Summer Session 32
Fees 33
  Registration Fee 33
  Educational Fee 33
  Professional School Fee 33
  Nonresident Tuition Fee 33
  Community Centers Facilities Fee 33
  Student Health Service Fee 33
  Graduate Students' Association Fee 34
  Nursing Student Council Fee 34
Refunds and Return of Unearned Aid 35
  Refunds 35
  Fee Refunds 35
  Unearned Federal Aid Return Calculation 35
Fees - School of Nursing 36
Financial Aid 37
  Application and Deadline Information 37
Scholarships 39
  Need-Based Funds 39
  Nonresident Supplemental Tuition Scholarships 39
  Graduate Division Funds 40
Traineeships 41
Loans 42
  Federal Unsubsidized Direct Loan Program 42
  Federal Graduate PLUS 42
  Nurse Faculty Loan Program 42
  Emergency Loans 42
Work-Study and Other Student Employment 44
Veterans' Benefits 45
Organizations 46
  Graduate Students' Association 46
  Alumni Association 46
  Sigma Theta Tau Honor Society 47
Doctoral Programs in Nursing 48
Doctoral Curriculum 49
  Research 49
  Nursing Science 49
  Theory Development 49
  Cognates 49
Research Training Resources 50
  Research: Family Health Care Nursing 50
  Research: Community Health Systems 50
  Research: Physiological Nursing 51
  Research: Social & Behavioral Sciences 52
Pathways to the PhD Program 53
Doctoral Admission Requirements for US Applicants 54
Doctoral Admission Requirements for International Applicants 55
  Entry with Bachelor of Science in Nursing 56
Doctoral Application Process 57
  Application Review 57
  On-Line (Web) Application System 57
  Admission Transcripts 58
  Reference/Recommendation Letters 58
  Examinations 59
  Doctoral Admissions Screening Process 59
  Immunization Requirements 60
Master of Science Program in Nursing 61
Master's Curriculum 62
  Time Requirements 62
  Admission Requirements, Master's Program 63
International Applicants, Admission Requirements 63
Duplication of Degrees 64
Master’s Application Process 65
Master’s Application Components 66
Admission Transcripts 66
Letters of Reference 66
On-Line (Web) Application System 67
Examinations 67
Evaluation/Screening of Master’s Applicants 69
M.S. Program Requirements 70
Articulation into the Doctoral Program 71
Transfer of Credit 72
ADN-MS Pathway Program 73
Master’s Entry Program in Nursing (MEPN) 74
MEPN Applications 75
Clinical Sites 75
LVN Non-Degree Option 75
MEPN Fees and Other Expenses 76
Financial Aid, MEPN 76
MEPN First Year Sample Curriculum 76
MEPN Admission Requirements 77
MEPN Application Process 78
Letters of Reference, MEPN 79
Graduate Record Examination (GRE), MEPN 79
MEPN Interviews 79
MEPN Notification and Matriculation 80
Licensure (R.N.), BRN 80

Areas of Master’s Degree Specialization 81
Adult-Gerontology Acute Care Nurse Practitioner, Acute Care Nurse Practitioner 82
Adult-Gerontology Primary Care Nurse Practitioner (AGNP) 84
Adult-Gerontology Clinical Nurse Specialist 86
Advanced Practice Public Health Nursing 87
Adult-Gerontological Critical Care / Trauma CNS 88
Family Nurse Practitioner 90
Health Policy Nursing 92
Nurse Midwifery / Women’s Health Nurse Practitioner 94
Occupational/Environmental Health Nursing 96
Oncology (Adult Gerontology) Clinical Nurse Specialist 98
Pediatric Nurse Practitioner, Acute Care Pediatric Nurse Practitioner 100
Acute Care Pediatric Nurse Practitioner (ACPNP) 101
Adolescent Focus Option 101
Psychiatric / Mental Health Nurse Practitioner Psychiatric / Mental Health Clinical Nurse Specialist 102
Minors - Additional Areas of Focus 104

Department of Social & Behavioral Sciences 106
M.S. and Ph.D. Programs in Nursing with Health Policy Specialty 107
Sociology Ph.D. Program 109

Postdoctoral and Special Studies 111
Postdoctoral Studies 112
Special Studies: Individual & Specialized Programs 113
Post-Master’s Options 113
Special Studies 113
Vocational Nurse (LVN) Non-Degree Option 113

Course Catalog 115
Biostatistics Courses 116
Nursing Courses 117
Nutrition Courses 161
Sociology Courses 162
Faculty

<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>168</td>
</tr>
<tr>
<td>Faculty Emeriti</td>
<td>169</td>
</tr>
<tr>
<td>Community Health Systems</td>
<td>170</td>
</tr>
<tr>
<td>CHS Volunteer Faculty</td>
<td>171</td>
</tr>
<tr>
<td>Family Health Care Nursing</td>
<td>172</td>
</tr>
<tr>
<td>FHCN Volunteer Faculty</td>
<td>173</td>
</tr>
<tr>
<td>Institute for Health and Aging</td>
<td>174</td>
</tr>
<tr>
<td>IHA Volunteer Faculty</td>
<td>175</td>
</tr>
<tr>
<td>Physiological Nursing</td>
<td>176</td>
</tr>
<tr>
<td>PN Volunteer Faculty</td>
<td>177</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>178</td>
</tr>
<tr>
<td>SBS Volunteer Faculty</td>
<td>179</td>
</tr>
</tbody>
</table>

Addresses

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently Called Telephone Numbers</td>
<td>208</td>
</tr>
</tbody>
</table>

California Residency

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Rule</td>
<td>211</td>
</tr>
<tr>
<td>Establishing Residency for Tuition Purposes</td>
<td>211</td>
</tr>
<tr>
<td>Demonstrating Intent</td>
<td>211</td>
</tr>
<tr>
<td>Financial Independence</td>
<td>211</td>
</tr>
<tr>
<td>Residence Rules Applicable to Minors</td>
<td>213</td>
</tr>
<tr>
<td>Exceptions to the Rules Applicable to Minors</td>
<td>213</td>
</tr>
<tr>
<td>Exemptions from Nonresident Tuition</td>
<td>214</td>
</tr>
<tr>
<td>Temporary Absences</td>
<td>215</td>
</tr>
<tr>
<td>Petitions</td>
<td>216</td>
</tr>
<tr>
<td>Time Limitation on Providing Documentation</td>
<td>217</td>
</tr>
<tr>
<td>Incorrect Classification</td>
<td>218</td>
</tr>
<tr>
<td>Inquiries and Appeals</td>
<td>219</td>
</tr>
<tr>
<td><em>Dependent Member of the Military</em></td>
<td>219</td>
</tr>
</tbody>
</table>

Crime Awareness/Reporting, Clery Report

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries and Appeals</td>
<td>220</td>
</tr>
</tbody>
</table>

Index

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries and Appeals</td>
<td>221</td>
</tr>
</tbody>
</table>
[Preface] Message from the Chancellor

The University of California, San Francisco (UCSF) is a graduate health sciences campus. Its schools of dentistry, medicine, nursing and pharmacy as well as the Graduate Division award professional and doctoral degrees in the biomedical and behavioral sciences. We are extremely proud that each of our schools is consistently rated among the best in the nation.

UCSF defines its mission as the achievement of excellence in teaching, research, patient care and public service. For many years, UCSF has been world renowned for scientific discovery and research, teaching and innovative delivery of health care. However, we are not satisfied to rest on our reputation. Our faculty and administration are both catalysts for and responsive to scientific, social and economic changes, and we are committed to preparing students for careers in a rapidly changing environment.

The populations of both the city of San Francisco and the state of California are diverse. We are of all races, from many countries, cultures and ethnic groups. Our campus population reflects the diversity of our community. Since many of the health professionals who graduate from UCSF remain in California to pursue their careers, the diversity of our student body today will better serve communities throughout the state tomorrow. We continue to do all we can to sustain the diversity of our entire campus family.

I appreciate your interest in UCSF and encourage you to apply. I wish you success in future educational endeavors.

Susan Desmond-Hellmann, MD, MPH
Chancellor
Arthur and Toni Rembe Rock Distinguished Professor
[Preface] Message from the Dean

*More than ever before in its 100-year history, our mission is clear and pressing.*

Health care reform is a number one priority for our nation. The health care system is experiencing challenges of epic proportions, with daunting shortages of health care professionals predicted, while our nation and our state experience severe economic challenges. The need for highly skilled advanced practice nurses, nursing faculty, and health policy leaders has never been greater.

The UCSF School of Nursing is strategically positioned to prepare this cadre of professionals. In the last 5 years alone we have tripled our research funding, gained additional support through endowed professorships to senior academic leaders, and increased our enrollment to foster the preparation of new nurses and new faculty for the state of California and beyond. The UCSF School of Nursing is uniquely poised to prepare the next generation of leaders and meet today’s challenges.

Public service is a central tenet of our mission and, in countless new and exciting ways, each and every day, we are serving the needs of the people of this state in inner-city and rural clinics, health care facilities, and community organizations. Through our programs and our students we live our commitment to promote and nurture diversity at UCSF among faculty, staff, students and to enhance diversity through outreach and strategies for recruitment and retention.

We invite you to join our family and share in our passion.

*David Vlahov*, RN, PhD,  
Dean, UCSF School of Nursing
The Campus

For the most up-to-date information, please visit the School of Nursing online at http://nursing.ucsf.edu (website).

University of California, San Francisco is one of the ten campuses of the University of California and the only one devoted solely to the health sciences. It consists of four top-ranked professional schools: Dentistry, Medicine, Nursing, and Pharmacy; a graduate program in basic and behavioral sciences; two health policy institutes; plus a medical center with four hospitals: UCSF Medical Center at Parnassus, UCSF Medical Center at Mount Zion, UCSF Children's Hospital, and Langley Porter Psychiatric Hospital; and one of the largest ambulatory care programs in the state. Major affiliated programs are at the San Francisco General Hospital Medical Center, Veterans Affairs Medical Center, and in the Fresno-San Joaquin Valley.

The mission of UCSF is: to attract and educate the nation’s most promising students to future careers in the health sciences and health care professions, with continuing emphasis on open access and diversity; to bring our patients the best in health care service, from primary care to the most advanced technologies available; to encourage and support research and scholarly activities to improve our basic understanding of the mechanisms of disease and the social interactions related to human health; to develop more effective preventions and therapies for disease; and to serve the community at large through educational and service programs that take advantage of the knowledge and skills of UCSF faculty, staff, and students.
The UCSF Library

One of the preeminent health sciences libraries in the world, the UCSF Library serves not only as a repository for health sciences information, but also as a center for development of electronic information resources and the hub of campus instructional computing. Library facilities are located at both Parnassus and Mission Bay.

The Library's collection covers most aspects of the health science disciplines, consisting of over one million volumes, more than 37,000 online journals, and selected databases in a wide variety of subject areas. Online resources can be accessed from office and home, as well as throughout the Library. Visit the website to access a wealth of health sciences resources, including digital collections developed by the Library: [http://www.library.ucsf.edu](http://www.library.ucsf.edu) (website).

The Education Services group offers classes on PubMed@UCSF and other electronic databases, citation management, and biomedical research resources. Education librarians also provide customized instruction to support the curricula of each school.

The UCSF Teaching and Learning Center ([http://tlc.ucsf.edu](http://tlc.ucsf.edu)), located on the second floor of the Parnassus Campus Library, consists of technology-enhanced classrooms, the Tech Commons, and the Kanbar Center for Simulation, Clinical Skills and Telemedicine Education. The Tech Commons, a learner-centered computing space for group and individualized work, includes Windows and Mac computers, a computer classroom, editing suite, and consulting support. The Kanbar Center conducts realistic simulations of clinical situations for interprofessional team training.

The Library's Learning Technologies group, located in the Tech Commons, supports the application of instructional technology to teaching and learning at UCSF. Hardware, software, and consulting support are available for the development of educational materials.

The Library also maintains computing facilities in the Medical Sciences Building and the Mission Bay Community Center. At Parnassus, iPads are available for loan, as well as laptops for use within the Library. Group study rooms are available for students and can be reserved online.
Student Health and Counseling Services

Student Health and Counseling Services information is available at http://studenthealth.ucsf.edu (website).

Primary Care Services

Student Health & Counseling Services (SHCS) is staffed by MDs, RNs, nurse practitioners and mental health providers. All registered student visits to see a health care provider at Student Health are free of charge.

Call (415) 476-1281 to schedule an appointment. Services provided at the SHCS clinic include: acute care, annual exams and physicals, mental health counseling, TB skin testing, immunizations, coordination of care for chronic health problems, contraceptive counseling and travel health service.

Specialty Care Services

Specialty care services require a referral from Student Health for students enrolled in the Graduate Student Health Insurance Plan (GSHIP). The UCSF Medical Group provides the majority of specialty care services for students, but you may select where you would like to receive specialty care. Students are able to access most physician specialists right on campus with prior authorization from Student Health. Students deductible and co-insurance responsibility are waived for visits to the UCSF Medical Group and admissions to UCSF Moffitt-Long Hospital for students enrolled in the GSHIP. The Graduate Student Health Insurance Plan also includes a nationwide physician network with all medically necessary services covered at 90% and covers medically necessary visits to non-network providers at 60% after a $200 policy year deductible. Students have a 10% or 40% co-insurance responsibilities + $200 policy year deductible and $20 specialty office co-payment per visit. Emergency Room visits are covered at 100% after a $100 ER co-payment. ER visits are not subject to the policy year deductible and other provisions as specified by the Student Insurance brochure. These prices and percentages of coverage are negotiated annually. Refer to the health insurance brochure for details. The Student Health Insurance Plan reimburses prescriptions up to $10,000 per policy year.

Mental Health Services

All registered students may see a mental health provider at the Student Health & Counseling Services for up to 10 visits per policy year for no fee. If additional visits are required, students are referred to the Langley Porter Psychiatric Institute (LPPI) or another provider of their choice. The co-payment is $15 per visit at LPPI. See the insurance brochure at the website for details.

Immunization Requirements

Accepted applicants to the School of Nursing must submit documentation for all pre-entry health and immunization requirements to Student Health & Counseling Services (SHCS). SHCS will provide each new student with a description of all health requirements and instructions to submit their requirements online. ALL information must be submitted using the secure ONLINE tool.
Additional pre-enrollment information is available from SHCS at (415) 476-1281 and online at http://studenthealth.ucsf.edu (website).

**Outreach Programming**

We provide presentations, skills-based workshops and supportive discussion groups to promote psychological health and wellness for graduate and professional students as they move through their degree programs. A list of current outreach programs is available at http://studenthealth.ucsf.edu/wellness (website).

**Graduate Student Health Insurance Plan - Waiver**

Students who have access to (1) an employer-sponsored insurance plan OR (2) an individual plan with a minimum of 6 months of continuous coverage will be eligible to waive the Student Insurance Plan -- so long as the plan meets all minimum benefit requirements. The application, waiver process, and application deadlines can be found at http://studenthealth.ucsf.edu/insurance/insurance-waiver (website).
Guy S. Millberry Union

Millberry Union is UCSF's non-academic services' central location. Millberry Programs and Events specializes in bringing to the campus community cultural, social, recreational, and fitness programs. Millberry Union also houses a diverse assortment of other services, including the UCSF University Store, Campus Cuts, University Express Convenience Store, You See Flowers, a variety of food service options, The Technology Source computer sales and service and UCSF Documents, Media and Mails copying and printing services. Meeting rooms, entertainment ticket services, outdoor activities, and a state-of-the-art fitness center are also located in Millberry Union (see campus maps at http://www.ucsf.edu/maps).
Housing Accommodations

Housing Services provides many housing options, which are University owned and operated apartment properties at the Parnassus and Mission Bay campuses. On-campus accommodations include options for single students, married and partnered students, and students with children. All apartments have kitchen and laundry facilities. Accessible housing is available to those who qualify. UCSF housing is an economical option, as rental rates are below market and no security deposit is required. Tenants may be limited to the number of years they live in campus housing.

**Avenue Houses** - Located at 3rd and 5th Avenue just off Parnassus Avenue, these group houses accommodate tenants in single or shared furnished bedrooms. Utilities and wireless internet are included. Due to their proximity to most classes and the library, these spaces fill up quickly. There are no parking privileges, but the shuttles, buses and light-rail trains are just steps from the door.

**Aldea San Miguel** - The complex is surrounded by a eucalyptus forest, located on a hill above the Parnassus campus. Features include hiking trails and a community center. Aldea offers unfurnished Junior 1-bedroom units for singles, 1-bedroom units for couples, and 2-bedroom units families with children. A shuttle connects to the main campus, and one reserved parking spot comes with each apartment (option to purchase a second permit).

**Mission Bay** - At this sunny complex, families may lease an entire apartment, while single students have a choice of leasing a private apartment or a single room within a shared group unit. Each unfurnished apartment offers complete kitchens, multiple phone lines, free wireless internet service, and capability for cable and satellite television. Services include a recreation center with pools, a campus library, and banking and retail services. Frequent shuttles connect to classes at Parnassus and other UCSF locations and hospitals throughout the city. Mission Bay is the largest housing area at UCSF.

More information can be found at [http://www.campuslifeservices.ucsf.edu/housing](http://www.campuslifeservices.ucsf.edu/housing) (website). You may also contact UCSF Housing Services, 1505 Fourth St. Ste. 101, San Francisco, CA 94143-3100 or telephone 415/514-4550, or write to housing@ucsf.edu (email).

Off-Campus Housing

The Housing Services website provides information for the Off Campus Listing Service (OCLS) for rentals, and the Short Term Lodging Guide for temporary lodging establishments. OCLS maintains listings of privately owned off-campus rentals, including flats, houses, rooms, and shared arrangements. Housing Services does not investigate, endorse, or guarantee the accommodations listed. Students, especially those with families, are encouraged to allow ample time for locating suitable housing prior to the start of the quarter.

For additional information, please visit the Housing Services Office in Millberry Union (west tower, first floor) at [http://www.campuslifeservices.ucsf.edu/housing](http://www.campuslifeservices.ucsf.edu/housing) (website). You may also contact UCSF Housing Services, 1505 Fourth St. Ste. 101, San Francisco, CA 94143-3100 or telephone 415/514-4550, or write to housing@ucsf.edu (email).
International Students and Scholars Office

The International Students and Scholars Office (ISSO) is the primary contact to provide information and assistance regarding the understanding and fulfilling of government regulations as international students and scholars strive to meet their academic and professional goals at UCSF. ISSO also facilitates the transitional needs of international students and scholars at UCSF through services and programs such as orientations, immigration assistance, employment advising, regulatory workshops, and pre-arrival materials.

For more information, visit ISSO online at http://isso.ucsf.edu (website).
Student Academic Affairs

The office of the Vice Chancellor for Student Academic Affairs (SAA) administers various student service units, including the Office of the Registrar, Student Health and Counseling Services, Student Financial Aid, the Office of Student Life, the Office of Career and Professional Development (Career Center), and the International Students and Scholars Office (ISSO). For information, visit the SAA website: [http://saa.ucsf.edu](http://saa.ucsf.edu) (website).
Office of Student Life (OSL)

The OSL coordinates a diverse group of student services, programs and resources. These include the Office of Career and Professional Development, Student Activity Center, student governments, Synapse, the student newspaper, Registered Campus Organizations (represent a broad range of academic, cultural, ethnic, artistic, and community service interests), Student Disability Services, and Learning Resource Services. For more information: http://osl.ucsf.edu; (415) 476-4318 or visit Millberry Union (West) Room 126.

Office of Career and Professional Development (OCPD)

The Office of Career and Professional Development provides programs, services, individual assistance and web & print resources designed to enhance the academic, professional and career development of UCSF students and scholars. OCPD offers help with resume preparation, interview skills, job hunting advice and career counseling, and provides workshops that help students build a variety of professional skills. For more information: http://career.ucsf.edu; (415) 476-4986; or visit Medical Sciences Building, Room S-140.

Student Activity Center

The Student Activity Center (SAC) provides support and resources for programs sponsored by two student governments and 100+ Registered Campus Organizations. The SAC coordinates the campus wide student Passport to Wellness, sends a weekly summary of student focused events via email (Student Inside Guide) and supports student success through yearlong orientation and leadership development programs. For more information: http://sac.ucsf.edu (415) 502-1484 or visit Millberry Union (West) Room 108.

Student Disability Services

Student Disability Services (SDS) coordinates services and accommodations for students with disabilities at UCSF. The goal of SDS is to ensure equal access to all aspects of University life. SDS works with students with all types of disabilities (learning, psychological, physical, sensory, AD/HD, and chronic health conditions).

SDS works closely with students to assess the need for accommodations on the basis of a disability. Common accommodations include: exam accommodations, notetaking services, sign language interpreting, real time captioning, assistive technology, alternate format media, accessible parking, and accommodations for the clinical environment. SDS can provide an accessible orientation to the campus physical environment and provide referrals to resources, services, and agencies relevant to students with disabilities.

Students must register with SDS, demonstrate documented need for services, and be deemed eligible for accommodations. For complete information about the registration process, visit Student Disability Services online at http://sds.ucsf.edu or contact the Director of Student Disability Services, email: neera.jain@ucsf.edu, telephone (415) 476-6595; Millberry Union West, Room 120.
Learning Resource Services

Learning Resource Services provides all UCSF students with assistance in the development of learning strategies designed to enhance their potential in UCSF’s academically and clinically rigorous environment. The program works with each professional school and the Graduate Division to provide tailored workshops in a variety of learning skill areas such as time management and organization, study and memory techniques, and test preparation skills. In addition, individual student consultations are available as well as group consultations with students who study together.

For more information: [http://learn.ucsf.edu/](http://learn.ucsf.edu/) or contact the Director, Learning Resource Services, email peggy.ryan@ucsf.edu, telephone (415) 502-0319; Millberry Union West, Room 101.
Student Outreach and Recruitment

The UCSF Graduate Division oversees several outreach programs (http://graduate.ucsf.edu/content/outreach-diversity), [1] including summer research programs for undergraduates interested in pursuing a Ph.D. (most of the summer programs are specifically aimed at students historically underrepresented in the sciences - http://graduate.ucsf.edu/content/summer-research-opportunities); [2] UC LEADS, a state-supported pre-Ph.D. program for UC undergraduates from educationally disadvantaged backgrounds majoring in science, technology, engineering, and math (STEM) fields (http://graduate.ucsf.edu/content/applying-uc-leads); [3] Postdoc Bootcamp, a Graduate Division-sponsored event for advanced underrepresented graduate students interested in doing a postdoc at UCSF (http://graduate.ucsf.edu/content/agep-postdoc-bootcamp); [4] the Initiative for Maximizing Student Diversity (IMSD) Fellowship, sponsored by the National Institute for General Medical Sciences (NIGMS), that provides financial, academic, and intellectual support for underrepresented PhD students at UCSF (http://graduate.ucsf.edu/content/nigms-imsd-fellowship); and [5] the NIGMS IRACDA Scholars in Science Postdoctoral Fellowship for under-represented postdoctoral scholars at UCSF who are interested in obtaining teaching skills in addition to their research (http://graduate.ucsf.edu/content/iracda-scholars-science-isis-program).

For more information contact the Assistant Dean for Postdoctoral Affairs and Career Development at 415/476-1558 or christine.desjarlais@ucsf.edu (email).
Programs for Research and Study Abroad

Student Academic Affairs facilitates student participation in federal and University of California programs for research and study abroad. Programs open to all UCSF students are the Fulbright US Student Program and the National Security Education Program. Programs open only to PhD candidates are the Fulbright-Hays Doctoral Dissertation Research Abroad Program and the UC MEXUS Dissertation Grants Program (website).

For information, visit the website at http://graduate.ucsf.edu/content/how-apply-extramural-fellowships (website).
**Student Conduct**

As future health care professionals and health science researchers, UCSF students are held to high standards of behavior, particularly in matters of ethics, judgment, and professionalism. As such, student conduct is often directly relevant to a student’s academic performance. Matters relating to student conduct are therefore initiated by the Deans of the Schools and Graduate Division (or their designees). The Dean shall be made aware of alleged misconduct and determine whether to utilize either 1) procedures related to academic professionalism standards or 2) student conduct procedures. Both avenues allow for informal or formal resolution of the issue(s).

Policies concerning student conduct, student organizations, use of University property, and related matters are set forth in the University of California’s Policies Applying to Campus Activities, Organizations, and Students (including UCSF’s Implementing Regulations), which can be viewed at [https://clubs.ucsf.edu/policies/campus-activities-organizations-and-students](https://clubs.ucsf.edu/policies/campus-activities-organizations-and-students) (website).

The UCSF Campus Code of Conduct can be found at [http://chancellor.ucsf.edu/UCSFCOC.pdf](http://chancellor.ucsf.edu/UCSFCOC.pdf) (website).
San Francisco and the Bay Area

The San Francisco Bay Area is rich in culture and adventure. The city itself is world class in every sense: an exciting mix of great museums, restaurants, nightclubs, parks and beaches, performing arts groups, major league sports, and intriguing ethnic neighborhoods.

Just a short walk from UCSF’s main campus is Golden Gate Park. With over 5,000 varieties of trees, shrubs, and flowers, the park is both a cultural and recreational center for the City. Within its boundaries are the De Young Museum, Japanese Tea Garden, the 60-acre Strybing Arboretum, and the Conservatory of Flowers. Golden Gate Park is a great place for walking, jogging, bicycling, horseback riding, or a game of soccer.

San Francisco, a city of distinct neighborhoods, nurtures diversity of culture and lifestyle, from Chinatown and Japantown to Italian North Beach, the Haight-Ashbury, the gay community in the Castro District, the SoHo-like South of Market (SoMa), and the Hispanic Mission District.

Because of its multicultural population, San Francisco developed an openness to the unusual and unexpected, and as a result, no single race, religion, national origin, or lifestyle dominates.
School of Nursing

For the most up-to-date information, please visit the School of Nursing online at http://nursing.ucsf.edu (website).
History

The nationally recognized excellence of the School of Nursing reflects a long history of innovation in nursing education. A diploma program for the education of nurses was first offered by the University of California in 1907, when it established the Hospital Training School for Nurses. In 1917 a five-year curriculum leading to a baccalaureate degree was developed on the Berkeley campus in the Department of Hygiene. This program combined academic study with practice in nursing, using the Training School program as the middle years. These two curricula continued until 1934, when the diploma program was discontinued.

Instruction in public health nursing leading to certification was first offered to graduate nurses in 1918 on the Berkeley campus. In 1925, through funds appropriated by the state legislature from the accumulated funds in the State Bureau of Registered Nurses, an additional certificate curriculum in nursing education and nursing service administration was initiated.

The Berkeley and San Francisco programs were brought together administratively in 1934. On March 17, 1939, the Regents authorized the establishment of a School of Nursing, the first autonomous school of nursing in any state university. In 1941 the faculty of the School of Nursing achieved full academic status in the University. The School added programs in succeeding years:

- 1949 Master of Science
- 1965 Doctor of Nursing Science
- 1980 Articulated BS/MS Program for Registered Nurses
- 1984 Doctor of Philosophy
- 1991 Master's Entry Program in Nursing (MEPN)

In the fall of 1959, all activities of the School of Nursing were consolidated onto the San Francisco campus.
Mission

Nursing care for the healthy and the ill occurs in a dynamic social and professional environment with changing needs for clinical, research, and theoretical expertise. As a leader in health care and nursing progress, the UCSF School of Nursing must anticipate and respond to changing issues and trends and must influence policies and practices in health care. Within this context, the School of Nursing draws upon the insights and experiences that its students, faculty, and alumni have to offer from their rich and diverse cultural heritage. Taking advantage of its long history as a part of the University of California, San Francisco health sciences campus, the School will continue to work cooperatively with other health professionals on campus, nationally, and internationally in its search for excellence in teaching, research, practice, and public service. The School of Nursing’s mission comprises three elements:

Teaching
- Prepare students from culturally diverse backgrounds to assume leadership roles in nursing clinical practice, leadership, education, health policy, and research.
- Provide education and research training in the social, behavioral, and biological sciences focused on health, illness, and health care.

Research
- Advance knowledge and theory through research.
- Design and evaluate the organization, financing, and delivery of health care.
- Generate and test innovative professional educational models.

Practice
- Promote and demonstrate excellence in professional nursing practice.
- Benefit the public, the profession, and the University through active individual and group involvement in service activities.
Accreditation

The master’s program, including the MEPN pre-licensure segment, of the School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). Persons who complete the pre-licensure segment (MEPN) of the master’s program are eligible to apply for the Public Health Nursing Certificate issued by the California Board of Registered Nursing (BRN), after they have passed the NCLEX. The MEPN program of study, Certified Nurse Midwifery and the Nurse Practitioner programs are approved by the BRN. The Accreditation Commission for Midwifery Education (ACME) accredits the Nurse Midwifery specialty within the master’s program.

The University of California, San Francisco (UCSF), including the Schools of Dentistry, Medicine, Nursing, Pharmacy, and the Graduate Division, is accredited by the Western Association of Schools and Colleges (WASC).
International Outreach and Global Health

The School values collegial exchange with nurses from other nations, for it immeasurably enriches the cultural, social, and academic experience of other students and faculty in the School and campus community. Nurses from more than 30 countries around the world have enrolled in the School’s graduate programs. Many UCSF faculty members study, conduct research, and consult abroad as well.

There are two options for international applicants: academic degree programs and special studies. Those matriculating into an academic, degree-bound program must be eligible for admission to the UCSF Graduate Division and the School of Nursing and demonstrate command of English. Further information specifically relating to international applicants may be found in the individual program sections. Matriculating students participate in a valuable, and required, orientation to the UCSF School of Nursing before the first term begins.

Special studies are customized non-degree programs offered by individual request to international nurses who can benefit from University-level coursework in nursing, research, and/or nursing education. Postdoctoral study is also available. (See "Postdoctoral and Special Studies."

In fall 1991, the School was designated a World Health Organization (WHO) Collaborating Center for Research and Clinical Training in Nursing. This honor acknowledges the depth and scope of the School’s past and present role in the international health arena and will enhance its work in the future.

In 2011 the School began offering a minor with a concentration in global health. Students interested in the minor should access http://nursing.ucsf.edu/programs/minors/global-health-minor (website).

As global health becomes of increasing importance in the world, the campus, and the school, attempts are being made to enhance UCSF student and faculty experiences internationally in terms of research and educational experiences. UCSF students are also encouraged to apply for the campus Global Health Science programs and are referred for further information to http://globalhealthsciences.ucsf.edu/about (website).
Institute for Health & Aging

The Institute for Health & Aging (IHA) in the School of Nursing is one of several organized research units (ORUs) at the University of California, San Francisco. The Institute fosters multidisciplinary collaborative research, education, and public service in the fields of aging and health.

Funding is provided by the School of Nursing, the University, the State of California, agencies of the federal government, private foundations, and individual donors. The Institute has generated approximately $177 million in research and training support over the past ten years, and average annual funding has more than doubled from $11.7 million in 2000 to a $24.5 million in 2010. These funds support over eighty–three research grants, public service projects, IHA research centers, and IHA programs.

The goals of the Institute are (1) to generate new knowledge through multidisciplinary basic, clinical and applied research relevant to health and aging; (2) to contribute solutions and address problems of the elderly, children and of society (e.g., health, income, housing, and ageism) through research and community service programs; (3) the application of research to service delivery and policy issues, (4) the identification of problems for further research, and (5) educational opportunities for faculty and postdoctoral fellows in health professions and in the graduate academic programs of the UCSF campus.

The major areas of Institute research include the organization, financing and delivery of community-based services, long-term care and chronic illness (e.g., Alzheimer’s disease and osteoporosis), healthy and active aging, women’s health, child health, health in diverse populations, health inequalities, disability, substance abuse, and health economics, among others.

The Institute disseminates results to the University community, health professions, research colleagues, and the general public through discussion papers, articles, books, annual reports, public testimony, seminars, conferences, and on-line at http://sbs.ucsf.edu/iha (website).

Ten full-time Institute faculty, nine part-time faculty, twelve volunteer faculty, twelve affiliated faculty, and seven specialists represent multiple academic disciplines and health professions including anthropology, sociology, psychology, epidemiology, health economics, medicine, nursing, pharmacology, public health, social welfare, law, and statistics. IHA’s faculty members are supported by one hundred sixteen research and administrative staff.
Office of Research

As a graduate school on one of the foremost health science campuses in the United States, the School of Nursing emphasizes research. One of the primary obligations of the faculty involves research and research-related teaching with a school-wide commitment to the advancement of knowledge and improvement of health services. Areas of faculty investigation include aging and aging health policy, chronic illness and long-term care, health promotion and illness prevention in individuals and families, HIV/AIDS, human recovery processes, cardiovascular health, mental health, healthy children and those with chronic conditions, symptoms and symptom management across the lifespan, and women's health issues. Student participation in ongoing faculty research projects is encouraged and is apparent in research presentations and publications.

The Office of Research, located on the third floor of the School of Nursing building, provides resources for faculty and students in the development of research proposals and the ethical conduct of research. These materials include aid in proposal preparation, federal and private funding information, a peer review process, and statistical consulting to assist in research design and analysis. Services also include workshops and support for educators, researchers, and administrators as well as graduate nursing students and postdoctoral trainees in data management and analysis as well as other computer applications.

Institutional Data Collection

UCSF School of Nursing prides itself on being one of the major research institutions in the country. As a member of the UCSF community, students are involved in patient research as well as in research related to our programs and students. Ensuring the privacy of any research subject will always be a top priority for us. Any quantitative or qualitative data provided by students for institutional research purposes will be used only in the aggregate. If students are asked to complete a survey or questionnaire (e.g., alumni survey, course evaluation, satisfaction survey, etc.) and should not wish to participate, the school advises them simply to avoid participating. There will be no consequences if a student chooses non-participation.

Salary and Employment Information

UCSF Medical Center salaries, which are competitive with other salaries in the Bay Area, currently list staff nurses earning $103,189.00 - $133,716.00 as base salary. Starting salaries vary and are dependent upon job location, type of employer, personal qualifications of the individual and employment conditions at the time of hire.
School Facilities

The School of Nursing building provides research, office, and class room space for nursing faculty and students. There are student lounges and a commons, seminar and study rooms, as well as completely equipped laboratories for computer self-instruction, and skills development.

Students have full access to the Kalmanovitz Library and Center for Knowledge Management, where courses in database management and biomedical research methods are offered specifically for the nursing population as well as the general campus. Their full services are described above (see "The Campus"). Opened in early 2011, the Teaching and Learning Center within the Library is dedicated to advancing interprofessional health education and integrated teaching and learning - all under one roof. Their website at http://tlc.ucsf.edu/ offers a glimpse of the array of classrooms, simulated clinical settings, learner-centered computing space, and telemedicine training rooms available to all students and faculty.
Off-Campus Facilities

The School of Nursing is affiliated with many healthcare agencies, and provides off-campus instruction and clinical experiences through these affiliation agreements.
Student Recruitment and Retention

Commitment to leadership, education, research, and practice are among the multiple characteristics of the individual recruited and admitted into master’s program specialties at UCSF School of Nursing. General and specialty information related to the School and its programs is available through in-person scheduled events such as evening information sessions, local outreach events, and on-line at http://nursing.ucsf.edu, the School of Nursing web site.

Requirements for entry into master’s program specialties are provided through the Office of Student Affairs and should always be checked prior to application. Specialty coordinators and other faculty and staff in the School of Nursing advise applicants about opportunities available in each curricular or research area. Financial information is available and provided to those persons admitted into School of Nursing programs.

Learning what is available in the academic system for the newly admitted student may require learning new navigational skills. Insight and advisement from those within the system are available. Faculty advisers and current students assist new students to become informed about the many opportunities present for academic enrichment.

Selection Appeals

Please know that every application has been reviewed extensively. Appeals are not considered for untimely submission of application materials. For an appeal to have merit, the applicant must show evidence of substantially new and compelling information that was not present during the initial review.

While all appeals are reviewed on a case-by-case basis, the rate of a decision being reversed based upon an appeal has historically been extremely low.

Selection Appeals. Submit the following items to the Director of Student Affairs postmarked by March 20th, and include student name on each sheet of material submitted:

- Letter of appeal clearly stating new or compelling reason for appeal consideration, written and signed by the applicant
- Other additional relevant documentation

Diversity at UCSF

UCSF School of Nursing values and promotes diversity because it enhances the educational environment, curriculum and public services nurses provide. Diversity refers to the variety of experiences and perspectives which rise from differences in race, culture, religion, mental and physical abilities, heritage, age, gender, sexual identity, and other characteristics.

The School of Nursing is committed to the recruitment and graduation of persons representing underrepresented populations in nursing. We recognize our responsibility as educators of advanced practice nurses, nurse administrators, nurse faculty, health policy specialists, and nurse researchers to graduate well-educated, culturally-sensitive health professionals who mirror the diverse populations they will serve. Here on our graduate health sciences campus you will find a
welcoming environment for learning, with students from different backgrounds representing people from all over the world.

The Diversity in Action Group (DIVA), originally the Faculty Mentor group was formed in 1994. Currently the group has three subcommittees working on (1) student mentorship and support, (2) faculty development and support, and (3) faculty recruitment and support. DIVA helps to create a climate responsive to experiences of individuals from all environments and social milieus. Sharing between persons of diverse ethnicities and backgrounds promotes collaborative involvement and understanding of others. The Diversity in Action Group sponsors activities that promote inclusiveness and enhance the School's environment for optimal learning and productivity.
Registration and Fees

For the most up-to-date information, please visit the Registrar online at http://registrar.ucsf.edu and the School of Nursing online at http://nursing.ucsf.edu (website).
Registration

Registration is the means by which one officially becomes a student at the University. Registration for each quarter (or term) includes clearing of holds, and on-line study list filing (enrollment in courses), and payment of fees.

Registration information and instructions will be emailed to all students by the Office of the Registrar. Failure to comply with registration requirements may delay or prevent a student from receiving credit for the work they have undertaken.

More information on registration processes and fee payment is available from the Office of the Registrar at http://registrar.ucsf.edu (website). The Registrar's Office is located in the west tower of the Millberry Union building at 500 Parnassus Avenue, Room #MU-200W, Telephone (415) 476-8280, e-mail oar@ucsf.edu (email).

Reduced Fee Enrollment for UC Employees

UC Personnel Policies for Staff Members 51.
A regular status employee who meets the admission requirements of the University is eligible for two-thirds reduction of both the Student Services Fee and Tuition when enrolled in regular session courses of up to nine units or three courses per quarter, whichever provides the greater benefit to the employee. UCSF provides this benefit during summer session as well. Through summer 2013, regular status employees in eligible titles will receive this benefit when they enroll in courses of up to 12 units or four courses per quarter, whichever provides the greater benefit to the employee. Full fees will be assessed when an eligible employee's enrollment exceeds both nine units and three courses (or, for employees in eligible titles, both 12 units and four courses). Employees who are eligible to receive reduced fees under this policy are not eligible to receive an additional reduction in fees under the Policy and Procedures Concerning Part-Time Study. The reduced fee enrollment provision does not include access to student services and facilities provided through the Student Services Fee, which includes but is not limited to the Counseling Center, gymnasiums, or the Student Health Services, unless the employee is otherwise entitled to them.

Applications for Reduced Fee must be filed with Office of the Registrar by the published deadlines, see http://registrar.ucsf.edu/registration/reduced-fee-enrollment (website).

Lapse of Status

Lapse of status is the enforced withdrawal of a student from the University for failure to: (1) register; (2) settle financial obligations; (3) complete physical examination; or (4) respond to official University notices. Students whose status is lapsed, must petition for reinstatement with the Office of the Registrar for a future quarter.
Registration Hold

The registration process is blocked for students who have holds placed on their record. All holds and financial obligations to the University must be resolved prior to registration. Students can view their holds through the Office of the Registrar portal services https://saa.ucsf.edu/studentportal/ (website), and take action to clear them from their record.

Student Identification Cards

All UCSF students need a UCSF photo ID card. Students should wear their UCSF ID card at all times on campus. The ID card also will provide access to perimeter and interior doors. We offer two options for you to obtain your ID card. For your convenience, we strongly recommend that you upload a photo before arriving on campus.

Upload a Photo to Student Portal

You can upload a photo at the "WeID" tab in the student portal at https://registrar.ucsf.edu/newstudents/studentportal website. WeID staff will review your photo. You will receive e-mail notifying you if your photo was accepted or if you need to submit a new one. After your photo is accepted, you can visit the WeID office and pick up your card when you arrive on campus.

By uploading your photo, you will save time because you will not need to make an appointment at the WeID office during a busy time of year, and you will avoid lines. Please follow the instructions on the "WeID" page carefully. The instructions contain important information about photo quality, and the instructions will tell you exactly when you can pick up your card.

Visit WeID Office for Photo

If you would like the WeID office to take your photo:

1. You may need an appointment. Please follow instructions from your school or program administrator. You may be assigned to a group appointment slot during orientation, or you may need to make an individual appointment;
2. Arrive on-time at the WeID location at Parnassus, Mission Bay, or Mission Center Building;
3. Present your driver license, passport, or other valid form of identification to WeID staff; and
4. Advise WeID staff of any preferred first name that differs from your legal first name.

After taking your photo, WeID staff will show you a preview of your ID card so you can verify spelling of your name. Once the card is satisfactory, WeID staff will print your card and test it. You will be able to use it immediately.

WarnMe

WeID staff will ask you to complete an enrollment form for WarnMe, an emergency message system to notify you of imminent threats to your life or safety. You can save time by registering for WarnMe on-line.
Other Information

Report lost or stolen cards immediately. ID cards are the property of the University of California. Students must return their ID card when they graduate or end active student status. Please refer to the ID card policy for more details.

WeID Locations

Parnassus
Millberry Union, Room G-18 (located on the P-7 level of Millberry Union)
500 Parnassus Avenue

Mission Bay
Genentech Hall, Room 124

Mission Center Building
1855 Folsom Street, Room 110 (1st floor, near UCPD dispatch center)

Study List Filing

To enroll in courses each quarter, you need to file a study list. Your study list shows the courses in which you are enrolled, the number of units, the instructor, and the grading option.

Early Course Enrollment

Study list filing normally opens 7 weeks prior to the start of the quarter. Students in some programs must enroll in a minimum number of courses or units by a deadline approximately 4 weeks before the quarter begins. Please check the "Summary" tab in the student portal for the enrollment deadlines that apply to you. A $50 late fee applies if you do not meet your minimum enrollment requirement by your deadline. You need to clear your holds before you can complete your minimum enrollment requirements.

If you receive financial aid, you will need to meet your minimum enrollment requirement before we will release your financial aid.

Special note: For your convenience, you may be pre-enrolled in your required courses. However, you will need to accept these courses before they will be added to your study list. You also will need to add any additional courses (e.g. electives) to your study list.

Study List Changes (Add/Drop)

Petitions for changes in the study list (also known as Add/Drop) may be obtained from the Office of the Registrar at http://registrar.ucsf.edu/registration/study-list-filing (website).

Transcript of Record

Upon formal application to the Office of the Registrar, students may have issued on their behalf official transcripts of courses taken at UCSF.

Additional transcript and diploma information is available from the Office of the Registrar at http://registrar.ucsf.edu/current-former-students/diplomas (website).
A **hold** will be placed against issuance of a transcript for failure to respond to official University notices, for outstanding financial obligations to the University, or both.

**Notice of Withdrawal**

Permission for leave or honorable withdrawal from the University may be granted to students in good standing who do not wish to retain their class status. With the approval of the graduate adviser and Dean of Graduate Studies, students may take up to a one-year leave of absence. Filing the withdrawal form is done *in person* using forms available at the Office of the Registrar (Millberry Union #MU-200W) after the student has consulted with their School.

**Re-Admission**

Students formerly registered in the University in a regular session who have not been registered for a quarter or more must file an *Application for Re-Admission* and pay a non-refundable $40.00 fee. Students who have been on leave for more than three quarters, must submit a *Statement of Legal Residence* with their re-admission application.

Students must *also* submit official transcripts of any college work attempted while on leave from the University. These transcripts should be sent directly to the Graduate Division or the school office responsible for approving re-admission.

Re-admission to the Graduate Division is subject to the approval of the dean and the graduate adviser. Professional school re-admissions must be approved by the dean of the school. Clearance by the Office of the Registrar and the Student Health Service is required before a returning student may register.

Applications for re-admission must be on file with the Office of the Registrar by the following deadlines: July 1, for the fall quarter; November 15, for the winter quarter; January 15, for the spring quarter; and June 1, for the summer sessions or term. It is recommended that students apply well in advance of the deadline. The re-admission application and fee submitted for one quarter are *not* transferable to another quarter. Please see [http://registrar.ucsf.edu/registration/readmission](http://registrar.ucsf.edu/registration/readmission) for more information on readmission.

**Student Status**

*Good standing* designates any student not subject to academic probation or disqualification, professional disqualification, or disciplinary disqualification.

**Graduate Division**

Graduate students are expected to maintain a 3.0 grade-point average (GPA) and to meet requirements for successful progression through the program. At the end of each term, the Office of Student Affairs reviews the records of all registered students who have been enrolled for at least 16 units over a minimum of two terms and whose GPA is below the required 3.0. Graduate Division forwards the student a warning letter indicating that the GPA is below 3.0 and that the student is subject to academic dismissal unless improvement is made during the next term. If such improvement is unlikely, the student is advised to withdraw from the University. Registration for
the following term is then blocked pending receipt of the grades for the courses in progress. A copy of the warning letter is forwarded to the student’s graduate adviser. Disqualification of students who fail to maintain scholarship is at the discretion of the dean of Graduate Studies.

**Professional Disqualification**

Students in the School of Nursing may, at the discretion of the faculty, be placed on probation or dismissed for deficiencies in their professional qualifications. This action is governed by the Academic Senate Regulations of the San Francisco campus.

**Grading System**

Instructors are required to assign for all students definite grades based upon work actually accomplished, irrespective of circumstances that may have contributed to the results. Course reports are filed with the Office of the Registrar by instructors at the end of each quarter. Grades are reported as follows: **A**=excellent, **B**=good, **C**=fair, **D**=barely passing, **P**=passing, **F**=failure, **NP**=not passing, **Y**=provisional, **I**=incomplete, and **IP**=in progress. Grade points per unit shall be assigned by the Office of the Registrar as follows: **A**=4 points, **B**=3 points, **C**=2 points, **D**=1 point, **F** and **Y**=none/zero, and **U**=undetermined.

The grade **Y** is a non-passing provisional grade that may be raised to grade **D** if students satisfactorily meet requirements designated by the instructor. Students receiving grade **Y** in any course must raise it to grade **D** by the end of the next term in which they are registered and in which the course is regularly given. Grade **Y** is automatically changed to grade **F** if the requirements stated above are not met. However, a petition for extension of time may be submitted, approved by the dean, and filed with the Office of the Registrar before the end of the above-stated term.

Grade **I** may be assigned when students’ work is of passing quality but is incomplete for good cause. Students may replace this grade by a passing grade and receive unit credit provided they complete the coursework in a way authorized by the instructor.

Appropriate grade points will be assigned only if students establish that their work is incomplete for good cause. All grades except **I**, **Y**, and **NP** are final when filed by instructors in their end-of-term course reports. No term grade except **I**, **Y**, or **NP** may be revised by re-examination. Unless authorized by the dean, students may repeat only those courses in which they have received a **D** or **F**. Students may not repeat a course more than once in which they originally received a grade of **D** or **F**. When a course is repeated, the units shall be credited toward a degree only once.

Students’ grade-point averages shall be computed on the total number of units attempted, unless a student is required to repeat a course. At each repetition, students shall receive the grade and corresponding grade points assigned by instructors.

For a course extending over more than one term, with authorization to defer evaluation of students’ performances, a provisional grade of **IP** shall be assigned for the intervening term(s). Provisional grades shall be replaced by the final grade when students complete the full sequence.
Summer Session

The School of Nursing offers a limited number of courses for continuing graduate students during the summer session. The deadline for filing applications for summer sessions will be posted.
Fees

Note: Fees are subject to change without notice.

Student fee information, along with textbook, supplies, transportation, and other expense information, is updated at http://registrar.ucsf.edu/registration/fees/nursing (website).

Fees must be paid in full at the time of registration each quarter. Payment by check, draft, or money order should be made payable to Regents of the University of California.

Registration Fee
The Registration Fee supports services which benefit all students and is a single fee level for all students.

Educational Fee
The Educational Fee is used to cover the full array of instructional expenditures, including faculty salaries and benefits, teaching assistant salaries, instructional equipment and technology, and other instructional and academic support, and thus is equivalent to what other institutions typically call tuition.

This fee varies by student level and program.

Professional School Fee
Fees for Selected Professional School Students are paid by students enrolled in a number of professional degree programs to support instruction and specifically to sustain and enhance program quality; these fees are also equivalent to tuition. The fees vary by program and campus.

Nonresident Tuition Fee

Nonresident Tuition is charged to nonresident students (i.e., nonresidents of the State of California) in addition to mandatory fees and any applicable professional school fees, in lieu of State support for the cost of education. Nonresident tuition varies by student level.

Community Centers Facilities Fee

All students pay the Community Centers Facilities fee in the fall, winter, and spring quarters. The Community Centers Facilities provide social, cultural and recreational activities throughout the year.

Student Health Service Fee

This fee provides Student Health Service coverage for a full 12 months per year. Pre-payment is made at the time of registration for the fall, winter, and spring quarters. Eligible students will have the full benefits of the coverage, including the supplemental insurance program for a full calendar year and protection against illness or injury in this locality or elsewhere. Students may also purchase insurance for their dependents. Note: some students may apply to waive the student
health insurance coverage, for example, those who have sufficient health coverage through their employer.

**Graduate Students' Association Fee**
Membership in the Graduate Students’ Association (GSA) is compulsory.

**Nursing Student Council Fee**
Membership in the Nursing Students' Council (NSC) is compulsory.
Refunds and Return of Unearned Aid

Refunds

Students who withdraw prior to the first day of instruction will be refunded the full payment minus a $10 service charge. The Refund and Return of Unearned Aid procedure discussed below does not pertain to these students, since no fees are retained by the University. Only students who withdraw entirely from the University after classes have begun are subject to a refund calculation; employment fee differentials, reduction in course load, fee adjustments or withdrawing from one "school" to enroll in another "school" are not considered in this procedure.

Students who withdraw during any period of instruction may be owed a refund of the fees they paid to UCSF, depending on the final day of class attendance. The refund is based on the percentage of the term that has elapsed, and the calculation differs for continuing versus first-time, first-term students, as shown below.

Fee Refunds

Tables showing calculations of fee refunds for withdrawing students are available from the Registrar at [http://registrar.ucsf.edu/registration/refunds](http://registrar.ucsf.edu/registration/refunds) (website).

Unearned Federal Aid Return Calculation

*Calculation of the "Return of Unearned Federal (Title IV) Aid" for Financial Aid Recipients.* When a recipient of financial aid withdraws, the Student Financial Services Office calculates the amount of financial aid that has been "earned" prior to the withdrawal date. Any federal Title IV aid received in excess of the amount earned is considered to be "unearned," and must be returned to the federal program from which it was awarded. This return of unearned aid is jointly shared by UCSF, as a part of the refund policy described above, and by the student.

The amount of financial aid that has been earned is determined by calculating the number of days attended before the withdrawal date, divided by the total number of days in the term (first day of classes until the last day of finals, excluding breaks of greater than five days). Once 61% of the term has been reached, a return of unearned aid is no longer calculated. Once the earned and unearned percentages are calculated, the dollar amount of "unearned" federal Title IV aid is determined. Federal aid includes the Pell Grant, Stafford Loan, PLUS Loan, and Perkins Loan.

In almost all instances, the amount of the fee refund will be less than the amount that must be returned as "unearned" aid. A portion of this "unearned" aid is paid back by UCSF during the refund procedure, since the repayment by UCSF of the refund amount is first credited toward the total federal aid awarded for the same time period. If the refund amount is less than the calculation of the "unearned" aid, the student is responsible for paying the difference between the amount of the refund and the total "unearned" aid calculation.
Fees - School of Nursing

Student fee information, along with textbook, supplies, transportation, and other expenses information, is subject to change and is updated at http://registrar.ucsf.edu/registration/fees/nursing (website).
Financial Aid

Financial assistance programs available to nursing students include scholarships, grants, loans, traineeships, fellowships, and employment opportunities. Many programs are available through the Student Financial Aid Office (SFAO), while others are administered by the School of Nursing and the Graduate Division.

Nursing students in the doctoral programs may contact the Student Financial Aid Office at [http://finaid.ucsf.edu](http://finaid.ucsf.edu) to apply for financial aid, and may also obtain information about graduate support from the Graduate Division at [http://graduate.ucsf.edu/content/financial-support-policies](http://graduate.ucsf.edu/content/financial-support-policies).

The Student Financial Aid Office provides a "Financial Aid Overview for Nursing Students" that provides details for each nursing curriculum at [http://finaid.ucsf.edu/newly-admitted-students/nursing-students](http://finaid.ucsf.edu/newly-admitted-students/nursing-students). Federal financial aid may include grants, scholarships, loans, and work-study. Eligibility is usually limited to citizens and permanent residents of the United States. Some funds are limited and are awarded to students who demonstrate need according to federal need analysis criteria. Eligibility is based on the principle that financial responsibility for meeting educational costs rests with the student and family. Therefore, student’s income, and assets are considered in determining eligibility for need-based financial aid.

When the school year income will be significantly lower than shown on the prior year’s tax return, the Student Financial Aid Office (SFAO) may base financial aid eligibility on estimated school year earnings. Students must submit their information to SFAO; they will be handled on a case-by-case basis. Students who expect a comparable level of earnings but who need financial assistance to return to school can generally obtain an unsubsidized student loan.

Federal student loans are available to most students regardless of income and provide a range of repayment options including income-based repayment plans and loan forgiveness benefits, which other education loans are not required to provide.

In order to receive financial aid from federal or state programs, male students (including US permanent residents) must be registered with the US Selective Service if they are age 18 through 25. Failure to register when required to do so may result in denial of financial aid eligibility. For additional information, visit the Selective Service on the Internet at [http://www.sss.gov](http://www.sss.gov).

Application and Deadline Information

To obtain information and/or an application packet for the financial aid programs available through the Financial Aid Office, contact that office as follows:

UCSF Financial Aid Office
500 Parnassus Ave., #MU-201W,
San Francisco, CA 94143-0246

*Telephone: 415/476-4181; Fax: 415/476-6652*
*Web/internet: [http://finaid.ucsf.edu](http://finaid.ucsf.edu)*
*Email: finaid@ucsf.edu*
Entering students should apply for financial aid as soon as they have been accepted (or provisionally accepted) for admission. Continuing students should submit application materials by the deadline listed in the SFAO website.

Certain aid sources are not based on need as determined by financial aid criteria: non-need-based scholarship funds, Nonresident Supplemental Tuition Scholarships, traineeships, emergency assistance, and veterans’ benefits. These programs are mentioned below.
Scholarships

Scholarships for nursing students have been established by organizations as well as private individuals. Students applying for most of the scholarships listed below must complete the financial aid application, available in the Financial Aid Office.

Need-Based Funds

Dorothy Jean Birdzell Scholarship. The family and friends of Dorothy Jean Birdzell established this scholarship fund in her memory in 1970.

Davis Scholarship. The UCSF Alumni Association, School of Nursing, established the Dr. Betty Davis Fund in 1950. Its purpose is to provide scholarships and grants to nursing students enrolled on the San Francisco campus.

Fecheimer Memorial Scholarship. The trustees, who established the Minnie Fecheimer Memorial Fund in 1940, suggested that "scholarship shall not be the only qualification in the choice of beneficiary, but due weight shall be given to character, human qualities, and economic needs." Graduates of any nursing school in the City and County of San Francisco are eligible.

Gardner Scholarship. Professor Emeritus Milton E. Gardner established the fund in memory of his wife, who was a public health nurse and member of the Board of Nurse Examiners, to provide one scholarship per year to a regularly enrolled nursing student on the San Francisco campus.

Grams Scholarship. The will of Ernestine Grams established this fund to be used for scholarships for students attending the UCSF School of Nursing.

Hill Scholarship. This scholarship fund for graduate and undergraduate nursing students was established by the faculty and alumni in 1970 to honor the retirement of Ann E. Hill, Associate Professor, Public Health Nursing.

Lanctot Scholarship Fund. This scholarship fund is available to female Native American students able to provide proven tribal documentation and demonstrate financial need.

Strauch Family Scholarship. Lilla Lou Witharm Strauch established this fund for the support and maintenance of one or more scholarships in the School of Nursing.

Sullivan Scholarship. This fund was established by the will of Ann B. Sullivan to be used for scholarships for needy students and acceptable applicants to the School of Nursing, University of California, San Francisco.

Van Castricum Fund. This fund was established by the will of Josefa Elias Van Castricum to be used for worthy and needy nursing students.

Nonresident Supplemental Tuition Scholarships

Nonresident Supplemental Tuition Scholarships are available to students with a distinguished academic record. Full scholarships are awarded to doctoral students, and a small number of partial scholarships to master's degree students.
Foreign students without prior education in the US must pay the full Nonresident Supplemental Tuition for the first year of study at UCSF. After completing the first year (either at UCSF or another US institution), they may apply for the UCSF Nonresident Supplemental Tuition Scholarship. Nonresident students who are US citizens or permanent residents may receive the scholarship for the first year of graduate study only.

**Support:** Nonresident Supplemental Tuition was $12,245 for Masters and $15,102 for PhD Students in 2012-13; and these amounts are subject to change, see the registrar's web site for more information. This scholarship does **not** cover the regular tuition assessed all students.

**How to apply:** Recipients of Graduate Division Nonresident Supplemental Tuition Scholarships are selected by the individual graduate academic programs. Contact program administrators regarding application process, filing deadlines, and selection process.

**Graduate Division Funds**

The UCSF Graduate Division also provides a variety of types of financial support for School of Nursing doctoral students. A list of these fellowships and awards is available at:

[http://graduate.ucsf.edu/content/financial-support-policies](http://graduate.ucsf.edu/content/financial-support-policies) (website).
Traineeships

Traineeships are available to graduate nursing students who could not pursue their education without such aid. Recipients must be full-time nursing students and citizens or permanent residents of the United States. Detailed information and application forms may be obtained by visiting or writing the Office of Student Affairs in the School of Nursing.

*National Institute for Occupational Safety and Health.* Stipends are available for full-time study in occupational health nursing for students in both the master’s and doctoral programs.

*Professional Nurse Traineeship.* The Nurse Training Act of 1975, Public Law 94-63, authorized support of traineeships for the training of professional nurses to teach in the various fields of nursing, serve in administrative or supervisory capacities, serve as nurse practitioners, or serve in other professional nursing specialties determined by the secretary to require advanced training.
Loans

Nursing Student Loans are available to needy students enrolled in the School of Nursing. Eligible nursing students attending at least half-time may borrow a limited amount yearly depending on the availability of funds. Repayment at 5% interest may be extended over a period not to exceed 11 years after graduation or separation from the University.

Financially needy students may also receive University Loan funds established by various donors, which have a 5% interest rate.

Federal Perkins Loans are available to financially needy students. The interest rate is 5% and the amounts vary according to need and availability of funds. Repayment begins nine months after graduation and can extend up to ten years.

Federal Unsubsidized Direct Loan Program

Nursing students may borrow up to $20,500 per year from this federal loan. Eligibility is determined by the student’s approved budget minus other resources including financial assistance from the school. It is not based on financial need so student’s income and assets are not considered. Interest begins to accrue immediately after each disbursement is made at a fixed rate of 6.8%. More information is available in the Student Financial Aid Office website.

Federal Graduate PLUS

The Federal Graduate PLUS is available to graduate students who have not met their full financial aid budget for the year after borrowing the maximum Federal Unsubsidized Direct Loan limit ($20,500). Interest on this loan begins to accrue immediately after each disbursement is made. A credit check is required; students with adverse credit may need an Endorser (cosigner) who satisfies the credit requirements. The interest rate is 7.9%. More information is available in the Student Financial Aid Office website.

Nurse Faculty Loan Program

This 3% loan is offered through the Health and Human Services Division and is awarded to students who plan to become full-time faculty members once they graduate. Up to 85% of the loan is forgiven for teaching service. Students must submit an application to the School of Nursing and complete the federal Free Application for Student Aid (FAFSA). This loan is not based on financial need, but applicants must be US citizens or permanent residents and be in good standing on all other school loans.

Emergency Loans

The UCSF Alumni Association, School of Nursing, established the Nursing Students' Emergency Loan Fund. This is a limited, short-term, no-interest loan fund designed to meet the immediate and unexpected needs of nursing students. Application is made through the Office of Student Affairs in the School of Nursing.
Other emergency loans are available through the Student Financial Aid Office.
Work-Study and Other Student Employment

Nursing students who desire part-time employment may apply through Nursing Administration for positions on the hospital nursing staff. Students who have established financial need may apply for employment funded by Work-Study. More information is available in the Student Financial Aid Office website.
Veterans' Benefits

Students who are currently serving in the military, veterans discharged from active duty less than ten years ago, and children or spouses of a service member enrolled in the Post 9/11 GI Bill Program may be eligible for benefits under one of the current Federal Veterans Affairs programs. Dependents of deceased or disabled veterans from any service era may also be eligible for benefits and/or tuition exemption.

For information on or application for Federal Veterans programs, students should consult a Veterans Affairs counselor at Department of Veterans Affairs, Regional Office, Oakland Federal Building, 1301 Clay Street, Room 1300 North, Oakland, CA 94612-5209; telephone 800/827-1000, or visit http://www.gibill.va.gov (website).

The State of California offers a "College Fee Waiver Program" to children and dependents of service-connected disabled or service-related deceased veterans. The waiver of fees/tuition applies only at California State Universities, University of California campuses, and California Community Colleges. For information on or application for the "College Fee Waiver Program" contact your local County Veterans Service Office or California Department of Veterans Affairs, Division of Veterans Services, 1227 'O' Street, Suite 101, Sacramento, CA 95814, 800/952-5626, or visit http://www.cdva.ca.gov (website).

The UCSF Veterans Affairs Coordinator also has information available on and applications for the Federal and California programs. The VA coordinator conducts the official certification to the Veterans Administration and processes the fee/tuition waivers for the College Fee Waiver Program. You can reach the coordinator at the UCSF Student Financial Aid Office in Millberry Union, Room #MU-201W, telephone 415/476-4185.
Organizations

Graduate Students' Association

All registered graduate academic nursing students automatically become members of the Graduate Students' Association. The GSA sponsors academic events, such as Graduate Students' Career and Research Days, and promotes educational and social programs for graduate students and their departments. In addition, limited travel funds are made available for students to participate in professional conferences.

The GSA maintains an active liaison with the University administration and represents student opinion on many administrative committees both on our campus and UC system-wide. The governing board of the GSA consists of student representatives from all graduate academic departments and degree-granting groups on campus. All students are invited to the GSA's monthly meeting.

For more information, contact the GSA at 415/476-2233, Millberry Union (West), Room #MU-108W, email gsa@ucsf.edu or visit the GSA online at http://gsa.ucsf.edu (website).

Note: students are also represented by the Nursing Student Council (NSC), and annually elect a NSC governing board. More details on NSC are available at http://nursing.ucsf.edu/student-council (website).

Alumni Association

The mission of the UCSF School of Nursing Alumni Association is to develop and maintain alumni loyalty in support of the continued excellence of the UCSF School of Nursing. The Association is committed to encouraging collegial relationships among students, alumni, and faculty from the beginning of the student experience across the spectrum of the professional career.

The Association promotes and supports the School of Nursing through services, gifts, and recognition of distinguished alumni. It established an endowed scholarship fund for students and was the first UCSF Alumni Association to establish an endowed Chair: the Nursing Alumni and Mary Harms Endowed Chair.

The Association supports fellowship among its members through sponsorship of the annual Alumni Day celebration, now in conjunction with all other UCSF schools’ alumni activities. It holds outreach events and facilitates networking, meetings, and special reunions for alumni by maintaining an address database of graduates.

All graduates of the School of Nursing are members, and associate membership is available to current faculty who are graduates from other schools. The Association is affiliated with the campus-wide Alumni Association of the University of California, San Francisco (AAUCSF). For more information, visit http://www.ucsf.edu/alumni (website).
Sigma Theta Tau Honor Society

Sigma Theta Tau International Honor Society of Nursing is a member of the Association of College Honor Societies. The Alpha Eta Chapter (#29) was chartered on the San Francisco campus in April 1964. Its purposes are to foster high professional standards, to encourage creative work, to promote the maximum development of the individual, and to strengthen commitment to the ideals and purposes of the profession of nursing. Invitation to membership is extended to students and other members of the nursing community who have demonstrated qualities of leadership and a capacity for professional growth. The Chapter website at http://alphaeta-ucsf.org lists officers and faculty advisers, additional information about Chapter activities, and application information.
Doctoral Programs in Nursing

For the most up-to-date information, please visit the School of Nursing online at [http://nursing.ucsf.edu](http://nursing.ucsf.edu) (website).

The Doctor of Philosophy (Ph.D.) in Nursing program prepares scientists to conduct research in nursing and to contribute to the body of knowledge in nursing. Graduates of this program focus their careers on generating the knowledge base of the nursing discipline through positions as academic faculty or clinical researchers.
Doctoral Curriculum

The curriculum is designed to develop habits of scholarly thinking about problems relevant to the discipline of nursing. The initial segment of the curriculum provides coursework in the areas of research, nursing science and theory development (see below). The emphasis in the middle segment continues to be coursework with the addition of research residencies, cognates, and independent studies that provide a basis for the student’s projected dissertation focus and the subsequent initial program of research. The final segment of the program, preceded by the qualifying examination and advancement to candidacy, entails development of a dissertation research proposal, data collection and analysis, and the writing of the dissertation. The dissertation is a work of independent research that makes an original contribution to knowledge in nursing. A key element of the program is faculty advisement. The program entails approximately four years of academic work or fewer if students are not engaged in outside work.

Research

Coursework in both quantitative and qualitative approaches to research design, data collection and measurement, and advanced research methods provides grounding for both basic and translational research. Preparation in statistical and analytic techniques appropriate to the conduct of nursing investigation is entailed. In addition, the student participates in two research residencies as part of an ongoing investigative team.

Nursing Science

Content in philosophy of nursing science enables the student to reflect on the origins of scientific questions and methods, and to articulate a stance with regard to sources of knowledge, modes of inquiry, and models of scholarship. Coursework in nursing science provides the student with a framework for understanding the history and development of nursing science; linking theory and practice to research; and thinking critically about research studies in the student’s area of interest. Advanced Nursing Seminars allow students to see the articulation of theory and methods with substantive areas of nursing research.

Theory Development

Theory courses focus on the examination of extant theories in nursing and health sciences as well as relevant theories in biological, social, and behavioral sciences. Studies in this area enable the doctoral student to critique, use, test, and develop theory from a nursing perspective.

Cognates

Cognates are courses in other disciplines that complement nursing science. They provide knowledge of basic and social sciences that is relevant to the student’s substantive focus.
Research Training Resources

The School of Nursing and UCSF campus provide a rich environment for developing the skills and depth of experience necessary to the development of researcher expertise. The wide spectrum of faculty research within the School of Nursing is described below. Statistical consulting and computing resources are available through the School of Nursing’s Office of Research, Evaluation, and Computer Resources. Multiple research-related opportunities are available through the School’s Center for Symptom Management, The International Center for HIV/AIDS Research and Clinical Training in Nursing, UCSF/John A. Hartford Center of Geriatric Nursing Excellence, UCSF Center for Research and Innovation in Patient Care, Center for Patient Safety, and the Institute for Health and Aging. More information on the Office of Research and affiliated Research Centers is available on-line at http://nursing.ucsf.edu/about-our-research-program (website).

In addition, the campus offers many opportunities for multidisciplinary and collaborative research experience. Many multidisciplinary group seminars and conferences are offered on a daily basis.

Research: Family Health Care Nursing

The overall goals of research programs in the Department of Family Health Care Nursing are to promote health and optimal development of children, women and families; to prevent illness in these populations; and to develop interventions that address their responses to health and illness. The focus of study may be individuals, family member dyads or the family unit, often from multiethnic backgrounds.

To this end, research programs address the following: fatigue and sleep disturbances in women; women’s symptom management strategies; reproductive health of women; midwifery processes of care that support the health of women throughout their life span; health and risk-taking behaviors in children; children’s psychobiologic responses to stress; childcare health; environmental health and children; children in foster care; health promotion in children; obesity prevention and intervention in Chinese-American children; vulnerable adolescent populations; violence prevention; family violence; family processes, management, and health in the presence of chronic illness or disability in children or adults; interactions between families and schools to normalize lives of children with chronic conditions; issues relating to palliative/hospice care and bereavement; and religious organizations’ roles in HIV prevention and AIDS care in sub-Saharan Africa; and environmental prenatal and postnatal exposure and risk factors in Central America.

Research: Community Health Systems

Doctoral education in the Department of Community Health Systems focuses on the many facets of health and illness in the community, including health promotion and disease prevention; care and management of chronic illness; the management related to mental, physical, environmental and occupational health and safety; and health care delivery systems, including patient safety, human resources, care of vulnerable populations and communities, such as the homeless, disadvantaged, and underserved, and dissemination of best practices.

Within this context of community, faculty research focuses on care of people with psychiatric illness, including those suffering trauma or abuse; workers at risk for injury or living with
disability; individuals with chronic diseases, such as asthma, cardiovascular disease, diabetes and HIV infection; incarcerated persons; and ethnic and immigrant minorities. Areas of faculty research address major community health issues at local, national and global levels such as:

- The impact of disease or conditions on vulnerable populations (e.g., premature birth on infants and families, chronic illness and disability on health-related quality of life, stigma on access to care),
- Community and patient based intervention (e.g., self-management of chronic illnesses, health promotion in severe mental illness, lifestyle health behaviors and risk reduction, strategies to manage infectious diseases such as HIV/AIDS and TB, injury prevention, and drug and alcohol abuse),
- The analysis of biobehavioral variables that contribute to chronic illness or serve as markers of disease progression or remission, and
- Health care systems analysis and intervention (e.g., patient safety, organization of nursing staff to deliver care, multidisciplinary health care delivery, organization and financial aspects of health care delivery system).

**Research: Physiological Nursing**

Doctoral education in the Department of Physiological Nursing focuses on the study of prevention, measurement, and treatment of physiological and biobehavioral responses to health, illness/disease and aging. Psycho-physiological interrelationships and interventions also are studied. The focus may be on individuals, families or groups. Research spans all phases of the health/illness trajectory including people who are healthy, critically ill, living with a chronic illness, and those at the end of life.

Examples of research programs are the following: testing of nursing interventions with patients with heart disease and their families during acute and chronic phases of illness; cardiac electrophysiology involving patients with cardiac arrhythmias or myocardial ischemia; innovative strategies to improve the efficacy of continuous ECG monitoring in hospital and pre-hospital settings; help-seeking delay in acute myocardial infarction and heart failure; patient education in heart failure; factors related to re-hospitalization in heart failure; the study of nutritional interventions in the presence of cardiovascular risk factors, i.e., hypercholesterolemia, hypertension in children and adults; study of cardiovascular risk factors with physiological and molecular biology/genetic measurements; nursing interventions to prevent or manage the side effects of cancer treatment and facilitate self-care practices of patients with cancer and their families.

Further examples of research programs are the following: clinical and basic science investigations in pain management; end of life and palliative care; stigma in lung cancer; smoking cessation; management of symptoms in pediatric oncology patients; physical functioning in schizophrenic adults; quality of care and quality of life issues in institutions for elderly people (cross-cultural); caregiving, sense of control, hearing impairment and type 2 diabetes mellitus in older adults; primary, secondary and tertiary prevention through nursing interventions to reduce cardiovascular disease risk factors; testing interventions to improve sleep in older adults and people with chronic neurological diseases; quality measurement and benchmarking; exploring
links between nurse staffing effectiveness and patient safety and outcomes; translating research into practice; innovation diffusion; and clinical process/performance improvement.

The Department houses the UCSF Center for Research & Innovation in Patient Care and the UCSF/John A. Hartford Center of Geriatric Nursing Excellence.

These Centers, as school-wide assets, expand departmental research opportunities in translational research, outcomes-related measurement and multi-site methods, evidence-based practice capacity development and interdisciplinary research.

**Research: Social & Behavioral Sciences**

For information on the Department of Social & Behavioral Sciences, including the Nursing Health Policy Specialty, see the following Sociology PhD Program section.
Pathways to the PhD Program

There are various pathways to the PhD program. The majority of our applicants have previously completed a Master of Science degree at the time of application. A relatively small number apply with only the Bachelor of Science in Nursing degree. Still others apply to the PhD program with a baccalaureate degree, while enrolled in the UCSF Master of Science program, having completed a Master’s degree or having completed a Doctor of Nursing Practice (DNP) degree. Regardless of educational foundation, individuals apply to the school and must meet the existing deadlines. Admission to the doctoral program is effective the fall quarter following acceptance.

While in the nursing doctoral program, those without a master’s degree may apply to have the MS conferred when they have completed specialty area requirements, 36 academic units, 8 graduate professional units, and the comprehensive examination or qualifying examination. A student without a master’s degree also may choose not to earn the master’s degree. Note: UCSF will not confer a second master’s degree to a person already holding an MS degree in nursing.
Doctoral Admission Requirements for US Applicants

1. An undergraduate grade point average (GPA) of 3.2.
2. If a graduate (master’s) degree has been earned, a GPA of 3.5 is expected.
3. Completion of the Graduate Record Examination (GRE) General Test, with GRE scores indicating strong verbal, quantitative, and analytical writing potential. The GRE must have been taken within five years of the application deadline.
4. **Proficiency in English is mandatory.**
   All applicants whose first or native language is not English must take the Test of English as a Foreign Language (TOEFL, [http://www.toefl.org](http://www.toefl.org)). The minimum overall TOEFL score is 84 (internet-based test); 24 is the minimum score in the speaking section, and 24 is the writing section minimum score. Consult with Nursing Student Affairs for any questions on TOEFL examinations and scoring.
5. Comprehension of basic statistics is essential. A prior statistics course (within five years of entry) is required; a recent course is desirable.
6. Completion of a research course equivalent to the N262A course at UCSF.
7. Evidence of capacity for original scholarship and research in nursing.
8. Congruence of applicant’s goals with the program’s goals and the resources of the School and University.
9. Evidence of the ability to communicate in a scholarly manner, both orally and in writing.
10. Evidence of licensure as a registered nurse.
11. A minimum of one year of professional nursing experience is preferred.
12. Computer literacy is required.
Doctoral Admission Requirements for International Applicants

*Note:* International doctoral applicants are encouraged to write to the Nursing Student Affairs office asking for an informal evaluation before filing a formal application. A statement of goals of study, past educational experience, and professional work experience should accompany the request for informal evaluation.

1. Completion of college or university work equal to the unit requirement for a baccalaureate degree and a scholastic record comparable to that reflected by a 3.2 grade point average (GPA). All non-English transcripts must be translated into English by a certified translator; Non-US transcripts must be submitted for evaluation (see Admissions and Transcripts section following).

2. If a graduate (master’s) degree has been earned, a GPA of 3.5 is expected. One prior degree must be in nursing.

3. **Proficiency in English is mandatory.** All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, [http://www.toefl.org](http://www.toefl.org)). The minimum overall TOEFL score is 84 (internet-based test); 24 is the minimum score in the speaking section, and 24 is the writing section minimum score. Consult with Nursing Student Affairs for any questions on TOEFL examinations and scoring.

4. Completion of the Graduate Record Examination (GRE) General Test, with a GRE score indicating strong verbal, quantitative, and analytical writing potential. The GRE must have been taken within five years of the application deadline.

5. Comprehension of basic statistics is essential. A prior statistics course (within five years of entry) is required; a recent course is desirable.

6. Completion of a research course equivalent to the N262A course at UCSF.

7. Evidence of capacity for original scholarship and research in nursing.

8. Congruence of applicant’s goals with the program’s goals and the resources of the School and University.

9. Evidence of the ability to communicate in a scholarly manner, both orally and in writing.

10. International students need to be licensed as registered nurses in their country of origin, if licensure is available. **Caution:** if students will be involved in any direct patient care activities while in the U.S., they must obtain California Registered Nurse licensure prior to December of their first year of study. California Board of Registered Nursing (BRN) regulations 2729 and 2732 require licenses for all practicing nurses in the State of California. Information regarding recognition of licensure in other states, or other matters related to licensure may be obtained from the BRN at the following address:
    - Ca. Board of Registered Nursing
    - P.O. Box 944210
    - Sacramento, CA 94244-2100
    - [http://www.rn.ca.gov](http://www.rn.ca.gov)

11. Computer and internet literacy is required.

12. A minimum of one year of professional nursing experience is preferred.
Note: It is mandatory that all admitted international students attend the Orientation for Incoming International Students. Detailed information regarding this program and related fees will be sent from the Director of International Academic Services.

Entry with Bachelor of Science in Nursing

The criteria for admission to the doctoral program for persons with BSNs will be the same as for applicants with MSNs. The usually shorter career trajectory and lack of previous graduate training will be taken into account in evaluating past accomplishments. A personal interview may be required to assess (1) vision for and commitment to nursing, (2) attitudes toward learning, knowledge, and science, (3) clarity of focus of study, (4) capacity for original scholarship and research in nursing, and (5) the ability to communicate in a scholarly manner.

A minimum of one year of professional nursing experience is preferred.

Should the student enrolled in the doctoral program wish to earn a master’s degree, it will be awarded after the student has successfully completed 36 units of academic work, 8 units of postgraduate professional work, and the master’s comprehensive examination or qualifying examination. The completed academic units must meet the faculty requirement for specialization in the student’s area.
Doctoral Application Process

Interested persons and potential applicants are urged to talk with faculty by telephone or to make appointments to discuss in person their questions or interests in doctoral study. The names of faculty with academic interests in specific areas are available from the "Faculty Research Activities" summary which can be obtained at http://nursing.ucsf.edu/faculty/research on the UCSF School of Nursing website.

Application Schedule

Applicants are encouraged to apply by December 15. Screening for admission begins in January. Applications will be accepted until February 1 for areas that are still open. Please note that incomplete applications will not be reviewed and that no exceptions can be made.

Applicants are encouraged to apply as early as possible.

Applicants wishing to be considered for scholarship/fellowship monies should know that applications received by December 15th will receive priority consideration. Those applications received between December 16 and February 1 will be considered for scholarship/fellowship monies only if additional funds are available.

The School of Nursing reserves the right to process and admit applicants after the published deadline. Admissions to the doctoral program occur only in the fall quarter.

Application Review

Applications are submitted to the School of Nursing and will be reviewed by both the School of Nursing and the Graduate Division at UCSF. Inquiries concerning admission status should be addressed to the Nursing Student Affairs office.

On-Line (Web) Application System

The application must be completed as directed using the UCSF on-line application system. A Résumé/Curriculum Vitae may be submitted as a component part of the completed application, but these documents are not accepted as a substitute application.

As each application becomes complete, some information is submitted directly using on-line screens, some information is uploaded/transmitted as PDF documents, and some information is sent directly to UCSF through the postal system (e.g., Official Transcripts). Required GRE and TOEFL scores are to be sent directly to UCSF by the testing service.

The on-line system allows each applicant to return to the screens of their application as many times as necessary to complete all of the component parts, provided that the deadlines have not passed. Allow extra advance time to overcome any technical problems, to complete and submit all the necessary components of your application, and remember also that UCSF deadlines are enforced according to local time in California.

Visit our on-line application system at the following address:
Admission Transcripts

Two copies of official transcripts from each college, university, and nursing school attended must be mailed to UCSF Nursing Student Affairs, Box 0602, San Francisco, CA 94143-0602.

Transcripts should be sent directly from the institution to UCSF, endorsed by the proper authority, and final college transcripts should include a statement of good standing or honorable dismissal from the last college attended. A preliminary transcript should show work in progress.

The School of Nursing requires all applicants who have completed degrees and/or coursework outside of the United States to submit their transcripts for validation and evaluation before they may be considered for admission. Applicants may send their transcripts and credentials to any evaluation agency which requires submission of original transcripts and/or certificates directly from the education institution to the evaluation agency. The purpose of the evaluation is to verify that your degree/coursework is the equivalent to that of a U.S. Bachelor or Master's degree. Evaluation agencies provide a variety of services. Be sure to request an evaluation that provides the following:

- Lists all subjects/courses completed at the post-secondary level
- Provides a U.S. semester credit and grade equivalent for each course
- Provides a U.S. grade point average (GPA) for the Bachelor's, Master's, or their equivalents, on a 4.0 scale, and
- Designates the level (upper or lower) of each undergraduate course

In our experience, World Education Services (http://www.wes.org; 415-677-9378; 212-966-6311; info@wes.org) provides the information we need in a format that is useful for the admissions decision.

However, applicants may choose to use any agency which meets the criteria above and can perform an evaluation meeting the four points mentioned above.

Reference/Recommendation Letters

A minimum of four letters of reference are required as part of the online application process: (1) two letters provided by the most recent employer(s), preferably nurses; (2) one letter (if you have graduated in the past five years) from a college professor/instructor who can assess your performance and judgment in the area in which you wish to study; and (3) one or two letters from professional colleagues who are very knowledgeable about your professional preparation and experience.

A maximum of five letters of reference will be accepted.

Applicants to the doctoral program should have all references address the following areas, as appropriate: (1) research, (2) leadership, (3) creativity, (4) self-direction in learning, (5) writing, (6) teaching, (7) relationship to applicant, and (8) clinical practice. Additional references might be requested.
Applicants request recommendations from reference writers, and referees submit letters/recommendations, from within the UCSF online application system. If a reference writer is not able to "upload" the reference letter directly to the online system, the letter may be mailed to UCSF Nursing Student Affairs (Box 0602, San Francisco, CA 94143-0602), or the letter may be submitted as an attachment to maria.deguzman@nursing.ucsf.edu (email).

Examinations

Doctoral applicants are required to take the Graduate Record Examination (GRE) General Test (see http://www.gre.org website). GRE scores must be from examinations taken within the past five years. All applicants whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). For more information, visit the Educational Testing Service (see below).

Request that your score(s) be sent to the UCSF Graduate Division by using institutional code number R-4840, department #0610 (GRE) or department #43 (TOEFL). Applications will not be reviewed until examination scores have been received.

ETS: GRE / TOEFL Examinations

Educational Testing Service (ETS)
Princeton, NJ 08541 USA
Telephone: 1-609-921-9000
Fax: 1-609-734-5410
Web (ETS): http://www.ets.org

GRE: http://www.gre.org
1-800-473-2255

TOEFL: http://www.toefl.org
1-877-863-3546 (US/Canada);
1-609-771-7100 (elsewhere)

ETS Disability Services:
P.O. Box 6054
Princeton, NJ 08541-6054
1-800-387-8602 (US/Canada);
1-609-771-7780 (elsewhere)

Score Reporting Code Numbers:
The UCSF institutional code number is R-4840, department code #0610 (GRE) or #43 (TOEFL).

Doctoral Admissions Screening Process

Screening for admission occurs at two separate units: at the Graduate Division and at the School of Nursing. Evaluation is on academic qualifications and preparation for advanced graduate study.
The School of Nursing Doctoral Admission Screening Committee, composed of departmental faculty representatives, screens completed applications for admission to the doctoral program. They consider all application materials to determine the candidate's appropriate fit with the goals of the doctoral program, including health care needs of specific populations. Review is based upon the following considerations: applicant's academic and professional (nursing) qualifications; congruence of applicant's educational goals with institutional and faculty resources; research experience, where appropriate; and application strength compared to other applicants.

A personal interview is optional and may be initiated by the Doctoral Screening Committee.

A roster of accepted applicants is established. The Committee forwards recommendations as soon as possible to Graduate Division. The Graduate Division also evaluates academic qualification and formal preparation for advanced graduate study and officially notifies applicants of admission decisions.

**Immunization Requirements**

Accepted applicants to the School of Nursing must submit documentation for all pre-entry health and immunization requirements to Student Health & Counseling Services (SHCS). SHCS will provide each new student with a description of all health requirements and instructions to submit their requirements online. ALL information must be submitted using the secure ONLINE tool.

Additional pre-enrollment information is available from SHCS at (415) 476-1281 and online at [http://studenthealth.ucsf.edu](http://studenthealth.ucsf.edu) (website).
Master of Science Program in Nursing

For the most up-to-date information, please visit the School of Nursing online at http://nursing.ucsf.edu (website).

The Master of Science (MS) program prepares leaders in the advanced practice roles of clinical nurse specialist, nurse practitioner, nurse-midwife, and leaders in public health and health policy. Courses from nursing and other disciplines provide advanced theoretical knowledge and the opportunity to critique and apply nursing theory and research as a scientific base for nursing practice.
Master’s Curriculum

The program consists of a minimum:

- 30 - 36 units of academic coursework and 8 units of graduate professional work. Most specialty areas require many additional units.
- a written comprehensive exam, or, in some instances with faculty approval, a thesis.

The Graduate Core Curriculum serves students from all specialty areas. It provides advanced knowledge in nursing theory and research, population health principles, evidence-based practice, leadership and socio-cultural issues. Programs with advanced practice role preparation include health assessment, pathophysiology, and pharmacology.

Each specialty area also has a series of courses that provide substantive content for that specialty. Students wishing to minor in a specialty take three to four courses designated as such by a specialty coordinator.

Time Requirements

The master’s program is normally completed in two years, which may include course or clinical work during the summer term. Most students dedicate two-three days/week for course work. Course work may also include online or distance education modalities, as well as in person class meetings. Students in the clinically-intensive specialties typically need to devote additional time per week to complete clinical rotations.

The majority of master’s students continue employment during their program, but it is necessary for most to adjust their work commitments to allow time for coursework and preparation. Typically, every one hour of classroom time will require up to three hours/week of pre-class preparation.
Admission Requirements, Master’s Program

1. Baccalaureate degree from an NLN- or CCNE-accredited program in nursing. Applicants' transcripts from a non-accredited program or nurses who have a U.S. bachelor's degree in another discipline will be evaluated for the purpose of admission to the UCSF Master’s Program.

2. Licensure as a registered nurse in California.

3. Completion of an introductory course in statistics.

4. **Proficiency in English is mandatory.**
   All applicants whose first or native language is **not** English must take the *Test of English as a Foreign Language* (TOEFL, [http://www.toefl.org](http://www.toefl.org)). The minimum overall TOEFL score is **84** (internet-based test); **24** is the minimum score in the speaking section, and **24** is the writing section minimum score. Consult with Nursing Student Affairs for any questions on TOEFL examinations and scoring.

5. Evidence of personal qualification and capacity for graduate study as reflected in the application, references, and grade-point average (3.0). Past academic performance and professional activity are evaluated, e.g., community, organizational, and volunteer service, and creative professional accomplishments.

6. Congruence of applicant’s goal with the goals and resources of the School and University.

**Other characteristics:**

- Minimum of one year's registered nurse experience which is related to the area of specialization is desirable. Some specialties may require additional experience.
- Computer and internet literacy is required.

International Applicants, Admission Requirements

*International applicants* to the master’s program must meet the following requirements:

1. Completion of a nursing bachelor’s degree, if available in the country of origin. All non-English transcripts must be translated into English by a certified translator.

2. Scholastic record comparable to that reflected by a 3.0 GPA.

3. Completion of an introductory course in statistics.

4. **Proficiency in English is mandatory.**
   All applicants whose first or native language is **not** English must take the *Test of English as a Foreign Language* (TOEFL, [http://www.toefl.org](http://www.toefl.org)). The minimum overall TOEFL score is **84** (internet-based test); **24** is the minimum score in the speaking section, and **24** is the writing section minimum score. Consult with Nursing Student Affairs for any questions on TOEFL examinations and scoring.

5. International students must be licensed as **Registered Nurses** (RNs) in their country of origin, if licensure is available. **Caution:** if students will be involved in any direct patient care activities while in the U.S., they must obtain *California Registered Nurse licensure* prior to December of their first year of study. *California Board of Registered Nursing* (BRN) regulations 2729 and 2732 **require** licenses for all practicing nurses in the State of California. Information regarding recognition of licensure in other states, or other matters related to licensure may be obtained from the BRN at the following address:
6. Congruence of applicant’s goal with the goals and resources of the School and University.

7. It is mandatory that all admitted international students attend the Orientation for Incoming International Students. Detailed information regarding this program and related fees will be sent from the Director of International Academic Services.

Other Characteristics:

• One year of recent work experience as a registered nurse related to the prospective field of study.
• Computer and internet literacy is required.

**Duplication of Degrees**

Duplication of a master's degree in nursing is not permitted. A professional degree in nursing is regarded as a duplicate of an academic degree. Those who already hold a graduate degree in nursing should explore the possibility of a post master's program directly with the coordinator of the specialty of interest (see Special Studies, Individual and Specialized Programs section).
Master’s Application Process

Note: our application procedures now use an online (web) submission process. For the most up-to-date information and instructions, please visit the School of Nursing online http://nursing.ucsf.edu under “Admissions.”

The priority deadline for completing applications for review is February 1st, and review of completed application packets and admission decisions begin immediately following. Applicants meeting this deadline, other factors being equal, are most likely to have access to their first-choice specialties. After the regular deadline, some specialty areas may be filled and further/new application submissions to those areas will be unsuccessful.

The School of Nursing website (http://nursing.ucsf.edu/programs/master-science-ms-program/specialties) lists up-to-date information about specialty availability.

The last possible date to complete M.S. application submissions is June 1st.

Applicants needing an early admissions decision because of their potential funding source(s) may apply as early as November 1st in the year preceding fall quarter admission.

Almost all master’s students are admitted to begin their specialty area studies in the Fall Quarter (September) of each year.
Master’s Application Components

Application is made to the School of Nursing and will be reviewed by both the School of Nursing and the Graduate Division. Inquiries concerning admission should be addressed to the Office of Student Affairs, School of Nursing.

Admission Transcripts

Two transcripts from each college, university, and nursing school attended must be sent directly to UCSF Nursing Student Affairs, Box 0602, San Francisco, CA 94143-0602.

Transcripts must be endorsed by the proper authority and final college transcripts should include a statement of good standing or honorable dismissal from the last college attended. A preliminary transcript should show coursework in progress.

The School of Nursing requires all applicants who have completed degrees and/or coursework outside of the United States to submit their transcripts for validation and evaluation before they may be considered for admission. Applicants may send their transcripts and credentials to any evaluation agency which requires submission of original transcripts and/or certificates directly from the education institution to the evaluation agency. The purpose of the evaluation is to verify that your degree/coursework is the equivalent to that of a U.S. Bachelor or Master’s degree. Evaluation agencies provide a variety of services. Be sure to request an evaluation that provides the following:

- Lists all subjects/courses completed at the post-secondary level
- Provides a U.S. semester credit and grade equivalent for each course
- Provides a U.S. grade point average (GPA) on a 4.0 scale, and
- Designates the level (upper or lower) of each undergraduate course

In our experience, World Education Services (http://www.wes.org; 415-677-9378; 212-966-6311; info@wes.org) provides the information we need in a format that is useful for the admissions decision.

However, applicants may choose to use any agency which meets the criteria above and can perform an evaluation meeting the four points mentioned above.

Letters of Reference

Four letters of reference are required: (1) two from most recent employer(s), preferably nurses; (2) a school of nursing, if you are a graduate within the past five years, and preferably from a professor who can assess your clinical performance and judgment in the area in which you wish to study; (3) one or two individuals, not relatives, who are well acquainted with your professional preparation and experience. Up to five letters of reference will be accepted.

Master of Science applicants should have all references address the following areas, as appropriate: (1) relationships with team members such as nurses, physicians, and others; (2) professional nursing ability, including application of theory, independent judgment where
appropriate, and quality of patient care; (3) communication skills; (4) leadership skills; and (5) responsibility and initiative.

Applicants request letters from reference writers and referees submit letters from within the online application process. If a reference writer is not able to “upload” the reference directly to the online application, the letter can be sent by mail directly to UCSF Nursing Student Affairs, 2 Koret Way, #N319X, San Francisco, CA 94143-0602 or as an attachment to steven.johnson@nursing.ucsf.edu (email).

On-Line (Web) Application System

The application must be completed as directed using the UCSF on-line application system. A Résumé/Curriculum Vitae may be submitted as a part of the completed application, but these documents are not accepted as substitute applications.

As each application becomes complete, some information is submitted directly using on-line screens, some information is uploaded/transmitted as .PDF documents, and some information is mailed directly to UCSF through the postal system (e.g., official transcripts, reference letters as above).

Required GRE and TOEFL scores are transmitted directly to UCSF by the testing service.

The on-line system allows each applicant to return to the screens of their application as many times as necessary to complete all of the component parts, provided that the deadlines have not passed. Allow extra advance time to overcome any technical problems, to complete and submit all the necessary components of your application, and remember also that UCSF deadlines are enforced according to local time in California.

Visit our on-line application system at the following address:

- [http://nursing.ucsf.edu/admissions/which-program-is-right-for-you](http://nursing.ucsf.edu/admissions/which-program-is-right-for-you)

Examinations

The Graduate Record Examination (GRE) is no longer required of applicants to the regular UCSF Master of Science program in Nursing.

All applicants whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). For more information, visit the Educational Testing Service (see below).

Request that your score(s) be sent to the UCSF Graduate Division by using institutional code number R-4840, department #43. Records will not be reviewed until all documentation, including scores, has been received.

**ETS: TOEFL Examinations**

**Educational Testing Service (ETS)**

Princeton, NJ 08541 USA
Telephone: 1-609-921-9000
Fax: 1-609-734-5410
Web (ETS): http://www.ets.org

TOEFL: http://www.toefl.org
  1-877-863-3546 (US/Canada);
  1-609-771-7100 (elsewhere)

ETS Disability Services:
P.O. Box 6054
Princeton, NJ 08541-6054
1-800-387-8602 (US/Canada);
1-609-771-7780 (elsewhere)

Score Reporting Code Numbers:
The UCSF institutional code number
is **R-4840**, department code #43 (TOEFL).
Evaluation/Screening of Master's Applicants

Screening for admission into the Master of Science program occurs at two separate units. The School of Nursing Master's Admission Screening Committee, composed of departmental faculty representatives, screens completed applications for admission into the School and particular specialty. Review is based upon the following considerations: applicant’s academic and professional (nursing) qualifications; congruence of applicant’s educational goal with specialty selected; health system needs for expertise with various populations; institutional resources, including space available in the selected specialty; and application strength as compared to other applicants.

A roster of accepted applicants and alternates for acceptance is established. The Committee forwards recommendations to the Graduate Division.

The Graduate Division Dean reviews applicants for acceptance to graduate status. Evaluation is based on scholastic qualifications and formal preparation for advanced academic study. The Graduate Division requires a grade-point average of 3.0 for admission to graduate standing.

The Graduate Division officially notifies applicants of admission decisions.

A personal interview is optional for most specialty areas and may be initiated by the faculty.
M.S. Program Requirements

Accepted applicants to the School of Nursing must submit documentation to meet requirements of the Campus, School of Nursing and for clinical sites. These documents are uploaded onto a secure site accessed through the web. Each student maintains and updates this site as needed to be in compliance with requirements. Details will be provided after acceptance. Students cannot register for classes until all requirements are met and uploaded to the online site.

Immunizations

Accepted applicants to the School of Nursing must submit documentation for all pre-entry health and immunization requirements to Student Health & Counseling Services (SHCS). SHCS will provide each new student with a description of all health requirements and instructions to submit their requirements online. ALL information must be submitted using the secure ONLINE tool.

Additional pre-enrollment information is available from SHCS at (415) 476-1281 and online at [http://studenthealth.ucsf.edu](http://studenthealth.ucsf.edu) (website).

Criminal Background Check

All admitted students must complete a Criminal Background Check (CBC) prior to their first clinical experience. Some clinical sites also require drug screening. Both the CBC and drug tests are done through the School's vendor.

Professional Liability Insurance

Each student must maintain individual professional liability/ malpractice insurance for the duration of the program. Basic RN or Student coverage for nurse practitioners or midwives is accepted. Midwifery students will be advised by their faculty on the coverage required.

Other Requirements

Additional requirements include a valid California RN license, BLS certification as a Healthcare Provider through the American Heart Association, a recent physical examination completed during the calendar year of admission, and documentation of health insurance. Documentation of annual influenza vaccine is required annually each Fall.
Articulation into the Doctoral Program

Students considering continuation into the doctoral program should discuss their plans with advisers and relevant faculty. Course selection in the master’s program should optimize preparation for doctoral work.

Master’s students with previous BSNs may apply by the doctoral application deadline (December 15) in any year of their master’s study. Students without a BSN may apply in the year in which they will have completed 36 academic units and all MS specialty requirements.

Application is to the School of Nursing rather than to any department. Applicants must take the GRE, if they have not already done so and submitted scores within the last five years. Admission to the doctoral program is effective in the fall quarter following acceptance.

The master’s degree will be conferred when the student has completed specialty requirements, 36 academic units, 8 graduate professional units, and the comprehensive examination or qualifying examination. An articulating student may also choose not to earn the master’s degree. Note: UCSF will not confer a second master’s degree to a person already holding an MS in nursing.
Transfer of Credit

Ordinarily, all coursework for the Master of Science degree is completed while registered in the School. Up to six quarter (four semester) units may be allowed for coursework taken elsewhere. An exception is work taken at another campus of the University of California. In this circumstance, up to one-half of the program, or a maximum of 15 to 18 quarter units of work, depending upon the master’s degree plan, may be accepted if taken at graduate standing at another campus of the University.

Units taken elsewhere must have been earned in graduate status at an institution of high repute, and cannot be used to reduce the minimum number of required quarters in registered status on the UCSF campus. Students in the master’s program must be registered for a minimum of three quarters and must be taking at least four units in each of the three quarters. No commitment can be made regarding such an allowance of credit until half the program for the master’s degree has been completed and the student has been registered on the UCSF campus for at least one quarter. Acceptance of credit is subject to approval of the student’s adviser and the dean of the Graduate Division.
ADN-MS Pathway Program

The Associate Degree in Nursing to Master of Science Pathway Program ("ADN-MS Pathway") is for Registered Nurses who have earned an Associate Degree in Nursing and have not earned a bachelor's degree, or higher degree, in any major or field of study.

Pathway participants begin their course of study by enrolling in one of several bachelor completion programs at John F. Kennedy University (JFKU) or Golden Gate University (GGU), our educational partners. Typically, Pathway participants complete their bachelor's degrees in 18 - 24 months at GGU or JFKU. Once that baccalaureate has been earned, participants are eligible for the MS program at UCSF School of Nursing.

A number of defined specialty areas offered in the MS program at UCSF are open to Pathway participants, as long as participants graduate within a time frame agreed to by the participant, their GGU or JFKU advisor, and a UCSF designated faculty or staff representative. Participants must complete the MS application and identify their choice of MS specialty area a minimum of nine months prior to graduation from GGU or JFKU. If the participant chooses an oversubscribed specialty area in which UCSF cannot guarantee acceptance for Pathway participants, the participant's application will be screened and evaluated for admission with the general pool of applicants to the specialty area, provided the application meets the February admission review cycle timelines.

All of the information in the section "Master of Science in Nursing Program" and the section "Areas of Master's Degree Specialization" is relevant to prospective Pathway participants.

Pathway participants are required to meet admission requirements of the MS program (see "MS Admission Requirements"), including licensure, a course in statistics, creating a goal statement, a minimum of one year of RN practice experience, and computer literacy. Prospective participants should pay close attention to providing evidence of personal qualification and capacity for graduate study as noted in the MS admission criteria.

For information on enrolling in the ADN-MS Pathway program, contact the Office of Enrollment Services at John F. Kennedy University: [http://www.jfku.edu](http://www.jfku.edu); 800/696-5358; [proginfo@jfku.edu](mailto:proginfo@jfku.edu); or, the Office of Enrollment Services at Golden Gate University at 888/GGU-EDU1; [info@ggu.edu](mailto:info@ggu.edu); or visit GGU at [http://www.ggu.edu/undergraduate_programs/ucsf_nursing](http://www.ggu.edu/undergraduate_programs/ucsf_nursing) (website).
Master’s Entry Program in Nursing (MEPN)

MEPN, a three-year program leading to a Master of Science in Nursing degree, is for persons without previous nursing preparation but who hold a baccalaureate (bachelor’s) degree in another field. Graduates of this program are prepared as advanced practice nurses.

The term "advanced practice nurse" refers to a registered nurse with graduate academic preparation and advanced clinical skills that qualify her/him as an expert in a defined area of knowledge and practice. The advanced practice nurse’s role incorporates the functions of clinician, educator, consultant, and/or researcher. Clinical nurse specialist, nurse practitioner, and health policy specialist titles are all within the broad category of advanced practice nursing. Additional certification examinations may be required in some sub-specialty areas.

The difference between the MEPN path and the traditional Master of Science path to advanced practice nursing is that MEPN students begin their program with four quarters of generalist foundation training in nursing. Upon successful completion of the MEPN first year, students are eligible to take (in the summer after completing their first year) the National Council Licensure Examination (NCLEX)-RN as approved by the California Board of Registered Nursing (BRN).

By contrast, traditional MS students in the two-year program (those who already have a Bachelor’s of Science in Nursing degree) immediately begin their studies within MS specialty coursework.

Graduates with BS or BA degrees in fields other than nursing are considered for admission to the MEPN program. Most non-nursing bachelor’s degrees ("baccalaureates") qualify for consideration, but please note the following exception.

Caution: graduates holding only certain specialized bachelor’s degrees having minimal breadth requirements (e.g., Bachelor of Fine Arts--B.F.A.) will not meet UCSF’s MEPN admissions requirements.

Additional prerequisite course/subject requirements for the MEPN program, all of which must be completed before the application deadline are:

1. An introductory or higher level course in Statistics (a minimum of three quarter units/two semester units).
2. One course in Anatomy and one course in Physiology for a total of six quarter units/four semester units.
3. One college level Psychology course.
4. One course in Microbiology and one course in Nutrition.

Note: Anatomy, Physiology and Microbiology courses must include a lab component.

The California Board of Registered Nursing (BRN) - [http://www.rn.ca.gov](http://www.rn.ca.gov) (website) - licensure application requires that a student must have completed 24.0 quarter units of natural, behavioral, and social science coursework, including a course in psychology, and 6.0 quarter units of communications, part of which must deal with basic English writing skills.
These requirements must be met prior to the MEPN application deadline, through the previous baccalaureate degree or through other course transcripts.

Following a competitive screening process, applicants who meet these prerequisites are admitted to MEPN each year; enrollments are limited due to faculty and training site availability. Classes begin annually in mid- to late-June.

The first year of study in MEPN includes all the didactic and clinical nursing study usually distributed over two years. It entails 30-37 clock hours of class and clinical work per week in addition to study time. Consequently, it is not advisable and students are discouraged from engaging in paid employment or taking additional coursework during their first year in MEPN.

The final two years of the program are more individually paced and, therefore, it may be feasible for students to work part time.

All of the information in the section "Master of Science in Nursing Program," and the section listing Master's Specialties is relevant to the last two years of study of this (MEPN) program.

**MEPN Applications**

Applications are now collected online. For the most up-to-date information and instructions, please visit the School of Nursing online [http://nursing.ucsf.edu](http://nursing.ucsf.edu) (website).

MEPN Application screens become available each year in July and must be finalized by the September 1st deadline. (In some years the regular September 1st deadline will fall on a Saturday, Sunday, or Holiday; in those years the actual deadline will be enforced on the following regular working day.) From October through June, MEPN application packets are not available.

**Clinical Sites**

Clinical teaching sites are located at major medical centers throughout the greater San Francisco Bay Area, within an approximate 50-mile radius of the School of Nursing. By lottery system each student is assigned rotations at three or more different sites, affording broad exposure to renowned centers of patient care and research.

Students are expected to provide their own transportation to all clinical site locations. Students must have access to a vehicle or personal transportation, as most clinical sites are not accessible by public transportation.

**LVN Non-Degree Option**

California legislation requires that pre-licensure programs offer a 45-quarter unit option. This program is offered on a space-available basis to licensed vocational nurses to assist in preparation for the RN licensure exam. This would be done through the 45-quarter unit LVN Non-Degree Option Program (see "Postdoctoral and Special Studies") at the same cost as the first twelve months of MEPN.
MEPN Fees and Other Expenses

Approximate fees (subject to change) for the first twelve months of this program are $55,000.00. After this first year, fees are set at the standard University rates for students in the regular Master of Science program.

Additional student fee information is available from the UCSF Registrar at http://registrar.ucsf.edu/registration/fees/nursing (website). Note that MEPN fees for Year One are shown at the end of the web page linked above. Fees do not include housing, meals, transportation, supplies, or other living expenses.

All listed fees are subject to change without notice.

Financial Aid, MEPN

Students admitted to this program can apply for financial aid. Federal and private loans are also available. Aid information is available at the http://finaid.ucsf.edu website or the UCSF Financial Aid Office; be sure to specify you are seeking admission to Nursing MEPN.

MEPN First Year Sample Curriculum

<table>
<thead>
<tr>
<th>Session/Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Session</strong></td>
<td></td>
</tr>
<tr>
<td>N141 Pharmacology and Nursing Care</td>
<td>Theory 3</td>
</tr>
<tr>
<td>N142 Introduction to Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N145 Pathophysiology</td>
<td>5</td>
</tr>
<tr>
<td><strong>Fall Quarter</strong></td>
<td></td>
</tr>
<tr>
<td>N143 Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td>N144 Adult Medical-Surgical/Geriatric Nrsg.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Winter Quarter</strong></td>
<td></td>
</tr>
<tr>
<td>N146 Parent-Child Nursing</td>
<td>4</td>
</tr>
<tr>
<td>N148 Socio-Cultural Issues in Health, Illness</td>
<td>2</td>
</tr>
<tr>
<td>N149 Psychiatric/Mental Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Quarter</strong></td>
<td></td>
</tr>
<tr>
<td>N147 Childbearing Families</td>
<td>4</td>
</tr>
<tr>
<td>N150 Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N151 Issues in Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37</td>
</tr>
</tbody>
</table>

Notes:

This listing of courses is subject to change. Students must successfully complete each quarter to progress to the next quarter. After completing their first year (pre-licensure year), MEPN students must take and pass the required examination for their nursing license ("R.N."). After obtaining California licensure, students continue into the regular Master of Science program (specialty area curriculum) for their second and third years.
MEPN Admission Requirements

1. Completion of a comprehensive **baccalaureate** (bachelor's) **degree** in a discipline *other than nursing* with a 3.0 grade-point average or higher; must be conferred *no later than* the application deadline.

2. Completion of an introductory or higher level course in **statistics** before the application deadline.

3. Completion of a course in **anatomy**, and a course in **physiology** (totaling 6 or more quarter units) before the application deadline. Courses must include a lab component.

4. Completion of a college level **psychology** course before the application deadline.

5. Completion of a college level **microbiology** course before the application deadline. Course must include a lab component.

6. Completion of a college level **nutrition** course before the application deadline.

7. Completion of the **Graduate Record Examination** (GRE) General Test, with GRE scores indicating strong verbal, quantitative, and analytical writing potential. The GRE must have been taken within five years of the application deadline.

8. **Proficiency in English is mandatory.**
   All applicants whose first or native language is **not** English must take the Test of English as a Foreign Language (TOEFL, [http://www.toefl.org](http://www.toefl.org)). The minimum overall TOEFL score is **84** (internet-based test); **24** is the minimum score in the speaking section, and **24** is the writing section minimum score. Consult with Nursing Student Affairs for any questions on TOEFL examinations and scoring.

9. Evidence of personal qualification and capacity for graduate study as reflected in the application, references, Graduate Record Examination, and grade-point average (3.0 minimum required) from baccalaureate program. Past academic performance and professional activity are evaluated, e.g., community, organizational, and volunteer service, and creative professional accomplishments.

10. A written **goal statement** is part of the application, indicating congruence of applicant's goal with the goals and resources of the School and University.

Admission requirements for the Master's Entry Program (MEPN) are similar to those listed for the Master of Science Program, except for those related to nurse licensure, GRE, and work experience. Previous work experience, community and volunteer service, and life experience are evaluated in place of professional activity. A demonstrated commitment to working with underserved populations is valued as well as second language skills.

**Caution:** MEPN is **not** optimal for international applicants, because of the intensity and inflexibility of the first year of study, the need for language and culture familiarity, and the need for familiarity with the U.S. health care system.

Accepted applicants who have previously studied in regionally accredited institutions anatomy and physiology, nursing, or pathophysiology, may have coursework evaluated for direct transfer. Should courses not qualify for direct transfer, or should knowledge have been gained through prior experience, credit may be earned by examination.
MEPN Application Process

Online (Web) Application System

The application must be completed as directed using the UCSF online application system. A Résumé/Curriculum Vitae may be submitted as a component part of the completed application, but these documents are not accepted as a substitute application.

As each application becomes complete, some information is submitted directly using online screens, some information is uploaded/transmitted as PDF documents, and some information is sent directly to UCSF through the postal system (e.g., Official Transcripts). Required GRE and TOEFL scores are to be sent directly to UCSF by the testing service.

The on-line system allows each applicant to return to the screens of their application as many times as necessary to complete all of the component parts, provided that the deadline has not passed. Allow extra advance time to overcome any technical problems, and to complete and submit all the necessary components of your application before the deadline. After the deadline, the application screens are locked to prohibit additional submissions. Remember also that UCSF deadlines are enforced according to local time in California, i.e., Pacific Time Zone and "Daylight Savings" time.

For more information on our on-line application system see:

- [http://nursing.ucsf.edu/programs/mepn-application-process](http://nursing.ucsf.edu/programs/mepn-application-process)

MEPN Application Deadlines

MEPN applications must be received in the Office of Nursing Student Affairs by September 1st. (In years where September 1st falls on a weekend, the following Monday may be enforced as the deadline.) The only period in each year when applications may be opened and then completed (online) are the weeks between July and September.

All supporting materials (transcripts, GRE scores, and letters of reference), which are considered a part of the application, must be submitted by this date.

**Important Note:** be aware of the following during the MEPN Application Process.

- Because of the high volume of MEPN applications, we ask that you do not telephone the Nursing Student Affairs Office for status information on your application. Please check with the application website frequently to determine receipt of application materials.
- After the application deadline has closed, please return to your online application to check your status. If your application has been marked ready for review, please be assured that it has been sent on to the reviewing committee. If, three weeks after the deadline, your application is still not marked ready for review, the Office of Student Affairs will attempt to contact you and work to resolve any remaining issues if possible.
Prospective MEPN students should review details in the Applications, Admission Transcripts, and Screening/Evaluation sub-sections of the regular Master's Program description (see above in this document).

These details are also relevant and important to MEPN applicants; the screening process is highly competitive.

**Letters of Reference, MEPN**

Four references are required as part of the online application process. All should be from individuals (not relatives) who are acquainted with the applicant's work or community experience. Up to five references will be accepted.

References/Recommenders are nominated by the applicant and then each are sent emails requesting their responses.

References should address the following areas: (1) relationships with work (paid or voluntary) associates, (2) work competence, (3) communication and interpersonal skills with persons of diverse backgrounds, (4) leadership skills or potential, and (5) values, ethical standards, responsibility, and initiative.

Applicants request letters from reference writers and referees/recommenders submit letters from within the online application process. References must be converted to PDF format for uploading.

Alternatively, a short survey form may be completed on-line by the recommender.

If a reference writer is not able to “upload” the reference letter directly to the online application, the letter can be sent by mail to UCSF Nursing Student Affairs, 2 Koret Way, #N-319X, San Francisco, CA 94143-0602; or as an attachment to steven.johnson@nursing.ucsf.edu (email).

**Graduate Record Examination (GRE), MEPN**

Applicants are required to take the Graduate Record Examination (GRE) General Test (see http://www.gre.org website). GRE scores must be from examinations taken within the past five years.

Request that your score(s) be sent to the UCSF Graduate Division by using institutional code number R-4840, department #0610 (GRE) or department #43 (TOEFL). Applications will not be reviewed until examination scores have been received.

**MEPN Interviews**

As part of the application process, a personal interview is required prior to acceptance. Applicants being interviewed will be contacted by Nursing Student Affairs to arrange the specific date and time for their interview. Interviews are scheduled for the last two Fridays of January. Please hold these Fridays open pending further notice. Applicants are required to travel to San Francisco for their interviews.
MEPN Notification and Matriculation

Accepted applicants are typically notified by the month of March to begin preparations for enrollment. All MEPN classes begin their coursework (pre-licensure year) in mid-June, continuing on through the Summer, Fall, Winter, and Spring terms.

Due to the intensive curriculum in the first year of MEPN (30-37 clock hours of class and clinical work per week in addition to study time), students are strongly advised not to undertake full- or part-time paid employment. The remaining two years are more individually-paced, and part-time employment may then become possible.

Criminal Background Check

Prior to their first clinical experience, enrolled MEPN students must complete a criminal background check. Details will be provided after acceptance.

Immunization Requirements

Accepted applicants to the School of Nursing must submit documentation for all pre-entry health and immunization requirements to Student Health & Counseling Services (SHCS). SHCS will provide each new student with a description of all health requirements and instructions to submit their requirements online. ALL information must be submitted using the secure ONLINE tool.

Additional pre-enrollment information is available from SHCS at (415) 476-1281 and online at http://studenthealth.ucsf.edu (website).

Licensure (R.N.), BRN

Students become eligible to apply for licensure by the California Board of Registered Nursing (BRN) upon (1) completion of the first year of the Master’s Entry Program and (2) verification of previous completion of 24.0 quarter units of natural, behavioral, and social science coursework, including a course in psychology, plus 6.0 quarter units of communication (part of which must deal with English writing skills).

Following the MEPN pre-licensure year, for students to continue in their coursework (i.e., continue into the regular Master of Science program), they must show evidence of California Registered Nurse Licensure (in compliance with BRN regulations 2729 and 2732) by early August.

All practicing nurses in California must be licensed by the BRN.

Information regarding recognition of licensure in other states, or other matters related to licensure may be obtained from the BRN at the following address.

Ca. Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100
http://www.rn.ca.gov (website)
Areas of Master's Degree Specialization

For the most up-to-date information, please visit the School of Nursing online at http://nursing.ucsf.edu (website).

Students in the Master of Science program, and students who have completed the initial (pre-licensure) year of the Master’s Entry Program in Nursing (MEPN), select from among the following list of defined specialty areas.

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist
- Adult-Gerontology Critical Care/Trauma Clinical Nurse Specialist
- Adult-Gerontology Occupational/Environmental Health Nurse Practitioner
- Occupational & Environmental Health Specialist
- Advanced Practice Public Health Nursing
- Family Nurse Practitioner
- Gerontological Nursing
- Health Policy Nursing
- Nurse Midwifery/Women’s Health Nurse Practitioner
- Oncology Nursing
- Pediatric Nurse Practitioner and Acute Care Pediatric Nurse Practitioner
- Psychiatric/Mental Health Nursing Clinical Nurse Specialist
- Psychiatric/Mental Health Nursing Nurse Practitioner

Each specialty area defines a course of study leading to the Master of Science degree, including the Master’s Core Curriculum, as well as specific coursework relevant to each specialty area. Also, specialties prepare the student for certification, as appropriate, as either a clinical nurse specialist or nurse practitioner. The list of specialty areas above is subject to change. Some areas may be currently closed to new applications, and/or may NOT be available for MEPN applications.

Each master’s student must select a specialty area as listed above.

The list is maintained on-line at http://nursing.ucsf.edu/programs/master-science-ms-program/specialties (website).
Adult-Gerontology Acute Care Nurse Practitioner, Acute Care Nurse Practitioner

Adult-Gerontology Acute Care Nurse Practitioner (AG ACNP) Specialty

Options/Focuses: Nurse Practitioner

Coordinator: Roxanne Garbez, RN, PhD, CNS, ACNP-BC
2 Koret Way, #N-611H
San Francisco, CA 94143-0610

Telephone: 415/514-0817
Email: roxanne.garbez@nursing.ucsf.edu

Department: Physiological Nursing

The Adult-Gerontology Acute Care Nurse Practitioner.
Acutely ill patients increasingly dominate the inpatient population, and research has shown that in these settings nurse practitioners provide quality care, decrease length of stay, and improve patient and family satisfaction. Furthermore, the addition of a nurse practitioner to the health care team improves communication and overall patient care.

In short, Adult-Gerontological Acute Care Nurse Practitioners (ACNP) are needed to help assess and manage acutely ill patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department, intensive care unit, specialty labs, acute and sub-acute care wards, specialty clinics, or any combination of the above.

The nurse practitioner can legally diagnose and treat medical conditions. In addition, some ACNPs provide direct patient management from admission to discharge in collaboration with the physician and other members of the health care team. ACNPs also may continue to follow the patient into the outpatient setting to ensure successful transition after discharge and complete resolution of transition needs. The structure of the role depends upon the collaborative agreement with physicians and other members of the health care team.

UCSF’s ACNP program remains the only one of its kind in Northern California. Graduates of the ACNP program exit as master’s prepared nurse practitioners, eligible to apply for a national certification examination, and expert in the care of acutely ill patients with multiple complex problems.

The program has three areas of emphasis: critical care, cardio-pulmonary, and emergency department/trauma. Yet the program is flexible enough to enable students with other practice goals such as transplant, neurosurgical and oncology to explore those areas within the hospitalized patient setting.

The ACNP student receives academic and clinical training in a variety of areas, including advanced physical assessment, pathophysiology, differential diagnosis, pharmacology, patient care
management, lab and chest X-ray interpretation, select invasive and noninvasive procedures, and education and research.

Graduates of the program typically work as nurse practitioners in settings that range from cardiology and the emergency room to nephrology, neurology, and surgery.

All ACNP applicants must have a minimum of one year of acute care nursing experience prior to applying - with critical care, trauma, or ED (emergency) specialties preferred. Applicants are required to have a valid California RN license when they begin the ACNP program.

ACNP no longer accepts MEPN applications.
Adult-Gerontology Primary Care Nurse Practitioner (AGNP)

Adult-Gerontology Primary Care Nurse Practitioner (AGNP) Specialty Area
http://nursing.ucsf.edu/programs/specialties/adult-gerontology-primary-care-nurse-practitioner-agnp

Adult Nurse Practitioner Options/Sub-Specialties:

- AGNP Adult-Gerontology Primary Care Nurse Practitioner (AGNP)
- AGNP-HIV Adult-Gerontology Nurse Practitioner - HIV/AIDS Focus
- AGNP-OEH Adult-Gerontology Nurse Practitioner - Occupational/Environmental Health Focus

Department: Community Health Systems

Coordinator:
JoAnne M. Saxe, RN, MS, DNP, ANP
2 Koret Way, #N-505
San Francisco, CA 94143-0608

Telephone: (415) 476-6042
Email: joanne.saxe@nursing.ucsf.edu

Coordinator, HIV/AIDS Minor:
Suzan Stringari-Murray, RN, MS, ANP
2 Koret Way, #N-511L
San Francisco, CA 94143-0608

Telephone: (415) 476-6702
Email: suzan.stringari-murray@nursing.ucsf.edu

Coordinator, Occupational/Environmental Health Minor:
OiSaeng Hong, RN, PhD, FAAN
2 Koret Way, #N-531D
San Francisco, CA 94143-0608

Telephone: (415) 502-5581
Email: OiSaeng.Hong@nursing.ucsf.edu

The Adult-Gerontology Nurse Practitioner (AGNP).
AGNPs are advanced practice nurses who diagnose and manage common acute and chronic primary health care problems across the adolescent and adult lifespan. Our AGNP graduates work in a variety of health care settings which include community clinics, health maintenance organizations, the department of veteran affairs, specialty clinics, correctional facilities, and in private practices. Many AGNPs specialize in an area of interest such as HIV/AIDS or occupational and environmental health.

The UCSF Adult-Gerontology Nurse Practitioner program is nationally recognized and rated as one of the best programs in the country for preparation of AGNPs. The program emphasizes
comprehensive physical and psychosocial assessment, clinical decision-making for acute and chronic health conditions, and health promotion and disease prevention.

Taught primarily by expert AGNPs, the program trains graduates to: deliver, coordinate, and evaluate high quality care; advocate for vulnerable individuals and groups; and positively influence health care delivery systems.

Students admitted to the program complete a core program of graduate and clinical coursework and clinical residencies in primary and specialty care. AGNP specialty courses include: advanced health assessment, advanced pharmacology, advanced pathophysiology, and seminars in health promotion, urgent care, primary care, management of clients with complex chronic health problems, clinical decision making in adult primary care, and clinical residencies in adult primary care and specialty settings.

This flexible program allows students to tailor their course of study for an area of interest, or choose one of the identified specialty focus areas (HIV, OEH).

**AGNP in Occupational/Environmental Health** is a partnership with our Occupational and Environmental Health specialty. This track focuses on the health problems facing working adults. Clinical residencies in specialty clinics and occupational health settings provide a variety of clinical experiences. Please refer to the Occupational and Environmental Health specialty area section for additional information on this program track.

**AGNP with a HIV/AIDS focus** combines UCSF's internationally-recognized HIV/AIDS programs and an HIV/AIDS curriculum within the ANP program. Students with a specialty focus in HIV/AIDS are prepared as adult nurse practitioners to provide comprehensive primary care, as well as specialty care to HIV-positive adults.

To support working nurses and family life, classes meet on two days of each week for most of the ANP program.

Students who complete the AGNP and affiliated AGNP programs are eligible to sit for the American Nurse Credentialing Center's and the American Academy of Nurse Practitioners' certification examinations upon graduation.
Adult-Gerontology Clinical Nurse Specialist

http://nursing.ucsf.edu/programs/specialties/adult-gerontological-clinical-nurse-specialist-agcns

Coordinator:
Lynda Mackin, PhD, ANP-BC, GNP-BC, CNS
2 Koret Way, #N-611L
San Francisco, CA  94143-0610
Telephone:  415/502-5696
Email:  lynda.mackin@ucsf.edu
Department:  Physiological Nursing

Adult Gerontology Clinical Nurse Specialist Track.

The Adult-Gerontology Clinical Nurse (AG CNS) Track prepares the graduate to work with patients across the adult age spectrum (adolescence through late adulthood including end-of-life). The AG CNS graduate is academically and experientially prepared in the five traditional CNS practice areas: expert clinical nurse practice, education, research, consultation and clinical leadership. The AG CNS practices in a variety of settings including acute care hospitals, care/case management programs or services, community care programs, private homes, residential care facilities, and long-term care facilities. The AG CNS is also prepared to assume roles in academic nursing education and as part of a research team.

The AG CNS curriculum is a two-year, full-time course of study. There are optional, but recommended, clinical practice and course offering during the summer between years one and two. Students complete coursework in advanced health assessment, physioloogy and pathophysiology, pharmacology, research, management of common adult/older adult disorders and comprehensive case analysis. Clinical practica and residencies are arranged by faculty and provide the student the opportunity to practice in the five CNS roles. A minimum of 500 clinical practice and residency hours are required and are fully incorporated into the curriculum.

Throughout the two years of study, the student can expect to attend courses on campus two days per week, plus one to two days of clinical activity per week. Faculty serve as classroom instructors, academic advisors and clinical practica/residency supervisors.

Certification Eligibility.

Upon completion of the required course work and clinical hours, the AG CNS graduate is eligible for a Clinical Nurse Specialist certificate issued by the California State Board of Registered Nursing (no examination required). The AG CNS graduate is also eligible for national board certification as an Adult-Gerontology Clinical Nurse Specialist the American Nurses’ Credentialing Center (ANCC) examination required).

Information regarding California State Board of Registered Nursing CNS Certification can be found at: http://www.rn.ca.gov/pdfs/applicants/cns-app.pdf (website).

Information regarding board certification examination through ANCC can be found at: http://www.nursecredentialing.org/certification.aspx (website). Note: The AG CNS Board Certification Examination is expected to launch in April 2014.
Advanced Practice Public Health Nursing

Advanced Practice Public Health Nursing (APPHN) Specialty

Specialty Coordinators:
Carol Dawson-Rose
2 Koret Way, #N-531C
San Francisco, CA  94143-0608

Telephone: 415/514-0428
Email: carol.dawson-rose@nursing.ucsf.edu

Department: Community Health Systems

Advanced Practice Public Health Nursing specialty provides a foundation for planning and evaluating community/public health programs; learning about community/public health concepts, health promotion, population-level interventions, grant writing, health care systems, leadership, and health policy; addressing health disparities of vulnerable and diverse populations; and practicing and consulting in diverse and multicultural settings. This is not a clinical specialty and involves no individual level patient care.

Advanced practice nurses in this specialty understand the complex interactions between health and the social determinants of health to maintain or improve the health of diverse, vulnerable, and underserved populations and communities. Practice settings include public health departments, schools and universities, parishes and faith-based programs, home care, rural health, refugee/immigrant clinics, primary care clinics, jails and prisons, ambulatory outpatient facilities, voluntary organizations, and a variety of community, public and private agencies and organizations.

Graduates are eligible to submit a portfolio for review to earn the credential Advanced Public Health Nurse Board Certified (APPHN), a certification that is offered by the American Nurses Credentialing Center, and apply to the State of California Board of Registered Nursing for certification as a Clinical Nurse Specialist.
Adult-Gerontological Critical Care / Trauma CNS

Adult-Gerontological Critical Care Trauma Clinical Nurse Specialist (AGCNS-CCT)

http://nursing.ucsf.edu/programs/specialties/critical-care-trauma-

Certification Eligibility: Clinical Nurse Specialist

Coordinators:

Lynda Mackin, PhD, ANP-BC, GNP-BC, CNS
2 Koret Way, #N-611L
San Francisco CA 94143-0610
Telephone: (415) 502-5696
Email: Lynda.Mackin@nursing.ucsf.edu

Doranne Donesky, RN, PhD, ANP-BC
2 Koret Way, #N-731D
San Francisco CA 94143-0610
Telephone: (415) 476-5375
Email: Doranne.Donesky@nursing.ucsf.edu

Department: Physiological Nursing

The Adult-Gerontological Critical Care/Trauma Clinical Nurse Specialist (AGCNS-CCT).
Because inpatient care focuses increasingly on treating the sickest of the sick, the need for advanced practice nurses to provide and coordinate care in emergency departments, trauma, critical care, and intensive care units has never been greater.

Clinical nurse specialists in critical care, emergency and trauma settings fill that role. They bring clinical expertise to acute care and lead the care management processes that are essential in today’s health care environment. Many also play a vital teaching and research role; from the front lines they lend a unique and essential perspective to understanding a range of issues confronting nurses.

The critical care/trauma program at UCSF is rooted in the belief that nursing is the hub of inpatient care. As such, nurses are the first line of defense as the acuity of hospitalized patients continues to increase.

Geared to the schedules of working RNs, our program teaches the skills needed to work and lead effectively, to evaluate clinical outcomes, and to promote high-quality, cost-effective care.

Students are afforded opportunities to get hands-on experiences in prestigious clinical settings with expert advanced practice nurses as their mentors. Students with particular interests in research can work with faculty researchers to develop research skills.

The curriculum includes patho-physiology, pharmacology, monitoring and clinical management of critical care, trauma, and emergency department patients, critical analysis of practice issues, and clinical experiences in advanced practice roles.
Our graduates go on to become clinical nurse specialists, clinical educators, clinical researchers, trauma coordinators, and several other leadership positions in both established and evolving critical care, emergency, and trauma nursing roles.

*Note:* not open to MEPN applications.
Family Nurse Practitioner

Family Nurse Practitioner (FNP) Specialty
http://nursing.ucsf.edu/programs/specialties/family-nurse-practitioner-fnp

Options/Focuses:

- Nurse Practitioner
- One-Year Option (for nurses who are baccalaureate-prepared and already FNP-certified)

Coordinator:
Erica Monasterio, RN, MN, FNP-BC
2 Koret Way, #N-405P
San Francisco, CA 94143-0606
Telephone: 415/476-4694
Email: erica.monasterio@nursing.ucsf.edu

Department: Family Health Care Nursing

The Family Nurse Practitioner.
Family - in its broadest definition - influences nearly every aspect of a person's health.

A family nurse practitioner meets the health care needs of the family by providing health assessments, direct care, and guidance, teaching, or counseling as appropriate, particularly around family self-care. The FNP typically works collaboratively with family primary care physicians and other professionals within the health care system. In addition to conventional practice in an office, clinic, or ambulatory care center, the FNP may follow families in a variety of settings, such as school, home, workplace, or other institutional settings such as county jails, dependent upon client need.

Meeting individual health care needs in the context of the family dictates that a family nurse practitioner understands the value of collaborative, family-centered care as well as the interaction among the physical, emotional, mental, and socio-cultural systems of patients. In addition, the program has a strong emphasis on meeting the needs of underserved, high-risk and multi-cultural populations. These beliefs drive the FNP program.

A typical two-year course of study leads to the Master of Science degree and certification eligibility as a Family Nurse Practitioner. In addition to the core program, students may pursue an emphasis in other areas such as HIV care or mental health.

One-Year Option. Those who are already Family Nurse Practitioners, with a bachelor’s degree in nursing (or the equivalent), can earn a master’s degree in one year by completing 36 units of academic coursework in an individually-designed program of study.

Post-Masters Option. UCSF also offers a Post-Master’s FNP program; nurses who have already completed a master’s degree in nursing may complete a special studies program, after which they will receive a certificate of completion and be eligible for FNP certification.
Our students take courses in family nursing theory, primary health care concepts and practice - including health care of adults, women and children - management of acute and chronic illness, research methods and critique, sociocultural issues, and role and leadership preparation.

Seminars focus on application of knowledge and development of critical thinking and decision making. Clinical practice provides practical experience in a range of community and primary care settings in collaboration with nurse practitioners, physicians, and other health practitioners.

Using this preparation as a springboard, our graduates help determine and treat the primary care needs of many individuals spanning all age groups across a variety of health care settings.

The FNP curriculum has been developed to meet current national standards. Graduates of the FNP program are eligible to sit for national certification examinations by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.
Health Policy Nursing

Health Policy Nursing Specialty
http://nursing.ucsf.edu/programs/specialties/health-policy-nursing

Director:
Susan Chapman, RN, PhD, FAAN
3333 California St., #LHts-455
San Francisco, CA 94143-0612
Telephone: 415/502-4419
Email: susan.chapman@ucsf.edu

Program Coordinator:
Brandee Woleslagle Blank
Email: brandee.woleslagle@ucsf.edu

Department: Social and Behavioral Sciences
3333 California St., #LHts-455
San Francisco, CA 94143-0612
Telephone: (415) 476-3047

Note: Health Policy programs are also available for Ph.D. students.

The Nurse as Health Policy Specialist.
The nursing profession has a growing role in the health policy arena. Nurses with policy expertise are assuming leadership roles in advocacy, research, analysis, and policy development, implementation, and evaluation. They work in health services research organizations, legislative and regulatory offices, health maintenance organizations, advocacy organizations, and health care provider associations. Some nurses hold elective office.

The Health Policy specialty focuses on preparing students to provide policy leadership in a variety of settings. Graduates learn to identify and critically analyze laws, regulations and policies at the institutional, local, state, and national levels, and are exposed to global health policy in areas where there are opportunities for nursing leadership.

Graduates prepare to use their in-depth knowledge of the history, structure, theory and process of health policy-making in the United States to plan, implement, and evaluate policies. Additionally, they will understand the economic, ethical, and social implications of policy decisions, and devise and use strategies to effectively advocate for policy change.


Students are expected to take several elective courses throughout the program from offerings within UCSF or at affiliated schools such as UC Berkeley or Hastings Law School. Course offerings vary by year but may include Comparative Health Care Systems, Health Care Futures, Long Term Care Policies, Perspectives on Social Policy and Health, Social Policy and Aging, and Tobacco Control Policy Issues.
In addition to coursework, Master’s students complete a 10-week **health policy residency**. This may involve working in policy settings that include: legislative and regulatory offices, advocacy organizations, foundations involved in setting agendas for funding policy-related research and programs, health care organizations, community organizations, and professional associations.

Residencies emphasize the application of policy skills in real-world settings.

Past students have completed residencies in Sacramento, Washington, D.C., and Geneva at the World Health Organization, in addition to numerous San Francisco Bay Area placements.
Nurse Midwifery / Women’s Health Nurse Practitioner

Nurse Midwifery / Women’s Health Nurse Practitioner Specialty
http://nursing.ucsf.edu/programs/specialties/nurse-midwifery-women-s-health-nurse-practitioner

Coordinators:

**Jenna Shaw-Battista**, RN, PhD, WHNP-BC, CNM
2 Koret Way, #N-431Q
San Francisco, CA 94143-0606

*Telephone: 415/502-8922*
*Email: shaw-battistaj@obgyn.ucsf.edu*

**Kim Q. Dau**, RN, MS, CNM
2 Koret Way, #N-431L
San Francisco, CA 94143-0606

*Telephone: 415/476-9493*
*Email: Kim.Dau@ucsf.edu*

Program Assistant:

**Sandi Kaplan**
*Telephone: 415/476-3271*
*Email: Sandi.Kaplan@nursing.ucsf.edu*

Department: Family Health Care Nursing

Nurse-midwives provide well-woman gynecologic, sexual and reproductive health care throughout the lifespan. They provide primary and maternity care to women in a variety of inpatient and outpatient settings including hospitals, homes, and birth centers. They provide care during labor and birth from a core belief that childbearing is not a medical event, but a normal physiologic process.

In 1975, the San Francisco General Hospital Nurse-Midwifery Service was established through the UCSF School of Medicine to provide a site for the education of nurse-midwives and to demonstrate that nurse-midwifery practice was a safe alternative to traditional obstetrical care in the hospital environment. Since its inception, the program has graduated hundreds of nurse-midwives, and the midwifery faculty practice has attended the births of more than 15,000 women. The program is dedicated to increasing services to vulnerable populations and adheres to the philosophy of the American College of Nurse-Midwives.

This is a two-year program leading to the Master of Science degree. Graduates achieve an understanding of health sciences theory and clinical preparation that shapes knowledge, judgment, and skills deemed necessary to provide primary health care management to women and newborns.

The core curriculum includes courses in advanced health assessment; nurse-midwifery management of the antepartum, intrapartum and postpartum periods as well as complications
during the childbearing year; newborn and well-woman care; health promotion and disease prevention; assessment and management of common health conditions and primary health care; assessment and management of psychiatric symptoms; issues in nurse-midwifery professional practice; and addressing disparities in women’s health and underserved communities.

Students also take a series of theory and research courses throughout their two-year program. This culminates in a final comprehensive scholarly paper.

Clinical rotations include antepartum, intrapartum, postpartum, newborn, gynecology and primary health care. Students also complete an “Integration” clinical residency, which is a full-time, full-scope clinical experience that may occur in sites ranging from private midwifery practices to tertiary hospitals in northern California or farther afield.

The nurse-midwifery/women’s health nurse practitioner specialty also admits students through the UCSF MEPN program for those who have completed their baccalaureate degree in a field other than nursing. This is followed by the two years of the Master of Science program with specialization in nurse-midwifery and women’s health described previously.

The program also offers a two-year post-Master certificate program option to registered nurses who are already prepared at the Master level. This program culminates in certificates of completion and eligibility for certification by the California Board of Registered Nursing as a nurse-midwife and nurse-practitioner.

Certified nurse-midwives who have completed their undergraduate education may elect to earn a Master of Science degree through an individualized program of study that typically involves one year of coursework.

The program is accredited by the Accreditation Commission for Midwifery Education (http://www.midwife.org/Accreditation). Master of Science and post-Master certificate students who graduate from the program are eligible to take the midwifery certification exam administered by the American Midwifery Certification Board (http://www.amcbmidwife.org). Graduates are also eligible to take the women's health nurse practitioner certification exam administered by the National Certification Corporation (http://www.nccwebsite.org/).
Occupational/Environmental Health Nursing

Occupational/Environmental Health Nursing (OEHN) Specialty
http://nursing.ucsf.edu/programs/specialties/occupational-and-environmental-health-nursing

*Program Director:*
OiSaeng Hong, RN, PhD
2 Koret Way, #N-531D
San Francisco, CA 94143-0608

*Telephone:* 415/502-5581
*Email:* oisaeng.hong@nursing.ucsf.edu

*Department:* Community Health Systems

The OEHN Program offers Master of Science (MS) and Doctor of Philosophy (PhD) degrees. The MS program has two tracks: Adult-Gerontological Occupational and Environmental Health Nurse Practitioners (AGNP-OEH) and Occupational and Environmental Health Specialists (OEHS).

**Occupational and Environmental Health Adult Nurse Practitioners** (AGNP-OEH) focus on direct patient care, the theory and practice of adult health maintenance, and the assessment and management of common ailments facing working adults, including occupational injuries and illnesses. Graduates are eligible for national Adult Nurse Practitioner certification.

**Occupational and Environmental Health Specialists** (OEH Specialist) focus on programs to prevent occupational illnesses and injuries and to manage disability; consultation with employers, employees and others; and worker education and training. This role preparation provides a streamlined MS program for those who seek specialization in occupational and environmental health nursing without a direct patient care component.

All OEHN students take courses that explore research in occupational health, hazard assessment, program planning, OEH nursing roles, and management of occupational health problems. Clinical residencies in specialty clinics and occupational health settings provide a range of experience with experts in the field.

Students also complete program development projects at businesses, medical centers, community based organizations, or government organizations. Topics for these projects have included worker education and training, ergonomics, protection from toxic hazards, medical surveillance systems, regulatory compliance systems, emergency response teams, and international travel and disease prevention.

Most students finish the program in one calendar year (OEHN Specialist) or two academic years (OEH ANP) and complete a written comprehensive exam (or, in some instances, a thesis). Students may apply to extend their program over three years. Applicants who have a bachelor’s degree in a field other than nursing (and who are not registered nurses) may be interested in our three-year Master’s Entry Program in Nursing (MEPN). Please consult the MEPN program section of this document for more details about this option.
This program is a component of UC’s Northern California *Center for Occupational and Environmental Health* (COEH), a multi-campus Educational Research Center funded by the National Institute for Occupational Safety and Health (NIOSH), which has offered training stipends to OEHN students for more than twenty-five years. The COEH affiliation offers students the opportunity for interdisciplinary training in occupational health with occupational medicine fellows and students in industrial hygiene, epidemiology, and ergonomics.

Visit COEH at [http://coeh.berkeley.edu](http://coeh.berkeley.edu) (website).

Additionally, MS students may apply to the UC Berkeley *School of Public Health* ([http://sph.berkeley.edu](http://sph.berkeley.edu)) for a *Master of Public Health* (M.P.H.) degree. This one-year program, designed for health professionals, consists of 42-units of academic credit some of which may be transferred from UCSF to UC Berkeley for elective credits. Plans are underway to develop a fully integrated joint program after the pilot program has been refined. The first cohort of students entered this program in Fall 2011.
Oncology (Adult Gerontology) Clinical Nurse Specialist

AG Oncology CNS Specialty Area -
http://nursing.ucsf.edu/programs/specialties/oncology-adult-gerontology-clinical-nurse-specialist

Certification Eligibility: Clinical Nurse Specialist

Coordinator:
Doranne Donesky, RN, PhD, ANP-BC
2 Koret Way, #N-731D
San Francisco CA 94143-0610
Telephone: (415) 476-5375
Email: Doranne.Donesky@nursing.ucsf.edu

Department: Physiological Nursing

The Advanced Practice Oncology Nurse.
Despite the fact that cancer remains the nation’s second-leading cause of death, researchers have
made staggering advances in the prevention, early detection, and treatment of the disease,
especially with help from the rapidly growing field of genomics. Advanced practice nurses play
critical roles in cancer prevention and detection, as well as in the planning, implementation, and
evaluation of new ways to care for adults with cancer.

Clinical Nurse Specialists work in leadership positions in clinical practice (adult cancer control or
acute and chronic oncology care), case management, research, and education. Settings include
outpatient offices and clinics, hospitals, homecare agencies, and hospice.

Cancer prevention and disease management are not simply a matter of understanding individual
biology. Psychological concerns that contribute to health habits, as well as the patient’s home life,
community, and physical environment all play a role. A nurse’s holistic training is ideally suited for
playing a central role in the prevention and management of this disease.

Our program teaches the skills needed to work effectively in a variety of cancer care settings, to
evaluate clinical outcomes and to promote high quality, cost-effective care. In many cases,
prestigious and unique clinical sites provide hands-on experience. Students with particular
interests in research have opportunities to work with prominent faculty researchers.

The core curriculum includes: Nursing Theory, Pathophysiology, Advanced Health Assessment,
Advanced Scholarship in Research, Clinical Prevention and Population Health, Advanced
Pharmacology, Project Planning: Evidenced Based Practice for APNs, and Leadership.

The Oncology specialty curriculum includes Introduction to Human Genomics, Cancer Prevention
and Early Detection, Oncologic Emergencies, Oncology Seminar on Chemotherapy, Common
Problems in Cancer Care, Palliative and End of Life Care and Clinical Practica and a Clinical
Residency with advanced practice nurses.
Students complete the Oncology Clinical Nurse Specialist option in two years and emerge prepared for advanced clinical practice, leadership, research support and education positions in adult cancer control or acute and/or chronic oncology care settings.

The minor in Genomics prepares graduates for emerging roles in the science of cancer genetics. This unique program offers the opportunity to study emerging knowledge in genomics science and its use in clinical practice. The program emphasizes screening for genetic predispositions, the genetics of cancer and other adult illnesses, and the use of genetically engineered technologies and therapies. In addition to the Introduction to Human Genomics, other courses include Medical Genetics for Nursing and Family History Taking and Analysis.

Students with an interest in areas other than general oncology, genomics and gerontology can customize their coursework and clinical experiences based on faculty resources and availability. Students can work with faculty to design alternative programs of study, such as pediatric oncology - if possible and supported by School of Nursing resources.

Our graduates go on to become Oncology Clinical Nurse Specialists, Case Managers, Clinical Coordinators, Managers, Clinical Educators, Clinical Researcher Coordinators, and function in other leadership positions in both established and evolving cancer programs across a variety of settings.
Pediatric Nurse Practitioner, Acute Care Pediatric Nurse Practitioner

http://nursing.ucsf.edu/programs/specialties/acute-care-pediatric-nurse-practitioner-acpnp
http://nursing.ucsf.edu/programs/specialties/pediatric-nurse-practitioner-pnp

Coordinator, PNP:
Mary Lynch, RN, MS, MPH, CPNP, FAAN
2 Koret Way, #N-405
San Francisco, CA 94143-0606
Telephone: 415/476-9491
Email: mary.lynch@nursing.ucsf.edu

Coordinator, ACPNP:
Karen Duderstadt, RN, MS, CPNP
2 Koret Way, #N-405P
San Francisco, CA 94143-0606
Telephone: 415/476-4954
Email: Karen.Duderstadt@nursing.ucsf.edu

Department: Family Health Care Nursing

Children and families deserve the opportunity to achieve optimal emotional and physical health. Advanced practice pediatric nurses can help provide them with that opportunity by delivering evidence-based, high quality and cost efficient health care to infants, children, and adolescents in home, ambulatory, community-based, and acute care settings.

Child health policies, education, socio-economic status, community and global health issues and culture all affect the well-being and optimal health of the infant, child or adolescent. The goal of graduate preparation in pediatric nursing practice is to support the child and family to achieve growth, development, and social and emotional well-being, to prevent injury or illness and promote health, and to manage acute or chronic conditions.

The goal, therefore, of the Pediatric Nursing specialties is to educate nurses for leadership roles as primary and acute care providers for infants, children, and adolescents. We offer the only Acute Care Pediatric Nurse Practitioner specialties between Los Angeles and Portland, Oregon, and the Pediatric Nurse Practitioner program has been consistently ranked in the top five pediatric nurse practitioner programs in the United States. Graduates of the Pediatric Graduate Nursing specialties have successfully obtained advanced practice positions in the San Francisco Bay Area, and across the nation.

Pediatric Nurse Practitioner

Students may choose to focus on becoming a Pediatric Nurse Practitioner with expertise in pediatric primary health care and chronic illness for infants, children, and adolescents in community and clinic environments. The curriculum includes classroom and clinical experiences encompassing advanced health assessment, physiology and pathophysiology, management of common and complex health/illness conditions, family, child, and adolescent theory and development, nutrition, and advanced practice nursing role development. There is a strong emphasis on addressing health disparities by preparing Pediatric Nurse Practitioners who have
the expertise to work with diverse, vulnerable and underserved pediatric and adolescent populations.

Graduates of the specialty area are prepared to become leaders in the care of children across the health and illness spectrum and across institutional boundaries. They are eligible for state licensure as a nurse practitioner and for national certification as a Pediatric Nurse Practitioner.

**Acute Care Pediatric Nurse Practitioner (ACPNP)**

Students may choose to focus on becoming an Acute Care Pediatric Nurse Practitioner and develop expertise in the clinical management of acutely and critically ill infants, children and adolescents. The goal of this Program is to provide culturally competent care for acutely and critically ill infants, children and adolescents at risk of dying and their families, and to reduce racial disparities in health care access and the health care workforce by preparing a diverse group of Acute Care Pediatric Nurse Practitioners. Clinical application occurs in a wide variety of acute care clinical environments that specialize in children with complex health care needs.

The ACPNP program is currently the only one of its kind to offer an end-of-life and palliative care focus as part of the curricular focus in the US. Graduates are eligible for state licensure as a nurse practitioner and for national certification as an Acute Care Pediatric Nurse Practitioner.

Students must have a minimum of one year of pediatric nursing practice experience in an acute or critical care environment prior to commencing the Acute Care Pediatric Nurse Practitioner specialty.

**Adolescent Focus Option**

Students in the pediatric specialties may also enroll in a series of courses which constitutes a focus in Adolescent Health Care. There is also an opportunity to participate in an Interdisciplinary Adolescent Program with medicine fellows and graduate students in social work, nutrition, and health psychology as well as additional training opportunities through a Federal Nursing Leadership Education: Underserved Adolescents and Young Adults training grant.
Psychiatric / Mental Health Nurse Practitioner
Psychiatric / Mental Health Clinical Nurse Specialist

Advanced Practice Psychiatric / Mental Health Nursing Specialty Areas
http://nursing.ucsf.edu/programs/specialties/psychiatricmental-health-nursing

Coordinator:
Beth Phoenix, RN, PhD
2 Koret Way, #N-505J
San Francisco, CA 94143-0608

Telephone: 415/502-4407
Email: beth.phoenix@nursing.ucsf.edu

Department: Community Health Systems

The Advanced Practice Psychiatric Nurse.
Advanced practice psychiatric nurses provide primary mental health care to patients seeking mental health services in a wide range of settings. This includes the assessment, diagnosis, and management of mental health problems and psychiatric disorders. The program allows for a primary focus on either children or adults.

Advanced practice psychiatric nurses work in a variety of settings, including inpatient, emergency and community-based mental health services. They also provide services in settings such as primary care clinics, forensic settings, schools, substance abuse centers and recovery programs.

Roles

Psychiatric Mental Health Nurse Practitioners (PMHNP) provide a full range of primary mental health care services including biopsychosocial assessment and diagnosis of patients with mental illness. Treatment modalities include both medication and psychotherapeutic management.

The Psychiatric Mental Health Clinical Nurse Specialist (PMHCNS) role emphasizes research, clinical leadership, education, consultation and expert clinical practice, focusing primarily on system-level interventions.

Program Focus
The advanced practice psychiatric nursing program prepares students to respond to the mental health needs of persons across the lifespan. Students may request to be assigned a clinical residency with a specific age group, such as children and youth, or clinical population.

Coursework includes foundational coursework for all advanced practice roles, including comprehensive health assessment, pathophysiology, pharmacology and health promotion. Psychiatric nursing coursework includes psychiatric assessment and symptom management; psychopharmacology; individual, group and family therapy; and human development.

Post-Master’s Study
There are also opportunities for post-master’s study leading to Psychiatric-Mental Health Nurse Practitioner certification for those who are already graduate-prepared nurses. Preparing for
certification will generally require four to six quarters of study depending on the applicant's background.

**Credentialing and Licensure**
Graduates may apply for American Nurses Credentialing Center (ANCC) national certification as a Family (i.e., lifespan) Psychiatric-Mental Health Nurse Practitioner, which will be the sole option for national certification in advanced practice psychiatric nursing as of 2014. Information about ANCC PMHNP certification can be found at [www.nursecredentialing.org/Certification/NurseSpecialties/FamilyPsychMentalHealthNP.aspx](http://www.nursecredentialing.org/Certification/NurseSpecialties/FamilyPsychMentalHealthNP.aspx) (website). Applicants may request an individualized Psychiatric-Mental Health Clinical Nurse Specialist program, but no national PMHCNS certification will be available.

Licensure in the State of California as a Nurse Practitioner or Clinical Nurse Specialist depends on the chosen role preparation. More details are available online from the California Board of Registered Nursing (BRN) at [http://www.rn.ca.gov/applicants/ad-pract.shtml](http://www.rn.ca.gov/applicants/ad-pract.shtml) (website).
Minors - Additional Areas of Focus

Some master's students may also elect to choose a "minor." A "minor" typically consists of three or more courses within one of the designated minor areas.

Following are descriptions of each minor in the School of Nursing at UCSF. A minors summary is available on the School of Nursing website (http://nursing.ucsf.edu/minors) with more detailed information about each minor. Questions should be directed to the designated faculty coordinators of each minor.

• Diabetes Minor—http://nursing.ucsf.edu/programs/minors/diabetes-minor

The Department of Family Health Care Nursing offers a minor in diabetes, the Madison Clinic Peggy Huang Diabetes Nurse Fellows Program. This program provides students with additional expertise in the area of diabetes across the lifespan with courses that focus on the medical management of pediatric and adult diabetes, as well as the behavioral aspects of self-management of a chronic condition. Students will have the opportunity to engage in cutting edge clinical practices including the UCSF Madison Clinic for Pediatric Diabetes, the UCSF Justine K. Schreyer Adult Diabetes Care Center and other family practice and community clinics that treat a significant number of patients with diabetes.

• Genomics Minor—http://nursing.ucsf.edu/programs/minors/genomics-minor

The Department of Physiological Nursing offers a minor in genomics. This program provides students with additional expertise in the area of human genomics with a focus on the use of genomics in the health care setting. The minor requires that students complete three courses offered in a series totaling eight units. For details on the Genomics minor, please contact the Department of Physiological Nursing.

• Global Health Minor—http://nursing.ucsf.edu/programs/minors/global-health-minor

The UCSF School of Nursing now offers a minor in Global Health. This program will offer students the opportunity to examine nursing issues that affect the global community, ranging from infectious diseases in other countries, to refugee concerns within the Bay Area. With a focus on health disparities and program planning, this minor prepares students to become experts and leaders in nursing care at the local, national and international level.

• Health Policy Minor—http://nursing.ucsf.edu/programs/minors/health-policy-minor

The minor in health policy offers students the opportunity to analyze and critique health policy issues at local, state, national, and international levels. The minor requires that students complete three health policy courses. Theories of the Policy Process (N 253) is required in addition to 2 other health policy courses not otherwise required by the specialty curriculum. A variety of courses with a health policy component are available (Check UCSF course listings for current offerings).

• HIV/AIDS Minor—http://nursing.ucsf.edu/programs/minors/hivaids-minor

The International Center for HIV/AIDS Research and Clinical Training in Nursing, within the UCSF School of Nursing, offers a minor in HIV/AIDS. This program provides students with additional
expertise in the areas of HIV/AIDS prevention and care, with courses addressing issues such as epidemiological concepts, public health policies, clinical pharmacology, HIV/AIDS chronic illness care, and sociocultural issues. HIV/AIDS training at the UCSF School of Nursing taps into unique UCSF and San Francisco resources, and links students with nationally and internationally recognized HIV/AIDS experts and Centers of Excellence in HIV research, education and clinical training.

- **Psych. / Mental Health**—[http://nursing.ucsf.edu/programs/minors/psych-mental-health](http://nursing.ucsf.edu/programs/minors/psych-mental-health)

The Psychiatric/Mental Health Nursing Minor is offered to students in other specialties who wish to increase their understanding of mental health problems and their management, and to develop additional skills in this area.
Department of Social & Behavioral Sciences

For the most up-to-date information, please visit the School of Nursing online at http://nursing.ucsf.edu (website) and the Department of Social and Behavioral Sciences at http://nursing.ucsf.edu/sbs (website).
M.S. and Ph.D. Programs in Nursing with Health Policy Specialty

The health policy program is a cross-disciplinary program that prepares students to assess the policy dimensions of issues in the clinical practice, teaching, and research environments within which they work and to translate nursing practice issues into policy issues. The focus is on preparing students to identify, critically analyze and evaluate laws, regulations, and policies at the institutional, local, state, national and global levels that impact patients and populations, the practice of nursing, and public health, and developing knowledge of the history, structure, and process of health policymaking in the United States.

Public policies are the public actions that may be taken by policy makers at the federal, state and local levels. These actions can include budgetary changes, legislative changes, regulatory changes, and legal actions. Public policy work involves the process of public discourse, and requires a variety of skills and knowledge. Before nurses can advocate for public policy changes, they need a clear understanding of current policies and how the health care system operates, including the financial incentives that influence health organizations.

The curriculum is designed to provide academic preparation in health policy. It builds upon core coursework in nursing and policy theory, research methods, policy and economics, and cultural competency, and focuses on health policy and ethics as applied to policy and clinical arenas.

Theory courses for the program focus on theories of the policy process, including theories from nursing, sociology, political science, and economics as they relate to nursing and health policy. The courses address the policy making process not only in the U.S. but also in the global health arena.

Health policy is a multi-disciplinary area, where the expertise of nurses, sociologists, economists, political scientists, and other health and legal experts are utilized to examine issues of health care access, quality and costs, as well as public health policy and social justice issues such as workplace regulation, global health and development, tobacco control, and other global issues.

This innovative program is housed in the University of California, San Francisco (UCSF), Department of Social and Behavioral Sciences in the School of Nursing. The program involves faculty from other departments in the School of Nursing and the School of Medicine as well as from several research institutes and centers at UCSF utilizing a large multidisciplinary faculty. We are the leading national program for educating nurses in health policy.

Students may have access to affiliated faculty and lectures from multiple UCSF units, including the Center on Social Disparities and Health, Institute for Health and Aging (School of Nursing), the Institute for Health Policy Studies (School of Medicine), the Center for Research and Innovation in Patient Care (School of Nursing), the Center for the Health Professions (School of Dentistry), and the Center for Tobacco Research and Education (School of Medicine), among many others.

Selected faculty members from these programs teach in classes and mentor students in research, providing residencies as part of the health policy training.

The program prepares a strong cadre of nurse researchers who can move toward positions of health policy leadership in legislative organizations, regulatory agencies, licensing bodies, and
policy organizations. Additionally, graduates are prepared to assume academic and research positions where they can initiate and contribute to health services and policy studies.
Sociology Ph.D. Program

Director:
Shari Dworkin, PhD, MS
3333 California St., #LHts-455
San Francisco, CA 94118-1242
Telephone: (415) 476-9487
Email: shari.dworkin@ucsf.edu

Program Administrator:
Brandee Woleslagle Blank
3333 California St., #LHts-455
San Francisco, CA 94118-1242
Telephone: (415) 476-3047
Email: brandee.woleslagle@ucsf.edu

The Doctoral Program in Sociology focuses on the sociology of health, illness, biomedicine, and health care systems. Four areas of specialty concentration are available: 1) aging, chronic illness, and disability; 2) health policy, organizations and economics; 3) science, technology, and medicine studies; 4) race, class, gender, and health/health inequalities. Additional areas of study include HIV/AIDS, health professions and occupations, violence as a health issue, aging, among others. All students are required to complete extended training in social theory and both qualitative and quantitative research methods and analysis.

The Department of Social & Behavioral Sciences also offers instruction in research methodology and sociology to enrich the nursing programs and to contribute social science perspectives to the health science mission of the UCSF campus.

The UCSF Doctoral Program in Sociology is housed in the Department of Social and Behavioral Sciences (SBS) (http://nursing.ucsf.edu/sbs), one of four departments of instruction and research in the School of Nursing at the University of California, San Francisco. (Also affiliated with the School of Nursing and with the SBS department is the Institute of Health & Aging http://nursing.ucsf.edu/iha - web site.)

To qualify for candidacy for the doctoral degree (Ph.D.) in sociology, students must satisfactorily complete qualifying examinations in social theory and in sociology of health and illness at the end of the first and second years. Additionally, the student must prepare a scholarly literature review on a relevant problem leading to the dissertation, which usually addresses selected specialty area(s) on which the student has chosen to focus. The dissertation is expected to be based on original research.

The Doctoral Program in Sociology offers one of the most in-depth curricula in the US in medical sociology broadly conceived. The Masters degree in sociology is not offered.

There are no undergraduate programs at UCSF. Thus all courses are at the graduate level. The specialty areas and emphases noted above reflect both the past work and current research interest of departmental faculty. From a research standpoint, they are particularly well suited to
the urban health-and science-oriented setting of the campus at the University of California, San Francisco (UCSF).

The sociology doctoral program accepts applications from post baccalaureate students with backgrounds in the social sciences, in certain humanities such as history or philosophy, and in the health professions such as public health, nursing, psychology, or social work.

A limited number of fellowships and research assistantships are available, either through the resources of the University, the program/department itself, the Institute for Health & Aging, or ongoing research programs in the department or on campus.

In addition to the Institute for Health & Aging, SBS is affiliated with the Institute for Health Policy Studies (IHPS) and the Department of Anthropology, History and Social Medicine (DAHSM). SBS is also part of the Center for Health and Community (CHC), a group of health policy and social sciences departments and research units with a common mission that includes advancing innovative partnerships and interdisciplinary programs.
Postdoctoral and Special Studies

For the most up-to-date information, please visit the School of Nursing online at http://nursing.ucsf.edu (website). For the most up-to-date information about postdoctoral study opportunities, visit us at: http://nursing.ucsf.edu/programs/post-doctoral-studies (website).
Postdoctoral Studies

Postdoctoral studies are arranged by individual request depending upon specific areas of interest and availability of resources within them. Ample and attractive opportunities exist for scholarly pursuits in research, teaching, administration, and clinical work. A scholar is affiliated with one of the departments in the School of Nursing; that is, Family Health Care Nursing; Community Health Systems; Physiological Nursing; or Social and Behavioral Sciences. One or more faculty members are selected as primary mentors with whom the postdoctoral scholar studies.

The University of California offers the President's Postdoctoral Fellowship, designed to attract women and minority groups traditionally underrepresented in academic careers and to enhance their prospects for appointment to faculty positions at the University of California and other institutions of higher education. The program offers fellows financial support for one academic year and mentoring and counseling toward advancement of their academic careers. This fellowship includes a stipend of about $35,000, health benefits, and additional funds for research-related expenses. The University will also reimburse intercampus expenses when fellows participate in conferences, or present their research in seminars or departmental meetings - activities that are strongly encouraged. Recipients of the fellowship are notified in March. For details see the web site at [http://www.ucop.edu/acadadv/ppfp/](http://www.ucop.edu/acadadv/ppfp/).

The UCSF School of Nursing has two institutional training grants (T32 federal grants) from the National Institutes of Health (NIH) that provide postdoctoral training opportunities.

One T32 grant is for advanced training in HIV/AIDS research, and the other is for advanced training in Symptom Management research. Most research-intensive universities have these types of training opportunities; you can see current T32 training awards in the NIH Reporter website by querying their database and enter “%T32%” in Project Number box at: [http://projectreporter.nih.gov/reporter.cfm](http://projectreporter.nih.gov/reporter.cfm).

Postdoctoral stipends are set by NIH; visit their website for the most current information: [http://grants.nih.gov/grants/guide/notice-files/NOT-OD-12-033.html](http://grants.nih.gov/grants/guide/notice-files/NOT-OD-12-033.html).

To talk with someone in person about postdoctoral study in nursing at UCSF, contact:

Office of Academic Programs,
UCSF School of Nursing, Box 0604
2 Koret Way, #N-331B
San Francisco, CA  94143-0604
*Telephone:* (415) 476-2930 or fax 415-476-9707.
Special Studies: Individual & Specialized Programs

Post-Master's Options

Post-Master's options for specialized study as a nurse practitioner and clinical nurse specialist are offered depending upon faculty resources. The curriculum meets state and national certification requirements. For further information, contact the specialty coordinator. Telephone 415/476-1435 for specialty coordinator contact information.

Special Studies

Special Studies are for nurses who seek a non-degree-granting, specialized program in a nursing area. Priority will be given to postdoctoral scholars and international nurses. Clinical specialists may spend several months in intensive, individualized study of theory and practice; faculty on educational leave may pursue individualized programs of research; and nurses from other countries may spend from a few weeks to an academic year studying aspects of the profession in this country.

Acceptance into Special Studies is contingent upon availability of a faculty adviser, evidence of English language competence, and approval of the appropriate department chair or nursing service unit. The School offers verification of coursework on completion of study, but not an official University transcript. For information on application and fees, contact the Office of Academic Programs (see address below).

Vocational Nurse (LVN) Non-Degree Option

For Licensed Vocational Nurses wishing to complete coursework prerequisite to the Registered Nurse Licensure examination, the School offers a 45-quarter-unit LVN non-degree granting option. Coursework is offered in the following areas: Pathophysiology, Pharmacology, Medical-Surgical Nursing, Psychiatric Nursing, and Issues in Nursing. LVNs do not need to have earned an Associate or Bachelor's degree to apply.

As a prerequisite to the California Registered Nurse licensure examination, prior to beginning coursework at the School, applicants are required to complete a 3 quarter unit Physiology course. Coursework is offered in the following areas: Pathophysiology, Pharmacology, Medical-Surgical Nursing, Psychiatric Nursing, and Issues in Nursing. Objective counseling is also a California state requirement. Requests for applications must be made by August 1. This allows ample time for scheduling an objective counseling appointment before submitting an application.

Applications for the LVN 45 Unit Option are considered only on a space available basis. Prior to completing the application, potential LVN Option applicants must contact the School of Nursing Office of Academic Programs to arrange for objective counseling and for advising about space availability. Completed applications are due by September 1st of the year preceding the June in which the applicant intends to enroll in classes.

It should be noted that a person enrolled in this option does not receive a degree, is not matriculated, and, therefore, has no transferable units or college credit. The School offers
verification of coursework on completion of study, but not an official University transcript. This option leads to licensure in California only. The cost for this coursework is the same as the MEPN first twelve months (see "Master's Entry Program in Nursing").

For additional information, counseling, application and fees, contact:

Office of Academic Programs,
UCSF School of Nursing, Box 0604
2 Koret Way, #N-331B,
San Francisco, CA 94143-0604
Telephone: (415) 476-2595 or Fax 415-476-9707.
Course Catalog

For the most up-to-date information, please visit the School of Nursing online at http://nursing.ucsf.edu (website).

The official catalog, with prerequisites and descriptions of all UCSF courses, is available at http://student.ucsf.edu/gencat/ucsfcat.html, and the course schedule showing meeting dates and times is at https://saa.ucsf.edu/courseschedule (select Term and Subject).

The following extract from the official catalog lists courses of primary interest to School of Nursing students.

The symbol § following the units designates a course approved for credit toward a graduate academic degree. Sessions: F=fall quarter, W=winter quarter, Sp=spring quarter, Su=summer term, SS=summer session. Some courses may not be offered each year; for more information, please contact the affiliated department.
Biostatistics Courses

Prerequisites: Previous course in introductory statistics
Lecture/Lab 50 hours.
S. Paul
Review of basic statistical theory, sampling, descriptive statistics and probability. Presentation of confidence intervals, hypothesis testing, one- and two-factor analysis of variance, correlation, simple linear regression, and chi-square tests. A preparation for more advance work.

Epidemiology & Biostatistics

B192. Introduction to Linear Models. (5) § [Spring].
Prerequisites: Biostatistics 183 or 187 or equivalent or permission of instructor
Lecture/Lab.
S. Paul
This course begins with bivariate correlation and simple linear regression and then moves on to a presentation of multiple regression techniques and the analysis of variance under the general model. The focus is on the choice of technique and interpretation of results rather than on mathematical development of the methods.

Epidemiology & Biostatistics
Nursing Courses

N141. Pharmacology & Nursing Care. (3) [Summer].
Prerequisites: None
Lecture 3 hours.
P. Bellefeuille
The introductory course examines the principles of pharmacokinetics and pharmacodynamics for major drug classes. Assessment and management of the therapeutic and toxic effects of pharmacologic interventions are emphasized.

N142. Introduction to Professional Nursing. (11) [Summer].
Prerequisites: None
Lecture 3 hours. Clin Exp/Pt Contact 24 hours.
P. Bellefeuille
Course explores the concepts of health and illness and role of the professional nurse. Focuses on using the nursing process in care of persons across the adaptation and developmental continua. Concurrent laboratory designed to develop skills and knowledge common to the nursing care of adults.

N143. Effective Communication. (3) [Fall Winter].
Prerequisites: None
Lecture 3 hours.
K. McGirr, D. Johnson
Course reviews selected theories of human interaction and presents principles and techniques of effective communication as they relate to establishing and maintaining a helping relationship. Students use laboratory experience to develop skills in communication and interaction.

N144. Adult Medical-Surgical/Geriatric Nursing. (13.5) [Fall Winter].
Prerequisites: Successful completion of N140, N141, N142 and N145.
Lecture 4 hours.
P. Bellefeuille
Course surveys selected medical-surgical conditions, problems in aging, and nurse's role in promoting optimal functioning. Planning, implementing, and evaluating interventions based on data analysis is emphasized. Clinical experience provides opportunities for role development and application of knowledge and skills.

N145. Pathophysiology. (5) [Summer].
Prerequisites: Enrollment in Masters Entry Program in Nursing (MEPN).
Lecture 5 hours.
M. Hultgren
Course provides understanding of disease and its treatment, and an understanding of basic principles of microbiology as the basis for nursing assessment and intervention. Major diseases will be explored in part by using a conceptual approach.

N146. Parent-Child Nursing. (7.5) [Winter Spring].
Prerequisites: N140, N141, N142, N144, and N145.
Lecture 4 hours. Clin Exp/Pt Contact 10 hours.
V. Keeton
This clinical course in the nursing care of children and families integrates theoretical concepts related to the management of pediatric patients in acute and ambulatory settings. Application of concepts of growth and development of the child and family is included.

N147. Childbearing Families. (7.5) [Fall Spring].
Prerequisites: N140, N141, N142, N145.
Lecture 4 hours. Clin Exp/Pt Contact 10 hours
J. Shaw-Battista, C. Belew
Course focuses on biopsychosocial concepts of normal reproductive and childbearing events. Emphasis is on nursing assessment and management of the childbearing family, the woman, fetus and newborn during the antepartum, intrapartum and postpartum.

Family Health Care Nursing

N148. Socio-Cultural Issues in Health/Illness. (2) [Fall Winter].
Prerequisites: N142
Lecture 2 hours.
E. Monasterio
Course focuses on significant sociocultural aspects of health and illness that make particular impacts on nursing practice in a variety of settings. Attention will be given to cultural diversity associated with ethnicity and social class.

Family Health Care Nursing

N149. Psychiatric Mental Health Nursing. (6) [Winter Spring].
Prerequisites: N140, N141, N142, N143, N144, N145, N146.
Lecture 3 hours. Clin Exp/Pt Contact 9 hours
K. McGirr, D. Johnson
Course presents biopsychosocial theories of human behavior as they relate to function, alteration, and/or disruption of mental processes; reviews current knowledge related to nursing care, psychiatric treatment, and psychosocial rehabilitation of the identified mentally ill adults and children and their families.

Community Health Systems

N150. Community Health Nursing. (8.5) [Fall Spring].
Prerequisites: N140, N141, N142, N145.
S. Proctor
Course focuses on applying the nursing process to community health nursing practice in community settings. Concepts and research from nursing, family, and community health will be explored. Nursing care of vulnerable groups in the community will be emphasized.

Community Health Systems

N151. Issues in Nursing. (3) [Spring].
Prerequisites: N142, N144.
Lecture 3 hours.
V. Keeton
Course explores major issues and trends in contemporary nursing and health care delivery as they relate to nursing practice, education and research. Course identifies strategies nurses can use to influence issues affecting practice and healthcare delivery.

Family Health Care Nursing

N170. MEPN Clinical Residency. (4-6) [Fall Winter Spring Summer].
Prerequisites: N141, N142, N143 N144, N145, N146, N147, N148, N149, N150, N151.
Clinical Experience 120-180 hours.
L. Sawyer
This clinical residency provides student with a registered nurse experience comparable to an entry-level RN position. Under supervision of an assigned preceptor, the student gains experience caring for individual patients and builds expertise in clinical practice and organizational skills. The student may do a residency in any clinical area approved by faculty. Students share the patient care assignment of an RN preceptor, based on the RN's schedule.

Community Health Systems

N187. Scientific Writing. (1) [Winter].
Prerequisites: None
Lecture 1 hour.
J. Martin-Holland
Course reviews academic & scientific writing format and style, fostering an awareness of research-based
scientific writing. Students will develop skills in writing an introductory paragraph, organizing a critical review
of the literature, and creating a concise conclusion. Bibliographic search methodology and American
Psychological Association (APA) editorial format will be reviewed and utilized.

**N200. Master of Science in Nursing Prologue.** (1) § [Fall].
*Prerequisites:* Nursing students who are in the Master’s program
Seminar 12 hours. Web-based coursework 18 hours.

J. Martin-Holland
Introduction to the UCSF School of Nursing Master of Science program, including curriculum overview,
educational approach, learning process, team work, communication, ethics and academic integrity. Through
individual, small group, and whole class activities, students explore and define competencies expected of an
advance practice nurse and lay the foundation for common threads that permeate the master’s program.
Optional activities for self-evaluation and remediation in certain content areas.

**N200.01. MS Epilogue.** (0.5-1) § [Spring]
*Prerequisites:* N200
Lecture 5-10 hours
This summative learning experience for the MS program is intended to foster the students' professional role
with a focus on professional development, emphasis on lifelong learning, a sense of moral obligation; strategies
to maintain and improve professional competence, enhance career progression, keep abreast of new
technology and practice, and to comply with professional regulatory organizations

**N200.02. MS Epilogue/Leadership Competency Integration.** (1-2) [Spring]
*Prerequisites:* Nursing 211B
Lecture 20 hours.
L. Sawyer
Using established nursing executive and leadership competencies, this course provides information to enable
the student to integrate management and leadership principles in self-assessment, identification of areas for
further growth, and in preparation for assuming complex leadership roles in the health care system

**N201.01. Theoretical Foundations of Academic Nursing.** (3) § [Fall].
*Prerequisites:* None
Lecture 2 hours. Seminar 15 hours. Web-based coursework 15 hours.

J. Martin-Holland
Educational principles, theory, conceptual frameworks, teaching-learning strategies and evaluation are
analyzed to enable students to critique and develop curricula for schools of nursing. Theoretical and practical
application, including classroom teaching, distance (distributed) education and clinical teaching will be
explored.

**N202A. Theory Development in Nursing.** (3) § [Fall].
*Prerequisites:* Doctoral standing or consent of instructor
Lecture 1 hour. Seminar 2 hours.
C. Portillo
Critical analyses of contemporary strategies for the development of nursing theory building, particularly as
they relate to selected nursing phenomenon and an in-depth analyses of selected theoretical schools of
thought.

**N203. End-of-Life Care Across Practice Settings.** (2) § [Winter].
*Prerequisites:* None
Seminar 2 hours.
D. Donesky
Course examines the theory and practice of providing end-of-life care to patients and their families within and across multiple practice settings, including acute care. A multidisciplinary approach to palliative care will address symptom management as well as age-related, cultural, spiritual, ethical, and communication issues.

Physiological Nursing

N204. Pathophysiology in Family Primary Care.  (3) § [Winter].
Prerequisites: Completion of N270
Lecture 3 hours.
L. Mihaly, E. Monasterio
Course promotes the understanding and application of knowledge of fundamental disease processes in the clinical setting of outpatient primary care. Concepts of anatomy, physiology, and pathophysiology are included. The etiology, pathogenesis, and clinical significance of selected disease processes are discussed. The course is organized around a systems approach to disease processes.

Family Health Care Nursing

N206A. Research on Management of Psychiatric Conditions.  (3) § [Fall].
Prerequisites: N227
Lecture 2 hours. Seminar 3 hours or consent of instructor.
L. Chafetz
Course analyzes research on current practice approaches to adults with mental illness and children with severe emotional disturbance. The emphasis is on psychotherapeutic and psycho-educational interventions and long-term management of psychiatric symptomatology. This course fulfills the School of Nursing requirement for coursework in research utilization.

Community Health Systems

N207A. Communicating with the Latino Patient I.  (1) § [Winter].
Prerequisites: Students must demonstrate to instructor advanced level of conversational Spanish to enroll in course
Seminar 30 hours.
P. Bernal de Pheils
Course provides advanced content and practice in Spanish language skills. Emphasis is in taking a health history, giving physical exam instructions, assessing patient understanding of health, illness, and belief systems, and addressing patient concerns using proper terminology and correct grammar tense and within the socio-cultural background of selected Latino American groups.

Family Health Care Nursing

N207B. Communicating with the Latino Patient II.  (1) § [Spring].
Prerequisites: Enrollment by consent of instructor will be given to Master’s students. Other students will be included if space is available.
Seminar 30 hour.
P. Bernal de Pheils
This course provides advanced content and practice in communicating with Latino women in Spanish. Emphasis is on addressing selected reproductive health care issues for women. Specifically how to take health history, give physical exam instructions, and assess women’s understanding of reproductive health, illness, and belief systems, and addressing patient concerns using appropriate terminology and correct verb tense and within the socio-cultural background of selected Latino American groups.

Family Health Care Nursing

N207C. Antepartum Care for Spanish Speaking Patients.  (1) [Winter Spring].
Prerequisites: N251.01, N270.
Seminar 30 hour.
P. Bernal de Pheils
Course provides advanced content and practice in communicating in Spanish when caring for Latino Pregnant women during initial and follow-up prenatal care visits. Strategies for effective communication as an advanced practice nurse are taught. Emphasis is given to appropriate utilization of medical terminology while providing care of the pregnant patient. Students have the opportunity to practice, in Spanish, skills such as interviewing pregnant women and providing pregnancy-related education.

Family Health Care Nursing
N208. Advanced Physiology & Pathophysiology.  (1-2) § [Fall].
Prerequisites: None
Seminar 15-30 hours. Web-Based Coursework 15-30 hours.
D. Donesky
Course integrates and applies system-focused physiologic and key pathophysiologic concepts across the life span that serve as the foundation for clinical assessment, decision making and management. Emphasis is on the association of physiological alterations with clinical manifestations, and in selected areas, consideration of the role pharmacological agents in the disease process.
Physiological Nursing

N209A. Comparative Qualitative Research Design.  (2) § [Fall].
Prerequisites: None
Lecture 2 hours.
A. Lyndon
Course provides an introduction to the principles and methods of qualitative research, critically analyzing the elements of qualitative research design set within the context of the research question to be asked and the existing knowledge in the area
Family Health Care Nursing

N209B. Quantitative Research Design.  (2) § [Fall].
Prerequisites: Enrollment in Doctoral Program in Nursing or consent of instructor
Lecture 2 hours.
Course provides a critical analysis of techniques to conduct systematic reviews of bodies of knowledge, provides strategies to critique the scientific rigor (validity) of quantitative research designs, and issues related to clinical relevancy of research findings. Student's link theory with operations, conducts, synthesize, critique systemic reviews of bodies of knowledge.
Physiological Nursing

N210A. Introduction to Healthcare Informatics.  (3) § [Fall].
Prerequisites: None
Lecture 3 hours.
D. Wantland
Introduction and overview of healthcare informatics focused on the building blocks for computer-based systems with specific application examples (e.g. clinical information systems, educational technologies, telemedicine, digital libraries, simulation and modeling).
Community Health Systems

N211.01. Issues in Nursing Administration and Leadership.  (2) § [Fall].
Prerequisites: None
Lecture 2 hours.
L. Sawyer
Course provides an opportunity for students to learn from experts in nursing administrative and leadership position, and to participate in dialogue with faculty and classmates on topics of interest and concern to nursing leaders. The course provides for development of knowledge and skill acquisition through group discussions, guest lectures, mentoring and case presentation.
Community Health Systems

N211A. Leadership in Health Care.  (2) § [Spring].
Prerequisites: None
Lecture 2 hours.
M. Fleming, E. O'Neil
Course examines the principles of leadership and self-renewal including negotiating, motivating others, problem solving, managing diversity, improving care management, and developing skills and knowledge.
Community Health Systems

N211B. Strategy in Healthcare Organizations.  (2) § [Fall].
Prerequisites: None
Lecture 2 hours.
M. Fleming, E. O’Neil
This course examines the principles of organizational change in health care systems, and presents an overview of strategic management tools with an emphasis on their practical application to nurse-led environments. These include decision making, communication and performance improvement.

Community Health Systems

N212A. Qualitative Data Collection & Ethics.  (2) § [Spring].
Prerequisites: N209A
Lecture 2 hours.
R, Rehm
Course examines the construction of qualitative research and ethics in research. Students formulate research questions and design a qualitative study.

Family Health Care Nursing

N212B. Quantitative Measurement and Theory.  (3) § [Spring].
Prerequisites: N209B
Lecture 3 hours.
Course critically evaluates concepts underlying measurement reliability and validity. Construction of measurement tools and their use in quantitative research will be explored.

Family Health Care Nursing

N212C. Principles and Methods of Epidemiology.  (3) § [Winter].
Prerequisites: None
Lecture 30 hours.
S. Lee
This course covers the essential concepts, principles, and methods of epidemiologic research. Content includes key features of descriptive and analytic epidemiology, measures of risk, measures of association, causal inferences, and study designs. The course will emphasize application of the principles and methods in reviewing and using epidemiologic knowledge and research findings and in guiding practice and research.

Community Health Systems

N213A. Common Problems of Cancer Care.  (3) § [Fall].
Prerequisites: None
Seminar 3 hours.
C. Baggott
Course addresses the theoretical and scientifically based clinical perspectives essential to managing common problems of the person with cancer and HIV/AIDS related malignancies. This includes nursing interventions, self-care and ambulatory/home measures across the illness continuum of these disease states.

Physiological Nursing

N213B. Oncologic Emergencies.  (3) § [Winter].
Prerequisites: None
Lecture 3 hours.
C. Miaskowski
Course addresses theoretical and scientific basis for management of complex clinical conditions experienced by patients with cancer and HIV/AIDS. Emphasis is on nursing management of conditions as: spinal cord compression, sepsis, superior vena cava syndrome, and pneumocystis carinii pneumonia

Physiological Nursing

N213C. Chemotherapy Seminar.  (2) § [Winter].
Prerequisites: None
Lecture 1 hour. Seminar 3 hour.
D. Donesky
Course designed to familiarize the advanced practice nursing student with current topics in cancer chemotherapy, i.e., newly approved agents, new drug combinations, clinical trials. In addition, identification of unusual side effects and management of same, as well as safety issues will be discussed.

Physiological Nursing
N215. Advanced Practice in Public Health Nursing. (3) § [Fall].

Prerequisites: None
Lecture 3 hours.
C. Waters
Course includes a comprehensive analysis of methods, theory and research to assess, plan, intervene, and evaluate health risks and resources for diverse populations and their interface with public and community-based care systems.

Community Health Systems

N215.01. Global Community Health Planning & Interventions. (3) § [Spring].

Prerequisites: None
Lecture 3 hours.
M. White
Course will examine theory and research-based community interventions conducted in the U.S. and globally. Community health promotion and planning and community-based participatory models will be used as explanatory models for developing interventions. Procedural knowledge is gained as students develop a program (intervention) proposal and apply health promotion and planning for community-based participatory principles as a framework.

Community Health Systems

N216B. Cardiovascular Disease II. (3) § [Winter].

Prerequisites: Completion of first year of masters nursing courses
Lecture 2 hours. Seminar 3 hours.
D. Donesky, L. Kee
Course examines the biopsychosocial assessment, management and current management of risk factors across the prevention continuum and across settings. Content areas include cardiovascular risk factor - smoking, hypertension, diabetes, obesity, psychosocial, hyperlipidemia, obesity, sedentary lifestyle - the epidemiology, assessment and classification of, and best practices or guidelines, for clinical practice in primary, secondary and tertiary prevention (cardiac rehab).

Physiological Nursing

N217A. Care of High-Risk Populations I. (2) § [Spring].

Prerequisites: Consent of instructor
Lecture 2 hours.
C. Chesla, L. Mihaly
Course introduces concepts of health care disparities, epidemiology of health conditions, and public health implications of caring for high-risk populations, emphasizing the incarcerated, homeless, mentally ill, immigrant, refugee, and migrant populations. Social, cultural and ethical concerns related to providing services to high-risk populations are discussed. Content covered in this introductory course prepares Family Nurse Practitioner students for N217B and N217C.

Family Health Care Nursing

N217B. Care of High-Risk Populations II. (2) § [Winter].

Prerequisites: Successful completion of N217A (Care of High-Risk Populations I) or consent of instructor
Lecture 2 hours.
E. Scarr
Course presents selected topics encountered in primary care, focusing on conditions common in high-risk populations, including homeless, incarcerated, chronically mentally ill, immigrant, refugee and migrant populations. Emphasis is on clinical presentation, rational use of diagnostic testing, and implementation of management plans formulated for high-risk clients. Course incorporates theoretical and psychosocial content presented in N217A.

Family Health Care Nursing

N217C. Primary Care of High-Risk & Vulnerable Elders. (2) § [Winter].

Prerequisites: Successful completion of N245, N246, N247, N247.02A, N247.02B, N217A, N270,
Lecture 1 hour. Seminar 3 hours.
B. Hollinger
Course focuses on the unique needs and care of high-risk and vulnerable elders. Using complex geriatric case studies of ethnically diverse elders developed by medical anthropologists and geriatricians, problem-based learning (PBL) approaches will be used to highlight key issues in providing medical and nursing care to this population.

**Family Health Care Nursing**

**N220. Academic Role Development.** (2) § [Winter].

*Prerequisites: None*

*D. Vlahov, S. Robinson*

Course focuses on development of a career as a university faculty member. Emphasis will be on understanding how to develop a program of research and develop a reputation in the field. Foci will include teaching, mentoring students, and university/public service. This seminar will develop the skills required for achieving success in an academic career.

**Community Health Systems**

**N221.01. Theories Related to Nursing Care of the Adult.** (3) [Fall].

*Prerequisites: N202A*

*L. Cataldo*

Course provides critique of theoretical approaches that guide development of science for nursing care of the adult that are applicable to the doctoral students' area of study or research question. Research methods for development, testing and implementation of selected theoretical approaches are discussed and critiqued. Identification of the theoretical framework or development of a conceptual framework that is most appropriate for the students' area of study or research question.

**Physiological Nursing**

**N223A. Symptom Research Proseminar.** (2) § [Winter].

*Prerequisites: Symptom Management Trainee or permission of instructor*

*C. Kennedy*

Course focuses on theories and research related to symptom perception and evaluation.

**Interdepartmental**

**N223B. Symptom Research Proseminar.** (2) § [Spring].

*Prerequisites: Symptom Management Trainee or permission of instructor*

*S. Janson*

Course focuses on theories and research pertinent to symptom management strategies and therapeutics. Research on salient interventions is critiqued across symptoms and research design, methods, implementation and analysis.

**Interdepartmental**

**N223C. Symptom Research Proseminar.** (2) § [Spring].

*Prerequisites: Symptom Management Trainee or permission of instructor*

*K. Lee, S. Janson*

Course discusses biopsychosocial and economic outcomes that may be related to the symptom experience and management strategies. Measurement issues for these outcomes are presented with discussion of validity and reliability issues. Research studies related to these variables are criticized.

**Interdepartmental**

**N225. Cardiac Rhythm: Theory & Analysis.** (2) § [Spring].

*Prerequisites: Consent of instructor*

*B. Drew*

Cardiac electrophysiology in normal and pathological states and the scientific base for nursing’s response to cardiac arrhythmias. Content includes: theory and research on the mechanisms, diagnosis, electrographic
monitoring, treatment of arrhythmias, and use of the electrocardiogram for nursing research.

Physiological Nursing

N227. Theories of Mental Illness. (3) § [Fall].
Prerequisites: Consent of instructor
Lecture 2 hours. Seminar 3 hours. Library 3 hours.
S. Weiss
Course examines major theories of mental illness and their implication for understanding the etiology, and treatment of psychiatric conditions. Neurochemical, neuroendocrine, genetic, cognitive-behavioral, psychodynamic, attachment, and humanistic theories will be analyzed and applied to the assessment and management of mental health problems. Ethical issues raised by different theoretical perspectives will be discussed.

Community Health Systems

N229. Philosophy of Nursing Science. (3) § [Fall].
Prerequisites: Doctoral standing or consent of the instructor
Lecture 2 hours. Seminar 1 hour.
L. Franck, R. Rehm
Contemporary philosophic viewpoints on the nature of nursing science, addressing natural science, integrative science, and human science traditions and scientific integrity.

Family Health Care Nursing

N231A. Substance Use and Mental Illness. (2) [Summer].
Prerequisites: None
Lecture 2 hours.
B. Phoenix
Examines causes and consequences of substance use disorders among severely mentally ill adults. Examines service delivery models developed for harm reduction and to promote recovery among high risk populations. Emphasis on culturally competent services for diverse groups.

Community Health Systems

N232.01. Essential of Pharmacology Across the Lifespan. (1) [Winter Spring].
Prerequisites: The course is to be taken concurrently with either N232.02, N232.04A or N232.07A
Web 30 hours.
N. Schapiro, H. Leutwyler
The purpose of this on-line pharmacology course is to provide advanced practice nursing students with an overview of physiologic changes in pharmacokinetics, pharmacodynamics and drug-drug interactions across the life span, as well as legal, regulatory and safety issues related to prescribing in advanced practice nursing. Students will apply these principles to antibiotic prescribing and proper use of controlled substances.

Family Health Care Nursing, Physiological Nursing

N232.02. Advanced Clinical Pharmacology. (3) [Winter].
Prerequisites: The course is to be taken concurrently with N232.
Lecture 20, Web 30 hours.
H. Leutwyler
Course introduces the clinical application of pharmacology in the management of patients, including frequently prescribed drugs for the treatment of chronic diseases and minor acute illnesses across the adult life span.

Physiological Nursing

N232.04A. Pediatric Pharmacology. (1) § [Spring].
Prerequisites: Past or concurrent enrollment in N232.01 Essentials of Pharmacology Across the Life Span, N246-Signs & Symptoms and N283B-Pediatric Common Illness, or consent of the instructor. Lecture 2 hours.
N. Schapiro
Course provides overview of pediatric pharmacology with emphasis on medications used in primary care settings. Evidence-based pharmacologic interventions are integrated into the management of common pediatric illnesses through case-based discussions and assignments.

Family Health Care Nursing
N232.04B. Complex Topics in Pediatric Pharmacology. (2) § [Winter].
Prerequisites: Successful completion of N232.04A - Pediatric Pharmacology and successful completion of/or concurrent enrollment in N283C - Complex Pediatric Conditions or consent of the instructor
Lecture 2 hours. Web-based coursework 6 hours.
N. Schapiro
Course builds on content from N232.04A, focusing on pharmacologic interventions for infants, children and adolescents with critical illness or chronic conditions. Emphasis is placed on evaluating pharmacologic research to guide decision-making, on minimizing adverse reactions and maximizing outcomes for children on multiple medications.
Family Health Care Nursing

N232.04C. Management of Psychotropic Regimens. (2) § [Spring].
Prerequisites: N232, N257
Lecture 20 hours.
K. Johnson
Course will focus on the development of effective clinical judgment in the psychopharmacological treatment of patients with mental illness. It will cover the major mental illnesses, as well as treatment considerations of special populations.
Community Health Systems

N232.05. Antibiotic Therapeutics in Acute Care. (2) § [Fall].
Prerequisites: None
Lecture 5 hours.
R. Bravo
Course provides information regarding antibiotic therapy for acutely ill/hospitalized adults. This primarily web-based course contains modules on selected topics such as skin, cardiac & neurological infections.
Physiological Nursing

N232.07A. Neonatal Pharmacology. (2) § [Spring].
Prerequisites: Concurrent enrollment in N254.01 or permission of instructor
Lecture 2 hours.
M. Lynch
Course involves an analysis of pharmacologic interventions utilized for neonates and infants in varied health care settings. Emphasis is placed on empirical investigations and decision-making strategies for the pharmacologic management of acutely, chronically and critically ill neonates and infants.
Family Health Care Nursing

N232.07B. Complex Pharmacologic Strategies for Neonates/Infants. (2) § [Winter].
Prerequisites: Successful completion of N254.01 and N254.02 (Neonatal Pathophysiology) or permission of instructor
Lecture 2 hours. Web-based coursework 6 hours.
A. Carley
Course builds on content from N232.07A, focusing on pharmacologic interventions for acutely and critically ill neonates and infants requiring neonatal intensive care. Emphasis is placed on evaluating empirical research and descriptive literature to guide clinical decision-making regarding the selection of pharmacologic interventions that maximizes the clinical benefits and minimizes adverse responses to specific medication strategies.
Family Health Care Nursing

N234A. Evidence-Based Project Planning I. (2) § [Fall].
Prerequisites: None
Lecture 10 hours. Seminar 30 hours. Web-based Coursework 3 hours.
L. Mackin
This is a highly self-directed course that provides the student with a supervised opportunity to implement an evidence-based practice small test of change in a practice setting. In the first quarter, students will identify a clinical problem suitable for a small test of change project based on evidence-based practice solutions in current literature. In the second quarter, the student will execute and evaluate the small test of change project.
Physiological Nursing
N234B. Evidence Based Project Planning II. (1) § [Fall Winter Summer].
Prerequisites: N234A-Evidence-based Project Planning I
Seminar 30 hours.
C. Waters
This is a highly self-directed course that provides the student with a supervised opportunity to implement an evidence-based practice small test of change in a practice setting. In this course, students will execute and evaluate the small test of change project.

Community Health Systems

N238A. Child Development & Alterations in Behavior. (2) § [Winter].
Prerequisites: None
Lecture 3 hours.
C. Kennedy
Course is designed to provide the student with a scientific basis for understanding the normal pattern of development in the infant and child (birth-12 years of age). Building on knowledge of normative development, common behavioral issues and mental health concerns that are encountered by advanced practice nurses in primary care and special settings will be reviewed.

Family Health Care Nursing

N238B. Adolescent Development. (2) § [Spring].
Prerequisites: None
Lecture 2 hours.
S. Kools
Course explores relevant theory, literature, and research findings dealing with normal development during the adolescent period.

Family Health Care Nursing

N239.07A. Topics in Neonatal & Pediatric Nutrition. (1-2) § [Winter].
Prerequisites: Permission of instructor
Lecture 1 hour. Independent Study 3 hours.
A. Carley
Course will build upon basic nutrition content and will prepare participants to address the nutritional need of infants, toddlers and children in the clinical setting. Consistent with national health promotion guidelines, nutritional approaches will target a variety of pediatric clients including the well child and children experiencing or recuperating from illness.

Family Health Care Nursing

N240.04. Violence & Health. (2) § [Spring].
Prerequisites: None
Seminar 2 hours.
J. Humphreys
Seminar focuses on family violence and its impact on health, family, and community.

Family Health Care Nursing

N240.05. Vulnerable Women & Their Well-Being. (3) § [Winter].
Prerequisites: None
Seminar 3 hours.
K. Lee, C. Portillo, H. Kennedy
Course addresses the way gender interacts with multiple personal and environmental factors to affect women’s health. Seminar participants critically analyze the impact of women’s activities on their health and wellbeing including global strategies for improving the health of women, their families and communities.

Community Health Nursing

N240.06. HIV/AIDS Prevention Care. (1) § [Fall Winter Spring].
Prerequisites: None
Seminar 1 hour.
C. Portillo
Course focuses upon relevant research, theories, measurement, and strategies for investigating HIV/AIDS
prevention and care.

Community Health Systems

N240.08. Advanced Child Developmental Science.  (2) § [Spring].

Prerequisites: None
Seminar 2 hours.
C. Kennedy, S. Kools, S. Weiss
Course will address advanced knowledge in developmental theory and methods as the context for research with infants, children, and adolescents. Developmental science serves as the paradigm for examining research on physical and mental health during childhood.

Community Health Nursing/Family Health Care Nursing

N240.11. Occupational & Environmental Health Research Seminar.  (1-5) § [Fall Winter Spring].

Prerequisites: Consent of instructor
Lecture 1 hour. Field Work 0-12 hours.
O. Hong
Seminar focuses on design and practical implementation of research on factors at work and in the environment that affect community health. Theoretical, ethical, policy and procedural issues related to occupational and environmental health research will be discussed. Students and faculty will bring examples from their research for discussion and problem-solving.

Community Health Systems

N240.12. Family Health & Relational Research.  (2) § [Winter].

Prerequisites: N290 or consent of instructor; enrollment in a doctoral program.
Lecture 1 hour. Seminar 1 hour.
C. Chesla
Course provides an overview of research issues in family and dyadic research. It focuses on family and relational research methods providing participants with appropriate approaches to their own research projects. Upon completion of the course, students will be able to demonstrate knowledge of the state of family science in nursing and related disciplines.

Family Health Care Nursing

N240.15. Theories & Methods in Aging Research.  (2) § [Fall].

Prerequisites: Permission of the instructor
Seminar 6 hours.
J. Cataldo, M. Wallhagen
This advanced nursing seminar involves a critical investigation of research in aging. Emphasis is placed on theoretical and methodological perspectives and how these perspectives inform nursing the other health professions science and practice across diverse settings and populations.

Physiological Nursing

N240.16. Research Issues in Aging: Interdisciplinary Perspectives.  (2) § [Winter].

Prerequisites: None
Seminar 2 hours.
M. Wallhagen
Seminar is a critical examination of research in aging, focusing on collaborative, interdisciplinary research (i.e. nursing, medicine, geropsychiatry, and the social and behavioral sciences). Emphasis will be on the interdisciplinary research process and methodological and theoretical frameworks.

Physiological Nursing

N240.19. Quality & Safety of Patient Care.  (3) § [Spring].

Prerequisites: None
Seminar 9 hours.
A. Lyndon, M. Foley
Seminar will focus on research that identifies problems with the quality and safety of patient care through reading original research reports and compilation and review of this work. Students will select a recommendation for improvement, thoroughly review and critique the research base underlying it, and
suggest possible research projects that would implement the recommendation and evaluate the impact.

**Family Health Care Nursing**

**N240.20. Global & Comparative Health Care Policies & Systems.**  (2)  [Spring].

*Prerequisites:* None
Seminar 60 hours.
C. Chaufan
This course introduces students to the comparative study of global health care systems and policies, drawing from the fields of public policy, health care economics, public health, sociology, ethics and history. Includes health care systems/policies of industrialized and industrializing nations and examines the new federal health law and alternative models of reform. Combines lecture, discussion, and policy analysis.

**Social & Behavioral Sciences**

**N241. Dimensions of Advanced Practice Nursing.**  (2)  [Fall].

*Prerequisites:* None
Lecture 20 hours.
P. Sparacino
Course provides students the opportunity to view their particular advanced practice nursing role in the larger context of Advanced Practice Nursing (APNs) as a profession. The goal of the course is to define and discuss current social, educational, economic, political, legal, regulatory and organizational factors and trends that influence advanced nursing practice across practice roles and settings. Critical leadership and professional skills for APNs are also discussed.

**Family Health Care Nursing**

**N241.04. Professional Issues in Pediatric Nursing.**  (.05)  [Spring].

*Prerequisites:* Enrollment in the APPN program and completion of N241 Dimensions in Advanced Practice Nursing or consent of instructor.
Lecture 1 hour.
K. Duderstadt
Seminar is designed to enable students in the Advanced Practice Pediatric Nursing specialty to explore issues related to professional role development as an advanced practice nurse and to facilitate transition to clinical practice across pediatric clinical settings. The course will complement N241 Dimensions of Advanced Practice Nursing with content and discussions on pediatric advanced practice and role delineation.

**Family Health Care Nursing**

**N241.06. Professional Issues in Midwifery Practice.**  (2)  §  [Winter Summer].

*Prerequisites:* Enrollment in Nurse-Midwifery/Women’s health specialty
Lecture 2 hours.
J. Shaw-Battista
Course expands content of N241 to important to professional practice for nurse-midwives. Includes content such as methods of ensuring quality clinical practice, the legal basis of midwifery/women’s health practice and the implementation of innovative practice modes.

**Family Health Care Nursing**

**N241A. Dimensions in Leadership I.**  (1)  §  [Spring].

*Prerequisites:* None
Lecture 10 hours.
J. Stotts
This course provides students the opportunity to view their particular advanced practice nursing role in the larger context of advance nursing practice. The goal of the course is to use appropriate theories as the basis for discussing current organization economic political, legal and regulatory factors and trends that influence advanced nursing practice in various settings. Critical leadership and professional skills for advanced practice nurses and also discussed.

**Physiological Nursing**

**N241B. Dimensions in Leadership II.**  (1)  §  [Fall].

*Prerequisites:* N241A or permission of FOR
Lecture.
This course provides students the opportunity to view their particular advanced practice nursing role in the larger context of advance nursing practice. The goal of the course is to use appropriate theories as the basis for discussing current organization economic political, legal and regulatory factors and trends that influence advanced nursing practice in various settings. Critical leadership and professional skills for advanced practice nurses and also discussed.

Physiological Nursing

N242.01. HIV/AIDS Seminar. (1) [Winter].
Prerequisites: N242A and N242B if N242A and N242B have not been completed, students should meet with the instructor to discuss enrolling in the course.
Seminar 30 hours
S. Stringari-Murray, C. Dawson-Rose
Seminar in organized as student-directed discussions of clinical topics relevant to HIV/AIDS Advanced Nursing Practice. The Care Model is used to guide discussions of how to implement best practices in HIV/AIDS care and achieve improved health outcomes for HIV-infected individuals at risk of or infected with HIV.

Community Health Systems

N242.02. HIV/AIDS Seminar. (1) [Spring].
Prerequisites: N242.01 Seminar 30 hours
S. Stringari-Murray
Seminar are organized as student-led presentations of clinical issues relevant to HIV/AIDS Advance Practice Nursing Presentations are designed to improve students ability to use the medical literature to guide clinical practice and improve patient outcomes and to provide opportunities to develop professional presentations that can be submitted to a national conference or a journal. Students are encouraged to use their comprehensive exam topic for this course.

Community Health Systems

N242A. HIV/AIDS Epidemiology, Policy and Prevention. (2) § [Fall].
Prerequisites: None
Lecture 1 hour. Seminar 1 hour.
C. Dawson-Rose
Course will provide an overview of the AIDS epidemic with a focus on related epidemiological concepts, public health policies, health care disparities, and psychosocial issues.

Community Health Systems

N242B. HIV/AIDS: Clinical Pharmacology. (1) § [Spring].
Prerequisites: None
Lecture 1 hour.
S. Stringari-Murray
Course will introduce the clinical application of pharmacology in the management of HIV-infected adults and adolescents based on the current U.S. DHHS Treatment Guidelines for Antiretroviral Therapies and The Prevention of Opportunistic Infections.

Community Health Systems

N242D. HIV/AIDS: Integrated Care. (1-3) § [Fall].
Prerequisites: N242A, N242B,
Lecture 30 hours.
S. Stringari-Murray
Course will present evidence-based care for persons with HIV/AIDS. HIV/AIDS pathophysiology, clinical manifestations of HIV in the Post-HAART era, the assessment and management of common signs and symptoms and co-morbid conditions will be discussed from a model of chronic illness care perspective.

Community Health Systems

N243A. Family Therapies. (2) § [Winter Spring]
Prerequisites: None
Lecture 2 hours.
K. Epstein
Course examines theories of family therapy and their application in the practice of psychiatric nursing. Family assessments and supportive, educational, and therapeutic interventions are described and evaluated. Comorbid conditions will be discussed from a model of chronic illness care perspective. Community Health Systems

N243B. Group Psychotherapies.  (2) § [Fall Winter].
Prerequisites: None
B. Phoenix, K. McGirr
Course examines and discusses theories and practice of various group modalities in current use. Emphasis is on understanding and promoting therapeutic processes in types of groups commonly facilitated advanced practice nurses. Community Health Systems

N243C. Adult Psychotherapeutic Treatment Modalities.  (2) § [Spring].
Prerequisites: N257 or equivalent content
L. Chafetz
Course focuses on principles of supportive psychotherapies with adults experiencing a range of psychiatric problems. It also reviews models of crisis intervention, behavioral, cognitive behavioral and motivational interventions. It is designed to use clinical case materials as the basis for discussion of assessment, goal setting, and intervention. Community Health Systems

N244. Treating Psychological Responses to Traumatic Events.  (2) § [Spring].
Prerequisites: None
B. Phoenix
Course examines theories from social, behavioral, and neuroscience that explain human responses to different types of trauma and applies developmental theories to understand effects of traumatic events across the lifespan. Explores assessment and intervention with individuals, families and populations with past or current experience of physical, sexual, or emotional violence, as well as disaster or terrorism victims. Emphasizes approaches to address both acute and chronic responses. Community Health Systems

N245.01. Seminar in Adult Primary Care.  (1) § [Winter].
Prerequisites: N270, concurrent enrollment in N245, or consent of instructor
S. Stringari-Murray
Seminar taken concurrently with N245 and provides specialty content necessary for the above students. Application from Health Protection lectures will be made to specialty areas using case presentations and other relevant learning strategies. Community Health Systems

N245.03. Seminar in Gerontological Primary Care.  (1) § [Winter].
Prerequisites: Concurrent course N245 Health Protection and Promotion
L. Mackin
Seminar is taken concurrently with N245 and provides specialty content necessary for gerontological primary care nurse practitioners. Application from N245 lectures will be made to the specialty area using case presentations and other relevant learning strategies. Physiological Nursing

N245.04. Pediatric Health Promotion and Protection.  (2-3) § [Fall].
Prerequisites: None
J. Chen
This course provides integration of theories of health promotion and maintenance into the provision of well
child and adolescent care. This course includes screening, management of normal behavioral and developmental stresses, and counseling for parents and children to promote growth and development and reduce risk.

*Family Health Care Nursing*

**N245.04A. Seminar in Pediatric Health Promotion.** (1) § [Winter].

*Prerequisites:* Successful completion of N245.04 and concurrent enrollment in N415.11 or consent of faculty of record.

Seminars 3 hour.

L. Johnson, N. Schapiro

Course is designed to use small group, student-driven and case presentation format to complement N245 lectures. This allows for problem-based learning and small group case presentations.

*Family Health Care Nursing*

**N245.05. Health Promotion and Disease Prevention in Acute Care.** (2) § [Winter].

*Prerequisites:* None

Lecture 2 hours.

M. Hawk

Course provides specialty content necessary for Acute Care Nurse Practitioners to institute health promotion, maintenance and disease prevention in the care of stable, hospitalized patients. This content will enhance understanding of the inter-relatedness of health promotion and disease prevention aspects within and across various cultural groups in an acute care setting.

*Physiological Nursing*

**N245.07. Infant Neuromotor & Behavioral Development.** (3) § [Winter].

*Prerequisites:* Course must be taken in conjunction with N406

Lecture 3 hours.

M. Lynch

Course explores scientific literature related to health promotion strategies for both healthy and ill neonates and infants. Course content will emphasize neuromotor and behavioral development of the infant with either acute or chronic illness.

*Family Health Care Nursing*

**N245.28. Seminar in Adult Gerontology Primary Care.** (1) [Winter].

*Prerequisites:* This seminar is limited to students in the AGNP, AGNP-HIV and AGNP-OEH specialty tracks. Students must have completed N270 and Specialty Track Advanced Health Assessment Skill Lab and be currently enrolled in N245A Clinical Prevention and Population Health.

Lecture 3 hours.

S. Stringari-Murray

The N245.28 Seminar provides students with content in risk assessment, application of evidence-based clinical prevention strategies and skill development in selected health promotion activities for the purpose of providing primary care to adolescents and adult’s health across the adult lifespan.

*Community Health Systems*

**N245A. Clinical Prevention and Population Health A.** (1-2) § [Winter]

*Prerequisites:* None

Lecture 8-10 hours. Seminar 0-2 hours. Workshop 0-8 hours. Web-based course work 0-18 hours.

B. Burgel, D. Vlahov

Course investigates clinical prevention, health promotion and population health concepts in relationship to health through literature review and case studies. Evidenced-based, epidemiologic, population health approaches will be applied to healthcare decision making at all levels of prevention at both the individual and system levels.

*Community Health Systems/Family Health Care Nursing*

**N245B. Clinical Prevention and Population Health B.** (1) [Spring]

*Prerequisites:* Satisfactorily completed the N200, N262A&B, N245A

Lecture 3 hours. Seminar 12 hours. Web-based course work 5 hours.

K. Duderstadt
Participants investigate the determinants of population health and the relationship between health and disease among individuals through literature appraisal, theory analysis, and projects. Students also explore clinical prevention strategies and health policies that influence health determinants and improve care outcomes.

**Community Health Systems/Family Health Care Nursing**

**N246. Symptom Assessment & Management.**  (3) § [Spring].

*Prerequisites:* N270, N245

Lecture 3 hours.

J. Makonnen

Course introduces students to signs and symptoms of illness across the life span that are commonly encountered in ambulatory care. Symptoms and signs will be analyzed using a clinical decision-making model.

**Family Health Care Nursing**

**N246.01. Seminar in Adult Primary Care.**  (1) § [Spring].

*Prerequisites:* N270 and accompanying skills lab, N245 and related practicum, and concurrent enrollment in N246

Seminar 1 hour.

H. Grundland

Seminar is taken concurrently with N246 and provides the specialty content necessary for primary care nurse practitioners in the areas of Adult, Adult Psychiatric and Occupational Health. Application from N246 lectures will be made to the specialty area using case presentations and other relevant learning strategies.

**Community Health Systems**

**N246.02. Seminar in Family Primary Care.**  (2) § [Spring].

*Prerequisites:* Concurrent enrollment in N246

Seminar 2 hours.

B. Hollinger, E. Scarr

Seminar is taken concurrently with N246 and provides specialty content necessary for family primary care nurse practitioners. Application from N246 lectures will be made to the specialty area using case presentations and other relevant learning strategies.

**Family Health Care Nursing**

**N246.03. Seminar in Gerontological Primary Care.**  (1) § [Spring].

*Prerequisites:* None

Seminar 1 hour.

L. Mackin

Seminar is taken concurrently with N246 and provides the specialty content necessary for gerontological primary care nurse practitioners. Application from N246 lectures will be made to the specialty area using case presentations and other relevant learning strategies.

**Physiological Nursing**

**N246.04. Assessing & Managing Medical Symptoms in Psychiatric Patient**  (1) § [Spring]

*Prerequisites:* Concurrent enrollment in N246 is required for this course

Seminar 30 hours.

M. Terry

Course focuses on the application of clinical reasoning skills for acute medical complaints in patients with psychiatric disorders. Students will concurrently attend lectures for N246-The Assessment and Management of Common Symptoms, and will apply this information in case presentations and problem-based learning approaches that address the medical needs of patients with mental health disorders.

**Community Health Systems**

**N246.06. Nurse-Midwifery Primary Care.**  (1) § [Spring].

*Prerequisites:* Enrollment in Nurse-Midwifery specialty and concurrent enrollment in N246

Seminar 1 hour.

P. Bernal de Pheils

Seminar provides specialty content necessary for primary care nurse-midwives. Application from N246 lectures will be made using case presentations and other relevant learning strategies.

**Family Health Care Nursing**
N246.28 Seminar in Adult Gerontology Primary Care. (1) [Spring Summer].
Prerequisites: Must be concurrently enrolled in N245B and N246 or with consent of instructor.
H. Grundland
The N246.28 seminar provides content specific to the Adult Gerontology Nurse Practitioner role in assessment and management of symptoms commonly encountered in primary care of adults across the lifespan. Seminar is taken concurrently with N246 Common Symptom Assessment & Management and application from N246 lectures will be made through case–based discussions.
Community Health Systems

N247 Management of Complex Health Problems. (3) § [Fall].
Prerequisites: N270, N245, N246, and enrollment in Family Nurse Practitioner, Adult Nurse Practitioner, or Geriatric Nurse Practitioner Program, or consent of instructor
Lecture 3 hours.
J. Saxe; E. Wilson
Course introduces more complex health problems encountered in primary care. Client's clinical presentation, underlying causes and appropriate treatment are discussed. Separate specialty track seminars permit elaboration of problems as they occur in the specialty.
Community Health Systems

N247.01A Seminar in Adult Primary Care. (1) § [Fall].
Prerequisites: Have taken or concurrently enrolled in N245, N245.01, N246, N246.01, N247, N270
Seminar 30 hours.
Seminar provides students with an opportunity to enhance clinical problem-solving skills and role development as a Primary Care Provider. Through the use of case study analysis, application of evidence-based guidelines and expert consultation, students will gain experience in assessment and management of common complex illnesses in Adult Primary Care.
Community Health Systems

N247.01B Seminar in Adult Primary Care. (2) [Winter].
Prerequisites: Have taken or concurrently enrolled in N245, N245.02, N246, N246.02, N247, N247.02A, N270
Seminar 30 hours.
Seminar provides students with an opportunity to enhance clinical problem-solving skills and role development as a Primary Care Provider. Through the use of case study analysis, application of evidence-based guidelines and expert consultation, students will gain experience in assessment and management of common complex illnesses in Adult Primary Care.
Community Health Systems

N247.02A Seminar in Family Primary Care. (3) § [Fall].
Prerequisites: N246 and concurrent enrollment in N247
Seminar 3 hours. Other 10 hours.
J. Makonnen, E. Monasterio, E. Scarr
Seminar is taken concurrently with N247 and provides the specialty content necessary for Family Primary Nurse Practitioners. Application from N247 lectures will be made to the specialty area using case presentations and relevant learning strategies.
Family Health Care Nursing

N247.02B Seminar in Advanced Family Primary Care. (2) § [Winter].
Prerequisites: N245, N245.02, N246, N246.02, N247, N247.02A, N270, N279, N271.02 or consent of instructor
Seminar 2 hours.
Advanced specialty seminar to extend knowledge of the varied scope of problems in family primary care. Advanced skill training in case presentation and management, that represents integration of prior theoretical and clinical course work.
Family Health Care Nursing

N248 Group Independent Study. (1-6) § [Fall Winter Spring Summer].
Prerequisites: Consent of instructor
Lecture 1-6 hours.
Students collaborate in clinical investigations and other studies of special problems in nursing and health sciences under the direction of faculty. Students may select areas related to their long-term interests and future research or clinical program.

Interdepartmental

N249. Independent Study. (1-5) § [Fall Winter Spring Summer].
Prerequisites: Consent of instructor
Lecture 1-5 hours.
Student undertakes an independent study with emphasis on special problems in nursing. Student may select an area of study which is related to his/her area of interest or future goals.

Interdepartmental

N250. Research. (1-8) § [Fall Winter Spring Summer].
Prerequisites: Admission to doctoral study and consent of instructor
Research 3-24 hours.
Course offers students an opportunity to engage in research with selected faculty.

Interdepartmental

N251.01. Proposal & Grant Writing. (2) § [Fall Winter Summer].
Prerequisites: None
Lecture 2 hours.
K. Lee
Course provides an introduction to the principles and methods of proposal writing used in preparing a grant proposal. The coursework provides content on the process for good proposal development, key elements and sections of a proposal, necessary information to include in a grant proposal, and development of a budget.

Family Health Care Nursing

N252A. Mental Health & High Risk Families. (2) § [Winter].
Prerequisites: Consent of instructor
Lecture 2 hours.
M. Terry
Course analyzes the effects of impoverished environments, sociocultural factors, and mental health problems in the family on the mental health of children and other family members.

Community Health Systems

N252B. Psychotherapeutic Techniques with Children & Youth. (2) § [Winter].
Prerequisites: N257 and N227 or consent of instructor
Lecture 2 hours.
L. Dolce
Course is second of three courses that are replacing the previous child mental health courses (N235A&B). The new courses represent a modified approach to important content in the assessment and treatment of children and youth. They are required courses for the Master’s students in advanced psychiatric/mental health nursing who are specializing in work with children and families.

Community Health Systems

N253. Theories of the Health Policy Process. (3) § [Fall].
Prerequisites: None
Seminar 3 hours.
L. Schmidt
Course focuses on learning and using theories of the policy process, including analyzing how health policy is constructed. Perspectives on agenda setting, media roles, advocacy, policy innovation, diffusion and implementation will be integrated with examples of policy problems.

Social & Behavioral Sciences

N254.01. Neonatal and Infant Pathophysiology. (2) § [Spring].
Prerequisites: None
Lecture 3 hours.
A. Carley
Course supports a comprehensive exploration of pathophysiologic phenomena in the cardiac, respiratory, gastrointestinal and neurologic systems in the fetus, neonate, and infant. Clinical presentation, associated symptomatology, and therapeutic management strategies will be discussed.

Family Health Care Nursing

N254.02. Neonatal and Infant Pathophysiology. (3) § [Fall].

Prerequisites: None
Lecture 3 hours.
M. Lynch

Course supports a comprehensive exploration of pathophysiologic phenomena in the hematologic, immunologic, renal, endocrine and cellular/dermatologic systems in the fetus, neonate, and infant. Clinical presentation, associated symptomatology, and therapeutic management strategies will be discussed.

Family Health Care Nursing

N255A. DX/RX of Acutely Ill/Injured I. (3) § [Fall].

Prerequisites: Acute Care Nurse Practitioner student or consent of instructor
Lecture 2 hours. Seminar 1 hour.
J. Howie-Esquivel

Course focuses on diagnostic and treatment of acute illness and injuries affecting body systems such as the cardiac, pulmonary and central nervous systems. Seminar provides critical analysis of selected studies utilized to monitor and manage acutely ill/injured patients. For major cardio-pulmonary renal diseases. Lectures provide content for seminar discussion.

Physiological Nursing

N255B. Diagnosis & Treatment of Acutely Ill/Injured II. (3) § [Winter].

Prerequisites: Acute Care Nurse Practitioner student or consent of instructor, N255A
Lecture 3 hours.
R. Bravo, M. Hawk

Lecture focuses on diagnosis and treatment of acute illness and injuries affecting body systems such as the cardiac, pulmonary and central nervous systems.

Physiological Nursing

N255C. Diagnostics and Therapeutic Interventions. (2) § [Winter].

Prerequisites: Acute Care Nurse Practitioner or Critical Care Trauma student
Lecture 2 hours.
R. Garbez, J. Howie-Esquivel

Course provides the knowledge necessary to order and interpret selected diagnostic and therapeutic regimens.

Physiological Nursing

N257. Assessment & Management of Common Psychiatric Symptoms. (2) § [Fall].

Prerequisites: Enrollment in a clinical masters specialty or consent of instructor
Lecture 2 hours.
L. Chafetz

Course introduces students to common psychiatric symptom presentations and related conditions that are encountered by advanced practice nurses in primary care and specialty settings. Course discusses clinical presentation, underlying causes and appropriate management for patients across the life span.

Community Health Systems

N259.01. Women’s Reproductive Health. (1-2) § [Fall].

Prerequisites: None
Lecture 2 hours.
P. Bernal de Pheils, R. Kaplan

Course provides exploration of theories, concepts and knowledge necessary to maintain and promote women’s health. Emphasis is on application of current research regarding clinical decision making and management of common gynecological conditions, normal pregnancy and postpartum in collaboration with health team members.

Family Health Care Nursing
N259.02. Special Problems in Women’s Health.  (2) § [Winter Summer].

*Prerequisites:* Consent of instructor
Lecture 2 hours.
P. Bernal de Pheils

Theory and management of biopsychosocial and cultural components of women’s health and illness conditions across the lifespan. Emphasis is placed on critical analysis of research and clinical management strategies applied to complex women’s health and illness conditions.

*Family Health Care Nursing*

N259.04. Contraception in Primary Care.  (1) § [Fall].

*Prerequisites:* None
J. Makonnen

Course explores the complex and comprehensive contraception issues within the context of the family and community environment. This self-paced module prepares the learner to counsel individuals and their partners in contraceptive decision-making.

*Family Health Care Nursing*

N260A. Introduction to International Health Work.  (1) § [Spring].

*Prerequisites:* None
Lecture 10 hours
E. Scarr

This is an introductory course for nursing students with an interest in doing international work in a resource-poor setting, but with no experience to date in doing so.

*Family Health Care Nursing*

N260E. Infectious Diseases.  (3) § [Spring].

*Prerequisites:* Consent of instructor
Lecture 20 hours Seminar 30.
E. Scarr

This course will introduce students to the global burden of infectious diseases, with an emphasis on the challenges faced by providers in low-resource settings. Through a mixed format of discussion and didactic presentations, the epidemiology of selected diseases will be presented, followed by their clinical presentation and management.

*Family Health Care Nursing*

N260D. Latino Health and Culture.  (2) § [Summer].

*Prerequisites:* Consent of instructor
Seminar 2 hours.
P. Bernal de Pheils

Seminar analyzes issues regarding the Latino culture, its inter-relationship to health, illness and immigrant status in preparation for experiencing nursing care in a Latin American country, and gaining understanding of the culture, health care issues, and health care delivery.

*Family Health Care Nursing*

N260F. Cultural Competency for Nurse Leaders.  (2) § [Winter].

*Prerequisites:* None
L. Sawyer

Course is designed to provide a variety of experiences using various strategies to enhance the student’s understanding of the impact of culture upon clients' perception of health and the delivery of care. The course has been designed as an experiential and interactive workshop with class discussions, group micro-teach exercises and role playing. Preparatory work will be based on the syllabus of required readings.

*Community Health Systems*

N260G. Disparities in Women’s Health Care.  (2) § [Fall].

*Prerequisites:* Consent of instructor
Seminar 2 hours.
R. Sternberg

Course will use socio-cultural and feminist constructs to examine issues of disparity in the health care of
women and their families. The impact of these disparities will be examined from the multidimensional concepts of gender, power, and the environment as they influence the chance to achieve optimal health.

**Family Health Care Nursing**

**N260H. Global Health & International Nursing.** (2) § [Spring].

*Prerequisites:* None

Lecture 2 hours.

C. Dawson Rose, S. Chapman

Course will examine global health from a nursing perspective, exploring global workforce issues, definitions of nursing, nursing educational models, roles of nursing in national policy development, and international organizations that link nursing to global health, such as the World Health Organization, Pan American Health Organization, International Council of Nurses, and the International Council of Nurse Midwives.

**Community Health Systems**

**N262.02. Family Research Utilization.** (2) [Fall].

*Prerequisites:* N262A

Seminar 2 hours.

L. Thompson

Course focuses on the development of critical thinking skills related to utilization and evaluation of research findings in the area of family health. The scientific and practical merit of published research reports is evaluated for potential utilization in clinical practice.

**Family Health Care Nursing**

**N262.03. Pediatric/Family Research Utilization.** (2) § [Fall].

*Prerequisites:* N262A

Seminar 2 hours.

J. Chen

Course provides advanced practice nurses with skills to utilize research related to pediatric/family health care. Research critique skills will focus on interpreting study methods, findings, conclusions, and clinical implications in relevant research articles.

**Family Health Care Nursing**

**N262.04. Perinatal Research Utilization.** (2) § [Fall].

*Prerequisites:* N262A

Seminar 2 hours.

K. Lee

Course focuses on development of critique skills for advanced practice nurses to use in evaluation and utilization of research findings in perinatal nursing practice. Study designs, measures, findings, and clinical implications of current relevant research will be explored.

**Family Health Care Nursing**

**N262.06. Research Utilization in Health Policy.** (2) § [Winter Spring].

*Prerequisites:* N262A

Seminar 2 hours.

S. Chapman

Course focuses on the development of critical thinking skills related to utilization and evaluation of research findings in the area of health policy. The course uses scientific and practical approaches to research and policy analysis.

**Social & Behavioral Sciences**

**N262A. Advanced Scholarship in Research I.** (2) [Winter].

*Prerequisites:* None

Lecture 18 hours.

A. Alkon

Course focuses on the elements of research methods & design that are essential to the translation of knowledge into clinical practice, administration/leadership, and health policy.

**Family Health Care Nursing**
N262B. Advanced Scholarship in Research II.  (2)  [Spring].

Prerequisites: N262A
Lecture 10 hours. Seminar 15 hours. Web-based course work 15 hours.
C. Baggott, J. Cataldo
Course expands and integrates the research methods content covered in N262A. Students will focus on critical evaluation of research literature as the foundation for evidence-based practice & research. Emphasis is on evaluating the strength of each single study and of a body of research studies.

N265. Cancer Prevention/Early Detection.  (2) § [Spring].

Prerequisites: None
Seminar 2 hours.
Course provides in depth examination of the cultural and economic issues surrounding cancer prevention and early detection including: equity of access to services, the criteria for evaluating community programs, populations at risk, and behavioral models to guide outreach.

N269. Human Health and Nursing Systems.  (4) § [Winter].

Prerequisites: None
Lab 4 hours.
B. Drew
Course continues analysis of theoretical foundations underlying specific content areas in nursing science. In addition, specific issues related to conducting interdisciplinary research, working with vulnerable groups, the use of technology in research and dissemination of research will be addressed.

N270. Advanced Health Assessment.  (2)  [Fall].

Prerequisites: None
Lecture 10 hours. Web-Based Coursework 30 hour.
P. Bernal de Pheils, B. Hollinger
Course introduces assessment concepts and skills to determine the health status of clients across the life span. Focuses on the collection and interpretation of clinical data derived from the history and physical exam.

N270.04. Pediatric Physical Assessment.  (1-2) § [Fall].

Prerequisites: None
Lecture 1-2 hours.
K. Duderstadt
Course is designed to enhance and compliment life span content from N270- Advanced Health Assessment. Course focuses on pediatric specialty content.

N270.07. Neonatal/Infant Assessment.  (2) § [Fall].

Prerequisites: Concurrent enrollment in N406-Practicum in Advance Neonatal Health Assessment.
Lecture 2 hours.
A. Carley
Course addresses concepts in advance assessment utilized to determine the health status of neonates and infants. Discussion focuses on the collection and interpretation of clinical data derived from the history and physical exam and diagnostic interventions.

N271.01. Decision-Making in Adult Primary Care.  (3) § [Spring].

Prerequisites: N246, N247; N247.01 or consent of instructor
Lecture 3 hours.
G. Collins-Bride
Case studies of complex chronic illnesses are analyzed to delineate critical decision-making variables, which include the relevant pathophysiology, epidemiologic principles and psychological/sociological variables that
impact symptom disease expression, clinical management and methods of coping.

Community Health Systems

N271.02. Problems in Family Primary Care. (1) § [Spring].
Prerequisites: N270, N245, N246, N247, N279 or consent of instructor
Lecture 2 hours.
E. Monasterio
Course explores complex health/illness problems, as they occur in families. Complex assessment and management of patients and their families, across the life span, are discussed.

Family Health Care Nursing

N271.06. Management. Clinical Occupational Health Problems. (2) § [Winter Spring].
Prerequisites: Consent of instructor
Lecture 2 hours.
B. Burgel
Multi-disciplinary course exploring the evaluation and clinical management of acute and chronic occupational and environmental health problems. Clinical diagnostic strategies and epidemiologic methods are used in evaluation of occupational health problems, including health hazards evaluations, surveillance and disability evaluation.

Community Health Systems

N272. Children with Special Health Needs. (2) § [Fall].
Prerequisites: N283A, B, C or consent of instructor
Lecture 2 hours.
R. Rehm
Course provides the unique health care demands of vulnerable children with need for prolonged health support. The impact of the care-giving environment, community, and care providers will be addressed in relation to the well-being of the child and family.

Family Health Care Nursing

N273. Occupational and Environmental Health: Policy and Practice. (1-3) [Fall Winter Spring].
Prerequisites: None
Seminar
O. Hong
N273 provides a forum for discussion of economic social organization and political factors that impact occupational and environmental health (OEH). The role of OEH nurse in managing an occupational and environmental health service will be explored. Emphasis is on planning, development, and evaluation of occupational health programs through critical analysis of scientific literature and application of organization and administrative concepts as well as legislative and policy forces.

Community Health Systems

N273C. Environment & Health. (1-2) § [Fall Winter Spring].
Prerequisites: None
Lecture 10-20 hours.
B. Burgel
This interdisciplinary course will introduce a broad range of environmental health topics affecting health status. Exposure assessment, risk communication, prevention strategies, and environmental health policies will be covered with special attention to childbearing families, children and communities at risk for environmental injustice. Directed readings in environmental health and critical thinking skills are emphasized.

Community Health Systems

N274A. Health Hazards in the Workplace. (4) § [Spring].
Prerequisites: Consent of instructor
Field Work 3 hours. Lecture 3 hours.
F. Quinlan
A prevention-focused course emphasizing the identification of chemical, biologic, physical, ergonomic, psychological, and safety hazards of work; identification of environmental monitoring methods, selection of
health surveillance and safety measures; and discussion of methods to control exposures and injuries.

Community Health Systems

N274C. Occupational Safety. (2) § [Fall].
Prerequisites: Consent of instructor
Lecture 2 hours.
O. Hong
Course emphasizes identification of safety hazards of work; components of an injury/illness prevention program; principles of hazard control and accident investigation; essentials of safety inspections and audits; application of safety inspection methods and ergonomic job analysis.

Community Health Systems

N274D. Farmworker Primary Health Care. (2) § [Spring].
Prerequisites: N270
Lecture 2 hours.
B. Hollinger
Course is an introduction to the diverse Western farmworker population and includes common health problems and the influence of socio-cultural factors and public policy on health systems.

Family Health Care Nursing

N276. Research Rotation. (1-6) § [Fall Winter Spring Summer].
Prerequisites: Completion of first year of doctoral study and consent of adviser
Lab 3-18 hours.
The student will participate in ongoing faculty research. This experience will contribute to the student’s methodological or substantive expertise.

Interdepartmental

N279. Family Nursing Theory and Practice. (2) § [Winter].
Prerequisites: None
Lecture 3 hours.
J. Chen
Course integrates empirical evidence of reciprocal family and health interactions with family theoretical and therapeutic concepts and ethical reasoning applicable to advanced nursing practice.

Family Health Care Nursing

N281A. Management of Antepartum. (3) [Fall].
Prerequisites: Enrollment in Nurse-Midwifery specialty
Lecture 4 hours.
R. Kaplan
Course reviews and analyzes the etiology and management of selected conditions in normal pregnancy. The impact of pregnancy on the mother, baby and family will be emphasized.

Family Health Care Nursing

N281B. Management of Intrapartum Care. (4) § [Spring].
Prerequisites: Enrollment in Nurse-Midwifery specialty and completion of N281A and N282A
Lecture 4 hours.
D. Anderson
Course reviews and analyzes the etiology and management of selected conditions during the intrapartum and postpartum periods. The impact of these periods on the mother, baby and family will be emphasized.

Family Health Care Nursing

N281D. Management of the Newborn. (2) [Summer].
Prerequisites: Completion of N281ABC & N282ABC
Lecture 3 hours. Independent study 3 hours.
M. Lynch
Course reviews the development of the fetus and newborn, with a focus on the management of the fetus and newborn during pregnancy, birth and the neonatal period. Normal transition from intrauterine environment is examined and potential complications in the newborn period are identified. Adaptation of the family to the
neonate is explored within the context of attachment theory and varied cultural and familial traditions.

**N281E. Complex Cases: Advanced Nurse-Midwifery Management.** (2) § [Winter].
*Prerequisites:* N281B, N282B, N281C, or consent of instructor
Lecture
J. Shaw-Battista
The course explores advanced topics in nurse-midwifery care including complementary therapies, management of chronic illness and obstetric complications and informed consent during pregnancy and childbirth. The class builds on prior courses and emphasizes salutogenesis (health promotion), ethical principles of care, patient and family-centered care, and shared clinical decision-making. Nurse-midwifery assessment and management will be fostered using interactive lectures and case studies.

**N282A. Management of Antepartum Complications.** (4) § [Winter].
*Prerequisites:* Enrollment in Nurse-Midwifery specialty
Lecture 4 hours.
K. Dau
Course reviews and analyzes selected complications of pregnancy in the antepartal period. The impact of the complications on the mother, baby and family will be emphasized.

**N282B. Management of Intrapartum Complications.** (4) § [Summer].
*Prerequisites:* Enrollment in Nurse-Midwifery specialty and completion of N281A and N282A
Lecture 4 hours.
C. Belew
Course reviews and analyzes selected complications of pregnancy in the intrapartum period.

**N282C. Management of Gynecologic Care.** (2) § [Summer].
*Prerequisites:* N281 A, B and N282 A, B. Enrollment in Nurse-Midwifery specialty
Lecture 2 hours.
C. Belew
Course reviews and analyzes complicated reproductive and gynecologic conditions requiring advanced management skills.

**N283.03. Common Pediatric Illness Clinical Seminar.** (1) § [Spring].
*Prerequisites:* Successful completion of N245.04 A and concurrent enrollment in N415.11, N246, N232.04A or consent of instructor
Seminar 3 hours.
A. Chen, N. Schapiro
Seminar provides a format for the synthesis and application of knowledge from other courses that address pediatric pathophysiology, pharmacology, symptom assessment and management. Through case presentations, discussions and other learning strategies, students will refine skills in differential diagnosis, problem-oriented charting and oral presentation of acute problems commonly encountered in pediatric primary care.

**N283.04. Complex Pediatric Primary Care Seminar.** (1) § [Winter].
*Prerequisites:* Successful completion of N415.11 Fall Year II; 2. Concurrent enrollment in N415.11 Clinical Residency; 3. Successful completion of N283C; 4. Or permission of the instructor.
Seminar 3 hours.
A. Chen, K. Duderstadt
Seminar provides students with the opportunity to apply content about complex illness to the primary care setting and prepares students in specialty clinical rotations. Through formal case presentations, discussion and other assignments, students will refine their ability to formulate complex care plans and start to develop other aspects of the Advanced Practice Pediatric Nursing Role.
N283.05. Transitions in Pediatric Illness: Acute Care Seminar. (1) [Spring].
Prerequisites: N245.04A and N415.11. Concurrent enrollment in N415.13A and N414.13 Seminar 20 hours. Web-Based Coursework 10 hours.
M. Lynch
Seminar focuses on the clinical management of sick infants, children, and adolescents during their transitions in illness acuity, necessitating health care in various acute care settings such as emergency departments, subspecialty clinics, and inpatient units. Assessment and triage for children with variable conditions in these settings will be discussed, including the unstable patient, the patient with chronic conditions, and/or the patient requiring pain and sedation management.

Family Health Care Nursing

N283A. Pediatric Physiologic Development. (2) [Fall].
Prerequisites: None
Lecture 3 hours.
M. Lynch
Course addresses organ system function as impacted by developmental needs and system immaturity in the infant, child and adolescent implications for advanced practice pediatric nursing interventions will be addressed in relation to health promotion and illness prevention.

Family Health Care Nursing

N283B. Common Pediatric Pathophysiology & Clinical Management. (2) § [Winter].
Prerequisites: Completion of N283A
Lecture 2 hours.
M. Lynch
Course provides a conceptual approach to examine common pediatric pathophysiologic phenomena observed in varied care giving environments and across the illness continuum. The inter-relationships of human responses, clinical manifestations, and therapeutic interventions will be discussed.

Family Health Care Nursing

N283C. Complex Pediatric Pathophysiology & Clinical Management. (2) § [Fall].
Prerequisites: Successful completion of N283A, N283B
Lecture 2 hours.
M. Lynch
Course provides a conceptual approach to examine complex acute and chronic pediatric pathophysiologic phenomena observed in varied care giving environments in infants, children, and adolescents. The inter-relationships of human responses, clinical manifestations, and therapeutic interventions will be discussed.

Family Health Care Nursing

N283E. Pediatric Acute Care Pathophysiology & Management. (2) § [Fall].
Prerequisites: Concurrent enrollment in N283C-Complex Pediatric Pathophysiology
Lecture 2 hours.
M. Lynch, S. Staveski
Course addresses pathophysiologic phenomena related symptomatology, diagnostic evaluation, differential diagnosis & clinical management for conditions occurring in acutely & critically ill children at risk of death.

Family Health Care Nursing

N283F. Cultural & Ethical Issues in Pediatric End-of-Life Care. (2) § [Spring].
Prerequisites: Concurrent enrollment in N283H Pediatric Palliative Care and/or consent of faculty of record
Lecture 2 hours.
M. Lynch
Course provides an overview of philosophy and ethical principles of pediatric palliative care. Addresses cultural, ethical, and existential issues integral to the care of acutely ill children at risk of dying and their families. Emphasis is placed on the sociocultural context of beliefs and values and ethical principles affecting children, families, and health care professionals.

Family Health Care Nursing

N283G. Complex Clinical Management in Acutely Ill Children. (3) § [Spring].
Prerequisites: Satisfactory completion of N283 E and 283 F
Lecture 3 hours.
M. Lynch, S. Straveski
Course integrates the clinical management of the acutely or critically ill child with ethical & cultural considerations important for children at risk of dying & their families. Emphasis is placed on evaluating empirical research & descriptive literature to guide clinical decision-making towards choosing therapeutic interventions that maximize clinical benefits and minimize adverse responses.

Family Health Care Nursing

N283H. Pediatric Palliative Care. (1) § [Fall].
Prerequisites: Consent of faculty of record
Seminar 30 hours.
E. Davies
Course presents the End-of-Life Nursing Education Consortium (ELNEC) module for Pediatrics training in pediatric end-of-life care. The ELNEC training focuses on pediatric palliative care concepts and teaching strategies.

Family Health Care Nursing

N283I. Pediatric Acute Care Seminar. (1) [Fall].
Prerequisites: None
Seminar 6 hours.
M. Lynch
Course enhances clinical management of acute, chronic and critically ill patients in the pediatric acute care setting through formal case presentations, discussion and other assignments. Seminar will support students to formulate complex therapeutic plans and development of the Acute Care Pediatric Nurse Practitioner role.

Family Health Care Nursing

N283J. Managing Transitions in Pediatric Complex Illness. (2) § [Winter].
Prerequisites: N283.05 or approval by FOR
Seminar 60
M. Lynch
Course provides students with the opportunity to develop & enhance clinical management and care coordination skills essential for attending to physiologic, developmental & psychosocial transitions for infants, children & adolescents with complex health conditions. Application will be across the continuum of pediatric health care settings, including end-of-life.

Family Health Care Nursing

N284. Introduction to Radiology. (1) § [Spring].
Prerequisites: School of Nursing Nurse Practitioner student
B. Newlin
This web-based course provides an overview of radiological terminology and a basic understanding of the use of various diagnostic imaging methods in primary care across the lifespan.

Community Health Systems

N285A. Qualitative Methods I. (5) § [Fall].
Prerequisites: Second-year doctoral student
Field Work 6 hours. Seminar 3 hours.
S. Kools, R. Rehm, J. Shim
Course reviews many of the types of qualitative Research methods, emphasizing assumptions, approaches. Focus on design, entrée, ethics, data-gathering techniques (interviewing, observing), data recording and management. Introduction to data analysis.

Community Health Systems

N285B. Qualitative Methods II. (5) § [Winter].
Prerequisites: N285A and second-year doctoral student
Field Work 6 hours. Seminar 3 hours.
S. Kools
Course compares and contrasts modes of qualitative analysis. Examines issues in establishing plausibility, credibility, and adequacy. Intensive data analysis and examination of the problems of presentation of findings.
with focus on questions of authority and preparation of text.

Community Health Systems

N285C. Interpretive Phenomenology. (2) § [Spring].
Prerequisites: Philosophy courses in Phenomenology (may be acquired outside of UCSF and also with the consent of the instructor), and N285A&B (Qualitative Methods I & II)
Seminar 2 hours.
C. Chesla
Course describes, explains and demonstrates interpretive phenomenological research. Students generate, present and critique interpretive commentaries of shared texts. Readings in interpretive methods and exemplary interpretive research are assigned weekly.
Family Health Care Nursing

N287A. Health Systems Management. (3) § [Fall].
Prerequisites: None
Lecture 3 hours.
M. Fleming
Course examines the external and internal environments of healthcare organizations by utilizing process and strategic analysis models. Course will explore how strategic management impacts the professional work environment and delivery of services. Students will examine the direct impact of strategic positioning on organizational success by applying concepts of strategic management to a case study.
Community Health Systems

N287B. Workforce Management Issues in Health Care. (3) § [Spring].
Prerequisites: None
Lecture 3 hours.
L. Sawyer
Course critically analyzes management and personnel theories relative to employer-employee relations in health organizations. Emphasis is on labor movement, labor legislation and regulation contract negotiations. Conflict resolution and grievance procedures working relationships human capital and development and leadership.
Community Health Systems

N287D. Financial Management. (3) § [Winter].
Prerequisites: None
Web-based course work 9 hours.
M. Fleming
Course provides an introduction to critical analysis and synthesis of economic and accounting principles as they relate to financial management in health care settings. Emphasis is on the nurse manager's role and responsibilities in financial planning, budgeting, monitoring and controlling.
Community Health Systems

N287E. Advanced Financial Management. (2) § [Spring].
Prerequisites: N287D
Lecture 3 hours.
M. Fleming
Course offers financial management concepts including supply/demand models, working capital, financial structures, cost of capital, costing and valuation. Discussions include both financial theory and policy with an emphasis on comparisons of integrated, profit/not for profit, and public/private health systems.
Community Health Systems

N287G. Data Management and Analysis. (4) § [Winter].
Prerequisites: None
Lab 3 hours. Lecture 3 hours.
B. Cooper
Course covers the basic concepts and methods of data management and data analysis, with practical experience in writing a plan for and carrying out a data analysis.
Community Health Systems
N288A. Management of Acutely III/Injured I.  (3) § [Fall].
Prerequisites: Prior or concurrent enrollment in N208A, N208B or consent of instructor
Seminar 3 hours.
P. Koo
Seminar provides a critical analysis of methods used to monitor and manage high risk cardio-pulmonary-renal-neural dysfunction and to promote patient comfort. Through use of case studies, students analyze clinical data from multiple sources, make management decisions, and evaluate treatment outcomes.
Physiological Nursing

N288B. Management of Acutely III/Injured II.  (3) § [Fall].
Prerequisites: Prior or concurrent enrollment in N208A, N208B; prior enrollment in N288A; consent of instructor
Seminar 3 hours.
P. Koo
Seminar provides critical analysis of methods used to monitor and manage life threatening conditions such as sepsis/Multiple Organ Dysfunction Syndrome, oncologic emergencies, and need for resuscitation. Through case studies, students analyze clinical data from multiple sources, make management decisions, and evaluate treatment outcomes.
Physiological Nursing

N288D. Clinical Nurse Specialist Seminar.  (1) § [Fall Winter].
Prerequisites: Enrollment in the Critical Care/Trauma Specialty or by instructor approval
Seminar 1 hour.
L. Mackin
Course introduces advanced practice roles in critical care and trauma settings. The course will review the educational, economic, political, legal, and professional influences on practice outcomes.
Physiological Nursing

N288F. Management of Acute Chronic Illness.  (3) § [Spring].
Prerequisites: None
Lecture 30 hours.
R. Garbez
Course is an introduction to selected complex medical disorders commonly encountered in the inpatient and/or outpatient setting. Advanced pathophysiology, physical assessment, pharmacology and management of selected chronic medical problems will be emphasized through case studies which span from the young adult to the frail elderly.
Physiological Nursing

N289.01. Advanced Methods: Meta-Analysis.  (2) [Spring].
Prerequisites: Completion of first year of doctoral program
Lecture 2 hours.
K. Lee
Course will familiarize students with meta-analysis techniques for conducting integrative research review on a phenomenon of interest. Content includes an overview of meta-analysis techniques, issues, and controversies, steps in conducting a meta-analysis, including effect sizes, and inter-rater reliability.
Family Health Care Nursing

N289A. Advanced Quantitative Research Methods I.  (4) § [Fall].
Prerequisites: N209, N212B, B187, B192 SPSS workshop or completion of SPSS tutorial and consent of instructor
Lab 2 hours. Lecture 3 hours.
A. Alkon, L. Thompson
Course focuses on how research questions are addressed by statistical analytic models. The coursework provides content on analytic techniques, such as, multiple and logistical regression and power estimation with hands-on experience provided through lab exercises in planning, conducting, and interpreting analyses using SPSS.
Family Health Care Nursing
N289B. Advanced Quantitative Research Methods II. (3) § [Winter].
Prerequisites: N209B, N212B, N289A, B187, B192, consent of instructor
Lecture 3 hours.
O. Hong
This second quarter of advanced quantitative nursing research methods focuses on research questions, designs, data collection procedures, and analyses related to longitudinal studies and intervention research. Content is focused on methodological techniques and issues pertaining to investigation of change over time.
Interdepartmental

N290. Family Theory/Research in Health. (3) § [Fall].
Prerequisites: None
Seminar 3 hours.
C. Chesla
Course presents and critiques theoretical perspectives and research approaches dominant in the study of family and health. Compatibility of theories and research approaches are examined.
Family Health Care Nursing

Prerequisites: B192-Intro Linear Models or the equivalent
Lab 3 hours. Lecture 3 hours.
B. Cooper
Introduces advanced methods for correlated observations. Reviews general linear model methods for linear regression and repeated measures (within subjects) analyses, including limitations of GLM regarding correlated and/or missing data. Presents multilevel model as preferred method for analyzing correlated Gaussian data from longitudinal and some hierarchical designs. Introduces generalized estimating equations as additional alternative.
Community Health Systems

N292A. Physiology of Pregnancy. (2) § [Fall].
Prerequisites: Consent of instructor
Project 1 hour.
Course reviews and analyzes advanced physiology and pathophysiology of pregnancy and their impact on the maternal-fetal unit as a basis for nursing practice and research. Emphasis is on reproductive and endocrine systems affecting adaptation and development during pregnancy.
Family Health Care Nursing

N292B. Fetal & Neonatal Risk in Pregnancy. (2) § [Winter].
Prerequisites: None
Lecture 2 hours.
A. Carley
Course addresses fetal and neonatal risks associated with complications of pregnancy. Application of research and clinical outcomes of complex pregnancy and fetal conditions and sequelae are highlighted.
Family Health Care Nursing

N294A. Introduction to Human Genomics. (3) § [Winter].
Prerequisites: None
Lecture 2 hours. Web-based course work 3 hours.
B. Aouizerat
Course focuses on the history of genetics, basic human and molecular genetics, and introduction to genetic variation (SNPs, etc.), patterns of inheritance, multifactorial inheritance and common diseases, influences of gene action and expression, clinical cytogenetics, the Human Genome Project, genetics terminology, and molecular biology laboratory methods.
Physiological Nursing

N294B. Medical Genetics for Nursing. (3) § [Spring].
Prerequisites: N294A or consent of instructor
Lecture 2 hours. Web-based course work 3 hours.
B. Aouizerat
Course addresses the genetic basis of human disease (cardiovascular, oncology, gerontology); genetic screening and diagnosis, ethical, legal and social implications related to genetic information and technology; ethnic, racial and cultural considerations for providing genetic services; and genetic therapeutics, such as, pharmacogenetics, gene therapy, stem cell transplant, enzyme replacement.

Physiological Nursing

**N295A. Care of Older Adults.** (3) § [Fall].

*Prerequisites:* N208A & B or consent of instructor
Lecture 2 hours. Seminar 1 hour.
J. Cataldo
Course focuses on advanced practice nursing of older clients across care settings using case studies, lectures, and discussions. Integrates pathophysiological, pharmacological, psychosocial, and ethical concepts. Critically analyzes evidence-based approaches to assessment and care.

Physiological Nursing

**N295B. Care of Older Adults.** (3) § [Winter].

*Prerequisites:* N208 A & N208 B or consent of instructor
Lecture 2 hours. Seminar 1 hour.
G. Dowling
Course focuses on advanced practice nursing of older clients across care settings using case studies, lectures, and discussions. Integrates pathophysiological, psychosocial, and ethical concepts. Critically analyze evidence-based approaches to assessment and care.

Physiological Nursing

**N295C. Case Studies in Geriatrics.** (3) § [Spring].

*Prerequisites:* N295A, N295B
Lecture 30 hours.
M. Wallhagen
Case studies of complex illness in older adults across settings are analyzed using evidence and problem based approaches to refine critical decision making in clinical case management and pharmacotherapeutics. The use of biopsychosocial theories in geriatrics and gerontology emphasized.

Physiological Nursing

**N295D. Adult-Gero Mental Health Seminar I.** (1) § [Spring].

*Prerequisites:* None
Seminar 30 hours.
L. Mackin, B. Phoenix
Course will provide foundational knowledge across a broad range of cognitive disorders and associated symptoms commonly encountered in adult and older adult populations. Course content and activities will emphasize assessment, differential diagnosis and both pharmacological and non-pharmacological management strategies. Case studies will provide the learner with the opportunity to apply newly acquired knowledge.

Physiological Nursing

**N297. Human Responses to Pain.** (2) § [Winter].

*Prerequisites:* None
Lecture 2 hours.
C. Miaskowski
Course explores research related to physiological, psychological, and social responses to human pain; nursing implications for pain assessment, and management of acute and chronic painful conditions across the life span.

Physiological Nursing

**N298. Thesis or Comprehensive Examination.** (0) § [Fall Winter Spring Summer].

*Prerequisites:* Advancement to candidacy and permission of the graduate advisor
For graduate students engaged in writing the thesis for the masters degree of taking a comprehensive examination required for the masters degree.

Interdepartmental
N299. Dissertation. (0) § [Fall Winter Spring Summer].
Prerequisites: Advancement to candidacy and permission of the graduate advisor
For graduate students engaged in writing the dissertation for the Doctor of Nursing Science (DNS) degree or
Doctor of Philosophy degree.
Interdepartmental

N301.04. Skills Lab. (1) § [Fall Winter Spring].
Prerequisites: None
Conference 1 hour. Lab 2 hours.
B. Phoenix
Course provides a guided laboratory experience designed to develop mastery of advanced skills in psychiatric
mental health nursing assessment.
Community Health Systems

N301.10. Family Nurse Practitioner Skills Lab. (1) § [Fall].
Prerequisites: None
Lab 3 hours.
P. Bernal de Pheils
Guided clinical laboratory experience designed to develop mastery of advanced health assessment skills.
Family Health Care Nursing

N301.11. Advanced Practice Nursing Skills Lab in Pediatrics. (1-2) § [Fall].
Prerequisites: concurrent enrollment in N270 and N270.04
Lab 3-6 hours.
A. Chen, A. Carley
Course provides groundwork for advanced nursing practice health assessment skills and history taking
through practice in both the laboratory and clinical settings with a focus on the pediatric population.
Family Health Care Nursing

N301.12. Neonatal Skills Lab. (1) § [Fall Winter Spring].
Prerequisites: None
Lab 3 hours.
A. Carley
Guided clinical laboratory experience designed to develop mastery of advanced neonatal nurse practitioner
skills.
Family Health Care Nursing

N301.13. Transitions in Pediatric Illness: Acute Skills Application. (0.5-1) [Spring].
Prerequisites: Concurrent enrollment in N415.13A and N283.05 or instructor approval
Lab 15-30 hours.
L. Johnson, M. Lynch
Course provides students with the opportunity to practice clinical management skills for the pediatric patient
requiring assessment and planning for acute diagnostic and therapeutic interventions. Case simulation and
application of concepts in practicing procedural skills will be utilized.
Family Health Care Nursing

N301.15. Midwifery Skills Lab. (1) § [Fall].
Prerequisites: None
Lab 30 hours.
P. Bernal de Pheils
Guided clinical laboratory experience designed to develop mastery of advanced health assessment skills.
Family Health Care Nursing

N301.20A. Acute Care Nurse Practitioner Health Assessment Skills Lab. (1) § [Fall].
Prerequisites: None
Lab 3 hours.
M. Hawk
Course provides an opportunity to apply theory in clinical practice to further develop skills and to extend
clinical expertise in selected aspects of physiological nursing. Guided clinical laboratory experience designed to
develop mastery of advanced skills in areas such as neurological, cardiac, pulmonary and musculoskeletal.

Physiological Nursing

N301.20B. Diagnostics and Therapeutics Skills Lab.  (1)  [Spring].
Prerequisites: None
Lab 3 hours.
M. Hawk
In laboratory sessions and self-paced learning, students will develop psychomotor skills necessary for
performance of invasive procedures, such as suturing, lumbar puncture, central and arterial line insertion,
splinting, radiographic imaging interpretation, difficult airway management and microscopy.
In addition, students will receive didactic content on invasive procedures such as central lines, arterial line,
lumbar puncture, and intubation, utilizing web-based technology.

Physiological Nursing

N301.21. Gerontological Nurse Practitioner Skills Lab.  (1)  §  [Fall].
Prerequisites: None
Seminar 3 hours.
L. Mackin
Guided clinical laboratory experience designed to develop mastery of advanced skills.

Physiological Nursing

N301.24. Oncology-Gerontological Nurse Practitioner Skills Lab.  (1)  §  [Fall].
Prerequisites: None
Lab 30 hours.
L. Mackin
Guided clinical laboratory experience designed to develop mastery of advance skills.

Physiological Nursing

N301.25A. Basic Interpretation of Chest X-Ray Skills Lab.  (2)  §  [Fall Spring Summer].
Prerequisites: None
Lab 60 hours.
C. West
Guided clinical laboratory experience designed to give the nurse practitioner student a basic introduction to
the principles of chest x-ray interpretation.

Physiological Nursing

N301.25B. Clinical Electrocardiography for Nurse Practitioners.  (1)  §  [Spring].
Prerequisites: Concurrent enrollment in N225
Lab 3 hours.
B. Drew
Supervised experience in which students learn to interpret the standard 12 lead electrocardiogram and
understand the implications for clinical decision-making.

Physiological Nursing

N301.27A. Genomics Skills Lab.  (1)  §  [Fall].
Prerequisites: None
Lab 3 hours.
B. Aouizerat
Supervised experience in which students practice procedures or assessment skills relevant to genomics
nursing practice.

Physiological Nursing

N301.27B. History Taking & Pedigree Analysis.  (1)  [Winter].
Prerequisites: None
Lab 1 hours.
C. Brown
Supervised experience in which students will practice the skill of obtaining and analyzing family pedigrees to
identify possible familial predisposition to genetic illness. Students will also explore the role of the pedigree in achieving medical and psychosocial goals. There will be an emphasis on pedigree taking and analysis in specific disease specialties.

Physiological Nursing

N301.28. AGNP Advanced Health Assessment Skills Lab. (1) § [Fall].
Prerequisites: Concurrently taking N270 and N414 Clinical Practicum Lab 30 hours.
Course provides an application of health assessment concepts & skills under the supervision of clinical preceptors. Performance of systematic health assessment of adults leading to a growing ability to differentials between normal and abnormal finds.

Community Health Systems

N414.02A. Occupational and Environmental Health Nursing Program. (0-1) § [Fall].
Prerequisites: N273A
Conference 10-20 hours. Field Work 20-100 hours. D. Drew-Nord
This is a combination of structured and self-directed learning that provides students with two opportunities:
To gain experience in the daily operations of an on-site OEHN service, specifically the management and consultation role functions, including worker’s compensation program management budgeting, regulatory compliance (OSHA standards, recordkeeping, ADA, FMLA) and case management processes/outcomes. 2) Differentiate between evidence-based changes and performance or regulator.

Community Health Systems

N414.02B. Occupational/Environmental Health Program Planning Residency. (0-2) § [Winter].
Prerequisites: N414.02A
Conference 10-30 hours. Field Work 50-210 hours.
D. Drew-Nord
To apply concepts of program development and management within an organization to meet the needs of the workforce. Goal is to develop implement cost and evaluate an occupation health and safety program tailored to the needs and culture of the organization and its implement cost, and evaluate an occupational health and safety program tailored to the needs and culture of the organization and its employees and within the legal ethical and professional practice framework of occupational health nursing. When applicable the program will be devised using the PICO/PDSA process. Prosed programs will be based either on practice, business or regulatory requirements..

Community Health Systems

N414.04. Psychiatric-Mental Health Nursing Clinical Practicum. (1-4) § [Fall Winter Spring Summer].
Prerequisites: None
Clin Exp/Pt Contact 3-12 hours. Conference 3-6 hours.
Course offers a supervised experience in which students learn skills of assessment, interventions and/or management in Psychiatric Mental Health nursing.

Community Health Systems

N414.10. Family Nurse Practitioner Clinical Practicum. (1-4) § [Fall Winter Spring Summer].
Prerequisites: Successful completion of N270 and N301.10
Clin Exp/Pt Contact 3-12 hours.
B. Hollinger
Supervised experience in which students learn skills of assessment, interventions and/or management applicable to family nurse practitioner.

Family Health Care Nursing

N414.11. Advanced Practice Pediatric Nursing Clinical Practicum. (.5-1) § [Fall].
Prerequisites: Concurrent registration in N301.11A, N245.04, and N270.04
Clin Exp/Pt Contact 15-30 hours.
A. Chen
Course serves as the introduction to Advanced Practice Pediatric Nursing (APPN) clinical experience. Students will observe and participate in select practicum experiences, under the guidance of their clinical faculty and/or preceptors. The experiences will involve care of newborn through adolescent in inpatient, outpatient, and/or
N414.12A. Neonatal Practicum in Intermediate Care. (1-4) § [Fall Winter].
Prerequisites: None
Clin Exp/ Pt Contact 30-120 hours.
A. Carley
Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to neonatal nurse practitioner.

N414.12B. Neonatal Practicum in Transitional Care. (1-4) § [Spring].
Prerequisites: None
Clin Exp/ Pt Contact 30-120 hours.
M. Lynch
Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to neonatal nurse practitioner.

N414.14. Perinatal Clinical Nurse Specialist Clinical Practicum. (1-4) [Fall Winter Spring Summer].
Prerequisites: Successful completion of first quarter of advanced practice nursing specialty curricula (Health Assessment, Theory)
Clin Exp/ Pt Contact 3-12 hours.
A. Lyndon
Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to perinatal clinical nurse specialist practice.

N414.15A. Antepartum Clinical Practicum. (1-4) § [Fall Winter Spring].
Prerequisites: None
Clin Exp/ Pt Contact 3-12 hours.
R. Kaplan
Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to midwifery and women's health practice.

N414.15B. Intrapartum Clinical Practicum. (1-4) § [Winter Spring Summer].
Prerequisites: None
Clin Exp/ Pt Contact 3-12 hours.
D. Anderson
Supervised experience in which students learn skills of assessment, interventions and/or management applicable to midwifery and women's health practice.

N414.15C. Newborn Clinical Practicum. (1-4) [Fall].
Prerequisites: Consent of instructor
Clin Exp/ Pt Contact 30-120 hours.
C. Belew
Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to midwifery and women's health practice.

N414.15D. Gynecology Clinical Practicum. (1-4) § [Fall Winter Spring Summer].
Prerequisites: Successful completion of N259.01 and N259.04
Clin Exp/ Pt Contact 3-12 hours.
C. Belew
Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to midwifery practice.
N414.15E. Antepartum Clinical Practicum: Centering Pregnancy.  (1-4) § [Fall Winter Spring].
  Prerequisites: Successful completion of N414.15A
  Clin Exp/Pt Contact 3-12 hours.
  R. Kaplan
  Supervised experience in which students learn skills of assessment, intervention, and/or management applicable to midwifery and women's health practice.
  Family Health Care Nursing

N414.15F. Advanced Nurse-Midwifery Simulation and Intrapartum Clinical.  (1-5) [Winter Spring Summer].
  Prerequisites: Successful completion of N414.15A or equivalent
  Clin Exp/Pt Contact 3-12 hours.
  D. Anderson
  The course provides intrapartum and postpartum simulation sessions and supervised clinical experiences in which students learn skills of assessment, interventions, and management of advanced topics in maternity and women's health care.
  Family Health Care Nursing

N414.15G. Advanced Antepartum Clinical Practicum.  (1.5) [Fall Winter Spring Summer].
  Prerequisites: N414.15A
  Clin Exp 45 hours.
  R. Kaplan
  Opportunity to apply antepartum theory in advanced clinical practice and to further develop management skills and expertise in guided clinical experience under the supervision of a clinical preceptor.
  Family Health Care Nursing

N414.16. Neonatal/Pediatric Clinical Nurse Specialist Clinical Practicum.  (1-4) § [Fall Winter Spring Summer].
  Prerequisites: None
  Clin Exp/Pt Contact 3-6 hours. Conference 3-6 hours.
  A. Carley
  Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to neonatal/pediatric clinical nurse specialist practice.
  Family Health Care Nursing

N414.20A. Acute Care Nurse Practitioner Clinical Practicum.  (1) § [Fall Summer].
  Prerequisites: None
  Clin Exp/Pt Contact 3 hours.
  M. Hawk
  Course provides application of health assessment concepts and skills under supervision of clinical preceptors. Performance of systematic health assessment of healthy adults, and/or adults with stable acute or chronic illness. Development of an increasing ability to differentiate between normal and abnormal findings. Beginning development of the role of Acute Care Nurse Practitioner with emphasis on the collaborative relationship and the continuum of care from primary to tertiary setting.
  Physiological Nursing

N414.20B. Acute Care Nurse Practitioner Clinical Practicum.  (2) § [Winter Summer].
  Prerequisites: Completion of N301.20 and N414.20A
  Clin Exp/Pt Contact 6 hours.
  R. Garbez
  Clinical experiences focus on the advancement of history and physical examination skills while acquiring proficiency in developing health promotion and maintenance plans for stable, hospitalized adults using clinical decision-making models.
  Physiological Nursing

N414.20C. Acute Care Nurse Practitioner Clinical Practicum.  (2) § [Spring].
  Prerequisites: Completion of N414.20B
  Clin Exp/Pt Contact 6 hours.
  M. Hawk
Clinical experiences focus on the episodic and/or chronic health needs to hospitalized adults. They will emphasize diagnosis and management of chronic illness, e.g., diabetes, coronary artery disease, COPD, GI and GU problems and infectious diseases.

**Physiological Nursing**

**N414.20D. Acute Care Nurse Practitioner Clinical Practicum.**  (4)  [Fall].

*Prerequisites:* Completion of N301.20A, N414.20A

M. Hawk

Clinical experiences focus on the episodic and/or chronic health needs of hospitalized adults and will emphasize diagnosis and management of chronic illness.

**Physiological Nursing**

**N414.20E. Emergency Pediatric Advanced Practice Practicum.**  (2)  [Winter].

*Prerequisites:* Successful completion of PALS or ENPC prior to beginning the clinical component

R. Garbez

Clinical experiences focused on assessment of pediatric patients in the emergency department with emphasis on acquiring knowledge and skills in advanced history and physical examination skills, pathophysiology, pharmacology and therapeutic interventions.

**Physiological Nursing**

**N414.21. Gerontological Nurse Practitioner Clinical Practicum.**  (1-4)  [Fall Winter Spring Summer].

*Prerequisites:* Completion of N301.21-Gerontological Nurse Practitioner Skills Lab.

L. Mackin

Supervised experience in which students learn skills of assessment, interventions, and/or management.

**Physiological Nursing**

**N414.22. Gerontological Nursing Clinical Practicum.**  (1-4)  [Fall Winter Spring Summer].

*Prerequisites:* None

L. Mackin

Supervised experiences in which students learn skills of assessment, interventions, and/or management.

**Physiological Nursing**

**N414.23. Oncology Clinical Practicum.**  (1-4)  [Fall Winter Spring Summer].

*Prerequisites:* Completion of N270, N414.23

Supervised experience in which students learn skills of assessment, interventions, and/or management.

**Physiological Nursing**

**N414.25A. Basic Interpretation of Chest X-Ray Skills Lab.**  (2)  [Fall Spring].

*Prerequisites:* None

C. West

Guided clinical laboratory experience designed to give the nurse practitioner student a basic introduction to the principles of chest x-ray interpretation.

**Physiological Nursing**

**N414.25B. Clinical Electrocardiography.**  (1)  [Spring].

*Prerequisites:* Concurrent enrollment in N225 Lab 3 hours.
B. Drew  
Supervised experience in which students learn to interpret the standard 12 lead electrocardiogram and understand the implication for clinical decision making.  

*Physiological Nursing*

**N414.26. Clinical Practicum (Introduction to CV Diagnostics).**  (1-4) § [Fall Winter Spring Summer].  
*Prerequisites:* None  
Clin Exp/Pt Contact 3-12 hours.  
Supervised experience in which students learn skills of assessment, interventions, and/or management.  
*Physiological Nursing*

**N414.27A. Genomics Clinical Practicum.**  (1) § [Fall].  
*Prerequisites:* None  
Clin Exp/Pt Contact 3 hours.  
B. Aouizerat  
Supervised experience in which students learn skills of assessment, interventions, and/or management.  
*Physiological Nursing*

**N414.27B. Practicum in Family History Taking & Pedigree Analysis.**  (1-4) § [Fall].  
*Prerequisites:* None  
Lab 1 hour.  
B. Aouizerat  
Supervised experience in which students learn skills of assessment, interventions and/or management.  
*Physiological Nursing*

**N414.28. AGNP Clinical Practicum.**  (1-2) § [Fall Winter].  
*Prerequisites:* N301.01  
Clin Exp 3-6 hours.  
This course provides students a supervised clinical experience in adult primary care in which students learn and apply advanced health assessment skills health maintenance concepts and the assessment and management of identified client health care maintenance needs.  
*Community Health Systems*

**N415.01A. Adult Nurse Practitioner Primary Care Residency.**  (1-6) § [Spring Summer].  
*Prerequisites:* N301.01, N414.01  
Clin Exp/Pt Contact 30-180 hours.  
This primary care residency offers the Adult Nurse Practitioner student an opportunity to develop problem-specific history taking and physical examination skills. Residency focuses on clients presenting with episodic illness(es), assessment and formulation of a differential diagnosis for the presenting complaint and consultation with the clinical preceptor in developing a treatment plan for the presenting complaint as well as appropriate health care maintenance.  
*Community Health Systems*

**N415.01B. Adult Primary Care Clinical Residency.**  (1-12) § [Fall Winter Spring Summer].  
*Prerequisites:* N301.01, N270, N232, N245, N245.01, N414.01, N246, N246.01, N415.01A  
Clin Exp/Pt Contact 3-36 hours.  
Course offers opportunities to apply and evaluate theories, concepts, and skills in primary care with the supervision of a physician and/or nurse preceptor. Emphasis is upon development of the nurse practitioner role; clinical practice focuses on health assessment and health maintenance care of the adult who is: primarily well, presenting with self-limiting illness, or in a relatively stable phase of chronic illness or at risk for occupationally related problems.  
*Community Health Systems*

**N415.03. Advanced Practice Public Health Nursing Residency.**  (2-12) § [Fall Winter Spring Summer].  
*Prerequisites:* Epidemiology 190, N215, N234. Exceptions may be made with instructor approval  
Field Work 6-36 hours.  
The residency provides students with the opportunity to apply and evaluate theories, concepts, and skills in a community/public health setting under the supervision of a preceptor. Residency focuses on role development
as an advanced practice community/public health specialist through engagement in one of three learning projects: 1) conducting a community/public health-focused project; 2) design and complete a policy analysis project; or 3) design and completion of a research project.

Community Health Systems

N415.04. Clinical Residency in Psychiatric-Mental Health Nursing.  (2-12) §  [Fall Winter Spring Summer]
Prerequisites: N257, N227
Clin Exp/Pt Contact 3-36 hours. Conference 6-36 hours.
Course integrates scientific knowledge and clinical practice to develop advanced diagnostic, clinical decision making, and direct care skills in advanced practice psychiatric-mental health nursing. Includes application/integration of research, consultation, and clinical leadership as appropriate.

Community Health Systems

N415.10. Family Nurse Practitioner Clinical Residency.  (2-12) §  [Fall Winter Spring Summer]
Prerequisites: Successful completion of N270 and N301.10
Clin Exp/Pt Contact 3-36 hours.
B. Hollinger
Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced diagnostic clinical decision making and hands-on clinical skills in family nurse practitioner specialty. Includes application/integration of research, consultation, and clinical leadership as appropriate.

Family Health Care Nursing

N415.11. Advanced Practice Nursing Clinical Residency in Pediatrics.  (2-12) §  [Fall Winter Spring Summer]
Prerequisites: Successful completion of N301.11
Clin Exp/Pt Contact 6-36 hours.
A. Chen
Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced assessment and diagnostic, clinical decision making, and hands-on clinical skills in the pediatric nurse practitioner specialty. Includes application/integration of research, consultation, and clinical leadership as appropriate.

Family Health Care Nursing

N415.12. Neonatal Nurse Practitioner Clinical Residency.  (2-12) §  [Fall Winter Spring Summer]
Prerequisites: Successful completion of N301.12 or consent of instructor
Clin Exp/Pt Contact 6-36 hours.
A. Carley
Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced assessment and diagnostic, clinical decision making, and hands-on clinical skills in the neonatal nurse practitioner specialty. Includes application/integration of research, consultation, and clinical leadership as appropriate.

Family Health Care Nursing

N415.13A. Pediatric Transitional Care Clinical Residency.  (3)  [Spring Summer]
Prerequisites: N415.11. Concurrent enrollment in ACPNP Chronic Seminar or permission of the instructor
Clin Exp/Pt Contact 90 hours.
M. Lynch
Opportunity in which the student integrates scientific knowledge and clinical practice to develop emerging advanced assessment, diagnostic, and clinical management skills in pediatric specialty/chronic care outpatient practice settings, under the supervision of a clinical preceptor. Focus is on detailed data gathering, refinement of physical exam skills, and development of a problem list in the child with a chronic condition.

Family Health Care Nursing

N415.13B. Acute Care Pediatric Nursing Practitioner Clinical Residency.  (2-6)  [Fall Winter Spring Summer]
Prerequisites: N415.13A.
Clin Exp/Pt Contact 12-18 hours.
M. Lynch, S. Staveski
Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced assessment, diagnostic and clinical management skills, including clinical procedures, in pediatric acute and/or
critical care practice settings, under the supervision of a clinical preceptor. Progression in competency is expected over the three quarters of this course in all areas.

Family Health Care Nursing

N415.14. Perinatal Clinical Nurse Specialist Clinical Residency. (2-12) § [Fall Winter Spring Summer].
Prerequisites: Successful completion of first two quarters of advanced practice nursing specialty curricula (Health Assessment, Theory, Human Pathophysiology and Aging, Pharmacology, Research)
Clin Exp/Pt Contact 6-36 hours.
A. Lyndon
Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced assessment and diagnostic, clinical decision making, and hands-on-clinical skills in perinatal clinical nurse specialist practice. Includes application/integration of research, consultation and clinical leadership as appropriate.
Family Health Care Nursing

N415.15. Nurse-Midwifery and Women’s Health Clinical Residency. (2-12) § [Fall Winter Spring Summer].
Prerequisites: Consent of instructor
Clin Exp/Pt Contact 60-210 hours. Lab 0-150 hours
R. Kaplan
Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced diagnostic, clinical decision making, and hands-on-clinical skills in the selected clinical practice. Includes application/integration of research, consultation, and clinical leadership as appropriate.
Family Health Care Nursing

N415.16. Neonatal/Pediatrics Clinical Nurse Specialist Clinical Residency. (2-12) § [Fall Winter Spring Summer].
Prerequisites: Successful completion of N301.12 or consent of instructor
Clin Exp/Pt Contact 6-36 hours.
A. Carley
Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced assessment and diagnostic, clinical decision making, and hands-on-clinical skills in neonatal/pediatrics clinical nurse specialist specialty. Includes application/integration of research, consultation, and clinical leadership as appropriate.
Family Health Care Nursing

N415.20A. Acute Care Nurse Practitioner Clinical Residency. (3) § [Fall].
Prerequisites: Completion of N301.20. Satisfactory completion of N414.20A
Clin Exp/Pt Contact 9 hours.
R. Garbez
Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced diagnostic, clinical decision making, and hands-on-clinical skills in acute care nurse practitioner practice settings. Includes application and integration of research, consultation, and clinical leadership as appropriate.
Physiological Nursing

N415.20B. Acute Care Nurse Practitioner Clinical Residency. (3) § [Winter].
Prerequisites: Completion of N415.20A; satisfactory completion of Acute Care Nurse Practitioner Clinical Residency
Clin Exp/Pt Contact 9 hours.
R. Bravo
Clinical experiences focus on the advancement of history and physical examination skills while acquiring proficiency in developing health promotion and maintenance plans for stable, hospitalized adults using clinical decision-making models.
Physiological Nursing

N415.20C. Acute Care Nurse Practitioner Clinical Residency. (8) § [Spring].
Prerequisites: N415.20B or N414.20B
Clin Exp/Pt Contact 24 hours.
R. Garbez
Culminating clinical experience in the role of the Acute Care Nurse Practitioner (ACNP), with emphasis on student's specialty interest such as cardiopulmonary, critical care, or Emergency Department/Trauma. Emphasizes the ACNP as principal provider of care, with a designated team, for a specific patient care environment or a specific population. Focus is on the development of the nurse practitioner in an acute care setting, emphasizing detailed data gathering, and refinement of physical examination skills.

**Physiological Nursing**

N415.20D. **Acute Care Nurse Practitioner Clinical Residency.** (2-12) § [Winter Spring Summer].

*Prerequisites:* N415.20C
Clin Exp/Pt Contact 6-36 hours.
R. Bravo

Culminating clinical experience in the role of the Acute Care Nurse Practitioner (ACNP), with emphasis on student's specialty interest such as cardiopulmonary, critical care, or Emergency Department/Trauma. Emphasizes the ACNP as principal provider of care, with a designated team, for a specific patient care environment or a specific population. Focus is on the development of the nurse practitioner in an acute care setting, emphasizing detailed data gathering, and refinement of physical examination skills.

**Physiological Nursing**

N415.21. **Gerontological Nurse Practitioner Clinical Residency.** (2-12) § [Fall Winter Spring Summer].

*Prerequisites:* Completion of N301.21, N414.21
Clin Exp/Pt Contact 6-36 hours
L. Mackin

Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced diagnostic, clinical decision making, and hands-on clinical skills in the selected Gerontological Nurse Practitioner specialty. Includes application/integration of research, consultation, and clinical leadership as appropriate.

**Physiological Nursing**

N415.22. **Gerontological Nursing Clinical Residency.** (2-12) § [Fall Winter Spring Summer].

*Prerequisites:* Completion of N301.21 and N414.21
Clin Exp/Pt Contact 6-36 hours.
L. Mackin

Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced diagnostic, clinical decision making, and hands-on clinical skills in the selected (clinical) specialty. Includes application/integration of research, consultation and clinical leadership as appropriate.

**Physiological Nursing**

N415.23. **Oncology Clinical Residency.** (2-12) § [Fall Winter Spring].

*Prerequisites:* Completion of N414.23
Clin Exp/Pt Contact 6-36 hours.
T. Koetters

Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced diagnostic, clinical decision making, and hands-on clinical skills in the Oncology specialty. Includes application/integration of research, consultation, and clinical leadership as appropriate.

**Physiological Nursing**

N415.25. **Critical Care/Trauma Clinical Residency.** (4-12) § [Fall Winter Spring Summer].

*Prerequisites:* None
Clin Exp/Pt Contact 12-36 hours.

Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced diagnostic, clinical decision making, and hands-on clinical skills in Critical Care/Trauma specialty. Includes application/integration of research, consultation, and clinical leadership as appropriate.

**Physiological Nursing**

N415.26. **Cardiovascular Clinical Residency.** (2-12) § [Fall Winter Spring Summer].

*Prerequisites:* N216A
Clin Exp/Pt Contact 6-36 hours.

Opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced
diagnostic, clinical decision making, and hands-on clinical skills in cardiovascular specialty. Includes application/integration of research, consultation, and clinical leadership as appropriate.

*Physiological Nursing*

N415.28A. Adult Gerontology Nurse Practitioner Residency. (1-3) [Spring Summer].

**Prerequisites:** Must be concurrently enrolled N245B and N246 or with consent of instructor.

Clin Exp 30-90


Course provides clinical residency experience supervised by an NP or MD with an Adult Gerontology population. Students will refine history any physical examination skills, oral presentations and develop differential diagnoses and a plan of care for patients presenting with problem specific symptoms and/or health related issues.

*Community Health Systems*

N434. Teaching Residency. (4-12) § [Fall Winter Spring Summer].

**Prerequisites:** Consent of instructor

Lab 12-36 hours.

Course provides the opportunity to apply & evaluate theories, concepts, and skills in the work setting under the supervision of a preceptor.

*Interdepartmental*

N436. Teaching Practicum. (1-8) § [Fall Winter Spring Summer].

**Prerequisites:** Consent of instructor

Lab 3-24 hours.

Course provides supervised practice in selected components of the teaching role in nursing.

*Interdepartmental*

N445. System Intervention in Pediatric Nursing. (2) § [Spring].

**Prerequisites:** Concurrent enrollment in N404.02

Clin Exp/Pt Contact 6 hours.

J. Chen

Clinical experience focuses on program/process/practice assessment, planning, and intervention in (a) pediatric specialty setting(s) to improve client care processes within the setting and/or across setting boundaries.

*Family Health Care Nursing*

N467. Teaching Residency. (1-3) § [Fall Winter Spring Summer].

**Prerequisites:** Admission to doctoral study & consent of advisor

Lab 3 hours.

Course offers students an opportunity to engage in teaching with selected faculty.

*Interdepartmental*

N470. Administration Residency. (2-12) § [Fall Winter Spring Summer].

**Prerequisites:** Completion of N287A, B, & D, each with a grade of B or higher and consent of instructor

Lab 6-30 hours.

L. Sawyer

Course provides an opportunity to apply & evaluate theories, concepts, & skills in the work setting under the supervision of a preceptor.

*Community Health Systems*

N471. Practicum in Health Policy. (1-8) § [Fall Winter Spring Summer].

**Prerequisites:** N253, N262A, S228

Lab 3-24 hours.

Course provides the opportunity to learn hands-on policy & research analysis working with faculty on a policy or research project. Guided laboratory experience is designed to develop mastery in policy analysis or research.

*Social & Behavioral Sciences*
N472. Health Policy Residency. (2-8) § [Fall Winter Spring Summer].
Prerequisites: N253, N262A, S228
Lab 6-24 hours.
Course provides the opportunity to apply & evaluate policy theories, concepts, and skills in health policy under the supervision of a health policy faculty member or preceptor in a health policy setting.

Social & Behavioral Sciences
Nutrition Courses

Nutr. 218. Nutrition Principles Across the Life Span. (2) § [Fall Winter].
Prerequisites: None
Project 3 hours. Web-based course work 3 hours.
K. Clark
Course covers nutrition principles in health promotion and treatment of disease across the life span. It emphasizes the clinical challenges of conveying nutrition information to patients in the advanced practice setting and explores the most effective techniques for successful counseling.

Nutrition - Family Health Care Nursing
Sociology Courses

S201. Violence as a Health Problem in the United States. (2-4) § [Winter Spring].
Prerequisites: None
Lab 0-6 hours. Lecture 2 hours.
H. Pinderhughes
Class explores scope and etiology of violence in the United States. Discussion includes the links between different types of violence, examination of competing theoretical approaches to explain the causes of violence and different policy approaches to resolve and prevent violence.
Social & Behavioral Sciences

S202. Future of Health & Health Care. (2) § [Spring].
Prerequisites: None
Lecture 1 hour. Seminar 1 hour.
A. Gardner
Course provides an overview of the Futures” field, including key history, theory and practice. Course content will review tools that futurists use to envision the future(s). Students will engage in weekly discussions of the readings, with an emphasis on visions of the future, and apply futures concepts to develop alternative scenarios. 
Social & Behavioral Sciences

S204. Global & Local Health Disparities & Inequalities. (3) § [Spring].
Prerequisites: None
Lecture 1 hour. Seminar 2 hours.
S. Dworkin
An interdisciplinary course to examine the confluence of factors (including the impact of social, economic, and political systems, culture, war, and race, class, gender, and sexuality inequity) that create and sustain the conditions leading to disparities in health status and health care both domestically and globally. There is special emphasis on the ways in which structural violence shape the experience of life, death, health, and hardship for individuals around the world.
Social & Behavioral Sciences

S206. Corporate Influences on Health & Health Care. (2-3) § [Fall].
Prerequisites: None
Field Work 30 hours. Lecture 20 hours.
S. Anderson
Course examines the positive and negative contributions of corporate entities to health, health care and health policy within the U.S. and globally, focusing on developing critical thinking and policy analysis skills related to system-level structural-economic factors that influence health, includes content from research and theoretical literature related to corporate personhood, rights, responsibilities and accountability and its application to health policy and ethics discourse.
Social & Behavioral Sciences

S207. Sociology of Health and Medicine. (2-4) § [Fall].
Prerequisites: None
Lab 3 hours. Seminar 9 hours.
J. Shim
Course introduces student to classical perspectives in medical sociology and development of a critical perspective in the field to serve as a foundation for independent and advanced study in medical sociology.
Social & Behavioral Sciences

S208. Social Psychology of Health & Illness. (2-4) § [Winter].
Prerequisites: None
Seminar 9 hours. Project 3 hours.
H. Pinderhughes
Course examines the relationship of social class, ethnic identification, group membership, family structure, occupation and lifestyle, to health and illness, and therapeutic interaction of laypersons and health
professionals.

Social & Behavioral Sciences

S210. Proseminar in Health Policy. (1) § [Fall Winter].

Prerequisites: None
Seminar 1 hour.
S. Anderson
Seminar to extend knowledge of the varied scope of health policy research and analysis. The focus will be on specific policy research, analysis and implementation strategies.

Social & Behavioral Sciences

S211. Information Systems, Organizational Change & Health Policy. (2-3) § [Spring].

Prerequisites: S262 or S225 or Biomedical Informatics 200 or consent of instructor.
Seminar 2 hours.
R. Miller
The course examines electronic medical records (EMRs) in health care organizations, focusing on: EMR capabilities, use, costs and benefits; factors affecting costs and benefits; theories of innovation diffusion; the relationship between IT and organizational changes; EMR health policy options.

Social & Behavioral Sciences

S212A. Sociological Theory: Classical. (5) § [Fall].

Prerequisites: Doctoral students’ only
Lab 9 hours. Lecture 2 hours.
C. Chaufan
Course examines and evaluates classical and recent contributions to sociological theory. The main objective is the generation of a critical capacity with respect to received theory in both its formal and substantive varieties.

Social & Behavioral Sciences

S212B. Sociological Theory: Contemporary. (5) § [Winter Spring].

Prerequisites: S212A and must be a doctoral student
Lecture 2 hours. Library 9 hours.
J. Shim
Course examines and evaluates contemporary contributions to sociological theory. The main objective is the generation of a critical capacity with respect to received theory in both its formal and substantive varieties.

Social & Behavioral Sciences

S212C. Sociological Theory: Symbolic Interactionism. (5) § [Winter Spring].

Prerequisites: S212A and B or permission of the instructor.
Lecture 2 hours. Library 9 hours.
A. Clarke
Course consists of readings and discussions on interactions theory in sociology, with emphasis on the origins and development of the Chicago School of Sociology, as well as an examination of the link between philosophy of pragmatism and interactionism.

Social & Behavioral Sciences

S219. Social Policy in Aging. (2-3) § [Spring].

Prerequisites: None
Lecture 2 hours. Lab 0-6 hours. Project 0-3 hours.
B. Hollister
Course will expose students to a range of conceptual perspectives from the social & policy sciences on the subject of aging and social policy, including theories of aging, retirement policy, ideologies of approaches to aging policies, income security policies, health care and long-term care policies, disability issues, and aging and diversity, as well as future issues related to social policy in aging. The course focuses primarily, but not exclusively, on aging in the United States.

Social & Behavioral Sciences

S221. Qualifying Examination. (1-8) § [Fall Winter Spring Summer].

Prerequisites: Completion of preliminary examinations.
Lab 3-24 hours.
Course will offer preparation for the specialty area qualifying examination.

Social & Behavioral Sciences

S223. Perspectives on Public Policy. (3) § [Fall Winter Spring].
Prerequisites: Consent of instructor.
Lab 3 hours. Lecture 2 hours.
H. Pinderhughes
Course offers systematic overview of health policy in American government - its scope, dynamics and conceptual and practical dilemmas. Students will become acquainted with major issues involved in formulating, financing, implementing, and assessing patterns of decision (i.e. policy) established by government.

Social & Behavioral Sciences

S225. Organizational Analysis of United States Healthcare. (4) [Spring].
Prerequisites: None
Lecture 20 hours Seminar 20 hours.
M. Wang, S. Chapman
Develops capacity to understand and conduct systematic research on health care organizations. Covers the major theoretical perspectives on organizations: contingency theory, resource dependency, organizational ecology, institutional theory, networks, strategic management, and economic perspectives. Perspectives are considered in the context of studies of health care organizations including: hospitals, HMOs, mental health agencies, nursing homes, biotech firms, and academic health centers.

Social & Behavioral Sciences

Prerequisites: Successful completion of UCSF S225 or similar introduction to organizational analysis of healthcare.
Lab 1 hour. Project 3 hours.
This seminar allows those who have completed an introductory course in organizational analysis to extend their capacity to conduct theory-based research in healthcare settings. The seminar considers recent applications of theoretical perspectives such as institutional theory and participants develop an analytical framework for a research project of their choice using: a generic model, the weekly reading, and class discussion.

Social & Behavioral Sciences

S233. Sociology of Aging. (2-3) § [Spring].
Prerequisites: None
Lecture 2 hours. Project 0-3 hours.
B. Hollister
Course examines the sociology of aging including a review of theoretical perspectives, current, and historical trends in aging, factors related to aging process, effects of aging on individuals and families, and formal and informal service systems for an aging population.

Social & Behavioral Sciences

S235. Tobacco Control Policy Issues. (1-3) § [Fall].
Prerequisites: None
Lecture 1 hour. Project 3 hours. Seminar 2 hours.
E. Smith
Course focuses on issues and evolution of tobacco control policies in the US and internationally. Lectures and readings in the history of tobacco control will prepare students to engage in weekly discussions and case studies of particular tobacco control policies.

Social & Behavioral Sciences

S236. Race/Class Factors in Health Care Delivery. (3) § [Fall].
Prerequisites: Consent of instructor.
Lab 3 hours. Lecture 2 hours.
H. Pinderhughes, J. Shim
Course examines racial and class membership impact on access to health care services, variations in the quality of those services, how professional and sub professional roles in the health care system are organized along racial and class lines.

**Social & Behavioral Sciences**

**S238. Feminist Theory.** (2-4) § [Fall Winter Spring].

Prerequisites: Some background in social theory.
Field Work 0-6 hours. Lecture 2 hours.
S. Dworkin
Course provides in-depth overview and examination of 20th-century feminist theories from sociology, anthropology, and interdisciplinary perspectives. Emphasis is on current contributions and debates, with attention to relations between feminist theories and issues for research in women’s health and healing.

**Social & Behavioral Sciences**

**S245. Gender, Race & Coloniality & ST&MS.** (3) § [Spring].

Prerequisites: None
Seminar 3 hours.
A. Clarke
Course is a study of historical & contemporary issues in the social construction of biological & medical sciences, epistemological problems, and feminist perspectives. Focus is on impact of gender on scientific work & includes scientific constructions of gender and women’s careers in science.

**Social & Behavioral Sciences**

**S246. Communications & Policy Leadership.** (3) § [Winter].

Prerequisites: None
Lecture 1 hour. Seminar 6 hours. Project 3 hours.
S. Chapman
Course focuses on developing students’ skills in various types of policy-relevant communications & leadership across different policy venues.

**Social & Behavioral Sciences**

**S248. Group Independent Study.** (1-4) § [Fall Winter Spring].

Prerequisites: Consent of instructor
Seminar 1-4 hours.
Groups of two or more students select special problems to investigate on a collaborative basis. These studies may be conducted through readings, the collection or analysis of empirical data, or the development of conceptual analysis or of methodologies.

**Social & Behavioral Sciences**

**S249. Individual Independent Study.** (1-8) § [Fall Winter Spring].

Prerequisites: Consent of instructor
Project 3-24 hours.
Students select special problems to investigate on an individual or collaborative basis. These studies may be conducted through readings, the collection or analysis of empirical data, or the development of conceptual analysis or of methodologies.

**Social & Behavioral Sciences**

**S260. Policy & Politics of Health.** (2-5) § [Fall Winter Spring].

Prerequisites: None
Field Work 0-9 hours. Lecture 2 hours.
S. Dworkin
Course examines health care policy & politics in terms of historical & contemporary issues related to access, quality and cost. Organizational, financing and labor market issues are included, along with strategies for social change.

**Social & Behavioral Sciences**

**S272. Dissertation Research Seminar.** (1-3) § [Fall Winter Spring].

Prerequisites: None
Lab 0-6 hours. Seminar 1 hour.
S. Kaufman
Course addresses logic of research design & execution for students. Clarification of research question, delineation of work plan and orientation to relevant theoretical literature or empirical data available.

Social & Behavioral Sciences

S282. Sociology of Science/Technology.  (2-4) § [Winter Spring].
Prerequisites: None
Lab 0-6 hours. Seminar 2 hours.
A. Clarke
Offered in alternate years. Course examines early functionalist & Marxist theories, Kuhn's work, social constructionist, ethno-methodological, interactions, neo-functionalist, critical, & neo-Marxist perspectives. Focuses on laboratory, controversy, technological, & representational studies & organization & funding. Links history & philosophy.

Social & Behavioral Sciences

S284. Health Care Economics.  (4) [Winter].
Prerequisites: None
Project 3 hours. Seminar 3 hours.
W. Max
Course examines basic economic theory as applied to the health care sector. This will include the structure of health care service & labor markets & the analysis of critical economic & cost issues relevant to public policy

Social & Behavioral Sciences

S285A. Qualitative Methods I.  (5) § [Fall].
Prerequisites: Second-year doctoral students
Field Work 6 hours. Seminar 3 hours.
H. Pinderhughes, S. Kools
Course reviews many of the types of qualitative research methods, emphasizing assumptions, approaches. Focus on design, entrée, ethics, data-gathering techniques (interviewing, observing), data recording & management. Introduction to data analysis.

Social & Behavioral Sciences

S285B. Qualitative Methods II: Analysis.  (5) § [Winter].
Prerequisites: N285A/S285A and second–year doctoral students
Field Work 6 hours. Seminar 3 hours.
H. Pinderhughes, R. Rehm, J. Shim
Course compares & contrasts modes of qualitative analysis. Examines issues in establishing plausibility, credibility, and adequacy. Intensive data analysis & examination of the problems of presentation of findings with focus on questions of authority & preparation of text.

Social & Behavioral Sciences

S286. Gender, Sex & Health.  (2-4) § [Spring].
Prerequisites: None
Field Work 0-6 hours. Lecture 2 hours.
A. Clarke
Course examines women's participation in formal/informal health & healing systems, emphasizing health problems, recruitment to health professions, images of women in health & illness, & women as providers. Health issues of women of color in the U.S. are highlighted.

Social & Behavioral Sciences

S289A. Advanced Quantitative Research Methods I.  (4) [Fall].
Prerequisites: B187 & N209 & N212 or equivalent
Lecture 5 hours.
Z. Simmer
Course addresses theoretical basis of advanced quantitative methods. Fundamental issues of causality, and design issues pertinent to causality are addressed using randomized clinical trials as models for experimental
designs. Methods of sampling & issues in data collection & measurement are explored.
Social & Behavioral Sciences

S289B. Advanced Quantitative Research Methods II.  (5) § [Winter].
Prerequisites: N287A and Doctoral Students Only or equivalent
Lecture 5 hours.
Z. Zimmer, S. Dworkin
The second course in a two-quarter series provides a practical understanding of the statistical procedures including logistic regression, repeated measures, survival analysis, latent variables & structural equation modeling, & cost effectiveness analysis. Attention is given to how & when to use each, & how to diagnose & adjust to violations of the functional form & other assumptions of these procedures, & how to interpret computer output.
Social & Behavioral Sciences

S299. Dissertation.  (0) § [Fall Winter Spring Summer].
Prerequisites: Advancement to candidacy & permission of the graduate advisor
Lecture 0 hours.
For graduate student engaged in writing the dissertation for the PhD degree
Social & Behavioral Sciences
Faculty

For the most up-to-date information, please visit the School of Nursing online at http://nursing.ucsf.edu (website).
Administration

David Vlahov, PhD, RN
Dean and Professor

Sheila Antrum, RN, MSHA
Chief Nursing and Patient Care Services Officer at UCSF Medical Center

Catherine Bain, RN, MS
Director, International Academic Services Academic Coordinator and Associate Clinical Professor

Nancy Donaldson, RN, DNSc, FAAN
Director, UCSF Stanford Center for Research and Innovation in Patient Care, Clinical Professor

Chriskanne Garrett, MAED
Director, Educational Technology, Academic Coordinator

Deborah Grady, MD, MPH
Associate Dean, Translational Research Programs

Marianne Hultgren, RN, DNP, CNE, PALG
Co-director Masters Entry Program in Nursing and Health Sciences Assistant Clinical Professor

Kathryn Lee, RN, PhD, FAAN
Associate Dean for Research, Professor, and Livingston Chair

Shirley Manly-Lampkin, RN, PhD
Assistant Dean, Academic Services and Diversity Enhancement, Academic Coordinator
Assistant Clinical Professor

Judith Martin-Holland, RN, PhD, MPA, FNP
Associate Dean, Academic Programs and Diversity, Academic Administrator, and Associate Clinical Professor

Christine Miaskowski, RN, PhD, FAAN
Associate Dean, Academic Affairs, Professor and Sharon A. Lamb Endowed Chair in Nursing

Zina Mirsky, RN, EdD
Associate Dean, Administration, Lecturer

Sheila Proctor, RN, MS, MPH
Co-director Masters Entry Program in Nursing and Health Sciences Assistant Clinical Professor

Sally Rankin, RN, PhD, FAAN
Associate Dean of International Programs, Professor

Robert Slaughter, PhD
Director, Office of Research, Academic Administrator and Lecturer
Faculty Emeriti

June Bailey, RN, EdD, FAAN  
Professor Emerita and Associate Dean Emerita

Patricia Benner, RN, PhD, FAAN  
Professor Emerita

Elizabeth (Betty) Davies, RN, PhD, FAAN  
Professor Emerita

Anne Davis, RN, PhD, FAAN  
Professor Emerita

Carole Deitrich, RN, MS, GNP  
Clinical Professor Emerita

Suzanne Dibble, RN, DNSc  
Adjunct Professor Emerita

Marylin Dodd, RN, PhD, FAAN  
Professor Emerita

Carroll Estes, PhD, FAAN  
Professor Emerita

Noreen Facione, RN, PhD, FNP, FAAN  
Associate Professor Emerita

Julia Faucett, RN, PhD, FAAN  
Professor Emerita

Donald Fink, MD  
Professor Emeritus

Marilyn Flood, RN, PhD  
Academic Administrator Emerita

Betty Furuta, RN, MS  
Academic Administrator Emerita

Catherine Gilliss, RN, DNSc, ANP, FAAN  
Professor Emerita

Jeanne Hallburg, RN, PhD  
Professor Emerita

Carol Hardgrove, MA  
Clinical Professor Emerita

Charlene Harrington, RN, PhD, FAAN  
Professor Emerita

Jane Hirsch, RN, MS  
Clinical Professor Emerita

William Holzemer, RN, PhD, FAAN  
Professor Emeritus

Patricia Jackson, RN, MS, PNP, FAAN  
Clinical Professor Emerita
Virgene (Jeannie) Kayser-Jones, RN, PhD, FAAN  
Professor Emerita

Holly Kennedy, RN, PhD, CNM, FAAN  
Associate Professor Emerita

Patricia J. Larson, RN, DNSc, FAAN  
Professor Emerita

Juliene Lipson, RN, PhD, FAAN  
Professor Emerita

Ida Martinson, RN, PhD, FAAN  
Professor Emerita

Afaf Meleis, RN, PhD, FAAN  
Professor Emerita

Ramona Mercer, RN, PhD, FAAN  
Professor Emerita

Helen Miramontes, RN, MS, FAAN  
Clinical Professor Emerita

Robert Newcomer, PhD  
Professor Emeritus

Jane Norbeck, RN, DNSc, FAAN  
Professor and Dean Emerita

Dorothy Oda, RN, DNSc, FAAN  
Professor Emerita

Virginia Olesen, PhD  
Professor Emerita

Geraldine (Geri) Padilla, PhD  
Professor Emerita

Patricia Pothier, RN, MS, FAAN  
Professor and Associate Dean Emerita

Kathleen Puntillo, RN, DNSc, FAAN  
Professor Emerita

Laura Reif, RN, PhD  
Professor Emerita

Barbara Resnik, RN, MPH  
Clinical Professor Emerita

Dorothy Rice, BA  
Professor Emerita

Brenda Roberts, RN, MS  
Academic Coordinator Emerita

Marilyn Savedra, RN, DNSc, FAAN  
Professor Emerita
Robert Staples, PhD  
*Professor Emeritus*

Anita Stewart, PhD  
*Professor Emerita*

Nancy Stotts, RN, EdD, FAAN  
*Professor Emerita*

Diana Taylor, RN, PhD, NP, FAAN  
*Professor Emerita*

Patricia Underwood, RN, DNSc, FAAN  
*Professor of Clinical Nursing Emerita*

Holly Wilson, RN, PhD, FAAN  
*Professor Emerita*
Community Health Systems

Carmen Portillo, RN, PhD, FAAN
  Chair and Professor

Geraldine Collins-Bride, RN, MS, ANP
  Vice Chair for Faculty Practice and Health Sciences Clinical Professor

Mary Louise Fleming, RN, PhD
  Vice Chair for Administration, Academic Coordinator, and Associate Clinical Professor

Mary Blegen, RN, PhD, FAAN
  Professor

Barbara Burgel, RN, PhD, ANP, FAAN
  Health Sciences Clinical Professor

Linda Chafetz, RN, DNSc
  Professor

Carol Dawson-Rose, RN, PhD, CPHN
  Associate Professor

Dana Drew Nord, RN, PhD, NP
  Assistant Adjunct Professor

Hattie Grundland, RN, MS, NP
  Health Sciences Assistant Clinical Professor

OiSaeng Hong, RN, PhD
  Professor

Susan Janson, RN, DNSc, ANP, FAAN
  Professor and Mary Harms/Nursing Alumni Association Endowed Chair

Dawn Jensen, PharmD
  Assistant Adjunct Professor

Kathryn Johnson, RN, MSN, NP
  Health Sciences Assistant Clinical Professor

Shirley Kedrowski, RN, MSN
  Health Sciences Assistant Clinical Professor

Soo-Jeong Lee, RN, PhD, NP
  Assistant Professor

Linda MacIntyre, RN, PhD
  Health Sciences Assistant Clinical Professor

Kevin McGirr, RN, MS, MPH
  Health Sciences Associate Clinical Professor

Barbara Newlin, RN, MS, ANP
  Health Sciences Assistant Clinical Professor

Jill Nierman, RN, MS, ANP
  Health Sciences Assistant Clinical Professor

Bethany Phoenix, RN, PhD
  Health Sciences Associate Clinical Professor
Sheila Proctor, RN, MS, MPH
Health Sciences Assistant Clinical Professor

JoAnne Saxe, RN, MS, ANP, DNP
Health Sciences Clinical Professor

Jean Ann Seago, RN, PhD, FAAN
Professor

Rossana Segovia-Bain, RN, MS, ANP, COHN-S
Health Sciences Assistant Clinical Professor

Joanne Spetz, PhD
Adjunct Professor

Suzan Stringari-Murray, RN, MS, ANP
Health Sciences Clinical Professor

Jean Taylor-Woodbury, RN, MS, ANP
Health Sciences Assistant Clinical Professor

Michael Terry, RN, MSN, FNP, Psych/MHNP, DNP
Health Sciences Assistant Clinical Professor

Catherine Waters, RN, PhD
Professor

Sandra Weiss, RN, DNSc, PhD, FAAN
Professor and Robert C. and Delphine Wentland Eschbach Endowed Chair in Mental Health Nursing

Mary White, RN, PhD, FAAN
Professor

Scott Ziehm, RN, ND
Health Sciences Clinical Professor

CHS Volunteer Faculty

Priscilla Abercrombie, RN, PhD, NP, AHN
Associate Clinical Professor

Margaret Alderman, RN, DNSc
Associate Clinical Professor

Erin Andersen, RN, MS, NP
Assistant Clinical Professor

Judith Anderson, RN, MSN
Assistant Clinical Professor

Sheila Antrum, RN, MHSA
Associate Clinical Professor

Helen Archer-Duste, RN, MS
Associate Clinical Professor

Dave Atkin, MD
Assistant Clinical Professor
Deborah Avakian, RN, MS  
Associate Clinical Professor

Karen Bagatelos, RN, MSN, FNP, CNS  
Assistant Clinical Professor

Catherine Bain, RN, MS  
Associate Clinical Professor

Pamela Baj, RN, DNSc, FAAN  
Associate Clinical Professor

Laura Balassone, RN, MS, ANP  
Assistant Clinical Professor

Colleen Bales, RN, MSN, OHNP  
Associate Clinical Professor

Lou Ellen A. Barnes, RN, DNS  
Assistant Clinical Professor

Stuart Berger, RN, MSN, CNS  
Assistant Clinical Professor

Dorit Betschart, RN, MS, ANP  
Assistant Clinical Professor

Constance Borden, RN, MS, ANP  
Associate Clinical Professor

Sherri Borden, RN, MS, ANP  
Assistant Clinical Professor

Melanie Bragin, RN, MSN, ANP  
Assistant Clinical Professor

Martha Buffum, RN, DNSc, PMHCNS  
Associate Clinical Professor

Angeline Canas, RN, MS  
Assistant Clinical Professor

Lisa Capaldini, MD, MPH  
Assistant Clinical Professor

Jolene Carnagey, RN, MS  
Associate Clinical Professor

Tamara Carver, RN, MSN, NP  
Associate Clinical Professor

Kristi Chambers, RN, MS, CNS  
Associate Clinical Professor

I-Fei Chen, MD  
Assistant Clinical Professor

Marilyn Chow, RN, DNSc, FAAN  
Associate Clinical Professor
Dorothy Christian, RN, MS, NP  
Assistant Clinical Professor

Christina Clark, RN, MS, FNP  
Associate Clinical Professor

Lorinda Coombs, RN, MSN, APRN  
Assistant Clinical Professor

Bruce Cooper, PhD  
Associate Adjunct Professor

Joanna Cooper, MD  
Associate Clinical Professor

Christine Coppola, RN, MN  
Assistant Clinical Professor

Benilda Crouse, RN, MS, NP  
Assistant Clinical Professor

Susan Currin, RN, MS  
Associate Clinical Professor

Holly De Groot, RN, PhD, FAAN  
Clinical Professor

Rosemary De Perez, RN, MS, ANP  
Assistant Clinical Professor

Patricia Dennehy, RN, MS, FNP, DNP  
Clinical Professor

Phuong (Ann) Dinh, RN, MS, NP  
Assistant Clinical Professor

Lynn Dolce, MA, MFT  
Assistant Clinical Professor

Sandra Domeracki Prickitt, RN, MSN, FNP  
Assistant Clinical Professor

Arlene Doyle, RN, JD, MSN, ANP  
Associate Clinical Professor

Francine Dreier, RN, MHS, FNP  
Associate Clinical Professor

Priscilla Dwyer, RN, MS  
Associate Clinical Professor

Mary Louise Fleming, RN, PhD  
Associate Clinical Professor

Clifford Flores, RN, MS, ANP  
Associate Clinical Professor

Jerome Franz, MD  
Associate Clinical Professor
Christine Fratino, DO  
Assistant Clinical Professor

Grace Galzagorry, RN, MS, NP  
Associate Clinical Professor

Susan Garritson, RN, DNSc  
Assistant Clinical Professor

Kelly Gelenter, RN, MSN  
Assistant Clinical Professor

Debra Gerardi, RN, MPH, JD  
Assistant Clinical Professor

Steven Gest, MD  
Assistant Clinical Professor

Marion Gillen, RN, PhD  
Clinical Professor

Charlene Gliniecki, RN, MS, OHNP  
Assistant Clinical Professor

Grad Green, RN, MSN  
Associate Clinical Professor

Antionette Griffin, RN, MS  
Assistant Clinical Professor

Linda Groah, RN, MS, CNOR  
Assistant Clinical Professor

Hiliarie Harris, RN, MS, ANP  
Assistant Clinical Professor

Carolyn Harris-Muchell, RN, PhD  
Assistant Clinical Professor

Kathleen Heckman, RN, MS, FNP  
Assistant Clinical Professor

Mary Lawrence Hicks, RN, MSN, FNP  
Assistant Clinical Professor

Diane Higashi, RN, MS, NP  
Assistant Clinical Professor

General Hilliard, MD, FACC  
Assistant Clinical Professor

Heidi Hohener, MD  
Assistant Clinical Professor

Patricia Hopp, RN, PhD, ANP  
Assistant Clinical Professor

Pamela Husting, RN, PhD  
Associate Clinical Professor
Amanda Hutton Parrott, RN, MS, NP, DPT  
Assistant Clinical Professor

Mary Ide, RN, MS  
Assistant Clinical Professor

Colleen Irwin, RN, MS, ANP  
Assistant Clinical Professor

Julia Izen, RN, MS, FNP, CNS  
Assistant Clinical Professor

Henry Kahn, MD  
Clinical Professor

Gay Kaplan, RN, MS, GNP  
Associate Clinical Professor

Nancy Keyes, RN, MS  
Assistant Clinical Professor

Susanne Killing, RN, MS, ANP, CNS  
Assistant Clinical Professor

Tina King, RN, MS, NP  
Assistant Clinical Professor

David Knapp, MD  
Assistant Clinical Professor

Dennis Kneeppel, RN, MPA  
Associate Clinical Professor

Myra Lang, RN, MS, CCRN  
Associate Clinical Professor

Helen Lawlor, RN, MS, NP  
Associate Clinical Professor

Eleanor Louie, RN, MS  
Associate Clinical Professor

Shirley Lowe, MS  
Associate Clinical Professor

Steve Lund, RN, MS, ANP  
Associate Clinical Professor

Julita Luty, RN, MS, ANP, COHN-S  
Assistant Clinical Professor

Catherine Lyons, RN, MSN, MPH  
Associate Clinical Professor

Samantha Malm, MD  
Assistant Clinical Professor

Shirley Manly-Lampkin, RN, PhD  
Assistant Clinical Professor
Michelle Marin, RN, MS, ANP
Associate Clinical Professor

Lisa Massarweh, RN, MS
Assistant Clinical Professor

Billy McDonald, RN, BSN, ANP
Assistant Clinical Professor

William McGill, MD
Assistant Clinical Professor

Kellie McNerney, RN, FNP, MS
Associate Clinical Professor

Jody Mechanic, RN, MS
Assistant Clinical Professor

Diane Mosbacher, MD, PhD
Assistant Clinical Professor

Carolyn Muir, RN, MS, NP
Assistant Clinical Professor

Kathleen Mullen-Cecchini, RN, PhD
Assistant Clinical Professor

Anna Mullins, RN, DNSc
Clinical Professor

Sandra Ng, RN, MS
Assistant Clinical Professor

Stephen Nord, MD
Assistant Clinical Professor

Deborah Norton, RN, PhD, NP
Assistant Clinical Professor

Jill Nusbaum, RN, DNSc, CNS
Associate Clinical Professor

Gene O'Connell, RN, MS
Associate Clinical Professor

Roberta Oka, RN, DNSc, ANP
Associate Adjunct Professor

Lynn O'Brien, RN, MS, FNP
Associate Clinical Professor

Gene O'Connell, RN, MS
Associate Clinical Professor

Edward O'Neil, PhD
Adjunct Professor

Maria O'Rourke, RN, DNSc, CHC, FAAN
Clinical Professor
Clarissa Ospina Norvell, RN, MSN, ANP  
Assistant Clinical Professor

Janice Papedo, RN, PhD  
Assistant Clinical Professor

Jeannee Parker-Martin, RN, MPH  
Associate Clinical Professor

Andrew Penn, RN, MS, NP, CNS  
Assistant Clinical Professor

Paul Perchonock, MD  
Assistant Clinical Professor

Barbara Plog, MPH  
Associate Clinical Professor

Lauren Poole, RN, MS, FNP  
Assistant Clinical Professor

Peggy Poole, RN, MS, ANP  
Assistant Clinical Professor

Steven Protzel, PharmD  
Assistant Clinical Professor

Patricia Quinlan, MPH, CIH  
Clinical Professor

Linda Ravetti, RN, MN, APRN  
Assistant Clinical Professor

Deborah Reaghard, RN, MSN, CRNP  
Assistant Clinical Professor

Thomas Rivard, MS, REHS  
Assistant Clinical Professor

Julie Roberts, RN, PhD, ANP  
Assistant Clinical Professor

Susan Robinson, RN, PhD, ANP, CNS  
Assistant Clinical Professor

Linda Rollins, RN, MS, ANP  
Assistant Clinical Professor

Deborah Royal, RN, MS, ANP  
Associate Clinical Professor

Janice Santos, RN, MSN, NP  
Assistant Clinical Professor

Linda Sawyer, RN, PhD  
Associate Clinical Professor

Mark Schultz, RN, MS, ANP  
Assistant Clinical Professor
Laura Schwartz, RN, MSN, FNP, CONH-S  
Assistant Clinical Professor

Keith Sheirich, RN, MS, ANP, OHN-P  
Assistant Clinical Professor

Claire Simeone, RN, MS, FNP  
Assistant Clinical Professor

Joan Smith, RN, MPA, CNAA  
Associate Clinical Professor

Mary Spangler, RN, MSN, NP, COHN-S  
Associate Clinical Professor

Joan Spicer, RN, PhD, NEA  
Clinical Professor

Janet Stanger, RN, MS, ANP  
Assistant Clinical Professor

Nancy Stark, RN, MS, ANP  
Assistant Clinical Professor

Brenda Stengele, RN, MS, NP-CS  
Assistant Clinical Professor

Miranda Surjadi, RN, MS, ANP  
Assistant Clinical Professor

Judith Sweet, RN, MS, FNP  
Associate Clinical Professor

Donald Tarver II, MD  
Assistant Clinical Professor

Kathleen Tesdall, RN, MS, FNP  
Assistant Clinical Professor

Ann Thrailkill, RN, MSN, FNP, CNS  
Assistant Clinical Professor

Matt Tierney, RN, NP, CNS  
Assistant Clinical Professor

Patricia Tosta, RN, MS  
Assistant Clinical Professor

Isabel Uibel, RN, MPH  
Assistant Clinical Professor

Joan Venturi, RN, MS, ANP  
Associate Clinical Professor

Diane Vogelei, RN, MSN, ANP, COHN-S  
Associate Clinical Professor

Jonathan Vrban, RN, MSN, FNP  
Assistant Clinical Professor
Gina Wade, RN, MS  
Assistant Clinical Professor

Dean Wantland, RN, PhD  
Assistant Adjunct Professor

Tammy Watts, RN, NP, OHNP  
Assistant Clinical Professor

Dana Wedel, RN, MS, NP, PMHNP  
Associate Clinical Professor

Cheryl Wenell, RN, MSN, ANP  
Associate Clinical Professor

Heather West, RN, MS, ANP  
Assistant Clinical Professor

Vicki White, RN, MS  
Associate Clinical Professor

Ann Williamson, RN, PhD  
Associate Clinical Professor

David Witt, MD  
Associate Clinical Professor

Catherine Wittenberg, RN, MS, CNM  
Associate Clinical Professor

Deanna Yamamoto, RN, MSN, ANP  
Assistant Clinical Professor

Beverly Yee, RN, MS, GNP, ANP  
Assistant Clinical Professor

Sharon Youmans, PharmD  
Associate Clinical Professor

Thomas Young III, RN, MS, ANP-CS  
Assistant Clinical Professor

Barry Zack, MPH  
Assistant Clinical Professor

Laura Zitella, RN, MS, ACNP  
Assistant Clinical Professor

Naomi Zubin, RN, MS, NP  
Assistant Clinical Professor
Family Health Care Nursing

Linda Franck, RN, PhD, FRCPCH, FAAN  
Chair and Professor

Patricia Sparacino, RN, PhD, FAAN  
Vice Chair, Academic Coordinator, and Clinical Professor

Janice Humphreys, RN, PhD, PNP, FAAN  
Vice Chair, Academic Personnel, and Associate Professor

Abbey Alkon, RN, PhD, PNP, FAAN  
Professor

Mary Barger, RN, PhD, CNM, FACNM  
Assistant Professor

Pilar Bernal de Pheils, RN, MS, FNP, CNM, FAAN  
Health Sciences Clinical Professor

Annette Carley, RN, MS, NNP, PNP  
Health Sciences Associate Clinical Professor

Angel Chen, RN, MSN, PNP  
Health Sciences Assistant Clinical Professor

Jyu-Lin Chen, RN, PhD  
Associate Professor

Catherine (Kit) Chesla, RN, DNSc, FAAN  
Professor and Thelma Shobe Endowed Chair in Ethics and Spirituality

Kathryn Clark, MPH, RD  
Health Sciences Assistant Clinical Professor

Sharon Demeter, RN, MS, CNM, WHNP  
Health Sciences Assistant Clinical Professor

Karen Deutsch, RN, MPH, MS, FNP  
Health Sciences Assistant Clinical Professor

Karen Duderstadt, RN, PhD, PNP  
Health Sciences Clinical Professor

Lucille Fisher, RN, PhD, CNS  
Assistant Adjunct Professor

Caryl Gay, PhD  
Specialist

Barbara Hollinger, RN, MS, FNP  
Health Sciences Associate Clinical Professor

Marianne Hultgren, RN, DNP, CNE  
Health Sciences Assistant Clinical Professor

Lora Johnson, RN, MS, PNP  
Health Sciences Assistant Clinical Professor

Victoria Keeton, RN, MS, PNP, CNS  
Health Sciences Assistant Clinical Professor
Christine Kennedy, RN, PhD, PNP, FAAN  
*Professor and Jack and Elaine Koehn Endowed Chair in Pediatric Nursing*

Susan Kools, RN, PhD, FAAN  
*Professor*

Christine Kwan, PhD  
*Specialist*

Kathryn Lee, RN, PhD, FAAN  
*Professor and Livingston Chair*

Mary Lynch, RN, MS, MPH, PNP, FAAN  
*Health Sciences Clinical Professor*

Audrey Lyndon, RN, PhD, CNS  
*Assistant Professor*

Jerusalem Makonnen, RN, MSN, FNP  
*Health Sciences Assistant Clinical Professor*

Lisa Mihaly, RN, MS, FNP  
*Health Sciences Assistant Clinical Professor*

Erica Monasterio, RN, MN, FNP  
*Health Sciences Clinical Professor*

Sally Rankin, RN, PhD, FAAN  
*Professor*

Roberta Rehm, RN, PhD  
*Associate Professor*

Ellen Scarr, RN, MS, FNP, WHNP  
*Health Sciences Clinical Professor*

Naomi Schapiro, RN, PhD, PNP(c)  
*Health Sciences Clinical Professor*

Jennifer Shaw-Battista, RN, PhD, CNM, NP  
*Health Sciences Assistant Clinical Professor*

Lisa Thompson, RN, PhD, FNP  
*Assistant Professor*

**FHCN Volunteer Faculty**

Linda Abramovitz, RN, MSN, CNS  
*Assistant Clinical Professor*

Deborah Anderson, RN, MS, CNM  
*Associate Clinical Professor*

Aryss Anderson Rothman, RN, PhD, FNP  
*Assistant Adjunct Professor*

Ellen Bair, RN, MS, PNP  
*Assistant Clinical Professor*
Nancy Bardacke, RN, MA, CNM
Assistant Clinical Professor

Richard Beaulieu, RN, PhD, NP
Assistant Clinical Professor

Cynthia Belew, RN, MS, CNM
Associate Clinical Professor

Courtney Benedict, RN, MSN, CNM
Assistant Clinical Professor

Mindy Benson, RN, MS, PNP
Assistant Clinical Professor

Tamar Besson, RN, MS, MPH, FNP
Assistant Clinical Professor

Jessica Brennan, RN, MS, CNS, PNP
Assistant Clinical Professor

Annette Burns, RN, MS, FNP
Assistant Clinical Professor

Melanie Callen, MEd
Assistant Clinical Professor

Milan Chavarkar, RN, MSN, CNM, FNP
Assistant Clinical Professor

JiWon Choi, RN, PhD
Assistant Adjunct Professor

Ricky Choi, MD
Assistant Clinical Professor

Sunny Clark, RN, MS, PNP
Assistant Clinical Professor

Elizabeth Cook, RN, MS, PNP
Assistant Clinical Professor

Laura Cooke, RN, MS, PNP
Assistant Clinical Professor

Holly Cost, RN, MS, CNM
Assistant Clinical Professor

Andrea Crosby, RN, MS, FNP, AE
Assistant Clinical Professor

Leslie Cragin, RN, PhD, CNM, FACNM
Clinical Professor

Dawn Dailey, RN, PhD, CNS
Assistant Adjunct Professor

Harvey Davis, RN, PhD, PHN, CARN
Assistant Adjunct Professor
Ana Delgado, RN, MS, CNM  
Assistant Clinical Professor

Julio Diaz-Abarca, RN, MS, CNM  
Assistant Clinical Professor

Linda Ennis, RN, MS, CNM  
Associate Clinical Professor

Jody Farrell, RN, MS, PNP  
Assistant Clinical Professor

Shotsy Faust, RN, MN, FNP  
Clinical Professor

Charlotte Ferretti, RN, EdD, CCM  
Clinical Professor

Bing Xu Foley, RN, MS, FNP  
Assistant Clinical Professor

Robin Froman, RN, PhD, FAAN  
Clinical Professor

Jacqueline Gilbert, RN, MS, FNP  
Assistant Clinical Professor

Cecelia Glennon, RN, MN, NNP  
Assistant Clinical Professor

Diane Goldman, RN, MSN, PNP  
Associate Clinical Professor

Melissa Gonden, RN, MS, PNP, CNS  
Assistant Clinical Professor

Maria Gudmundsdottir, RN, PhD  
Assistant Adjunct Professor

Kathleen Haas, RN, MS, PNP  
Assistant Clinical Professor

Betsy Haas-Beckert, RN, MS, PNP  
Assistant Clinical Professor

Debra Hanisch, RN, MSN, PNP  
Assistant Clinical Professor

Ardis Hanson, RN, MS, PNP  
Assistant Clinical Professor

Evelyn Hanson, RN, MS, FNP  
Associate Clinical Professor

Catherine Heckert, RN, MS, FNP  
Assistant Clinical Professor

Margaret Hutchison, RN, MSN, CNM  
Associate Clinical Professor
Maribeth Inturrisi, RN, MS, CNS, CDE
Assistant Clinical Professor

Martha Jessup, RN, PhD, CNS
Adjunct Professor

Michelle Johnston, RN, MSN, CNM
Assistant Clinical Professor

Erna Josiah-Davis, RN, MS, NNP, CNS
Assistant Clinical Professor

Laurie Jurkiewicz, RN, MS, CNM, NP
Assistant Clinical Professor

Rebekah Kaplan, RN, MS, CNM
Associate Clinical Professor

Christine Kinavey, RN, PhD, CNS
Assistant Clinical Professor

Tekoa King, RN, PhD, CNM, FACNM
Associate Clinical Professor

Rajashree Koppolu, RN, MS, PNP, CNS
Assistant Clinical Professor

Robin Kramer, RN, MS, PNP
Assistant Clinical Professor

Maribelle Leavitt, RN, DNSc
Assistant Clinical Professor

Linda Lefrak, RN, MS, NP
Assistant Clinical Professor

Steven Leiner, RN, MS, FNP
Associate Clinical Professor

Amy Levi, RN, PhD, CNM, WHNP
Associate Clinical Professor

Nancy Lewis, RN, MS, FNP
Assistant Clinical Professor

Teri Lindgren, RN, PhD
Assistant Adjunct Professor

Lisa Lommel, RN, MS, MPH, OB/GYNNP, FNP, CPHN
Associate Clinical Professor

E. Anne Lown, DrPH
Assistant Clinical Professor

Janis Luft, RN, MS, NP
Associate Clinical Professor

Carolyn Lund, RN, MS, FAAN
Associate Clinical Professor
Nanette Madden, RN, MS, PNP  
Associate Clinical Professor

Laura Mahlmeister, RN, PhD  
Clinical Professor

Deena Mallareddy, RN, PhD, FNP, CNM  
Assistant Clinical Professor

Maria Mangini, RN, PhD, FNP, CNM  
Assistant Clinical Professor

Charles Marion, RN, MS, FNP  
Assistant Clinical Professor

Elizabeth Marlow, RN, PhD, FNP, CDE  
Assistant Adjunct Professor

Elizabeth Martin, RN, MS, NP  
Assistant Clinical Professor

Helen Martin, RN, MS, FNP  
Assistant Clinical Professor

Mary Mays, RN, MS, FNP, CNM  
Associate Clinical Professor

Laura McCarthy, RN, MS, FNP  
Assistant Clinical Professor

Marilyn McEnhill, RN, MSN, PNP  
Associate Clinical Professor

Colleen McEvoy, RN, MS, PNP, CNS  
Assistant Clinical Professor

Susan Miller, RN, MSN, PNP  
Assistant Clinical Professor

Christine Mudge-Grout, RN, MS, PNP, FAAN  
Assistant Clinical Professor

Joan Murphy, RN, MS, WHNP, CNS  
Assistant Clinical Professor

Kara Myers, RN, MS, CNM, NP  
Assistant Clinical Professor

Annette Nasr, RN, PhD  
Assistant Clinical Professor

Colette O’Brien, RN, MS, PNP, CDE  
Assistant Clinical Professor

Kim O’Hair, RN, MS, WHNP  
Assistant Clinical Professor

Tamara Ooms, RN, MS, FNP  
Assistant Clinical Professor
Rachael Phillips, RN, MS, FNP  
Assistant Clinical Professor

Catherine Ramsdell, RN, MS, NNP  
Assistant Clinical Professor

William Rankin, PhD, MPP  
Clinical Professor

Sheri Rickman Patrick, RN, MS, FNP  
Assistant Clinical Professor

James Riddel, RN, MS, NP  
Assistant Clinical Professor

Veronica Robertson, RN, MS, PNP  
Associate Clinical Professor

Julie Roedell, RN, MSN, FNP-C  
Assistant Clinical Professor

Mary Rubin, RN, PhD, CRNP  
Associate Clinical Professor

Joanne Ruthenberg, MD  
Assistant Clinical Professor

Paula Sanchez, RN, MS, WHNP  
Assistant Clinical Professor

Ellen Schell, RN, PhD, FAAN  
Assistant Adjunct Professor

Margaret Scott, RN, MSN, FNP  
Associate Clinical Professor

Sandra Sentivany-Collins, RN, MS, CNS  
Assistant Clinical Professor

Howard Shaw, RN, MS, FNP  
Assistant Clinical Professor

Maureen Sheehan, RN, MS, PNP  
Assistant Clinical Professor

Beverly Shoemaker, RN, MN, NNP  
Assistant Clinical Professor

Kristen Sligar, RN, MN, FNP  
Assistant Clinical Professor

Sandra Staveski, RN, MS, CNS, PNP  
Assistant Clinical Professor

Janice Stinson, RN, PhD  
Assistant Adjunct Professor

Mary Sullivan, RN, DNP, ANP, CDE  
Associate Clinical Professor
Bonnie Taft, RN, MSN, PNP  
**Assistant Clinical Professor**

Joyce Trompeta, RN, PhD, NP  
**Assistant Adjunct Professor**

Leila Van Gelder, RN, MS, CNM, NP  
**Assistant Clinical Professor**

Kiersten Wells, RN, MS, CPNP  
**Assistant Clinical Professor**

Sharon Wiener, RN, MPH, CNM  
**Associate Clinical Professor**

Christina Wilson, RN, MS, NNP  
**Assistant Clinical Professor**

Andrea Windom, RN, MS, PNP  
**Assistant Clinical Professor**

Robin Winokur, MD, FAAP  
**Assistant Clinical Professor**

Jian Zhang, RN, MS, FNP  
**Assistant Clinical Professor**
Institute for Health and Aging

Patrick Fox, PhD  
Co-Director and Professor in Residence

Wendy Max, PhD  
Co-Director and Professor in Residence

Yewoubdar Beyene, PhD  
Associate Adjunct Professor

Julia Caplan, MPP, MPH  
Specialist

Claudia Chaufan, PhD  
Assistant Adjunct Professor

Misha Cohen, OMD, LAc  
Specialist

Julie Cross, PhD  
Specialist

Lianne Dillon, MPH  
Associate Specialist

Amy Donovan, PhD  
Assistant Researcher

Laura Lakshmi Fjord, PhD  
Assistant Researcher

Yoshimi Fukuoka, RN, PhD  
Assistant Adjunct Professor

Flojaune Griffin, PhD  
Specialist

Brooke Hollister, PhD  
Assistant Adjunct Professor

Julene Johnson, PhD  
Associate Adjunct Professor

Martha Jessup, RN, PhD  
Adjunct Professor

Sharon Kaufman, PhD  
Professor in Residence

Stephen Kaye, PhD  
Associate Adjunct Professor

Mitchell LaPlante, PhD  
Adjunct Professor

Robert Miller, PhD  
Adjunct Professor

Mary Modayil, PhD  
Specialist
Robert Nachtigall, MD  
   Adjunct Professor

Nancy Oliva, RN, PhD  
   Specialist

Leslie Ross, PhD  
   Specialist

Hai-Yen Sung, PhD  
   Adjunct Professor

Xueying Zhang, MS  
   Specialist

IHA Volunteer Faculty

Joel Adelson, MD  
   Adjunct Professor

Sheryl Goldberg, PhD  
   Specialist

Jacqueline Golding, PhD  
   Adjunct Professor

Ellen Haller, MD  
   Professor of Clinical Psychiatry

Judithanne Justice, PhD  
   Associate Adjunct Professor

Jeffrey Newman, MD, MPH  
   Adjunct Professor

Regina Otero-Sabogal, PhD  
   Adjunct Professor

David Smith, MD, PhD  
   Adjunct Professor

William Strawbridge, PhD  
   Adjunct Professor

Betty Taylor, RN, EdD  
   Visiting Professor

Candice Wong, PhD  
   Associate Adjunct Professor
Physiological Nursing

Glenna Dowling, RN, PhD, FAAN
Chair and Professor

Roxanne Garbez, RN, PhD, ACNP
Vice Chair for Clinical Academic Programs and Personnel and Health Sciences Associate Clinical Professor

Claudia West, RN, MS
Vice Chair for Volunteer Faculty and Health Sciences Clinical Professor

Bradley Aouizerat, PhD
Associate Professor

Shoshana Arai, RN, PhD
Assistant Adjunct Professor

Christina Baggott, RN, PhD, PNP, CPON
Assistant Professor

Kimberly Baltzell, RN, PhD, NP
Assistant Adjunct Professor

Pamela Bellefeuille, RN, MN, CNS, CEN
Health Sciences Associate Clinical Professor

Virginia (Ginger) Carrieri-Kohlman, RN, DNSc, FAAN
Professor

Janine Cataldo, RN, PhD
Assistant Professor

Garrett Chan, RN, PhD, CEN, CNS, FAAN
Health Sciences Associate Clinical Professor

DorAnne Cuenco, RN, PhD
Assistant Adjunct Professor

Nancy Donaldson, RN, DNSc, FAAN
Health Sciences Clinical Professor

Kathleen Dracup, RN, DNSc, FNP, FAAN
Professor

Barbara Drew, RN, PhD, FAAN
Professor and Lillian and Dudley Aldous Endowed Chair in Nursing Science

Janet Edrington, RN, PhD, CNS
Assistant Adjunct Professor

Marguerite Engler, RN, PhD
Professor

Mary Engler, RN, PhD
Professor

Jill Howie Esquivel, RN, PhD, NP
Assistant Professor

Mary Foley, RN, PhD
Health Sciences Associate Clinical Professor
Erika Froelicher, RN, PhD, FAAN
Professor

Mark Hawk, RN, MSN, CEN, ACNP
Health Sciences Assistant Clinical Professor

Theresa Koetters, RN, MS
Health Sciences Associate Clinical Professor

Heather Leutwyler, RN, PhD, FNP, CNS
Assistant Professor

Lynda Mackin, RN, PhD, ANP, CNS
Health Sciences Associate Clinical Professor

Christine Miaskowski, RN, PhD, ANP, CCRN, FAAN
Professor and Sharon A. Lamb Endowed Chair in Nursing

Susan Robinson, RN, PhD, ANP, CNS
Assistant Adjunct Professor

Margaret Wallhagen, PhD, GNP, AGSF, FAAN
Professor

Kyla Woodward, RN, MN, CCRN
Health Sciences Assistant Clinical Professor

PN Volunteer Faculty

Lisa Altouney, RN, MS, ANP, GNP
Assistant Clinical Professor

Bonnie Anderson, RN, MSN, CNP
Assistant Clinical Professor

Linda Anderson, RN, MS, CNS
Assistant Clinical Professor

Maria Amada Apacible, RN, MS, CCRN, PNP, CCNP
Assistant Clinical Professor

Carolyn Aydin, PhD, PN
Assistant Clinical Professor

Debra Bakerjian, RN, PhD, FNP
Assistant Adjunct Professor

Tammy Baltic, RN, MS, AOCN
Assistant Clinical Professor

Susan Barbour, RN, MS, FNP
Assistant Clinical Professor

Sally Jo Barr, RN, MS
Assistant Clinical Professor

Jeniffer Barrera, RN, ND, ANP
Assistant Clinical Professor
Cynthia Barton, RN, MSN, GNP  
Assistant Clinical Professor

Jeanette Baumann, RN, MS, CNS  
Assistant Clinical Professor

Mark Beck, RN, MSN, BC  
Assistant Clinical Professor

Kathy Berra, RN, MS, ANP, FAAN  
Clinical Professor

Carole Bibeau, RN, MSN, CNS  
Assistant Clinical Professor

Christina Birch, RN, MS, A/GNP  
Assistant Clinical Professor

Astrid Block, RN, MS, CNS  
Assistant Clinical Professor

Lisa Boulais, RN, MS, CCRN  
Assistant Clinical Professor

Cheryl Bowers, RN, MS, CRRN  
Assistant Clinical Professor

Rosalie Bravo, RN, MS, ACNP-C  
Assistant Clinical Professor

Cheryl Breed, RN, MS, GNP  
Assistant Clinical Professor

Diane Brown, RN, PhD, CPHQ, FAAN  
Associate Clinical Professor

Mark Buhler, RN, MSN, ACNP  
Assistant Clinical Professor

Deena Bunzel, RN, MS, GNP  
Assistant Clinical Professor

Deborah Burgoon, RN, MS, AOCN  
Assistant Clinical Professor

Linda Burnes Bolton, RN, DPH, FAAN  
Associate Clinical Professor

Alice Butzlaff, RN, PhD, FNP  
Assistant Clinical Professor

Sheryl Calson, RN, MS, FNP  
Assistant Clinical Professor

Vicki Casella-Gordon, RN, MS, CNS, CCRN  
Assistant Clinical Professor

Julia Challinor, RN, PhD  
Associate Adjunct Professor
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances Chee, RN, MS, CNS</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Pauline Chin, RN, MS</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Maria Cho, RN, PhD</td>
<td>Assistant Adjunct Professor</td>
<td></td>
</tr>
<tr>
<td>Dianne Christopherson, RN, PhD</td>
<td>Assistant Adjunct Professor</td>
<td></td>
</tr>
<tr>
<td>Bernice Coleman, RN, PhD, ACNP</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Natalie Correll, RN, MN, CS</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Ann Daleiden, RN, MS, CNP</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Brian Daniel, RCP, RRT</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Ellen David, RN, MS, NP</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Elise Dempsey, RN, MS, CCRN</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Lynne Dempsey, RN, MS</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Mary De Natale, RN, EdD, CNL</td>
<td>Associate Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Mariann DiMinno, RN, MA</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Kathleen Doherty, RN, MS</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Nancy Doolittle, RN, PhD</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Marilyn Douglas, RN, DNsC, FAAN</td>
<td>Associate Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Pamela Dudley, RN, MS, ACNP</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Beverly Dyck Thomassian, RN, MPH, CED</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Janette Elliott, RN, MS, CS, AOCN</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
<tr>
<td>Mitchel Erickson, RN, MS, ANP</td>
<td>Assistant Clinical Professor</td>
<td></td>
</tr>
</tbody>
</table>
Joan Fair, RN, PhD, NP, ANP  
Assistant Clinical Professor

Judith Faris, RN, MS, CCRN  
Assistant Clinical Professor

Thomas Farley, RN, MS, NP  
Assistant Clinical Professor

John Fazio, RN, MS  
Assistant Clinical Professor

Lizabeth Flores-Byrne, RN, MS, ACNP  
Assistant Clinical Professor

Eduardo Francisco, RN, MSN  
Assistant Clinical Professor

Shirley Garrison, RN, MS  
Assistant Clinical Professor

Rosalie Gearhart, RN, MS, CS  
Associate Clinical Professor

Siobhan Geary, RN, MS  
Assistant Clinical Professor

Patricia Gordon, RN, PhD  
Assistant Adjunct Professor

Carla Graf, RN, PhD(c), CNS  
Assistant Clinical Professor

Lynne Grant, RN, MS  
Associate Clinical Professor

Kathleen Griggs, RN, MS, PNP  
Assistant Clinical Professor

Lena Gunningberg, RN, PhD  
Assistant Adjunct Professor

Angela Hackenschmidt, RN, MS  
Assistant Clinical Professor

Liana Hain, RN, MS, CCRN  
Assistant Clinical Professor

Deborah Hamolsky, RN, MS  
Assistant Clinical Professor

Elizabeth Hannegan, RN, MS  
Assistant Clinical Professor

Christine Hartley, RN, MS, ACNP  
Assistant Clinical Professor

Annette Haynes, RN, MS, CNS, CCRN  
Assistant Clinical Professor
Eileen Healy, RN, MS
Assistant Clinical Professor

Levanne Hendrix, RN, PhD, ARNP
Assistant Clinical Professor

Cheryl Hubner, RN, MS
Associate Clinical Professor

Anne Hughes, RN, PhD, FAAN
Clinical Professor

Susan Jacobs, RN, MS
Assistant Clinical Professor

Catherine Jansen, RN, PhD
Associate Clinical Professor

Susan Johnson-Moungey, RN, MS
Assistant Clinical Professor

Jonathan Judy, RN, MS, ACNP
Assistant Clinical Professor

Eileen Kahn, RN, MS
Assistant Clinical Professor

Gay Kaplan, RN, MS, GNP
Associate Clinical Professor

Jeff Kasten, RN, MS, ACNP
Assistant Clinical Professor

Laura Kee, RN, MS, CCRN
Assistant Clinical Professor

Patricia Kenny, RN, MS, GCNA, GNP
Assistant Clinical Professor

Lisa Kerner, RN, MS, ACNP, CNRN, CNS
Assistant Clinical Professor

Robin Ketelle, RN, MS
Assistant Clinical Professor

Hee Jeong Kim, RN, MS
Assistant Clinical Professor

Mary Koestler, RN, PhD, CCRC
Assistant Clinical Professor

Vera Komisarjevsky, RN, MS, ACNP
Assistant Clinical Professor

Paul Koo, RN, MS, CNS
Assistant Clinical Professor

Miranda Kramer, RN, MS, NP, CCRN
Assistant Clinical Professor
Robin Kramer, RN, MS, PNP  
Assistant Clinical Professor

Kathleen Kunis, RN, MS, CNS, CCRN  
Assistant Clinical Professor

Elaine Lanier, RN, MS  
Assistant Clinical Professor

Geoffrey Latham, RN, MS, ACNP  
Assistant Clinical Professor

Kimberly Lau, RN, MS, ACNP  
Assistant Clinical Professor

Suet-Yim Diana Lau, RN, MS  
Assistant Clinical Professor

Twyila Lay, RN, MS, ACNP  
Assistant Clinical Professor

Jeanne Lee, RN, MS  
Assistant Clinical Professor

Maria Lee, RN, MS, GNP  
Assistant Clinical Professor

Lawrence Lemos, RN, MS, CS, CNS  
Assistant Clinical Professor

Kathleen Lenihan, RN, MS  
Assistant Clinical Professor

Jon Levine, PhD, MD  
Adjunct Professor

Sondra Ley, RN, MS, CNS  
Clinical Professor

Denise Li, RN, PhD, CNS  
Associate Clinical Professor

Carlos Lopes, PharmD  
Assistant Clinical Professor

Nancy Lopez, RN, MS, ACNP  
Associate Clinical Professor

Mary Lough, RN, MS  
Clinical Professor

Mary Lovely, RN, PhD  
Assistant Adjunct Professor

Cathy Luginbill, RN, MS  
Assistant Clinical Professor

Helen Luikart, RN, MS  
Assistant Clinical Professor
Ann Lum, RN, MS, CNS, CCRN
  Assistant Clinical Professor

Liz Macera, RN, PhD, NP-C
  Associate Clinical Professor

Kathleen MacKerrow, RN, MS, CS
  Assistant Clinical Professor

Lori Madden, RN, MS, ACNP, CCRN, CNRN
  Associate Clinical Professor

Judith Martin-Holland, RN, PhD, FNP
  Associate Clinical Professor

Sharon Matthews, RN, MS, GNP
  Assistant Clinical Professor

Martha Mattson, RN, MSN
  Assistant Clinical Professor

Jennifer McAdam, RN, PhD
  Assistant Adjunct Professor

Patricia McCarley, RN, MS, NP
  Assistant Clinical Professor

Bonnie McCracken, RN, MSN, NP, PA
  Assistant Clinical Professor

Maureen McDonald, RN, MS, CCRN
  Assistant Clinical Professor

Rebecca Menza, RN, MS, ACNP
  Assistant Clinical Professor

Jennifer Merrilees, RN, PhD, CS
  Associate Clinical Professor

Candace Miller, RN, MS
  Assistant Clinical Professor

Nancy Miller, RN, BS
  Assistant Clinical Professor

Zina Mirsky, RN, EdD
  Lecturer

Vicki Moore, RN, MSN, CCRN, ACNP
  Assistant Clinical Professor

Mary Murphy, RN, MS
  Assistant Clinical Professor

Marylou Muwaswes, RN, MS
  Associate Clinical Professor

Jinhee Nguyen, RN, MS, CEN
  Assistant Clinical Professor
Michael Nixon, RN, MSN, MPH  
Assistant Clinical Professor

Patricia O'Connor, RN, MS, CEN  
Assistant Clinical Professor

Robert O'Malley, RN, MS, NP  
Assistant Clinical Professor

Linda Ottoboni, RN, MS  
Assistant Clinical Professor

Kim Pardini-Kiely, RN, MS  
Assistant Clinical Professor

Judy Passaglia, RN, MS  
Assistant Clinical Professor

Vagn Petersen, RN, MS, ACNP  
Assistant Clinical Professor

David Pickham, RN, PhD, CEN  
Assistant Adjunct Professor

Janis Provinse, RN, MS, CEN  
Assistant Clinical Professor

Clive Pullinger, PhD  
Associate Adjunct Professor

David Pusateri, MD  
Assistant Clinical Professor

Armilla Quien, RN, MS, CNRN, ACNP  
Assistant Clinical Professor

Alison Rigby, PhD, RD  
Assistant Adjunct Professor

Celia Rifkin, RN, MS, CNS  
Assistant Clinical Professor

Ted Rigney, RN, MS, ACNP, CCRN  
Assistant Clinical Professor

Julie Rossie, RN, MS, CNS, CCRN  
Assistant Clinical Professor

Noraliza Salazar, RN, MSN, CCRN, CCNS  
Assistant Clinical Professor

Kristin Santos, RN, MS  
Assistant Clinical Professor

Mary Sauve, RN, DNSc  
Associate Adjunct Professor

Hildegarde Schell-Chaple, RN, MS, CCRN, FAAN  
Associate Clinical Professor
Elizabeth Scruth, RN, MN, MPH, CCNS, CCRN
Assistant Clinical Professor

Stephanie Sedlock, RN, MS
Assistant Clinical Professor

Suzanne Seitz, RN, MS
Assistant Clinical Professor

Jennifer Serafin, RN, MS, GNP
Assistant Clinical Professor

Lindsey Shank, RN, MS, CNS, CCRN
Assistant Clinical Professor

Michele Shields, D.Min
Assistant Clinical Professor

Julie Shinn, RN, MA, CCRN, FAAN
Associate Clinical Professor

Robert Slaughter, PhD
Lecturer

Claire Sommargren, RN, PhD
Assistant Adjunct Professor

Patricia Sparacino, RN, PhD, FAAN
Clinical Professor

Susan Spence, RN, MS
Assistant Clinical Professor

Daphnie Stannard, RN, PhD, CCRN
Assistant Adjunct Professor

Kristine Stick, RN, MS, GNP
Assistant Clinical Professor

James Stotts, RN, MS, CNS
Assistant Clinical Professor

Mary Sullivan, RN, MS, CNS
Assistant Clinical Professor

Gretchen Summer, RN, PhD
Assistant Clinical Professor

Kimberly Sutters, RN, PhD
Assistant Adjunct Professor

Nimaljeet Tarango, RN, MS, GNP
Assistant Clinical Professor

Evelyn Taverna, RN, MS
Associate Clinical Professor

Mary Thomas, RN, MS, CNS
Associate Clinical Professor
Debra Kathryn Tierney, RN, PhD, CNS  
Assistant Clinical Professor

Diane Vaccaro, RN, MS  
Assistant Clinical Professor

Pamela Viale, RN, MS, CS, ANP, AOCN  
Associate Clinical Professor

Carol Viele, RN, MSN  
Associate Clinical Professor

Eleanor Vierra, RN, MS, ACNP  
Assistant Clinical Professor

Patrice Villars, RN, MS, GNP, ACHPN  
Assistant Clinical Professor

Ronald Walent, RN, PhD  
Assistant Adjunct Professor

Betty Wexler, RN, MSN, CNS  
Assistant Clinical Professor

Erica Widstrand, RN, MS, GNP  
Assistant Clinical Professor

Marilyn Williams, RN, MS, CNS  
Clinical Professor

Charles Witherell, RN, MSN  
Assistant Clinical Professor

Helen Wood, RN, MS  
Assistant Clinical Professor

Michelle Woodfall, RN, MS, CNS, CCRN  
Assistant Clinical Professor

Piera Wong, RN, MS, AOCNS  
Assistant Clinical Professor

Hui-Ying Candy Yang, RN, MS, NP  
Assistant Clinical Professor

Consuelo Yokum, RN, MS, CCRN, CCNS  
Assistant Clinical Professor

Meredyth Young, RN, MS, GNP  
Assistant Clinical Professor
Social and Behavioral Sciences

Ruth Malone, RN, PhD, FAAN  
Chair and Professor

Shari Dworkin, PhD  
Vice Chair and Associate Professor

Susan Chapman, RN, PhD  
Associate Professor

Adele Clarke, PhD  
Professor

Rani Eversley, PhD  
Assistant Adjunct Professor

Cristina Flores, RN, PhD  
Assistant Adjunct Professor

Taewoon Kang, PhD  
Specialist

Kari Lerum, PhD  
Visiting Associate Professor

Patricia McDaniel, PhD  
Assistant Adjunct Professor

Joseph Mullan, PhD  
Associate Adjunct Professor

Howard Pinderhughes, PhD  
Associate Professor

Janet Shim, PhD  
Assistant Professor

Elizabeth Smith, PhD  
Associate Adjunct Professor

Caroline Stephens, RN, PhD  
Assistant Adjunct Professor

Mary Sutphen, PhD  
Assistant Adjunct Professor

L. Katherine Thomson, PhD  
Associate Specialist

Valerie Yerger, ND, LM  
Assistant Adjunct Professor

SBS Volunteer Faculty

Joel Adelson, MD  
Adjunct Professor

Stacey Anderson, PhD  
Assistant Adjunct Professor
Debra Bakerjian, RN, PhD, FNP
   Assistant Adjunct Professor

Yewoubdar Beyene, PhD
   Associate Adjunct Professor

Abraham Brody, RN, PhD, GNP
   Assistant Adjunct Professor

Claudia Chaufan, PhD
   Assistant Adjunct Professor

Eric Collier, RN, PhD
   Assistant Adjunct Professor

Kaye Fillmore, PhD
   Adjunct Professor

Patrick Fox, PhD
   Professor in Residence

Yoshimi Fukuoka, RN, PhD
   Assistant Adjunct

Annette Gardner, PhD
   Assistant Adjunct Professor

Jacqueline Golding, PhD
   Adjunct Professor

Suzanne Gordon, BA
   Assistant Adjunct Professor

Carrie Graham, PhD
   Assistant Adjunct Professor

Ellen Haller, MD
   Professor of Clinical Psychiatry

Clarilee Hauser, RN, PhD
   Visiting Assistant Professor

Catherine Hoffman, RN, MS, DSc
   Associate Adjunct Professor

Brooke Hollister, PhD
   Assistant Adjunct Professor

Martha Jessup, RN, PhD
   Adjunct Professor

Julene Johnson, RN, PhD
   Associate Adjunct Professor

Judithanne Justice, PhD
   Associate Adjunct Professor

Sharon Kaufman, PhD
   Professor in Residence
Stephen Kaye, PhD  
Associate Adjunct Professor

Christine Kinavey, RN, PhD  
Assistant Adjunct Professor

Mitchell LaPlante, PhD  
Adjunct Professor

Wendy Max, PhD  
Professor in Residence

Coline McConnel, PhD  
Assistant Adjunct Professor

Robert Miller, PhD  
Adjunct Professor

Robert Nachtigall, MD  
Adjunct Professor

Jeffrey Newman, MD, MPH  
Adjunct Professor

Edward O’Neil, PhD  
Adjunct Professor

Regina Otero-Sabogal, PhD  
Adjunct Professor

Teresa Scherzer, PhD  
Assistant Adjunct Professor

Julie Ann Schmittdiel, PhD  
Assistant Adjunct Professor

David Smith, MD, PhD  
Adjunct Professor

Joanne Spetz, PhD  
Associate Adjunct Professor

William Strawbridge, PhD  
Adjunct Professor

Hai-Yen Sung, PhD  
Associate Adjunct Professor

Betty Taylor, RN, EdD  
Visiting Professor

Winston Tseng, PhD  
Assistant Adjunct Professor

Margaret Wang, PhD  
Assistant Adjunct Professor

Tracy Weitz, PhD  
Assistant Adjunct Professor
Marcia Wertz, RN, PhD  
Assistant Adjunct Professor

Carolyn Wiener, PhD  
Adjunct Professor

Nicole Wolfe, PhD  
Assistant Adjunct Professor

Candice Wong, PhD  
Associate Adjunct Professor
Addresses

For the most up-to-date information, please visit the School of Nursing online at http://nursing.ucsf.edu (website).

Letters concerning matters of admission should be addressed to the Office of Nursing Student Affairs. Frequently called numbers are listed below. When writing for information, please mention the school, department, or course of study of chief interest. The phone number is 415/476-1435. Email should be addressed to info@nursing.ucsf.edu or visit the UCSF School of Nursing on-line at http://nursing.ucsf.edu (website).

Letters concerning the School of Nursing, other than matters of admission, should be addressed to the Dean of the School of Nursing. Letters concerning the San Francisco campus should be addressed to the Office of the Chancellor. Letters concerning the University of California in general should be addressed to the Office of the President.

Room numbers indicated with N- prefixes are located in the School of Nursing Building at 2 Koret Way. All addresses listed below, unless otherwise indicated, are located at the University of California, San Francisco, San Francisco, CA 94143.

The UCSF Web page at http://www.ucsf.edu contains information about the campus and links to central offices such as the University Store, Student Housing, the Office of the Registrar, and Student Financial Services.

Dean, UCSF School of Nursing,
Box 0604, #N-319C;
415/476-1805, fax 415/476-9707

Department of Family Health Care Nursing,
Box 0606, #N-411Y;
415/476-4668, fax 415/753-2161

Department of Community Health Systems,
Box 0608, #N-505;
415/476-1504, fax 415/476-6042

Department of Physiological Nursing,
Box 0610, #N-631;
415/476-2191, fax 415/476-8899

Department of Social & Behavioral Sciences,
Box 0612, #LHts-455
(Laurel Heights, 3333 California St.);
415/476-3964, fax 415/476-6552
web http://nursing.ucsf.edu/sbs

Institute for Health & Aging,
Box 0646, #LHts-340
(Laurel Heights, 3333 California St.);
415/502-5200, fax 415/476-3915 or 415/502-5208
web http://nursing.ucsf.edu/iha
Nursing Student and Curricular Affairs  
Box 0602, #N-319X; 
415/476-1435, fax 415/476-9707

Special Studies, Postdoctoral Studies,  
Office of Academic Programs,  
UCSF School of Nursing, Box 0604  
Box 0604, #N-331B;  
415/476-2595, fax 415/476-9707

Admission & Registrar, Office of,  
Box 0244, Millberry Union, West, #MU-200W;  
415/476-8280, fax 415/476-9690  
web http://registrar.ucsf.edu

Alumni Association (Nursing),  
Box 0970, 745 Parnassus Avenue;  
San Francisco, CA 94143-0970  
415/476-4723, fax 415/476-9570  
web http://support.ucsf.edu/alumni/school-nursing

Chancellor's Office, Box 0402,  
513 Parnassus Ave., #S-126 (Medical Sciences Bldg.);  
415/476-2401, fax 415/476-9634  
web http://chancellor.ucsf.edu

Graduate Division, Dean,  
Box 0244, Millberry Union, #MU-200W;  
415/476-9716, fax 415/476-9690  
web http://graduate.ucsf.edu

Housing Office,  
Box 0232, Millberry Union, West, Room #MU-102W;  
415/476-2231, fax 415/476-6733  
web http://www.campuslifeservices.ucsf.edu/housing

International Students and Scholars Office  
Box 0477, 513 Parnassus Ave., #S-16 (Medical Sciences Bldg.);  
415/476-1773, fax 415/476-8119,  
web http://isso.ucsf.edu

Student Financial Services (Financial Aid),  
Box 0246, Millberry Union, West, #MU-201W;  
415/476-4181, fax 415/476-6652,  
web http://finaid.ucsf.edu

University of California, President's Office  
1111 Franklin St., 12th Floor, Oakland, CA 94607-5200;  
510/987-9074, fax 510/987-9086  
web http://www.ucop.edu

University Store (Bookstore)  
Box 0230, Millberry Union, East, First Floor  
415/476-1666, fax 415/661-1731  
web http://www.bookstore.ucsf.edu
**Frequently Called Telephone Numbers**

Emergency Services - **9-911**  
(from a cell phone) **415-476-6911**  
UCSF Police - 415/476-1414 (non-emergency)

Campus Services - 415/476-1000 or 415/476-9000  
Bookstore - 415/476-1666  
Chancellor's Office - 415/476-2401  
Directions to Campus - 415/476-2999  
Library - 415/476-2334  
Millberry Programs/Recreation - 415/476-1115  
Parking - 415/476-2566

Transportation/Commuter Services  
    Van Pools/Shuttles - 415/476-1511
California Residency

For more information on Residency issues see the Residency Deputy at the Office of the Registrar, and on-line at http://registrar.ucsf.edu/registration/residency (website).

Basic Rule

To be classified a California resident for tuition purposes, you must be a financially independent adult resident of California for more than one year immediately prior to the residence determination date or a minor whose parents are California residents. The residence determination date is the day instruction begins at the last of the University of California campuses to begin instruction for the term.

Establishing Residency for Tuition Purposes

You may establish a residence in California for tuition purposes if you are a financially independent adult. You are not eligible to establish residence if you are an adult alien present in the U.S. with a nonimmigrant status that precludes you from establishing a domicile in the U.S. (including, but not limited to, B, F, H2, H3, J, M, O, P, Q, S, TN, and TD visas) or an alien without a legal immigration status. To establish residence you must be physically present in California with the intent to make California your permanent home, and you must demonstrate by your actions that you have given up your former residence to establish a residence in California. Once you have established your residence in California, you must reside in California for more than one year (366 days) before you will be eligible to be classified as a resident for tuition purposes. If you are in California solely for educational purposes, you will not be considered to have established a residence for tuition purposes, regardless of the length of your stay. Your residence cannot be derived from your spouse or from your parents unless you are a minor.

Demonstrating Intent

Your intent to be a California resident is judged by your actions. You must show, by the actions you take after you move to California, that you are present in California because you intend to reside here indefinitely, as opposed to being in California to go to school. Acts that may indicate your intent to make California your permanent home include, but are not limited to: establishing a home in California in which your personal belonging are kept; designating California as your permanent address on all records; registering to vote and voting in California elections; registering your vehicle in California and obtaining a California driver license; paying California income taxes on all income since the date you moved to California; remaining in California during non-instructional periods; establishing bank accounts in California; and the absence of these and any other indications of residence in other states or countries during any period for which you claim California residence.

Financial Independence

Unless you are supported by California resident parents, you must be financially independent to be classified a resident for tuition purposes. You are, by definition, financially independent if one
or more of the following applies: (1) you are at least 24 years of age by December 31 of the year
you request resident classification; (2) you are a veteran of the U.S. Armed Forces; (3) you are a
ward of the court or both of your parents are deceased; (4) you have legal dependents other than a
spouse or registered domestic partner; (5) you are married, are in a registered domestic
partnership, or are a graduate or professional student, and you were not and will not be claimed
as an income tax deduction by any individual other than your spouse or registered domestic
partner for the tax year preceding the term for which you are requesting resident classification; or
(6) you are a single undergraduate student who was not claimed as an income tax deduction by
your parents or any other individual for the two tax years immediately preceding the term for
which you are requesting resident classification, and you have been supporting yourself during
those two years and the current year. Note: Graduate students who are graduate student
instructors, teaching or research assistants, or teaching associates employed at 49% time or more
(or awarded the equivalent in University-administered funds) in the term for which resident
classification is sought are not required to be financially independent.
Residence Rules Applicable to Minors

Generally, unmarried minors derive residence from their parents. If you are under age 18, your residence is the same as the residence of the parent with whom you live. Unless you are an alien who is in the U.S. on a nonimmigrant visa that precludes you from establishing a domicile in the U.S., once you become an adult (age 18), you may establish your own residence. Your residence for tuition purposes continues to be the same as that of your parents until you have been an adult resident of California for more than one year (and have fulfilled the other residency requirements). If you have a parent living, you cannot change your residence by your own act, by the appointment of a legal guardian, or by the relinquishment of your parents’ right of control. If you live with neither parent, your residence is the same as the parent with whom you last lived. You can derive California residence from a parent if that parent satisfies the one-year durational requirement.

Exceptions to the Rules Applicable to Minors

There are some exceptions to the rules above related to minors. If you are a minor and any of the following circumstances apply to you, you may be eligible to be classified as a resident for tuition purposes: (1) You have a California resident parent and you move to California to begin residing with that parent prior to your 18th birthday; (2) Your parents were California residents who have moved to another state and you remain in California and enroll in a California public post-secondary institution within one year of your parents’ departure; (3) You support yourself and you live in California for more than one year immediately prior to the term; (4) You have been living with and been supported by an adult other than your parents for more than two years immediately prior to the term.
Exemptions from Nonresident Tuition

The following categories of students may be entitled to an exemption from nonresident tuition: (1) members of the U.S. military stationed in California on active duty and their spouses, registered domestic partners, and dependent children; (2) unmarried dependent children under age 21, spouses, and registered domestic partners of members of the UC faculty who are members of the Academic Senate; (3) unmarried dependent children, spouses, and registered domestic partners of full-time UC employees who are assigned to work outside California; (4) full-time UC employees who are assigned to work outside California; (5) children, spouses, and registered domestic partners of deceased public law enforcement or fire suppression employees killed in the course of their official duties who were California residents at the time of their death; (6) dependent children of California residents; (7) graduates of a California high school operated by the Federal Bureau of Indian Affairs; (8) credentialed employees of a California public school; (9) amateur student athletes training at the US Olympic Training Center in Chula Vista; (10) students who attended high school in California for three years and graduated from a California high school (or attained the equivalent), except students who are nonimmigrant aliens; (11) surviving dependents of California residents killed in the 9/11/01 terrorist attacks; (12) recipients of the Congressional Medal of Honor and their children under age 27. For students in categories (3) & (4), a review will be conducted each term to verify continuation of the applicable status.
Temporary Absences

If you are in the process of establishing residence in California for tuition purposes and you leave California (e.g., if, during the summer break, you return to your former home state or to the state in which your parents reside, you will be presumed to be in California solely to pursue your educational objectives. Only convincing evidence to the contrary will rebut this presumption. Students who are in California solely for educational purposes are not eligible to be classified as residents for tuition purposes regardless of the length of their stay in California.

If you are have been classified as a resident and you leave California, your absence could result in the loss of your residence status unless you can show that your absence was temporary and that while you were away you maintained your California residence and did not acquire a residence elsewhere.
## Petitions

You may petition for a change of classification from nonresident to resident status by submitting a [Petition for Change of Legal Residence](#) with copies of the supporting documents (see the section "Demonstrating Intent" for example of documentation). For the California tuition exemption for eligible California high school graduates, submit [California Tuition Exemption for Eligible California High School Graduate](#). Petitions and documentation must be submitted at least three weeks prior to the following dates:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter</td>
<td>July 15</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>October 15</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>January 15</td>
</tr>
</tbody>
</table>
Time Limitation on Providing Documentation

If additional documentation is required for residence classification or for the tuition exemption, you will be allowed until the last day of the quarter in which you are applying for classification of your status to provide documentation.
Incorrect Classification

If you have been incorrectly classified as a resident, or incorrectly determined to be exempt from nonresident tuition, such errors will be corrected and you will be required to pay all nonresident tuition not paid. If you conceal information or furnish false information resulting in an incorrect determination, you may be subject to student disciplinary procedures. Resident students who have become nonresidents must immediately notify the campus Residence Deputy.
Inquiries and Appeals

Inquiries regarding residence requirements, determination and exemptions should be sent to the Residence Deputy, Box 0244, 500 Parnassus Ave., #MU-200W, San Francisco, CA 94143-0244, Tel: 415/476-8850; or, the Principal Legal Analyst, 1111 Franklin Street, 8th Floor, Oakland, CA 94607.

No other university personnel are authorized to supply information regarding residence requirements and exemptions.

Information on the appeal process is available from the Office of the General Counsel web site.

Dependent Member of the Military

A student who is a dependent natural or adopted child, stepchild, spouse or registered domestic partner of a member of the armed forces of the United States stationed in California on active duty is entitled to a resident classification. Graduate and professional students are entitled to the waiver for no more than one academic year. If, while the student is in attendance at UC, the member of the armed forces is (1) transferred outside California where he continues to serve on active duty or (2) is retired from active duty, the student will not lose his exemption until he has resided in the state the minimum time necessary to become a resident (366 days). Financial independence will not be a requirement and the waiver is available to all children who are dependents for federal income tax purposes; it is not limited to minors.

Requirements

The student must be the dependent of a member of the armed forces who:

1. Is stationed in California on active duty on the residence determination date, or
2. After serving in California on active duty has been transferred outside California where he continues to serve, or
3. Has retired from active duty immediately after serving in California.

Additional Information

The Office of the General Counsel provides additional information on California residency requirements.

Disclaimer

This explanation is not a complete explanation of the law regarding residence. Changes may have been made in the residence requirements between the publication of this information and the relevant residence determination date. Following the final decision of the residence deputy, any student may appeal a nonresident classification in writing to the principal legal analyst within 30 days of notification of the residence deputy's final decision.
Crime Awareness/Reporting, Clery Report

Police Emergencies, telephone **9-911**, from a cell phone **415-476-6911**; the regular police telephone number is 415/476-1414, on-line at [http://www.police.ucsf.edu](http://www.police.ucsf.edu) (website).

The University of California, San Francisco's annual crime report (required by the Jeanne Clery Act) is compiled by the UCSF Police Department and the UCSF Clery Compliance Office. The report includes statistics from the previous three years concerning reported crimes that occurred on campus, in off-campus buildings owned or controlled by The University, and on public property within or immediately adjacent to and accessible from the main campus.

The report also includes institutional policies concerning campus safety and security, such as policies concerning alcohol and drug use, crime prevention, reporting of crimes, sexual assault, and other police matters. You can obtain a copy of this report by visiting UCSF Police Administration located at 654 Minnesota Street, Room 180, or the UCSF Police Department We-ID Unit, (Millberry Union Bldg., West, Garage Level "G" Room #G-18 (Room P-7), any UCSF Police Department Security Desk, or by contacting their Crime Prevention Section at 415/502-9396 or by accessing the following website: [http://www.police.ucsf.edu](http://www.police.ucsf.edu) (website).
Index

Accreditation
Acute Care Nurse Practitioner
Acute Care Nursing Scholarship Loan Program
Addresses
Administration
Administration (Community Health Systems
Admission
- Doctor of Philosophy
- Master of Science
- Master's Entry Program in Nursing
Admission and Registrar's Office
ADN-MS Pathway Program
Adolescent Focus
Adult Nurse Practitioner
AIDS Minor
Alumni Association
Alumni House
Application Process
- Doctor of Philosophy
- Master of Science
- Master's Entry Program in Nursing
Articulation into Doctoral Program
Bookstore
Bureau of Registered Nursing
Calendar, Academic and Administrative
California Residency
California R.N. Licensure
Campus Information
Cardiovascular Nursing
Cardiovascular/Genomics, Nursing
Chancellor’s Message
Chancellor’s Office
Clinical Sites
Community Health & International Nursing
Computer and Research Resources
Courses
- Nursing
- Nutrition
- Sociology
Crime Awareness
Criminal Background Check
Critical Care/Trauma Nursing
Cultural Diversity
Curriculum
- Doctor of Philosophy
- Master of Science
- Master's Entry Program in Nursing
Dean, Graduate Division
Dean, School of Nursing
Dean’s Message
Diploma
Disabilities, Students with
Disqualification
Doctor of Philosophy in Nursing Program
Duplication of Degrees
Education Minor
Educational Fee
Emergencies - telephone \textbf{9-911}
Emergencies - cell phone \textbf{415-476-6911}
Emergency Assistance (Loans)
Emeriti, Professors
Employment, Student
Evaluation of Applicants
- Master of Science
Examinations
- Doctor of Philosophy
- Master of Science
Expenses
Facilities
- Campus
- Library
- Off-campus
- Recreational
- School
Faculty
Faculty Research
Family Nurse Practitioner
Fees
Financial Aid
Foreign Students, see International Applicants
Frequently Called Telephone Numbers
Genomics Minor
Gerontological Nursing
Good Standing -
Grading System -
Graduate Division -
Graduate Standing
Graduate Students’ Association
Health Insurance
Health Policy Minor
Health Policy Nursing
Health Service
Hepatitis B Vaccine -
History, School of Nursing
HIV/AIDS Minor
Honor Society (Sigma Theta Tau)
Housing, Housing Office
Humanities, History, and Ethics, Minor
Immunizations
Institute for Health & Aging (IHA)
Institutional Data Collection
Insurance, Health
Interdisciplinary Adolescent Program
International Academic Programs
International Applicants
- Doctor of Philosophy
- Master of Science
International Outreach
International Students and Scholars
Interview
- Doctoral Program
- Master's Entry Program in Nursing
Lapse of Status
Leave of Absence
Library
Licensed Vocational Nurse Option
Licensure
Loans
Map, Campus
Master of Science Program
Master’s Entry Program in Nursing (MEPN)
Midwifery
Millberry Union
Minors
Neonatal Nursing
Nonresident Applicant, see California Residency
Nonresident Tuition Scholarships
Nurse Faculty Loan Program
Nurse-Midwifery
Nursing Administration Specialty
Nursing Education Minor
Nursing Student Council
Nursing Student and Curricular Affairs
Occupational/Environmental Health Nursing
Off-campus Facilities
Office of Research
Oncology Nursing
Oncology/Genomics Nursing
Pathway Program, ADN-MS
Pediatric/Neonatal Nursing
Perinatal Nursing
Police - Emergencies - telephone 9-911
Police - Emergencies - cell phone 415-476-6911
Police
Postdoctoral Studies
Post-Master’s Options
President's Office
Professional Disqualification
Professional School Fee
Psychiatric/Mental Health Nursing
Re-Admission
Recruitment, Student
Reduced Fee Enrollment
Reference, Letters of
- Doctor of Philosophy
- Master of Science
- Master's Entry Program in Nursing
Refunds
Registrar's Office
Registration
Registration Fee
Registration Hold
Research, Doctoral Program
Research, Office of
Research Training Resources
Residency, California
Retention, Student
San Francisco and the Bay Area
Scholarships
School of Nursing
- Accreditation
- Administration
- Facilities
- Faculty
- Fees
- History
- Mission
Screening Procedure
- Doctor of Philosophy
- Master of Science
- Master's Entry Program in Nursing
Selective Service
Sigma Theta Tau (Honor Society)
Social & Behavioral Sciences
Sociology
Special Studies
Stafford Loans
Student
- Academic Affairs
- Activity Center
- Conduct
- Council Fee
- Disabled Services
- Employment
- Financial Services
- Health Service
- Housing
- Identification Cards
- International
- Life, Office of
- Loans
- Organizations
- Recruitment and Retention
- Health Services
- Status
- Union
Students, Foreign, see International Applicants
Study List Filing
Summer Session
Supplies
Telephone Numbers (Frequently Called)
Textbooks
Theory Development
Traineeships
Transcripts of Records
- at UCSF
- Doctoral Program in Nursing
- Master of Science
- University
Transfer of Credit
Transportation
Tuition
University Store
Varicella
Veterans Benefits
Withdrawal
Work-Study and Other Student Employment