



# CATALOG

2021-2022

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

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

#### **NONDISCRIMINATION STATEMENT**

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

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

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

# Welcome from the Dean



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

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

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

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



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

We look forward to having you join our community.

Sincerely,

*Linda McCauley*

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

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# About Emory University

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

Emory has many centers for specialized research and study which include The Lillian Carter Center for Global Health and Social Responsibility, The School of Nursing Center for Data Science, the Wound, Ostomy, and Continence Nursing Education Center, the Institute for the Liberal Arts, the Division of Biological and Biomedical Science, the Rollins Center for Church Ministries, the Emory Center for International Studies, the Michael C. Carlos Museum, the Center for Research on Faith and Moral Development, the Center for Ethics, the Center for the Interdisciplinary Study of Law and Religion, 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
- Yerkes National Primate Research Center
- Winship Cancer Institute
- Emory Health care

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

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

## University Mission Statement

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

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

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

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

# About the Nell Hodgson Woodruff School of Nursing

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

**The 2022 U.S. News & World Report ranked the School's Graduate Programs 2nd overall and our Doctor of Nursing Practice program overall ranks 8th.** The table below displays Emory School of Nursing's top 10 rankings for several of our specialty areas.

#3	Master's Nursing Administration
#3	Master's Nurse Practitioner: Family
#4	Master's Nurse Practitioner: Adult/Gerontology, Acute Care
#4	DNP Nurse Practitioner: Pediatric, Acute Care
#5	DNP Nurse Practitioner: Adult/Gerontology, Acute Care
#6	DNP Nurse Practitioner, Family
#6	Master's Nurse Practitioner: Adult/Gerontology, Primary Care
#8	DNP Administration/Management
#8	Master's Nurse Practitioner: Psychiatric/Mental Health, Across the Lifespan

The National Research Council also ranked the School's doctoral program among the nation's best. Emory University has a Carnegie classification of Research University/High Volume, and the NHWSN contributed significantly to that designation; the School currently ranks 5th in NIH funding (\$9.3 M), with overall research funding of \$15.3 M for fiscal year 2020.

## 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 102 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 36 faculty inducted as Fellows of the American Academy of Nursing and another 15 faculty as fellows in other nationally-recognized organizations. The NHWSN also leads Emory in its commitment to achieving a diverse faculty; 27% of the faculty are minority (up from 15% in 2019), and 11% are male (up from 8.4% in 2019). The School is proud of our 8,487+ 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 (D-ABSN) 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) + Master of Science in Nursing (MSN) cohort enrolled 141 students in Summer 2021.

A Post-BSN DNP, Psychiatric Mental Health Nurse Practitioner & Post-graduate Certificate, Psychiatric Mental Health Nurse Practitioner program is under development with a *projected launch date Fall 2022*.

The School of Nursing offers a traditional onsite Bachelor of Science in Nursing (BSN) program; and a Distance-Accelerated BSN (D-ABSN) program. Traditional BSN students also have the opportunity to pursue pathways in disciplines outside of the offerings within the College itself. Students completing a [dual or extended degree program](#) (3+2 program) will graduate with a BA or BS from Emory College of Arts and Sciences while simultaneously graduating from the partner school or college with the relevant award to their chosen field of study. Graduates of the Traditional BSN and D-ABSN programs earn a baccalaureate degree in nursing (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), InEmory MN (spring entry), and MN + MSN (summer entry). The MN + MSN track student has the opportunity to continue directly to the Master of Science in Nursing (MSN) program (MN + MSN) 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 nine (9) specialty areas in our MSN program. Master's degree graduates are qualified to seek certification as nurse practitioners or nurse-midwives. 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/MN to DNP program graduates are qualified to seek certification as nurse practitioners, nurse midwives, or nurse anesthetists. Students will earn a DNP degree following either pathway, post-BSN DNP or post-Master's DNP.

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, and celebrates diversity, and commits to inclusivity. The Nell Hodgson Woodruff School of Nursing draws from its rich history as it fulfills this mission in partnership with its interdisciplinary colleagues in the Woodruff Health Sciences Center and the larger University.

## Our Mission

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

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

## Our Vision

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

## Our Values

- **Excellence:** We achieve outcomes that are significant and distinctive with 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 to the School of Nursing.

## Our Respect Statement

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

We commit to:

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

## Our Commitments

The Nell Hodgson Woodruff School of Nursing will:

- Prepare the next generation of highly competent, inquisitive, and caring nurses.
- Solve critical health issues for 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 equality of all persons-inclusive of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity, or expression, and veteran status.

## Our Strategic Goals

- **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.

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

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

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

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

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

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

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

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

# School of Nursing Directory

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

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

TITLE	NAME	PHONE	EMAIL
<b>OFFICE OF THE DEAN</b>			
Dean	Dr. Linda McCauley	404.272.7975	linda.mccauley@emory.edu
Executive Administrative Assistant to the Dean	TBA	404.727.8141	
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<b>PRE-LICENSURE PROGRAMS</b>			
Assistant Dean for Pre-licensure Education	Dr. Melissa Owen	404.727.5307	mikenne@emory.edu
Traditional BSN Program Director	Dr. Rowena Elliott	404-727-8170	rowena.wade.elliott@emory.edu
Traditional BSN Program Administrator	Emma Fulloon	404.727.9235	emma.fulloon@emory.edu
InEmory MN Program Director	Dr. Bethany Robertson	404-727-5784	bethany.robertson@emory.edu
InEmory MN Program Administrator	Emma Fulloon	404.727.9235	emma.fulloon@emory.edu
MN Program Director	Dr. Terri Ades	404.727.0131	tades@emory.edu
MN Program Administrator	Nicholas Becker	770.401.9423	nbecke3@emory.edu
MN+MSN Program Director	Dr. Terri Ades	404.727.0131	tades@emory.edu
MN+MSN Program Administrator	Nicholas Becker	770.401.9423	nbecke3@emory.edu
Distance ABSN (D-ABSN) Program Director	Dr. Angela Haynes	404.712.4690	ahayne2@emory.edu

Distance ABSN (ABSN) Program Administrator	TBA		
<b>POST-LICENSURE PROGRAMS</b>			
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MSN Program Administrator	Kandice Pampuri	404.712.9243	kandice.pampuri@emory.edu
Adult-Gerontology Acute Care Nurse Practitioner Program Director	Dr. Jennifer Adamski	404.727.4102	jennifer.adamski@emory.edu
Adult-Gerontology Acute Care Nurse Practitioner Assistant Program Director	Dr. Camille Brockett	404.727.4102	Camille.brockett@emory.edu
Adult-Gerontology Primary Care Nurse Practitioner Program Director	Dr. Phyllis Wright	404.727.6417	phyllis.p.wright@emory.edu
Adult-Gerontology Primary Care Nurse Practitioner Assistant Program Director	Dr. Philip Davis	404.727.2427	pvdavis@emory.edu
Family/Emergency Nurse Practitioner Program Director	Dr. Dian Evans	404.727.9678	ddevans@emory.edu
Family/Emergency Nurse Practitioner Assistant Program Director	Dr. Paula Tucker		paula.tucker@emory.edu
Family Nurse Practitioner Program Director	Dr. Desiree Clement	404.727.1167	desiree.clement@emory.edu
Nurse-Midwifery Program Director	Dr. Sara Edwards	404.727.2964	sedwar2@emory.edu
Neonatal Nurse Practitioner Program Director	Dr. Suzanne Staebler	404.727.8148	suzanne.staebler@emory.edu

Neonatal Nurse Practitioner Assistant Program Director	Dr. Tracey Bell		tracey.r.bell@emory.edu
Pediatric Primary Care Nurse Practitioner Program Director	Dr. Imelda Reyes	404.712.9820	imelda.reyes@emory.edu
Pediatric Primary Care Nurse Practitioner Assistant Program Director	Dr. Jeannie Rodriguez	404.727.4241	jeannie.rodriguez@emory.edu
Pediatric Acute Care Nurse Practitioner Program Director	Dr. Ann-Marie Brown	404.727.1403	ann-marie.brown@emory.edu
Women's Health/Gender- Related Nurse Practitioner Program Director	Dr. Trisha Sheridan	404.727.1411	trisha.sheridan@emory.edu
Women's Health/Gender- Related Nurse Practitioner Assistant Program Director	Sharlene Maynor		sharlene.maynor@emory.edu
<b>DNP PROGRAM</b>			
Interim Director of the Doctor of Nursing Practice Program	Dr. Beth Ann Swan		beth.ann.swan@emory.edu
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<b>NURSE ANESTHESIA PROGRAM</b>			
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
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<b>PhD PROGRAM</b>			
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Assistant Dean for Student Affairs	Arnita Howard	404.712.6826	ahoward@emory.edu
Assistant Director of Career Services	Andrew Plush	404.727.7980	aplush@emory.edu
Associate Director of Admission & Financial Aid (Pre-licensure)	Megan Lennox	404.727.6917	megan.lennox@emory.edu
Associate Director of Admission & Financial Aid (Graduate)	Sara Re	404.727.6674	sara.re@emory.edu
Senior Admissions Advisor	TBD		
Academic Support Services Manager	Tinesha Coleman	404.727.7980	Tinesha.coleman@emory.edu
<b>LILLIAN CARTER CENTER FOR GLOBAL HEALTH &amp; SOCIAL RESPONSIBILITY</b>			
Executive Director	Tricia Benson	404.727.3130	tricia.benson@emory.edu or lcc@emory.edu
Assistant Director	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
Global Engagement	David Smith	404.727.3130	dwsmit2@emory.edu
Global Research: Faculty Lead, Associate Professor	Lisa Thompson	404.727.3130	lisa.thompson@emory.edu
Program Coordinator	Sonya Sutton	404.727.3130	sonya.m.sutton@emory.edu

<b>ACADEMIC ADVANCEMENT</b>			
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Sr. Academic Advancement Program Coordinator	Amanda Denzer-King	404.712.8749	adenzer@emory.edu
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<b>OFFICE OF CLINICAL AND COMMUNITY PARTNERSHIPS</b>			
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Director of Clinical Partnerships and Placements	TBA		
Assistant Dean, Clinical Practice Operations	Laika Steiger	404.727.9208	laika.seiger@emory.edu
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Registrar Director of Registration	Sabrena Brown	404.727.3500	sbrown8@emory.edu
<b>COMMUNICATIONS</b>			
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Project Manager	Jennifer Paul	404.712.3473 / 214.404.0733	jennifer.a.paul@emory.edu
Senior Desktop Consultant	Sabir Holmes	404.712.4828	sabir.holmes@emory.edu
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Academic Technology Specialist	Brian Jones	404.437.2271	bcjone6@emory.edu
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Director of Operations	Kaye-Ann Sadler	404.727.8705	ksadler@emory.edu
RESEARCH			
Sr. Associate Dean for Research and Innovation	Dr. Eun-Ok Im	404.712.9805	eun.ok.im@emory.edu

# Religious Holiday Calendar

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

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/clinicals. 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 – 2021-2022

<u>Holiday</u>	<u>Religion</u>	<u>Day</u>
Muharram/Islamic New Year	Islam	Eve August 9 through day August 10, 2021
Ashura	Islam	Eve August 18 through day August 19, 2021
Rosh Hashanah	Judaism	Eve September 6 through September 8, 2021 after nightfall
Yom Kippur	Judaism	Eve September 15 through September 16, 2021 after nightfall
Sukkot, first two days	Judaism	Eve September 20 through September 22, 2021 after nightfall
Arba'een	Islam	Eve September 27 through day September 28
Shemini Atzeret/Simchat Torah	Judaism	Eve September 27 through September 29, 2021 after nightfall
Mawlid an-Nabi	Islam	Eve October 18 through day October 19 , 2021
Diwali	Hinduism	November 4, 2021
Hanukkah	Judaism	Eve November 28 through day December 6, 2021
Christmas	Christianity	December 25, 2021
Christmas	Orthodox Ch	January 7, 2022
Ash Wednesday	Christianity	March 2, 2022
Great Lent Begins	Orthodox Ch	March 7, 2022
Purim	Judaism	Eve March 16 through day March 17, 2022
Good Friday	Christianity	April 15, 2022
Passover, first two days	Judaism	Eve April 15 through April 17, 2022 after nightfall
Holi	Hinduism	Eve March 18 through day March 19, 2022
Passover, last two days	Judaism	Eve April 21 through April 23, 2022 after nightfall
Easter	Christianity	April 17, 2022
Ramadan Begins	Islam	Eve April 2 through day May 2, 2022
Holy Friday	Orthodox Ch.	April 22, 2022
Orthodox Easter	Orthodox Ch	April 24, 2022
Eid al-Fitr	Islam	Eve May 2 through day May 3, 2022
Shavuot	Judaism	Eve June 4 through June 6, 2022 after nightfall
Eid al-Adha	Islam	Eve July 9 through day July13, 2022

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

Blank student forms can be found 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](mailto: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](mailto: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](http://www.opus.emory.edu)



Verifications, loans deferments, etc

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

We are currently in the process of developing a new ticketing system for AY 2021-22.

Notifications will be sent via Emory email when this system is available, and links will be placed on the SON website under Student / Faculty-Staff Resources.

## Deferral of Admission

Deferral of Pre- and Post-Licensure Application: *Admission has been offered to an applicant.*

- The School of Nursing offers admission with the expectation that students will matriculate in the semester specified during the application process. If extraordinary circumstances prevent a student from matriculating, the student may submit a request to defer enrollment for up to one (1) calendar year.
- Deferrals are not automatically granted. The School of Nursing permits programs to accept deferrals on a case-by-case basis. Deferrals must be evaluated and approved by the program director. If granted, the deferral is normally for one year only. Applications for deferral may be requested at [nursingregistrar@emory.edu](mailto:nursingregistrar@emory.edu). In the case of the D-ABSN program, deferrals are granted for 1 semester only.
- Completed applications may be deferred only once per program within one (1) academic year from the initially selected term (i.e., from fall 2021 to spring, summer, or fall 2022).

Deferral of Graduate Enrollment: *Admission has been offered and accepted by the applicant*

- Enrollment in pre- and post-licensure semester courses may be deferred up to one year following the original term of admission due to extenuating circumstances (medical/financial/or personal reasons or delay, or denial of a visa to study in the United States, etc.). The applicant must apply for a deferral by requesting a Deferral Form from [nursingregistrar@emory.edu](mailto:nursingregistrar@emory.edu). Consideration beyond one year requires the submission of a new application and required documentation.
- Circumstances such as employment, enrollment at another institution, funding, or indecisiveness regarding enrollment are not appropriate justifications for requesting deferred enrollment. Under these circumstances, admitted students should complete the withdrawal process.
- All deferrals are subject to program approval. Decisions to approve deferral requests are made carefully, and not all requests may be approved. Program director decisions are final.
- Deadlines to submit deferral requests for a new term:
  - Spring – January 1
  - Summer – May 1
  - Fall – August 1

## 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](mailto: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 (ABSN) 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 D-ABSN 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.
  - D-ABSN 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, InEmory MN, & MN+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 to [nursingregistrar@emory.edu](mailto:nursingregistrar@emory.edu).

**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](mailto: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 blank student forms can be found 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](mailto: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 blank student forms can be found 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](mailto: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 blank student forms can be found 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](mailto: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, [nursingregistrar@emory.edu](mailto: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.

# Nursing 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 all specialty programs, as well as dual degree options. Below is a list of nursing programs and tracks offered at the Nell Hodgson Woodruff School of Nursing. Within this catalog, each program will be described along with a 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 program director for questions about our programs and ways to build your individualized pathway to advance your career in Nursing. Contact information for program 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, D-ABSN, & 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 (D-ABSN)
  - Accelerated BSN (ABSN)\*\*
  - InEmory (ABSN)\*\*
- MN (Master's of Nursing)
  - MN (fall entry)
  - InEmory MN (spring entry)
  - MN + MSN (summer entry)
    - (MN degree portion of the program is pre-licensure, MSN is post-licensure)

*\*\*The ABSN program is no longer open for enrollment. Second-degree students should enroll in the prelicensure Master's of Nursing (MN) program.*

## 2) POST-LICENSURE DEGREES AND TRACKS

- The Accelerated Bachelor of Science in Nursing + Master of Science in Nursing program (AMSN). This program is no longer open for enrollment. Second-degree students should enroll in the Master's of Nursing + Master of Science in Nursing program (MN + MSN).

- Master of Science in Nursing (MSN) by Specialty Areas:
  - Adult/Gerontology Nurse Practitioner–Acute Care (AGACNP)
  - Adult/Gerontology Nurse Practitioner–Primary Care (AGPCNP)
  - Family/Emergency Nurse Practitioner (ENP)
  - Family Nurse Practitioner (FNP)
  - Neonatal Nurse Practitioner (NNP)
  - Nurse-Midwifery (NM)
  - Pediatric Nurse Practitioner–Acute Care (PNP-AC)
  - Pediatric Nurse Practitioner–Primary Care (PNP-PC)
  - Women’s Health/Gender-Related Nurse Practitioner (WHNP)

## Dual Degrees

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

## Post-graduate Certificate Programs

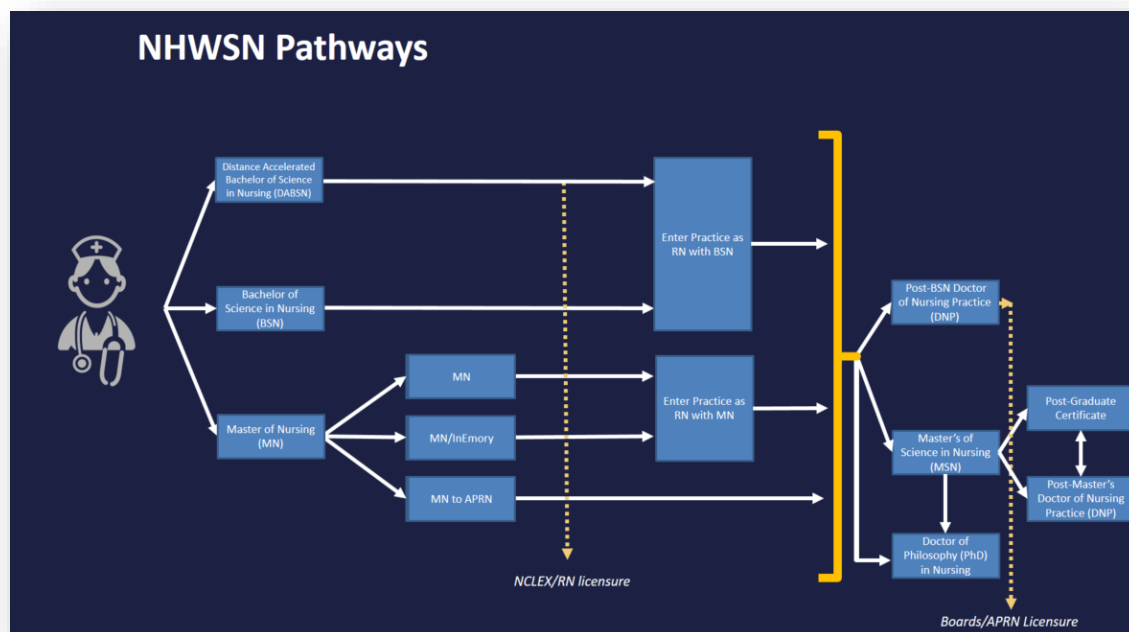
Available in all APRN specialty areas except for Nurse Anesthesia.

## DNP (Doctor of Nursing Practice)

- Post-BSN/MN DNP
  - Selected APRN specialty areas
- Post-Master’s DNP

## PhD (Doctor of Philosophy)

- Post-BSN/MN PhD
- Post-Master’s PhD



# General Education Requirements (GERs)

All first-degree BSN and Distance ABSN (D-ABSN) 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.

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

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.

## 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 2021-2022 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.

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.

# Admission Deadlines and Requirements

<u>Application Deadline</u>	<u>Program</u>	<u>Decision Release</u>
June 1st	Summer/Fall app opens	
	CRNA round 1	
	InEmory round 1	July 16th
	D-ABSN Spring round 1	June 16th
August 2nd	Summer/Fall round 1	August 20th
	D-ABSN Spring round 2	September 15th
	D-ABSN Summer round 1	September 15th
September 1st	CRNA round 2	
	InEmory round 2	October 15th
September 15th	Summer/Fall round 2	October 29th
October 1st	D-ABSN Spring round 3	November 15th
	D-ABSN Summer round 2	November 15th
	D-ABSN Fall round 1	November 15th
December 1st	Summer/Fall round 3	January 14th
January 14th	D-ABSN Summer round 3	February 15th
	D-ABSN Fall round 2	February 15th
January 25th	Summer/Fall round 4	March 18th
March 1st	CRNA 2023 app opens	
	D-ABSN Fall round 3	March 18th

# Pre-licensure Programs

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

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

One of the first steps you can take toward success is familiarizing yourself with this School of Nursing 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. I encourage you to seek their counsel early and often. Finally, on behalf of the pre-licensure faculty and staff, I wish you much success and enjoyment, and I thank you for choosing the Nell Hodgson Woodruff School of Nursing!

Sincerely,

**Melissa Owen, PhD, RN, CNE, FHFA**

Assistant Dean for Pre-licensure Programs and Associate Professor

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

## 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 lab practice. Lab practice includes simulated learning using high and low fidelity exercises. In addition, students participate in professional seminars designed to develop group leadership skills and to introduce students to the roles of the professional nurse. Through creative and individualized learning strategies, the student's nursing education is broadened, enriched, and personalized. Graduates are prepared to meet the requirements for the National Council Licensure Examination (NCLEX-RN) for licensure in the United States.

Prelicensure programs provide a solid educational foundation for post-licensure education (master's- MSN and doctoral- DNP & PhD).

## **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 have the opportunity to participate in a five (5) year dual degree program, earning a Bachelor of Arts or Science (BA or BS) degree from Emory College of Arts and Sciences and a Bachelor of Science in Nursing (BSN) degree from the Nell Hodgson Woodruff School of Nursing. Information on this dual option is available at <http://college.emory.edu/dual-degree/nursing/advising.html>. The traditional BSN 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. The Community Academic Partnership for Primary Care Nursing Transformation (CAPACITY) recruits students to participate in an in-depth preparation for primary care nursing.

### **Distance Accelerated BSN Track**

Students with an earned baccalaureate degree in another field (BA, BS) or higher may enter the Distance ABSN (D-ABSN) track. The D-ABSN track prepares graduates for an entry to practice, nursing generalist role. The program offers enrollment in the fall, spring, and summer semesters. The D-ABSN track of the BSN program is a 3-semester online course of study using active learning strategies. Students complete the majority 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 D-ABSN plan of study includes three semesters of study. Each



semester has two 6-8 week sessions. The D-ABSN 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.

## Onsite Accelerated BSN Options

*The School of Nursing no longer offers enrollment into the onsite Accelerated BSN program track. This includes the fall-entry ABSN track, spring-entry InEmory ABSN track, and the summer-entry AMSN (ABSN + MSN) track.* Enrollment for second-degree students will be into the Master's of Nursing (MN) entry to practice program. This prelicensure program will allow students to earn a master's degree and provide access to graduate-level financial aid funding. At the completion of the program, graduates are eligible to sit for the national licensure examination, NCLEX-RN.

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

Students with an earned baccalaureate in another field (BA, BS) enter one of our three (3) accelerated option programs: the Accelerated BSN (ABSN); InEmory ABSN; & ABSN + MSN (AMSN).

1. The **ABSN** is a 15-month (4 semesters), fall-entry, onsite program for becoming a nurse generalist.
2. The **InEmory ABSN** is also a 15-month (4 semesters) onsite, spring-entry, second-degree program that has the same curriculum as the ABSN. This program is a collaborative initiative with Emory Health care and the School of Nursing whereby graduates are prepared to take a position on an advanced medical-surgical unit within Emory Healthcare upon graduation.
3. The **AMSN** is designed for those students completing the A-BSN portion of the program and wishing to move beyond the nurse generalist role to become an advanced practice registered nurse (refer to MSN section for specialty areas and requirements for entry).

## BSN Graduate Outcomes

The BSN program prepares the graduate to be a generalist in the field of Nursing. Graduates of the BSN program will meet the BSN graduate program outcomes. The AACN Master's Essentials are noted on each BSN course syllabi. The program outcomes are currently under revision to align with *The Essentials: Core Competencies for Professional Nursing Education (2021)*.

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

<b>Competency</b> <b>Definition reflects NHWSN values</b>	<b>BSN Graduate Outcome</b> <b>The BSN graduate will:</b>
<p><b>Systems Leadership:</b> Systems leadership seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional, and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.</p>	<p>Demonstrate leadership in patient-centered care through advocacy and team collaboration.</p>
<p><b>Quality Improvement &amp; Safety:</b> Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.</p> <p><a href="http://qsen.org/competencies/graduate-ksas/">http://qsen.org/competencies/graduate-ksas/</a></p>	<p>Use data to develop, implement and evaluate safe, high-quality patient care.</p>
<p><b>Scholarship and Evidence-Based Practice:</b> Scholarship includes observation, analysis, synthesis, application, and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence-based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.</p>	<p>Interpret current evidence and patient perspective to direct patient care.</p>
<p><b>Information Management:</b> Information management is the use of data, evidence, and technology to support all aspects of nursing practice.</p>	<p>Use information technology to manage knowledge, communicate information, and facilitate decision-making in nursing practice.</p>

<b>Competency</b> <b>Definition reflects NHWSN values</b>	<b>BSN Graduate Outcome</b> <b>The BSN graduate will:</b>
<b>Health Policy, Finance &amp; Advocacy:</b> Health care policies influence the nature and functioning of health care systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.	Define the current health care policy, finance, and regulatory environments and how these entities influence the nature and functioning of the health care system and consideration for practice.
<b>Interprofessional Collaboration:</b> Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high-quality, individualized care to patients, families, and communities.	Work with colleagues on the interdisciplinary health care team using effective interpersonal communication and collaboration to advocate for and promote patient health outcomes.
<b>Clinical Prevention &amp; Population Health:</b> In clinical prevention, nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health.	Apply evidence-based approaches to primary, secondary, and tertiary prevention to optimize health outcomes for individuals, communities, and populations.
<b>Professional Identity:</b> One's professional self-concept is based on attributes, beliefs, and values. The formation of identity is grounded in values and is evidenced by role assumptions and professional behaviors.	Exhibit the judgments and behaviors expected of the generalist nurse.
<b>Nursing Practice:</b> Professional nursing practice is the autonomous, collaborative, and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification.	Practice as a nurse generalist with patients across the lifespan and health continuum.

## Masters of Nursing Degree (MN) Option

The Master's 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; InEmory MN track - spring semester; and MN + MSN track - summer semester. Information on the post-licensure portion of the MN + MSN option is detailed in the MSN section of this catalog. MN+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.

## MN Graduate Outcomes

The graduate of the Master's of Nursing (MN) Program of the Nell Hodgson Woodruff School of Nursing will demonstrate achievement in the following areas:

Competency Definition reflects NHWSN values	MSN Graduate Outcome The MSN graduate will:
<b>Systems Leadership:</b> Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional, and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.	Lead interprofessional teams to design and coordinate safe, cost-effective, quality care for individuals and families.  Exhibit ethical and critical decision making, effective working relationships, and a systems-perspective in the design, delivery, and evaluation of health care.
<b>Quality Improvement &amp; Safety:</b> Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.  <a href="http://qsen.org/competencies/graduate-ksas/">http://qsen.org/competencies/graduate-ksas/</a>	Use quality processes and systematic methods to evaluate, improve care, and insure patient safety for individuals, populations, and systems.

<b>Competency</b> <b>Definition reflects NHWSN values</b>	<b>MSN Graduate Outcome</b> <b>The MSN graduate will:</b>
<b>Scholarship and Evidence-Based Practice:</b> Scholarship includes observation, analysis, synthesis, application, and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence-based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.	Integrate and communicate current evidence, clinical expertise, and patient perspective to inform practice within the clinical setting.
<b>Information Management:</b> Information management is the use of data, evidence, and technology to support all aspects of nursing practice.	Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.
<b>Health Policy, Finance &amp; Advocacy:</b> Health care policies influence the nature and functioning of health care systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.	Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care at all levels, including institutional, local, state, regional, federal, and international levels.
<b>Interprofessional Collaboration:</b> Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high-quality, individualized care to patients, families, and communities.	Collaborate with interdisciplinary health care team members to foster shared decision-making and accountability for patient care outcomes.
<b>Clinical Prevention &amp; Population Health:</b> In clinical prevention, nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health.	Use data to implement actionable prevention or treatment plans to optimize health outcomes for individuals, communities, and populations.

<b>Competency</b> <b>Definition reflects NHWSN values</b>	<b>MSN Graduate Outcome</b> <b>The MSN graduate will:</b>
<b>Professional Identity:</b> One's professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumptions and professional behaviors.	Exhibit the judgment and behaviors of the advanced practice nurse.
<b>Nursing Practice:</b> Professional nursing practice is the autonomous, collaborative and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification.	Practice in an advanced role within the scope of standards defined by each specialty.

# 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 alternative break immersion trips, enhancing your knowledge in various nursing specialties through electives, participating in opportunities to conduct research, and involvement in the many student organizations that exist. Take time to reach out and build relationships with your faculty and fellow nursing students. This is your time to create what your future will look like – make the most of it!

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

Sincerely,

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

BSN Director

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/hybrid course options.
- Full-time option only.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with the majority of didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track.

## 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 pg 28.

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

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

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

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application fee (not required from Oxford College and Emory University applicants).
3. Submit a complete application packet that includes:
  - a. Official College/University transcripts from **all schools** attended regardless if a degree was earned.

- b. Resume including work experience, community service, leadership roles, and research.
  - c. Official standardized test scores based on the following guide- BSN applicant official SAT or ACT or TEAS test scores. Scores must not be more than five (5) years old.
- 4. Emory and Oxford students are auto-admitted if they have a 3.0 cumulative GPA. 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 7<sup>th</sup> 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 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 ([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

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

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

### Objectives

- Increase the number of NHWSN Bachelor of Science in Nursing (BSN) graduates prepared to enter and remain within CBPC and practice to the full scope of license.
- Create and deploy modular professional development programs for RNs working/wanting to work in CBPC settings to practice to the full scope of their licenses and practice effectively in interprofessional teams.
- Create and deploy a hybrid professional development program for clinical instructors and RN preceptors to optimize their skills as educators.
- Implement comprehensive evaluation.

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

Traditional BSN Program – Plan of Study				
Semester 1	Course	Credits	Clinical Hrs	Sim Hs*
NRSG 309	Social Responsibility & Bioethics in Nursing	2	30	
NRSG 310	Pathophysiology for Nurses	3		
NRSG 312	Foundations of Nursing Practice	2		
NRSG 314	Clinical Practicum I	2	60	60
NRSG 322	Health Promotion and Wellness	2		
NRSG 380	Health Assessment	3		60
Semester Total		14	150	60
Semester 2	Course	Credits	Clinical Hrs	Sim Hrs
NRSG 315	Population Health: Community and Public Health Nursing	3	60	
NRSG 320	Pharmacology for Nurses	3		
NRSG 326	Acute and Chronic Care	3		
NRSG 391	Clinical Practicum: Adult Medical Surgical Care	1.5	75	7.5
NRSG 394	Clinical Practicum: Pediatrics	1.5	60	30
NRSG 328	Pediatric Nursing	2		
NRSG 371	Evidence Based Practice for Nurses	2		
Semester Total		16	195	45
Semester 3	Course	Credits	Clinical Hrs	Sim Hrs
NRSG 330	Clinical Integration	2		
NRSG 408	Maternity and Reproductive Health Nursing	2		
NRSG 392	Clinical Practicum: Maternity and Reproductive Health	1.5	60	30
NRSG 393	Clinical Practicum: Mental Health	1.5	60	30
NRSG 411	Mental Health Nursing	2		
NRSG 416	Perspectives in Professional Nursing	3		
NRSG XXX	Elective	2		
Semester Total		14	140	60
Semester 4	Course	Credits	Clinical Hrs	Sim Hrs
NRSG 422	Palliative Care & Difficult Conversations	2		
NRSG 425	Becoming a Professional Nurse	2		
NRSG 430	Nursing in Complex Care Situations	3		
NRSG 431	Clinical Practicum IV	4	150	30
NRSG 432	Ambulatory Care	3	30	30
NRSG XXX	Elective	2		
Semester Total		16	180	60
Program Total		60	665	225

\*Denotes total hours, not contact hours. Simulation uses a 1:2 ratio for clinical hours.



## 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.

# Accelerated Bachelor of Science in Nursing (ABSN)

## Introduction

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

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

## Facts:

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

*Please review your OPUS report for updates on course delivery and clinical placement prior to the start of each semester.*

## ABSN Prerequisite Requirements & Emory Nursing GERs (Refer to BSN section)

<b>Accelerated BSN Program – Plan of Study</b>				
<b>Semester 1</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs</b>
NRSG 309	Social Responsibility & Bioethics in Nursing	2	25	
NRSG 310	Pathophysiology for Nurses	3		
NRSG 312	Foundations of Nursing Practice	2		
NRSG 314	Clinical Practicum I	2	60	60
NRSG 322	Health Promotion and Wellness	2		
NRSG 380	Health Assessment	3		60
<b>Semester Total</b>		<b>14</b>	<b>175</b>	
<b>Semester 2</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs</b>
NRSG 315	Population Health: Community and Public Health Nursing	3	60	
NRSG 320	Pharmacology for Nurses	3		
NRSG 326	Acute and Chronic Care	3		
NRSG 391	Clinical Practicum: Adult Medical Surgical Care	1.5	75	15
NRSG 394	Clinical Practicum: Pediatrics	1.5	60	30
NRSG 328	Pediatric Nursing	2		
NRSG 371	Evidence Based Practice for Nurses	2		
<b>Semester Total</b>		<b>16</b>	<b>200</b>	
<b>Semester 3</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs</b>
NRSG 330	Clinical Integration	2		
NRSG 392	Clinical Practicum: Maternity and Reproductive Health	1.5	60	30
NRSG 393	Clinical Practicum: Mental Health	1.5	60	30
NRSG 408	Maternity and Reproductive Health Nursing	2		
NRSG 411	Mental Health Nursing	2		
NRSG 416	Perspectives in Professional Nursing	3		
NRSG XXX	Elective	2		
<b>Semester Total</b>		<b>14</b>	<b>150</b>	
<b>Semester 4</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs</b>
NRSG 422	Palliative Care & Difficult Conversations	2		
NRSG 425	Becoming a Professional Nurse	2		
NRSG 430	Nursing in Complex Care Situations	3		
NRSG 431	Clinical Practicum IV	4	150	30
NRSG 432	Ambulatory Care	3	30	30
NRSG XXX	Elective	2		
<b>Semester Total</b>		<b>16</b>		
<b>Program Total</b>		<b>60</b>		

## InEmory Accelerated Bachelor of Science in Nursing (ABSN)

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

### Introduction

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

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

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

## Welcome from the Distance ABSN Program Director

Welcome to the Nell Hodgson Woodruff School of Nursing (NHWSN) at Emory University. The Distance-ABSN program is one of the pre-licensure nursing program options at the NHWSN but is unique in that it is the only remote offering in undergraduate nursing studies. The program admits students each semester to a fast-paced, three-semester plan of study and remains a very popular option for students outside the Atlanta area desiring the Emory Experience. The program was designed to address the national nursing shortage. Students complete coursework and many clinical experiences remotely and participate in required on-campus intensives with Emory faculty. The investment in local nurses to remain in their local communities is a key priority for the program.

Students actively engage with faculty for course instruction and complete a required initial on-campus clinical intensive including simulated learning, laboratory, and hospital clinical rotations and an end-of-program required on-campus intensive. Most remaining clinical experiences include student placements in their home communities with opportunities to participate in a global clinical immersive course. Clinical placements outside the required on-campus intensives are secured in student home settings as possible, but students may be invited to return to Atlanta for clinical learning if local placements are not available. The program does not guarantee any clinical placements, either locally or in Atlanta and students may not progress until all clinical and course requirements are satisfactorily completed. To date, no student has been required to stay in the program longer than 3 semesters due to clinical placement issues, despite the impacts of the pandemic.

Many of the second-degree students admitted to the Distance-ABSN program have rich and varied prior work and life experiences prior to joining the D-ABSN program. This diversity enhances the environment where students learn from not only dedicated program faculty but from their classmates. Best of all, students are well positioned for success after completing the program. Our graduates have passed the nursing licensing exam at a rate of 94% and are working as nurses in quality health care settings around the country. We look forward to you adding your success to our enviable record.

Welcome to Nursing at Emory!

Sincerely,

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

Distance Accelerated BSN Program Director

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

## Introduction

Emory University's Distance Accelerated BSN (D-ABSN) 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 D-ABSN program is a full-time program of study that allows students to earn a nursing degree in less time than a typical program. As part of a team-based learning community, students engage via the internet in learning designed to develop sound clinical 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 take at Emory's, 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 Master's of Nursing (MN) program. The Accelerated Distance BSN (D-ABSN) program is a full-time, rigorous, fast-paced distance program. Please reach out to the program director for any questions you may have when making your decision to enter the D-ABSN program.

### Facts:

- The degree earned is a BSN, completed in three (3) continuous semesters of enrollment.
- A required online orientation is offered prior to the beginning of the academic semester.
- Classes are offered online with required synchronous/asynchronous sessions and 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.

**Refer to Emory Nursing General Education & Prerequisite Requirements on page 36.**

A total of 72 credits made up of prerequisites, GERs, and other college/university courses must be added to the transcript to begin the D-ABSN track.

**Refer to Technical Standards for Nursing Applicants and Enrolled Students on pages 51-52.**

## 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 before starting classes.

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

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

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay an application fee.
3. Submit a complete application packet that includes:
  - a. Official College/University transcripts from a regionally accredited University. Official transcripts from **all schools** an applicant has attended must be submitted regardless if a degree was earned. A minimum GPA of 3.2 in the last two (2) years of undergraduate work.
  - b. Resume including work experience, community service, leadership roles, and research.
  - c. Personal statement with goals (350 word limit).
  - d. Official standardized test scores 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 D-ABSN applicants.
4. Students are reviewed for admission using a holistic process considering a student's academic performance, background, and experiences.

## Post-admission Requirements:

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

1. Proof of having successfully completed the prerequisites with a C grade or better.
  - Students have 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. Refer to Technical Standards on pp. 51-52.

### **D-ABSN 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

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

# Master of Nursing (MN) Entry to Practice

## Welcome from the MN Program Director

The Master's 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.

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

The program is rigorous, and it requires all of your time and energy for the next four semesters. We know that you are entering the program during the most unprecedented time that most of us have ever faced – during the COVID-19 pandemic. As we transition our courses back to campus, our faculty have worked hard to make the necessary changes to continue to provide the same quality education that is expected of Emory University. We have found that by working together we can get through any challenge.

Sincerely,

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

MN Program Director and MN+MSN Program Director

[tades@emory.edu](mailto: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).
- The MN course load is nine (9) credit hours per semester to be considered full-time. Most students take more than 9 hours of coursework per semester.
- Program delivery: the majority of classes are in-person with some courses hybrid
- Full-time option only.
- Students may enroll in the fall (MN), spring (InEmory), or summer (MN + MSN)

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

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

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

**Post-admission Requirements:**

Prior to enrollment, each applicant accepted into the 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 48.**

**Refer to Technical Standards for Nursing Applicants and Enrolled Students on pages 51-52.**

**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 2.75.

<b>MN Program – Plan of Study (Fall Entry)</b>				
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs*</b>
NRSG 502MN	Physiology/Pathophysiology for Nursing Practice	3		
NRSG 508MN	Pharmacology for Nursing Practice	3		
NRSG 510MN	Art & Science of Nursing Practice	3		
NRSG 525MN	Health Assessment and Physical Examination	3		30
NRSG 527MN	Foundations of Practice Practicum	2	60	30
<b>Semester Total</b>		<b>14</b>	<b>60</b>	<b>60</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs</b>
NRSG 539MN	Optimal Wellness Across the Lifespan	2		
NRSG 533MN	Adult and Geriatric Nursing	4		
NRSG 534MN	Adult and Geriatric Practicum	1.5	75	7.5
NRSG 542MN	Evidence Based Practice for the Professional Nurse	3		
NRSG 606MN	Pediatric Nursing	3		
NRSG 607MN	Pediatric Practicum	1.5	60	15
<b>Semester Total</b>		<b>15</b>	<b>135</b>	<b>22.5</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs</b>
NRSG 536MN	Mental Health Nursing	2.5		
NRSG 537MN	Mental Health Practicum	1.5	60	15
NRSG 604MN	Maternity and Reproductive Health Nursing	2.5		
NRSG 605MN	Maternity Practicum	1.5	60	15
NRSG 608MN	Public Health Nursing	2		
NRSG 609MN	Public Health Practicum	1	60	
NRSG 617MN	Data Utilization for Nursing Practice	2		
NRSG 681MN	Professional Nursing: Issues and Trends	2		
<b>Semester Total</b>		<b>15</b>	<b>180</b>	<b>30</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs</b>
NRSG 541MN	Palliative Care	2		
NRSG 616MN	Foundations Healthcare Quality and Safety	3		
NRSG 647MN	Nursing in Complex Care Situations	3		
NRSG 648MN	Transition to Nursing Practice	3	132	9
NRSG 675MN	Population Management and Care Transitions	2		
NRSG 676MN	Care Transitions Practicum	1	24	36
NRSG 679MN	Professional Leadership & Policy Integration for Nursing Practice	2		
<b>Semester Total</b>		<b>16</b>	<b>156</b>	<b>45</b>
<b>Program Total</b>		<b>60</b>	<b>531</b>	<b>157.5</b>

\*Denotes simulation contact hours. Simulation uses a 1:2 ratio for simulation contact to total clinical hours.

## InEmory Master of Nursing (MN)

### Welcome from the InEmory MN Program Director

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

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

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

Sincerely,

**Bethany Robertson, DNP, CNM, FNAP**

InEmory MN Program Director

Associate Professor, Clinical

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

### Introduction

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

**Refer to Prerequisite Requirement on page 48.**

**Refer to Technical Standards for Nursing Applicants and Enrolled Students on page 51-52.**

<b>InEmory MN Program – Plan of Study (Spring Entry)</b>				
<b>Semester 1 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs.</b>	<b>Sim Hrs.*</b>
	NRSG 502MN	Physiology/Pathophysiology for Nursing Practice	3	
	NRSG 508MN	Pharmacology for Nursing Practice	3	
	NRSG 510MN	Art & Science of Nursing Practice	3	
	NRSG 525MN	Health Assessment and Physical Examination	3	30
	NRSG 527MN	Foundations of Practice Practicum	2	60
<b>Total</b>		<b>14</b>	<b>60</b>	<b>60</b>
<b>Semester 2 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs.</b>	<b>Sim Hrs.</b>
	NRSG 539MN	Optimal Wellness Across the Lifespan	2	
	NRSG 542MN	Evidence Based Practice for the Professional Nurse	3	
	NRSG 604MN	Maternity and Reproductive Health Nursing	2.5	
	NRSG 605MN	Maternity Practicum	1.5	60
	NRSG 606MN	Pediatric Nursing	3	
	NRSG 607MN	Pediatric Practicum	1.5	60
	NRSG 681MN	Professional Nursing: Issues and Trends	2	
<b>Total</b>		<b>15.5</b>	<b>120</b>	<b>30</b>
<b>Semester 3 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs.</b>	<b>Sim Hrs.</b>
	NRSG 533MN	Adult and Geriatric Nursing	4	
	NRSG 534MN	Adult and Geriatric Practicum	1.5	75
	NRSG 536MN	Mental Health Nursing	2.5	
	NRSG 537MN	Mental Health Practicum	1.5	60
	NRSG 608MN	Public Health Nursing	2	
	NRSG 609MN	Public Health Practicum	1	60
	NRSG 616MN	Foundations Healthcare Quality and Safety	3	
		Optional Elective		
<b>Total</b>		<b>15.5</b>	<b>195</b>	<b>22.5</b>
<b>Semester 4 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs.</b>	<b>Sim Hrs.</b>
	NRSG 541MN	Palliative Care	2	
	NRSG 617MN	Data Utilization for Nursing Practice	2	
	NRSG 647MN	Nursing in Complex Care Situations	3	
	NRSG 648MN	Transition to Nursing Practice	3	132
	NRSG 675MN	Population Management and Care Transitions	2	
	NRSG 676MN	Care Transitions Practicum	1	24
	NRSG 679MN	Professional Leadership & Policy Integration for Nursing Practice	2	
		Optional Elective		
<b>Total</b>		<b>15</b>	<b>156</b>	<b>45</b>
<b>Program Total</b>		<b>60</b>	<b>531</b>	<b>57.5</b>

\*Denotes simulation contact hours. Simulation uses a 1:2 ratio for simulation contact to total clinical hours.



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

## Welcome from the Program Director

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

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

## Introduction

The MN + MSN program is designed for students with a bachelor's degree in another discipline to provide a faster track to becoming an advanced practice nurse whether that be a nurse practitioner in one of our specialty tracks or a nurse-midwife. MN + MSN students first complete the 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+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:

- The degrees earned are an MN (pre-licensure) and an MSN (post-licensure).
- 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.
- Complete eight (8) semesters of continuous enrollment.
- The MN+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.

- 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.
- Some specialty options require additional nursing experience prior to entry.\*\*
- Full-time option only.

*\*\*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 48.**

**Refer to Technical Standards for Nursing Applicants and Enrolled Students on pages 51-52.**

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

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

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

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

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

1. Proof of having successfully completed the prerequisites with a C grade or better (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](http://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/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.

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

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

### **MN Graduation Requirements:**

- Completion of all nursing prerequisite requirements.
- Completion of 60 semester hours of the MN plan of study, of which 45 semester hours must be taken at Emory University.
- Completion of program requirements within five (5) years of the first semester enrolled in the program.
- Cumulative GPA of 2.75.
- Cumulative GPA of 3.0 or higher is required to progress to the MSN program. *A student with a cumulative GPA less than 3.0 or who fails to complete the plan of study in 4 consecutive semesters must apply to the MSN program directly for admission. Admission is granted on a competitive/space available basis. Students completing the MN program and instead 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 minimum of 36 semester hours of graduate coursework is required to receive a Master of Science in Nursing. Specialty programs leading to a Master's degree require considerably more

coursework than the minimum listed below. The fulfillment of coursework alone does not lead to a Master's degree. Credit hours in excess of 36 semester hours may be transferrable if they meet transfer credit criteria.

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

<b>MN + MN Program – Plan of Study (Summer Entry)</b>				
<b>Semester 1 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs*</b>
NRSG 502MN	Physiology/Pathophysiology for Nursing Practice	3		
NRSG 508MN	Pharmacology for Nursing Practice	3		
NRSG 510MN	Art & Science of Nursing Practice	3		
NRSG 525MN	Health Assessment and Physical Examination	3		30
NRSG 527MN	Foundations of Practice Practicum	2	60	30
<b>Semester Total</b>		<b>14</b>	<b>60</b>	<b>60</b>
<b>Semester 2 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs</b>
NRSG 533MN	Adult and Geriatric Nursing	4		
NRSG 534MN	Adult and Geriatric Practicum	1.5	75	7.5
NRSG 539MN	Optimal Wellness Across the Lifespan	2		
NRSG 542MN	Evidence Based Practice for the Professional Nurse	3		
NRSG 606MN	Pediatric Nursing	3		
NRSG 607MN	Pediatric Practicum	1.5	60	15
<b>Semester Total</b>		<b>15</b>	<b>135</b>	<b>22.5</b>
<b>Semester 3 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs</b>
NRSG 536MN	Mental Health Nursing	2.5		
NRSG 537MN	Mental Health Practicum	1.5	60	15
NRSG 604MN	Maternity and Reproductive Health Nursing	2.5		
NRSG 605MN	Maternity Practicum	1.5	60	15
NRSG 608MN	Public Health Nursing	2		
NRSG 609MN	Public Health Practicum	1	60	
NRSG 617MN	Data Utilization for Nursing Practice	2		
NRSG 681MN	Professional Nursing: Issues and Trends	2		
<b>Semester Total</b>		<b>15</b>	<b>180</b>	<b>30</b>
<b>Semester 4 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>Sim Hrs</b>
NRSG 541MN	Palliative Care	2		
NRSG 616MN	Foundations Healthcare Quality and Safety	3		
NRSG 647MN	Nursing in Complex Care Situations	3		
NRSG 648MN	Transition to Nursing Practice	3	132	9
NRSG 675MN	Population Management and Care Transitions	2		
NRSG 676MN	Care Transitions Practicum	1	24	36
NRSG 679MN	Professional Leadership & Policy Integration for Nursing Practice	2		
<b>Semester Total</b>		<b>16</b>	<b>156</b>	<b>45</b>
<b>Program Total</b>		<b>60</b>	<b>531</b>	<b>157.5</b>

\*Denotes simulation contact hours. Simulation uses a 1:2 ratio for simulation contact to total clinical hours.

# Graduate Clinical Programs

## Welcome from the Assistant Dean of Graduate Clinical Programs

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

Sincerely,

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

Assistant Dean of Graduate Clinical Programs

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

## Master of Science in Nursing

### Introduction

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

## MSN Mission, Vision and Values

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

## Master's Graduate Outcomes

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

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

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



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

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

### 1. The Master's of Nursing + Master of Science in Nursing program (MN + MSN).

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

This fast-track program begins each summer, allowing students to earn 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 program 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 be 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 hybrid and online options.

The MSN program requires four (4) semesters of full-time study (fall, spring, summer, fall). Part-time options are available. 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 53 semester hours depending on the selected specialty

area. Some specialty areas require prior nursing practice in designated areas to enroll. We offer nine (9) specialty areas 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.

Pending approval by our Board of Trustees and regional accreditor (SACSCOC), we will offer an MSN degree in Psychiatric Mental Health Nursing beginning fall 2022. 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/Emergency Nurse Practitioner*	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)
Nurse-Midwifery	American Midwifery Certification Board (AMCB)
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)
*Candidates for the Family/Emergency Nurse Practitioner certification must first be certified as a Family Nurse Practitioner. Graduates of the Family/Emergency Nurse Practitioner program will be eligible to sit for both examinations.	

# Master's of Science in Nursing (MSN)

## Facts:

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

\*The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

## Prerequisite Requirements:

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

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

## To be considered for admission, applicants must:

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application fee (not required from Emory University applicants).
3. Submit a complete application packet that includes:
  - a. Official College/University transcripts from **all schools** attended regardless if a degree was earned.
  - b. An official transcript showing a bachelor's / 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](http://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:**

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

To promote seamless academic progression toward a terminal doctoral degree, the Nell Hodgson Woodruff School of Nursing sets minimum requirements for a master's degree. A minimum of 36 semester hours of graduate coursework is required to receive a master of science in nursing. Specialty programs offering a terminal master's degree require considerably

more coursework than the minimum listed below. The fulfillment of coursework alone does not lead to a master's degree. Credit hours in excess of 36 may be transferrable if they meet transfer credit criteria.

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

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

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

## 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,

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

Adult-Gerontology Acute Care Nurse Practitioner, Director

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

#### Introduction

The Adult/Gerontology Acute Care Nurse Practitioner (AGACNP) program prepares nurses to provide advanced practice in acute care settings through a program of study focused on the care of acutely ill patients and complex chronically ill patients and their families. The program integrates content in advanced health assessment, clinical decision-making and diagnosis, advanced pharmacology, and management of acutely ill adults with specialty seminars taught by expert clinicians. Seminars and clinical experiences emphasize the physiological and psychosocial impact of acute illness on the patient and family. Graduates are prepared to sit for the Adult-Gerontology Acute Care Nurse Practitioner certification exam administered by the American Nurses Credentialing Center (ANCC) or American Association of Critical Care Nurses (AACN) board exam. Please contact the 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\*: The majority of courses are online synchronous/asynchronous with some onsite requirements on the Atlanta Campus, Emory University.
- Full-time and part-time options available.

- A minimum of one (1) year of RN experience, preferably in a critical care setting, is needed prior to admission to this program. Speak with the program director to determine how you may begin part-time coursework post-BSN for admission into this program.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.



<b>Adult/Gerontology Acute Care Nurse Practitioner MSN Program – Plan of Study</b>			
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 574	Advanced Cardiovascular Diagnostics & Management for the APRN	2	
NRSG 576	Introduction to Clinical Specialty: Adult/Gerontology Acute Care Nurse Practitioner	2	60
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 519	Acute and Complex Chronic Disease Management for the AGACNP I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 668	Adult/Gerontology Acute Care Nurse Practitioner I	1	
NRSG 603	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum I	3	180
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 520	Acute and Complex Chronic Disease Management for the AGACNP II	2	
NRSG 591	Healthcare Quality and Patient Safety	3	
NRSG 652	Integrated Behavioral Health for APRNs	2	
NRSG 669	Adult/Gerontology Acute Care Nurse Practitioner II	1	
NRSG 604	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum II	4	240
<b>Semester Credit Hours</b>		<b>12</b>	<b>240</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 684	Innovative Leadership & Policy	3	
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 670	Adult/Gerontology Acute Care Nurse Practitioner III	1	
NRSG 605	Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum III	6	360
<b>Semester Credit Hours</b>		<b>12</b>	<b>360</b>
<b>Program total</b>		<b>48</b>	<b>840</b>

## Adult/Gerontology Primary Care Nurse Practitioner Specialty

### Welcome from the Director

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

Our clinical focus relies on relationship building and patient empowerment. We diagnose, treat, relieve, and assist those patients entrusted to our care using the holistic approaches of allopathic and homeopathic medicine. It is often said that Adult Gerontology Primary Care Nurse Practitioners do things *with* the patients instead of *to* the patients.

Please do not hesitate to contact us for further information about our Adult Gerontology Primary Care Nurse Practitioner program.

Sincerely,

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

**Philip Davis, DNP, AGPCNP, MBA**

Adult-Gerontology Primary Care Nurse Practitioner, Directors

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

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

### 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\*: specialty tracks vary in the program delivery mode (online/onsite) and onsite requirements. All programs have some onsite requirements. Check with the program director and on the School of Nursing website for specialty-program specific information.
- Full-time and part-time options available.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

<b>Adult/Gerontology Primary Care Nurse Practitioner MSN Program – Plan of Study</b>			
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
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
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 671	Adult/Gerontology Primary Care Nurse Practitioner I	1	
NRSG 606	Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum I	4	240
<b>Semester Credit Hours</b>		<b>13</b>	<b>240</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
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	
<b>Semester Credit Hours</b>		<b>12</b>	<b>240</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
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
<b>Semester Credit Hours</b>		<b>12</b>	<b>240</b>
<b>Program Total</b>		<b>49</b>	<b>780</b>

## Family/Emergency Nurse Practitioner Specialty

### Welcome from the Director

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 now has 150 graduates providing comprehensive, quality care in primary, urgent, and emergency care settings across the country. ENP alumni serve as faculty and preceptors throughout Georgia, offering ENP students excellent mentorship within our specialty. The Emory ENP program is unique in that we are the only ENP program in the country dedicated to interprofessional preparation. We partner ENP students with emergency medicine residents to promote team skills and collaboration in core clinical and classroom experiences. Graduates completing this rigorous and intensive program are eligible for certification as an FNP with additional specialty certification as an ENP.

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

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

Sincerely,

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

Family/Emergency Nurse Practitioner, Director

[ddevans@emory.edu](mailto:ddevans@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. Since the Family/Emergency Nurse Practitioner program requires prior experience in emergency nursing, disaster/crisis management, military service, or related work experience please, contact the Program Director for additional information on prior practice requirements.

**Facts:**

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

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

<b>Family/Emergency Nurse Practitioner MSN Program – Plan of Study</b>			
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
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	
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 577	Family/Emergency Nurse Practitioner I: Clinical Decision-Making in Emergency Care	3	
NRSG 583	Family/Emergency Nurse Practitioner Clinical Practicum I	2	120
<b>Semester Credit Hours</b>		<b>15</b>	<b>120</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 579	Family/Emergency Nurse Practitioner II: Medical Emergencies	3	
NRSG 584	Family/Emergency Nurse Practitioner Clinical Practicum II	4	240
NRSG 652	Integrated Behavior Health for APRNS	2	
NRSG 591	Healthcare Quality and Patient Safety	3	
<b>Semester Credit Hours</b>		<b>14</b>	<b>240</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 580	Family/Emergency Nurse Practitioner III: Traumatic Emergencies	3	
NRSG 585	Family/Emergency Nurse Practitioner Clinical Practicum III	6	360
NRSG 684	Innovative Leadership & Policy in Advanced Nursing Practice Roles	3	
<b>Semester Credit Hours</b>		<b>12</b>	<b>360</b>
<b>Program Total</b>		<b>53</b>	<b>780</b>

## Family Nurse Practitioner Specialty

### Welcome from the Director

Welcome future Family Nurse Practitioner (FNP) students! Thank you for your interest in our program. The FNP faculty takes great pride in offering an excellent graduate FNP program, and we are excited that so many of our graduates and colleagues share this opinion. The FNP program is the largest and most popular advanced practice specialty program we offer at the School of Nursing. Currently, it is ranked #2 nationally by US News and World Report (2021).

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.

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

Sincerely,

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

Family Nurse Practitioner, Director

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

### Introduction

The Family Nurse Practitioner (FNP) program prepares advanced practice nurses for the challenges of primary health care in diverse settings. The program provides students with didactic content related to the role of the FNP, including clinical courses, basic science, ethics, leadership, research, and other topics; clinical rotations focus on outpatient-based health care. Emory FNP graduates assume responsibility for 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\*: The majority of courses are face-to-face with some online/hybrid delivery.
- This is a full-time program that starts in the fall semester every year. For a part-time plan of study, please contact the specialty director.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with the many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

Family Nurse Practitioner MSN Program – Plan of Study			
Semester 1 (Fall)	Course	Credits	Clinical Hrs
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

## Nurse-Midwifery Specialty

### Welcome from the Director

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

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

Nurse-Midwifery, Director

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

### Introduction

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

### Facts

- The degree earned is an MSN.
- The Plan of Study requires 50-51 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment, full-time.
- The Nurse Midwife course load is nine (9) credit hours or more per semester to be considered full-time.
- Program delivery\*: The majority of courses are face-to-face with some online/hybrid delivery.
- Full-time and part-time options available.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic

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

<b>Nurse-Midwifery MSN Program – Plan of Study</b>			
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 560	Embryology & Developmental Anatomy	1	
NRSG 576	Introduction to Clinical Specialty: Nurse Midwifery	2	20
NRSG 614	Human Lactation and Breastfeeding Management	2	
NRSG 523*	<i>Extended Role Transition for the BSN-Prepared Nurse Entering the APRN Profession</i>	1	60
<b>Semester Credit Hours</b>		<b>13-14</b>	<b>20-80</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 561	Nurse Midwifery I	5	180
<b>Semester Credit Hours</b>		<b>13</b>	<b>180</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 518	Management of Acute and Chronic Illness II	2	
NRSG 591	Healthcare Quality and Patient Safety	3	
NRSG 652	Integrated Behavior Health for APRNS	2	
NRSG 630	Nurse Midwifery II	5	180
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 684	Innovative Leadership & Policy in Advanced Nursing Practice Roles	3	
NRSG 657	Palliative Care Across the Spectrum	2	
NRSG 631	Nurse Midwifery III	5	240
NRSG 678	Gender, Women, and Health	2	
<b>Semester Credit Hours</b>		<b>12</b>	<b>240</b>
<b>Program Total</b>		<b>50-51</b>	<b>620-680</b>

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

## Neonatal Nurse Practitioner Specialty

### Welcome from the Director

Emory offers the only Neonatal Nurse Practitioner (NNP) program in the state of Georgia and the immediate southeastern region of the US. I am Suzanne Staebler and privileged to 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 more than 700 hours of direct patient care across the continuum of care as students 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 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,

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

Neonatal Nurse Practitioner, Director

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

### Introduction

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

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

### Program Specific Admission Requirements:

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

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

**Facts:**

- The degree earned is an MSN.
- The Plan of Study requires 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\*: The majority of courses are hybrid with face-to-face intensives on-campus 1-2 times a semester.
- Full-time and part-time options available.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

Neonatal Nurse Practitioner MSN Program – Plan of Study			
Semester 1 (Fall)	Course	Credits	Clinical Hrs
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 554	Advanced Neonatal and Pediatric Health Assessment	3	
NRSG 552	Staying Healthy in Neonates/Infants: Intro to Clinical Specialty	3	60
NRSG 560	Embryology and Developmental Anatomy	1	
Semester Credit Hours		12	60
Semester 2 (Spring)	Course	Credits	Clinical Hrs
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 522	Advanced Pharmacology	3	
NRSG 556	Advanced Neonatal Issues I	3	
NRSG 651	Neonatal Nurse Practitioner I	1	
NRSG 609	Neonatal Nurse Practitioner Clinical Practicum I	3	180
Semester Credit Hours		13	180
Semester 3 (Summer)	Course	Credits	Clinical Hrs
NRSG 557	Advanced Neonatal Issues II	4	
NRSG 653	Neonatal Nurse Practitioner II	1	
NRSG 610	Neonatal 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 703D	Epidemiology for Advanced Nursing Practice	2	
NRSG 684	Innovative Leadership & Policy in Advanced Nursing Practice Roles	3	
NRSG 654	Neonatal Nurse Practitioner III	1	
NRSG 611	Neonatal Nurse Practitioner Clinical Practicum III	5	300
Semester Credit Hours		11	300
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, CCRN, FCCM**

Pediatric Acute Care Nurse Practitioner, Director

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

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

Pediatric Primary Care Nurse Practitioner, Director

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

**Jeannie Rodriguez, PhD CPNP-PC**

Pediatric Primary Care Nurse Practitioner, Assistant Director

[jeannie.rodriguez@emory.edu](mailto: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 health care settings. Graduates will provide direct patient care management such as performing in-depth physical assessments, ordering and interpreting results of laboratory and diagnostic tests, and ordering medications and performing therapeutic treatments. Management of health and developmental needs of infants, children, adolescents, and their families is also emphasized. Management of health and developmental needs of children and their families is also included. Students complete at least 660 hours of directly supervised clinical practice and are eligible for pediatric nurse practitioner certification through the Pediatric Nursing Certification Board (PNCB).

### Program Specific Admission Requirements:

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

### Facts:

- The degree earned is an MSN.
- The Plan of Study requires 47 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment, full-time.
- The PNP-AC course load is nine (9) credit hours or more per semester to be considered full-time.
- Program delivery\*: The majority of courses are online synchronous/asynchronous, and may include onsite intensives. Dates for onsite intensives are published in advance to help students arrange their work schedules.
- Full-time and part-time options available.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

<b>Pediatric Acute Care Nurse Practitioner MSN Program – Plan of Study</b>			
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 524	Becoming an APRN	2	
NRSG 554	Advanced Neonatal & Pediatric Health Assessment	3	
NRSG 547	Staying Healthy in Pediatrics: Intro to Clinical Specialty	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	
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 661	Pediatric Acute Care Nurse Practitioner I	1	
NRSG 616	Pediatric Acute Care Nurse Practitioner Clinical Practicum I	3	180
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
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	
<b>Semester Credit Hours</b>		<b>12</b>	<b>240</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
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
<b>Semester Credit Hours</b>		<b>11</b>	<b>300</b>
<b>Program Total</b>		<b>47</b>	<b>780</b>

## **Pediatric Nurse Practitioner Primary Care Specialty**

### **Introduction**

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

### **Facts:**

- The degree earned is an MSN.
- The Plan of Study requires 47 semester hours to graduate.
- Complete in four (4) semesters of continuous enrollment, full-time.
- The PNP-PC course load is nine (9) credit hours or more per semester to be considered full-time.
- Program delivery\*: The majority of courses are face-to-face with some online/hybrid delivery and onsite intensives.
- Full-time and part-time options available.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

<b>Pediatric Primary Care Nurse Practitioner (PNP-PC) MSN Program – Plan of Study</b>			
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 524	Becoming an APRN	2	
NRSG 554	Advanced Neonatal & Pediatric Health Assessment	3	
NRSG 547	Staying Healthy in Pediatrics: Intro to Clinical Specialty	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	
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 545	Advanced Pediatric Practice I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 664	Pediatric Primary Care Nurse Practitioner I	1	
NRSG 619	Pediatric Primary Care Nurse Practitioner Clinical Practicum I	3	180
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
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	
<b>Semester Credit Hours</b>		<b>12</b>	<b>240</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
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
<b>Semester Credit Hours</b>		<b>11</b>	<b>300</b>
<b>Program Total</b>		<b>47</b>	<b>780</b>

## Women's Health/Gender-Related Nurse Practitioner Specialty

### Welcome from the Director

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

Sincerely,

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

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

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

### Introduction

The Women's Health/Gender-Related Nurse Practitioner (WHNP) program prepares nurses to deliver primary care to women throughout their life span. The program is based on in-depth knowledge of theory, pathophysiology, research utilization, pharmacotherapeutics, and clinical decision-making skills. Program emphasis is on the primary care of women, including reproductive-gynecologic health. The WHNP program requires 44 credit hours and may be completed in four (4) semesters of full-time study or may be pursued part-time.

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

### Facts:

- The degree earned is an MSN.
- The Plan of Study requires 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\*: The majority of courses are online with synchronous/asynchronous delivery with some onsite intensives. Dates are published in advance to facilitate students with work schedules.
- State authorization and State Board of Nursing may have specific requirements that may prohibit enrollment into a distance-based program. Contact the Director for more information.
- Full-time and part-time options available.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

<b>Women's Health/Gender-Related Nurse Practitioner (WHNP) MSN Program – Plan of Study</b>			
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	
NRSG 576	Introduction to Clinical Specialty: Women's Health Nurse Practitioner	2	30
NRSG 560	Embryology and Developmental Anatomy	1	
<b>Semester Credit Hours</b>		<b>11</b>	<b>30</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 505	Research and Evidence-Based Practice	3	
NRSG 517	Management of Acute and Chronic Illness I	2	
NRSG 522	Advanced Pharmacology	3	
NRSG 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
<b>Semester Credit Hours</b>		<b>13</b>	<b>180</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
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	
<b>Semester Credit Hours</b>		<b>12</b>	<b>180</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
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
<b>Semester Credit Hours</b>		<b>8</b>	<b>240</b>
<b>Program Total</b>		<b>44</b>	<b>630</b>
<i>NRSG 501*</i>	<i>Advanced Forensic Nursing</i>	3	
<i>*NRSG 501 Advanced Forensic Nursing is highly recommended elective for WHNP students</i>			

# 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.
- MSN Program delivery\* varies by specialty area selected. Courses may be face-to-face or online with synchronous/asynchronous sessions and some requirements for onsite intensives at the Atlanta campus. Intensive dates are published in advance to accommodate the working student.
- Full-time and part-time options available.



The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

## 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/hybrid, etc.). Students will apply separately to each program for admission, and if accepted to both programs, will fulfill the requirements of the programs in parallel. Upon admission to the dual degree program, students should consult with the appropriate director at each School to plan their program of study. In all cases, students will complete their first year of coursework in the MAB program and their second year at the School of Nursing. This arrangement is to facilitate the completion of students' clinical rotations in a coherent and consistent manner. Students normally complete the MAB in one (1) to two (2) years and the MSN in four (4) semesters.

Additional information can be found at:

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

#### **Facts:**

- The degrees earned are MSN and MAB.
- Credit hours vary by specialty tracks selected.
- Complete 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\*: Nursing courses may be face-to-face or online with synchronous/asynchronous delivery and mandatory onsite intensives. Intensive dates will be published in advance to facilitate working students.
- Full-time and part-time options available.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and

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

## Post-Graduate Certificate Programs

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

### Facts:

- The graduate earns a Post-graduate Certificate in the specialty area.
- Individualized plans of study to meet requirements. Credit hours vary by specialty track selected.
- Complete in one (1) – three (3) semesters of continuous enrollment.
- Program delivery\*: Depending on the program courses may be face to face or online with synchronous/asynchronous sessions and mandatory onsite intensives. Intensive dates will be published prior to the semester to facilitate scheduling for working students.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

### Prerequisite Requirements:

- 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.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible

for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

# 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!

## Introduction

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

## DNP Mission, Vision and Values:

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

## Mission

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



## Vision

Emory DNP graduates transform health.

## Values

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

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

## Program Goals

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

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

## DNP Graduate Outcomes

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

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

<b>Competency</b> <b>Definition reflects NHWSN values</b>	<b>DNP Graduate Outcome</b> <b>The DNP graduate will:</b>
<b>Health Policy, Finance &amp; Advocacy:</b> Health care policies influence the nature and functioning of health care systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.	<p>Improve the health care system and patient care outcomes through engagement in system redesign and health care policy at all levels, including institutional, local, state, regional, federal, and international levels.</p> <p>Analyze the effect of health policy on the organization, financing, and delivery of health care and health outcomes.</p>
<b>Interprofessional Collaboration:</b> Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high-quality, individualized care to patients, families, and communities.	<p>Partner with members of the health care team and patients/families in the delivery, design, and evaluation of health care that is data-based.</p>
<b>Clinical Prevention &amp; Population Health:</b> In clinical prevention, nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use an evidence-based approach to engage communities to reduce risk & optimize health.	<p>Assess, plan, and evaluate evidence for the creation and evaluation of health promotion and prevention programs to optimize health outcomes for individuals, communities, and populations.</p>
<b>Professional Identity:</b> One's professional self-concept is based on attributes, beliefs, and values. The formation of identity is grounded in values and is evidenced by role assumptions and professional behaviors.	<p>Exhibit the judgment and behaviors of the nurse leader and clinical scholar.</p>
<b>Nursing Practice:</b> Professional nursing practice is the autonomous, collaborative, and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification.	<p>Practice using evidence-based critical reasoning, systematic inquiry, and reflection to analyze health outcomes and health care delivery phenomena to improve health care systems and patient outcomes.</p>

## Post-licensure DNP

Students entering the post-licensure DNP with a bachelor's or master's entry to practice degree may choose from one of the specialty tracks detailed under the MSN programs (starting on page 87) or from the post-BSN/MN DNP Nurse Anesthesia specialty track (page 138).

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

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

### Facts:

- The degree earned is a DNP.
- The student is required to complete the Plan of Study, which vary from 71-80 credit hours depending on the specialty area.
- Complete seven (7) semesters of continuous enrollment for nurse practitioner and nurse-midwifery.
- Complete nine (9) semesters of the Nurse Anesthesia specialty.
- The course load is nine (9) credit hours or more per semester to be considered full-time.
- Program delivery\*: Depending on the program, courses are delivered face-to-face and/or via online synchronous/asynchronous with some mandatory onsite intensives.. Please consult your specific APRN track for more information.

Students are required to attend two on-campus intensive sessions each semester (only one in the summer term). On-campus sessions are theme-based and focus on socialization, professional development, strategic engagement, and course support. Sessions align with the DNP Essentials and DNP program outcomes.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person with many didactic classes offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

### Prerequisite Requirements:

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 AMSN and MN students transitioning to the post-BSN DNP program, an RN licensure must be obtained by October 1. Prior to enrolling in the DNP program, *out-of-state students should check with their program director to confirm state authorization and state board of nursing requirements are met.*

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

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

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

**Post-admission Requirements:**

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

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

\*Clinical agencies or School of Nursing policy may require 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 the DNP credit hours minimum requirements for DNP credits counting towards degree. Per accreditation, two-thirds of the total program credit hours must be completed at Emory University. Thus the limit on transferrable coursework.
  - Satisfactory completion of project requirements.
- Completion of program requirements within five (5) years of the first semester enrolled in the program.
- Cumulative GPA of 3.0.

<b>Family/Emergency Nurse Practitioner Post-BSN/MN DNP Program – Plan of Study</b>				
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 524	Becoming an APRN	2		
NRSG 528	Advanced Physiology/Pathophysiology	3		
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2		
NRSG 549	Pediatric Wellness	2		
NRSG 544	Advanced Health Assessment	3		
<b>Semester Total</b>		<b>12</b>	<b>0</b>	<b>0</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 522	Advanced Pharmacology	3		
NRSG 517	Management of Acute and Chronic Illness I	2		
NRSG 577	Family/Emergency Nurse Practitioner I: Clinical Decision-Making in Emergency Care	3		
NRSG 583	Family/Emergency Nurse Practitioner Clinical Practicum I	2	120	
NRSG 723D	Health Policy, Ethics, and Law	3		
<b>Semester Total</b>		<b>13</b>	<b>120</b>	<b>0</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 579	Family/Emergency Nurse Practitioner II: Medical Emergencies	3		
NRSG 584	Family/Emergency Nurse Practitioner Clinical Practicum II	2	120	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3		
NRSG 518	Management of Acute and Chronic Illness II	2		
NRSG 545	Advanced Pediatric Practice I	2		
<b>Semester Total</b>		<b>12</b>	<b>120</b>	<b>0</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 571	Management of Sexual and Reproductive Health in Primary Care	2	60	
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3		
NRSG 715D	DNP Project Development I	3		90
<b>Semester Total</b>		<b>8</b>	<b>60</b>	<b>90</b>
<b>Semester 5 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 580	Family/Emergency Nurse Practitioner III: Traumatic Emergencies	3		
NRSG 585	Family/Emergency Nurse Practitioner Clinical Practicum III	2	120	



NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3		
NRSG 724D	Informatics: Leading with Data	3		
NRSG 716D	DNP Project Development II	2		60
<b>Semester Total</b>		<b>13</b>	<b>120</b>	<b>60</b>
<b>Semester 6 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 595	The Leader's Role in Emergency Preparedness and Response: Special Topics for the ENP	6	180	
NRSG 722D	Leadership for Health Professionals	2		
NRSG 652	Integrated Behavioral Health for APRNs	2		
NRSG 717D	DNP Project Development III	2		60
<b>Semester Total</b>		<b>12</b>	<b>180</b>	<b>60</b>
<b>Semester 7 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 596	Family/Emergency Nurse Practitioner Role Synthesis	4	240	
NRSG 721D	DNP Project	2		60
NRSG 714	Pathways to Practice	4		
<b>Semester Total</b>		<b>10</b>	<b>240</b>	<b>60</b>
<b>Program Total</b>		<b>80</b>	<b>1110</b>	

Family Nurse Practitioner Post-BSN/MN DNP Program – Plan of Study				
Semester 1 (Fall)	Course	Credits	Clinical Hrs	DNP Clinical Hrs
NRSG 524	Becoming an APRN	2		
NRSG 528	Advanced Physiology/Pathophysiology	3		
NRSG 544	Advanced Health Assessment	3		
NRSG 549	Pediatric Wellness	2		
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2		
Semester Total		12	0	0
Semester 2 (Spring)	Course	Credits	Clinical Hrs	DNP Clinical Hrs
NRSG 522	Advanced Pharmacology	3		
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3		
NRSG 723D	Health Policy, Ethics, and Law	3		
NRSG 724D	Informatics: Leading with Data	3		
Semester Total		12	0	0
Semester 3 (Summer)	Course	Credits	Clinical Hours	DNP Clinical Hrs
NRSG 712D	Analysis of Complex Health Systems for Organizations	3		
NRSG 652	Integrated Behavioral Health for APRNS	2		
NRSG 722D	Leadership for Health Professionals	2		
Semester Total		7	0	0
Semester 4 (Fall)	Course	Credits	Clinical Hrs	DNP Clinical Hrs
NRSG 571	Management of Sexual and Reproductive Health in Primary Care	2	60	
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3		
NRSG 715D	DNP Project I	3		90
NRSG 714D	Pathways to Practice	4		
Semester Total		12	60	90
Semester 5 (Spring)	Course	Credits	Clinical Hrs	DNP Clinical Hrs

NRSG 517	Management of Acute and Chronic Illness I	2		
NRSG 545	Advanced Pediatric Practice I	2		
NRSG 570	Family Nurse Practitioner I	1		
NRSG 586	Family Nurse Practitioner Clinical Practicum I	3	180	
NRSG 716D	DNP Project Development II	2		60
<b>Semester Total</b>		<b>10</b>	<b>180</b>	<b>60</b>
<b>Semester 6 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
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	4	240	
NRSG 717D	DNP Project Development III	2		60
<b>Semester Total</b>		<b>10</b>	<b>240</b>	<b>60</b>
<b>Semester 7 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
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 721D	DNP Project	2		60
<b>Semester Total</b>		<b>10</b>	<b>300</b>	<b>60</b>
<b>Program Total</b>		<b>73</b>	<b>1050</b>	

Pediatric Acute Care NP Post-BSN/MN DNP Program – Plan of Study				
Semester 1 (Fall)	Course	Credits	Clinical Hrs	DNP Clinical Hrs
NRSG 524	Becoming an APRN	2		
NRSG 528	Advanced Physiology/Pathophysiology	3		
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2		
NRSG 703D	Epidemiology for Advanced Nursing Practice	2		
NRSG 554	Advanced Neonatal and Pediatric Health Assessment	3		
Semester Total		12	0	0
Semester 2 (Spring)	Course	Credits	Clinical Hrs	DNP Clinical Hrs
NRSG 522	Advanced Pharmacology	3		
NRSG 724D	Informatics: Leading with Data	3		
NRSG 723D	Health Policy, Ethics, and Law	3		
Semester Total		9	0	0
Semester 3 (Summer)	Course	Credits	Clinical Hrs	DNP Clinical Hrs
NRSG 712D	Analysis of Complex Health Systems for Organizations	3		
NRSG 624	Pharmacology in Pediatrics	1		
NRSG 722D	Leadership for the Health Professionals	2		
Semester Total		6	0	0
Semester 4 (Fall)	Course	Credits	Clinical Hrs	DNP Clinical Hrs
NRSG 549	Pediatric Wellness	2		
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 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3		
NRSG 715D	DNP Project I	3		90
Semester Total		10	60	90
Semester 5 (Spring)	Course	Credits	Clinical Hrs	DNP Clinical Hrs
NRSG 545	Advanced Pediatric Practice I	2		
NRSG 661	Pediatric Acute Care Nurse Practitioner I	1		

NRSG 616	Pediatric Acute Care Nurse Practitioner Clinical Practicum I	3	180	
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3		
NRSG 716D	DNP Project Development II	2		60
<b>Semester Total</b>		<b>11</b>	<b>180</b>	<b>60</b>
<b>Semester 6 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
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 717D	DNP Project Development III	2		60
<b>Semester Total</b>		<b>11</b>	<b>240</b>	<b>60</b>
<b>Semester 7 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 714D	Pathways to Practice	4		
NRSG 663	Pediatric Acute Care Nurse Practitioner III	2		
NRSG 618	Pediatric Acute Care Nurse Practitioner Clinical Practicum III	5	300	
NRSG 721D	DNP Project	2		60
<b>Semester Total</b>		<b>12</b>	<b>300</b>	<b>60</b>
<b>Program Total</b>		<b>71</b>	<b>1050</b>	

<b>Pediatric Primary Care NP Post-BSN/MN DNP Program – Plan of Study</b>				
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 524	Becoming an APRN	2		
NRSG 528	Advanced Physiology/Pathophysiology	3		
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2		
NRSG 703D	Epidemiology for Advanced Nursing Practice	2		
NRSG 554	Advanced Neonatal and Pediatric Health Assessment	3		
<b>Semester Total</b>		<b>12</b>	<b>0</b>	<b>0</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 522	Advanced Pharmacology	3		
NRSG 724D	Informatics: Leading with Data	3		
NRSG 723D	Health Policy, Ethics, and Law	3		
<b>Semester Total</b>		<b>9</b>	<b>0</b>	<b>0</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 712D	Analysis of Complex Health Systems for Organizations	3		
NRSG 624	Pharmacology in Pediatrics	1		
NRSG 722D	Leadership for the Health Professionals	2		
<b>Semester Total</b>		<b>6</b>	<b>0</b>	<b>0</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 549	Pediatric Wellness	2		
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 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3		
NRSG 715D	DNP Project I	3		90
<b>Semester Total</b>		<b>10</b>	<b>60</b>	<b>90</b>
<b>Semester 5 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 545	Advanced Pediatric Practice I	2		
NRSG 664	Pediatric Primary Care Nurse Practitioner I	1		
NRSG 619	Pediatric Primary Care Nurse Practitioner Clinical Practicum I	3	180	

NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3		
NRSG 716D	DNP Project Development II	2		60
<b>Semester Total</b>		<b>11</b>	<b>180</b>	<b>60</b>
<b>Semester 6 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
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 717D	DNP Project Development III	2		60
<b>Semester Total</b>		<b>11</b>	<b>240</b>	<b>60</b>
<b>Semester 7 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 714D	Pathways to Practice	4		
NRSG 667	Pediatric Primary Care Nurse Practitioner III	1		
NRSG 621	Pediatric Primary Care Nurse Practitioner Clinical Practicum III	5	300	
NRSG 721D	DNP Project	2		60
<b>Semester Total</b>		<b>12</b>	<b>300</b>	<b>60</b>
<b>Program Total</b>		<b>71</b>	<b>1050</b>	

<b>Women's Health/Gender-Related Nurse Practitioner Post-BSN/MN DNP Program – Plan of Study</b>				
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 524	Becoming an APRN	2		
NRSG 528	Advanced Physiology/Pathophysiology	3		
NRSG 544	Advanced Health Assessment	3		
NRSG 560	Embryology and Developmental Anatomy	1		
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2		
<b>Semester Totals</b>		<b>11</b>	<b>0</b>	<b>0</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>	<b>DNP Clinical Hrs</b>
NRSG 522	Advanced Pharmacology	3		
NRSG 724D	Informatics: Leading with Data	3		
NRSG 723D	Health Policy, Ethics, and Law	3		
NRSG 683	Human Sexuality	3		
<b>Semester Total</b>		<b>12</b>	<b>0</b>	<b>0</b>
<b>Semester 3 (Summer)</b>				
NRSG 652	Integrated Behavioral Health for APRNS	2		
NRSG 712D	Analysis of Complex Health Systems for Organizations	3		
NRSG 722D	Leadership for the Health Professionals	2		
<b>Semester Total</b>		<b>7</b>	<b>0</b>	<b>0</b>
<b>Semester 4 (Fall)</b>				
NRSG 576	Intro to Clinical Specialty: Women's Health Nurse Practitioner	2	30	
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3		
NRSG 714D	Pathways to Practice	4		
NRSG 715D	DNP Project I	3		90
<b>Semester Total</b>		<b>12</b>	<b>30</b>	<b>90</b>
<b>Semester 5 (Spring)</b>				
NRSG 517	Management of Acute and Chronic Illness I	2		
NRSG 600	Women's Health Nurse Practitioner I: Reproductive Health Care for Women	2		
NRSG 625	Women's Health Nurse Practitioner Clinical Practicum I	3	180	
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3		
NRSG 716D	DNP Project Development II	2		60
<b>Semester Total</b>		<b>12</b>	<b>180</b>	<b>60</b>



Semester 6 (Summer)				
NRSG 518	Management of Acute and Chronic Illness II	2		
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 717D	DNP Project Development III	2		60
Semester Total		9	180	60
Semester 7 (Fall)				
NRSG 602	Women's Health Nurse Practitioner III: Preceptorship for Women's Health	1		
NRSG 627	Women’s Health Nurse Practitioner Clinical Practicum III	6	360	
NRSG 721D	DNP Project	2		60
Semester Total		9	360	60
Program Total		72	1020	
NRSG 501*	Advanced Forensic Nursing	3		
*NRSG 501 Advanced Forensic Nursing is highly recommended elective for WHNP students				

## Post-BSN DNP Nurse Anesthesia

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

Sincerely,

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

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

Director, Nurse Anesthesia Program

### Introduction

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

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

### Facts:

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

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

- Full-time option only.

The COVID pandemic has affected course delivery and our ability to offer some classes in-person. The transition back to campus for fall 2021 is underway. Please check your OPUS account prior to beginning each semester for changes in course delivery or clinical placement information. Most simulation experiences and clinicals will be in-person. Some didactic classes are offered as online synchronous/asynchronous. Clinical start dates may be delayed and increased simulation may be used to keep students on track. A minimum number of direct contact clinical hours must be satisfied to meet graduation requirements and be board-eligible for certification examinations. To continue to graduate students on time, the number of direct contact clinical hours noted on the plans of study may be reduced. Please contact the program director for any questions you may have.

### **Prerequisite Requirements:**

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

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

### **Admission Requirements:**

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

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

*Note: Applicants who meet the minimum admissions criteria may be invited for an on-campus interview. Applicants will not be admitted without an interview. Only applications fully submitted by the application deadline will be considered for interviews. Admission into*

*any graduate program is granted on a competitive basis and students meeting minimum requirements may be denied admission based on such factors as program capacity or academic discretion.*

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

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

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

\*Clinical agencies or School of Nursing policy may require drug screens and/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 project requirements including a minimum of 500 DNP clinical project/practicum hours.
4. Completion of program requirements within five (5) years of the first semester enrolled in the program.

<b>Nurse Anesthesia Post- BSN DNP Program – Plan of Study</b>			
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 522	Advanced Pharmacology	3	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 531	Chemistry & Physics	3	
NRSG 702D	Analyzing, Evaluating & Translating Health Systems Evidence	2	
NRSG 712D	Analysis of Complex Health Systems for Organizations	3	
<b>Semester Credit Hours</b>		<b>14</b>	
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 526	Advanced Pharmacology for Anesthesia	3	
NRSG 532	General Principles of Nurse Anesthesia	5	
NRSG 544	Advanced Health Assessment	3	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 563	Anesthesia for Surgical Procedures and Special Populations I	6	250
NRSG 529	Advanced Physiology/Pathophysiology Anesthesia I	3	
NRSG 722D	Leadership for Health Professionals	2	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 564	Anesthesia for Surgical Procedures and Special Populations II	5	250
NRSG 530	Advanced Physiology/Pathophysiology Anesthesia II	3	
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality & Safety	3	
NRSG 715D	DNP Project Development I	2	
<b>Semester Credit Hours</b>		<b>13</b>	
<b>Semester 5 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 687	Nurse Anesthesia Application I	3.5	312.5
NRSG 716D	DNP Project Development II	1	
NRSG 713D	Analytic Tools for Evidence Based Decision Making	3	
<b>Semester Credit Hours</b>		<b>7.5</b>	
<b>Semester 6 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 688	Nurse Anesthesia Application II	4.5	437.5
NRSG 717D	DNP Project Development III	1	
NRSG 724D	Informatics: Leading with Data	3	
<b>Semester Credit Hours</b>		<b>8.5</b>	
<b>Semester 7 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 548	Professional Role: Nurse Anesthesia Practice	2	
NRSG 689	Nurse Anesthesia Application III	4.5	437.5
NRSG 721D	DNP Project	1*	
NRSG 723D	Health Policy, Ethics and Law	3	
<b>Semester Credit Hours</b>		<b>10.5</b>	
<b>Semester 8 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 690	Nurse Anesthesia Application IV	4.5	437.5

NRSG 714D	Pathways to Practice	4	
NRSG 721D	DNP Project	1*	
<b>Semester Credit Hours</b>		<b>8.5-9.5</b>	
<b>Semester 9 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 691	Nurse Anesthesia Application V	4	437.5
NRSG 692R	Anesthesia Comprehensive Review	1	
NRSG 721D	DNP Project	1*	
<b>Semester Credit Hours</b>		<b>5-6</b>	
<b>Program Total</b>		<b>89-91</b>	<b>2,562.5</b>

*\*Variable credit course*

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



## Post-Master's DNP

### Facts:

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

### Prerequisite Requirements\*:

1. Master's 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 38.**

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

1. Start the application by using this link: <https://apply.nursing.emory.edu/apply/>
2. Pay the application.
3. Submit a complete application packet that includes:
  - a. Personal statement describing why you want to 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

Post-Master's DNP Program – Full-time – Plan of Study		
Semester 1 (Fall)	Course	Credits
NRSG 703D	Epidemiology for Advanced Nursing Practice	2
NRSG 707D	Transforming Health Care: A Systems Approach to Improve Quality and Safety	3
NRSG 504D	Biostatistics	3
NRSG 715D	DNP Project I	3
Semester Credit Hours		11
Semester 2 (Spring)	Course	Credits
NRSG 713D	Analytic Tools for Evidence Based Decision-Making	3
NRSG 724D	Informatics: Leading with Data	3
NRSG 723D	Health Policy, Ethics, and Law	3
NRSG 716D*	DNP Project Development II	3*
Semester Credit Hours		12
Semester 3 (Summer)	Course	Credits
NRSG 722D	Leadership for the Health Professions	2
NRSG 712D	Analysis of Complex Health Systems for Organizations	3
NRSG 717D*	DNP Project Development III	3*
Semester Credit Hours		8
Semester 4 (Fall)	Course	Credits
NRSG 702D	Analyzing, Evaluating, & Translating Health System Evidence	2
NRSG 714D	Pathways to Practice	4
NRSG 721D	DNP Project	2
Semester Credit Hours		8
Program Total		39
NRSG 711D**	Advanced Nursing Practice for Practice Scholars	2-4**
*Variable credit		
**711D is a highly recommend variable credit hour elective.		

# 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 in areas of the management of chronic illnesses, health care systems strengthening, and environmental health, with special emphases on health equity and social determinants of health. I welcome your inquiries about our program and your contribution to promoting a more healthful and equitable world through innovation and research.

Sincerely,

Lisa M. Thompson, PhD, MS, RN, FNP, FAAN  
Director of Graduate Studies  
Associate Professor  
[Lisa.thompson@emory.edu](mailto:Lisa.thompson@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. 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.

Students entering with a BSN degree can complete the coursework required in one of nine (9) specialty areas for certification as a nurse practitioner or nurse-midwifery during their third year of study. Students completing requirements for APRN certification will complete one semester of residency credit in the School of Nursing in order to receive a post-graduate certificate in nursing. An individualized plan of study for this residency will be developed in coordination with the Director of Graduate Studies (PhD), MSN Program Director, and Director. Typically, our PhD students graduate in 4-5 years. Graduates have multiple employment opportunities both in the academic and public sectors as researchers, scientists, and faculty.

### **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/>.

<b>PhD Program with no APRN Specialty Area – Plan of Study</b> <i>This program is a post-BSN entry program.</i>		
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>
NRSG 700	Evolution of Nursing Science	3
NRSG 705	Endogenous and Exogenous Determinants of Human Health	3
BIOS 500	Statistical Methods I	4
JPE 600	Jones Program in Ethics	0
<b>Semester Credit Hours</b>		<b>10</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>
NRSG 730	Measurement and Design in Clinical Research	4
NRSG 732	Theoretical and Scientific Basis for the Study of Clinical Phenomena	3
BIOS 501	Statistical Methods II	4
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>
NRSG 795R	Advanced Research	9
	Preliminary Exam	
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 4 (Fall)</b>		
TATT 600	Graduate School Workshop	1
NRSG 790	Teaching in the Nursing Profession	2
TATT 605	Teaching Assistantship	2
NRSG 710	Principals of Health Outcomes Research	3
XXX	Elective	3
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 5 (Spring)</b>	<b>Course</b>	<b>Credits</b>
NRSG 734	Qualitative Research Methods	3
TATT 610	Teaching Associateship	2
XXX	Elective	3
XXX	Elective	3
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 6 (Summer)</b>		
NRSG 795R	Advanced Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 7 (Fall)</b>	<b>Course</b>	<b>Credits</b>
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 8 (Spring)</b>	<b>Course</b>	<b>Credits</b>
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
<b>Semester 9 (Summer)</b>	<b>Course</b>	<b>Credits</b>
NRSG 795R	Advanced Research	9

NRSG 799R	Dissertation Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 10 (Fall)</b>	<b>Course</b>	<b><u>Credits</u></b>
NRSG 795R	Advanced Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 11 (Spring)</b>	<b>Course</b>	<b><u>Credits</u></b>
NRSG 795R	Advanced Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Total Credit Hours</b>		<b>106</b>



## BSN/MN PhD Program with APRN Specialty Area – Plan of Study

*This program is a post-BSN entry program.*

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

<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 700	Evolution of Nursing Science	3	
NRSG 705	Endogenous and Exogenous Determinants of Human Health	3	
BIOS 500	Statistical Methods I	4	
JPE 600	Jones Program in Ethics	0	
<b>Semester Credit Hours</b>		<b>10</b>	
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 730	Measurement and Design in Clinical Research	4	
NRSG 732	Theoretical and Scientific Basis for the Study of Clinical Phenomena	3	
BIOS 501	Statistical Methods II	4	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 795R	Advanced Research	9	
	Preliminary Exam		
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
TATT 600	Graduate School Workshop	1	
NRSG 790	Teaching in the Nursing Profession	2	
TATT 605	Teaching Assistantship	2	
NRSG 710	Principals of Health Outcomes Research	3	
XXX	Elective	3	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 5 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 734	Qualitative Research Methods	3	
TATT 610	Teaching Associateship	2	
XXX	Elective	3	
XXX	Elective	3	
<b>Semester Credit Hours</b>		<b>11</b>	
<b>Semester 6 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 795R	Advanced Research	9	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Semester 7 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRSG 524	Becoming an APRN	2	
NRSG 528	Advanced Physiology/Pathophysiology	3	
NRSG 544	Advanced Health Assessment	3	<b>60</b>
NRSG 549	Pediatric Advanced Health Assessment	1	

NRS 547	Staying Healthy: Promoting and Maintaining Wellness in the Pediatric Patient	3	
<b>Semester Credit Hours</b>		<b>12</b>	<b>60</b>
<b>Semester 8 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRS 545	Advanced Pediatric Practice I	2	
NRS 522	Advanced Pharmacology	3	
NRS 664	Pediatric Primary Care Nurse Practitioner I	4	180
<b>Semester Credit Hours</b>		<b>9</b>	<b>180</b>
<b>Semester 9 (Summer)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRS 546	Advanced Pediatric Practice II	2	
NRS 665	Pediatric Primary Care Nurse Practitioner II	4	180
NRS 652	Integrated Behavior Health for APRNS	2	
XXX	Elective or NRS 795R	2	
<b>Semester Credit Hours</b>		<b>10</b>	<b>180</b>
<b>Semester 10 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRS 657	Palliative Care Across the Spectrum	2	
NRS 667	Pediatric Primary Care Nurse Practitioner III	5	240
NRS 599	Business of Health Care: Finance	2	
<b>Semester Credit Hours</b>		<b>9</b>	<b>240</b>
<b>Semester 11 (Spring)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRS 799R	Dissertation Research	9	
<b>Semester Credit Hours</b>		<b>9</b>	
RES999GNUR		1	
<b>Semester Credit Hours</b>		<b>1</b>	
<b>Semester 13 (Fall)</b>	<b>Course</b>	<b>Credits</b>	<b>Clinical Hrs</b>
NRS 799R	Dissertation Research	9	
<b>Semester Credit Hours</b>		<b>9</b>	
<b>Total Credit Hours</b>		<b>120</b>	
<b>Total Clinical Hours</b>			<b>660</b>

<b>Post-Masters PhD Program – Plan of Study</b>		
<b>Semester 1 (Fall)</b>	<b>Course</b>	<b>Credits</b>
NRSG 700	Evolution of Nursing Science	3
NRSG 705	Endogenous and Exogenous Determinants of Human Health	3
BIOS 500	Statistical Methods I	4
JPE 600	Jones Program in Ethics	0
<b>Semester Credit Hours</b>		<b>10</b>
<b>Semester 2 (Spring)</b>	<b>Course</b>	<b>Credits</b>
NRSG 730	Measurement and Design in Clinical Research	4
NRSG 732	Theoretical and Scientific Basis for the Study of Clinical Phenomena	3
BIOS 501	Statistical Methods II	4
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 3 (Summer)</b>	<b>Course</b>	<b>Credits</b>
NRSG 795R	Advanced Research	9
	Preliminary Exam	
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 4 (Fall)</b>	<b>Course</b>	<b>Credits</b>
TATT 600	Graduate School Workshop	1
NRSG 790	Teaching in the Nursing Profession	2
TATT 605	Teaching Assistantship	2
NRSG 710	Principals of Health Outcomes Research	3
XXX	Elective	3
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 5 (Spring)</b>	<b>Course</b>	<b>Credits</b>
NRSG 734	Qualitative Research Methods	3
TATT 610	Teaching Associateship	2
XXX	Elective	3
XXX	Elective	3
<b>Semester Credit Hours</b>		<b>11</b>
<b>Semester 6 (Summer)</b>	<b>Course</b>	<b>Credits</b>
NRSG 795R	Advanced Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 7 (Fall)</b>	<b>Course</b>	<b>Credits</b>
NRSG 799R	Dissertation Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Semester 8 (Spring)</b>	<b>Course</b>	<b>Credits</b>
NRSG 799R	Dissertation Research	9
<b>Semester Credit Hours</b>		<b>9</b>
<b>Total Credit Hours</b>		<b>79</b>

# Nell Hodgson Woodruff School of Nursing Course Atlas

## **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 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 206 Chemistry with Laboratory for Health Professionals (4)**

The topics covered are measurements, nomenclature, atomic bonding, states of matter, solutions, equilibria, pH, identifying and drawing functional groups, carbohydrates, lipids, amino acids, proteins, enzymes, nucleic acids. This course lays the foundation for understanding biochemical processes.

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

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

## **NRSG 309 Social Responsibility and Bioethics in Nursing (2)**

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

## **NRSG 310 Pathophysiology for Nurses (3)**

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

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

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

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

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

**NRSG 315 Population Health: Community & Public Health Nursing (3)**

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

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

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

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

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

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

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

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

Students will apply prior knowledge and use critical thinking skills to compare similarities and differences between commonly occurring illnesses that manifest as acute, life-threatening conditions, or over time transition into chronic, debilitating, or life-limiting illnesses.

**NRSG 327 Clinical Practicum II (3)**

This course provides clinical experience with adults and children who have acute health problems and chronic condition exacerbations. Students provide patient- and family-centered care with an emphasis on evidence-based intervention implementation, outcome documentation, collaboration, and communication.

**NRSG 328 Pediatric Nursing (2)**

Using a family-centered approach; students address the unique responses of children and their families to acute and chronic illness. Emphasis is on health teaching, promotion, restoration, and maintenance needs of children and their families.

**NRSG 330 Clinical Integration (2)**

The course focuses on integration and synthesis of content from nursing, science, and humanities classes, with application to planning and providing comprehensive patient care. Emphasis on situational learning through structured opportunities allows students to develop and hone clinical judgment.

**NRSG 331 Honors Seminar (1)**

Honors Seminar is the first of four required courses focused on topics relevant to the development and completion of the honors thesis. Students will identify an area of interest and faculty mentor, and design their project purpose and develop a plan and timeline for completion.

**NRSG 332 Scholarly Inquiry (3)**

This is the second of four Honors Program courses designed to introduce topics relevant to the development and completion of an honors thesis. Emphasis is on developing skills in scholarship, critical thinking, divergent modes of inquiry, communication, and ethical approaches to investigation.

**NRSG 340D Professional Nursing: Concepts, Issues, and Trends (1)**

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

**NRSG 341D Foundations of Nursing Practice (3)**

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

**NRSG 342D Professional Development II: Evidence-Based Nursing Practice (2)**

This course emphasizes the role of research in nursing and healthcare. Students are introduced to a variety of methods of inquiry and participate in learning activities to develop skills necessary to understand and apply research findings to clinical nursing practice.

**NRSG 343D Pathophysiology/Pharmacology for Nurses I (3)**

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

**NRSG 344D Health Assessment (2)**

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

**NRS 345D Pathophysiology/Pharmacology for Nurses II (3)**

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

**NRS 346D Acute and Chronic Care I (2)**

Students will apply prior knowledge and use critical thinking skills to compare similarities and differences between commonly occurring illnesses that manifest as acute, life-threatening conditions, or over time transition into chronic, debilitating, or life-limiting illnesses.

**NRS 347D Acute and Chronic Care I Practicum (1)**

The clinical component focuses on planning and implementing care for adults/older adults with alterations in health. Focus is on developing competency in basic nursing skills and related documentation. Evidence-based practice, quality and safety, and cultural awareness are emphasized.

**NRS 348D Clinical Skills Lab (1)**

This simulated laboratory component focuses on competency in basic nursing skills, history and physical assessment, and related documentation. Emphasis is on quality and safety.

**NRS 349D Social Responsibility & Bioethics in Nursing (2)**

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

**NRS 371 Professional Development II: Evidence-Based Nursing Practice (2)**

This course emphasizes the role of research in nursing and healthcare. Students are introduced to a variety of methods of inquiry and participate in learning activities to develop skills necessary to understand and apply research findings to clinical nursing practice.

**NRS 372 Professional Nursing: Concepts, Issues & Trends (2)**

This course emphasizes the development of professional the baccalaureate nurse incorporating knowledge of professional identity, professional/personal management, the health care system/practice environment, effective teamwork/collaboration, patient- and family-centered care, and quality improvement.

**NRS 380 Health Assessment (3)**

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

**NRS 385 Social Cultural & Health Issues Related to Female Incarceration (2)**

Students explore a variety of disciplinary perspectives related to incarceration and address the societal, cultural, and health issues incarcerated women encounter. Students will reflect on their own values and perceptions of incarceration.

**NRSG 389 The Science and Culture of Sleep (3)**

An introduction to the physiology, psychology, and culture of sleep with attention to how all three are factors in therapeutic interventions in sleep disorders.

**NRSG 391 Clinical Practicum: Adult Medical Surgical Care (1.5)**

This course provides clinical experience with adults who have acute health problems and chronic condition exacerbations. Students provide patient- and family-centered care with emphasis on evidence-based intervention implementation, outcome documentation, collaboration, and communication.

**NRSG 392 Clinical Practicum: Maternity & Reproductive Health (1.5)**

This course provides clinical practicum for the theory courses: Maternity & Reproductive Health. Students will extend critical thinking and clinical judgment to meet the physical, psychosocial, cultural, and spiritual needs of clients and families in the clinical areas.

**NRSG 393 Clinical Practicum: Mental Health (1.5)**

This course provides clinical practicum for the theory courses: Mental Health Nursing. Students will extend critical thinking and clinical judgment to meet the physical, psychosocial, cultural, and spiritual needs of clients and families in the clinical areas.

**NRSG 394 Clinical Practicum: Pediatrics (1.5)**

This course provides clinical experience with children who have acute health problems and chronic condition exacerbations. Students provide patient- and family-centered care with emphasis on evidence-based intervention implementation, outcome documentation, collaboration, and communication.

**NRSG 401 Forensic Nursing (2)**

This course provides an overview of forensic nursing and the clinical application of forensic science. Focus is on the interface of healthcare and legal issues, e.g., murder, abuse, forensic evaluation, evidence collection/preservation, multidisciplinary teamwork, ethical/legal responsibilities, and prevention/intervention strategies.

**NRSG 402 Introduction to Critical Care (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 404 Research Residency (1)**

Undergraduate nursing students gain practical skills in nursing research through structured research experiences. Working with a research mentor, students develop objectives. A course for students considering graduate study.



**NRSG 405 Rural Health (3)**

The goal of the course is to prepare undergraduate nursing students to provide population-based health care to underserved rural populations. Students will then deliver evidence-based healthcare services to an underserved rural population.

**NRSG 406 Emergency Nursing: Jack of All Trades (2)**

This course provides an overview of emergency nursing. Emphasis will be placed on nurse roles and responsibilities, patient- and family-centered care biopsychosocial needs, triage, focused assessments and evaluation of care interventions, and legal/ethical factors influencing care.

**NRSG 407 Health Care for the Older Adult (2)**

Students will examine the science of gerontological nursing, current issues facing older adults, and the socioeconomic impact for this population. Approaches to common problems in older adults as well as myths and misconceptions about aging will be discussed.

**NRSG 408 Maternity and Reproductive Health Nursing (2)**

This course examines the reproductive health and maternal nursing care of women across the continuum of preconception, antepartum, intra-partum, and postpartum care. A global perspective frames health promotion and disease prevention with emphasis on maternal-newborn dyads and their families.

**NRSG 411 Mental Health Nursing (2)**

This theory course focuses on diverse concepts and principles synthesized from the sciences and humanities to the professional practice of psychiatric mental health nursing. This course examines knowledge and skill acquisition to care for the mental health of patients across the continuum of care.

**NRSG 412 Nursing Care of the Oncology Patient (2)**

This course prepares nursing students to care for the person with cancer and their families. Focus is on the most common cancers in adults and addresses prevention, early detection, diagnosis, treatment, symptom management, QOL issues, and health disparities on oncology outcomes.

**NRSG 415 Honors Leadership for Accelerated BSN Students (1)**

This course assesses and leverages strengths in leadership and work/educational experiences that second-degree students bring to the field of nursing. Students participate in team development in the context of a small cohort.

**NRSG 416 Perspectives in Professional Nursing Health Systems (3)**

Frameworks for nursing practice will be evaluated using Emory Health Care System (EHC) as an exemplar. Nursing and leadership theories, professional governance structures, patient safety, quality improvement, informatics, patient-centered care, and care transformation models will be analyzed.

**NRSG 417 Leadership, Advocacy and Policy (3)**

The course focuses on health care systems, leadership, and advocacy. Themes include the legal, political, ethical, and cultural influences on the health care system/delivery; health policy and advocacy including an emphasis on underserved populations; and global health and workforce issues.

**NRSG 418 Leadership Project Advisement (1)**

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 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 424 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.

**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 the 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 determinants of health up-to-date research.

**NRSG 435D Acute and Chronic Care II (2)**

Students will examine the science of gerontological nursing, current issues facing older adults, common acute and chronic health issues in older adults, and the socioeconomic impact of aging. Concepts of palliative care and emotional health-related to transitions and losses will be explored

**NRSG 436D Acute and Chronic Care II Practicum (2)**

Supports Acute and Chronic II.

**NRSG 437D Maternity and Reproductive Health Nursing (2)**

This course examines the reproductive health and maternal nursing care of women across the continuum of preconception, antepartum, intra-partum, and postpartum care. A global perspective frames health promotion and disease prevention with emphasis on maternal-newborn dyads and their families.

**NRSG 438D Mental Health Nursing (2)**

This theory course focuses on diverse concepts and principles synthesized from the sciences and humanities to the professional practice of psychiatric mental health nursing. This course examines knowledge and skill acquisition to care for the mental health of patients across the continuum of care.

**NRSG 439D Mental Health or Maternity Practicum (2)**

This course provides clinical practicum for the theory course of either: Mental Health or Childbearing Families. Students will extend critical thinking and clinical judgment to meet the physical, psychosocial, cultural, and spiritual needs of clients and families in the clinical area.

**NRSG 440D Pediatric Nursing (2)**

Using a family-centered approach, students address the unique responses of children and their families to acute and chronic illness. Emphasis is on health teaching, promotion, restoration, and maintenance needs of children and their families.

**NRSG 441D Nursing in Complex Care Situations (2)**

This course is designed to integrate the clinical nursing, pathophysiology, and pharmacology content from previous classes addressing situations involving multi-system and complex health challenges. The focus of this course is on the nursing management of the acutely ill and injured client.

**NRSG 442D Pediatrics or Complex Care Practicum (2)**

This course provides clinical experience with adults or children who have acute health problems and chronic condition exacerbations. Students provide patient- and family-centered care through evidence-based interventions, outcome documentation, collaboration, and communication.

**NRSG 443D Working with Vulnerable Populations Globally, Regionally, or Locally (1)**

This course supports immersive clinical experiences with vulnerable populations in various global, regional, or local locations. Students will explore health challenges within the social, cultural, political, and economic factors that influence health outcomes.

**NRSG 446 Capstone for Public Health (1)**

BUNDLES scholars in partnership with Public Health Nurse (PHN) mentors will analyze social determinants of health, health disparities, and other structural and social forces that impair health and impede health care. Students will reflect on these social determinants of health in their personal lives.

**NRSG 450 Human Clinical Genetics (3)**

This course provides an understanding of clinical genetic practice (screening, assessment, treatment, counseling, and bioethics). The course will review the physical and chemical basis of heredity and patterns of inheritance, and mechanisms producing adult onset and pediatric genetic conditions.

**NRSG 452 Frontline: Caring for 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 455D Population Health: Community and Public Health Nursing (2)**

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

**NRSG 456D Population Health Practicum (2)**

Students will synthesize, expand and refine clinical reasoning to provide transitional, procedural care, and case management in the ambulatory setting. Students will analyze and interpret complex information with culturally diverse patients and families using available technology and informatics.

**NRSG 457D Becoming a Professional Nurse (2)**

This course prepares the student for transition to independent practice as a professional nurse. Course objectives will assist the student in understanding requirements for licensure, scope of practice, leadership/management roles, information technology, professional organizations, and advocacy.

**NRSG 458D Clinical Synthesis Practicum (3)**

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

**NRSG 459D Capstone Seminar (2)**

Students will present group leadership projects, participate in clinical simulations for the two clinical areas they did not have during practicum experiences, and prepare for NCLEX.

**NRSG 466 Immersion Learning: Community (2)**

Leadership, professional values, and clinical experience are highlighted in a one to two-week immersion experience where students work directly with community partners to care for underserved and vulnerable populations. Quality improvement is one aspect of this course.

**NRSG 467 Holistic Health (3)**

This course explores the realm of holistic health, emphasizing the integration of body, mind, and spirit to support healing and transformation of self and others. Specific techniques and therapies associated with complementary and integrative health are introduced.

**NRSG 482 Birth and Global Health (3)**

This interdisciplinary course examines birth in the context of global health. Themes of joy, fear, pain in childbirth, and meanings of pregnancy will be explored. Urgent issues in global reproductive health will be discussed, e.g., reproductive rights, equity, access, and quality of health care.

**NRSG 483 Perioperative Nursing (2)**

This course provides students with basic concepts of perioperative nursing. Emphasis is on multidisciplinary team collaboration for optimal outcomes for the operative patient. Clinical observation, discussion, and assignments provide the basis for synthesis of the perioperative experience.

**NRSG 497R Directed Study (1 to 6)**

Students will identify a focused area of study and work with faculty to define deliverables.

**NRSG 500 Woodruff Scholars Seminar (2)**

The purpose of this seminar is to enhance the Nell Hodgson Woodruff School of Nursing Woodruff Scholars' knowledge of and skill in health care services leadership and health policy.

**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 502MN Physiology/Pathophysiology for Nursing Practice (3)**

Normal physiology and disordered physiologic processes that lead to disease or injury for selected health problems will be discussed. Students will translate their knowledge of pathophysiology to the clinical setting, making decisions for health promotion, risk reduction, and disease management.

**NRSG 503 Clinical Perspectives in Global Health (2)**

This inter-professional elective is an introduction to core concepts in Global Health for clinical care delivery in resource-limited settings. Students will develop competencies across the domains of global health through formal didactic lectures and skills workshops.

**NRSG 504 Biostatistics for Practice Scholars (3)**

This course introduces practice scholars (such as DNP learners) to common parametric, non-parametric, univariate, and multivariate biostatistical techniques and utilizes insights from these analyses to generate solutions for health-related problems.

**NRSG 505 Research & Evidence-Based Practice (3)**

Principles of evidence-based practice and the skills for formulating meaningful clinical questions, locating the best evidence, critically evaluating research and other types of evidence, and formulating and applying evidence-based recommendations to practice and policy decisions are discussed.

**NRSG 506 Innovative Care Models for the Family Nurse Practitioner I (2)**

Nurse practitioners play a vital role in mobile community health care by bridging the gap between fixed healthcare facilities and the home setting. This course prepares NPs to address the growing needs of community dwelling special populations, promoting health and well-being in the home setting.

**NRSG 507 Innovative Care Models for the Family Nurse Practitioner II (2)**

This course advances the preparation of family nurse practitioners in the provision of care and leadership in convenient care settings via telehealth and mobile community care. Lab/simulations focus on team-based care, leadership, and procedural skills.

**NRSG 508 Woodruff Fellows Seminar I (1)**

As the first of a 3-course series fellowship, this course provides students selected into the Woodruff Fellows program a focus on activities and project development that emphasizes communication, service, social responsibility, and contribution to the greater community through servant leadership.

**NRSG 508MN Pharmacology for Nursing Practice (3)**

This course provides students an understanding of pharmacokinetics, pharmacodynamics, and pharmacogenomics when treating selected illnesses. Emphasis will be on nursing management of drug therapies in patients across the lifespan with application to the clinical setting.

**NRSG 509 Woodruff Fellows Seminar II (1)**

As the second of a 3-course series fellowship, this course allows students to focus on embracing conflict, and learn strategies based on ethical and moral leadership principles to meet the needs of the Atlanta community in an area of their interest.

**NRSG 510 Woodruff Fellows Seminar III (1)**

As the last of a 3-course series fellowship, this course provides an opportunity for Woodruff Fellows to extend their influence in servant leadership and health policy. Fellows will present their final service-based projects to stakeholder audiences.

**NRSG 510MN Art & Science of Nursing Practice (3)**

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

**NRSG 511 Health and Substance Use Disorders (2)**

The course focuses on concepts, treatments, and the nurse's role in substance use disorders (SUD) across the lifespan, including social, cultural, political, and economic factors. Students will gain an understanding of harm reduction approaches and treatment models in the care of persons with SUD.

**NRSG 512 Power of the Plate: A Culinary Translational Approach to Health (2)**

Students will translate evidence-based culinary approaches into practical strategies for diverse and vulnerable populations to prevent diet-related chronic diseases and promote overall health. Strategies include case analysis discussion prompts and experiential learning in a community setting.

**NRSG 513 Spanish for Health Care Professionals (2)**

Students in the healthcare field will learn basic Spanish communication skills and cultural knowledge for interacting with Spanish-speaking patients. The course is conversation intensive.

**NRSG 514 Intermediate Spanish for Healthcare Professionals (2)**

Students expand their communication skills and cultural knowledge helpful for interacting with Spanish-speaking patients. The course is conversation intensive, e.g., role-play and mock interviews.

**NRSG 515 Race, Health, and US History (2)**

Students will analyze the historical and structural factors which have led to the creation of racial disparities in American health care. Students will engage with historical scholarship and evidence in order to analyze the issues that continue to cause disparities today.

**NRSG 516 Advanced Spanish for Health Care Providers (2)**

Students will refine and apply their Spanish communication skills to medical examinations, chief complaints, and patient education scenarios to become more fluent in using Spanish vocabulary and grammar.

**NRSG 517 Management of Acute and Chronic Illness I (2)**

This course is designed to enhance clinical reasoning skills in nurse practitioner students to recognize and manage common acute/episodic and chronic health conditions of adults in a variety of settings.

**NRSG 518 Management of Acute and Chronic Illness II (2)**

The second course in a two-course series expands clinical reasoning skills of the nurse practitioner student in managing acute/episodic and chronic health conditions of adults presenting in a variety of settings.

**NRSG 519 Acute and Complex Chronic Disease Management for AGACNP I (2)**

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

**NRSG 520 Acute and Complex Chronic Disease Management for the AGACNP II (2)**

This course is designed to recognize and manage the most common acute/episodic and complex chronic health conditions. Evidence-based practice will be incorporated to develop targeted interventions to stabilize the patient's condition, prevent complications and restore maximum health.

**NRSG 521 Diabetes Self-Management Education (2)**

This course prepares students to provide in-depth diabetes self-management education to patients and their families. Content is based on the American Association of Diabetes Educators (AADE) 7 Self-Care Behaviors theoretical framework.

**NRSG 522 Advanced Pharmacology (3)**

Building on prior knowledge, APRN students will apply pharmacologic principles to treat common health problems, stable chronic conditions, and select acute care conditions in a safe, cost-effective manner.

**NRSG 523 Extended Role Transition for the BSN-Prepare Nurse Entering the APRN Profession (1)**

Students work in a precepted model to provide care and understand the RN role within the specialty area and specialty care environment as they transition from student and/or beginning RN to the APRN role.

**NRSG 524 Becoming an APRN (2)**

Students transitioning to the advanced practice nurse (APRN) role will discuss professional scope, standards, competencies, collaborative practice, and ethics and legal regulations governing practice.

**NRSG 525MN Health Assessment and Physical Examination (3)**

This course provides knowledge and psychomotor skills necessary for assessing patient's health status. Students will use the nursing process framework to elicit health histories and perform systematic, physical examinations in a simulation and clinical environment.

**NRSG 526 Advanced Pharmacology for Anesthesia (3)**

This course provides an in-depth study of pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, and toxicology along with principles of drug actions, uptake, distribution, biotransformation, and elimination related to the practice of anesthesia.



**NRSG 527 Working with Vulnerable Populations Globally and Locally (2)**

This course provides an immersive experience with vulnerable populations in various locations globally. Students will explore health challenges confronting a specific population, focusing on the nurse's role. Social, cultural, political, and economic factors that influence health will be examined.

**NRSG 527MN Foundations of Practice Practicum (2)**

This practicum focuses on planning and implementing care for adult and geriatric patients with alterations in health. Beginning with lab skills acquisition and simulated experiences and transitioning to the clinical environment, students will provide and document high-quality, basic nursing care.

**NRSG 528 Adv. Physiology/Pathophysiology (3)**

Graduate students will recognize and analyze the relationship between normal physiology and function to structural and functional changes in cells/tissues/organs that underlie selected diseases.

**NRSG 529 Advanced Physiology/Pathophysiology Anesthesia I (3)**

This course uses a systems approach to examine pathophysiologic diseases pertinent to anesthesia. Evidence-based practice will be used to develop interventions and a plan of care to include the effects of general and regional anesthesia in patients with multiple comorbidities across the lifespan.

**NRSG 530 Advanced Physiology/Pathophysiology Anesthesia II (3)**

This course will take a systems/lifespan approach, integrating anatomy, physiology, and pathophysiology related to anesthesiology. Foci include the effects of general and regional anesthesia in patients with renal, hepatic, endocrine, neuromuscular, congenital heart, and genetic based disorders.

**NRSG 531 Chemistry 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 532 General Principles of Nurse Anesthesia (5)**

This course introduces general and regional anesthesia and monitored anesthesia care. Preoperative evaluation, planning, and anesthetic management for surgical patients will be integrated. Students examine risk management and management of critical incidents in anesthesia.

**NRSG 533MN Adult and Geriatric Nursing (4)**

Students will apply prior knowledge and use critical thinking skills to compare similarities and differences between commonly occurring illnesses that manifest as acute, life-threatening conditions, or over time, transition into chronic, debilitating, or life-limiting illnesses.

**NRSG 534MN Adult and Geriatric Nursing Practicum (1.5)**

This clinical practicum provides experience with adult and geriatric patients with acute health problems and chronic condition exacerbations. Students provide patient- and family-centered care with emphasis on evidence-based interventions, outcome documentation, and interprofessional collaboration.

**NRSG 535 Concepts in Neonatal Nursing (2)**

Students will develop advanced knowledge, assessment, and management skills when caring for the high-risk neonate and family. Emphasis is on fetal and neonatal physiological differences, pathogenesis of common disease states, scientific rationale, and best practices for care and ethical issues.

**NRSG 536MN Mental Health Nursing (2.5)**

This course focuses on the professional practice of psychiatric mental health nursing. Knowledge and skill essential to care for the mental health of patients, families, and communities across multiple care settings will be addressed.

**NRSG 537MN Mental Health Practicum (1.5)**

Students will use critical thinking skills to provide care to patients, families, and communities with mental health needs: giving consideration to their physical, psychosocial, cultural, and spiritual needs.

**NRSG 539MN Optimal Wellness Across the Lifespan (2)**

Students will examine the emerging evidence for incorporating health promotion and well-being into patient- and family-centered care across the lifespan. Additionally, emphasis will focus on strategies to foster a healthy work/life balance for clinicians.

**NRSG 541MN Palliative Care (2)**

Using palliative care principles, the student will gain the knowledge/skills/attitudes to understand and enhance the quality of life when caring for persons across the lifespan with serious, acute, and chronic progressive diseases.

**NRSG 542MN Evidence-Based Practice for the Professional Nurse (3)**

Students will explore the research process and apply principles of evidence-based practice to clinical care delivery. Emphasis will be on search strategies and reviewing and synthesizing best research evidence for integration into practice.

**NRSG 543 Staying Healthy in Pediatrics: Intro to Clinical Specialty Practicum (1)**

In this course, the student will deliver well care to children and their families with faculty oversight within the clinical/simulated setting with emphasis placed on advanced pediatric health assessment skills, diagnostic reasoning, and development of plans of care.

**NRSG 544 Advanced Health Assessment (3)**

Students will assess/interpret/report pertinent findings on the history and physical exam. An emphasis on clinical decision-making, selection/interpretation of diagnostic tests; and hands-on practice of common procedures is included.

**NRSG 545 Advanced Pediatric Practice I (2)**

The student will continue to develop clinical management skills to meet commonly diagnosed healthcare needs of infants, children, and adolescents in ambulatory settings, acute care clinics, or the emergency room. Emphasis on skills for education, consultation/referral, and follow-up.

**NRSG 546 Advanced Pediatric Practice II (3)**

This final course focuses on competencies and pediatric nurse practitioner roles. Emphasis is on clinical nursing expertise for children with chronic illnesses and complex health problems; implementation of holistic, comprehensive plans of care; and follow-up/referral in inpatient and ambulatory settings.

**NRSG 547 Staying Healthy in Pediatrics: Introduction to Clinical Specialty (1)**

In this course, students will develop skills to deliver standard-based well care to children and their families. Emphasis is placed on integrating advanced pediatric health assessment with health promotion and health maintenance tailored to the individual pediatric patient and family.

**NRSG 548 Professional Role: Nurse Anesthesia Practice (2)**

This course focuses on professional and historical issues relating to nurse anesthesia education and practice. Legal issues, standards of care, scope of practice, and variations between states will be examined. Optimization of and challenges to wellness and work/life balance will be explored.

**NRSG 549 Pediatric Wellness (2)**

Developmental theory and focused assessment to promote and maintain health & wellness for the pediatric patient across multiple cultural contexts. Assessing/ interpreting/ documenting/reporting abnormal findings in the H & P and examining factors influencing health promotion & disease prevention.

**NRSG 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 552 Staying Healthy in Neonates/Infants: Introduction to Clinical Specialty (3)**

Complementary and integrative strategies for promoting and maintaining health and wellness for the neonate and infant (birth to age 2) will be discussed as well as the influence of culture, social determinants, developmental outcomes, and national/global policy.

**NRSG 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 554 Advanced Neonatal & Pediatric Health Assessment (3)**

Students will assess/interpret/report pertinent findings on the history and physical exam. An emphasis on clinical decision-making, selection/interpretation of diagnostic tests; and hands-on practice of common procedures is included.

**NRSG 556 Advanced Neonatal Issues I (3)**

This course focuses on the foundational knowledge of contemporary management of high-risk and critically ill neonates/infants up to two years of age. Emphasis includes assessment, developing differential diagnoses, comprehensive care, and management across the continuum (acute-critical-chronic care).

**NRSG 557 Advanced Neonatal Issues II (4)**

This course expands on the knowledge of the student neonatal nurse practitioner in assessment, differential diagnoses, management, comprehensive care, and evaluation across the continuum (acute-critical-chronic care), for high-risk and critically ill neonates/infants up to two years of age.

**NRSG 559 Genetics for Advanced Clinical Practice (2)**

This course provides an understanding of the principles and concepts on which current clinical genetic practice is based. The course reviews the physical and chemical basis of heredity and patterns of inheritance, and mechanisms producing both adult onset and pediatric genetic conditions.

**NRSG 560 Embryology and Developmental Anatomy (1)**

This course focuses on developmental and molecular genetics and our ability to recognize genetic disorders and to determine genetic variations that predispose individuals to disease.

**NRSG 561 Nurse-Midwifery I (5)**

Students will provide beginning-level midwifery care, by integrating physiological, sociocultural, educational, nutritional, and environmental content into their clinical care. Problem-solving, health promotion, and planning care is provided in ambulatory antenatal, well-woman, and newborn settings.

**NRSG 561G Nurse-Midwifery I (1 to 5)**

Students will provide beginning-level midwifery care, by integrating physiological, socio-cultural, educational, nutritional, and environmental content into their clinical care. Problem-solving, health promotion, and planning care is provided in ambulatory antenatal, well-woman, and newborn settings.

**NRSG 563 Anesthesia for Surgical Procedures and Special Populations I (6)**

This course will discuss advanced concepts, principles, and techniques of anesthetic management, specifically acute and chronic pain management including local and regional anesthetics, and regional and peripheral blocks.

**NRSG 564 Anesthesia for Surgical Procedures and Special Populations II (5)**

This course focuses on the evaluation and management of patients with increased complexity. Current evidence will be used to formulate an anesthetic plan and administration of anesthesia for increasingly complex surgical procedures and/or comorbidities for patients of diverse populations.

**NRSG 570 Family Nurse Practitioner I (1)**

Students are introduced to the evaluation and management of the most common episodic and chronic health problems of adults and children seen in primary care settings. Focus is on culture and health disparities, risk reduction, health promotion, and chronic disease management.

**NRSG 570G Family Nurse Practitioner I (1 to 4)**

Students are introduced to the evaluation and management of the most common episodic and chronic health problems of adults and children seen in primary care settings. Focus is on culture and health disparities, risk reduction, health promotion, and chronic disease management.

**NRSG 571 Management of Sexual and Reproductive Health in Primary Care (2)**

Family and Emergency nurse practitioner students will integrate knowledge and skills from co-requisite courses in preparation for managing sexual and reproductive health conditions within primary care. Emphasis is on health promotion, health maintenance, and risk reduction strategies.

**NRSG 571B Management of Sexual and Reproductive Health in Primary Care DNP (3)**

Family and Emergency nurse practitioner students will integrate knowledge and skills from co-requisite courses in preparation for managing sexual and reproductive health conditions within primary care. Emphasis is on health promotion, health maintenance, and risk reduction strategies.

**NRSG 572 Family Nurse Practitioner II (2)**

Students will address increasingly complex health problems common to children and adults, with emphasis on primary care management and pharmacologic and non-pharmacologic interventions. Culturally competent care to diverse patients and HP 2020 goals will be addressed.

**NRSG 572G Family Nurse Practitioner II (1 to 5)**

Students will address increasingly complex health problems common to children and adults, with emphasis on primary care management and pharmacologic and non-pharmacologic interventions. Culturally competent care to diverse patients and HP 2020 goals will be addressed.

**NRSG 573 Family Nurse Practitioner III (1)**

This is the final course to prepare students for entry into the FNP advanced practice role. Clinical settings will allow students to plan and implement culturally sensitive, evidence-based care across the lifespan as they address increasingly complex health issues common to primary care settings.

**NRSG 573G Family Nurse Practitioner III (1 to 5)**

This is the final course to prepare students for entry into the FNP advanced practice role. Clinical settings will allow students to plan and implement culturally sensitive, evidence-based care across the lifespan as they address increasingly complex health issues common to primary care settings.

**NRSG 574 Advanced Cardiovascular Diagnostics & Management for the APRN (2)**

This course will focus on fundamental & advanced interpretation of 12-lead ECG's and complex rhythm interpretation, with correlation to physical assessment of the patient and pathophysiology of disease states and the assessment & management by the APRN.

**NRSG 575 Optimal Wellness: Promoting and Maintaining Health (2)**

Students will examine the emerging evidence for incorporating complementary and integrative strategies into patient-centered care across the lifespan for optimal wellness and enhanced quality of life.

**NRSG 576 Introduction to Clinical Specialty (2)**

As preparation for clinical care delivery and to better understand their population's health care needs, students will further develop their skills in health promotion, health maintenance, risk reduction, and safety. Comprehensive, chronic, and continuous care are emphasized at the novice level

**NRS 576G Introduction to Clinical Specialty (1 to 2)**

Students will enroll in specialty-specific sections of this course. Emphasis is on developing skills in health promotion, health maintenance, risk reduction strategies, and understanding the basic health care needs of the patient population to prepare for clinical practice.

**NRS 577 Family/Emergency Nurse Practitioner I: Clinical Decision-Making in Emergency Care (3)**

Students evaluate and manage patients with wellness through acute episodic, urgent & emergent conditions in primary & emergency settings. Emphasis is on clinical decision-making, interdisciplinary communication, interpreting laboratory/radiologic/diagnostic tests, and advanced practice skills.

**NRS 577G Family/Emergency Nurse Practitioner I: Clinical Decision-Making in Emergency Care (1 to 7)**

Students evaluate and manage patients with wellness through acute episodic, urgent & emergent conditions in primary & emergency settings. Emphasis is on clinical decision-making, interdisciplinary communication, interpreting laboratory/radiologic/diagnostic tests, and advanced practice skills.

**NRS 579 Family/Emergency Nurse Practitioner II: Medical Emergencies (3)**

Students are prepared to evaluate & manage patients in pre-hospital, urgent care & emergency department settings. Common medical emergencies are discussed along with emergency care management, pharmacologic/non-pharmacologic interventions, cost-effective practice & patient/provider communication.

**NRS 579G Family/Emergency Nurse Practitioner II: Medical Emergencies (1 to 7)**

Students are prepared to evaluate and manage patients in pre-hospital, urgent care, and emergency department settings. Common medical emergencies are discussed along with emergency care management, pharmacologic/non-pharmacologic interventions, cost-effective practice, and patient/provider communication.

**NRS 580 Family/Emergency Nurse Practitioner III: Traumatic Emergencies (3)**

The course focuses on care of patients with traumatic injuries and exacerbations of chronic diseases in pre-hospital, primary, urgent, and emergency care settings. Emphasis is on injury control and prevention, legal issues, team communication, and clinical practice leadership.

**NRS 580G Family/Emergency Nurse Practitioner III: Traumatic Emergencies (1 to 7)**

The course focuses on care of patients with traumatic injuries in pre-hospital, urgent care, and emergency department settings. Emphasis is on injury control and prevention, legal issues, team communication, and emergency department leadership.

**NRS 582 HlthCr Perspectives HIV/AIDS (2)**

Students will learn the etiology, epidemiology, prevention, and treatment of HIV disease from local, national, and global perspectives. This course builds the necessary competencies in care of individuals affected by HIV/AIDS.

**NRS 583 Family/Emergency Nurse Practitioner Clinical Practicum I (1 to 2)**

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.

**NRS 584 Family/Emergency Nurse Practitioner Clinical Practicum II (1 to 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.

**NRS 585 Family/Emergency Nurse Practitioner Clinical Practicum II (1 to 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 in complex conditions.

**NRS 586 Family Nurse Practitioner Clinical Practicum I (1 to 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.

**NRS 587 Family Nurse Practitioner Clinical Practicum II (1 to 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 chronic conditions.

**NRS 588 Family Nurse Practitioner Clinical Practicum II (2 to 5)**

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 in complex conditions.

**NRS 589 Innovative Leadership in Health Care Delivery (2)**

Students will synthesize theoretical concepts in personal and organizational leadership within the rapidly changing and complex health system. Self-reflection is used to develop interpersonal skills that reflect effective leadership.

**NRS 590 Immersion Learning with Underserved Communities (1)**

This seminar course focuses on health delivery systems and advances the value of social responsibility through a broad discussion of social justice, culture, and non-governmental healthcare organizations. The course occurs concurrently with a 1-2 week clinical immersion experience.

**NRS 591 Healthcare Quality and Patient Safety (3)**

Students will use theories, models, tools, 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.

**NRS 592 Partnering with Communities through Service Learning (1)**

Students engage with a local community partner for both service to the agency and student learning. In mutual collaboration with the community representative and student, mutual goals are set based on the course objectives. Emphasis is on critical reflection activities, e.g., written narratives.

**NRS 593 LGBTQ Health (2)**

People who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ) face mental and physical health disparities. Focus will be on clinical concepts of LGBTQ health, disparities data and models of social determinants as pathways to disease outcomes, and appropriate interventions.

**NRS 595 The Leader's Role in Emergency Preparedness and Response (3 to 6)**

Students will explore the role of health systems leaders in emergency preparedness planning and response. Key concepts related to natural and man-made disasters, emergency planning, preparedness, response, and recovery at local, national, and international levels will be discussed.

**NRS 596 Family/Emergency Nurse Practitioner Role Synthesis (4)**

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.

**NRS 599 Business of Health Care: Finance (2)**

Students will examine the financial infrastructure related to current clinical practice in the U.S. healthcare system. Financial reimbursement models will be explored as well as resource optimization, revenue generation, organizational fiscal management, and sustainability.

**NRS 600 Women's Health Nurse Practitioner I: Reproductive Health Care for Women (2)**

Students will gain the knowledge/skills to differentiate abnormal from normal findings using advanced assessment techniques and critical thinking to formulate a diagnosis and plan of care as it pertains to the reproductive health care of culturally diverse patients.

**NRS 600G Women's Health Nurse Practitioner I - Reproductive Health Care for Women (1 to 5)**

Students will gain the knowledge/skills to differentiate abnormal from normal findings using advanced assessment techniques and critical thinking to formulate a diagnosis and plan of care as it pertains to the reproductive health care of culturally diverse patients.

**NRS 601 Women's Health Nurse Practitioner II: Advanced Care of Women (2)**

Students will gain the knowledge/skills to recognize health deviations in obstetrical care that impact the care, families, and lives of women in a variety of settings. Within these settings, the student will learn to perform comprehensive, advanced health assessments of childbearing women.

**NRS 601G Women's Health Nurse Practitioner II: Advanced Care of Women (1 to 5)**

Students will gain the knowledge/skills to recognize health deviations in obstetrical care that impact the care, families, and lives of women in a variety of settings. Within these settings, the student will learn to perform comprehensive, advanced health assessments of childbearing women.

**NRS 602 Women's Health Nurse Practitioner III: Preceptorship for Women's Health (1)**

Students are given an opportunity to focus primarily on the refinement of advanced practice skills by functioning fully as a WHNP. Seminars, conducted by case management, will assist the student in analysis and synthesis of the role of the WHNP in today's health care environment.



**NRSG 602G Women's Health Nurse Practitioner III: Preceptorship for Women's Health (1 to 5)**

Students are given an opportunity to focus primarily on the refinement of advanced practice skills by functioning fully as a WHNP. Seminars, conducted by case management, will assist the student in analysis and synthesis of the role of the WHNP in today's health care environment.

**NRSG 603 Adult-Gerontology 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.

**NRSG 604 Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum II (2 to 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 605 Adult/Gerontology Acute Care Nurse Practitioner Clinical Practicum III (2 to 5)**

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 in 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 606 Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum I (2 to 4)**

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

**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 607 Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum II (2 to 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 episodic and chronic conditions.

**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 608 Adult/Gerontology Primary Care Nurse Practitioner Clinical Practicum III (2 to 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 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 609 Neonatal Nurse Practitioner Clinical Practicum I (1 to 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.

**NRSG 610 Neonatal Nurse Practitioner Clinical Practicum II (2 to 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 neonates and infants/toddlers in acute and critical care settings

**NRSG 611 Neonatal Nurse Practitioner Clinical Practicum III (2 to 4)**

This course provides direct-care clinical experiences to develop a systems approach in leadership, communication, and interprofessional skills. The student will refine competencies in the synthesis of practice in critical and chronic transitions of care with multiple-patient caseload management.

**NRSG 614 Human Lactation & Breastfeeding Mgmt (2)**

Students will gain the skills to effectively promote and support breastfeeding and human lactation in a variety of settings. Consideration will be given to how culture, ethnicity, and socioeconomic status influence a woman's decision to breastfeed. Legal and ethical issues will also be addressed.

**NRSG 615 Advanced Human Lactation and Breastfeeding (3)**

Building on basic principles of lactation/breastfeeding management, emphasis is on competence in assessment, diagnosis, and treatment of lactation issues beyond the scope of a generalist. Content is leveled toward becoming a lactation consultant (LC) and meeting LC certification requirements.

**NRSG 616 Pediatric Acute Care Nurse Practitioner Clinical Practicum I (1 to 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.

**NRSG 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.

**NRSG 617 Pediatric Acute Care Nurse Practitioner Clinical Practicum II (2 to 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 617MN Data Utilization for Nursing Practice (2)**

This course introduces foundational informatics and biostatistical techniques to generate solutions for health-related problems and improve patient outcomes.

**NRSG 618 Pediatric Acute Care Nurse Practitioner Clinical Practicum III (2 to 5)**

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 in complex conditions.

**NRSG 619 Pediatric Primary Care Nurse Practitioner Clinical Practicum I (1 to 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.

**NRSG 620 Pediatric Primary Care Nurse Practitioner Clinical Practicum II (1 to 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 621 Pediatric Primary Care Nurse Practitioner Clinical Practicum III (2 to 5)**

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 in complex conditions.

**NRSG 624 Pharmacology in Pediatrics (1)**

This course focuses on clinical pharmacology for common pediatric disease conditions. Emphasis is on the variability and diversity of absorption, distribution, and elimination of therapeutic agents and how to monitor effects and toxicities of drugs. Medication calculations will be reviewed.

**NRSRG 625 Women's Health Nurse Practitioner Clinical Practicum I (1 to 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 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.

**NRSRG 626 Women's Health Nurse Practitioner Clinical Practicum II (1 to 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 chronic conditions.

**NRSRG 627 Women's Health Health Nurse Practitioner Clinical Practicum III (1 to 4)**

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 in complex conditions.

**NRSRG 630 Nurse-Midwifery II (5)**

This course enables the student to implement safe, nurse-midwifery care in hospital and/or birth centers for women in intrapartum, postpartum, and for newborns. The management of culturally appropriate, holistic, evidence-based care, cognizant of the effect of health disparities is emphasized.

**NRSRG 630G Nurse-Midwifery II (1 to 5)**

This course enables the student to implement safe, nurse-midwifery care in hospital and/or birth centers for women in intrapartum, postpartum, and for newborns. The management of culturally appropriate, holistic, evidence-based care, cognizant of the effect of health disparities is emphasized.

**NRSRG 631 Nurse-Midwifery III (5)**

This final course in the nurse-midwifery sequence prepares students to merge the professional role and responsibilities of clinical management in transitioning to independent, full-scope practice as a nurse-midwife. Emphasis is on the application of the nurse-midwifery process and health advocacy.

**NRSRG 631G Nurse-Midwifery III (1 to 5)**

This final course in the nurse-midwifery sequence prepares students to merge the professional role and responsibilities of clinical management in transitioning to independent, full-scope practice as a nurse-midwife. Emphasis is on the application of the nurse-midwifery process and health advocacy.

**NRSRG 644 Advanced Continence Management (2)**

APRNs will increase their knowledge and skills to effectively assess and manage patient urinary and/or fecal continence issues. This online course delivers evidence-based didactic instruction via video lectures.

**NRSG 645 Advanced Ostomy Management (2)**

APRNs will increase their knowledge and skills to effectively assess and manage ostomy issues, including continent diversions, creation and management of fistulas, and pelvic reservoir management. This online course delivers evidence-based didactic instruction via video.

**NRSG 646 Advanced Skin and Wound Management (2)**

This course provides the advanced practice nurse increased knowledge and skills needed to effectively manage skin and wound care issues. Certification in Wound Care can be achieved upon completion of this coursework and a clinical component that can be obtained post-graduation through the WOCNEC.

**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 651 Neonatal Nurse Practitioner I (1)**

This course focuses on advanced assessment competencies and primary healthcare for low-moderate risk neonates and older infants up to age 2. Students explore collaborative practice models for resuscitation, stabilization, and delivery room management.

**NRSG 651G Neonatal NP I (1 to 4)**

This course focuses on advanced assessment competencies and primary healthcare for low-moderate risk neonates and older infants up to age 2. Students explore collaborative practice models for resuscitation, stabilization, and delivery room management.

**NRSG 652 Integrated Behavioral Health for APRNS (2)**

Course provides an overview of common behavioral health conditions present in diverse clinical populations and health care settings. Using an integrated patient-centered care model, focus is on conducting behavioral health evaluations, evidence-based treatment plans, and multidisciplinary referrals.

**NRSG 653 Neonatal Nurse Practitioner II (1)**

Building on novice neonatal competencies in advanced practice nursing with high-risk neonates and older infants up to age 2, this course emphasizes collaboration with other health professionals to enhance student learning of acute and critical care management and stabilization.

**NRSG 653G Neonatal NP II (1 to 5)**

Building on novice neonatal competencies in advanced practice nursing with high-risk neonates and older infants up to age 2, this course emphasizes collaboration with other health professionals to enhance student learning of acute and critical care management and stabilization.

**NRSG 654 Neonatal Nurse Practitioner III (1)**

Course focuses on independent & collaborative function/decision-making within the healthcare team to provide comprehensive acute/critical/chronic care for neonates and older infants up to age two (2).

**NRSG 654G Neonatal NP III (1 to 6)**

Course focuses on independent & collaborative function/decision-making within the healthcare team to provide comprehensive acute/critical/chronic care for neonates and older infants up to age two (2).

**NRSG 656 Complex Humanitarian Emergencies (3)**

Students are introduced to the field of global response to complex humanitarian emergencies (CHEs) and the role of the nurse. Emphasis is on similarities/differences among responses to natural disasters and CHEs. Students will explore the experience of being displaced through the eyes of a resettled refugee.

**NRSG 657 Palliative Care Across the Spectrum (2)**

This course examines palliative care principles and prepares students with the knowledge/skills/attitudes to understand and enhance the quality of life in the context of serious, incurable illness across the lifespan. Emphasis is on obstacles and opportunities from a practice and policy perspective.

**NRSG 660 Culture, Power, and Practice: the Social Context of Health and Illness (2)**

This course explores central concepts of social medicine and medical anthropology and applies these ideas to the role of the health practitioner in clinical and public health encounters. Specific areas of focus include critical reflexivity, health inequity, and strategies for effective engagement.

**NRSG 661 Pediatric Acute Care Nurse Practitioner I (1)**

In this course, students begin care of the acutely ill or injured child. Emphasis is on the recognition, management, stabilization, and restoration of health post-emergency health crisis for children with a variety of acute clinical disorders.

**NRSG 661G Pediatric Acute Care Nurse Practitioner I (1 to 4)**

In this course, students begin care of the acutely ill or injured child. Emphasis is on the recognition, management, stabilization, and restoration of health post-emergency health crisis for children with a variety of acute clinical disorders.

**NRSG 662 Pediatric Acute Care Nurse Practitioner II (2)**

Students will plan interventions to stabilize the pediatric patient, minimize complications, promote physical/psychological well-being, restore maximal health potential and evaluate risk factors to achieving these outcomes.

**NRSG 662G Pediatric Acute Care Nurse Practitioner II (1 to 4)**

Students will plan interventions to stabilize the pediatric patient, minimize complications, promote physical/psychological well-being, restore maximal health potential and evaluate risk factors to achieving these outcomes.

**NRSG 663 Pediatric Acute Care Nurse Practitioner III (2)**

In this course, the student will integrate care of the complex acute, and chronically ill child in the acute care setting. Emphasis is on collaborative practice within the interdisciplinary team to provide high-quality healthcare to children and their families.

**NRSG 663G Pediatric Acute Care Nurse Practitioner III (1 to 5)**

In this course, the student will integrate care of the complex acute, and chronically ill child in the acute care setting. Emphasis is on collaborative practice within the interdisciplinary team to provide high-quality healthcare to children and their families.

**NRSG 664 Pediatric Primary Care Nurse Practitioner I (1)**

Students will build on the foundation of pediatric well care, incorporating care of the acutely ill child in primary care settings with an emphasis on integrating advanced pediatric health assessment, health promotion, and health maintenance with assessment and management of acute health problems.

**NRSG 664G Pediatric Primary Care Nurse Practitioner I (1 to 4)**

Students will build on the foundation of pediatric well care, incorporating care of the acutely ill child in primary care settings with an emphasis on integrating advanced pediatric health assessment, health promotion, and health maintenance with assessment and management of acute health problems.

**NRSG 665 Pediatric Primary Care Nurse Practitioner II (2)**

Students will build on the foundation of previous semesters incorporating management of common chronic and developmental/behavioral health conditions in infants, children, and adolescents. Emphasis is on management skills and care team strategies to meet commonly diagnosed healthcare needs.

**NRSG 665G Pediatric Primary Care Nurse Practitioner II (1 to 4)**

Students will build on the foundation of previous semesters incorporating management of common chronic and developmental/behavioral health conditions in infants, children, and adolescents. Emphasis is on management skills and care team strategies to meet commonly diagnosed healthcare needs.

**NRSG 667 Pediatric Primary Care Nurse Practitioner III (1)**

In this course, the student will integrate care of the well, acutely ill, and chronically ill child in the primary care setting. Emphasis is on collaborative practice within the interdisciplinary team to provide high-quality healthcare to children and their families.

**NRSG 667G Pediatric Primary Care Nurse Practitioner III (1 to 4)**

In this course, the student will integrate care of the well, acutely ill, and chronically ill child in the primary care setting. Emphasis is on collaborative practice within the interdisciplinary team to provide high-quality healthcare to children and their families.

**NRSG 668 Adult/Gerontology Acute Care Nurse Practitioner I (1)**

This is the first in a 3-course series focused on diagnosing and managing acute and complex chronic health problems in the adult and older adult client from the adult/gerontology acute care nurse practitioner role as a direct care provider and consultant in the context of the multiple care settings.

**NRSG 668G Adult Gerontological Acute Care Nurse Practitioner I (1 to 4)**

This is the first in a 3-course series focused on diagnosing and managing acute and complex chronic health problems in the adult and older adult client from the adult/gerontology acute care nurse practitioner role as a direct care provider and consultant in the context of the multiple care settings.

**NRSG 669 Adult/Gerontology Acute Care Nurse Practitioner II (1)**

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 669G Adult Gerontological Acute Care Nurse Practitioner II (1 to 5)**

The second course in a 3-course series focuses on serious acute illness and exacerbation of chronic illness in adults/older adults from a systems perspective. The role of the nurse practitioner as a direct care provider, consultant, and interdisciplinary team member in acute care settings is discussed.

**NRSG 670 Adult/Gerontology Acute Care Nurse Practitioner III (1)**

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 670G Adult Gerontological Acute Care Nurse Practitioner III (1 to 6)**

The final course in a 3-course series focused on diagnosing/managing health problems from a systems and environmental approach in the adult and older adult client experiencing life-threatening acute conditions. Needs of the progressively frail older adult will be discussed.

**NRSG 671 Adult/Gerontology Primary Care Nurse Practitioner I (1)**

This is the first course in a series that is focused on diagnosing & managing health problems in the adult & older adult client. Emphasis is on the role of the nurse practitioner as a direct care provider, consultant, and interdisciplinary team member in primary, transitional, and long-term care settings.

**NRSG 671G Adult Gerontological Primary Care Nurse Practitioner I (1 to 5)**

This is the first course in a series that is focused on diagnosing & managing health problems in the adult & older adult client. Emphasis is on the role of the nurse practitioner as a direct care provider, consultant, and interdisciplinary team member in primary, transitional, and long-term care settings.

**NRSG 673 Adult/Gerontology Primary Care Nurse Practitioner II (1)**

This course is focused on diagnosing and managing health problems in the adult and older adult client. Emphasis is on the role of the nurse practitioner as a direct care provider, consultant, and interdisciplinary team member in primary, transitional, and long-term care settings.

**NRSG 673G Adult Gerontological Primary Care Nurse Practitioner II (1 to 5)**

The second course in a series is focused on diagnosing and managing health problems in the adult and older adult client. Emphasis is on the role of the nurse practitioner as a direct care provider, consultant, and interdisciplinary team member in primary, transitional, and long-term care settings.



**NRSB 674 Adult/Gerontology Primary Care Nurse Practitioner III (1)**

This course focuses on diagnosing & managing health problems in the adult and older adult from an advanced practice nursing perspective. Building on prior knowledge, the class will focus on major concepts in the care of the ill adolescent, adult, and progressively frail older adult from a systems and environmental approach.

**NRSB 674G Adult Gerontological Primary Care Nurse Practitioner III (1 to 5)**

This course focuses on diagnosing & managing health problems in the adult and older adult from an advanced practice nursing perspective. Building on prior knowledge, the class will focus on major concepts in the care of the ill adolescent, adult, and progressively frail older adult from a systems and environmental approach.

**NRSB 675 Advancing Behavior Change for Improved Health Outcomes (2)**

Students will examine the emerging evidence and begin to apply methods facilitating health behavior change based on neurological and psychological interventions. The learner will practice integrating these patient-centered care methods to improve health and reduce societal costs of health care.

**NRSB 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.

**NRSB 676 Advanced Management of Geriatric Skin, Continence and Functional Reserve (2)**

Students will use knowledge and skills to effectively assess and holistically manage care related to the older adult experiencing skin, continence, and mobility issues. Multiple approaches will be explored to preserve physiological functions, maximize skin protection, and promote healing.

**NRSB 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.

**NRSB 678 Gender, Women, and Health (2)**

This course presents an introductory examination of the complex contexts of women's health globally, with a focus on sexual and reproductive health and rights. Theoretical concepts of power, culture, gender, and justice are applied throughout the course as a framework for understanding and critique.

**NRSB 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.

**NRSB 680 Basics of Dermatology (2)**

This course focuses on dermatological conditions often seen among Hispanic migrant farmworkers. Basic principles of dermatology (dermatopathology and therapeutics) are discussed for managing common skin conditions. Communication issues and resources available to support quality care are emphasized.

**NRSG 681MN Professional Nursing: Issues and Trends (2)**

This course focuses on current issues and trends affecting the profession and the use of effective communication and collaborative strategies to maximize contributions within the healthcare team. Strategies to promote lifelong learning will be discussed.

**NRSG 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 683 Human Sexuality (3)**

This course is structured to help students become knowledgeable in dealing with the sexual issues of clients and other target populations. Adaptations necessary when life events threaten or interfere with sexual integrity and functioning will be covered.

**NRSG 684 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.

**NRSG 686 Health & Social Justice (2)**

This is a student-initiated course that provides an interdisciplinary approach to understanding the complexities inherent in improving health. The multiplicity of social factors that affect health are examined as well as working models of approaches to alter them favorably.

**NRSG 687 Nurse Anesthesia CRNA (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 688 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 689 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 690 Nurse Anesthesia Application IV (4.5)**

This course focuses on anesthesia care for trauma and thermal injuries and advanced pain management for acute and chronic conditions. It is designed to solidify the student's theoretical and scientific foundations and critical thinking abilities by applying critical anesthesia concepts in clinical anesthesia practice. Concepts of leadership will be applied to interpersonal and inter-professional communication.

**NRSG 691 Nurse Anesthesia Application V (4)**

The course is a comprehensive review of anesthesia concepts and considerations. The depth and breadth of scientific principles found in Nurse Anesthesia Application I-IV are solidified with an emphasis on professional practice.

**NRSG 692R Comprehensive Anesthesia Review Seminar (1)**

This course is intended to prepare SRNAs for the National Certification Exam. Each of the four content areas of the NCE will be covered, including Basic Sciences; Equipment, Instrumentation and Technology; General Principles of Anesthesia; Anesthesia for Surgical Procedures and Special Populations.

**NRSG 695R Clinical Directed Study (1 to 12)**

This directed clinical focuses on the diagnosis and management of complex health problems for specified populations from an advanced nursing practice perspective. Diagnostic reasoning and clinical application are emphasized. Student and faculty determined focus.

**NRSG 697R Directed Study (1 to 12)**

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

**NRSG 700 Evolution Of Nursing Science (3)**

This course addresses the interrelationship between the philosophy of science and nursing research. We will study the different philosophical traditions that underlie ways of generating knowledge such as pragmatism, empiricism, and phenomenology. Processes of theory development, theoretical critique, and the influence of other disciplines on nursing science are examined in relation to contemporary nursing phenomena. Conceptualization of health phenomena by nursing and other disciplines will be explored through comparing and contrasting paradigms.

**NRSG 702D Analyzing, Evaluating and Translating Health System Evidence (2)**

Learners will use basic statistical concepts to analyze large quantitative databases and perform necessary analytic techniques (descriptive and inferential analyses) to interpret quantitative study findings. Dissemination of findings will be in a format consistent with the rigor of a manuscript.

**NRSG 703D Epidemiology for Advanced Nursing Practice (2)**

Study the distribution and determinants of health and illness in human populations using epidemiologic concepts and methods. These concepts will be integrated to improve public health care delivery, research and clinical practice.

**NRS 705 Endogenous and Exogenous Determinants of Human 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 707D Transforming Healthcare: A Systems Approach to Improve Quality & Safety (3)**

Students will gain knowledge, skills, and attitudes to participate/lead efforts for improving quality, safety, and patient-centered care using a systems framework to assess relevant contextual factors and to identify implications for quality improvement and system redesign initiatives.

**NRS 711D Advanced Nursing Practice for Practice Scholars (2 to 4)**

This is an elective course for the post-masters DNP students to obtain specialty knowledge in one aspect of advanced nursing practice (specialty clinical practice, policy, and advocacy, education and teaching, research, leadership, or consultation); this is a clinical course with clinical hours.

**NRS 712D Analysis of Complex Health Systems for Populations and Organizations (3)**

This course is a synthesis and review of theories and principles related to complex systems in health care delivery, health-related organizations, and populations emphasizing the interplay among micro-, meso-, and macro-systems within the ecological framework.

**NRS 713D Analytic Tools for Evidence-Based Decision Making (3)**

Students will apply a conceptual model in designing an evaluation plan for healthcare improvement that incorporates a needs assessment, study design, sampling method, outcome measures, data collection/management plan, and data analysis plan. Students will discuss outcomes and disseminating findings.

**NRS 714D Pathways to Practice (4)**

The course prepares advanced practice nurses to determine their financial viability within organizations, to engage in strategic business decision making, to consider functioning as an entrepreneur, and to financially partner successfully as a clinician in a paradigm of care delivery.

**NRS 715D DNP Project Development I (2 to 3)**

This first course in the project series provides the foundation in scholarly writing and evidence acquisition while identifying key theories/concepts associated with scholarly inquiry to support student project proposals. Comprehensive search strategies and skills in literature synthesis are included.

**NRS 716D DNP Project II (1 to 4)**

The second course in a 3-course series prepares the student to conceptualize and develop a site-specific project plan in collaboration with a sponsoring facility, site, and/or Clinical Partner. Students learn the steps to project development/management, and negotiation skills to conduct the project.

**NRS 717D DNP Project Development III (1 to 5)**

The third course in a 3-course series prepares the student to implement the DNP project. The full implementation of the project will be addressed, including intervention development, system change, methods of measurement, selection of systems of analysis, and plans for project dissemination.

**NRSG 721D DNP Project (1 to 7)**

This course is the final component of the DNP Project, culminating in the generation of results that are prepared for dissemination, either regionally, nationally, or globally

**NRSG 722D Leadership for Health Professions (2)**

This course challenges students to apply concepts/principles of strategic leadership within rapidly changing and complex healthcare delivery systems and professional environments. Students explore their leadership skills while acquiring the knowledge, skills, and abilities needed for success.

**NRSG 723D Health Policy, Ethics, and Law (2 to 3)**

This course examines the interplay of legal, ethical, and policy issues in the delivery of healthcare and the practice of nursing. The role of nursing in designing, influencing, and implementing health policies is highlighted.

**NRSG 724D Informatics: Leading with Data (3)**

Using technology tools to measure and evaluate data, students will apply advancements in informatics to construct data for care transformation and improved health care outcomes. Data analytics will be used to inform leadership on patient care issues, guiding creative innovation through demonstration projects.

**NRSG 725D Social Behavior in Public Health for Advanced Nursing Practice (2)**

Introduction to basic principles of psychosocial determinants of behavioral risk that affect health from a local to an international perspective. Determinants are addressed within theories, models, and frameworks of health-related behavior with application to public health practice within nursing.

**NRSG 737 Biomethods in Health Related Research (3)**

Will provide students with the theory and practical application of commonly used biological methods on a small and large scale (OMICS).

**NRSG 740 Omics in Health and Disease (3)**

This course will examine the theoretical principles underlying the fields of study identified as -omics including genomics, transcriptomics, epigenomics, metabolomics, and microbiomics. The biology of these fields of study will be presented along with their application to knowledge discovery, precision medicine/nursing, and the development of targeted interventions to improve health outcomes.

**NRSG 741 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 743 Microbiome in Health and Disease (3)**

This course introduces the concept of humans as a composite organism - an ecological community of host cells, bacteria, archaea, and viruses.

**NRSG 794R Special Topics in Nursing (1 to 9)**

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



## EMORY NURSING

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