniques employed in their study.

**NRSG 707D Transforming Health Care: A Systems Approach to Improve Quality & Safety (3)**

Students will gain knowledge, skills, and attitudes to participate/lead efforts for improving quality, safety, and patient-centered care using a systems framework to assess relevant contextual factors and to identify implications for quality improvement and system redesign initiatives.

**NRSG 710 Principals of Health Outcomes Research (3)**

This is an interdisciplinary course that will focus on concepts of and contemporary approaches to the evaluation of health outcomes, health care effectiveness, cost-analyses, health resource utilization and evidence for practice.

**NRSG 711D Advanced Nursing Practice for Practice Scholars (2 to 4)**

This is an elective course for the post-masters DNP students to obtain specialty knowledge in one aspect of advanced nursing practice (specialty clinical practice, policy and advocacy, education and teaching, research, leadership or consultation); this is a clinical course with clinical hours.

**NRSG 712D Analysis of Complex Health Systems for Populations and Organizations (3)**

This course is a synthesis and review of theories and principles related to complex systems in health care delivery, health related organizations, and populations emphasizing the interplay among micro-, meso-, and macro-systems within the ecological framework.

**NRSG 713D Analytic Tools for Evidence-Based Decision Making (3)**

Students will apply a conceptual model in designing an evaluation plan for healthcare improvement that incorporates a needs assessment, study design, sampling method, outcome measures, data collection/management plan and data analysis plan. Students will discuss outcomes and disseminating findings.



**NRSG 714D Pathways to Practice (4)**

The course prepares advanced practice nurses to determine their financial viability within organizations, to engage in strategic business decision making, to consider functioning as an entrepreneur and to financially partner successfully as clinician in a paradigm of care delivery.

**NRSG 715D DNP Project Development I (1 to 3)**

This first course in a 3-course series provides the foundation for students to identify key theories and concepts associated with their inquiry and to conduct a literature review to support their project proposal. Comprehensive search strategies and skills in literature synthesis will be included.

**NRSG 716D DNP Project Development II (1 to 4)**

The second course in a 3-course series prepares the student to conceptualize and develop a site-specific project plan in collaboration with a sponsoring facility, site and/or Clinical Partner. Students learn the steps to project development/management, and negotiation skills to conduct the project.

**NRSG 717D DNP Project Development III (1 to 5)**

The third course in a 3-course series prepares the student to implement the DNP project. The full implementation of the project will be addressed, including intervention development, system change, methods of measurement, selection of systems of analysis, and plans for project dissemination.

**NRSG 721D DNP Project (1 to 7)**

This course is the final component of the DNP Project, culminating in the generation of results that are prepared for dissemination, either regionally, nationally or globally

**NRSG 722D Leadership for Health Professions (2)**

This course challenges students to apply concepts/principles pertaining to health systems leadership in today's rapidly changing and complex health system to their current professional environment to improve their leadership presence, advance nursing and improve system processes and health care outcomes.

**NRSG 723D Health Policy, Ethics and Law (3)**

This course examines the interplay of legal, ethical and policy issues in the delivery of healthcare and the practice of nursing. The role of nursing in designing, influencing and implementing health policies is highlighted.

**NRSG 724D Informatics: Leading with Data (3)**

Using technology tools to measure and evaluate data, students will apply advancements in informatics to construct data for care transformation and improved health care outcomes. Data analytics will be used to inform leadership on patient care issues, guiding creative innovation through demonstration projects.

**NRSG 725D Social Behavior in Public Health for Advanced Nursing Practice (2)**

Introduction to basic principles of psychosocial determinants of behavioral risk that affect health from a local to international perspective. Determinants are addressed within theories, models, and frameworks of health-related behavior with application to public health practice within nursing.

**NRSG 730 Measurement and Design in Clinical Research (4)**

This course consists of two components: a 2 credit hour module focused on clinical measurement, and a 2 credit hour module focused on the design of clinical studies. Each module is designed separately; however, students will demonstrate integration of measurement and design module components through their development of the 'Approach' section of an NIH/NRSA Individual Fellowship (F31) draft application. This course is taught in tandem with N732 which will provide instruction in the development of aims and the conceptual/theoretical underpinnings of a study and which will be used to guide the approach as developed in N730.

**NRSG 731 Advanced Approaches to Measurement and Design in Clinical Research (3)**

This course builds upon, extends, and applies measurement content taught in NRSG 730. It focuses on using the principles of measurement to develop and test research instruments useful in clinical research investigations. Application and interpretation of advanced statistical procedures within the context of measurement studies is also an emphasis. Special problems and issues in measurement are also considered.

**NRSG 732 Theoretical and Scientific Bases for the Study of Clinical Phenomena (3)**

The primary purpose of this course is to teach students how to derive hypotheses/research questions from an appropriate theoretical framework and within the larger scientific context, including the strategic and research priorities of national and international policy and research entities.

**NRSG 733 Health Risk Interventions and Outcomes in Chronic Conditions (3)**

This course will enable students to analyze and synthesize theories, models, and research related to health risks. Genetic, social, cultural, behavioral, economic and environmental factors that contribute to health status are analyzed. Both modifiable and no modifiable risks will be addressed, but the focus will be on strategies to minimize or modify existing risk factors. Scientifically based interventions that may assist individuals and groups to achieve optimal health outcomes are developed and critiqued.

**NRSG 734 Qualitative Research Methods (3)**

This course is designed to provide the researcher with a beginning understanding of the purposes and implementation of qualitative research methods. The student will explore the philosophical orientations and techniques of a variety of qualitative methods, including design, implementation, analysis and presentation of qualitative research. Contemporary approaches to implementation of mixed methodology studies will be also introduced. Individual students will design a qualitative study in areas related to their research interests.

**NRSG 736 Quantitative Analysis of Clinical Research Data (2)**

This course builds on the required statistical sequence and focuses on practical application of statistics including understanding clinical research questions. Analyzing data is the major emphasis of the course including examining if assumptions of the statistical analysis are being met and interpreting the findings. Course assignments focus on using SPSS to analyze data sets from actual clinical research studies and interpretation of output and literature.

**NRSG 737 Biomethods in Health Related Research (3)**

This course will examine the principles and techniques of biological methods with an emphasis on their application to health related research. Theory and practical application of commonly used biological methods, on a small and large scale (OMICS), will be discussed.

**NRSG 740 Omics in Health and Disease (3)**

This course will examine the theoretical principles underlying the fields of study identified as -omics including genomics, epigenomics, metabolomics, and microbiomics. The biology of these fields of study will be presented along with their application to knowledge discovery, precision medicine/nursing, and the development of targeted interventions to improve health outcomes. Commonly used methods in '-omic' research will be reviewed and statistical and ethical challenges related to the gathering and interpretation of 'Big Data' will be discussed. Hands-on laboratory experience in collecting and analyzing samples relevant to an identified area of -omics will be included.

**NRSG 741 Big Data Analytics for Healthcare (3)**

This course will describe the concepts underlying the field of study identified as big data analytics along with its application in healthcare. The theoretical underpinnings of these concepts will be presented along with applications in healthcare, including knowledge discovery, precision medicine/nursing, and the development of targeted interventions to improve health outcomes. Commonly used methods in big data analytics will be reviewed, and the challenges related to gathering, analyzing, visualizing, and interpreting big data will be discussed. Hands-on computer laboratory experience with these techniques relevant to an identified area will be included.

**NRSG 743 Microbiome in Health and Disease (3)**

This course introduces the concept of humans as a composite organisms' an ecological community of host cells, bacteria, archaea, and viruses. Specific topics to be addressed include the following: human microbial variation; essential microbial roles in human digestion, immunity, and emotion; diseases of dysbiosis; and the hygiene hypothesis. In addition to these topics, students will have the opportunity to use state-of-the-art computing facilities to examine the theoretical concepts presented in lectures.

**NRSG 790 Teaching in the Nursing Profession (2)**

This course builds on the summer course presented by the Graduate School of Arts and Sciences as the first step in the TATTO (Teaching Assistant Training and Teaching Opportunity) program. The purpose of this course is to introduce students to curriculum, pedagogical methods, student learning styles and classroom management. Students also will learn about the scholarship of teaching and develop a foundation for implementing classroom/educational research. Weekly seminars will address a wide range of topics related to teaching in a practice profession.

**NRSG 795R Advanced Research (9)****NRSG 797R Directed Study (9)****NRSG 799R Dissertation Research (9)**



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