



Student Catalog

2025-2026



EMORY

NELL HODGSON
WOODRUFF
SCHOOL OF
NURSING

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.

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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 to 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.

Students will experience some of these world-class programs in our new Emory Nursing Learning Center near downtown Decatur. The former bank building has been transformed into a state-of-the-art space with simulation and skills labs, an innovation hub, classrooms, a home lab, and places to eat, study, and gather. We trust that this incredible space will enrich your learning experience, serve as a catalyst for innovative thinking, and prepare you to become visionary nursing leaders and scholars.

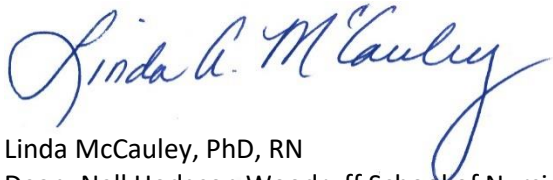
While our programs and facilities are among the very best, the School of Nursing's greatest strength is its people. Our faculty are nationally and internationally recognized experts in their disciplines and provide great insight and mentoring in a wide range of specialties. Faculty work in partnership 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,

A handwritten signature in blue ink that reads "Linda A. McCauley". The signature is fluid and cursive, with the first name "Linda" and last name "McCauley" clearly legible.

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, and the Emory Center for Myth and Ritual in American Life. 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 make 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
- Emory National Primate Research Center
- Winship Cancer Institute
- Emory Healthcare

The Emory Healthcare sites include:

- Emory Clinic
- Emory Decatur Hospital
- Emory Healthcare 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 Orthopedics 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 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, master's, doctoral and non-degree programs. Graduates from the School of Nursing go on to become national and international leaders in patient care, public health, government, and education.

In April, U.S. News & World Report ranked the School's master's degree programs No.1 among all nursing schools for the third consecutive year, while the Doctor of Nursing Practice placed No. 8. U.S. News placed the school No. 1 in its undergraduate program for the second consecutive year.

Multiple graduate specialties at the School of Nursing also earned high marks in U.S. News rankings, including:

DNP Gerontology-Primary Care – No. 4
MSN Adult Primary Care Nurse Practitioner – No. 2
DNP Gerontology-Acute Care – No. 6
MSN Acute Care Nurse Practitioner – No. 4
MSN Family Nurse Practitioner – No. 6
DNP Family Nurse Practitioner – No. 7

The National Research Council also ranked the School's doctoral program among the nation's best. Emory University holds a Carnegie classification of Research University with Very High Research Activity, a distinction to which the Nell Hodgson Woodruff School of Nursing has made significant contributions. The School now ranks No. 3 among all U.S. nursing schools in National Institutes of Health (NIH) funding, receiving \$18.1 million and marking the 10th consecutive year it has placed in the top five. In total, the School reported a research funding portfolio of \$20 million in fiscal year 2024.

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.

There are 150 full-time faculty members at rank (up from 52 in 2012), many of whom have been recognized for their national and international leadership nursing impact with 54 faculty inducted as Fellows of the American Academy of Nursing and another 12 faculty as fellows in other nationally-recognized organizations. The NHWSN also leads Emory in its commitment to achieving a diverse faculty; 42% of the faculty are minority (up from 15% in 2019), and 16% are

male (up from 8.4% in 2019). The School is proud of our 10,793+ alumni who continue to support our faculty and students through mentoring, networking, and scholarships.

New programs launched by the NHWSN 2017-present include the:

- Post-BSN DNP, Nurse Anesthesia program (2017). The Council on Accreditation: Nurse Anesthesia Educational Programs (COA) accredits this three (3) year track in the DNP portfolio. The DNP, Nurse Anesthesia track is the first DNP nurse anesthesia program in Georgia and admitted an initial cohort of ten (10) students and now annually admits 15 students.
- Post-BSN DNP program opened to enroll students in seven (7) specialty tracks (2017).
- Distance ABSN (DABSN) program was launched in Fall 2018 with a first cohort of 17 students. Students complete this 3-semester program online, with onsite intensives, and their clinical rotations in the communities where they live and hope to work on graduation. This program was designed to meet the national and regional need for BSN-prepared nurses, particularly when a student may not have the opportunity to relocate to obtain an Emory-quality education.
- ABSN InEmory track launched in Spring 2019 to meet the community of interest need for a pipeline of BSN nurses as acute care medical surgical nurses.
- Master's of Nursing (MN) inaugural pre-licensure program opened in Fall 2020 with a first cohort of 115 students.
- InEmory Master's of Nursing (MN) cohort enrolled 72 students Spring 2021.
- Master's of Nursing (MN) Pathway to the Master of Science in Nursing (MSN) inaugural cohort enrolled 141 students in Summer 2021.
- Post-BSN DNP, Psychiatric Mental Health Nurse Practitioner & Post-graduate Certificate, Psychiatric Mental Health Nurse Practitioner program launched Fall 2022.
- To remain current with the national trends in Nursing, the DABSN, Post-BSN DNP, Post-MN DNP, and Post-Master's DNP programs were revised to align with the AACN Essentials: Core Competencies for Professional Nursing Education (2021).
- DNP Nurse Anesthesia program was reaccredited through 2033 with the Council of Nurse Anesthesia Educational Programs (COA).
- Masters of Cardiovascular Perfusion Science Program launched Fall 2023. This is the first non-nursing program for the School of Nursing. The inaugural cohort consists of 10 students.

The School of Nursing offers a traditional onsite Bachelor of Science in Nursing (BSN) program; and a Distance-Accelerated BSN (DABSN) program. Graduates of the Traditional BSN and DABSN programs earn a baccalaureate degree in nursing (BSN). Traditional BSN students also have the opportunity to pursue pathways in two disciplines. Students following this [dual or extended degree pathway](#) (3+2 program) will graduate with a BA or BS from Emory College of Arts and Sciences while simultaneously graduating from the School of Nursing with a BSN.

The MN program is designed for students who already hold a bachelor's degree in a field other than nursing. The 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 Master's of Nursing program has three (3) tracks, the MN (fall entry & spring entry), and MN Pathway to MSN (summer entry). The MN Pathway to MSN track student has the opportunity to continue directly to the Master of Science in Nursing (MSN) program pending they satisfy matriculation requirements (Refer to the Student Handbook for these requirements). 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 have eight (8) specialty areas in our MSN program. Master's degree graduates are qualified to seek certification as nurse practitioners. Post-graduate certificate programs are available in all 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 BSN and post-licensure MN to DNP program graduates are qualified to seek certification as nurse practitioners, nurse midwives, or nurse anesthetists. Students will earn a DNP degree on completion of program requirements.

To earn a PhD there are two pathways, the post-BSN/MN PhD program or the post-Master's 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 locally and globally. 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, 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 a 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 the professional development of integrity, commitment, and respect. Diversity, equity, and inclusivity are vital components of 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 on 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 patients, families, and communities through the discovery of new knowledge and innovations.
- Develop visionary leaders to shape the future of nursing and healthcare.
- 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 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 respect 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

- **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.

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.

Council on Accreditation of Nurse Anesthesia Educational Programs

The DNP Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 10275 W. Higgins Rd., Suite 906, Rosemont, IL 60018-5603; 224-275-9130. Reaccredited by the COA through Spring 2033.

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 Council for Education in Nutrition and Dietetics (ACEND)

The Clinical Nutrition Program is in candidate status.
120 S. Riverside Plaza #2190, Chicago, IL 60606

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>.

Commission on Accreditation of Allied Health Education Programs, Accreditation of Educational Programs in Perfusion (CVP)

The Cardiovascular Perfusion program is accredited through CAAHEP:
10940 S Parker Rd. Suite 455; 1-303-495-8989, office@ac-pe.org.

School of Nursing Directory

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

www.nursing.emory.edu/directory.

TITLE	NAME	PHONE	EMAIL
OFFICE OF THE DEAN			
Dean	Dr. Linda McCauley	404.272.7975	linda.mccauley@emory.edu
Special Assistant to the Dean and Project Manager	Margie Hutson	404.727.8141	margie.hutson@emory.edu
OFFICE OF EDUCATION			
Associate Dean for Education	Dr. Beth Ann Swan		beth.ann.swan@emory.edu
Director, Academic Administration	Alexis Drake		alexis.gruczkowski@emory.edu
Assistant Dean for Assessment and Evaluation	Dr. Shawana Moore		
Assistant Dean for Online Learning and Engagement	Dr. Ann-Marie Brown		
Assistant Dean for Teaching and Learning	Dr. Helen Baker		
Instructional Design	Adarsh Char		
PRE-LICENSURE PROGRAMS			
Traditional BSN Juniors Program Director	Dr. Helen Baker	404-727-8170	helen.baker@emory.edu
Traditional BSN Seniors Program Director	Dr. Shannon Stevenson		shannon.stevenson@emory.edu
Master of Nursing Spring Start Program Co-Director	Dr. Elizabeth Woods	404-727-5784	elizabeth.woods@emory.edu
Master of Nursing Fall Start Program Co-Director	Dr. Terri Ades		tades@emory.edu

TITLE	NAME	PHONE	EMAIL
MN & MN Pathway to MSN Program Director	Dr. Rowena Elliott		rowena.wade.elliott@emory.edu
Program Manager	Ashley Frost		ashley.frost@emory.edu
Distance ABSN (DABSN) Program Director	Dr. Angela Haynes-Ferere		ahayne2@emory.edu
Distance ABSN (DABSN) Program Administrator	Emily Weil		emily.weil@emory.edu
POST-LICENSURE PROGRAMS			
MSN/DNP Director	Dr. Shawana Moore		
Program Manager	Robyn Presley		robyn.alexius.presley@emory.edu
Adult-Gerontology Acute Care Nurse Practitioner Specialty Director	Dr. Heather Meissen		camille.brockett@emory.edu
Adult-Gerontology Primary Care Nurse Practitioner Specialty Director	Dr. Calli Cook		calli.cook@emoryhealthcare.org
Emergency Nurse Practitioner Specialty Director	Dr. Paula Tucker		paula.tucker@emory.edu
Family Nurse Practitioner Specialty Director	Dr. Autherine Abiri		courtney.pitts@emory.edu
Neonatal Nurse Practitioner Specialty Director	Dr. Meredith Farmer		meredith.farmer@emory.edu
Pediatric Primary Care Nurse Practitioner Program Director	Dr. Jeannie Rodriguez		jeannie.rodriguez@emory.edu
Pediatric Acute Care Nurse Practitioner Program Director	Dr. Ann-Marie Brown		ann-marie.brown@emory.edu
Psychiatric Mental Health Specialty Director	Dr. Kristen Holder		
Women's Health/Gender- Related Nurse Practitioner Specialty Director	Dr. Laurie Ray		laurie.ray2@emory.edu

TITLE	NAME	PHONE	EMAIL
CARDIOVASCULAR PERFUSION PROGRAM			
Cardiovascular Perfusion Program Director	Dr. Erick McNair		erick.donnell.mcnair@emory.edu
Cardiovascular Perfusion Program Assistant Director	Brian White		brian.d.white@emory.edu
Cardiovascular Perfusion Program Sr. Program Coordinator	Leslie Miller		leslie.miller2@emory.edu
DNP PROGRAM			
Doctor of Nursing Practice Program Director	Dr. Shawana Moore		shawana.moore@emory.edu
Program Manager	Aurora Bridges	404.727.3312	aurora.bridges@emory.edu
NURSE ANESTHESIA PROGRAM			
Nurse Anesthesia Program Director	Dr. Kelly Wiltse Nicely	404.727.6946	kelly.wiltse.nicely@emory.edu
Nurse Anesthesia Program Assistant Director	Dr. Erica Moore	404.727.6540	erica.moore@emory.edu
Nurse Anesthesia Sr. Program Administrator	Teresa Warren	404.712.9719	teresa.warren@emory.edu
PhD PROGRAM			
PhD Program Director	Dr. Beth Ann Swan		beth.ann.swan@emory.edu
PhD Assistant Program Director	Dr. Ike Choi		ike.choi@emory.edu
Graduate Studies Program Administrator	Jean Harrell		aharrel@emory.edu
ADMISSION, STUDENT SERVICES, & FINANCIAL AID			
Sr. Assistant Dean for Admission and Financial Aid	Katie Kennedy	404.712.8456	khkenne@emory.edu
Sr. Assistant Dean for Student Affairs	Arnita Howard	404.712.6826	ahoward@emory.edu
Director of Admission, Financial Aid and Student Services (Pre-licensure)	Celeste Whitman	404.544.9074	celeste.whitman@emory.edu

TITLE	NAME	PHONE	EMAIL
Director of Admission, Financial Aid and Student Services (Post-licensure)	Michael Walker		michael.d.walker@emory.edu
Director of Admission, Financial Aid and Student Services			julia.adrienne.maddox@emory.edu
Director of Career Services	Andrew Plush	404.727.7980	aplush@emory.edu
Director of Academic Success	Tinesha Coleman	404.727.7980	tinesha.coleman@emory.edu
LILLIAN CARTER CENTER FOR GLOBAL HEALTH & SOCIAL RESPONSIBILITY			
Executive Director	Tricia Benson	404.727.3130	tricia.benson@emory.edu or lcc@emory.edu
Asst. Dean for Global Health and Social Responsibility	Dr. Elizabeth Downes		edownes@emory.edu
Director, Global Programs	Lisa Nunez	404.727.6620	lisa.n.nunez@emory.edu or lcc@emory.edu
Service Learning: Global and Community Engagement Coordinator	Dr. Helen Baker	404.727.2157	helen.baker@emory.edu or lcc@emory.edu
Program Coordinator	Sonya Sutton	404.727.3130	sonya.m.sutton@emory.edu
ACADEMIC ADVANCEMENT			
Sr. Associate Dean for Academic Advancement	Dr. Kimberly Jones	404.727.6939	kim.jones2@emory.edu
Assistant Dean for Academic Operations	Dr. Desiree Clement		
Assistant Dean for Faculty Recruitment, Development, & Excellence	Dr. Camille Brockett-Walker		
Assistant Dean for Faculty Advancement	Dr. Jeannie Rodriguez		
Sr. Administrative Assistant	Krystal Scott		krystalscott2@emory.edu

TITLE	NAME	PHONE	EMAIL
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OFFICE OF DIVERSITY, EQUITY, AND INCLUSION			
Associate Dean for Equity, and Inclusion, Admissions, and Student Affairs	Dr. Lisa Muirhead	404-727-6544	lisa.muirhead@emory.edu
Director of Diversity, Equity, and Inclusion	Benjamin Harris	404-727-8356	benjamin.g.harris@emory.edu
Program Manager	Stella Clarke-Dubose	404.727.8141	stella.clarke-dubose@emory.edu
Sr. Program Coordinator	Dyke Crane		dyke.crane@emory.edu
OFFICE OF TRANSFORMATIVE CLINICAL PRACTICE OPERATIONS			
Associate Dean, Clinical Practice Operations & Executive Director, Emory Nursing Learning Center	Laika Steiger	404.727.9208	laika.steiger@emory.edu
Director of Clinical Placements	Cynthia Harris		cynthia.lorraine.harris@emory.edu
CURRICULUM & REGISTRATION			
Sr. Assistant Dean for Operations & Registration	Adam Malm		adam.malm@emory.edu
Sr. Director of Registration	Sabrena Brown	404.727.3500	sbrown8@emory.edu
Director of Registration	Jamie Kirk		jamie.n.kirk@emory.edu
COMMUNICATIONS			
Sr. Director of Communications & Marketing	Melanie Kieve		melanie.coile.kieve@emory.edu
Director of Communications & Marketing	Lauren Powers		lauren.powers@emory.edu
FINANCE			
Associate Dean for Finance and Strategic Analyst	Gina Critchet	404.727.4348	gina.m.critchett@emory.edu
Director, Business & Finance	Roman Damena	404.727.8649	rdamena@emory.edu

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INSTRUCTIONAL TECHNOLOGY			
Chief Information Officer	Gregg Albacete	404.727.6652	gregory.f.albacete@emory.edu
Desktop Supervisor	Sabir Holmes	404.712.4828	sabir.holmes@emory.edu
Desktop Consultant (ENLC)	Fole Gailor	404.727.3184	fgailor@emory.edu
OPERATIONS			
Sr. Assistant Dean for Operations and Registration	Adam Malm	404.712.9224	adam.malm@emory.edu
Director of Operations and Facilities (ENLC)	Latisha Pierre		latisha.m.pierre@emory.edu
Sr. Operations Manager (1520 Clifton & Executive Park)	MD Alam		md.alam@emory.edu
RESEARCH			
Associate Dean for Research Operations	Dr. Drenna Waldrop		drenna.waldrop@emory.edu
Assistant Dean for Research Operations	Nathan Mutic		nathan.mutic@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 reflects days observed by sizeable religious demographic groups within the Emory Community.

<https://religiouslife.emory.edu/includes/documents/religious-observances-in-academic-year-2025-26-final.pdf>

[Click here](#) for a more comprehensive multifaith calendar.

At the beginning of the semester, students should notify their course faculty in writing of their desire to observe a specified religious holiday that conflicts with their classes/clinical. 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.

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

RELIGIOUS HOLIDAYS 2025-2026

Holiday	Religion	Day
Rosh Hashanah	Judaism	Eve September 22 through September 24, 2025 after nightfall
Yom Kippur	Judaism	Eve October 1 through October 2, 2025 after nightfall
Sukkot, first two days	Judaism	Eve October 6 through October 8, 2025 after nightfall
Shemini Atzeret/Simchat Torah	Judaism	Eve October 13 through October 15, 2025 after nightfall
Diwali	Hinduism	October 21, 2025
Hanukkah	Judaism	Eve December 14, 2025 through day December 22, 2025
Christmas	Christianity	December 25, 2025
Christmas	Orthodox Christianity	January 7, 2026
Ramadan	Islam	Eve February 17 through day March 18, 2026
Ash Wednesday	Christianity	February 18, 2026
Great Lent Begins	Orthodox Christianity	February 23, 2026
Purim	Judaism	Eve March 2 through day March 3, 2026
Holi	Hinduism	March 4, 2026
Eid al-Fitr	Islam	Eve March 19 through day March 20, 2026 or Eve March 20 through day March 21, 2026
Passover, first two days	Judaism	Eve April 1 through April 3, 2026 after nightfall
Good Friday	Christianity	April 3, 2026
Easter	Christianity	April 5, 2026
Passover, last two days	Judaism	Eve April 7 through April 9, 2026 after nightfall
Holy Friday	Orthodox Christianity	April 10, 2026
Orthodox Easter	Orthodox Christianity	April 12, 2026
Shavuot	Judaism	Eve May 21 through May 23, 2026 after nightfall
Eid al-Adha	Islam	Eve May 26 through day May 27, 2026

Muslim holidays are based on a lunar calendar, and the actual dates are determined by direct observation of the moon as announced by the mosque. Christian holidays also begin on the eve of the dates listed.

Student Policies and Status

School of Nursing Office of the Registrar

Student forms can be submitted by visiting the website under the [Office of the] Registrar at: <https://www.nursing.emory.edu/resources/audience-guide-for-students>. Students may contact the registrar using the email link nursingregistrar@emory.edu for questions related to student forms, registration, and/or clinical hour verification requests.

University Office of the Registrar

The **Emory University Office of the Registrar** is responsible for a variety of duties to assist students during their time at Emory. Students should reach out directly to the University Office of the Registrar for questions related to University services.

Included below are links to various offices to assist you in reaching out directly to the University Office of the Registrar for answers to questions. The homepage of the **University Office of the Registrar** is: <https://registrar.emory.edu/index.html>.

For support with:

Canvas classes@emory.edu

Change of information – address, email, phone, etc:

<https://registrar.emory.edu/records-transcripts/change-of-information/index.html>

Degree Tracker:

<https://registrar.emory.edu/records-transcripts/degree-tracker/index.html>

Diploma:

<https://registrar.emory.edu/graduation/diplomas/index.html>

Financial Aid Office:

<https://studentaid.emory.edu/index.html>

Name change:

<http://www.registrar.emory.edu/records-transcripts/change-of-information/name-change.html>

Official Transcripts:

<https://registrar.emory.edu/records-transcripts/transcripts/index.html>

OPUS:

www.opus.emory.edu

Verifications, loans deferments, etc.:

<https://registrar.emory.edu/records-transcripts/enrollment-degree-verification/index.html>

Deferral of Admission

Students can request to defer their admission at any point after receiving an admission decision until the day prior to the first day of classes. Deferral requests are reviewed on a case by case basis and not all defer requests are granted. If a deferral is granted, a subsequent deferral cannot be requested. Deferrals are only granted within the same academic program. DABSN students may only request a deferral to the upcoming semester. **Submission of the deferral request form does not guarantee that your request will be approved.**

Rescinding an Offer of Admission

Emory University expects all admitted and enrolled students to uphold the intellectual, ethical, and professional standards of the University. By accepting admission to the Nell Hodgson Woodruff School of Nursing, students agree to abide by the honor and conduct codes set forth (Refer to the Student Handbook).

The Nell Hodgson Woodruff School of Nursing may rescind/revoke/cancel an offer of admission for, but not limited to, the following reasons:

- An admitted student is found to have presented misleading or fraudulent information during the application process (i.e., not disclosing all schools attended, not providing transcripts from previous academic institutions, failure to disclose previous misdemeanors or felonies, failure to disclose disciplinary actions from previous academic institutions, etc.)
- An admitted student fails to uphold the standards of conduct outlined in the honor and conduct codes referred to above.
- A student's background check or drug screen does not meet the standards to be accepted into clinical settings.

Once a student has legitimately enrolled in classes, all normal policies and procedures for enrolled students are followed. These policies and procedures can be found in the Nell Hodgson Woodruff School of Nursing Catalog and/or Student Handbook(s). Enrolled students who have

presented misleading or fraudulent information during the application process have not legitimately registered as enrolled, and their admission may be rescinded under this policy. All applicants acknowledge this policy when submitting their application and agreeing to the terms of the application.

The decision to rescind an offer of admission is made jointly by the Dean, Associate Dean, and the academic program to which the student has been admitted. An appeal of a rescinded offer of admission is reviewed by the Dean of the Nell Hodgson Woodruff School of Nursing. The Dean's decision is final.

Request for Preapproval of Prerequisite Courses

Approval may be requested for a course an applicant is considering taking or for a course the applicant has completed and is inquiring whether it will satisfy the prerequisite requirement. An applicant is encouraged to submit a prerequisite course syllabi for review prior to enrollment if they are unsure the course will meet the School of Nursing prerequisite requirement, i.e., title, sufficient coverage of content, course delivery mode, or credit hours.

Applicants should only take courses from accredited universities/colleges.

Applicants should follow the process outlined below for submitting a prerequisite course for review.

1. Request a course syllabus from the faculty teaching the course or provide an original course syllabus if you have already completed the course.
2. Review the syllabi. It should contain a course description, learner objectives, credit hour designation, and other relevant components of the course, i.e., laboratory component, etc.
3. Submit the request for prerequisite course approval and the syllabi to the Office of Enrollment and Student Affairs via nursingquestions@emory.edu.
4. The syllabi will be sent to an Emory faculty member for course review for equivalency.
 - a. If approved, documentation will appear in the applicant's Slate file, the course will be marked off the checklist, and the applicant will be notified via email.
 - b. If the course is not approved, the applicant will be notified via email. Applicants will be advised to select another course/university and that a course must be taken for a grade and passed with a minimum grade of C prior to program orientation. Grades of S/U are not accepted.

Note: All prerequisite courses must be completed, **and** an official transcript submitted by program orientation to avoid being unenrolled. The offer of admission will be revoked, and the applicant will be given an option to reapply during a future application cycle.

Applicants should [refer to the Transfer Credit / Waiver Policies](#) for consideration of other courses. A request for Course Transfer Credit should be submitted prior to beginning the first semester of a program or at minimum, the semester prior to the required course being requested for credit. If a student enrolls in a course prior to approval, the student is subject to the Drop/Add Policy and subsequent financial consequences. If a student is enrolled in a course, failure to drop the course during the Drop/Add period will result in the course remaining on the transcript and a 'W' (withdrawal) grade will be noted on the transcript. There are limits on the number of transferrable credit hours, and all waived courses must be made up with an additional course of comparable credit hours.

Request for Transfer Credit

A request for Course Transfer Credit should be submitted prior to beginning the first semester of a program or at minimum, the semester prior to the required course being requested for credit. If a student enrolls in a course prior to approval, the student is subject to the Drop/Add Policy and subsequent financial consequences. If a student is currently enrolled in a course, failure to drop the course during the Drop/Add period will result in the course remaining on the transcript and a 'W' (withdrawal) grade will be noted on the transcript.

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). Coursework 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 coursework 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 an 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: Pre-licensure Programs

1. Emory College/Oxford University Traditional BSN candidates completing their first 2 years of study at Emory University:

- A maximum of 12 semester credit hours can be transferred/waived.
- Transfer/Waived credits may not have been used to satisfy requirements for another degree.
- All waived credits must be made up with a course of equal or greater credit hours.

Note: GERs and prerequisite course requirements completed at Emory University will be on the current transcript and transfer credit is not necessary. However, students taking prerequisite courses outside of Emory University must apply for transfer credit through Emory/Oxford College prior to matriculating to the School of Nursing.

2. For transfer candidates to the Emory School of Nursing Traditional BSN program:

- A maximum of 12 semester credit hours can be transferred/waived.
- A minimum of 60 semester credit hours that meet Emory Nursing General Education Requirements (GERs) and/or Nursing prerequisite requirements from other accredited universities or colleges will be automatically added to the transcript of Bachelor's candidates.

- Students not meeting Emory Nursing GER requirements will be required to take additional courses outside of the School of Nursing to satisfy these requirements prior to beginning the Nursing program.
 - Transfer BSN candidates are pre-licensure students who have not completed the first 2-years of study at Emory University and are enrolled in the Traditional BSN program leading to a baccalaureate degree (BSN).
 - All waived credits must be made up with a course of equal or greater credit hours.
3. For Distance-Accelerated BSN (DABSN) candidates admitted to the Emory School of Nursing BSN program:
- A minimum of 72 semester credit hours, made up of courses meeting Emory Nursing General Education Requirements (GERs), Nursing prerequisite requirements, and additional courses from accredited universities or colleges will be automatically added to the transcript of DABSN candidates.
 - Students not meeting Emory Nursing GER Requirements will be required to take additional courses outside of the School of Nursing to satisfy these requirements prior to beginning the nursing program to remain enrolled.
 - DABSN candidates are pre-licensure students enrolled in the Distance ABSN Nursing program leading to a baccalaureate degree (BSN).
 - All waived credits must be made up with a course of equal or greater credit hours.
4. For Master's of Nursing (MN) candidates admitted to the Emory School of Nursing MN program (MN, MN Spring Start, & MN Pathway to MSN):
- Students must meet all prerequisite requirements by orientation to the MN program to remain enrolled.
 - A maximum of nine (9) semester credit hours post-baccalaureate can be transferred/waived.
 - Transfer/Waived credits may not have been used to satisfy 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.

Program Maximums for Transfer/Waived Credit: Post-licensure Programs

1. For Master's of Science in Nursing (MSN) candidates:
 - A maximum of nine (9) semester credit hours post-baccalaureate can be transferred/waived.
 - Transfer/Waived credits may not have been used to satisfy 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.
2. For DNP candidates:

- A maximum of nine (9) semester credit hours post-baccalaureate can be transferred/waived.
- Transfer/Waived credits may not have been used to satisfy 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.

3. PhD candidates will follow Laney Graduate School transfer/waived credit policies

Procedure:

An admitted or current student requesting transfer credit must complete a *Transfer Credit Request* form found on the website and submitted via <https://www.nursing.emory.edu/pages/registrar-resources>.

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 the approval of transfer credit 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 program director or designee 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, credits will be applied toward the degree program. You will receive an email notification when the request has been processed. Please review your Degree Tracker report to verify the course has been appropriately documented as satisfying degree requirements.

Please contact the Office of the Registrar at nursingregistrar@emory.edu for further information.

Request for Course Waiver/Exemption

Students should request waived 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. If a student is currently enrolled in a course, failure to drop the course during the Drop/Add period will result in the course remaining on the transcript and a 'W' (withdrawal) grade will be noted on the transcript.

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.

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. Two courses may also be used to satisfy the number of waived credits. For example, Course 1 = 2 credits + Course 2 = 2 credits. When completing the waiver form, the student must identify the course that will satisfy the waived credits.

All student forms can be submitted on the website under the [Office of the] Registrar at: <https://www.nursing.emory.edu/resources/audience-guide-for-students>. Students may contact the registrar using the email link nursingregistrar@emory.edu for questions related to forms, registration, and/or verification requests.

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. The MSN or DNP student may not exceed the maximum of 9 transfer/waived credit hours.

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* 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.

All student forms can be submitted on the website under the [Office of the] Registrar at: <https://www.nursing.emory.edu/resources/audience-guide-for-students>. Students may contact

the registrar using the email link nursingregistrar@emory.edu for questions related to forms, registration, and/or verification requests.

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 coursework. Transient status will be subject to the availability of requested course(s) and approval of the Office of Education.

All student forms can be submitted on the website under the [Office of the] Registrar at: <https://www.nursing.emory.edu/resources/audience-guide-for-students>. Students may contact the registrar using the email link nursingregistrar@emory.edu for questions related to forms, registration, and/or verification requests.

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 Registrar in writing no later than 30 days prior to the beginning of the semester, at nursingregistrar@emory.edu. A *Request for Transient Status form* must be completed for each semester a student wishes to enroll. Failure to notify 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.

Academic Programs Available at the School of Nursing

There are many ways to earn a degree at the bachelor's, master's, and doctoral levels. Additionally, we offer post-graduate certificates for most 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 full-time plan of study. All bachelor's (pre-licensure) and Master's of Nursing (MN) programs require full-time enrollment. Full-time and part-time plans of study are available for the MSN and DNP programs and the post-graduate certificate programs. Please contact the appropriate specialty director for questions about our programs and ways to build your individualized pathway to advance your career in Nursing. Contact information for specialty directors can be found in the Directory on the School [website](#) or page 18 in this catalog.

Programs are categorized as 1) pre-licensure, programs enrolling students who do not hold a professional RN license (BSN, DABSN, & MN); and 2) post-licensure, programs enrolling students who hold a professional RN license (MSN, DNP, & PhD). Within each program are a number of specialized tracks.

1) PRE-LICENSURE DEGREES AND TRACKS

- BSN
 - Traditional BSN
 - Distance Accelerated BSN (DABSN)
- MN (Master's of Nursing)
 - MN (fall entry)
 - MN Spring Start
 - MN Pathway to MSN (summer entry)
 - (MN degree portion of the program is pre-licensure, MSN is post-licensure)

2) POST-LICENSURE DEGREES AND TRACKS

- Master's of Nursing Pathway to Master of Science in Nursing program (MN Pathway to MSN).
- Master of Science in Nursing (MSN) by Specialty Areas:
 - Adult/Gerontology Nurse Practitioner–Acute Care (AGACNP)
 - Adult/Gerontology Nurse Practitioner–Primary Care (AGPCNP)
 - Family Nurse Practitioner (FNP)
 - Neonatal Nurse Practitioner (NNP)
 - Pediatric Nurse Practitioner–Acute Care (PNP-AC)
 - Pediatric Nurse Practitioner–Primary Care (PNP-PC)
 - Women's Health/Gender-Related Nurse Practitioner (WHNP)

Non-Nursing Degrees

- Master of Cardiovascular Perfusion Science (MCPS)

Dual Degrees

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

Post-graduate Certificate Programs

- Adult/Gerontology Nurse Practitioner–Acute Care (AGACNP)
- Adult/Gerontology Nurse Practitioner–Primary Care (AGPCNP)
- Family Nurse Practitioner (FNP)
- Pediatric Nurse Practitioner–Acute Care (PNP-AC)
- Pediatric Nurse Practitioner–Primary Care (PNP-PC)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)
- Women’s Health/Gender-Related Nurse Practitioner (WHNP)

DNP (Doctor of Nursing Practice)

- Post-BSN/MN DNP
 - Adult/Gerontology Nurse Practitioner–Acute Care (AGACNP)
 - Adult/Gerontology Nurse Practitioner–Primary Care (AGPCNP)
 - Family/Emergency Nurse Practitioner (ENP)
 - Family Nurse Practitioner (FNP)
 - Pediatric Nurse Practitioner–Primary Care (PNP-PC)
 - Psychiatric Mental Health Nurse Practitioner (PMHNP)
 - Women’s Health/Gender-Related Nurse Practitioner (WHNP)
- Post-Master’s DNP
- Post-BSN or Post-Master’s DNP
 - Certified Registered Nurse Anesthetist (CRNA)

PhD (Doctor of Philosophy)

- Post-BSN/MN PhD
- Post-Master’s PhD

General Education Requirements (GERs)

All first-degree BSN and Distance ABSN (DABSN) students must satisfy Emory University Nursing General Education Requirements (GERs) in addition to prerequisite requirements to matriculate to the School of Nursing. Students who fail to provide an official transcript by orientation will be removed from classes and admission will be rescinded.

Emory/Oxford College students must complete all first- and second-year requirements (e.g., ECS101, HLTH100, PE). Please contact your advisor to ensure you fulfill these requirements.

Nursing General Education Requirements for Emory/Oxford College, Transfer Students, and DABSN 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 before beginning the program. Transcripts will be evaluated for both requirements. The Nursing Office of the Registrar is the final approval of courses meeting the Emory GERs.

GER Area	Required	Description
FS	1 Course	3 Credit Hours <u>Emory/Oxford Students:</u> First-Year Seminar (FS) Must be taken at Emory College in the first 2 semesters. Oxford College students take a discovery seminar. <u>D-ABSN/Transfer Students:</u> First-Year Seminar (FS) course. Courses are in a variety of topical areas and are typically introductory in nature.
FC	1 Course	First Year Communication (3) Freshman English/Writing Requirement (FC) AP English may also fulfill this requirement
QR	1 Course	Quantitative Reasoning - Statistics (3)
NS	3 Courses	Natural Science (course must have lab) (12 Credits Total) -Chemistry w/ lab (4) -Anatomy & Physiology I (4) -Anatomy & Physiology II (4)
SS	2 Courses	Social Science (6 Credits total) -Human Growth & Development Across the Lifespan (3)
HA	1 Course	Humanities & Arts (3)
Note: All students matriculating to the School of Nursing will complete modules on Race & Ethnicity (ETHN) as part of their orientation to the School of Nursing. Experience and application (XA) is completed before graduation, as evidence by passing the final clinical course in the program of study.		

Note: Applicants may have courses to meet requirements in progress at the time of application but must supply official transcripts indicating completion no later than the first week of the Nursing program to remain actively enrolled.

Admission Deadlines and Requirements

SPRING TERM 2025

	Application deadline	Programs	Decision release
Round 1	June 1 st	MN Spring Start Distance ABSN	August 15 th
Round 2	August 1st	MN Spring Start Distance ABSN	September 15 th
Round 3	September 1st		October 15 th

SUMMER TERM 2025

	Application deadline	Programs	Decision release
Round 1	August 1st	MN Pathway to MSN Distance ABSN	October 15 th
Round 2	October 1st	MN Pathway to MSN Distance ABSN	December 15 th
Round 3	December 1st	MN Pathway to MSN Distance ABSN	January 25 th

FALL TERM 2025

	Application deadline	Programs	Decision release
Round 1	August 1 st	Traditional BSN Master of Nursing (MN) Distance ABSN	October 15 th
Round 2	October 1 st	Traditional BSN Master of Nursing (MN) Distance ABSN	December 15 th
Round 3	December 1 st	Traditional BSN Master of Nursing (MN) Distance ABSN	January 25 th
Round 1	August 1 st	Master of Science in Nursing (MSN) & Doctor of Nursing Practice (DNP)	October 15 th
Round 2	October 1 st	Master of Science in Nursing (MSN) & Doctor of Nursing Practice (DNP)	December 15 th
Round 3	December 1 st	Master of Science in Nursing (MSN) & Doctor of Nursing Practice (DNP)	January 25 th
Round 1	June 1 st	DNP, Nurse Anesthesia (CRNA)	

Round 2	September 1 st	DNP, Nurse Anesthesia (CRNA)	
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NHWSN Program Outcomes

Approved by Curriculum Committee November 2023

The Nell Hodgson Woodruff School of Nursing (NHWSN) aligns with the American Association of Colleges of Nursing's (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). These [*Essentials*](#) introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care, across the lifespan, and with diverse patient populations. The [*Essentials*](#) also feature eight concepts that are central to professional nursing practice and are integrated within and across the domains and competencies. These *Essentials* represent a new direction in nursing education focused on entry-level and advanced-level competencies and sub-competencies. The entry-level professional nurse is prepared for generalist practice across the lifespan in the following four spheres of care: disease prevention/promotion of health and well-being; chronic disease care; regenerative or restorative care; and hospice/palliative/support care (AACN, 2021). Advanced-level nursing education at the NHWSN prepares visionary leaders to shape the future of nursing and health care of persons and populations through discovery and leading implementation of person-centered and population-focused care within the interprofessional team.

The influence of the social determinants of health (SDOH) is explicitly embedded into our curriculum and program outcomes. SDOH are defined as cultural, social, environmental, and political influences, which affect individuals across their lifespan. SDOH influences are key to developing person-centered and population-focused plans of care.

The graduates of our pre- and post-licensure programs will display the following program outcomes on completion of their entry- level nursing education or advanced-level nursing education program.

AACN Domain: Definition reflects NHWSN Values	Entry-Level Professional Nursing Education: End of Program Outcomes	Advanced-Level Professional Nursing Education: End of Program Outcomes
Domain 1: Knowledge for Nursing Practice: “Integration, translation, and application of established and evolving	1.Integrate established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines to guide the practice	1.Synthesize and translate evolving knowledge from within nursing and across disciplines to drive clinical judgment, based on a foundation of liberal arts, natural and social sciences to apply evolving

disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.”	of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.	interdisciplinary knowledge to foster clinical judgment and innovation in nursing practice.
Domain 2: Person-Centered Care: “Focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, just, respectful, compassionate, coordinated, evidence-based and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.”	2.Prioritize person-centered care focused on the individual within multiple complicated contexts, including family and/or important others.	2.Provide and evaluate person-centered care that addresses the unique needs and values of individual, familial and cultural contexts grounded in a robust scientific foundation that informs nursing practice across all specialties and functional areas.
Domain 3: Population Health: “Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and	3.Implement best evidence to support the health of populations across spheres of care, incorporating social determinants of health, and respect for individuals with an emphasis on support strategies and policies to assure equitable population health outcomes.	3.Develop and implement interventions and policies at a systems level with an emphasis on diversity, equity, and inclusion in collaboration with key stakeholders for the improvement of equitable health promotion and illness prevention for the improvement of equitable population health outcomes.

non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.”		
Domain 4: Scholarship for Nursing Discipline: “The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.”	4. Synthesize nursing knowledge to improve health and transform health care.	4. Generate and disseminate knowledge within nursing and across the interprofessional team to improve health and transform health care.
Domain 5: Quality and Safety: “Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.”	5. Employ established and emerging principles of safety and improvement science to promote equitable, quality healthcare delivery on an individual and organizational level with consideration to cost effectiveness in healthcare.	5. Synthesize and apply established and emerging principles of safety, evidence-based practice, and improvement science to promote quality healthcare delivery, including equitable outcomes, on an individual and organizational level with consideration to cost effectiveness in healthcare.
Domain 6: Interprofessional Partnerships: “Intentional collaboration across professions and with care team members, individuals, families, and communities and other stakeholders to optimize care, enhance the	6. Collaborate across professions and with care team members, individuals, families, and communities and other partners to optimize care, enhance the healthcare experience, and strengthen outcomes.	6. Lead intentional inter-professional collaboration, optimizing person-centered care through effective teamwork, engagement, and stakeholder involvement, including patient, families and communities.

healthcare experience, and strengthen outcomes.”		
Domain 7: Systems-Based Practice: “Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.”	7. Coordinate resources within complex systems of health care to provide safe, quality, equitable care to diverse populations.	7. Design, lead, and evaluate efforts to proactively coordinate resources to ensure accessible, safe, high quality, efficient and equitable health care within complex systems.
Domain 8: Informatics and Healthcare Technologies: “Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.”	8. Prioritize information and communication technologies to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice.	8. Leverage and evaluate healthcare data utilizing technologies to facilitate safe, high quality, evidence-based healthcare services that are in compliance with professional and regulatory standards in decision making.
Domain 9: Professionalism: “Formation and cultivation of a sustainable professional identity, accountability, perspective, collaborative disposition, and	9. Form and cultivate a sustainable professional identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing’s characteristics, and values.	9. Embody and model a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing’s core characteristics, ethics, and values in advanced practice and leadership

comportment that reflects nursing's characteristics, and values.”		
Domain 10: Personal, Professional, and Leadership Development: “Participation in activities and self-reflection that foster personal health, resilience, and well-being, and career-long learning, and support the acquisition of nursing expertise and assertion of leadership.”	10. Participate in activities and self-reflection that foster personal health, resilience, and well-being, and career-long learning, and support the acquisition of nursing expertise and assertion of leadership.	10. Actively engage in activities that advocate for personal and organizational health, resilience, and well-being. Pursue opportunities for continued intellectual growth, nursing proficiency, mentorship, and leadership.

Pre-licensure Programs

Welcome from the Associate Dean for Education

Welcome to the Nell Hodgson Woodruff School of Nursing (NHWSN) at Emory University. In choosing to attend the NHWSN you will pursue or advance your nursing education at the top nursing program in the country. Your education is built on One Emory – Ambition and Heart – Emory’s student flourishing education model, state of the art simulation program at the Emory Nursing Learning Center, world-class clinical education opportunities, and committed expert faculty and staff. You are part of a rich tradition of excellence as Emory Nurses, visionary nurse leaders, clinicians, and scholars.

On behalf of the faculty and staff, we wish you much success and enjoyment and want to convey our philosophy that we are here to support you to identify and attain your professional goals. It is important that you get to know the faculty and keep in close contact with them during your studies. We thank you for choosing the Nell Hodgson Woodruff School of Nursing.

One of the first steps you can take toward success is familiarizing yourself with this School of Nursing Catalog and Student Handbook. Inside these documents, 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.

Congratulations on your acceptance to Emory and best wishes during your course of studies.

Beth Ann Swan, PhD, RN, CHSE, FAAN ANEF

Professor, Clinical Track & Associate Dean for Education

Charles F. & Peggy Evans Endowed Distinguished Professor for Simulation and Innovation

beth.ann.swan@emory.edu

Pre-licensure Mission, Vision, and Values

The Nell Hodgson Woodruff School of Nursing mission, vision, and values are foundational to pre-licensure education. All pre-licensure 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.

Pre-licensure Program Goals

BSN

The goals of the BSN program are to: 1) develop entry level generalist professional practitioners for present and emerging nursing practice roles in diverse settings across the lifespan; 2) stimulate individual potential for professional and personal growth and leadership; and 3) prepare students for advanced-level nursing education.

MN

The goals of the MN program are to: 1) prepare students with non-nursing degrees to develop as entry level generalist professional practitioners for present and emerging nursing practice roles in diverse settings across the lifespan; 2) stimulate individual potential for professional and personal growth and leadership; and 3) prepare students for advanced-level nursing education.

Prelicensure Education

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 lectures, small group discussions, independent study, clinical practice, case studies, service-learning activities, immersion opportunities, and simulation-based learning. 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.

BSN Degree Options

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 can 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 program enrolls annually in the Fall semester and is a four-semester program with a summer break.

The BSN degree provides students a solid foundation for beginning a career as a registered nurse. The traditional BSN is for first-degree/pre-licensure 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. 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 Nursing General Education Requirements and all Nursing prerequisites. The BSN program requires 4 semesters of study and follows the traditional University calendar of non-enrollment during the summer session.

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. Emory In MOTION gives students the opportunity mobilize healthcare services in vulnerable and underserved communities with limited access to medical care.

Distance Accelerated BSN Track

Students with an earned baccalaureate degree in another field (BA, BS) or higher may enter the Distance ABSN (DABSN) track. The DABSN track prepares graduates for an entry to practice, nursing generalist role. The program offers enrollment in the fall, spring, and summer semesters. The DABSN track of the BSN program is a 3-semester online course of study using active learning strategies. Students complete most of their clinical rotations in their local residence communities. If a clinical site placement is not available locally, students may be required to travel to Atlanta for a clinical rotation(s). No clinical sites or locations are guaranteed in the program. Students are required to attend two on-campus intensives completing skills, assessment, simulation, competency reviews, and clinicals, in the first and last semester of the program. The DABSN plan of study includes three semesters of study. Each semester has two 6-8 week sessions. The DABSN program may have varied start and end dates from the university calendar. The program is focused on admitting students from outside the Atlanta region, with a focus on nursing shortage areas and currently has enrolled students nationwide.

Masters of Nursing Degree (MN) Option

The Masters of Nursing (MN) entry to practice option is designed for second-degree students who hold a bachelor's degree (BA, BS) or higher in another field and wishes to pursue a professional nursing career. The MN program is based in the generalist nursing education curriculum with a specific focus geared towards population health management. The MN program is a full-time, onsite campus-based program that allows students to earn an MN

degree in 15 months of continuous enrollment. There are three (3) admission points to the MN program tracks - MN track – fall semester; MN spring start semester; and MN Pathway to MSN track – summer semester. Information on the post-licensure portion of the MN Pathway to MSN option is detailed in the MSN section of this catalog. MN Pathway to MSN students may opt to enroll in the MSN or DNP program on completion of the pre-licensure MN program and must meet admission/selection requirements.

Traditional Bachelor of Science in Nursing (BSN)

Welcome from the BSN Program Director

Welcome to the nursing profession! It is an exciting time to become a nurse as we are caring for an increasingly diverse population with more opportunities for nurses 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 experiences through service-learning immersion clinical, 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,

Helen Baker, PhD, FNP-BC, MSc, RN

BSN Program Director

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 prior to entering the School of Nursing.
- 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 coursework per semester.
- Program delivery*: majority in-person classes with some online course options.
- Full-time option only.

Prerequisite Requirements:

The prerequisites for the BSN program include seven (7) courses. Students may submit an application for admission with the courses in progress, but all prerequisite courses must be complete with a grade of C or higher by orientation into the nursing program. All official transcripts must be submitted before classes begin. Students who do not have verification of course completion by orientation will be unenrolled from the program and required to reapply at a future date.

Approval may be requested for a course an applicant is considering taking or for a course the applicant has completed and is inquiring whether it will satisfy the prerequisite requirement.

[Refer to the process for Requesting a Prerequisite Course Evaluation on page 29.](#)

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 pre-licensure students must satisfy Emory Nursing General Education Requirements (GERs) in addition to prerequisite requirements on entry to the School of Nursing. Because of the heavy schedule for didactic and clinical courses in the nursing curriculum, students must complete all GERs and prerequisite courses prior to entering the School of Nursing.

Nursing GERs are required for Emory/Oxford College, Transfer Students, ABSN, and DABSN Students: Applicants are required to have completed courses equivalent to Emory University courses to meet the Emory Nursing General Education Requirements (GERs) in addition to completing all nursing prerequisite requirements on beginning the program. Transcripts will be evaluated for both requirements prior to starting the nursing program. The Nursing Office of the Registrar is the final approval for courses meeting the Emory GERs. DABSN applicants must have 72 credit hours of coursework posted by the beginning of the program.

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 of the Nursing program to remain actively enrolled. Students will be removed from the program at orientation if all requirements are not completed and an official transcript submitted.

GER Area	Required	Description
FS	1 Course	3 Credit Hours <u>Emory/Oxford Students:</u> First-Year Seminar (FS) Must be taken at Emory College in the first 2 semesters. Oxford College students take a discovery seminar. <u>D-ABSN/Transfer Students:</u> First-Year Seminar (FS) course. Courses are in a variety of topical areas and are typically introductory in nature.
FC	1 Course	First Year Communication (3) Freshman English/Writing Requirement (FC) AP English may also fulfill this requirement
QR	1 Course	Quantitative Reasoning - Statistics (3)
NS	3 Courses	Natural Science (course must have lab) (12 Credits Total) -Chemistry w/ lab (4) -Anatomy & Physiology I (4) -Anatomy & Physiology II (4)
SS	2 Courses	Social Science (6 Credits total) -Human Growth & Development Across the Lifespan (3)
HA	1 Course	Humanities & Arts (3)
Note: All students matriculating to the School of Nursing will complete modules on Race & Ethnicity (ETHN) as part of their orientation to the School of Nursing. Experience and application (XA) is completed before graduation, as evidence by passing the final clinical course in the program of study.		

[For admission deadlines and requirements, refer to page 39.](#)

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 of if a degree was earned.
- b. Resume including work experience, community service, leadership roles, and research.
- c. Official standardized test scores are not required for applicants with a 3.5 cumulative GPA or higher. Official SAT or ACT or TEAS test scores are required for applicants with a 3.49 GPA or lower. 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. 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 coursework.
*All prerequisite courses must be completed before starting the Nursing program. Students have 7-days from entry to the Nursing program **to provide official transcripts as proof of completion of a prerequisite nursing course(s).** A student who does not provide a final official transcript will be removed from all Nursing courses at the end of the 7th day.*
2. Completion of all Emory Nursing GER requirements. [Refer to Nursing GER section.](#)
3. Documentation of having obtained current Basic Life Support for Health Care Providers CPR credentials through the American Heart Association.
4. Evidence of adequate health insurance coverage or enrollment in the Emory University Student Health Insurance Plan.
5. Proof of immunization or immune status.
6. Physical examination results from a health care provider that gives evidence of good health.
7. Drug screen and background check. *

*Clinical agencies or School of Nursing policy may require drug screens and/or background checks to be repeated during the program. Note: Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documented medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC than represented on the packaging, and the use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test result is reported as positive for THC metabolites (even if you only used a CBD product),

your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

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 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 always maintain professional integrity.

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 ([Department of Accessibility Services | Emory University | Atlanta GA](#)).

Address any questions or concerns regarding these Technical Standards to the Associate Dean for Education, Assistant Dean for Pre-Licensure Programs, or the appropriate program director for pre-licensure tracks or graduate program 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 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:

- Cum Laude – a cumulative GPA of 3.60- 3.749
- Magna Cum Laude – a cumulative GPA of 3.75-3.899
- 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 are responsible for the 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 advisements. 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:

- **Honors**—Satisfactory completion of the Honors Program with an overall average of 3.50 in the School of Nursing;
- **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
- **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 employer 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
- The 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-art technology

Emory Nursing's Mobile Opportunities for Training and Innovating: Nursing (Emory In MOTION)

Emory In MOTION will admit ten students to the program each year from the MSN (FNP, AGPCNP tracks) and BSN programs. Students receive aid in the form of a \$2,000 scholarship each semester as well as a stipend for participation in the FWFHP Program each summer in Moultrie, GA.

The goal of Emory In MOTION is to enrich nursing education for nurse-led collaborative care in vulnerable and underserved communities, while also strengthening the nursing workforce. This is achieved by increasing opportunities for longitudinal experiential learning in mobile health settings, which in turn improves health outcomes and promotes greater health equity for these underserved communities throughout Georgia.

Emory In MOTION aims to extend mobile healthcare services, particularly to nine counties in Georgia that have limited access to medical care. Each mobile health unit is fully equipped to deliver high-quality healthcare under the guidance of nurses. This four-year project builds upon Nell Hodgson Woodruff School of Nursing's established partnerships with community-based and public health organizations in the metro Atlanta area and Moultrie, Georgia. Collaborative care teams formed through these partnerships will offer innovative opportunities for diverse nursing students to be trained by faculty to provide quality care that engages patients with cultural and linguistic sensitivity.

Goals:

- Emory In MOTION aims to expand mobile healthcare services to nine medically underserved counties in Georgia.
- The collaboration involves the use of mobile health units equipped with nurse-led, quality healthcare services.
- The program provides a clinical experiential platform for 28 pre-licensure and 12 advanced practice nursing students.
- Nursing students from various programs will work together to increase the number of patients served in these communities by 20 percent.
- Emory In MOTION will also implement web-based professional development modules on social determinants of health to be shared with faculty, preceptors, and registered nurses in Georgia.

Traditional BSN - Plan of Study
Fall 2024 Start

Semester 1	Course	Credits	Clinical Hours	Simulation Hours	Service Learning Hours
NRSG 301	Pathophysiology for Professional Nurses: BSN	3			
NRSG 302	Health Assessment Across the Lifespan: BSN	3		30	
NRSG 303	Fundamentals of Nursing Practice: BSN	3			
NRSG 306	Fundamentals of Nursing Practice Clinical: BSN	1.5	60	15	
NRSG 305	Professionalism and Professional Identity in Nursing: BSN	3			
NRSG 307	Determinants of Health & Health Promotion: BSN	2			30
Semester Total		15.5	60	45	30
Semester 2					
NRSG 363	Pharmacology for Professional Nurses: BSN	3			
NRSG 364	Ambulatory Care & Community Health Nursing: BSN	3			
NRSG 365	Ambulatory Care & Community Health Nursing Clinical: BSN	1	30	15	
NRSG 367	Behavioral & Mental Health Nursing: BSN	3			
NRSG 368	Behavioral & Mental Health Nursing Clinical: BSN	1.5	60	15	
NRSG 366	Healthcare Quality, Safety, and Informatics: BSN	2			
Semester Total		13.5	90	30	
Semester 3					
NRSG 409	Reproductive Health & Gender Related Care: BSN	3			
NRSG 410	Reproductive Health & Gender Related Care Clinical: BSN	1.5	60	15	
NRSG 413	Pediatric & Young Adult Nursing: BSN	3			
NRSG 414	Pediatric & Young Adult Nursing Clinical: BSN	1.5	60	15	
NRSG 419	Adult/Older Adult Health Nursing: BSN	3			
NRSG 420	Adult/Older Adult Health Nursing Clinical: BSN	1.5	60	15	
NRSG 369	Nursing Scholarship & Evidence-Based Practice: BSN	2			
Semester Total		15.5	180	45	
Semester 4					
NRSG 460	Public & Population Health Nursing: BSN	3			
NRSG 461	Public & Population Health Nursing Clinical: BSN	1	45	7.5	
NRSG 462	Care of the Person with Complex Health Conditions: BSN	3			

NRSG 463	Care of the Person with Complex Health Conditions Clinical: BSN	1.5	60	15	
NRSG 464	Pathway to Practice: BSN	3			
NRSG 465	Pathway to Practice Practicum: BSN	2	120		
	Master Class: BSN (choose one): NRSG 487: Health Systems Leadership: BSN NRG 486: Global Health Nursing: BSN NRSG 485: Data Science & Decision Making: BSN NRSG 489: Policy & Civic Professionalism: BSN NRSG 488: Ethics & History in Health Care: BSN	2			
Semester Total		15.5	225	22.5	
Program Total		60	555	142.5	30

Electives

The School of Nursing offers multiple electives each semester. Electives may be taken at the undergraduate or graduate level to satisfy the elective requirement. Undergraduate students registering for a graduate-level course must obtain a permission number, directions will be provided at the time of registration. If a student wishes to take an elective outside of the School of Nursing to satisfy an elective requirement, they must first obtain permission from their program director.

Distance Accelerated Bachelor of Science in Nursing (DABSN)

Welcome from the Distance ABSN Program Director

Welcome to the Nell Hodgson Woodruff School of Nursing (NHWSN) at Emory University. As you may know, the DABSN program is uniquely situated as the only remote pre licensure program at the NHWSN. This program is designed for second degree students eager to become nurses and work in underserved areas of the country faced with the challenges of nursing workforce shortages. This one-year, intense, rigorous program is delivered in six (6) sessions of study over three (3) semesters and is available to students seeking the Emory Experience but residing outside the Atlanta-metro region.

Students enrolled in the DABSN program actively engage with dedicated DABSN faculty for course instruction and during the required, on campus clinical intensives, which include simulated learning and hospital clinical rotations. Students also have the opportunity to participate in regional and global immersive learning experiences. Students complete remaining clinical learning in their respective home communities. The DABSN program has a dedicated clinical placement team working closely with clinical partners to secure home placements for our students. We do not guarantee clinical placements but have a very successful record of placing students with 100% on time graduation rates, even amid a pandemic.

We invite you to participate in one of the many open house opportunities and student orientation sessions offered throughout the year, which cover program expectations and answer most frequently asked questions about the DABSN program. We include current and recent program graduates who are available to meet with you to discuss your questions and offer program insights and recommendations for program success. As you can imagine, successfully completing a nursing program in one year is not easy. We discuss strategies for best outcomes, review course delivery platforms and ways to manage the rigorous pace. Working is *not recommended* during the year long program of study.

Many of the second-degree students admitted to the DABSN program bring rich diversity of work and life experiences to the program, both nationally and globally. Students enjoy the diverse student population, dedicated faculty and staff, and small cohort sizes. This dedication to student learning results in excellent outcomes, including our NCLEX pass rates and positive responses to employment surveys post-graduation.

We look forward to welcoming you to the Emory Nursing Experience!

Sincerely,

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

Distance Accelerated BSN Program Director

angela.haynes-ferere@emory.edu

Introduction

Emory University's Distance Accelerated BSN (DABSN) 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 DABSN 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 judgment and critical thinking skills, using a blend of lecture and clinical practice. 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 at the Emory University, Atlanta campus.

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

The Distance-ABSN program is for students outside the Atlanta metro region. Students within the Atlanta metro region should apply to the Masters of Nursing (MN) program. The Accelerated Distance BSN (DABSN) 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 DABSN 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 at minimum two (2) onsite 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 Nursing General Education Requirements and Nursing prerequisites to graduate.
- A minimum of 120 semester hours is required for graduation (72 credit hours from prior degree and prerequisite course work that meet the GER requirements plus 48 program credit hours. Additional transfer credit hours are not permitted in this program.

[Refer to Emory Nursing General Education & Prerequisite Requirements on page 37.](#)

A total of 72 credits made up of prerequisites, GERs, and other college/university courses will be added to the transcript. All requirements must be satisfied prior to beginning the DABSN track.

[Refer to Technical Standards for Nursing Applicants and Enrolled Students on pages 54-55.](#)

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 and has been formally offered admission to the program, they may complete the request for deferral to the next start date for consideration. We do not automatically defer admission to a future start date ([Refer to the Deferral Policy](#)). For example, if a student was accepted for the fall cohort, they may defer to the spring semester. If the candidate is unable to start the spring semester, they must reapply to the program. Once a class is filled (30 students), the remaining applicants will be invited to move their application to the next program start. There is no additional application fee or need to resubmit materials previously submitted. To hold a seat in the program, students must submit a deposit. Applicants must meet all requirements for and conditions of admission prior to 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 are 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 DABSN 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 DABSN program must submit:

1. Proof of having successfully completed the prerequisites with a C grade or better.
 - Students have 7-days from entry to the Nursing program to provide official transcript(s) as proof of completion of GER & prerequisite nursing courses.

- A student who does not provide a final official transcript will be removed from nursing courses at the end of the Drop/Add period.
- 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 to be repeated during the program. Note: Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documented medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC than represented on the packaging, and the use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test result is reported as positive for THC metabolites (even if you only used a CBD product), your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

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 noted in the Technical Standards for Nursing Applicants and Enrolled Students found on pages 54-55.

DABSN Graduation Requirements:

- All semester hours of the prescribed bachelor's-level nursing courses must be taken at Emory University. Transfer credits are not accepted to meet nursing course requirements.
- Successful completion of 48 semester hours of prescribed bachelor's-level nursing courses.
- Completion of all nursing prerequisites and Emory 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 (DABSN) - Plan of Study
3 Semesters

Semester 1				
Course	Session 1	Credits	Clinical Hours	Simulation Hours
350D	Professional Series 1: Introduction to Professional Nursing Practice and Social Responsibility	1		
351D	Foundations of Nursing Practice	3		
352D	Health Assessment	2		
353D	Intro to Patho/Pharm for Nurses	1		
Course	Session 1	Credits	Clinical Hours	Simulation Hours
354D	Pathophysiology/Pharmacology for Nurses I	3		
355D	Acute and Chronic Care I: Adult and Geriatric Populations	2		
356D	Acute and Chronic Care I: clinical Practicum Adult and Geriatric Populations	1	60	
357D	Clinical Practice: Applied Clinical Judgement in Assessment and Skills	2	60	60
Semester 1 Total		10	240	60
Semester 2				
Course	Session 2	Credits	Clinical Hours	Simulation Hours
358D	Pathophysiology/Pharmacology for Nurses II	2		
361D	Professional Series Course II: Nursing Inquiry and Scholarship	2		
359D	Acute and Chronic Care II: Adult and Geriatric Population	2		
360D	Acute and Chronic Care II Practicum	2	120	
Course	Session 2	Credits	Clinical Hours	Simulation Hours
362D	Professional Series Course III: Systems Based Care in Nursing (Policy, Ethics, Informatic, Tech, Innovation)	2		
468D	Maternity and Reproductive Health Nursing	2		
469D	Mental Health Nursing	2		

470D	Mental Health or Women's Health Practicum	1		60
Semester 2 Total		15	180	60
Semester 3				
Course	Full Semester	Credits	Clinical Hours	Simulation Hours
479D	Professional Series V: Capstone	2	ON CAMPUS	
Course	Session 1	Credits	Clinical Hours	Simulation Hours
471D	Pediatric Nursing	2		
472D	Pediatrics or Complex Care Practicum	2	120	
473D	Population Health: Community and Public Health Nursing	2		
474D	Population Health Practicum	1	60	
475D	Working with vulnerable Populations Globally, Regionally or Locally	2		
Course	Full Semester	Credits	Clinical Hours	Simulation Hours
476D	Nursing in Complex Care Situations	3		
477D	Professional Series IV: Nursing Leadership: Partnership, Policy, and Professional Development	2		
478D	Clinical Synthesis Practicum	2	120	
Semester 3 Total		18	300	
Program Total Credit Hours		48		
Program Total Clinical Hours			660	

Master of Nursing (MN) Entry to Practice

Welcome from the MN Program Director

The Masters of Nursing (MN) Entry to Practice is a pre-licensure program at Emory University. Established in Fall 2020, this program is for students who hold a previous bachelor's degree in another discipline (BA or BS) and who wish to pursue a career in nursing.

This highly ranked program 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. Our faculty and I are excited to have you join us. We 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 Program Director and MN Pathway to MSN Program Director

tades@emory.edu

Introduction

The Master of Nursing (MN) entry to practice program 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 in another discipline, are eligible for this track.

Facts:

- The degree earned is an MN.
- The plan of study is 60 semester hours over four (4) semesters of continuous enrollment (approximately 15 months).
- Full-time study is defined as nine (9) credits or more per semester. The MN course load is 12-14 credits per semester.
- Program delivery: classes are in-person.
- Full-time option only.
- Students may enroll in the fall (MN), spring (MN), or summer (MN Pathway to MSN).

[For admission deadlines and requirements, refer to page 39.](#)

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 of 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 MN program must submit:

1. Proof of having successfully completed the prerequisites with a C grade or better and official transcripts on file.
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 to be repeated during the program. Note: Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documented medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC than represented on the packaging, and the use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test result is reported as positive for THC metabolites (even if you only used a CBD product), your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

[Refer to Prerequisite Requirement on page 50.](#)

[Refer to Technical Standards for Nursing Applicants and Enrolled Students on pages 54-55.](#)

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 all nursing prerequisites.
- Completion of program requirements within five (5) years of the first semester enrolled in the program.
- Cumulative GPA of 3.00.

MN (Master of Nursing) - Plan of Study
Fall 2024 Start

Semester 1	Course	Credits	Clinical Hours	Simulation Hours	Service Learning Hours
NRSG 511MN	Pathophysiology for Professional Nurses: MN	3			
NRSG 512MN	Health Assessment Across the Lifespan: MN	3		30	
NRSG 513MN	Fundamentals of Nursing Practice: MN	3			
NRSG 515MN	Fundamentals of Nursing Practice Clinical: MN	1.5	60	15	
NRSG 514MN	Professionalism and Professional Identity in Nursing: MN	3			
NRSG 516MN	Determinants of Health & Health Promotion: MN	2			30
Semester Total		15.5	60	45	30
Semester 2					
NRSG 570MN	Pharmacology for Professional Nurses: MN	3			
NRSG 571MN	Ambulatory Care & Community Health Nursing: MN	3			
NRSG 572MN	Ambulatory Care & Community Health Nursing Clinical: MN	1	30	15	
NRSG 574MN	Behavioral & Mental Health Nursing: MN	3			
NRSG 575MN	Behavioral & Mental Health Nursing Clinical: MN	1.5	60	15	
NRSG 573MN	Healthcare Quality, Safety, and Informatics: MN	2			
Semester Total		13.5	90	30	
Semester 3					
NRSG 631MN	Reproductive Health & Gender Related Care: MN	3			
NRSG 632MN	Reproductive Health & Gender Related Care Clinical: MN	1.5	60	15	
NRSG 634MN	Pediatric & Young Adult Nursing: MN	3			
NRSG 635MN	Pediatric & Young Adult Nursing Clinical: MN	1.5	60	15	
NRSG 636MN	Adult/Older Adult Health Nursing: MN	3			
NRSG 637MN	Adult/Older Adult Health Nursing Clinical: MN	1.5	60	15	
NRSG 630MN	Nursing Scholarship & Evidence-Based Practice: MN	2			
Semester Total		15.5	180	45	
Semester 4					
NRSG 661MN	Public & Population Health Nursing: MN	3			
NRSG 662MN	Public & Population Health Nursing Clinical: MN	1	45	7.5	

NRSG 663MN	Care of the Person with Complex Health Conditions: MN	3			
NRSG 664MN	Care of the Person with Complex Health Conditions Clinical: MN	1.5	60	15	
NRSG 665MN	Pathway to Practice: MN	3			
NRSG 666MN	Pathway to Practice Practicum: MN	2	120		
	Master Class: MN (choose one): NRSG 669MN: Health Systems Leadership: MN NRSG 668MN: Global Health Nursing: MN NRSG 667MN: Data Science & Decision Making: MN NRSG 671MN: Policy & Civic Professionalism: MN NRSG 670MN: Ethics & History in Health Care: MN	2			
Semester Total		15.5	225	22.5	
Program Total		60	555	142.5	30

Masters of Nursing Pathway to Master of Science in Nursing (MN Pathway to MSN)

Welcome from the Program Director

Welcome to the MN Pathway to 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. Our 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 and MN Pathway to MSN Program Director

tades@emory.edu

Introduction

The MN Pathway to 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. MN Pathway to MSN students first complete the pre-licensure program in 4 semesters of full-time study and earn an 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 Pathway to MSN program begins in the summer 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:

1. The degrees earned are an MN (pre-licensure) and an MSN (post-licensure).
2. The student is required to take 60 semester hours to earn an MN degree and the program-specific number of semester hours in their specialty area to earn an MSN degree. The range of credit hours varies by specialty.
3. Complete eight (8) semesters of continuous enrollment.
4. The MN Pathway to MSN course load for full-time study is a minimum of nine (9) credit hours per semester to be considered full-time during both the MN and MSN portions. Students typically take 12+ credits in the MN portion to complete requirements and 12 hours/semester in most MSN specialties.
5. Program delivery: specialty tracks vary in the program delivery mode. Most specialties hold some classes in-person with/without intensives. Check with your program director to identify required intensive schedules.
6. Some specialty options require additional nursing experience prior to entry. **

***Family/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 Director 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.*

[Refer to Prerequisite Requirement on page 50.](#)

[Refer to Technical Standards for Nursing Applicants and Enrolled Students on pages 54-55.](#)

[For admission deadlines and requirements, refer to page 39.](#)

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 Pathway to MSN program must submit:

1. Proof of having successfully completed the prerequisites with a C grade or better (Official Transcripts must be on file to meet this requirement). Applicants may apply for admission while taking prerequisite coursework.
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.

*Clinical agencies or School of Nursing policy may require drug screens and/or background checks to be repeated during the program. Note: Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documented medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC than represented on the packaging, and the use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test result is reported as positive for THC metabolites (even if you only used a CBD product), your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

MN Pathway to MSN Graduation Requirements:

Students in the MN Pathway to 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 of wishing to go to the DNP program must apply for admission to that program. A higher GPA is required to enter the DNP program.*

MSN GRADUATION REQUIREMENTS:

- A cumulative GPA of 3.0
- Completion of program requirements within five (5) years of the first semester enrolled in the program.

MN + MSN Pathway - Plan of Study
Fall 2024 Start

Semester 1	Course	Credits	Clinical Hours	Simulation Hours	Service Learning Hours
NRSG 511MN	Pathophysiology for Professional Nurses: MN	3			
NRSG 512MN	Health Assessment Across the Lifespan: MN	3		30	
NRSG 513MN	Fundamentals of Nursing Practice: MN	3			
NRSG 515MN	Fundamentals of Nursing Practice Clinical: MN	1.5	60	15	
NRSG 514MN	Professionalism and Professional Identity in Nursing: MN	3			
NRSG 516MN	Determinants of Health & Health Promotion: MN	2			30
Semester Total		15.5	60	45	30
Semester 2					
NRSG 570MN	Pharmacology for Professional Nurses: MN	3			
NRSG 571MN	Ambulatory Care & Community Health Nursing: MN	3			
NRSG 572MN	Ambulatory Care & Community Health Nursing Clinical: MN	1	30	15	
NRSG 574MN	Behavioral & Mental Health Nursing: MN	3			
NRSG 575MN	Behavioral & Mental Health Nursing Clinical: MN	1.5	60	15	
NRSG 573MN	Healthcare Quality, Safety, and Informatics: MN	2			
Semester Total		13.5	90	30	
Semester 3					
NRSG 631MN	Reproductive Health & Gender Related Care: MN	3			
NRSG 632MN	Reproductive Health & Gender Related Care Clinical: MN	1.5	60	15	
NRSG 634MN	Pediatric & Young Adult Nursing: MN	3			
NRSG 635MN	Pediatric & Young Adult Nursing Clinical: MN	1.5	60	15	
NRSG 636MN	Adult/Older Adult Health Nursing: MN	3			
NRSG 637MN	Adult/Older Adult Health Nursing Clinical: MN	1.5	60	15	
NRSG 630MN	Nursing Scholarship & Evidence-Based Practice: MN	2			
Semester Total		15.5	180	45	

Semester 4					
NRSG 661MN	Public & Population Health Nursing: MN	3			
NRSG 662MN	Public & Population Health Nursing Clinical: MN	1	45	7.5	
NRSG 663MN	Care of the Person with Complex Health Conditions: MN	3			
NRSG 664MN	Care of the Person with Complex Health Conditions Clinical: MN	1.5	60	15	
NRSG 665MN	Pathway to Practice: MN	3			
NRSG 666MN	Pathway to Practice Practicum: MN	2	120		
	Master Class: MN (choose one):	2			
	NRSG 669MN: Health Systems Leadership: MN				
	NRSG 668MN: Global Health Nursing: MN				
	NRSG 667MN: Data Science & Decision Making: MN				
	NRSG 671MN: Policy & Civic Professionalism: MN				
	NRSG 670MN: Ethics & History in Health Care: MN				
Semester Total		15.5	225	22.5	
Program Total		60	555	142.5	30

*Denotes simulation contact hours.

Graduate Clinical Programs

Master of Science in Nursing

Introduction

The Master of Science in Nursing (MSN) program prepares Advanced-Practice Registered Nurses (APRN) 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 online delivery model with on campus intensives, 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 Program Goals

The goals of the MSN program are to: 1) prepare advanced practice registered nurses who anticipate and respond to changing societal, healthcare, and professional needs; 2) develop practitioners who use advanced skills and knowledge in implementing their professional roles to provide quality and safe care; 3) foster continuing development of professional leadership and data-driven clinical practice; and 4) prepare students for doctoral-level nursing education.

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 Masters of Nursing Pathway to Master of Science in Nursing program (MN Pathway to MSN).

The MN Pathway to MSN program is for applicants who wish to become nurse practitioners, and who already have earned a bachelor's degree in another field.*

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

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

2. Master of Science in Nursing (MSN)

The Master of Science in Nursing program is open to students holding a bachelor's or MN 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.

3. Post-Graduate Certificate Program

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 become board-eligible in their selected specialty. Contact the program director in the desired specialty area to complete a gap analysis evaluation and develop 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. 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 an online delivery model with on campus intensives.

The MSN program offers a traditional four (4) semesters of full-time format (fall, spring, summer, fall) and a part-time format that can be completed over two or three years. Our part-

time format is designed for the working nurse and involves online learning with on-campus intensives. 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. Required credit hours range from 44 to 51 semester hours depending on the selected specialty area. Some specialty areas require prior nursing practice in designated areas to enroll. We offer seven (7) specialty areas for the MSN degree at the School of Nursing. Not all courses are offered each semester. Students should consult the class schedule and their program director for program planning.

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 Certification Board (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)
Pediatric Acute Care Nurse Practitioner	The Pediatric Nursing Certification Board (PCNB)
Pediatric Primary Care Nurse Practitioner	The Pediatric Nursing Certification Board (PNCB)
Women's Health/Gender-Related Nurse Practitioner	The National Certification Corporation (NCC)

Masters of Science in Nursing (MSN)

Facts:

- The degree earned in an MSN.
- Complete in 4 semesters (full-time study), continuous enrollment.
- Two part-time options offered: Complete in either seven (7) semesters (fall start only) or six (6) semesters (spring start only).
- The MSN course load is nine (9) semester hours or more to be considered full-time and five (5) semester hours to be considered part-time.
- Program delivery*: The MSN Nursing specialty programs use an online model whereby courses are online synchronous/asynchronous delivery with mandatory onsite intensives. Onsite intensive dates will be published in advance to facilitate working students. Intensives are held on the Emory University, Atlanta, GA campus.

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 39.](#)

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 of if a degree was earned.
 - b. An official transcript showing a bachelor's / master's entry to nursing practice degree was earned.
 - c. Personal statement of career goals.
 - d. 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 program 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.

*Clinical agencies or School of Nursing policy may require drug screens and/or background checks to be repeated during the program. Note: Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documented medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC than represented on the packaging, and the use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test result is reported as positive for THC metabolites (even if you only used a CBD product), your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

Graduation Requirements:

- A minimum GPA of 3.0.
- 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 employer 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.

Emory Nursing's Mobile Opportunities for Training and Innovating: Nursing (Emory In MOTION)

Emory In MOTION will admit ten students to the program each year from the MSN (FNP, AGPCNP tracks) and BSN programs. Students receive aid in the form of a \$2000 scholarship each semester as well as a stipend for participation in the FWFHP Program each summer in Moultrie, GA.

The goal of Emory In MOTION is to enrich nursing education for nurse-led collaborative care in vulnerable and underserved communities, while also strengthening the nursing workforce. This is achieved by increasing opportunities for longitudinal experiential learning in mobile health settings, which in turn improves health outcomes and promotes greater health equity for these underserved communities throughout Georgia.

Emory In MOTION aims to extend mobile healthcare services, particularly to nine counties in Georgia that have limited access to medical care. Each mobile health unit is fully equipped to deliver high-quality healthcare under the guidance of nurses. This four-year project builds upon Nell Hodgson Woodruff School of Nursing's established partnerships with community-based and public health organizations in the metro Atlanta area and Moultrie, Georgia. Collaborative care teams formed through these partnerships will offer innovative opportunities for diverse nursing students to be trained by faculty to provide quality care that engages patients with cultural and linguistic sensitivity.

Goals:

- Emory In MOTION aims to expand mobile healthcare services to nine medically underserved counties in Georgia.
- The collaboration involves the use of mobile health units equipped with nurse-led, quality healthcare services.
- The program provides a clinical experiential platform for 28 pre-licensure and 12 advanced practice nursing students.
- Nursing students from various programs will work together to increase the number of patients served in these communities by 20 percent.
- Emory in MOTION will also implement web-based professional development modules on social determinants of health to be shared with faculty, preceptors, and registered nurses in Georgia.

Specialty Tracks

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,

CAMILLE BROCKETT-WALKER, DNP, APRN, FNP-BC, AGACNP-BC

Adult-Gerontology Acute Care Nurse Practitioner, Specialty Director

camille.brockett@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 Program 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*: This program is online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus.
- 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 program director to determine how you may begin part-time coursework post-BSN for admission into this program.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

**Adult/Gerontology Acute Care Nurse Practitioner MSN Program –
Plan of Study (Full-Time)
Fall Start Only – 4 Semesters**

Semester 1 (Spring)	Course	Credits	Clinical Hours
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 596D	Diagnostics and Clinical Reasoning: Adult/Gerontology Acute Care Nurse Practitioner	3.5	
Semester Credit Hours		12.5	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 597D	Adult/Gerontology Acute Care Nurse Practitioner I	3.5	
NRSG 598D	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum I	4	240
Semester Credit Hours		12.5	240
Semester 3 (Summer)			
NRSG 634D	Adult/Gerontology Acute Care Nurse Practitioner II	4.5	
NRSG 604D	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum II	4	240
NRSG 591D	Healthcare Quality and Patient Safety	3	
Semester Credit Hours		11.5	240
Semester 4 (Fall)			
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
NRSG 635D	Adult/Gerontology Acute Care Nurse Practitioner III	3.5	
NRSG 605D	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		12.5	360
Program Total		49	840

**Adult/Gerontology Acute Care Nurse Practitioner MSN Program –
Plan of Study (Part-Time)
Spring Start Only – 6 Semesters**

Semester 1 (Spring)	Course	Credits	Clinical hours
NRSG 524D	Becoming an APRN	2	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
Semester Credit Hours		8	
Semester 2 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 3 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 596D	Diagnostics and Clinical Reasoning: Adult/Gerontology Acute Care Nurse Practitioner	3.5	
Semester Credit Hours		6.5	
Semester 4 (Spring)			
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 597D	Adult/Gerontology Acute Care Nurse Practitioner I	3.5	
NRSG 598D	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum I	4	240
Semester Credit Hours		10.5	240
Semester 5 (Summer)			
NRSG 634D	Adult/Gerontology Acute Care Nurse Practitioner II	4.5	
NRSG 604D	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum II	4	240
Semester Credit Hours		8.5	240
Semester 6 (Fall)			
NRSG 635D	Adult/Gerontology Acute Care Nurse Practitioner III	3.5	
NRSG 605D	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		9.5	360
Program Total		49	840

For students entering Fall 2023

**Adult/Gerontology Acute Care Nurse Practitioner MSN Program –
Plan of Study (Part-Time)
Fall Start Only – 7 Semesters**

Semester 1 (Spring)	Course	Credits	Clinical Hours
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
Semester Credit Hours		6	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
Semester Credit Hours		5	
Semester 3 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 4 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 596D	Diagnostics and Clinical Reasoning: Adult/Gerontology Acute Care Nurse Practitioner	3.5	
Semester Credit Hours		6.5	
Semester 5 (Spring)			
NRSG 597D	Adult/Gerontology Acute Care Nurse Practitioner I	3.5	
NRSG 598D	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum I	4	240
Semester Credit Hours		7.5	240
Semester 6 (Summer)			
NRSG 634D	Adult/Gerontology Acute Care Nurse Practitioner II	4.5	
NRSG 604D	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum II	4	240
Semester Credit Hours		8.5	240
Semester 7 (Fall)			
NRSG 635D	Adult/Gerontology Acute Care Nurse Practitioner III	3.5	
NRSG 605D	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		9.5	360
Program Total		49	840

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 deciding to become an Adult Gerontology Primary Care Nurse Practitioner, you will be at the forefront of new paradigms of care delivery: establishing medical homes, advancing the cause of prevention, serving the medically underserved, providing care to patients with complex medical conditions, improving health outcomes, and redefining healthcare delivery.

Adult Gerontology Primary Care Nurse Practitioners are the answer for comprehensive healthcare. We focus on managing complex health conditions, preventing diseases, and promoting healthy aging. With our extensive knowledge and expertise, we serve as advocates, educators, and compassionate health care providers, striving to enhance the overall well-being and quality of life for our patients, from adolescence to end of life. Our certification is population based and our graduates practice in a variety of settings including primary care clinics and all medical outpatient specialties including neurology, cardiology, medical oncology, endocrinology, gastroenterology, and urology to name a few. Our clinical focus relies on relationship building, appropriate diagnosing and treating, and empowering our patients. We assist those patients entrusted to our care through the medical paradigm of care delivery focusing on a share decision making model. We examine the entirety of the patient experience and partner with patients throughout their healthcare journey. We look forward to serving as your guides along this path, sharing our knowledge, experiences, clinical acumen, and love of learning as you enter the Adult Gerontology Primary Care Nurse Practitioner program.

Sincerely,

Calli Cook, NP, DNP, APRN, FNP-C

Adult-Gerontology Primary Care Nurse Practitioner, Specialty Director

calli.cook@emoryhealthcare.org

Introduction

The adult-gerontology primary care graduate focuses on intervention, treatment, prevention, and lifestyle adaptations 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 physical health, but also address emotional, social, and spiritual integration across the care paradigm involving families, communities, and the interprofessional team.

Using our Program's 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. Adult Gerontology Primary Care Nurse Practitioners shoulder the opportunity to advance treatment, relieve suffering, and improve quality of life.

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 AGPCNP course load is nine (9) credit hours or more per semester to be considered full-time.
- Program delivery*: This program is online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus.
- Full-time and part-time options available.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

**Adult/Gerontology Primary Care Nurse Practitioner MSN Program –
Plan of Study (Full-Time)
Fall Start Only – 4 Semesters**

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 562D	Diagnostics and Clinical Reasoning: Adult/Gerontology Primary Care	3.5	
Semester Credit Hours		12.5	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 565D	Adult/Gerontology Primary Care Nurse Practitioner I	3.5	
NRSG 566D	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		11.5	180
Semester 3 (Summer)			
NRSG 622D	Adult/Gerontology Primary Care Nurse Practitioner II	4.5	
NRSG 623D	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum II	4	240
NRSG 591D	Healthcare Quality and Patient Safety	3	
Semester Credit Hours		11.5	240
Semester 4 (Fall)			
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
NRSG 649D	Adult/Gerontology Primary Care Nurse Practitioner III	3.5	
NRSG 650D	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		12.5	360
Program Total		48	780

**Adult/Gerontology Primary Care Nurse Practitioner MSN Program –
Plan of Study (Part-Time)
Spring Start Only – 6 Semesters**

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 524D	Becoming an APRN	2	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
Semester Credit Hours		8	
Semester 2 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 3 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 562D	Diagnostics and Clinical Reasoning: Adult/Gerontology Primary Care	3.5	
Semester Credit Hours		6.5	
Semester 4 (Spring)			
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 565D	Adult/Gerontology Primary Care Nurse Practitioner I	3.5	
NRSG 566D	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		9.5	180
Semester 5 (Summer)			
NRSG 622D	Adult/Gerontology Primary Care Nurse Practitioner II	4.5	
NRSG 623D	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum II	4	240
Semester Credit Hours		8.5	240
Semester 6 (Fall)			
NRSG 649D	Adult/Gerontology Primary Care Nurse Practitioner III	3.5	
NRSG 650D	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		9.5	360
Program Total		48	780

**Adult/Gerontology Primary Care Nurse Practitioner MSN Program –
Plan of Study (Part-Time)
Fall Start Only – 7 Semesters**

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
Semester Credit Hours		6	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
Semester Credit Hours		5	
Semester 3 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 4 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 562D	Diagnostics and Clinical Reasoning: Adult/Gerontology Primary Care	3.5	
Semester Credit Hours		6.5	
Semester 5 (Spring)			
NRSG 565D	Adult/Gerontology Primary Care Nurse Practitioner I	3.5	
NRSG 566D	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		6.5	180
Semester 6 (Summer)			
NRSG 622D	Adult/Gerontology Primary Care Nurse Practitioner II	4.5	
NRSG 623D	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum II	4	240
Semester Credit Hours		8.5	240
Semester 7 (Fall)			
NRSG 649D	Adult/Gerontology Primary Care Nurse Practitioner III	3.5	
NRSG 650D	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		9.5	360
Program Total		48	780

Adult/Gerontology Primary Care Nurse Practitioner MSN Program – Plan of Study (Part-Time)

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 675	Advancing Behavior Change for Improved Health Outcomes	2	
NRSG 571	Management of Sexual and Reproductive Health in Primary Care	2	60
Semester Credit Hours		12	60
Semester 2 (Spring)			
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	1	
NRSG 606	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum I	4	240
Semester Credit Hours		13	240
Semester 3 (Summer)			
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 591	Healthcare Quality and Patient Safety	3	
NRSG 673	Adult/Gerontology Primary Care Nurse Practitioner II	1	
NRSG 607	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum II	4	240
NRSG 652	Integrated Behavior Health for APRNS	2	
Semester Credit Hours		12	240
Semester 4 (Fall)			
NRSG 684	Innovative Leadership & Policy in Advanced Nursing Practice Roles	3	
NRSG 676	Advanced Management of Geriatric Skin, Continence and Functional Reserve	2	
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 674	Adult/Gerontology Primary Care Nurse Practitioner III	1	
NRSG 608	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum III	4	240
Semester Credit Hours		12	240
Program Total		49	780

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.

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 along with across Georgia. 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.

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 the 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*: This program is online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus.
- Full-time and part-time options available.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

Family Nurse Practitioner MSN Program – Plan of Study (Full-Time)

Fall Start Only – 4 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 538D	Diagnostics and Clinical Reasoning: Family Nurse Practitioner	3.5	
Semester Credit Hours		12.5	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 550D	Family Nurse Practitioner I	3.5	
NRSG 586D	Family Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		11.5	180
Semester 3 (Summer)			
NRSG 558D	Family Nurse Practitioner II	4.5	
NRSG 587D	Family Nurse Practitioner Clinical Practicum II	4	240
NRSG 591D	Healthcare Quality and Patient Safety	3	
Semester Credit Hours		11.5	240
Semester 4 (Fall)			
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
NRSG 632D	Family Nurse Practitioner III	3.5	
NRSG 633D	Family Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		12.5	360
Program Total		48	780

Family Nurse Practitioner MSN Program – Plan of Study (Part-Time)
Spring Start Only – 6 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 524D	Becoming an APRN	2	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
Semester Credit Hours		8	
Semester 2 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 3 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 538D	Diagnostics and Clinical Reasoning: Family Nurse Practitioner	3.5	
Semester Credit Hours		6.5	
Semester 4 (Spring)			
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 550D	Family Nurse Practitioner I	3.5	
NRSG 586D	Family Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		9.5	180
Semester 5 (Summer)			
NRSG 558D	Family Nurse Practitioner II	4.5	
NRSG 587D	Family Nurse Practitioner Clinical Practicum II	4	240
Semester Credit Hours		8.5	240
Semester 6 (Fall)			
NRSG 632D	Family Nurse Practitioner III	3.5	
NRSG 633D	Family Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		9.5	360
Program Total		48	780

Family Nurse Practitioner MSN Program – Plan of Study (Part-Time)
Fall Start Only – 7 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
Semester Credit Hours		6	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
Semester Credit Hours		5	
Semester 3 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 4 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 538D	Diagnostics and Clinical Reasoning: Family Nurse Practitioner	3.5	
Semester Credit Hours		6.5	
Semester 5 (Spring)			
NRSG 550D	Family Nurse Practitioner I	3.5	
NRSG 586D	Family Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		6.5	180
Semester 6 (Summer)			
NRSG 558D	Family Nurse Practitioner II	4.5	
NRSG 587D	Family Nurse Practitioner Clinical Practicum II	4	240
Semester Credit Hours		8.5	240
Semester 7 (Fall)			
NRSG 632D	Family Nurse Practitioner III	3.5	
NRSG 633D	Family Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		9.5	360
Program Total		48	780

Family Nurse Practitioner MSN Program – Plan of Study

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 571	Management of Sexual and Reproductive Health in Primary Care	2	60
NRSG 549	Pediatric Wellness	2	
Semester Credit Hours		12	60
Semester 2 (Spring)	Course	Credits	Clinical Hrs..
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	1	
NRSG 586	Family Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		14	180
Semester 3 (Summer)	Course	Credits	Clinical Hrs..
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 572	Family Nurse Practitioner II	2	
NRSG 587	Family Nurse Practitioner Clinical Practicum II	3	180
NRSG 652	Integrated Behavioral Health for APRNS	2	
NRSG 591	Healthcare Quality and Patient Safety	3	
Semester Credit Hours		12	180
Semester 4 (Fall)	Course	Credits	Clinical Hrs..
NRSG 573	Family Nurse Practitioner III	1	
NRSG 588	Family Nurse Practitioner Clinical Practicum III	5	300
NRSG 574	Advanced Cardiovascular Diagnostics & Management for the APRN	2	
NRSG 684	Innovative Leadership & Policy in Advanced Nursing Practice Roles	3	
Semester Credit Hours		11	300
Program Total		49	720

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 Meredith Farmer and privileged to direct 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 at least 750 hours of direct patient care across the continuum of care (primary to critical care) as they master the national Neonatal NP competencies.

We offer full and part-time plans of study in a distance-friendly format. The national NNP program requirements mandate a minimum of two years of full-time NICU (Level III-IV) 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,

Meredith Farmer DNP, APRN, NNP-BC

Senior Clinical Instructor

Interim Program Director of the Neonatal Nurse Practitioner Program

meredith.farmer@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. Graduates are eligible for national certification as a neonatal nurse practitioner through the National Certification Corporation upon successful completion of program requirements and competency acquisition.

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. Due to the national criteria for NICU RN experience, applicants should 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 48 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*: This program is online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus.
- Full-time and part-time options available.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

Neonatal Nurse Practitioner MSN – Plan of Study (Full-Time)
Fall Start Only – 4 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 555D	Advanced Neonatal and Infant Health Assessment	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 636D	Diagnostics and Clinical Reasoning: Neonatal Nurse Practitioner	3.5	
Semester Credit Hours		12.5	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 637D	Advanced Neonatal Issues I	3.5	
NRSG 609D	Neonatal Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		11.5	180
Semester 3 (Summer)			
NRSG 638D	Advanced Neonatal Issues II	4.5	
NRSG 610D	Neonatal Nurse Practitioner Clinical Practicum II	4	240
NRSG 591D	Healthcare Quality and Patient Safety	3	
Semester Credit Hours		11.5	240
Semester 4 (Fall)			
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
NRSG 639D	Advanced Neonatal Issues III	3.5	
NRSG 640D	Neonatal Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		12.5	360
Program Total		48	780

Neonatal Nurse Practitioner MSN – Plan of Study (Part-Time)
Spring Start Only – 6 Semesters

Semester 1 (Spring)	Course	Credits	Clinical Hours
NRSG 524D	Becoming an APRN	2	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
	Semester Credit Hours	8	
Semester 2 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
	Semester Credit Hours	6	
Semester 3 (Fall)			
NRSG 555D	Advanced Neonatal and Infant Health Assessment	3	
NRSG 636D	Diagnostics and Clinical Reasoning: Neonatal Nurse Practitioner	3.5	
	Semester Credit Hours	6.5	
Semester 4 (Spring)			
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 637D	Advanced Neonatal Issues I	3.5	
NRSG 609D	Neonatal Nurse Practitioner Clinical Practicum I	3	180
	Semester Credit Hours	9.5	180
Semester 5 (Summer)			
NRSG 638D	Advanced Neonatal Issues II	4.5	
NRSG 610D	Neonatal Nurse Practitioner Clinical Practicum II	4	240
	Semester Credit Hours	8.5	240
Semester 6 (Fall)			
NRSG 639D	Advanced Neonatal Issues III	3.5	
NRSG 640D	Neonatal Nurse Practitioner Clinical Practicum III	6	360
	Semester Credit Hours	9.5	360
	Program Total	48	780

Neonatal Nurse Practitioner MSN – Plan of Study (Part-Time)
Fall Start Only – 7 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
Semester Credit Hours		6	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
Semester Credit Hours		5	
Semester 3 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 4 (Fall)			
NRSG 555D	Advanced Neonatal and Infant Health Assessment	3	
NRSG 636D	Diagnostics and Clinical Reasoning: Neonatal Nurse Practitioner	3.5	
Semester Credit Hours		6.5	
Semester 5 (Spring)			
NRSG 637D	Advanced Neonatal Issues I	3.5	
NRSG 609D	Neonatal Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		6.5	180
Semester 6 (Summer)			
NRSG 638D	Advanced Neonatal Issues II	4.5	
NRSG 610D	Neonatal Nurse Practitioner Clinical Practicum II	4	240
Semester Credit Hours		8.5	240
Semester 7 (Fall)			
NRSG 639D	Advanced Neonatal Issues III	3.5	
NRSG 640D	Neonatal Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		9.5	360
Program Total		48	780

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 settings. 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 adulthood. 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

Pediatric Acute Care Nurse Practitioner, Specialty Director

ann-marie.brown@emory.edu

Jeannie Rodriguez, PhD CPNP-PC

Pediatric Primary Care Nurse Practitioner, Specialty Director

jeannie.rodriguez@emory.edu

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 inpatient and specialty outpatient health care settings. Management of health and developmental needs of infants, children, adolescents, and their families is also emphasized. 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.

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 prior to beginning any courses. Please contact the program director to confirm what type of experiences qualify.

Facts:

- The degrees earned are an MSN or DNP.
- The Plan of Study requires 48 semester hours to graduate for MSN and 74 for DNP.
- Complete in four (4) semesters of continuous enrollment, full-time for MSN, or seven (7) semesters continuous enrollment for DNP.
- Students are required to complete at least 780 hours of directly supervised clinical practice for MSN and 1140 hours for DNP.
- Students are eligible for acute care pediatric nurse practitioner certification through the Pediatric Nursing Certification Board (PNCB).
- The PNP-AC course load is nine (9) credit hours or more per semester to be considered full-time.
- Program delivery*: This program is online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus.
- Full-time and part-time options available.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

Pediatric Acute Care Nurse Practitioner MSN Program
Plan of Study (Full-Time)
Fall Start Only – 4 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 567D	Diagnostics and Clinical Reasoning: Pediatric Clinical Specialty	3.5	
Semester Credit Hours		12.5	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 568D	Pediatric Acute Care Nurse Practitioner I	3.5	
NRSG 616D	Pediatric Acute Care Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		11.5	180
Semester 3 (Summer)			
NRSG 569D	Pediatric Acute Care Nurse Practitioner II	4.5	
NRSG 617D	Pediatric Acute Care Nurse Practitioner Clinical Practicum II	4	240
NRSG 591D	Healthcare Quality and Patient Safety	3	
Semester Credit Hours		11.5	240
Semester 4 (Fall)			
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
NRSG 628D	Pediatric Acute Care Nurse Practitioner III	3.5	
NRSG 629D	Pediatric Acute Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		12.5	360
Program Total		48	780

Pediatric Acute Care Nurse Practitioner MSN Program
Plan of Study (Part-Time)
Spring Start Only – 6 Semesters

Semester 1 (Spring)	Course	Credits	Clinical Hours
NRSG 524D	Becoming an APRN	2	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
Semester Credit Hours		8	
Semester 2 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 3 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 567D	Diagnostics and Clinical Reasoning: Pediatric Clinical Specialty	3.5	
Semester Credit Hours		6.5	
Semester 4 (Spring)			
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 568D	Pediatric Acute Care Nurse Practitioner I	3.5	
NRSG 616D	Pediatric Acute Care Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		9.5	180
Semester 5 (Summer)			
NRSG 569D	Pediatric Acute Care Nurse Practitioner II	4.5	
NRSG 617D	Pediatric Acute Care Nurse Practitioner Clinical Practicum II	4	240
Semester Credit Hours		8.5	240
Semester 6 (Fall)			
NRSG 628D	Pediatric Acute Care Nurse Practitioner III	3.5	
NRSG 629D	Pediatric Acute Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		9.5	360
Program Total		48	780

For students entering Fall 2023

Pediatric Acute Care Nurse Practitioner MSN Program – Plan of Study (Part-Time)

Fall Start Only – 7 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
Semester Credit Hours		6	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
Semester Credit Hours		5	
Semester 3 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 4 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 567D	Diagnostics and Clinical Reasoning: Pediatric Clinical Specialty	3.5	
Semester Credit Hours		6.5	
Semester 5 (Spring)			
NRSG 568D	Pediatric Acute Care Nurse Practitioner I	3.5	
NRSG 616D	Pediatric Acute Care Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		6.5	180
Semester 6 (Summer)			
NRSG 569D	Pediatric Acute Care Nurse Practitioner II	4.5	
NRSG 617D	Pediatric Acute Care Nurse Practitioner Clinical Practicum II	4	240
Semester Credit Hours		8.5	240
Semester 7 (Fall)			
NRSG 628D	Pediatric Acute Care Nurse Practitioner III	3.5	
NRSG 629D	Pediatric Acute Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		9.5	360
Program Total		48	780

Pediatric Acute Care Nurse Practitioner MSN Program – Plan of Study

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 524	Becoming an APRN	2	
NRSG 554	Advanced Neonatal & Pediatric Health Assessment	3	
NRSG 547	Staying Healthy in Pediatrics: Intro to Clinical Specialty	1	
NRSG 543	Staying Healthy in Pediatrics: Intro to Clinical Specialty Practicum	1	60
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 549	Pediatric Wellness	2	
Semester Credit Hours		12	60
Semester 2 (Spring)			
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	1	
NRSG 616	Pediatric Acute Care Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		12	180
Semester 3 (Summer)			
NRSG 546	Advanced Pediatric Practice II	3	
NRSG 662	Pediatric Acute Care Nurse Practitioner II	2	
NRSG 617	Pediatric Acute Care Nurse Practitioner Clinical Practicum II	4	240
NRSG 591	Health Care Quality and Patient Safety	3	
Semester Credit Hours		12	240
Semester 4 (Fall)			
NRSG 624	Pediatric Pharmacology	1	
NRSG 684	Innovations in Advanced Practice Leadership	3	
NRSG 663	Pediatric Acute Care Nurse Practitioner III	2	
NRSG 618	Pediatric Acute Care Nurse Practitioner Clinical Practicum III	5	300
Semester Credit Hours		11	300
Program Total		47	780

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, inclusive of well-child health promotion as well as acute and chronic illnesses in the primary care setting. 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 in primary care and specialty outpatient settings. 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.

Facts:

- The degrees earned are an MSN or DNP.
- The Plan of Study requires 48 semester hours to graduate for MSN and 74 for DNP.
- Complete in four (4) semesters of continuous enrollment, full-time for MSN, or seven (7) semesters continuous enrollment for DNP.
- Students are required to complete at least 780 hours of directly supervised clinical practice for MSN and 1140 hours for DNP.
- Students are eligible for primary care pediatric nurse practitioner certification through the Pediatric Nursing Certification Board (PNCB).
- The PNP-PC course load is nine (9) credit hours or more per semester to be considered full-time.
- Program delivery*: This program is online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus.
- Full-time and part-time options available.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

**Pediatric Primary Care Nurse Practitioner MSN Program – Plan of Study (Full
-Time)
Fall Start Only – 4 Semesters**

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 528D	Advanced Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 567D	Diagnostics and Clinical Reasoning: Pediatric Clinical Specialty	3.5	
Semester Credit Hours		12.5	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 641D	Pediatric Primary Care Nurse Practitioner I	3.5	
NRSG 619D	Pediatric Primary Care Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		11.5	180
Semester 3 (Summer)			
NRSG 642D	Pediatric Primary Care Nurse Practitioner II	4.5	
NRSG 620D	Pediatric Primary Care Nurse Practitioner Clinical Practicum II	4	240
NRSG 591D	Healthcare Quality and Patient Safety	3	
Semester Credit Hours		11.5	240
Semester 4 (Fall)			
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
NRSG 643D	Pediatric Primary Care Nurse Practitioner III	3.5	
NRSG 655D	Pediatric Primary Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		12.5	360
Program Total		48	780

Pediatric Primary Care Nurse Practitioner MSN Program – Plan of Study (Part-Time)

Spring Start Only – 6 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 524D	Becoming an APRN	2	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 528D	Advanced Pathophysiology Across the Lifespan	3	
	Semester Credit Hours	8	
Semester 2 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
	Semester Credit Hours	6	
Semester 3 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 567D	Diagnostics and Clinical Reasoning: Pediatric Clinical Specialty	3.5	
	Semester Credit Hours	6.5	
Semester 4 (Spring)			
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 641D	Pediatric Primary Care Nurse Practitioner I	3.5	
NRSG 619D	Pediatric Primary Care Nurse Practitioner Clinical Practicum I	3	180
	Semester Credit Hours	9.5	180
Semester 5 (Summer)			
NRSG 642D	Pediatric Primary Care Nurse Practitioner II	4.5	
NRSG 620D	Pediatric Primary Care Nurse Practitioner Clinical Practicum II	4	240
	Semester Credit Hours	8.5	240
Semester 6 (Fall)			
NRSG 643D	Pediatric Primary Care Nurse Practitioner III	3.5	
NRSG 655D	Pediatric Primary Care Nurse Practitioner Clinical Practicum III	6	360
	Semester Credit Hours	9.5	360
	Program Total	48	780

Pediatric Primary Care Nurse Practitioner MSN Program – Plan of Study
Fall Start Only – 7 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 528D	Advanced Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
Semester Credit Hours		6	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
Semester Credit Hours		5	
Semester 3 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 4 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 567D	Diagnostics and Clinical Reasoning: Pediatric Clinical Specialty	3.5	
Semester Credit Hours		6.5	
Semester 5 (Spring)			
NRSG 641D	Pediatric Primary Care Nurse Practitioner I	3.5	
NRSG 619D	Pediatric Primary Care Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		6.5	180
Semester 6 (Summer)			
NRSG 642D	Pediatric Primary Care Nurse Practitioner II	4.5	
NRSG 620D	Pediatric Primary Care Nurse Practitioner Clinical Practicum II	4	240
Semester Credit Hours		8.5	240
Semester 7 (Fall)			
NRSG 643D	Pediatric Primary Care Nurse Practitioner III	3.5	
NRSG 655D	Pediatric Primary Care Nurse Practitioner Clinical Practicum III	6	360
Semester Credit Hours		9.5	360
Program Total		48	780

Pediatric Primary Care Nurse Practitioner (PNP-PC) MSN Program – Plan of Study

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 524	Becoming an APRN	2	
NRSG 554	Advanced Neonatal & Pediatric Health Assessment	3	
NRSG 547	Staying Healthy in Pediatrics: Intro to Clinical Specialty	1	
NRSG 543	Staying Healthy in Pediatrics: Intro to Clinical Specialty Practicum	1	60
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 549	Pediatric Wellness	2	
Semester Credit Hours		12	60
Semester 2 (Spring)	Course	Credits	Clinical Hrs.
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	1	
NRSG 619	Pediatric Primary Care Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		12	180
Semester 3 (Summer)	Course	Credits	Clinical Hrs.
NRSG 546	Advanced Pediatric Practice II	3	
NRSG 665	Pediatric Primary Care Nurse Practitioner II	2	
NRSG 620	Pediatric Primary Care Nurse Practitioner Clinical Practicum II	4	240
NRSG 591	Health Care Quality and Patient Safety	3	
Semester Credit Hours		12	240
Semester 4 (Fall)	Course	Credits	Clinical Hrs.
NRSG 624	Pediatric Pharmacology	1	
NRSG 684	Innovations in Advanced Practice Leadership	3	
NRSG 667	Pediatric Primary Care Nurse Practitioner III	2	
NRSG 621	Pediatric Primary Care Nurse Practitioner Clinical Practicum III	5	300
Semester Credit Hours		11	300
Program Total		47	780

Women's Health/Gender-Related Nurse Practitioner Specialty

Welcome from the Director

Welcome! We are excited to have you explore the Women's Health/Gender-Related Nurse Practitioner (WHGRNP) program at the Nell Hodgson Woodruff School of Nursing at Emory University. Understanding the intersection of gender-related health and equity is crucial in providing transformative and inclusive healthcare. At Emory, we recognize the multifaceted impact of gender on health and are committed to addressing disparities through a lens of social determinants of health and innovation.

Our faculty, with extensive experience in supporting individuals affected by violence, offer a transformative educational experience to uplift advanced practice nurses in serving diverse populations. Emphasizing equitable access to healthcare and challenging sociocultural disparities faced by sexual and gender minorities, our program prepares you to be a leader in promoting inclusive health practices.

If you have any questions about the Women's Health Program, please feel free to reach out to me at any time. We look forward to embarking on this journey of equity and innovation in healthcare together

Sincerely,

Shawana S. Moore, PhD, DNP, APRN, WHNP-BC, PNAP, FAAN

Women's Health/Gender-Related Nurse Practitioner, Specialty Director

shawana.moore@emory.edu

Introduction

The WHGRNP program prepares nurses to meet the sexual and reproductive health care needs for all individuals. The program is based on in-depth knowledge of theory, pathophysiology, research utilization, pharmacotherapeutics, and clinical decision-making skills. The WHGRNP program requires 45.5 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. 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 44 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*: This program is online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus.
- Full-time and part-time options available.
- 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.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

**Women's Health/Gender-Related Nurse Practitioner MSN –
Plan of Study (Full-Time)
Fall Start Only – 4 Semesters**

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 578D	Diagnostics and Clinical Reasoning: Women's Health Gender Related Care	4	
Semester Credit Hours		13	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 581D	Women's Health Gender Related Nurse Practitioner I	3.5	
NRSG 594D	Women's Health Gender Related Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		11.5	180
Semester 3 (Summer)			
NRSG 612D	Women's Health Gender Related Nurse Practitioner II	4.5	
NRSG 613D	Women's Health Gender Related Nurse Practitioner Clinical Practicum II	3	180
NRSG 591D	Healthcare Quality and Patient Safety	3	
Semester Credit Hours		10.5	180
Semester 4 (Fall)			
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
NRSG 658D	Women's Health Gender Related Nurse Practitioner III	3.5	
NRSG 659D	Women's Health Gender Related Nurse Practitioner Clinical Practicum III	4	240
Semester Credit Hours		10.5	240
Program Total		45.5	600

**Women's Health/Gender-Related Nurse Practitioner MSN –
Plan of Study (Part-Time)
Spring Start Only – 6 Semesters**

Semester 1 (Spring)	Course	Credits	Clinical Hours
NRSG 524D	Becoming an APRN	2	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
Semester Credit Hours		8	
Semester 2 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 3 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 578D	Diagnostics and Clinical Reasoning: Women's Health Gender Related Care	4	
Semester Credit Hours		7	
Semester 4 (Spring)			
NRSG 505D	Research & Evidence-Based Practice	3	
NRSG 581D	Women's Health Gender Related Nurse Practitioner I	3.5	
NRSG 594D	Women's Health Gender Related Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		9.5	180
Semester 5 (Summer)			
NRSG 612D	Women's Health Gender Related Nurse Practitioner II	4.5	
NRSG 613D	Women's Health Gender Related Nurse Practitioner Clinical Practicum II	3	180
Semester Credit Hours		7.5	180
Semester 6 (Fall)			
NRSG 658D	Women's Health Gender Related Nurse Practitioner III	3.5	
NRSG 659D	Women's Health Gender Related Nurse Practitioner Clinical Practicum III	4	240
Semester Credit Hours		7.5	240
Program Total		45.5	600

**Women's Health/Gender-Related Nurse Practitioner MSN Program – Plan of
Study (Part-Time)**
Fall Start Only – 7 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 528D	Advanced Physiology/Pathophysiology Across the Lifespan	3	
NRSG 522D	Advanced Pharmacology Across the Lifespan	3	
Semester Credit Hours		6	
Semester 2 (Spring)			
NRSG 524D	Becoming an APRN	2	
NRSG 505D	Research & Evidence-Based Practice	3	
Semester Credit Hours		5	
Semester 3 (Summer)			
NRSG 591D	Healthcare Quality and Patient Safety	3	
NRSG 684D	Innovative Leadership & Policy in Advanced Nursing Practice Role	3	
Semester Credit Hours		6	
Semester 4 (Fall)			
NRSG 544D	Advanced Health Assessment Across the Lifespan	3	
NRSG 578D	Diagnostics and Clinical Reasoning: Women's Health Gender Related Care	4	
Semester Credit Hours		7	
Semester 5 (Spring)			
NRSG 581D	Women's Health Gender Related Nurse Practitioner I	3.5	
NRSG 594D	Women's Health Gender Related Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		6.5	180
Semester 6 (Summer)			
NRSG 612D	Women's Health Gender Related Nurse Practitioner II	4.5	
NRSG 613D	Women's Health Gender Related Nurse Practitioner Clinical Practicum II	3	180
Semester Credit Hours		7.5	180
Semester 7 (Fall)			
NRSG 658D	Women's Health Gender Related Nurse Practitioner III	3.5	
NRSG 659D	Women's Health Gender Related Nurse Practitioner Clinical Practicum III	4	240
Semester Credit Hours		7.5	240
Program Total		45.5	600

Women's Health/Gender-Related Nurse Practitioner (WHNP) MSN Program – Plan of Study

Semester 1 (Fall)	Course	Credits	Clinical Hours
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Introduction to Clinical Specialty: Women's Health Nurse Practitioner	2	30
NRSG 560	Embryology and Developmental Anatomy	1	
Semester Credit Hours		11	30
Semester 2 (Spring)			
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 600	Women's Health Nurse Practitioner I: Reproductive Health Care for Women	2	
NRSG 625	Women's Health Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		13	180
Semester 3 (Summer)			
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 591	Healthcare Quality and Patient Safety	3	
NRSG 601	Women's Health Nurse Practitioner II: Advanced Care of Women	2	
NRSG 626	Women's Health Nurse Practitioner Clinical Practicum II	3	180
NRSG 652	Integrated Behavioral Health for APRNS	2	
Semester Credit Hours		12	180
Semester 4 (Fall)			
NRSG 684	Innovative Leadership & Policy in Advanced Nursing Practice Roles	3	
NRSG 602	Women's Health Nurse Practitioner III: Preceptorship for Women's Health	1	
NRSG 627	Women's Health Nurse Practitioner Clinical Practicum III	4	240
Semester Credit Hours		8	240
Program Total		44	630
NRSG 501*	Advanced Forensic Nursing	3	
*NRSG 501 Advanced Forensic Nursing is highly recommended elective for WHNP students			

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 offers 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 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.
- Program delivery*: This program is online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus. Please check with Public Health for program delivery.

- Full-time and part-time options available.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

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 advanced 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, 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 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: This program is online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus. Please check with the Bioethics Department regarding program delivery.
- Full-time and part-time options available.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

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.

PGC Program Goals

The goals of the PGC program are to: 1) prepare graduates who will link their existing advanced practice nursing skills with new specialty knowledge, skills, and competencies to become highly effective practitioners; and 2) foster continuing development of professional leadership and data-driven clinical practice.

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*: This program is online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

Post-Graduate Certificate Programs
Adult/Gerontology Acute Care Nurse Practitioner
Adult/Gerontology Primary Care Nurse Practitioner
Family Nurse Practitioner
Neonatal Nurse Practitioner
Pediatric Acute Care Nurse Practitioner
Pediatric Primary Care Nurse Practitioner
Women's Health/Gender-Related Nurse Practitioner
Psychiatric/Mental Health Nurse Practitioner

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 coursework 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 drug screens and/or background checks to be repeated during the program. Note: Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documented medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC than represented on the packaging, and the use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test

result is reported as positive for THC metabolites (even if you only used a CBD product), your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

Master in Cardiovascular Perfusion Science

Welcome from the Directors

Welcome to Emory University's Cardiovascular Perfusion Program in the Nell Hodgson Woodruff School of Nursing. The monumental efforts to create this program have been years in the making, and we are excited that you will make history as a part of the inaugural class.

We are confident that you will find your training to be enriched with knowledge provided by an array of highly accomplished academic and clinical professionals with years of training and experience. Using the latest in simulation technology, this program will educate, provide clinical skills, and graduate the highest quality perfusionists in the world. There is no doubt that we will accomplish this together, starting with you. You have been selected as the few amongst many! Emory University's motto now applies to you: "Cor Prudentis possidentis scientiam." "The wise heart seeks knowledge." May you seek knowledge during your time here, and forever in the science of your fellow man. Once again, welcome and we look forward to meeting you in-person during your orientation.

Sincerely,

Erick D. McNair, PhD, MSc, CCP, FICA

Associate Professor

Cardiovascular Perfusion Program Director

erick.mcnair@emory.edu

Brian D. White, MS, RN, CCP, LP

Clinical Coordinator

Cardiovascular Perfusion Program Assistant Director

brian.d.white@emory.edu

Introduction

The Cardiovascular Perfusion Science Program is a full-time, five semester, campus-based program with classroom (lecture and seminar), laboratory, simulation, and clinical practica sites within Georgia.

Facts:

- The degree earned is a MSc.
- The MSCP plan of study is 65.5 semester hours over five (5) semesters of continuous enrollment (approximately 20 months).
- The course load is nine (9) credit hours per semester to be considered full-time.
- Program delivery: the majority of classes are in-person.
- Full-time option only.

Prerequisite Requirements:

1. Seven physical science and math courses completed within seven years of the application.
 - a. General Biology with lab
 - b. Anatomy & Physiology I & II with labs (8 semester hours minimum)
 - c. Chemistry (two courses) – Organic and Inorganic with lab (8 semester hours minimum)
 - d. Microbiology with lab (4 semester hours)
 - e. Physics with lab
 - f. Introductory Statistics (3 semester hours)
 - g. College mathematics course (i.e. College Algebra, Calculus)
2. Medical terminology – students may request an exemption for this course if they have a degree in a healthcare field or have clinical practice experience.

[For admission deadlines and requirements, refer to page 39.](#)

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. Official College/University transcripts from **all schools** attended regardless of if a degree was earned.
 - b. Resume
 - c. Three (3) professional recommendations, one of which is your supervisor/employer responsible for your annual performance review and two others from science professors, lab mentors, employers, and supervisors in academically relevant jobs, etc.
 - d. Students with international nursing degrees must provide an evaluation from Commission on Graduates of Foreign Nursing Schools (www.cgfn.org) for previous nursing coursework.
 - e. Students with international transcripts for non-nursing degrees must provide an evaluation from World Education Services (www.wes.org) for previous non-nursing coursework.
 - f. TOEFL, IELTS, or Duo-lingo scores are required if English is a second language.

Technical Standards for Cardiovascular Perfusion Applicants and Enrolled Students:

When considering perfusion studies an applicant must evaluate their abilities and skills. To succeed in a Master of Perfusion Science degree, 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 Perfusion Program of the SON nursing faculty, are as follows:

Observation: Applicants and students enrolled in the Cardiovascular Perfusion program must be able to observe demonstrations and simulations required by the perfusion 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 to fulfill academic requirements and to maintain accurate clinical records on patient care.

Motor: Perfusion students are required to possess motor skills and dexterity sufficient to assemble, operate and troubleshoot perfusion equipment. 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 attention.

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 Goals: At the completion of the program, all graduates will be able to demonstrate knowledge of the patient's history, pathophysiology, laboratory values and pharmacology as evidenced by formation of a patient care plan with minimal supervision. Select the proper equipment and supplies, assemble and prime the perfusion circuit using sterile technique, and

prepare for surgery under minimal supervision. Initiate CPB, manage CPB including hemodynamics, blood gases, electrolytes, anticoagulation, temperature, and terminate CPB according to protocol with minimal supervision. Demonstrate knowledge and safe operation of adjunctive devices for blood management, ultrafiltration, cardiac assist, and Extra Corporeal Life support (ECLS), with minimal supervision. Maintain professional conduct and communication with patients and staff.

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/>).

Cardiovascular Perfusion Program – Plan of Study (Master’s Full-Time)
Entering Fall

Semester 1 (Fall)	Course	Credits	Clinical Hours
CVP 565	Clinical Monitoring	4	
CVP 566	Foundations of Perfusion Technology & Techniques	4.5	30
CVP 562	Pharmacology I: Clinical Perfusionists	2	
CVP 567	Pathophysiology I	3	
CVP 569	Professional Role and Safety in Perfusion Management	3	
Semester Credit Hour Total		16.5	30
Semester 2 (Spring – Semester 2)			
CVP 585	Perfusion Technology & Techniques I	4	
CVP 583	Clinical Application I	3	90
CVP 584	Pathophysiology II	3	
CVP 586	Pharmacology II: Clinical Perfusionists	3	
CVP 587	Research & Evidence-based Practice	2	
Semester Credit Hour Total		15	90
Semester 3 (Summer – Semester 3)			
CVP 612	Perfusion Technology & Techniques II	4	
CVP 613	Research Design	2	
CVP 610	Bioethics	2	
CVP 611	Clinical Application II	5	240
Semester Credit Hour Total		13	240
Semester 4 (Fall – Semester 4)			
CVP 620	Neonate, Infant & Pediatric Perfusion	3	
CVP 621	Research Project: Implementation*	2	120*
CVP 619	Health Policy & Law for the Clinical Perfusionist	2	
CVP 618	Clinical Application III	5	270
Semester Credit Hour Total		12	270
Semester 5 (Spring – Semester 5)			
CVP 626	Clinical Application IV	6	330
CVP 627	Perfusion Technology & Techniques III	1	
CVP 628	Comprehensive Review: Clinical Perfusionist	1	
CVP 622	Research Project: Dissemination	1	
Semester Credit Hour Total		9	330
Total Credit Hours		65.5	960

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. 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 challenges 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, create innovative solutions to complex issues, and 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!

Shawana S. Moore, DNP, APRN, WHNP-BC

Associate Professor

DNP Program Director

Shawana.moore@emory.edu

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 goals of the DNP program are to prepare graduates to: 1) achieve advanced practice mastery using the highest caliber of evidence-based practice to enhance and promote the quality of the health of individuals, families, and communities; 2) lead delivery, design, and evaluation of health care that is data-driven, sensitive, and responsive to the ethical, cultural, environmental, and psychosocial concerns of individuals, families, communities, and populations; and 3) develop, implement, and evaluate the efficacy and effectiveness of innovative nursing practice models, health policy, and health care systems.

Post-licensure DNP

Students entering the post-licensure DNP with a bachelor's (post-BSN DNP) or master's entry to practice (post-MN DNP) degree choose a specialty track - refer to specialty track information under MSN programs).

The following specialty areas are offered as tracks in the DNP program. Except for the Nurse Anesthesia track- full time only, students can enroll in full or part time plans of study. All course work must be completed within 5 years of beginning the first class in the DNP program.

Specialty Areas offered for the DNP:

Post-BSN/Post-MN DNP
Adult/Gerontology Acute Care Nurse Practitioner
Adult/Gerontology Primary Care Nurse Practitioner
Family/Emergency Nurse Practitioner
Family Nurse Practitioner
*Neonatal Nurse Practitioner (pending approval)
Pediatric Acute Care Nurse Practitioner
Pediatric Primary Care Nurse Practitioner
Women's Health/Gender-Related Nurse Practitioner
Psychiatric/Mental Health Nurse Practitioner

Facts:

- The degree earned is a DNP.
- The student is required to complete all courses and credit hours identified on the Plan of Study, for the selected specialty area.
- The program can be completed in seven (7) semesters of full-time continuous enrollment, except for the Nurse Anesthesia specialty which requires nine (9) semesters of continuous enrollment.
- The program can be completed in 10 semesters of part time- continuous enrollment for specialties offering a part time plan of study.
- The course load is nine (9) credit hours or more per semester to be considered full-time.
- Program delivery*: DNP core courses are fully online with some synchronous/asynchronous sessions. Specialty area courses are online with synchronous/asynchronous sessions and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students. Intensives are onsite at the Emory University, Atlanta campus.
- Full-time and part-time options available for most tracks.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

Prerequisite Requirements:

1. A pre-licensure 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 MN students transitioning to the post-BSN or post-MN DNP program, an RN license must be obtained by October 1. Prior to enrolling in the DNP program, *out-of-state students should check with their specialty director to confirm state authorization and State Board of Nursing requirements are met.*

[For admission deadlines and requirements, refer to page 39.](#)

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 healthcare improvement (500 words),
 - b. Professional resume,
 - c. Contact information for two (2) professional references.

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 drug screens and/or background checks to be repeated during the program. Note: Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documentated medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC than represented on the packaging, and the use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test result is reported as positive for THC metabolites (even if you only used a CBD product), your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

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 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 always maintain professional integrity.

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 the DNP Scholarly Project.
- Per accreditation, two-thirds of the total program credit hours must be completed at Emory University.
- Completion of program requirements within five (5) years of the first semester enrolled in the program.
- Cumulative GPA of 3.0.

Post-BSN & Post-MN Plans of Study (POS)

The following section contains the POS for students entering:

- Entering Fall of 2024 – FT & PT POS
- Prior to Fall 2023 – FT POS
- Entering Fall of 2025 – FT & PT POS

Family/Emergency Nurse Practitioner Specialty

Welcome from the Directors

Welcome future Family/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 has over 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 committed to fostering interprofessional education and training. 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, toxicology, and disaster preparedness and response. We incorporate comprehensive high-fidelity simulations to enhance medical decision-making skills. Both basic and advanced procedural skills are important components of the ENP specialty education. This program is available only at the DNP level. The ENP program requires prior experience in emergency nursing. On a case-by-case basis some other experiences such as pre-hospital, disaster/crisis management, military, or other related experiences may count toward this requirement. We welcome your inquiries to our program.

Thank you for your interest in joining the emergency health care workforce!

Sincerely,

Paula Tucker, DNP, ENP-C, FNP-BC, FAANP

Assistant Specialty Director

paula.tucker@emory.edu

Introduction

The Family/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.

Upon completion of this program, students will be eligible to take the Family Nurse Practitioner national certification exams, offered by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners, as well as the Emergency Nurse Practitioner national certification exam offered by the American Academy of Nurse Practitioners. Passage of the exams is required in most states to obtain a license as an advanced practice nurse.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

Post BSN DNP/Post MN DNP – Plan of Study (Part-Time)
Family/Emergency NP
Entering Fall 2022

Semester 1 (Fall)	Course	Credits	Clinical Hours	DNP Practicum Hours
NRSG 701D	Advanced Physiology/Pathophysiology Across the Lifespan	3		
NRSG 704D	Advanced Pharmacology	3		
Semester Credit Hours		6		
Semester 2 (Spring)				
NRSG 706D	Advanced Health Assessment	3		
NRSG 746D	Knowledge for Practice, Role, Professionalism	5		
Semester Credit Hours		8		
Semester 3 (Summer)				
NRSG 720D	Quality, Safety, and Systems Based Practice	3		
Semester Credit Hours		3		
Semester 4 (Fall)				
NRSG 708D	Person Centered Care	3		
NRSG 709D	Design, Methods, Analyses	3		
NRSG 745D	Information and Healthcare Technologies	3		
Semester Credit Hours		9		
Semester 5 (Spring)				
NRSG 719D	Population Health	3		
NRSG 744D	Interprofessional Partnerships	3		
Semester Credit Hours		6		
Semester 6 (Summer)				
NRSG 751D	Family Nurse Practitioner I	3		
NRSG 752D	Family Nurse Practitioner Practicum I	3	180	
NRSG 753D	Emergency Nurse Practitioner Practicum I	1		
NRSG 718D	Evidence Based Practice	3		
Semester Credit Hours		10	180	
Semester 7 (Fall)				
NRSG 754D	Family Nurse Practitioner II	3		
NRSG 755D	Family Nurse Practitioner Practicum II	3	180	
NRSG 756D	Emergency Nurse Practitioner Practicum II	2		
NRSG 726D	DNP Scholarly Project I	2		60
Semester Credit Hours		10	180	
Semester 8 (Spring)				
NRSG 806D	Family Nurse Practitioner III	3		
NRSG 807D	Family Nurse Practitioner Practicum III	3	180	
NRSG 808D	Emergency Nurse Practitioner Practicum III	2		
NRSG 727D	DNP Scholarly Project II	1		30

Semester Credit Hours		9		30
Semester 9 (Summer)				
NRSG 809D	Family Nurse Practitioner IV	3		
NRSG 810D	Family Nurse Practitioner Practicum IV	4	240	
NRSG 811D	Emergency Nurse Practitioner Practicum IV	2		
NRSG 728D	DNP Scholarly Project III	1		30
Semester Credit Hours		10	240	30
Semester 10 (Fall)				
NRSG 729D	Health/Social Policy/Ethics	3		
NRSG 812D	Family Nurse Practitioner V	1		
NRSG 813D	Emergency Nurse Practitioner Practicum V	2		
NRSG 814D	Family Nurse Practitioner Practicum V: Practice Integration	6	360	
Semester Total		12	360	
Program Total		83	1,140	120

Post BSN DNP/Post MN DNP – Plan of Study (Full-Time):
Family/Emergency NP
Entering Fall 2023

Semester 1 (Fall)	Course	Credits	Clinical Hours	DNP Practicum Hours
NRSG 701D	Advanced Physiology/Pathophysiology Across the Lifespan	3		
NRSG 704D	Advanced Pharmacology	3		
NRSG 708D	Person-Centered Care	3		
NRSG 709D	Design, Methods, Analyses	3		
Semester Credit Hours		12		
Semester 2 (Spring)				
NRSG 706D	Advanced Health Assessment	3		
NRSG 746D	Knowledge for Practice, Role, Professionalism	5		
NRSG 719D	Population Health	3		
Semester Credit Hours		11		
Semester 3 (Summer)				
NRSG 718D	Evidence Based Practice	3		
NRSG 720D	Quality, Safety, and Systems Based Practice	3		
NRSG 751D	Family Nurse Practitioner I	3		
NRSG 730D	Family/Emergency Nurse Practitioner Practicum I	3	180	
NRSG 753D	Emergency Nurse Practitioner I	1		
Semester Credit Hours		13	180	
Semester 4 (Fall)				
NRSG 745D	Information and Healthcare Technologies	3		
NRSG 754D	Family Nurse Practitioner II	3		
NRSG 731D	Family/Emergency Nurse Practitioner Practicum II	3	180	
NRSG 756D	Emergency Nurse Practitioner II	2		
NRSG 726D	DNP Scholarly Project I	2		60
Semester Credit Hours		13	180	60
Semester 5 (Spring)				
NRSG 744D	Interprofessional Partnerships	3		
NRSG 806D	Family Nurse Practitioner III	3		
NRSG 732D	Family/Emergency Nurse Practitioner Practicum III	3	180	
NRSG 808D	Emergency Nurse Practitioner III	2		
NRSG 727D	DNP Scholarly Project II	1		30
Semester Credit Hours		12	180	30
Semester 6 (Summer)				
NRSG 809D	Family Nurse Practitioner IV	3		
NRSG 846D	Family/Emergency Nurse Practitioner Practicum IV	4	240	30
NRSG 811D	Emergency Nurse Practitioner IV	2		
NRSG 728D	DNP Scholarly Project III	1		
Semester Credit Hours		10	240	30

Semester 7 (Fall)				
NRSG 729D	Health/Social Policy and Ethics	3		
NRSG 812D	Family Nurse Practitioner V	1		
NRSG 813D	Emergency Nurse Practitioner V	2		
NRSG 847D	Family/Emergency Nurse Practitioner V: Practice Integration	6	360	
Semester Credit Hours		12	360	
Program Total		83	1,140	120

Post BSN DNP/Post MN DNP – Plan of Study (Part-Time)
Family/Emergency NP
Entering Fall 2023

Semester 1 (Fall)	Course	Credits	Clinical Hours	DNP Practicum Hours
NRSG 701D	Advanced Physiology/Pathophysiology Across the Lifespan	3		
NRSG 704D	Advanced Pharmacology	3		
Semester Credit Hours		6		
Semester 2 (Spring)				
NRSG 706D	Advanced Health Assessment	3		
NRSG 746D	Knowledge for Practice, Role, Professionalism	5		
Semester Credit Hours		8		
Semester 3 (Summer)				
NRSG 720D	Quality, Safety, and Systems Based Practice	3		
Semester Credit Hours		3		
Semester 4 (Fall)				
NRSG 708D	Person Centered Care	3		
NRSG 709D	Design, Methods, Analyses	3		
NRSG 745D	Information and Healthcare Technologies	3		
Semester Credit Hours		9		
Semester 5 (Spring)				
NRSG 719D	Population Health	3		
NRSG 744D	Interprofessional Partnerships	3		
Semester Credit Hours		6		
Semester 6 (Summer)				
NRSG 751D	Family Nurse Practitioner I	3		
NRSG 730D	Family/Emergency Nurse Practitioner Practicum I	3	180	
NRSG 753D	Emergency Nurse Practitioner I	1		
NRSG 718D	Evidence Based Practice	3		
Semester Credit Hours		10	180	
Semester 7 (Fall)				
NRSG 754D	Family Nurse Practitioner II	3		
NRSG 731D	Family/Emergency Nurse Practitioner Practicum II	3	180	
NRSG 756D	Emergency Nurse Practitioner II	2		
NRSG 726D	DNP Scholarly Project I	2		60
Semester Credit Hours		10	180	
Semester 8 (Spring)				
NRSG 806D	Family Nurse Practitioner III	3		
NRSG 732D	Family/Emergency Nurse Practitioner Practicum III	3	180	
NRSG 808D	Emergency Nurse Practitioner III	2		
NRSG 727D	DNP Scholarly Project II	1		30
Semester Credit Hours		9		30

Semester 9 (Summer)				
NRSG 809D	Family Nurse Practitioner IV	3		
NRSG 846D	Family/Emergency Nurse Practitioner Practicum IV	4	240	
NRSG 811D	Emergency Nurse Practitioner IV	2		
NRSG 728D	DNP Scholarly Project III	1		30
Semester Credit Hours		10	240	30
Semester 10 (Fall)				
NRSG 729D	Health/Social Policy/Ethics	3		
NRSG 812D	Family Nurse Practitioner V	1		
NRSG 847D	Family/Emergency Nurse Practitioner Practicum V: Practice Integration	6	360	
NRSG 813D	Emergency Nurse Practitioner V	2		
Semester Credit Hours		12	360	
Program Total		83	1,140	120

Post BSN DNP/Post MN DNP – Plan of Study (Part-Time)
Pediatric Acute Care NP

Semester 1 (Fall)	Course	Credits	Clinical Hours	DNP Practicum Hours
NRSG 701D	Advanced Physiology/Pathophysiology Across the Lifespan	3		
NRSG 704D	Advanced Pharmacology	3		
Semester Credit Hours		6		
Semester 2 (Spring)				
NRSG 706D	Advanced Health Assessment	3		
NRSG 746D	Knowledge for Practice, Role, Professionalism	5		
Semester Credit Hours		8		
Semester 3 (Summer)				
NRSG 720D	Quality, Safety, and Systems Based Practice	3		
Semester Credit Hours		3		
Semester 4 (Fall)				
NRSG 708D	Person Centered Care	3		
NRSG 709D	Design, Methods, Analyses	3		
NRSG 745D	Information and Healthcare Technologies	3		
Semester Credit Hours		9		
Semester 5 (Spring)				
NRSG 719D	Population Health	3		
NRSG 744D	Interprofessional Partnerships	3		
Semester Credit Hours		6		
Semester 6 (Summer)				
NRSG 757D	Pediatric NP I	3		
NRSG 758D	Pediatric NP Practicum I	3	180	
NRSG 718D	Evidence Based Practice	3		
Semester Credit Hours		9	180	
Semester 7 (Fall)				
NRSG 759D	Pediatric NP II	3		
NRSG 760D	Pediatric Acute Care NP Practicum II	3	180	
NRSG 726D	DNP Scholarly Project I	2		60
Semester Credit Hours		8	180	
Semester 8 (Spring)				
NRSG 815D	Pediatric Acute Care NP III	3		
NRSG 816D	Pediatric Acute Care NP Practicum III	3	180	
NRSG 727D	DNP Scholarly Project II	1		30
Semester Credit Hours		7		30
Semester 9 (Summer)				
NRSG 817D	Pediatric Acute Care NP IV	3		
NRSG 818D	Pediatric Acute Care NP Practicum IV	4	240	

NRSB 728D	DNP Scholarly Project III	1		30
Semester Credit Hours		8	240	30
Semester 10 (Fall)				
NRSB 729D	Health/Social Policy/Ethics	3		
NRSB 819D	Pediatric Acute Care NP V	1		
NRSB 820D	Pediatric Acute Care NP Practicum V	6	360	
Semester Total		10	360	
Program Total		74	1,140	120

Post BSN DNP/Post MN DNP – Plan of Study (Full-Time):
Pediatric Primary Care NP
Entering Fall 2022

Semester 1 (Fall)	Course	Credits	Clinical Hours	DNP Practicum Hours
NRSG 701D	Advanced Physiology/Pathophysiology Across the Lifespan	3		
NRSG 704D	Advanced Pharmacology	3		
NRSG 708D	Person-Centered Care	3		
NRSG 709D	Design, Methods, Analyses	3		
Semester Credit Hours		12		
Semester 2 (Spring)				
NRSG 761D	Advanced Neonatal and Pediatric Health Assessment	3		
NRSG 746D	Knowledge for Practice, Role, Professionalism	5		
NRSG 719D	Population Health	3		
Semester Credit Hours		11		
Semester 3 (Summer)				
NRSG 718D	Evidence Based Practice	3		
NRSG 720D	Quality, Safety, and Systems Based Practice	3		
NRSG 757D	Pediatric NP I	3		
NRSG 758D	Pediatric NP Practicum I	3	180	
Semester Credit Hours		12	180	
Semester 4 (Fall)				
NRSG 745D	Information and Healthcare Technologies	3		
NRSG 759D	Pediatric NP II	3		
NRSG 762D	Pediatric Primary Care NP Practicum II	3	180	
NRSG 726D	DNP Scholarly Project I	2		60
Semester Credit Hours		11	180	60
Semester 5 (Spring)				
NRSG 744D	Interprofessional Partnerships	3		
NRSG 821D	Pediatric Primary Care NP III	3		
NRSG 822D	Pediatric Primary Care NP Practicum III	3	180	
NRSG 727D	DNP Scholarly Project II	1		30
Semester Credit Hours		10	180	30
Semester 6 (Summer)				
NRSG 823D	Pediatric Primary Care NP IV	3		
NRSG 824D	Pediatric Primary Care NP Practicum IV	4	240	
NRSG 728D	DNP Scholarly Project III	1		30
Semester Credit Hours		8	240	30
Semester 7 (Fall)				
NRSG 729D	Health/Social Policy and Ethics	3		
NRSG 825D	Pediatric Primary Care NP V	1		

NRS 826D	Pediatric Primary Care NP Practicum V	6	360	
Semester Total		10	360	
Program Total		74	1,140	120

**Post BSN DNP/Post MN DNP – Plan of Study (Part-Time):
Pediatric Primary Care NP**

Semester 1 (Fall)	Course	Credits	Clinical Hours	DNP Practicum Hours
NRSG 701D	Advanced Physiology/Pathophysiology Across the Lifespan	3		
NRSG 704D	Advanced Pharmacology	3		
Semester Credit Hours		6		
Semester 2 (Spring)				
NRSG 706D	Advanced Health Assessment	3		
NRSG 746D	Knowledge for Practice, Role, Professionalism	5		
Semester Credit Hours		8		
Semester 3 (Summer)				
NRSG 720D	Quality, Safety, and Systems Based Practice	3		
Semester Credit Hours		3		
Semester 4 (Fall)				
NRSG 708D	Person Centered Care	3		
NRSG 709D	Design, Methods, Analyses	3		
NRSG 745D	Information and Healthcare Technologies	3		
Semester Credit Hours		9		
Semester 5 (Spring)				
NRSG 719D	Population Health	3		
NRSG 744D	Interprofessional Partnerships	3		
Semester Credit Hours		6		
Semester 6 (Summer)				
NRSG 757D	Pediatric NP I	3		
NRSG 758D	Pediatric NP Practicum I	3	180	
NRSG 718D	Evidence Based Practice	3		
Semester Credit Hours		9	180	
Semester 7 (Fall)				
NRSG 759D	Pediatric NP II	3		
NRSG 762D	Pediatric Primary Care NP Practicum II	3	180	
NRSG 726D	DNP Scholarly Project I	2		60
Semester Credit Hours		8	180	
Semester 8 (Spring)				
NRSG 821D	Pediatric Primary Care NP III	3		
NRSG 822D	Pediatric Primary Care NP Practicum III	3	180	
NRSG 727D	DNP Scholarly Project II	1		30
Semester Credit Hours		7		30
Semester 9 (Summer)				
NRSG 823D	Pediatric Primary Care NP IV	3		
NRSG 824D	Pediatric Primary Care NP Practicum IV	4	240	

NRSG 728D	DNP Scholarly Project III	1		30
Semester Credit Hours		8	240	30
Semester 10 (Fall)				
NRSG 729D	Health/Social Policy/Ethics	3		
NRSG 825D	Pediatric Primary Care NP V	1		
NRSG 826D	Pediatric Primary Care NP Practicum V	6	360	
Semester Credit Hours		10	360	
Program Total		74	1,140	120

Post BSN DNP/Post MN DNP – Plan of Study (Full-Time)
Women's Health Gender Related NP

Semester 1 (Fall)	Course	Credits	Clinical Hours	DNP Practicum Hours
NRSG 701	Advanced Physiology/Pathophysiology Across the Lifespan	3		
NRSG 704	Advanced Pharmacology	3		
NRSG 708D	Person-Centered Care	3		
NRSG 709D	Design, Methods, Analyses	3		
Semester Credit Hours		12		
Semester 2 (Spring)				
NRSG 706	Advanced Health Assessment	3		
NRSG 746D	Knowledge for Practice, Role, Professionalism	5		
NRSG 719D	Population Health	3		
Semester Credit Hours		11		
Semester 3 (Summer)				
NRSG 718D	Evidence Based Practice	3		
NRSG 720D	Quality, Safety, and Systems Based Practice	3		
NRSG 763D	Women's Health/Gender-Related NP I	3		
NRSG 764D	Women's Health/Gender-Related NP Practicum I	3	180	
Semester Credit Hours		12	180	
Semester 4 (Fall)				
NRSG 745D	Information and Healthcare Technologies	3		
NRSG 765D	Women's Health/Gender-Related NP II	3		
NRSG 766D	Women's Health/Gender-Related NP Practicum II	3	180	
NRSG 726D	DNP Scholarly Project I	2		60
Semester Credit Hours		11	180	60
Semester 5 (Spring)				
NRSG 744D	Interprofessional Partnerships	3		
NRSG 827D	Women's Health/Gender-Related NP III	3		
NRSG 828D	Women's Health/Gender-Related NP Practicum III	3	180	
NRSG 727D	DNP Scholarly Project II	1		30
Semester Credit Hours		10	180	30
Semester 6 (Summer)				
NRSG 829D	Women's Health/Gender-Related NP IV	3		
NRSG 830D	Women's Health/Gender-Related NP Practicum IV	4	240	30
NRSG 728D	DNP Scholarly Project III	1		
Semester Credit Hours		8	240	30
Semester 7 (Fall)				

NRSB 729D	Health/Social Policy and Ethics	3		
NRSB 831D	Women's Health/Gender-Related NP Review	1		
NRSB 832D	Women's Health/Gender-Related NP Practicum V: Practice Integration	6	360	
Semester Credit Hours		10	360	
Program Total		74	1,140	120

Post BSN DNP/Post MN DNP Plan of Study (Part-Time)
Women's Health Gender Related NP

Semester 1 (Fall)	Course	Credits	Clinical Hours	DNP Practicum Hours
NRSG 701D	Advanced Physiology/Pathophysiology Across the Lifespan	3		
NRSG 704D	Advanced Pharmacology	3		
Semester Credit Hours		6		
Semester 2 (Spring)				
NRSG 706D	Advanced Health Assessment	3		
NRSG 746D	Knowledge for Practice, Role, Professionalism	5		
Semester Credit Hours		8		
Semester 3 (Summer)				
NRSG 720D	Quality, Safety, and Systems Based Practice	3		
Semester Credit Hours		3		
Semester 4 (Fall)				
NRSG 708D	Person Centered Care	3		
NRSG 709D	Design, Methods, Analyses	3		
NRSG 745D	Information and Healthcare Technologies	3		
Semester Credit Hours		9		
Semester 5 (Spring)				
NRSG 719D	Population Health	3		
NRSG 744D	Interprofessional Partnerships	3		
Semester Credit Hours		6		
Semester 6 (Summer)				
NRSG 763D	Women's Health/Gender-Related NP I	3		
NRSG 764D	Women's Health/Gender-Related NP Practicum I	3	180	
NRSG 718D	Evidence Based Practice	3		
Semester Credit Hours		9	180	
Semester 7 (Fall)				
NRSG 765D	Women's Health/Gender-Related NP II	3		
NRSG 766D	Women's Health/Gender-Related NP Practicum II	3	180	
NRSG 726D	DNP Scholarly Project I	2		60
Semester Credit Hours		8	180	
Semester 8 (Spring)				
NRSG 827D	Women's Health/Gender-Related NP III	3		
NRSG 828D	Women's Health/Gender-Related NP Practicum III	3	180	
NRSG 727D	DNP Scholarly Project II	1		30
Semester Credit Hours		7		30
Semester 9 (Summer)				

NRSB 829D	Women's Health/Gender-Related NP IV	3		
NRSB 830D	Women's Health/Gender-Related NP Practicum IV	4	240	
NRSB 728D	DNP Scholarly Project III	1		30
Semester Credit Hours		8	240	30
Semester 10 (Fall)				
NRSB 729D	Health/Social Policy/Ethics	3		
NRSB 831D	Women's Health/Gender-Related NP Review	1		
NRSB 832D	Women's Health/Gender-Related NP Practicum V: Practice Integration	6	360	
Semester Credit Hours		10	360	
Program Total		74	1,140	120

Post-BSN of Post-MN 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

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 increased 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 an online delivery model with on campus intensives.

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*: Core DNP courses are online with synchronous/asynchronous sessions. The majority of nurse anesthesia courses are face-to-face.
- Full-time option only.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

Prerequisite Requirements: A pre-licensure degree from an accredited nursing program
Unencumbered RN license in the state of Georgia Minimum GPA of 3.0 on a 4.0 scale 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
6. Drug screen and background check*

*Clinical agencies or School of Nursing policy may require drug screens and/or background checks to be repeated during the program. Note: Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documented medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC than represented on the packaging, and the use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test result is reported as positive for THC metabolites (even if you only used a CBD product), your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

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 DNP Scholarly Project requirements.
4. Completion of program requirements within five (5) years of the first semester enrolled in the program.

The following section contains the Post-Master's DNP POS for students

Post BSN DNP, Nurse Anesthesia Program
Post MN DNP, Nurse Anesthesia Program
Plan of Study (Full-Time)
9 Semesters

Semester 1 (Fall)	Course	Credits	Clinical Hours	DNP Practicum Hours
NRSG 704D	Advanced Pharmacology	3		
NRSG 701D	Advanced Physiology/Pathophysiology Across the Lifespan	3		
NRSG 780	Chemistry & Physics	3		
NRSG 708D	Person-Centered Care	3		
NRSG 709D	Designs, Methods, Analyses	3		
Semester Credit Hours		15		
Semester 2 (Spring)				
NRSG 781	General Principles Nurse Anesthesia	5		
NRSG 782	Advanced Pharmacology for Anesthesia	3		
NRSG 706D	Advanced Health Assessment	3		
Semester Credit Hours		11		
Semester 3 (Summer)				
NRSG 783	Anesthesia for Surgical Procedures and Special Populations I	6	250	
NRSG 784	Advanced Physiology/Pathophysiology Anesthesia I	3		
NRSG 718D	Evidence Based Practice	3		
Semester Credit Hours		12	250	
Semester 4 (Fall)				
NRSG 785	Anesthesia for Surgical Procedures and Special Populations II	5	250	
NRSG 850	Advanced Physiology/Pathophysiology Anesthesia II	3		
NRSG 745D	Information and Healthcare Technologies	3		
NRSG 726D	DNP Scholarly Project I	2		60
Semester Credit Hours		13	250	60
Semester 5 (Spring)				
NRSG 851	Nurse Anesthesia Application I	3.5	312.5	
NRSG 727D	DNP Scholarly Project II	1		30
NRSG 719D	Population Health	3		
Semester Credit Hours		7.5	312.5	30
Semester 6 (Summer)				
NRSG 852	Nurse Anesthesia Application II	4.5	437.5	
NRSG 728D	DNP Scholarly Project III	1		30
NRSG 720D	Quality, Safety, and Systems Based Practice	3		
Semester Credit Hours		8.5	437.5	30

Semester 7 (Fall)				
NRSG 853	Professional Role: Nurse Anesthesia Practice	2		
NRSG 854	Nurse Anesthesia Application III	4.5	437.5	
NRSG 729D	Health/Social Policy and Ethics	3		
Semester Credit Hours		9.5	437.5	
Semester 8 (Spring)				
NRSG 855	Nurse Anesthesia Application IV	4.5	437.5	
NRSG 744D	Interprofessional Partnerships	3		
Semester Credit Hours		7.5	437.5	
Semester 9 (Summer)				
NRSG 856	Nurse Anesthesia Application V	4	437.5	
NRSG 857	Anesthesia Comprehensive Review	1		
Semester Credit Hours		5	437.5	
Program Total		89	2,562.5	120

Post-Masters DNP

Facts:

- The degree earned is a DNP.
- The student is required to take a minimum of two-thirds of the 33 total program credit hours at Emory University to graduate.
- Complete in 6 semesters of continuous enrollment.
- The Post-Master's DNP course load is nine (9) credit hours or more per semester to be considered full-time.
- Program delivery*: Courses are online synchronous/asynchronous.
- Part-time Plan of Study.

*Asynchronous online learning allows a student to view instructional materials each week at any time they choose. Synchronous means students are required to login and participate in class at a specific time each week. Days and times will be posted on the syllabi.

Prerequisite Requirements*:

1. Master of Science 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. Nursing practice experience
4. Verification of graduate clinical hours from MSN program

**Applicants who do not have APRN licensure/certification, or who earned fewer than 500 graduate-level nursing 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 39.](#)

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 pursue a DNP degree, why you desire to attend the Emory DNP program, and your project interests for practice, process, or systems-based health and healthcare improvement (500 words)
 - b. Professional resume or CV,
 - c. Professional references, one from program director (if graduated within the last 3yrs); one from previous faculty; one from current employer/physician collaborator

Post-admission Requirements**:

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

1. Verification of a minimum of 375 graduate-level clinical hours (Post MSN only)
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 the 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/or background checks to be repeated during the program. Note: Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documented medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC than represented on the packaging, and the use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test result is reported as positive for THC metabolites (even if you only used a CBD product), your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

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

The following section contains the Post-Masters DNP POS for students.

Post Masters DNP Plan of Study (Part-Time)

Semester 1 (Fall)	Course	Credits	Clinical Hours	DNP Practicum Hours
NRSG 709D	Design, Methods, Analyses	3		
NRSG 708D	Person Centered Care	3		
Semester Credit Hours		6		
Semester 2 (Spring)				
NRSG 746D	Knowledge for Nursing Practice, Role, Professionalism	5		
NRSG 719D	Population Health	3		
Semester Credit Hours		8		
Semester 3 (Summer)				
NRSG 718D	Evidence Based Practice	3		
NRSG 720D	Quality, Safety, and Systems Based Practice	3		
Semester Credit Hours		6		
Semester 4 (Fall)				
NRSG 745D	Information and Healthcare Technologies	3		
NRSG 726D	DNP Scholarly Project I	2		60
Semester Credit Hours		5		60
Semester 5 (Spring)				
NRSG 744D	Interprofessional Partnerships	3		
NRSG 727D	DNP Scholarly Project II	1		30
Semester Credit Hours		4		30
Semester 6 (Summer)				
NRSG 729D	Health/Social Policy and Ethics	3		
NRSG 728D	DNP Scholarly Project III	1		30
Semester Credit Hours		4		30
Program Total		33		120

Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialty

Welcome from the Director

Greetings! I am proud that The Nell Hodgson Woodruff School of Nursing offers a postgraduate certificate and Doctor of Nursing Practice programs to train Psychiatric Mental Health Nurse practitioners (PMHNP) to provide expert mental health care to populations across the lifespan.

Emory University's NHWSN seeks to transform nursing, health, and systems of healthcare within the local, national, and global community through collaboration and social responsibility. We have a rich history of our students, graduates, and faculty advocating for vulnerable and underserved populations. In alignment with our commitments to solve critical health issues locally and across the nation, our PMHNP program begins to address the devastating gap in mental health care not only in Georgia but nationwide by educating and training nurse practitioners to function autonomously in a variety of clinical settings to provide essential mental healthcare services.

You will find additional program details below. It is a privilege to bring you this critically needed specialty. Please contact me with any questions you may have.

Sincerely,

JoEllen Schimmels, DNP, PMHNP-BC, ANP-BC, CNE, FAAN

Pronouns: she/her

Specialty Director, Psychiatric Mental Health

joellen.schimmels@emory.edu

Our PMHNP program curriculum will teach complex skills associated with psychiatric mental health nursing while promoting the core centrality of the nurse-client relationship. Students will learn evidence-based practice across the life span necessary to treat psychiatric disorders within individuals, families, and communities in a variety of settings.

Program graduates will link their advanced practice nursing skills with their knowledge of evidence-based research and practice to become highly effective practitioners.

Upon program completion, graduates are board-eligible for certification as a Psychiatric Mental Health Nurse Practitioner (PMHNP-BC) through the American Nurse Credentialing Center (ANCC).

Post-BSN/MN to DNP PMHNP

The Post-BSN/MN to DNP PMHNP program is 86 credits with 1,170 direct clinical practice hours and we offer full and part-time plans of study in a distance friendly format.

Academic experiences will include virtual synchronous/asynchronous classroom learning sessions, simulated learning experiences onsite or virtually via intensives, clinical training, and weekly group and individual clinical supervision. Clinical practice will be at sites where the students are geographically located. Upon program completion graduates will

be prepared to return to their communities and implement their psychiatric mental health advanced practice clinical judgement to:

- assess, diagnose, plan, and implement holistic plans of care including psychotropic medication management;
- provide individual, group, and family psychotherapy and crisis management; and
- provide interprofessional collaborative care.

Competitive applicants will have direct patient care experience of a minimum of one (1) year of full-time employment as a registered nurse in psychiatric and mental health, behavioral health or equivalent similar care setting with a psychiatric mental health population focus.

Post Graduate Certificate Program (PGC)

The Post graduate certificate PMHNP program is 26 credits, over three semesters, with 705 direct clinical practice hours. Our virtual synchronous/asynchronous classroom learning sessions with on campus intensives allows advanced practice registered nurses to continue to work and participate in clinical practicums without relocating.

During both programs final clinical courses, *PMHNP Clinical Practice III: Advanced Integrative Clinical Practice (PGC, DNP)*, and *Advanced Clinical Immersion (DNP)*, students will be supported in pertinent clinical areas of focus. Participation in these areas may result in additional certificates in areas such as telepsychiatry, master psychopharmacology, addiction, child and adolescent mental health, global mental health, and others.

Psychiatric Mental Health Post BSN MN DNP – Plan of Study (Full-Time)

Semester 1 (Fall)	Course	Credits	Clinical Hours	Simulation Hours	DNP Practicum Hours
NRSG 771D	Diagnostic Reasoning and Clinical Assessment: Role Development for the PMHNP	2		15	
NRSG 701D	Advanced Physiology/Pathophysiology Across the Lifespan	3			
NRSG 704D	Advanced Pharmacology	3			
NRSG 708D	Person-Centered Care	3			
NRSG 709D	Design, Methods, Analyses	3			
Semester Credit Hours		14		15	0
Semester 2 (Spring)					
NRSG 706D	Advanced Health Assessment	3			
NRSG 746D	Knowledge for Practice, Role, Professionalism	5			
NRSG 719D	Population Health	3			
NRSG 772D	Individual Psychotherapy Across the Lifespan	3		15	
Semester Credit Hours		14		15	
Semester 3 (Summer)					
NRSG 773D	Group and Family System Psychotherapy Across the Lifespan	3		15	
NRSG 718D	Evidence Based Practice	3			
NRSG 720D	Quality, Safety, and Systems Based Practice	3			
Semester Credit Hours		9		15	
Semester 4 (Fall)					
NRSG 774D	Psychotherapeutic Interventions Across the Lifespan I	5			
NRSG 775D	PMHNP Practice I: Foundations of PMH Practice Across the Lifespan	3	150	15	
NRSG 745D	Information and Healthcare Technologies	3			
NRSG 726D	DNP Scholarly Project I	2			60
Semester Credit Hours		13	150	15	60

Semester 5 (Spring)					
NRSG 839D	Psychotherapeutic Interventions Across the Lifespan II	5			
NRSG 840D	PMHNP Clinical Practice II: Advanced Psychiatric Care Across the Lifespan	4	240		
NRSG 744D	Interprofessional Partnerships	3			
NRSG 727D	DNP Scholarly Project II	1			30
Semester Credit Hours		13	240		30
Semester 6 (Summer)					
NRSG 841D	Psychotherapeutic Interventions Across the Lifespan III	4			
NRSG 842D	PMHNP Clinical Practice III: Advanced Integrative Clinical Practice	5	300		
NRSG 843D	Novel Psychotherapeutics: Contemporary Practice Across the Lifespan	2		15	
NRSG 728D	DNP Scholarly Project III	1			30
Semester Credit Hours		12	300	15	30
Semester 7 (Fall)					
NRSG 844D	Advanced Clinical Practicum Immersion	6	360		
NRSG 845D	Health and Substance Use Disorder	2			
NRSG 729D	Health/Social Policy and Ethics	3			
Semester Credit Hours		11	360		
Program Total		86	1,050	75	120

Post BSN DNP/Post MN DNP Part-Time Psychiatric Mental Health NP – Plan of Study

Semester 1 (Fall)	Course	Credits	Clinical Hours	Simulation Hours	DNP Practicum Hours
NRSG 771D	Diagnostic Reasoning and Clinical Assessment: Role Development for the PMHNP	2		15	
NRSG 701D	Advanced Physiology/ Pathophysiology Across the Lifespan	3			
NRSG 704D	Advanced Pharmacology	3			
Semester Credit Hours		8		15	
Semester 2 (Spring)					
NRSG 706D	Advanced Health Assessment	3			
NRSG 772D	Individual Psychotherapy Across the Lifespan	3		15	
Semester Credit Hours		6		15	
Semester 3 (Summer)					
NRSG 773D	Group and Family System Psychotherapy Across the Lifespan	3		15	
NRSG 770D	Quality, Safety and Systems Based Practice	3			
Semester Credit Hours		6		15	
Semester 4 (Fall)					
NRSG 708D	Person-Centered Care	3			
NRSG 790D	Design, Methods, Analyses	3			
NRSG 745D	Information and Healthcare Technologies	3			
Semester Credit Hours		9			
Semester 5 (Spring)					
NRSG 744D	Interprofessional Partnerships	3			
NRSG 746D	Knowledge for Practice, Role, Professionalism	5			
NRSG 719D	Population Health	3			
Semester Credit Hours		11			
Semester 6 (Summer)					
NRSG 843D	Novel Psychotherapeutics: Contemporary Practice Across the Lifespan	2		15	
NRSG 718D	Evidence Based Practice	3			
Semester Credit Hours		5		15	
Semester 7 (Fall)					
NRSG 774D	Psychotherapeutic Interventions Across the Lifespan I	5			

NRSG 775D	PMHNP Clinical Practice I: Advanced Integrative Clinical Practice	3	150	15	
NRSG 726D	DNP Scholarship Project I	2			60
Semester Credit Hours		10	150	15	60
Semester 8 (Spring)					
NRSG 839D	Psychotherapeutic Interventions Across the Lifespan II	5			
NRSG 840D	PMHNP Clinical Practice II: Advanced Integrative Clinical Practice	4	240		
NRSG 727D	DNP Scholarship Project II	1			30
Semester Credit Hours		10	240		30
Semester 9 (Summer)					
NRSG 841	Psychotherapeutic Interventions Across the Lifespan III	4			
NRSG 842	PMHNP Clinical Practice III: Advanced Integrative Clinical Practice	5	300		
NRSG 728D	DNP Scholarship Project III	1			30
Semester Credit Hours		10	300		30
Semester 10 (Fall)					
NRSG 844D	Advanced Clinical Practicum Immersion	6	360		
NRSG 845D	Health and Substance Use Disorder	2			
NRSG 729D	Health/Social Policy and Ethics	3			
Semester Credit Hours		11	360		
Program Total		86	1,050	75	120

Post-Graduate Certificate Psychiatric/Mental Health Nursing
3 Semesters

Semester 1	Course	Credits	Clinical Hours	Simulation Hours
NRSG 774D	Psychotherapeutic Interventions Across the Lifespan I	5		
NRSG 775D	PMHNP Practice I: Foundations of PMH Practice Across the Lifespan	3	150	15
Semester Credit Hours		8	150	15
Semester 2	Course	Credits	Clinical Hours	Simulation Hours
NRSG 839D	Psychotherapeutic Interventions Across the Lifespan II	5		
NRSG 840D	PMHNP Practice II: Foundations of PMH Practice Across the Lifespan	4	240	
Semester Credit Hours		9	240	
Semester 3	Course	Credits	Clinical Hours	Simulation Hours
NRSG 841D	Psychotherapeutic Interventions Across the Lifespan III	4		15
NRSG 842D	PMHNP Practice III: Foundations of PMH Practice Across the Lifespan	5	300	
Semester Credit Hours		9	300	
Program Total		26	690	15

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 of 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 and organized around research hubs with special emphasis on health equity and social determinants of health. The research hubs include data science, oncology, environment, women's health, gerontology, neuroscience, and pain. I welcome your inquiries about our program and your contribution to promoting a more healthful and equitable world through innovation and research.

Sincerely,

Beth Ann Swan, PhD, RN, CHSE, FAAN, ANEF

Professor, Clinical Track & Director of Graduate Studies

Charles F. & Peggy Evans Endowed Distinguished Professor for Simulation and Innovation

beth.ann.swan@emory.edu

Introduction

Students are admitted to the doctoral program through the Laney Graduate School, with either a bachelor's or master's degree, with a preference given to those with nursing degrees. 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 advisor with expertise in their area of interest upon entry. A listing of faculty who are accepting PhD students is available at: <https://www.nursing.emory.edu/faculty-and-staff-directory>.

The PhD program consists of required courses in quantitative and qualitative research methods and electives designed to give students grounding in their areas of research specialization. Students also receive training in the 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. In addition, students complete a required Program in Policy during their first two years through the SON. 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, completed JPE 600 and 12 hours of program-based ethics training, and defended their dissertation proposal.

Electives

Before advancing to candidacy, students are required to take 9 credit hours of electives in the first 2 years of their program. Based on the student's research interest, they will enroll in other related graduate elective courses, which may be within the School of Nursing or other graduate programs including the Departments of Psychology, Sociology and Anthropology, the Division of Biological and Biomedical Sciences, and Epidemiology, Global Health, and other programs within the School of Public Health. Students should work closely with their advisors to select electives that will provide them with a solid foundation in their area of interest. Courses can be found on Emory's course atlas: <https://atlas.emory.edu/>

Full-Tuition Scholarships

All full-time students are granted a full tuition waiver (up to seven years) and receive an annual stipend while engaging in teaching and research services. Stipend awards drawn on a combination of grant, project, and institutional funds may be renewed for a total of up to four years. Eligible students are expected to apply for National Institutes for Health's National Research Service Awards and other fellowships for subsequent funding during the first 2-3 years of the program.

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

PhD Program in Nursing – Traditional Track – Plan of Study

Semester 1 (Fall)	Course	Credits
NRSG 700	Evolution of Nursing Science	3
NRSG 705	Social Determinants of Health	3
NRSG 729	Quantitative Methods and Study Design, Part I	2
BIOS 500	Statistical Methods I	4
JPE 600	Jones Program in Ethics	0
Semester Credit Hours		12
Semester 2 (Spring)		
NRSG 730	Quantitative Methods and Study Design, Part II	2
NRSG 732	Theoretical and Scientific Basis for the Study of Clinical Phenomena	3
NRSG734	Quantitative Research Methods	3
BIOS 501	Statistical Methods II	4
Semester Credit Hours		12
Semester 3 (Summer)		
NRSG 795R	Advanced Research	9
	Qualifying Exam	
Semester Credit Hours		9
Semester 4 (Fall)		
NRSG 731	Measurements in Clinical Research	2
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
Semester Credit Hours		13
Semester 5 (Spring)		
TATT 610	Teaching Associateship	2
XXX	Elective	3
XXX	Elective	3
Semester Credit Hours		8
Semester 6 (Summer)		
NRSG 795R	Advanced Research	9
Semester Credit Hours		9
Semester 7 (Fall): Year 3 + through semester of graduation		
XXX	Dissertation Research	9
Semester Credit Hours		9
Total Credit Hours		106 (approximates)

Artificial Intelligence/Data Science Track – Plan of Study

Semester 1 (Fall)	Course	Credits
NRSG 751	Foundations of Computation for Nursing Research I	3
NRSG 705	Social Determinants of Health	3
BIOS 500	Statistical Methods I	4
NRSG 756	Nursing Epistemology Seminar	1
JPE 600	Jones Program in Ethics	0
Semester Credit Hours		11
Semester 2 (Spring)		
NRSG 752	Foundations of Computation for Nursing Research II	3
NRSG 732	Theoretical and Scientific Basis for the Study of Clinical Phenomena	3
BIOS 501	Statistical Methods II	4
Semester Credit Hours		10
Semester 3 (Summer)		
NRSG 753	Advanced Computation for Nursing Research	3
NRSG 795R	Advanced Research	6
	Qualifying Exam	
Semester Credit Hours		9
Semester 4 (Fall)		
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
NRSG 754	Principles of Health Outcomes Research	3
Semester Credit Hours		11
Semester 5 (Spring)		
NRSG 755	Data Studio for Nursing Research	4
TATT 610	Teaching Associateship	2
XXX	Elective or Research	3
	Defend Dissertation	
Semester Credit Hours		9
Semester 6 (Summer)		
NRSG 795R	Dissertation Research	9
Semester Credit Hours		9
Semester 7 (Fall)		
NRSG 799R	Dissertation Research	9
Semester Credit Hours		9
Semester 8 (Spring)		
NRSG 799R	Dissertation Research	9
Semester Credit Hours		9
Total Credit Hours		77

Nell Hodgson Woodruff School of Nursing Course Atlas

Some courses are available for variable credit for our post-graduate certificate students. Please check with your specialty director for registration guidance.

CVP 562 Pharmacology I: Clinical Perfusionists (2)

This course examines basic principles of mathematics and biochemistry related to pharmaceuticals used in extracorporeal circulation. The understanding of pharmacodynamics, pharmacokinetics, antiarrhythmics, vasopressors, inotropes, vasodilators, and anticoagulants will be related to the conduct of perfusion.

CVP 565 Clinical Monitoring (4)

This course introduces students to laboratory, hemodynamic and diagnostic modalities used in physiological monitoring of critically ill patients. Case studies will be used to apply knowledge of monitoring modalities for clinical decision making.

CVP 566 Foundations of Perfusion Technology & Techniques (4.5)

This course provides a historical overview of extracorporeal technology and principles of design and safety features of equipment and laboratory components. Emphasis is on simulated experiences with the varied components and extracorporeal techniques used to manage the total perfusion process.

CVP 567 Pathophysiology I (3)

This course focuses on the physiology and pathology of the adult, neonate, infant and pediatric cardiovascular and hematological systems. Surgical approaches to cardiovascular repair will be emphasized within the context of technological management of CPB and life sustaining support.

CVP 569 Professional role and Safety in Perfusion Management (3)

Patient safety will be emphasized including operating room safety, biomedical electrical safety, blood and fluid exposure, emergency preparedness, and safety reporting. Simulated experiences within an interprofessional team will be provided.

CVP 583 Clinical Application I (3)

Students begin by participating in observational experiences in the operating room, cardiovascular catheterization lab, and other critical care environments involving CPB, ECMO, and other support devices, and then transition to engage in simulated supervised practice. Beginner level.

CVP 584 Pathophysiology II (3)

This course focuses on the physiology and pathology of the hematologic, pulmonary, renal, and hepatic systems with emphasis related to management during CPB (Cardiopulmonary bypass) and life sustaining supports.

CVP 585 Perfusion Technology and Techniques I (4)

This course focuses on the application of principles and techniques to practice extracorporeal circulation and selective perfusion techniques for special populations. Students will be expected to demonstrate competencies in simulation to transition to a participatory role in the operating room.

CVP 586 Pharmacology II: Clinical Perfusionists (3)

Learners apply principles of pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and pharmacogenetics to select drug categories used in cardiovascular perfusion and circulatory support therapies.

CVP 587 Research & Evidence-based Practice (2)

This course provides an overview of research methodology in the biological sciences and application of evidence to practice. Distinctions will be made between research and evidence-based practice with an emphasis on appraisal of best evidence in a focused area of interest.

CVP 610 Bioethics (2)

Students will apply learned theoretical and principle-based approaches to bioethical problem solving for classic issues encountered by the clinical perfusionist.

CVP 611 Clinical Application I (5)

This course focuses on the application of principles, techniques, and devices used in the care of adult patients requiring perfusion management. Advanced beginner level.

CVP 612 Perfusion Technology and Techniques II (4)

Emphasis is on long term support of the critically ill patient requiring ECMO and VAD management & other perfusion supports needed to manage the complex patient. Students will apply knowledge of the patient's disease/condition when deciding the best extracorporeal set up for management.

CVP 613 Research Project: Planning (2)

Students will apply research concepts and methods to the investigation of a perfusion-related topic for the capstone project. Learners will work individually, and in groups to design and plan their capstone project.

CVP 618 Clinical Application III (5)

Students will be placed within a clinical setting to advance skills required to perform safe CPB, ECMO, and procedures using special techniques and equipment. Moving from an advanced beginner to competent practitioner level.

CVP 619 Health Policy & Law for the Clinical Perfusionist (2)

This course examines the interplay of legal, ethical and policy issues in the delivery of healthcare and business practices of the perfusionist. The role of the perfusionist in designing, influencing, and implementing health policies will be emphasized.

CVP 620 Neonate, Infant, & Pediatric Perfusion (3)

This course focuses on the basic concepts of CPB and ECMO for neonatal, infant, and pediatric patients. Simulated experiences will focus on decision making for treatment selection, planning, and management of these unique patient populations.

CVP 621 Research Project: Implementation (2)

Students will implement a research project within an interdisciplinary team framework.

CVP 622 Research Project: Dissemination (1)

Modes of dissemination of findings will be discussed. Students will disseminate results from their research/quality improvement (QI) project to the interprofessional team and to peers.

CVP 626 Clinical Application IV (6)

Students will be placed within a clinical setting to master skills required to perform safe CPB, ECMO, and other procedures requiring special techniques and equipment. Competence level.

CVP 627 Perfusion Technology and Techniques III (1)

Complex case management related to transplantation and devices will be presented. Additionally, emphasis will be placed on developing individualized plans of care for medically challenging patients requiring complex perfusion interventions. Competence level

CVP 628 Comprehensive Review: Clinical Perfusionist (1)

This course prepares students for the American Board of Cardiovascular Perfusion Certification Exam. It will cover perfusion basic sciences and cardiopulmonary bypass and clinical application.

NRSG 200 Human Growth and Development (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.

NRSG 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. Laboratory experiences.

NRSG 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.

NRSG 205 Fundamental of Microbiology with Lab (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.

NRSG 207 Introduction to Clinical Nutrition (3)

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

NRSG 301 Pathophysiology for Professional Nurses (3)

This course focuses on the study of pathophysiological changes in the body associated with illness and disease across the lifespan.

NRSG 302 Health Assessment Across the Lifespan (3)

This course provides beginning-level knowledge and psychomotor skills necessary for assessing a client's health status. Students will use the nursing process framework to elicit health histories and perform physical examinations across the lifespan.

NRSG 303 Fundamentals of Nursing Practice: BSN (3)

This course provides students with fundamental principles of nursing practice. Students are introduced to clinical judgment, nursing, evidence-based practice, communication, health promotion/disease prevention, informatics, and person-centered care.

NRSG 305 Professionalism and Professional Identity in Nursing (3)

This course introduces students to the standards, values, ethics, and characteristics that define professionalism in nursing and serves as the foundation for professional nursing identity formation.

NRSG 306 Fundamentals of Nursing Practice Clinical I: BSN (1.5)

This course introduces utilizing clinical judgment through a structured model and framework of critical thinking skills when planning and implementing care for adult patients with alterations in health. This course is the foundation for the clinical judgment process applied in all nursing courses.

NRSG 307 Determinants of Health & Health Promotion: BSN (2)

Students are introduced to concepts for achieving/maintaining quality of life and well-being across the lifespan. The course will examine determinants of health, health promotion and prevention, health education, and literacy to develop healthy lifestyles.

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 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 335 Historical Foundations of Health Disparities (3)

Students explore the American healthcare system and the relationship to discrimination along race, class, and gender lines, analyze historical decisions and laws that cause inequity, and examine how history informs actions and policies to move healthcare towards justice.

NRSG 350D Professional Series 1: Introduction to Professional Nursing Practice and Social Responsibility (1)

The course emphasizes the development of professional roles of a baccalaureate-prepared nurse incorporating knowledge of professional identity, professional and personal management, and the healthcare system/practice environment.

NRSG 351D Foundations of Nursing Science (3)

Students learn fundamental principles of nursing science. Students are introduced to the nursing process, evidence-based practice, communication, influences of social determinants of health on well-being, clinical reasoning, health promotion/disease prevention, informatics and patient- and family-centered care.

NRSG 352D 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.

NRSG 353D Introduction to Pathophysiology/Pharmacology for Nurses (1)

This course introduces students to the foundational principles of pathophysiology and pharmacology in nursing and will be the basis for the development of knowledge regarding human conditions and therapeutics associated with multiple disease conditions.

NRSG 354D Pathophysiology/Pharmacology for Nurses I (3)

This course reviews the pathophysiology and therapeutics associated with multiple disease conditions. Students will translate understanding of pathophysiology, pharmacokinetics and pharmacodynamics to clinical decision making for health promotion, risk reduction and disease management.

NRSG 355D Acute and Chronic Care I: Adult and Geriatric Populations (2)

This course is part one of a two series course focused on adult and geriatric populations. Students will compare, contrast, and examine characteristics of commonly occurring acute and chronic conditions using clinical reasoning and knowledge from prior courses.

NRSG 356D Acute and Chronic Care: Clinical Practicum Adult and Geriatric Populations (1)

This first clinical practicum course focuses on planning and implementing care for adults/older adult populations with alterations in health in acute care settings. Clinical learning focuses on developing competency in basic nursing skills, assessment, communication and care documentation.

NRSG 357D Clinical Practice: Applied Clinical Judgement in Assessment and Skills (2)

This simulated laboratory experience focuses on beginning level knowledge and psychomotor skills necessary for assessing patient's health status, including competency in basic nursing skills, history and physical assessment and related documentation. Emphasis is on quality and safety.

NRSG 358D Pathophysiology/Pharmacology for Nurses II (2)

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.

NRSG 359D Acute and Chronic Care II: Adult and Geriatric Populations (2)

This course is part two in a series of courses focused on adult and geriatric populations. Students will compare, contrast, and examine commonly occurring acute and chronic conditions using clinical reasoning and knowledge from prior courses.

NRSG 360D Acute and Chronic Care II: Adult and Geriatric Practicum (2)

This course is the practicum to Acute and Chronic II: Adult Geriatric Populations and focuses on planning and implementing care for adult populations with alterations in health.

NRSG 361D Professional Series Course II: Nursing Inquiry and Scholarship (2)

The course introduces the role of research in nursing and healthcare. Students are introduced to research in nursing and healthcare using a variety of methods of inquiry to develop skills necessary to understand and apply research findings to clinical nursing practice.

NRSG 362D Professional Series III: Systems-Based Care in Nursing (2)

This course prepares students for transition to nursing practice with an emphasis on exploring systems-based care approaches, impact on health for all populations and overall outcomes. Students also review the financial influences driving models of care.

NRSG 363 Pharmacology for Professional Nurses (3)

This course focuses on the role of the nurse in managing drug therapies and the use of pharmacotherapeutic agents to treat illness and restore and maintain wellness for individuals across the lifespan.

NRSG 364 Ambulatory Care & Community Health Nursing: BSN Semester 2 (3)

Students are introduced to common acute, episodic, and chronic diseases and patterns of health outcomes encountered in ambulatory care settings. Care coordination and care transitions to community and ambulatory settings are examined.

NRSG 365 Ambulatory Care & Community Health Nursing Clinical: BSN (1)

This course builds upon the foundation for the clinical judgment process applied in all nursing courses. Students will focus on analyzing clinical problems, demonstrating prioritization, and evaluation of care based on clinical judgment for individuals in ambulatory care settings.

NRSG 366 Healthcare Quality, Safety, and Informatics: BSN (2)

Students will be introduced to improvement science and total system safety across healthcare settings. Emphasis is placed on highly reliable person-centered care guided by data and Informatics.

NRSG 367 Behavioral & Mental Health Nursing: BSN (3)

This course introduces the professional practice of behavioral and mental health nursing. The knowledge and skills to care for and advocate for persons with diverse mental health needs will be explored in a variety of settings, emphasizing assessment, treatment, and therapeutic communication.

NRSG 368 Behavioral & Mental Health Nursing Clinical: BSN (1.5)

This course builds upon the foundation for the clinical judgment process applied in all nursing courses. Students will focus on analyzing clinical problems, demonstrating prioritization, and evaluation of behavioral and mental health care based on clinical judgment.

NRSG 369 Nursing Scholarship & Evidend-Based Practice (2)

This course develops student knowledge and skills required to meet nurses' professional duty to base practice on evidence and engage in lifelong learning, focusing on scholarly writing, effectively asking questions, and locating, evaluating, and integrating best available evidence to practice.

NRSG 402 Introduction to Critical Care (2)

This course focuses on care for clients experiencing complex and critical situations. 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 409 Reproductive Health & Gender Related Care: BSN (3)

This course examines the reproductive health and nursing care of people with gender related needs, including perinatal families, and preventative care focusing on well-being, advocacy, and determinants of health as well as acute and chronic reproductive issues.

NRSG 410 Reproductive Health & Gender Related Care Clinical: BSN (1.5)

In this course, students will focus on analyzing clinical problems, leading to the prioritization and beginning evaluation of care through clinical judgment for people with reproductive health and gender-related needs, as well as the perinatal family.

NRSG 413 Pediatric & Young Adult Nursing: BSN (3)

Using a family-centered approach, students address the unique responses of children and their families to both acute and chronic illness throughout the evolving developmental stages including transition to adult and self-care. Emphasis is on health teaching, promotion, restoration, and maintenance.

NRSG 414 Pediatric & Young Adult Nursing Clinical: BSN (1.5)

In this course, students will focus on analyzing clinical problems, leading to the prioritization, and beginning evaluation of care through clinical judgment for infants, children, and young adults.

NRSG 419 Adult/Older Adult Health Nursing: BSN (3)

Students will examine and apply the science of nursing in acute care settings with the adult/older adult population facing alterations in health.

NRSG 420 Adult/Older Adult Health Nursing Clinical: BSN (1.5)

In this course, students will focus on analyzing clinical problems, demonstrating prioritization, and evaluating care based on clinical judgment for adults and older adults with health alterations.

NRSG 422 Palliative Care & 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 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 434 Case Study Analysis Seminar III (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 435 Culture, Immigration, and Health Outcomes (2)

This course provides an overview of key interdisciplinary topics in culture, immigration, and health outcomes in the U.S, such as immigration theory, immigration social policy and law, social determinant of health up-to-date research.

NRSG 452 Frontline: Caring for Our 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 continue to work with their project mentor/course faculty to develop skills necessary to implement the thesis plan. Topics relate to the methods and analysis portions of the project as well as the dissemination plan.

NRSG 454 Honors Thesis II (1)

Topics relevant to the development and completion of the honors thesis are discussed. Under the advisement of the project mentor, students will complete the written thesis. The quality of the student's work will be determined at a defense of the thesis before a certifying committee.

NRSG 468D Maternity and Reproductive Health Nursing (2)

Students examine reproductive health and maternal nursing care of women across the continuum from preconception, antepartum, intra-partum, through postpartum. A global perspective frames health promotion and disease prevention emphasizing maternal-newborn dyads and their families.

NRSG 469D Mental Health Nursing (2)

Utilizing diverse concepts and principles synthesized from the sciences and humanities, students develop knowledge and skills to provide psychiatric mental health nursing to care for patients' mental health across the lifespan.

NRS 470D Mental Health or Women's Health Practicum (1)

Clinical practicum for Mental Health Nursing or Women's Health. Utilizing critical thinking and clinical judgment, students address the physical, psychosocial, cultural, and spiritual needs of clients and families within the clinical setting.

NRS 471D 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.

NRS 472D 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.

NRS 473D 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.

NRS 474D Population Health Practicum (1)

This course involves synthesis of nursing knowledge, skills, and clinical reasoning to provide transitional, procedural care, and case management in the ambulatory setting. Emphasis is on analysis and interpretation of complex information for a defined population of interest.

NRS 475D Working with Vulnerable Populations Globally, Regionally, and Locally (2)

This course supports immersive clinical experiences with vulnerable populations in various global, regional, or local locations. Students explore health challenges influenced by social, cultural, political, and economic factors and health outcomes for both individuals and communities of interest.

NRS 476D Nursing in Complex Care Situations (3)

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 clients.

NRS 477D Professional Series IV: Nursing Leadership: Partnership, Policy, and Professional Development (2)

This course prepares students for transition to independent practice as a professional nurse. Emphasis is on understanding requirements for licensure, scope of practice, leadership/management roles, information technology, professional organizations, and advocacy.

NRS 478D Clinical Synthesis Practicum (2)

The final clinical course, students will synthesize and apply nursing concepts and clinical reasoning through an intensive clinical experience with increasingly complex patient- and family-centered care within a collaborative teamwork model.

NRSG 479D Professional Series V: Capstone (2)

The final course in the Professional Series, students complete their leadership capstone, an onsite NCLEX-RN review, and an evaluation of program exit competencies.

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 497R Directed Study: Qual Methods Implm Research (2)

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 medico-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 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 505D Research & 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 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 508C Fuld Service Learning Fellowship Seminar 1 (1)

As the first of a 4-course series fellowship, this course provides students an opportunity to focus on scholarly activities and project development that emphasizes excellence, collaboration, social responsibility, innovation, and leadership.

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 509B Fuld Palliative Care Fellowship Seminar II (1)

As the second of a 4-course series fellowship, this course provides students an opportunity to focus on scholarly activities and project planning related to the needs of a population.

NRSG 509C Fuld Service Learning Fellowship Seminar II (1)

As the second of a 4-course series fellowship, this course provides students an opportunity to focus on scholarly activities and project planning related to the needs of a population.

NRSG 510 Woodruff Fellowship Seminar III (1)

As the third of a 4-course series fellowship, this course provides students an opportunity to focus on scholarly activities and project implementation related to the needs of a population.

NRSG 511MN Pathophysiology for Professional Nurses: MN (3)

This course focuses on the study of pathophysiological changes in the body associated with illness and disease across the lifespan.

NRSG 512MN Health Assessment Across the Lifespan: MN (3)

This course provides beginning-level knowledge and psychomotor skills necessary for assessing a client's health status. Students will use the nursing process framework to elicit health histories and perform physical examinations across the lifespan.

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.

NRS 513MN Fundamentals of Nursing Practice: MN (3)

This course provides students with fundamental principles of nursing practice. Students are introduced to clinical judgment, nursing, evidence-based practice, communication, health promotion/disease prevention, informatics, and person-centered care.

NRS 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.

NRS 514MN Professionalism and Professional Identity in Nursing: MN (3)

This course introduces students to the standards, values, ethics, and characteristics that define professionalism in nursing and serves as the foundation for professional nursing identity formation.

NRS 515MN Fundamentals of Nursing Practice Clinical I: MN (1.5)

This course introduces utilizing clinical judgment through a structured model and framework of critical thinking skills when planning and implementing care for adult patients with alterations in health. This course is the foundation for the clinical judgment process applied in all nursing courses.

NRS 516MN Determinants of Health & Health Promotion: MN (2)

Students are introduced to concepts for achieving/maintaining quality of life and well-being across the lifespan. The course will examine determinants of health, health promotion and prevention, health education, and literacy to develop healthy lifestyles.

NRS 519D Acute and Complex Chronic Disease Management for AGACNP I (2)

The first of a two-courses of population focused diagnosis, treatment, and disease management is designed to prepare the adult geriatric care nurse practitioner student to recognize and manage the most common acute/episodic and complex chronic health conditions. Evidenced-based practice is emphasized.

NRSG 520D Acute and Complex Chronic Disease Management for the AGACNP II

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 522D Advanced Pharmacology Across the Lifespan (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 524D 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 528D Advanced Physiology/Pathophysiology Across the Lifespan (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 538D Diagnostics and Clinical Reasoning: Family Nurse Practitioner (3.5)

This course is designed to develop assessment and clinical reasoning skills along with application and analysis of evidenced-based theory to deliver care to patients across the lifespan, promoting optimal health.

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 544D Advanced Health Assessment Across the Lifespan (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 550D Family Nurse Practitioner I (3.5)

This course is designed to introduce assessment and clinical reasoning skills. Family Nurse Practitioner students will develop competence in diagnosis and management of common health conditions across the lifespan. Emphasis on common conditions commonly encountered within primary care.

NRSG 551MN 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 553 Cardiac Dysrhythmias & 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 554D Advanced Health Assessment Across the Lifespan for the Pediatric Specialist (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 555D Advanced Neonatal and Infant Health Assessment (3)

With a foundation in developmental genetics, the student will develop advanced competencies in assessment and interpretation of pertinent history, and in the physical assessment of the neonate/infant to age 2. An emphasis on clinical decision-making, interpretation of findings and hands-on practice is included.

NRSG 558D Family Nurse Practitioner II (4.5)

This course focuses on expansion of clinical assessment and reasoning skills. Family Nurse Practitioner (FNP) students will address increasingly complex health problems common to the adult and pediatric populations with emphasis on primary care management across the lifespan.

NRSG 562D Diagnostics and Clinical Reasoning: Adult/Gerontology Primary Care Nurse Practitioner (3.5)

This course is designed to develop assessment and clinical reasoning skills along with application and analysis of evidenced-based theory to deliver care to the adult gerontology population that promotes optimal health and quality of life.

NRS 565D Adult/Gerontology Primary Care Nurse Practitioner I (3.5)

This is the first course focused on diagnosing and managing health problems, episodic and chronic, in the adult and older adult patient populations. Emphasis is on the role of the nurse practitioner as direct care provider, consultant, and interdisciplinary team member.

NRS 566D Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum I (3)

This course will provide clinical practice experience with faculty oversight to develop skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning and plan of care for common conditions.

NRS 567D Diagnostics and Clinical Reasoning: Pediatric Clinical Specialty (3.5)

This course is designed to develop assessment and clinical reasoning skills along with application and analysis of evidenced-based theory to deliver care to the patients across the pediatric lifespan, promoting optimal health.

NRS 568D Pediatric Acute Care Nurse Practitioner I (3.5)

Students will develop knowledge of acute and chronic health disorders of infants, children and adolescents in inpatient and outpatient environments. Students will practice clinical, leadership and procedural skills in the simulation environment.

NRS 569D Pediatric Acute Care Nurse Practitioner II (4.5)

Students will expand clinical diagnostic, reasoning and management skills to treat commonly diagnosed acute and chronic health conditions of infants, children and adolescents in specialty, inpatient and emergency department settings.

NRS 570MN Pharmacology for Professional Nurses: MN (3)

This course focuses on the role of the nurse in managing drug therapies and the use of pharmacotherapeutic agents to treat illness and restore and maintain wellness for individuals across the lifespan.

NRS 571MN Ambulatory Care & Community Health Nursing: MN (3)

Students are introduced to common acute, episodic, and chronic diseases and patterns of health outcomes encountered in ambulatory care settings. Care coordination and care transitions to community and ambulatory settings are examined.

NRS 572MN Ambulatory Care & Community Health Nursing Clinical: MN (1)

This course builds upon the foundation for the clinical judgment process applied in all nursing courses. Students will focus on analyzing clinical problems, demonstrating prioritization, and evaluation of care based on clinical judgment for individuals in ambulatory care settings.

NRS 573MN Healthcare Quality, Safety and Informatics: MN (2)

Students will be introduced to improvement science and total system safety across healthcare settings. Emphasis is placed on highly reliable person-centered care guided by data and Informatics.

NRS 574MN Behavioral & Mental Health Nursing: MN (3)

This course introduces the professional practice of behavioral and mental health nursing. The knowledge and skills to care for and advocate for persons with diverse mental health needs will be explored in a variety of settings, emphasizing assessment, treatment, and therapeutic communication.

NRSG 575MN Behavioral & Mental Health Nursing Clinical: MN (1.5)

This course builds upon the foundation for the clinical judgment process applied in all nursing courses. Students will focus on analyzing clinical problems, demonstrating prioritization, and evaluation of behavioral and mental health care based on clinical judgment.

NRSG 578D Diagnostics and Clinical Reasoning: Women's Health Gender Related Care (4)

This course focuses on the delivery of primary health care from puberty through menopause. Content will focus on preventative, sexual, and reproductive health care. Principles of pharmacology, pathophysiology, health promotion, and cultural considerations are integrated throughout the course.

NRSG 581D Women's Health Gender Related Nurse Practitioner I (3.5)

This course focuses on primary gynecological health care beginning in puberty. Content includes preventative, sexual, and reproductive health care conditions. Ethical and social considerations surrounding reproductive choices will be addressed.

NRSG 586D Family Nurse Practitioner Clinical Practicum I (3)

This clinical course builds on beginner-level Family Nurse Practitioner student knowledge-base and clinical skills acquisition. Emphasis is on entry-level competence with assessment, diagnosis, and management of common health conditions encountered in the primary care setting and across the lifespan.

NRSG 587D Family Nurse Practitioner Clinical Practicum II (4)

This course will provide a clinical practice preceptorship with faculty oversight to develop skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning and plan of care for individual chronic conditions.

NRSG 591D Healthcare Quality and Patient Safety (3)

Students will use theories, models, tool and their application for improving health care quality and patient-centered care in a variety of settings both in the US and globally. Emphasis will be placed on the use of health informatics and interdisciplinary participation.

NRSG 594D Women's Health Gender Related Nurse Practitioner Clinical Practicum I (3)

This course is the first Women's Health Gender Related practicum course where students focus on the delivery of inclusive best practice care to the gynecological patient. Students begin developing clinical reasoning and management skills in an interprofessional healthcare setting.

NRSG 596D Diagnostics and Clinical Reasoning: Adult/Gerontology Acute Care Nurse Practitioner (3.5)

This course is designed to develop assessment and clinical reasoning skills along with application and analysis of evidenced-based theory to deliver care to the adult and gerontology patients promoting optimal health.

NRSG 597D Adult/Gerontology Acute Care Nurse Practitioner I (3.5)

This population-focused diagnosis, treatment, and disease management course prepares the adult gerontology acute care nurse practitioner student to recognize and manage common acute/episodic and complex chronic health conditions and develop management plans for increasingly complex disease processes.

NRSG 598D Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum I (4)

This course 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 an acute care setting is highlighted.

NRSG 604D Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum II (4)

This course will provide a clinical practice preceptorship with faculty oversight to develop skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning and plan of care for individual chronic conditions.

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 605D Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum III (6)

This course provides direct-care clinical experiences to develop a systems approach utilizing leadership, communication and interprofessional skills. The student will refine competencies in the synthesis of theory, practice, and evidence for multiple patients' complex conditions.

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 are 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 608MN 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 levels.

NRSG 609D Neonatal Nurse Practitioner Clinical Practicum I (3)

This course will provide a clinical practice preceptorship with faculty oversight to develop skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning and plan of care for neonates and infants/toddlers in low to moderate risk settings (Level II-III).

NRSG 609MN Public Health Practicum (1)

This practicum course focuses on the application of public health principles to nursing care of the community/population of focus. Students will apply principles of public health and the socioecological framework into the role of advanced generalists to optimize health for specific populations.

NRSRG 612D Women's Health Gender Related Nurse Practitioner II (4.5)

The focus of this course is on the delivery of obstetrical health care beginning with preconception through the post-partum period. Ethical and social considerations surrounding maternal morbidity and mortality will be addressed.

NRSRG 613D Women's Health Gender Related Nurse Practitioner Clinical Practicum II (3)

Students will develop sound diagnostic and management skills to care for pregnant and postpartum patients. Care of this population includes legal and ethical principles in decision making to improve health outcomes across diverse settings.

NRSRG 616D Pediatric Acute Care Nurse Practitioner Clinical Practicum I (3)

This course will provide a clinical practice preceptorship with faculty oversight to develop skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning and plan of care for individual episodic and chronic conditions.

NRSRG 616MN Foundations Healthcare Quality and 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.

NRSRG 617D Pediatric Acute Care Nurse Practitioner Clinical Practicum II (4)

This course will provide a clinical practice preceptorship with faculty oversight to develop skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning and plan of care for individual chronic conditions.

NRSRG 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.

NRSRG 619D Pediatric Primary Care Nurse Practitioner Clinical Practicum I (3)

This course will provide a clinical practice preceptorship with faculty oversight to develop skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning and plan of care for individual episodic and chronic conditions.

NRSRG 620D Pediatric Primary Care Nurse Practitioner Clinical Practicum II (4)

This course will provide a clinical practice preceptorship with faculty oversight to develop skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning and plan of care for individual chronic conditions.

NRSRG 622D Adult/Gerontology Primary Care Nurse Practitioner II (4.5)

This is the second in a series focused on diagnosing and managing health problems in adults and older adults. 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.

NRS 623D Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum II (4)

This course will provide clinical practice experience with faculty oversight to facilitate continued development of skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning, and plan of care for common conditions.

NRS 625MN Case Study Analysis Seminar II (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.

NRS 628D Pediatric Acute Care Nurse Practitioner III (3.5)

Students expand and refine their diagnostic and management skills while appraising health outcomes for acutely ill or injured pediatric patients in specialty, inpatient and emergency settings. Team and clinical leadership is emphasized as the student prepares to transition to the NP role.

NRS 629D Pediatric Acute Care Nurse Practitioner Clinical Practicum III (6)

This course promotes integration of the student into the NP role providing care for acutely/ chronically ill children/families. Emphasis on interprofessional leadership, advocacy, and creation of care delivery material.

NRS 630MN Nursing Scholarship & Evidence-Based Practice: MN (2)

This course develops student knowledge and skills required to meet nurses' professional duty to base practice on evidence and engage in lifelong learning, focusing on scholarly writing, effectively asking questions, and locating, evaluating, and integrating best available evidence to practice.

NRS 631MN Reproductive Health & Gender Related Care: MN (3)

This course examines the reproductive health and nursing care of people with gender related needs, including perinatal families, and preventative care focusing on well-being, advocacy, and determinants of health as well as acute and chronic reproductive issues.

NRS 632D Family Nurse Practitioner III (3.5)

This course continues student assimilation of clinical diagnostic and management skills. Family Nurse Practitioner (FNP) students will address increasingly complex health problems to the adult and pediatric populations found in primary and specialty ambulatory care settings across the lifespan.

NRS 632MN Reproductive Health & Gender Related Care Clinical: MN (1.5)

In this course, students will focus on analyzing clinical problems, leading to the prioritization and beginning evaluation of care through clinical judgment for people with reproductive health and gender related needs as well as the perinatal family.

NRS 633D Family Nurse Practitioner Clinical Practicum III (6)

This final clinical course, Family Nurse Practitioner (FNP) students will incorporate transdisciplinary strategies to provide culturally competent, holistic, and evidence-based health care in increasingly complex clinical settings in preparation for transition into clinical practice.

NRS 634D Adult/Gerontology Acute Care Nurse Practitioner II (4.5)

Third in the series of population-focused diagnosis, treatment and disease management courses designed to prepare the adult gerontology acute care nurse practitioner student to recognize and

manage common and increasingly complex acute/episodic and complex health conditions and disease processes.

NRSG 634MN Pediatric & Young Adult Nursing: MN (3)

Using a family-centered approach, students address the unique responses of children and their families to both acute and chronic illness throughout the evolving developmental stages including transition to adult and self-care. Emphasis is on health teaching, promotion, restoration, and maintenance.

NRSG 635D Adult/Gerontology Acute Care Nurse Practitioner III (3.5)

This advanced population-focused diagnosis, treatment, and disease management course builds on prior knowledge of managing common acute/episodic and complex chronic health conditions and focuses on increasingly complex disease processes.

NRSG 635MN Pediatric & Young Adult Nursing Clinical: MN (1.5)

In this course, students will focus on analyzing clinical problems, leading to the prioritization, and beginning evaluation of care through clinical judgment for infants, children, and young adults with health needs.

NRSG 636MN Adult/Older Adult Health Nursing: MN (3)

Students will examine and apply the science of nursing in acute care settings with the adult/older adult population facing alterations in health.

NRSG 636D Diagnostics and Clinical Reasoning: Neonatal Nurse Practitioner (3.5)

As the foundational course in the neonatal specialty, this course is designed to develop physiologic assessment and diagnostic reasoning with application and analysis of evidenced-based theory to deliver care to the neonate/young infant, promoting optimal health. Organization of patient data and management of homeostasis disorders are included.

NRSG 636MN Adult/Older Adult Health Nursing: MN (3)

Students will examine and apply the science of nursing in acute care settings with the adult/older adult population facing alterations in health.

NRSG 637D Advanced Neonatal Issues I (3.5)

This course focuses on foundational knowledge acquisition and diagnostic reasoning of evidence-based management of high risk, critically ill neonates/infants up to two years of age. Emphasis encompasses assessment, diagnosis, and the provision of comprehensive care across the care continuum.

NRSG 637MN Adult/Older Adult Health Nursing Clinical: MN (1.5)

In this course, students will focus on analyzing clinical problems, demonstrating prioritization, and evaluation of care based on clinical judgment for adults and older adults with health alterations.

NRSG 641D Pediatric Primary Care Nurse Practitioner I (3.5)

Students will develop their knowledge of acute and chronic health disorders of infants, children and adolescents in the primary care setting. Students will practice clinical, leadership, and procedural skills in the simulation environment.

NRSG 642D Pediatric Primary Care Nurse Practitioner II (4.5)

Students will expand clinical diagnostic, reasoning, and management skills to treat commonly diagnosed acute and chronic health conditions of infants, children and adolescents in pediatric primary care and specialty settings.

NRSG 643D Pediatric Primary Care Nurse Practitioner III (3.5)

Students refine their diagnostic and management skills while appraising health outcomes for well, acutely, and chronically ill or injured pediatric patients in primary care settings. Team and clinical leadership skills are emphasized as the student prepares to transition to the APRN role.

NRSG 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.

NRSG 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.

NRSG 649D Adult/Gerontology Primary Care Nurse Practitioner III (3.5)

This course focuses on diagnosing & managing health problems in adults and older adults from an advanced practice nursing perspective. Utilizing a systems and environmental approach, this course progresses through concepts of care for the ill adolescent, adult, and frail older adult.

NRSG 650D Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum III (6)

This course will provide a clinical practice preceptorship with faculty oversight to develop skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning and plan of care for individual chronic conditions.

NRSG 655D Pediatric Primary Care Nurse Practitioner Clinical Practicum III (6)

This role transition course promotes integration into the APRN role providing care for well and acutely and chronically ill/injured children and families. Added emphasis is placed on interprofessional leadership, advocacy, and creation of care delivery material in a primary care setting.

NRSG 658D Women's Health Gender Related Nurse Practitioner III (3.5)

This course focuses on holistic primary care including health promotion and achievement of patient health care goals. Content includes access to health care and attainment of optimal wellness. Emphasis is on WHGRNP board preparation and competency achievement.

NRSG 659D Women's Health Gender Related Nurse Practitioner Clinical Practicum III (4)

This clinical course integrates health promotion and achievement of patient health care goals in a primary care setting. Students will continue to refine their clinical management and leadership skills focusing on competent care delivery that is inclusive as they transition to the WHGRNP role.

NRSG 661MN Public & Population Health Nursing: MN (3)

This course focuses on the nurse's role in applying public health functions to protect and improve the health of populations at the local, national, and global level.

NRSG 662MN Public & Population Health Nursing Clinical: MN (1)

Students will focus on assessing public health problems, leading to the prioritization, application, and evaluation of public health nursing interventions, to optimize health for specific populations.

NRSG 663MN Care of the Person with Complex Health Conditions: MN (3)

In this course, students will examine and apply new and existing knowledge from nursing and related sciences to the care of adults with complex health needs leading to the prioritization and evaluation of evidence-based interventions.

NRSG 664MN Care of the Person with Complex Health Conditions Clinical: MN (1.5)

In this course, students will examine and apply new and existing knowledge from nursing and related sciences to the care of adults with complex health needs. Students will refine clinical judgment skills needed to manage care for this population.

NRSG 665MN Pathway to Practice: MN (3)

This course prepares the student for transition to independent practice as a professional nurse including understanding scope of practice, professional legal and advocacy responsibilities, preparation for licensure examination and lifelong learning.

NRSG 666MN Pathway to Practice Practicum: MN (2)

This course prepares students for transition to independent practice as professional and visionary nurse leaders.

NRSG 667MN Master Class: Data Science & Decision Making- MN (2)

Students will advance knowledge of technology and data to manage and communicate information effectively in the healthcare context. Emphasis is placed on how data science can empower nurses to make more informed and evidence-based choices.

NRSG 668MN Master Class: Global Health Nursing (2)

This course focuses on the professional nursing role and concepts forming the basis of professional nursing practice in a global setting and examines ethical and resource issues and the impact of culture and collective action for the delivery of health care in the U.S. and other countries.

NRSG 669G Adult Gerontology Acute Care Nurse Practitioner II (1 to 3)

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 a direct care provider, consultant, and interdisciplinary team member in acute care settings is discussed.

NRSG 669MN Master Class: Health Systems Leadership- MN (2)

This course builds upon existing knowledge of leadership theory and science to further develop health systems leadership.

NRSG 670G Adult Gerontological Acute Care Nurse Practitioner III (1 to 5)

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 670MN Master Class: Ethics & History in Health Care- MN (2)

This course connects history and ethics to explore questions of why certain ideas and processes exist in the healthcare system and how people are impacted. Students will identify common ethical issues in practice and apply strategies to resolve conflicts.

NRSG 671MN Master Class: Policy & Civic Professionalism- MN (2)

This course supports students in advancing understanding and appreciation of civic professionalism and policy engagement as necessary for competent nursing practice and leadership. Emphasis is placed on application of learned concepts through a lens of nursing and policy advocacy.

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 678D 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 679D Neonatal Care I: Introduction to Neonates and the Neonatal ICU (2)

This course is the first of two electives for students in the Master of Nursing pathway program pursuing a career as a neonatal nurse practitioner (NNP). Provided is the history of the NNP and an understanding of neonates, the neonatal intensive care unit (NICU), and the essential role of NNPs.

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 680D Neonatal Care II-Advanced Neonatal Care (2)

This is the second course in a two-part elective series designed for students in the Master of Nursing pathway program who aspire to become neonatal nurse practitioners (NNPs). Building on the concepts previously covered, this course provides a deeper understanding of advanced neonatal care.

NRSG 682MN Case Study Analysis Seminar III (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 684D Innovative Leadership & Policy in Advanced Nursing Practice Role (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 interprofessional collaboration in healthcare.

NRS 695R Clinical Directed Study: NRS 622D AGPCNP II (3)
NRS 695R Clinical Directed Study: NRS 634D AGACNP II (2.5)
NRS 695R Clinical Directed Study: NRS 635D Adult Gero ACNP III (2.5)
NRS 695R Clinical Directed Study: NRS 649D AGPCNP III (2)
NRS 695R Clinical Directed Study: Precise RN I (1)
NRS 695R Clinical Directed Study: Precise RN II (1)
NRS 695R Clinical Directed Study: Precise RN III (1)

These directed clinicals focus 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.

NRS 697R Directed Study: State of the Science (2)

Students will select a focus area and work with a faculty to define deliverables.

NRS 697R Directed Study: NRS 570MN Pharm for Prof Nurs (3)

Students will select a focus area and work with a faculty to define deliverables.

NRS 700 Evolution of Nursing Science (3)

This course addresses the interrelationship between philosophy of science and the history and evolution of nursing science.

NRS 701D Advanced Physiology/Pathophysiology Across the Lifespan (3)

This course examines the physiology/pathophysiology underlying many of the conditions and diseases occurring across the lifespan. Students will recognize and analyze the relationship between normal physiology and pathophysiologic changes in cells/tissues/organs that underlie selected diseases.

NRS 704D Advanced Pharmacology Across the Lifespan (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.

NRS 705 Social Determinants of Health (3)

This course explores the core phenomenon of nursing science, health, a phenomenon that is defined holistically in nursing science (i.e., it is not only a clinically defined concept).

NRS 706D Advanced Health Assessment Across the Lifespan (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.

NRS 708D Person-Centered Care (3)

Learners examine key concepts of person-centered care and the impact experiences have on health and healthcare quality and safety outcomes. The main determinants of patient engagement and the challenges or opportunities for improvement will be explored.

NRS 709D Design Methods Analyses (3)

Learners examine advanced research designs, methods, and analyses common to clinical research focused on solving clinical problems and improving health outcomes. The course prepares learners to design, implement, interpret and translate evidence, research, and big data into clinical practice.

NRSG 710 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 718D Evidence-Based Practice (3)

Learners are introduced to the major components of the evidence-based practice process. The steps in implementing evidence-based practice are explored in depth. Issues related to information management technology will be introduced.

NRSG 719D Population Health (3)

Learners examine system level approaches and underlying public health principles to achieve equitable population health outcomes. Data, policies, and population characteristics are used to assess the complexities associated with resource allocation and responses to diverse population health needs.

NRSG 720D Quality, Safety, and Systems Based Practice (3)

Learners examine foundations of healthcare quality and established and emerging principles of safety science in care delivery related to patients, providers, and environment. Knowledge and skills needed to lead systems-based practice, patient safety, and quality improvement initiatives are explored.

NRSG 726D DNP Scholarly Project I (2)

Learners in the first of three DNP scholarly project courses focus on application of advanced nursing practice and systems level knowledge in a healthcare setting. Students will conduct a comprehensive and systematic assessment of the context, organization, population, and problem.

NRSG 727D DNP Scholarly Project II (1)

Learners in the second of three DNP scholarly project courses focus on implementing or simulating the implementation of a DNP scholarly project that is evidenced based, feasible, and acceptable to key stakeholders.

NRSG 728D DNP Scholarly Project III (1)

Learners in the final of three DNP scholarly project courses focus on project evaluation and dissemination within and outside the clinical system.

NRSG 729 Quantitative Methods and Study Designs for Nursing Research I (2)

The course prepares doctoral students to design, implement, and interpret data collected from quantitative research studies.

NRSG 729D Health/Social Policy and Ethics (3)

Learners focus on the fundamentals of U.S. health and social policy and the background and context they need to analyze the most pressing health and social policy challenges facing the country today. Learners will apply policy analysis tools to define and address health and social policy issues.

NRSG 729D Health/Social Policy and Ethics (3)

Learners focus on the fundamentals of U.S. health and social policy and the background and context they need to analyze the most pressing health and social policy challenges facing the country today. Learners will apply policy analysis tools to define and address health and social policy issues.

NRSG 730 Quantitative methods and Study Designs for Nursing Research II (2)

Students will examine advanced research methods and analytic approaches utilized for quantitative research commonly conducted to advance nursing science. The course content focuses on providing students with an overview of threats to study validity and advanced statistical procedures in quantitative research. The course builds upon previous coursework to prepare students to design, implement, and interpret data collected from quantitative research studies. By the end of the course doctoral students will be able to delineate quantitative research study methods.

NRSG 730D Family/Emergency Nurse Practitioner Practicum I (3)

This foundational clinical course builds family and emergency nurse practitioner knowledge and clinical skills. Emphasis is on assessment, diagnosis, and management of common health conditions encountered in the primary, urgent, and emergency care settings for patients across the lifespan.

NRSG 731 Applications of Measurement Theory in Clinical Research Studies (2)

NRSG 729 and NRSG 730 or equivalent transfer credit as prerequisites.

NRSG 732 Theor & Science Basis - St. Clin. Phen (3)

NRSG 731D Family/Emergency Nurse Practitioner Practicum II (3)

This clinical course builds on the knowledge-base and clinical skills of the Family and Emergency Nurse Practitioner. Focus is on increasing competence in assessment, diagnosis, and management of health conditions across the lifespan encountered in the primary, urgent, and emergency care settings.

NRSG 732D Family/Emergency Nurse Practitioner Practicum III (3)

As an interdisciplinary team member, this third clinical course emphasizes clinical judgment, critical decision making, skills competence and advancing competence in the assessment, diagnosis, and management of health conditions encountered across the lifespan in a variety of settings.

NRSG 734 Qualitative Research Methods (3)**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.

NRSG 741 Quantitative Analysis of Clinical Research Data Big Data Analytics 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.

NRSG 742D Teaching in Nursing and Health Professions Education (3)

This course focuses on teaching and learning in nursing and health professions, knowledge and skills in curriculum, pedagogical methods, student learning styles, didactic/clinical approaches, and scholarship of teaching and learning with a health equity and social determinants of health framework

NRSG 744D Interprofessional Partnerships (3)

Learners focus on a comprehensive overview of foundations, strategies, and methods for forging and sustaining interprofessional partnerships across a variety of stakeholders. Learners examine the knowledge, skills, and competencies necessary to provide exemplary leadership of professional teams.

NRSG 745D Information and Healthcare Technologies (3)

Learners examine advanced topics in health informatics to manage and improve the delivery of safe, high quality, and efficient healthcare. Revolutionizing healthcare and healthcare delivery through information and healthcare technologies will be explored.

NRSG 746D Knowledge for Nursing Practice, Role, Professionalism (5)

Learners examine theoretical underpinnings of advanced nursing practice through a variety of lenses including leadership, complexity science, healthcare economics and financing, and value-driven care management.

NRSG 751 Foundations of Computation for Nursing Research I (3)

Introduction to computer programming in Python and algorithms for nursing research.

NRSG 751D Family Nurse Practitioner I (3)

This first course is designed to introduce assessment and clinical reasoning skills. Family Nurse Practitioner students will develop competence in diagnosis and management of common health conditions in across the lifespan. Emphasis on common conditions commonly encountered within primary care.

NRSG 752 Foundations of Computation for Nursing Research II (3)

Introduction to database management systems and machine learning for nursing research.

NRSG 752D Family Nurse Practitioner Practicum I (3)

This first course is designed to introduce assessment and clinical reasoning skills. Family Nurse Practitioner students will develop competence in diagnosis and management of common health conditions in across the lifespan. Emphasis on common conditions commonly encountered within primary care.

NRSG 753 Advanced Computation for Nursing Research I (3)

Introduction to deep learning and natural language processing for nursing research.

NRSG 753D Emergency Nurse Practitioner I (1)

This course introduces essential concepts to the ENP role and common emergency care procedures.

NRSG 754 Advanced Computation for Nursing Research II (3)

Survey of other computational considerations for AI use in nursing research.

NRSG 754D Family Nurse Practitioner II (3)

This second course expands on previously taught assessment and clinical reasoning skills. Family Nurse Practitioner (FNP) students will address increasingly complex health problems common to the adult and pediatric populations with emphasis on primary care management across the lifespan.

NRSG 755D Family Nurse Practitioner Practicum II (3)

This second clinical course builds upon a growing Family Nurse Practitioner knowledge-base and clinical skills acquisition. Emphasis on strengthening these skills for an increasing level of competence in the assessment, diagnosis, and management of health conditions encountered across the lifespan.

NRSG 756 Nursing Epistemology Seminar (1)

Students will learn about the research programs of SON faculty, discuss issues arising in the research process, and reflect upon them. Upon completing this course, students will be able to describe the underlying themes and theoretical underpinnings of these research programs.

NRSG 756D Emergency Nurse Practitioner II (2)

This course introduces concepts in evaluation and management of patients across the lifespan in pre-hospital, urgent and emergency care settings. Emphasis on evidence-based practice, clinical decision making, interdisciplinary communication, interpreting diagnostic tests and obtaining advanced practice competencies.

NRSG 757D Pediatric NP I (3)

This course is designed to develop assessment and clinical reasoning skills along with application and analysis of evidenced-based pediatric developmental theory to deliver well child care to patients across the pediatric lifespan, promoting optimal health.

NRSG 758D Pediatric NP Practicum I (3)

This course is designed to develop pediatric assessment and clinical management skills. Students will provide developmentally appropriate, evidenced-based clinical care to patients while integrating pediatric health assessment and well-child content.

NRSG 761D 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 762D Pediatric Primary Care NP Practicum II (3)

This course focuses on primary care of children that are well and acutely ill. Emphasis is on delivery of evidenced-based care in a pediatric primary care setting.

NRSG 763D Women's Health/Gender-Related NP I (3)

This course focuses on the delivery of primary health care from puberty through menopause. Content will focus on preventative, sexual, and reproductive health care conditions. Principles of pharmacology, pathophysiology, health promotion, and cultural considerations are integrated throughout the course.

NRSG 764D Women's Health/Gender-Related NP Practicum I (3)

This foundational course introduces students to the concept of clinical integration of health promotion, health maintenance, diagnosis and treatment of common, acute, and chronic Women's Health and Gender-Related (WHGR) conditions beginning in puberty and extending across the lifespan.

NRSG 765D Women's Health/Gender-Related NP II (3)

This course focuses on primary gynecological health care beginning in puberty. Content includes preventative, sexual, and reproductive health care conditions. Ethical and social considerations surrounding reproductive choices will be addressed.

NRS 766D Women's Health/Gender-Related NP Practicum II (3)

This course builds upon the foundational diagnostic and management skills of WHGRNP Clinical I. The focus of this course is on delivery of inclusive best practice care to the gynecological patient.

NRS 767D Adult Gerontology Acute Care NP I (3)

Foundational knowledge and skills in health promotion, health maintenance, risk reduction strategies, and basic health care needs of patients are emphasized. Students will perform complete and symptom related health assessments and skills.

NRS 768D Adult Gerontology Acute Care NP Practicum I (3)

This course provides a clinical practice preceptorship with faculty oversight to develop skills in health assessment and physical exam, differential diagnosis, diagnostic reasoning, and planning care for individual episodic and chronic conditions.

NRS 769D Adult Gerontology Acute Care NP II (3)

This population-focused diagnosis, treatment, and disease management course prepares the adult gerontology acute care nurse practitioner student to recognize and manage common acute/episodic and complex chronic health conditions, and develop management plans for increasingly complex disease processes.

NRS 770D Adult Gerontology Acute Care NP Practicum II (3)

This course 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 an acute care settings is highlighted.

NRS 771D Diagnostic Reasoning and Clinical Assessment: Role Development for the PMHNP (2)

Students are introduced to fundamental concepts of advanced practice psychiatric nursing. Emphasis is on refinement of role development, and critical appraisal of evidence-based information needed for core assessment, clinical interviewing, and diagnostic skills for clinical decision-making.

NRS 772D Individual Psychotherapy Across the Lifespan (3)

This course provides an overview of individual psychotherapeutic treatment across the lifespan using a neuroscientifically-informed relationship based framework for practice. Emphasis is on the development of therapeutic engagement, and reflective practice for brief, supportive nurse-led therapy.

NRS 773D Group and Family System Psychotherapy Across the Lifespan (3)

An overview of group and family psychotherapeutic treatment across the life span using a neuroscientifically-informed and relationship-based framework for practice with emphasis is on the development of empathy and therapeutic relationships in a systems framework is presented.

NRS 774D Psychotherapeutic Interventions Across the Lifespan I (5)

This course introduces essential concepts in the safe and effective provision of advanced practice psychiatric nursing. A focus on methods for gathering pertinent psychiatric assessment data and

differential diagnosis for treatment recommendations with clients across the lifespan will be emphasized.

NRSg 775D PMHNP Practice I: Foundations of PMH Practice Across the Lifespan (3)

This clinical practicum provides an opportunity to integrate theory and practice in supervised clinical experiences with an approved site and preceptor. Clinical supervision will provide feedback during both individual and group post clinical conferences.

NRSg 776D Pediatric Primary Care NP II (3)

Students will investigate how to integrate best evidence in the primary care of the ill and injured pediatric patient while working with an interdisciplinary team. Policy and systems-level facilitators and barriers to care and the PNP role in advancing pediatric scholarship will be explored.

NRSg 780 Chemistry and 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 781 General Principles Nurse Anesthesia (5)

This course will introduce the student to concepts and techniques of general anesthesia, regional anesthesia, and monitored anesthesia care. The integration of preoperative evaluation, planning, and anesthetic management for surgical patients will be analyzed. Students will examine risk management and management of critical incidents in anesthesia for improved patient outcomes. The importance of planning and executing a safe, individualized plan of care for patients with chronic health problems will be emphasized.

NRSg 782 Advanced Pharmacology for Anesthesia (3)

This course will provide an in-depth study of the pharmacology of drugs prescribed for specific human conditions. In depth study of the pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, and toxicology along with principles of drug actions, uptake, distribution, biotransformation, and elimination will be discussed for drugs specifically related to the practice of anesthesia.

NRSg 783 Anesthesia for Surgical Procedures and Special Populations I (6)

This course will provide in-depth coverage of advanced concepts and principles of anesthetic management with an emphasis on acute and chronic pain management including local and regional anesthetics, and regional and peripheral blocks. Anesthesia techniques for management of specific surgical procedures will be reviewed. Patient-focused anesthesia implications of various procedures and anesthetic techniques will be discussed. Transition from the didactic phase into the anesthesia provider role occurs as students participate in the guided administration of anesthesia in simulation and clinical practice. Professional attributes and interpersonal and interprofessional communication will be addressed.

NRSg 784 Advanced Physiology/Pathophysiology Anesthesia I (3)

This course will use a systems approach of pathophysiological disease states of specific concern to the anesthesia provider. Evidence based practice will be incorporated 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 785 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 790 Teaching in the Nursing Profession (2 to 9)

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.

NRSG 794R Special Topics in Nursing: Health InfoTech Women's Health Research (1 to 9)

A faculty member offers a new course on a current topic of interest for PhD students.

NRSG 794R Special Topics in Nursing: Women's Health & Intersectionality (3)

A faculty member offers a new course on a current topic of interest for PhD students.

NRSG 795R Advanced Research (1 to 12)

Students are registered in NRSG 795R during the summer semester, when they have taken all the courses required and haven't reached candidacy. The student may register up to 9 credit hours.

NRSG 797R Directed Study (1 to 12)

Varies by section

NRSG 799R Dissertation Research (1 to 12)

Students are registered in NRSG 799R, Dissertation Research when they reach candidacy. The student reaches candidacy after completing all coursework required and program ethics requirements.

NRSG 800D Adult Gerontology Primary Care NP III (3)

This course will differentiate among multiple complex presentations in adult populations to achieve optimal health outcomes. Evaluating treatment regimens, integrating interdisciplinary care and proposing innovative solutions to treat chronic disease at the micro, meso and macro level is emphasized.

NRSG 801D Adult Gerontology Primary Care NP Practicum III (3)

Providing clinical practice opportunities with increasing independence allows the novice student clinician to test acquired didactic knowledge, recall differentials and treatment plans for chronic medical conditions. Patient education, ethics and professionalism are emphasized this semester.

NRSG 802D Adult Gerontology Primary Care NP IV (3)

Integrating complex disease presentations of the adult population, this course will evaluate integrated health behaviors, decompensating outcomes requiring further referral and acute management, and recognition of urgent presentations. Legal, ethical and professional implications are discussed.

NRSG 803D Adult Gerontology Primary Care NP Practicum IV (4)

This course provides summative evaluations of multiple complex presentations in adult populations. Coordinating clinical presentation, comparing patient centered treatments and instituting behavioral implementation allows the final semester student growth for critical processing competence.

NRSG 804D Adult Gerontology Primary Care NP Review V (1)

This course will review concepts pertinent to the evaluation and appraisal of standards and competencies required of this populations needs. Individual scholarship assessment, appraisal of evidence-based practice and clinical delivery promote readiness to practice and board certification.

NRSG 805D Adult Gerontology Primary Care NP Practicum V: Practice Integration (6)

This course will provide clinical opportunities to analyze and evaluate one's clinical competencies, examine trends, investigate clinical microsystems, and test evidence-based practice models while providing competent and comprehensive clinical care to the adult gerontology population.

NRSG 806D Family Nurse Practitioner III (3)

This third course expands upon previously taught clinical diagnostic and management skills. Family Nurse Practitioner (FNP) students will address increasingly complex health problems common to the adult and pediatric populations found in ambulatory care settings across the lifespan.

NRSG 807D Family Nurse Practitioner Practicum III (3)

This third clinical course builds upon a growing Family Nurse Practitioner knowledge-base and clinical skills acquisition. Emphasis on strengthening these skills for an increasing level of competence in the assessment, diagnosis, and management of health conditions encountered across the lifespan.

NRSG 808D Emergency Nurse Practitioner III (2)

This course builds upon evaluation and management of patients across the lifespan in pre-hospital, urgent and emergency care settings. Emphasis on evidence-based practice, clinical decision making, team skills, advanced practice competencies in emergency preparedness and response.

NRSG 809D Family Nurse Practitioner IV (3)

In this fourth course, Family Nurse Practitioner (FNP) students will continue synthesizing and appraising evidence-based guidelines for implementation of health promotion and risk reduction strategies for implementation when caring for patients across the lifespan.

NRSG 810D Family Nurse Practitioner Practicum IV (4)

In this fourth clinical course, Family Nurse Practitioner (FNP) students will continue synthesizing and appraising evidence-based guidelines for implementation of health promotion and risk reduction strategies for implementation when caring for patients across the lifespan.

NRSG 811D Emergency Nurse Practitioner IV (2)

This course builds upon evaluation and management of patients across the lifespan in pre-hospital, urgent and emergency care settings. Emphasis on measures to maximize patient safety throughout the emergency care encounter.

NRSG 812D Family Nurse Practitioner V (1)

In this final course, Family Nurse Practitioner (FNP) students will incorporate transdisciplinary strategies to provide culturally competent, holistic, and evidence-based health care in increasingly complex clinical settings in preparation for transition into practice.

NRSG 813D Emergency Nurse Practitioner V (2)

This course synthesizes the ENP role as leader, mentor, educator and/or policy developer to advocate for and ensure the delivery of safe and equitable emergency care.

NRSG 814D Family Nurse Practitioner Practicum V: Practice Integration (6)

This final clinical course, Family Nurse Practitioner (FNP) students will incorporate transdisciplinary strategies to provide culturally competent, holistic, and evidence-based health care in increasingly complex clinical settings in preparation for leading and final transition into clinical practice.

NRS 815D Pediatric Acute Care NP III (3)

In this course students will continue to develop clinical reasoning and management skills to treat commonly diagnosed acute and chronic health conditions of infants, children and adolescents in specialty, inpatient and emergency department settings.

NRS 816D Pediatric Acute Care NP Practicum III (3)

This course continues to elaborate on acute care of children that are acutely or chronically ill. Emphasis is on the delivery, analysis, and evaluation of health care in an inpatient acute care setting.

NRS 821D Pediatric Primary Care NP III (3)

Students continue to develop clinical diagnostic reasoning and management skills to care for common chronic health conditions of infants, children and adolescents in ambulatory settings.

NRS 822D Pediatric Primary Care NP Practicum III (3)

This course continues to elaborate on primary care of children that are well, acutely ill, or have chronic conditions. Emphasis is on the delivery, analysis, and evaluation of health care in a primary care setting.

NRS 823D Pediatric Primary Care NP IV (3)

In this course, students will build on their diagnostic reasoning skills and appraise population health outcomes to manage health conditions of infants, children and adolescents in ambulatory settings.

NRS 824D Pediatric Primary Care NP Practicum IV (4)

This course integrates all aspects of primary care of children: Those who are well, acutely ill or living with chronic conditions. Emphasis is on leadership and creation of care delivery material in a primary care setting.

NRS 825D Pediatric Primary Care NP V (1)

In this course, students will continue to refine their team leadership and clinical management skills to provide optimal wellness care and diagnose and manage acute and chronic health conditions of infants, children, and adolescents in ambulatory settings.

NRS 826D Pediatric Primary Care NP Practicum V (6)

This clinical course fully integrates the primary care of children that are well, acutely ill, or chronically ill with healthcare policy and change. Emphasis is on the transformation of health care within a primary care setting.

NRS 827D Women's Health/Gender-Related NP III (3)

The focus of this course is on the delivery of obstetrical health care beginning with preconception through the post-partum period. Ethical and social considerations surrounding maternal morbidity and mortality will be addressed.

NRS 828D Women's Health/Gender-Related NP Practicum III (3)

Incorporating legal and ethical principles in decision making across diverse settings, students will develop sound diagnostic and management skills to care for pregnant and postpartum patients.

NRS 829D Women's Health/Gender-Related NP IV (3)

This course focuses on holistic primary care including health promotion and achievement of patient health care goals. Content includes access to health care and attainment of optimal wellness.

NRSG 830D Women's Health/Gender-Related NP Practicum IV (4)

This course focuses on holistic primary care including health promotion and achievement of patient health care goals. Content includes access to health care and attainment of optimal wellness.

NRSG 831D Women's Health/Gender-Related NP Review (1)

In this fifth and final course, students will continue to refine their team leadership and clinical management skills in a variety of settings. Emphasis is on WHGRNP board preparation and competency achievement.

NRSG 832D Women's Health/Gender-Related NP Practicum V: Practice Integration (6)

This fifth and final clinical course fully integrates the delivery of health care to the WHGRNP patient with policy and change. Emphasis is on transformation related to the delivery of sexual and reproductive health care.

NRSG 833D Adult Gerontology Acute Care NP III (3)

Third in the series of population-focused diagnosis, treatment and disease management courses designed to prepare the adult gerontology acute care nurse practitioner student to recognize and manage common and increasingly complex acute/episodic and complex health conditions and disease processes.

NRSG 834D Adult Gerontology Acute Care NP Practicum III (3)

This course 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 835D Adult Gerontology Acute Care NP IV (3)

This advanced population-focused diagnosis, treatment and disease management course builds on prior knowledge of managing common acute/episodic and complex chronic health conditions and focuses on increasingly complex disease processes.

NRSG 836D Adult Gerontology Acute Care NP Practicum IV (4)

This course 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 837D Adult Gerontology Acute Care NP Review (1)

This is a review course is designed to prepare the adult gerontology acute care nurse practitioner student for credentialing and competency evaluation to practice in the healthcare system.

NRSG 838D Adult Gerontology Acute Care NP Practicum V (6)

This course provides direct-care clinical experiences to develop a systems approach utilizing leadership, communication, and interprofessional skills. The student will refine competencies in the synthesis of theory, practice, and evidence for multiple patients' complex conditions.

NRSG 839D Psychotherapeutic Interventions Across the Lifespan II (5)

Students will refine their skills and clinical judgement by applying theoretical content and clinical practice guidelines to individuals and groups across the lifespan with dysfunctional coping patterns and psychiatric disorders. The DSM-5 is used as the basis for diagnostic nomenclature.

NRSG 840D PMHNP Clinical Practice II: Advanced Psychiatric Care Across the Lifespan (4)

This clinical practicum expands the student's ability to apply concepts, theories, and principles to complex groups. Focus is on skills acquisition in implementing evidence-based practice interventions, caseload management, and analyzing process dynamics with individuals, families, and groups.

NRSG 841D Psychotherapeutic Interventions Across the Lifespan III (4)

Emphasis is on in-depth analysis of research and theory as a basis for clinical practice, exploration of the mental health recovery paradigm, and planning and intervention in the complex care of individuals across the lifespan with comorbid diagnoses and medical conditions.

NRSG 842D PMHNP Clinical Practice III: Advanced Integrative Clinical Practice (5)

Students implement the role of psychiatric-mental health nurse practitioner. Focus is on assessment and intervention with persons/groups with and at risk for mental illness, and primary prevention. Legal issues, mental health policy, and interprofessional collaboration will be emphasized.

NRSG 843D Novel Psychotherapeutics: Contemporary Practice Across the Lifespan (2)

Students will examine the emerging evidence to apply psychotherapeutic methods for prevention and maintenance of psychiatric conditions. Application of principles from the fields of advanced psychopharmacotherapy, genetics, genomics, alternative therapeutics will be examined.

NRSG 844D Advanced Clinical Practicum Immersion (6)

Opportunities to expand one's experience in the role of psychiatric-mental health nurse practitioner, and to refine one's specialty focus are provided with emphasis on the nurse leader's role on clinical practice teams and professional expectations with peers and communities of interest.

NRSG 845D Health and Substance Use Disorders (2)

The course focuses on concepts, etiology, treatments, and the nurse's role in substance use disorders (SUD) across the lifespan, including social, cultural, political, and economic factors that influence evidenced based approaches to individual substance use interventions and client needs.

NRSG 846D Family/Emergency Nurse Practitioner Practicum IV (4)

This fourth practicum focuses on leadership skills application. Emphasis is on synthesizing, appraising, and implementing evidence-based guidelines for health promotion & risk reduction when caring for complex and diverse groups of patients across the lifespan in primary and emergency care settings.

NRSG 847D Family/Emergency Nurse Practitioner Practicum V: Practice Integration (6)

This final clinical course incorporates transdisciplinary strategies for culturally competent, holistic, and evidence-based healthcare across the lifespan in increasingly complex clinical settings. Emphasis is on leadership and transition to practice as a Family/Emergency Nurse Practitioner.

NRSG 850 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 851 Nurse Anesthesia Application I (3.5)

This course focuses on anesthesia considerations and techniques for the pediatric and obstetric patient and enhances the student's knowledge and skills in preoperative patient evaluation, preanesthesia assessment, and preparation for administration of anesthesia, inductions, intraoperative management, emergence and postanesthesia management in this patient population.

NRSG 852 Nurse Anesthesia Application II (4.5)

This course focuses on anesthesia considerations and techniques for patients undergoing cardiothoracic, vascular, and neurological surgery. This course will strengthen the student's theoretical foundations and scientific principles of anesthesia practice when working with complex conditions. 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 853 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 854 Nurse Anesthesia Application III (4.5)

This course will further strengthen the student's theoretical foundations and scientific principles of anesthesia practice for patients with hepatic, renal, endocrine, and ear, nose, and throat (ENT) conditions. It will foster the synthesis of anesthesia concepts and critical thinking toward the application of knowledge and skills into clinical practice. Expanding upon Nurse Anesthesia 1 and 2, students will explore selected topics in hazards and complications related to anesthesia administration.

NRSG 855 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 856 Nurse Anesthesia Application V (4)

The course is a comprehensive review of anesthesia concepts and considerations. The depth and breadth of scientific and theoretical principles found in Nurse Anesthesia Application I-IV is solidified with an emphasis on professional practice.

NRSG 857 Anesthesia Comprehensive Review (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.

NRSG _OX 201 Hum. Anatomy & Physiology I W/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. Laboratory experiences involve dissection, study of human specimens, and experiments in physiology. The course fulfills requirements for admission to nursing schools and many allied health programs. Three hours of lecture and one three-hour laboratory per week.

NRSG _OX 202 Hum. Anatomy & Physiology II W/Lab (4)

This 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, immune, and gastrointestinal systems. Laboratory experiences involve dissection, study of human specimens, and experiments in physiology. The course fulfills requirements for admission to nursing schools and many allied health programs. Three hours of lecture and one three-hour laboratory per week.

NRSG _OX 205 Fundamentals of Microbiology with Lab (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.

NRSG _OX 207 Introduction to Clinical Nutrition (3)

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