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[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.

At UCSF, we are committed to a shared set of core values, PRIDE: Professionalism, Respect, Integrity, Diversity, and Excellence. We define our mission as the advancement of health worldwide, through the highest caliber of 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 wish you success in your future educational endeavors.

Sam Hawgood, MBBS
Chancellor
Arthur and Toni Rembe Rock Distinguished Professor
[Preface] Message from the Dean

Welcome to the UCSF School of Nursing!

This fall, I return to UCSF from a nearly 20-year absence. Having been associated as a student and later as a faculty member, I look forward to serving as Dean and Professor, and Associate Vice-Chancellor for Nursing Affairs at UCSF. Together we will work to sustain and grow the long tradition of UCSF’s excellence in education, research and service.

Although the future of health care is uncertain today, the UCSF School of Nursing is strategically positioned to prepare nurse leaders who will guide us through these uncertain times – in the US and across the globe. The UCSF School of Nursing is uniquely poised to address the challenges of today and tomorrow.

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

We welcome you into our school community and invite your engagement.

Catherine L. Gilliss, PhD, RN, FAAN
Dean and Professor
Associate Vice-Chancellor for Nursing Affairs
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.

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; 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, at the 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

The UCSF Library is a vibrant, innovative resource well matched to the world-class patient care, educational, and research facets of UCSF. An ideal mix of old and new, the Library offers a wide variety of study spaces, computer classrooms, access to a vast amount of biomedical knowledge, a coffee bar, a Makers Lab, and a developing Data Sciences Initiative for students, faculty, and staff. Information experts are available through a variety of classes, office hours, and personal appointments.

The Library provides access to a world class online and print collection, which contains more than 500,000 electronic books, 180,000 print books, 59,000 online journals, and 250 databases in a wide variety of subject areas. The collection covers “biomedicine” from basic research through clinical care to health and society. Access to the online resources is available both on- and off-campus.

The Parnassus Library offers a wide range of spaces and services, including:

- Reserveable group study rooms as well as 24-hour study space
- Laptops, miscellaneous computer accessories, and A/V equipment for loan
- The Makers Lab - a creative space for learning, inspiration, and exploration. Users can use a wide range of resources from 3d printers and 3d scanners to a sewing machine and Play-Doh.
- The Tech Commons - a dedicated space to engage with technology and explore new teaching and learning opportunities. It houses PC and Mac computers, printers, software, documentation, consulting support.

At Mission Bay, multiple Library spaces are available:

- The Library at the Rutter Center has staff, a small print collection, a computer classroom, and study space.
- The Hub, located in Mission Hall, provides a 24/7 study space for both collaborative and quiet study as well a place to have individual consultations with librarians.

Access to a variety of expertise is available regardless of where you are located:

- The Education Group offers regular classes, office hours at Mission Bay, and personalized sessions as needed. Areas of expertise include developing effective search strategies, managing and organizing references, copyright, evaluating journals, and systematic reviews. Education librarians also provide customized instruction to support the curriculum.
- IT specialists provide IT support services to students at the Parnassus Library help desk and via phone and email.
• The *Learning Technologies* group assists faculty and education staff in the effective use of education technology at UCSF. Hardware, software, and consulting support are available for the development of educational materials.

• The *Data Science Initiative* is a hub for anyone at UCSF that works with data. Experts offer workshops and programs to teach scientists how to program in R and Python, create data visualizations, use software to analyze large biomedical datasets, share their data to meet publication requirements, and much more.

Visit the library website to access a wealth of health sciences resources and see the full range of services and spaces: [http://www.library.ucsf.edu](http://www.library.ucsf.edu).
Student Health and Counseling Services

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

Primary Care Services

Student Health & Counseling Services (SHCS) is staffed by MDs, RNs, nurse practitioners, mental health providers and administrative staff. All students may be seen at SHCS at no cost to you for primary care services. Some services, such as immunizations and IUD placement, carry a charge if you have waived the UC Student Health Insurance Plan.

Call (415) 476-1281 to schedule an appointment or schedule online at https://MyHealthRecord.ucsf.edu. Services provided at the SHCS clinic include acute care, preventive healthcare exams and physicals, mental health counseling, nutrition consultation, TB screening, immunizations, coordination of care for chronic health problems, contraceptive counseling, IUD placement, 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 specialists' right on campus with prior authorization from Student Health.

UC SHIP also offers the lowest out-of-pocket cost to see UC Medical Center specialist. UC SHIP also includes a nationwide physician network and an option to be seen out-of-network at any provider of your choosing. For a summary of plan benefits, visit the SHCS website (https://studenthealth.ucsf.edu/insurance). A summary of plan costs is also available on the Cost of Care handout (https://studenthealth.ucsf.edu/forms-brochures).

Mental Health Services

All registered students may see a mental health provider at SHCS at no cost to you. SHCS also provides psychiatry services. SHCS provides counseling services using a brief therapy model. If additional visits are required, students may be referred to an off-campus provider. UC SHIP offers low copays for services outside SHCS. See the insurance brochure on the SHCS 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 email 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.
A description of the health requirements is available from SHCS at (415) 476-1281 and on the SHCS website (https://studenthealth.ucsf.edu/new-student-immunization-requirements).

Additionally, the School of Nursing requires you to upload the immunization summary from your SHCS electronic medical record (https://myhealthrecord.ucsf.edu) to CastleBranch.com.

**Outreach Programs**

SHCS provides 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 on the SHCS website: http://studenthealth.ucsf.edu/wellness. You will also receive quarterly emails announcing programs for the upcoming term.

**UC Student Health Insurance Plan (UC SHIP) - Waiver**

If you have an alternate health insurance plan, you may be eligible to waive the UC SHIP. The plan must meet all minimum benefit requirements. Student may file for a waiver of UC SHIP prior to the fall, winter, or spring terms. A description of the waiver process and application deadlines can be found on the SHCS website: http://studenthealth.ucsf.edu/insurance/insurance-waiver.
Guy S. Millberry Union

Millberry Union is UCSF’s non-academic services central location. *Millberry Programs and Events* specialize 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](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 are included, and campus Wi-Fi is accessible in most areas. Due to their proximity to most classes and the library, these spaces fill up quickly. There is no parking privilege, but the shuttles, buses and light-rail trains are just steps from the door.

Aldea San Miguel - The complex is surrounded by a 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 internet service, and capability for cable and satellite television. Nearby 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. 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.

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: http://www.campuslifeservices.ucsf.edu/housing. You may also contact UCSF Housing Services, 1505 Fourth St. # 101, San Francisco, CA 94143-3100 or telephone (415)514-4550, or write to housing@ucsf.edu.
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. The ISSO also hosts social events like potlucks and neighborhood hikes, to foster a welcoming environment and help international students and scholars to acclimate to living in San Francisco.

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

Student Academic Affairs (SAA) offers a wide range of vital services that help all UCSF students and scholars thrive, and that support faculty in creating the optimal environment for learning and professional development.

SAA's 19 functional units collaborate to provide academic, personal, and professional development resources from financial aid to health and counseling, and from classroom learning resources to career planning workshops. SAA encourages you to visit https://success.ucsf.edu/home for an overview of and links to student services offered across UCSF. (More information about SAA is at studentaffairs.ucsf.edu.)
Student Life and Student Success

Student Life provides a wide range of student services, programs and resources that foster community and ensure students’ academic success and wellbeing. Services under the Student Life umbrella include First Generation Support Services, Learning Resource Services, Student Disability Services, and Veteran Support Services. Student Life also coordinates the activities of student involvement programs including student government organizations; Synapse, the student-run newspaper; and registered campus organizations, student-run groups representing a broad range of academic, cultural, ethnic, artistic, and community service interests. More information about the Student Life Office is on their website: studentlife.ucsf.edu.

Student Life also works closely with other campus partners including the Multicultural Resource Center, LGBT Center, the Library, Housing Services, Fitness and Recreation, etc., to make sure that students find out about and can access the full range of services and support available to them at UCSF. Student Life invites you to visit the virtual Student Success Center at success.ucsf.edu, where you can easily navigate the wide range of resources and services available to you at UCSF to help you succeed!

The virtual Student Success Center will also have a new physical home in fall 2017, bringing together many student services under one roof. Watch success.ucsf.edu for updates. Office of Career and Professional Development (OCPD)

The Office of Career and Professional Development provides programs, services, individual assistance, and web and 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 Disability Services

Student Disability Services (SDS) coordinates services and accommodations for students with disabilities at UCSF.

SDS serves, supports, and empowers UCSF students with disabilities by ensuring equitable access so they may fully and holistically participate in all areas of the university experience. SDS is committed to assisting learners with disabilities reach their full potential in our educational environment and is committed to protecting the privacy of all learners. Early communications with SDS and your School of Nursing liaison are essential to implementing accommodations in a timely manner.

For complete information about the registration process, visit Student Disability Services online at sds.ucsf.edu or contact the Director of Student Disability Services, Timothy Montgomery at timothy.montgomery@ucsf.edu; telephone (415) 476-6595; Millberry Union West, Room 100.
Learning Resource Services

Learning Resource Services offers support to help UCSF students in all schools and the Graduate Division improve their academic and clinical success through the following methods:

- application of more effective study strategies
- enhanced critical thinking
- better test preparation
- more efficient use of time
- understanding of best learning approaches
- better management of test anxiety

Services are provided through workshops tailored to specific academic programs, through individual consultations, and through consultations with small groups of students who study together. For more information visit: [https://learn.ucsf.edu/](https://learn.ucsf.edu/). Peggy Ryan (peggy.ryan@ucsf.edu) is the point person for students in the School of Nursing.

Veteran Support Services

Veteran Support Services (VSS) is dedicated to providing a welcoming environment for student veterans and active duty service members. VSS helps student veterans navigate UCSF and provides them with a welcoming space, mentoring from other student veterans, guidance on educational benefits, and tools to succeed academically and personally. UCSF values the skills, assets and experiences that veterans bring to the UCSF community and is committed to helping them achieve their goals and aspirations. For more information visit: [http://veterans.ucsf.edu/](http://veterans.ucsf.edu/).
Student Outreach and Recruitment

The state of California is one of the most multiethnic and multilingual states in America. A primary goal of the School of Nursing is to recruit and prepare students from diverse backgrounds to be leaders in clinical practice, teaching, research, community health, health policy, and other emerging healthcare arenas. A diverse nurse workforce is vitally needed to address the healthcare needs and reduce the health disparities that exist with poor and underserved populations.

The UCSF School of Nursing has an aggressive, year-round outreach and recruitment calendar of over fifty-events a year that seeks to identify and recruit students to fill roles as nurse practitioners, clinical nurse specialists, nurse-midwives, public health nurses, and researchers. We incorporate a multi-pronged approach that includes targeted email campaigns, monthly information sessions, campus events, and a robust social media presence via Facebook, Twitter, LinkedIn, and Instagram.

Recruitment is conducted nationally and internationally to reach prospective students who are in-state and out of state, as well as in rural and urban communities. In addition to the various regions and communities where outreach is conducted, the school of nursing also has a presence in a variety of settings to connect with, and identify individuals for our various degree programs. Outreach services provided include direction about multiple education paths to nursing programs at UCSF, educational guidance, admissions criteria, UCSF nursing programs/specialties, degree offerings, and funding opportunities. Recruitment settings include:

- Professional Nursing Conferences
- International Nursing Conferences
- University Graduate School Fairs
- University Pre-Health Fairs
- University Diversity Fairs
- Hospital Nursing Education Fairs
- Ethnic Nursing Organization Conferences
- Nursing Research Conferences
- UCSF Campus Recruitment Events

Outreach Target Populations include:

- Community college students
- Undergraduates (nursing and non-nursing majors)
- Graduate students
- Military personnel
- Working nurses
- Non-nursing professionals/career changers

In addition to the above activities, the UCSF School of Nursing maintains collaborative working relationships with nursing and student organizations that promote increasing diversity within the health sciences and nursing fields. We have made strong inroads
collaborating and recruiting with the Bay Area Black Nurses Association (BABNA), Los Angeles Council of Black Nurses, the Multicultural Nursing Council of Los Angeles, Fresno Minority Nurses Association, National Black Nurses Association, and the National Association of Hispanic Nurses, national, San Francisco and Los Angeles Chapters.

Campus Recruitment events, such as Inside UCSF, are held annually geared towards undergraduate students interested in pursuing nursing. Information on Inside UCSF can be found here: https://diversity.ucsf.edu/InsideUCSF.

Monthly Evening Information Sessions are also held for all interested prospective students to learn about our nursing programs and meet faculty, https://nursing.ucsf.edu/admissions-financial-aid/information-sessions.

The UCSF School of Nursing Calendar of Outreach Events can be found at: https://nursing.ucsf.edu/about/outreach.
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. For information, visit the website: http://www.ucmexus.ucr.edu/.
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://studentlife.ucsf.edu/policies/campus-activities.

The UCSF Campus Code of Conduct can be found at: https://chancellor.ucsf.edu/sites/chancellor.ucsf.edu/files/Code%20of%20Conduct.pdf.
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.
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.

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.
Institute for Health & Aging

The Institute for Health & Aging (IHA) was established as the first organized research unit (ORU) devoted to aging and health policy at the University of California in 1985. The Institute fosters multidisciplinary collaborative comprehensive education and training in aging, health policy, and health services research for pre-post-doctoral scholars in a variety of social science disciplines.

Funding is provided by the School of Nursing, the University, the State of California, agencies of the federal government, private foundations, and individual donors. Since its beginning in 1985, IHA has been successful in obtaining nearly $350 million in extramural funding, and establishing partnerships and collaborations within the university as well as with external groups. 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 public through discussion papers, articles, books, annual reports, public testimony, seminars, conferences, and on-line at https://nursing.ucsf.edu/about/departments/institute-health-aging

The Institute faculty, including affiliated faculty and 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.
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 to $133,716 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 classroom 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 inter-professional health education and integrated teaching and learning - all under one roof. Their website at [http://tlc.ucsf.edu/](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.

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.
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, 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 https://registrar.ucsf.edu/registration/how-register. 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: registrar@ucsf.edu

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 spring 2018, 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. (Check the titles at http://www.ucop.edu/ucophome/coordrev/policy/3-12-03.html.) An employee so registered is ineligible for the services and facilities of the Counseling Center, gymnasiums, or the Student Health Services, other than those services to which the employee is regularly entitled.

Applications for Reduced Fee Enrollment must be filed with Office of the Registrar by the published deadlines, see https://registrar.ucsf.edu/registration/deadlineshome
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 readmission 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 student portal [https://saa.ucsf.edu/studentportal/](https://saa.ucsf.edu/studentportal/), 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

New students can upload a photo through their student portal by accessing the "WeID" link. 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’s Parnassus location 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.

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 ([http://registrar.ucsf.edu/new-students/warnme](http://registrar.ucsf.edu/new-students/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 ([http://warnme.ucsf.edu/](http://warnme.ucsf.edu/)).
Other Information

Report lost or stolen cards immediately. ID cards are the property of the University of California ([http://police.ucsf.edu/index.php?/ID-Cards/lost-or-stolen-cards.html](http://police.ucsf.edu/index.php?/ID-Cards/lost-or-stolen-cards.html)). Students must return their ID card when they graduate or end active student status. Please refer to the ID card policy ([http://policies.ucsf.edu/150/15017.HTM](http://policies.ucsf.edu/150/15017.HTM)) 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 opens approximately 7 weeks prior to the start of instruction each 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 ([http://saa.ucsf.edu/signon](http://saa.ucsf.edu/signon)) 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: [https://registrar.ucsf.edu/registration/change-study-list](https://registrar.ucsf.edu/registration/change-study-list)
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. Transcripts can be issued on special security paper or as secure electronic PDF. Note that some certification boards do not accept electronic transcripts, so always check with the recipient prior to deciding delivery type. For details visit: https://registrar.ucsf.edu/transcripts/ordering-transcripts

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.

Diplomas

Diploma information is available from the Office of the Registrar at: https://registrar.ucsf.edu/current-former-students/diplomas

Leave of Absence and Honorable Withdrawal

Permission for leave of absence 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. Students can submit a leave of absence or honorable withdrawal petition online through their student portal after they have 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** (https://registrar.ucsf.edu/registration/readmission) 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 Residency** (https://registrar.ucsf.edu/registration/residency) 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. All returning students are subject to additional clinical placement requirements that must be completed prior to registration.

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.

**Academic Probation**

A minimum 3.0 GPA must be maintained to graduate from a graduate program. Quarterly the School of Nursing Academic Jeopardy Committee notifies Graduate Advisors of their student advisees whose GPAs are below 3.0. Accordingly, the adviser will provide *academic counseling as necessary* to students and/or make recommendation as follows:

- that no action be taken by the SON or the Graduate Division at this time;
- that the student should receive formal warning by the Academic Jeopardy Committee or Graduate Division, or
- that a student’s graduate status be terminated provided a warning has been sent previously.

**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’ 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, *F*=failure, *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* = zero. Optional grading: *S*=satisfactory and *U*=unsatisfactory. 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*, are final when filed by instructors in their end-of-term course reports. No term grade except *I*, 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](http://registrar.ucsf.edu/registration/fees/nursing).

Fees must be paid in full at the time of registration each quarter. Payment by E-check, check, Credit Card (2.5% service charge), draft, or money order should be made payable to *Regents of the University of California* ([https://registrar.ucsf.edu/registration/paying-fees](https://registrar.ucsf.edu/registration/paying-fees)).

Registration Fee

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

Tuition

Tuition is the educational fee 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. Tuition varies by student level and program, and may be subject to change.

Professional Degree Supplemental 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 Supplemental Tuition

*Nonresident Supplemental 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 Insurance Premium

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.

**Associated Students**

Every UCSF student is a member of two student governments (supported through registration fees):

**Graduate & Professional Student Association**

The umbrella student government which represents all UCSF students ([https://gpsa.ucsf.edu/](https://gpsa.ucsf.edu/))

**Associated Students of the School of Nursing (ASSN)**

The official organization that represents the School of Nursing students at UCSF ([https://nursing.ucsf.edu/associated-students-school-of-nursing](https://nursing.ucsf.edu/associated-students-school-of-nursing))
Refunds and Return of Unearned Aid

Refunds

New students who withdraw prior to the first day of instruction will be refunded the full payment minus a $100 service charge. For all continuing and readmitted students there is a service charge of $10. 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.

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 are subject to change and updated at http://registrar.ucsf.edu/registration/fees/nursing
Financial Aid

As a student at UCSF School of Nursing, you have three offices working to assist you with financial aid related questions (scholarship information, FAFSA, financial planning). The first office is the central campus unit of Student Financial Aid (located in the Office of Student Academic Affairs in Millberry Union, MU201W), the second is the School of Nursing unit of Student Funding (located in the Office of Student Affairs) and the third is the Graduate Division Office (located at Mission Bay in the Rutter Center).

UCSF Student Financial Aid is located at 500 Parnassus Avenue, Millberry Union, Room 201 West (MU201W) https://finaid.ucsf.edu/. Their goal is to efficiently balance regulation compliance and the financial needs of UCSF Students, while providing the best possible customer service. The Financial Aid Office is responsible for administering and processing your financial aid including Federal and Private loans and work study employment, and has a Financial Aid Overview for Nursing Students available at: https://finaid.ucsf.edu/newly-admitted-students/nursing-students

UCSF School of Nursing Office of Student Affairs Student Funding Department is located in the School of Nursing, Student Affairs Office, Room N319X. Part of our mission is to assist students with the scholarships/grants to support their graduate education! Financial assistance to nursing students is available in the form of scholarships, grants, traineeships, Academic Appointments, Nursing Faculty Loan Programs, and Nursing Loan Repayment programs to eligible U.S. citizens and permanent residents. Several funding programs require departmental and/or faculty nominations thus it is strongly encouraged that students maintain contact with their academic programs and advisers, see our website at: https://nursing.ucsf.edu/student-funding/scholarship-information.

All students at the School of Nursing are encouraged to seek a variety of forms of financial support and it is essential for students to apply as early as possible. Beginning academic year 2016-17 the School of Nursing Student Funding Office will use a single Scholarship Supplemental Application for all of the Funds that we award through our office. If you are interested in applying for Scholarships, Traineeships, and Nursing Faculty Loan Program, you will find details on how to apply for various sources at our website at: https://nursing.ucsf.edu/admissions-financial-aid/financial_aid

Graduate Division also offers a variety of funding opportunities for eligible PhD students, including merit fellowships (https://graduate.ucsf.edu/internal-fellowships-and-awards), childcare grants (https://graduate.ucsf.edu/childcare-grants), and travel awards (https://graduate.ucsf.edu/travel-awards). Extramural fellowships and grants are also available and details are listed here: (https://graduate.ucsf.edu/extramural-fellowships). The Graduate Division has offices in two locations: on Parnassus in Millberry Union, Room 200 West (MU200W) and at Mission Bay in the William J. Rutter Center, Suite 310 (CC310).
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
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.

Graduate Division Funds

Nursing PhD students are eligible to apply for the Cota-Robles Fellowship, Earle C. Anthony Fellowship, and the Rosenberg-Hill Graduate Fellowship, all administered by the Graduate Division. For information visit: https://graduate.ucsf.edu/internal-fellowships-and-awards.
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.

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 mandatory system-wide fees/tuition (self-supporting programs do not qualify) 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.

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 https://finaid.ucsf.edu/application-process/veterans-benefits.
Organizations

Graduate & Professional Student Association
The mission of the Graduate and Professional Student Association (GPSA) is to serve the collective interests of graduate and professional students at UCSF in order to improve student life on a university and system wide level through dialogue, action, and activities between students, faculty, and staff. The GPSA serves as an open forum to discuss graduate and professional student concerns and University policy, to inform its constituents, to advocate student interests, to foster relationships between all academic programs, to strengthen connections to better support students, to initiate actions and proposals, and to serve as the voice of students. The GPSA also provides services and activities to enhance the quality of student life, educational experiences, and academic benefits for its graduate and professional student members. For more information, visit: https://gpsa.ucsf.edu/

Associated Students of the School of Nursing
The Associated Students of the School of Nursing (ASSN) is the official organization representing students of the School of Nursing at UCSF. ASSN aims to enhance the experience of the student body by serving as a liaison between students, the School of Nursing, and the University. ASSN organizes community-building events to bring students together and offers student support in the form of travel grants. If you have concerns or need support on an issue, please email assn@ucsf.edu or leave mail in the ASSN mailbox in the SON Dean’s Office lobby (#N-319Y). For more information, please visit: https://nursing.ucsf.edu/associated-students-school-of-nursing

Associated Students of the Graduate Division (Nursing PhD program students only)
The Associated Students of the Graduate Division (ASGD) is the officially recognized student government of graduate students at UC San Francisco. ASGD functions to create a sense of community among graduate students; to represent the needs of the diverse body of graduate students and to advocate for their rights and interests; and to promote career and professional development for graduate students. For more information, visit: https://graduate.ucsf.edu/ASGD

Registered Campus Organizations
Registered Campus Organizations (RCOs) are a very important part of campus life. Each year there are more than 180 RCOs at UCSF. These organizations cover a broad range of interests, including educational, social, cultural, artistic, recreational, political and spiritual; combined they sponsor over 1,200 diverse and exciting activities each year. Consider joining or forming an RCO as a great investment of your out-of-classroom time. Hundreds of UCSF students meet lifetime friends and create a deeper sense of community in just this way. For more information, please visit: https://studentlife.ucsf.edu/involvement/registered-campus-orgs
Synapse: UCSF Student Voices

*Synapse* plays the vital role of strengthening the fabric of a widely-dispersed campus community by providing news about UCSF, and in particular, student life, that cannot be found anywhere else.

Students who read *Synapse* benefit from reading a high-quality publication that reinforces a sense of community and school spirit. Students who work at the newspaper also benefit by learning a variety of skills that will assist them later in their careers, including organizing their thoughts to tell a good story, writing in a clear and concise manner, and executing on deadline.

Joining the Synapse team is easy! Simply attend a bi-weekly meeting, submit an article online or email Synapse at any time. For more information, please visit: [https://synapse.ucsf.edu/](https://synapse.ucsf.edu/)

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 Weekend celebration, 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.ucsfalumni.org/s/1420/index2.aspx?sid=1420&gid=1001&pgid=352](http://www.ucsfalumni.org/s/1420/index2.aspx?sid=1420&gid=1001&pgid=352).

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.

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 for a total of 6 credit units 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.

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. Research programs focus on families from diverse ethnic backgrounds and families with limited access to care.

To this end, faculty research programs address the following: understanding and improving outcomes for hospitalized infants and children, and healthcare engagement for families; psychobiologic responses to stress, child health interventions and outcomes, environmental health and pesticide exposures in child care and homes; patient safety and quality improvement in care of women and childbearing families; women’s reproductive health across the lifespan particularly in women of color, reproductive justice; biologic responses to stress and lactation in women and infants, infant feeding processes that support lifetime health of children, women and families; family management of children’s complex chronic conditions, especially during developmental or care transitions; childhood obesity prevention and management; lifestyle and sleep interventions to prevent obesity in children, adults and families particularly within diverse racial and ethnic groups (including Asian Americans i.e. Chinese, Filipino).

Global health agendas include improving childbirth and child health outcomes in Malawi, exploring malaria elimination efforts in Swaziland, and non-communicable disease prevention in low and middle-income countries. Faculty researchers employ traditional randomized controlled trial designs, large data set analyses, pragmatic clinical trial designs, and community based participatory research and health interventions. As well, faculty are expert in varied qualitative methodologies and mixed-methods studies.
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 bio behavioral 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 bio behavioral 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.
PhD Nursing Program Admission Requirements

1. A prior degree in Nursing from an accredited Bachelor’s or Master’s in Nursing Program.
2. Completion of baccalaureate (undergraduate) degree with a cumulative grade point average (GPA, on a 4.0 scale) of 3.2. 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). 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. Completion of a college-level statistics course within three years of entry is required.
6. Completion of a research course equivalent to the N262A course at UCSF within five years prior to entry.
7. A Goal Statement (essay) documenting evidence of capacity for original scholarship and research in nursing, and evidence of the ability to communicate in a scholarly manner,
8. Four recommendations/letters of reference addressing your performance and judgment in the area in which you wish to study and/or your professional preparation and experience
9. Congruence of applicant’s goals with the program’s goals and the resources of the School and University. Evidence of licensure as a registered nurse.
10. A minimum of one year of professional nursing experience is preferred.
11. Computer literacy is assumed, especially competence in internet/web researching and word processing skills.

Additional Information 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. 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. 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:

California Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100
http://www.rn.ca.gov

3. Prospective international doctoral students should also review the following resources:

Information for Prospective Students from Other Countries
https://nursing.ucsf.edu/information-prospective-students-other-countries

International Students and Scholars Office
http://isso.ucsf.edu/

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

Applications for the Nursing PhD program open each year in early July for Fall Quarter admission in the following calendar year. Applicants are encouraged to apply as early as possible, as applications completed by the December 1 deadline will have preference for admission and scholarship funding. Applications will be accepted until January 2 for areas that are still open. Please note that incomplete applications will not be reviewed and that no exceptions can be made.

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. Please remember that you can sign in and out of your UCSF application as many times as you may need to as you continue the process of completing each part of your application. We recognize that identifying and summarizing your work and academic achievements can take time and effort.

You can check your progress on the application overview page. Green check-mark symbols indicate completed sections. We advise you to plan ahead and ensure all sections have the indicative green check-mark at least two days before the regular/final deadline.

We suggest you keep a copy of each draft as you are developing your CV/Resume, and your goal statement. We recommend that you ask another person to proofread your statement. A well-written statement of purpose is an essential component of a successful application.

All required documents need to be uploaded in PDF format.

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

- http://nursing.ucsf.edu/admissions/which-program-is-right-for-you
Admission Transcripts

In your application, identify each post-secondary (after high school) institution you have attended. Unofficial transcripts may be uploaded to your application for screening purposes, but an official transcript is preferred for review. Should you be accepted into the program, UCSF must receive an official (sealed) transcript before enrollment. One official original transcript from each college, university, and nursing school attended must be sent directly to Nursing Student Affairs:

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<tr>
<th>Nursing Student Affairs, PhD-N 2016</th>
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<tbody>
<tr>
<td>2 Koret Way #N-319X</td>
</tr>
<tr>
<td>UCSF Box 0602</td>
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<tr>
<td>San Francisco CA 94143-0602 USA</td>
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A preliminary transcript should show coursework in progress. If necessary and/or appropriate, a transcript may be individually downloaded (as a PDF) from a password-protected web site, should this be the policy of your institution.

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. Start this process as soon as possible. The evaluation process can take several weeks up to several months. Non-English transcripts must be translated into English by a certified translator, and then evaluated. 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 recommendation letters are required (a maximum of five is permitted) as part of the 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 or 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. Within the system, applicants can verify when each of their recommenders has submitted their reference/recommendation. Applicants may send reminders to recommenders through the application system. Recommenders will have access to submit their reference for applicants even after the applicant ‘locks,’ or submits their application, however the admissions committee will only review complete applications with the minimum four recommendations received.

Examinations

Doctoral applicants are required to take the Graduate Record Examination (GRE) General Test (see http://www.gre.org). 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.

<table>
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<th>ETS: GRE / TOEFL Examinations</th>
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<tr>
<td><strong>Educational Testing Service</strong> (ETS)</td>
</tr>
<tr>
<td>Princeton, NJ 08541 USA</td>
</tr>
<tr>
<td><strong>Telephone</strong>: 1-609-921-9000</td>
</tr>
<tr>
<td><strong>Fax</strong>: 1-609-734-5410</td>
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<tr>
<td><strong>Web (ETS)</strong>: <a href="http://www.ets.org">http://www.ets.org</a></td>
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<tr>
<td><strong>GRE</strong>: <a href="http://www.gre.org">http://www.gre.org</a></td>
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<tr>
<td>1-800-473-2255</td>
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<tr>
<td><strong>TOEFL</strong>: <a href="http://www.toefl.org">http://www.toefl.org</a></td>
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<td>1-877-863-3546 (US/Canada);</td>
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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 email 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.

A description of the health requirements is available from SHCS at (415) 476-1281 and on the SHCS website (https://studenthealth.ucsf.edu/new-student-immunization-requirements).
Additionally, the School of Nursing requires you to upload the immunization summary from your SHCS electronic medical record (https://myhealthrecord.ucsf.edu) to CastleBranch.com.
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.

The Master of Science (MS) program prepares leaders in the advanced practice roles of clinical nurse specialist, nurse practitioner, nurse-midwife, as well as leaders in public health nursing and health policy and inter-professional leadership. 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 tracks require a substantial number of additional units.
- A written Comprehensive Examination or Master's Thesis.

*Graduate Core Curriculum* courses are required for all MS Program students. These courses collectively promote 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 track curriculum has a series of courses that provide substantive content for that specialty.

While not required, students may choose to fulfill requirements for a *Minor*. Typically, this involves three to four designated minor courses as determined by the Coordinator of the Minor. Visit the UCSF School of Nursing Website for a listing of Minors currently offered. [http://nursing.ucsf.edu](http://nursing.ucsf.edu)

Time Requirements

The Master's Program is normally completed in two years, which may include course and/or clinical work during the summer term (between Years 1 and 2). Most students dedicate two-three days/week for course work. Course didactic sessions are on campus, and/or on line (on a limited basis). The UCSF MS Program in Nursing is not an on-line program. Students in the clinically-intensive specialties typically need to devote an additional one-two days/week for clinical rotations. This often involves travel around the greater Bay Area.

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 or its equivalent unless entering via MEPN. Applicants’ transcripts from a non-NLN or CCNE-accredited program or experienced and licensed Registered Nurses who have a bachelor’s degree in another discipline are also eligible to apply. The bachelor’s degree transcript must display a Grade Point Average (GPA, on a 4.0 scale) of 3.0, as verified by official transcripts. Applicants with an undergraduate GPA below a 3.0 may submit a 1-2 page well-written petition and provide additional strong evidence of academic success such as graduate level grades. All non-English transcripts must be translated into English by a certified translator for evaluation. Non-US transcripts must be submitted for evaluation.

2. Statistics. Completion of an introductory college-level statistics course within five years of UCSF entry; a recent course is desirable. A college-level statistics course taken at an accredited college or university that results in credit on the college’s transcript meets this requirement. Online courses that earn credit on an accredited college or university transcript meet this requirement. Applicants must provide evidence of completing this requirement for admission by providing the college transcript that displays the statistics course grade and credits earned.

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). 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. For reporting scores, the TOEFL/ETS institution code for UCSF is 4840, and the department code is 43. For some applicants, a qualifying IELTS score (minimum score of 7) may be submitted directly to Nursing Student Affairs in lieu of the TOEFL.

4. RN License. Evidence of licensure as a registered nurse (RN) is required. Applicants must be licensed as a registered nurse in California (or in their home state of residency). While studying in California, international students must be licensed as registered nurses in their country of origin, if RN licensure is available. Students who will perform direct patient care activities locally while enrolled must obtain California registered nurse licensure prior to December in their first year of study. Non-California applicants should review "Licensure by Endorsement / Reciprocity" rules from the California Board of Registered Nursing (BRN) at the rn.ca.gov website.

5. A Goal Statement (essay) describing congruence of applicant’s goals with the goals and resources of the School and University must be included with the application.

6. Experience. Minimum of one year’s registered nurse experience, which is related to the area of specialization, is desirable. Some specialties may require additional experience.

7. Four recommendations/letters of reference. Nominate no less than four individual recommenders who can address your performance and judgment in the area in which you wish to study and/or your professional preparation and experience.
8. A résumé or curriculum vitae is required.
9. The application fee (subject to change) is $90 for US citizens and permanent residents and $110 for international applicants. The UCSF application web site processes the fee payments (typically via credit card) as appropriate. US citizens and permanent residents who demonstrate financial need, or who would have significant difficulty in paying application fees, may be eligible for a fee waiver. For more information, please visit http://graduate.ucsf.edu/application-fee-waivers.
10. Computer literacy is assumed, especially competence in word processing skills and the internet.

For fuller details on requirements for admission see website: https://nursing.ucsf.edu/content/master-science-ms-program-admission-requirements

International Applicants - Additional Information

International applicants to the Master’s Program must also meet the following requirements:

1. All non-English transcripts must be translated into English by a certified translator.
2. International students must be licensed as Registered Nurses (RNs) in their country of origin, if RN 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:
   California Board of Registered Nursing
   P.O. Box 944210
   Sacramento, CA 94244-2100
   http://www.rn.ca.gov
3. 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.

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 website: [https://nursing.ucsf.edu/apply](https://nursing.ucsf.edu/apply)

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 this deadline, some specialty areas may be filled and further/new application submissions to those areas may be unsuccessful.

The School of Nursing website ([https://nursing.ucsf.edu/academic-programs](https://nursing.ucsf.edu/academic-programs)) 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's 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 (a maximum of five is permitted): (1) two from most recent employer(s), preferably nurses; (2) from 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. An overall numeric rating is also requested.

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.

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 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

Examinations

The Graduate Record Examination (GRE) is not required of applicants to the regular UCSF Master of Science program in Nursing. It is only required of applicants to the Masters Entry Program in Nursing (MEPN).

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](http://www.ets.org)

*TOEFL:* [http://www.toefl.org](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 cumulative undergraduate 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.

Entry and Clinical Site Placement Requirements

Incoming students will need to complete and maintain documentation for campus, school and clinical site requirements throughout their academic program at UCSF. There are two online systems that collect and maintain this required documentation, the Student Health Portal, which is owned and operated by UCSF Student Health and Counseling Services, and CastleBranch.com, which is owned and operated by the Dean’s Office in the UCSF School of Nursing.

The Student Health Portal captures immunization and immunity titer data that UCSF Student Health & Counseling requires for all students. This data is stored in your Student Health medical record. Student Health puts a “hold” on registration for students until all required immunizations and/or related blood titers are entered in their portal. Once complete, this system will automatically “clear” you and release the “hold” so you can register for summer classes.

CastleBranch.com is an online system that collects data for School, clinical, and research site requirements. Students are required to submit a background check, drug test, and immunizations, among other required documents. Failure to complete the requirements will result in an academic hold. Students will not be able to file their study lists until the hold is released. Failure to file a study list will result in a $50.00 fine from the Registrar’s office. The hold will not be removed until the requirements are verified. Verification is completed by uploading the documentation marked as incomplete or rejected to the Certified Profile Account.

- Criminal Background Checks: Completed on admission through CastleBranch.com. If any issues are found, students will have an opportunity to review and respond. School Administration will contact you to discuss if needed.
- Drug testing: When the order is placed, the lab order and lab locations convenient to campus or the student’s home will be available on their profile. On day of test, do not drink extra fluids before the urine test is collected because the lab cannot get an accurate result if the urine is dilute. If the urine is dilute, students may need to repeat the test at their cost. If a test result is “potentially positive”, a Medical Review Officer (MRO) at CastleBranch.com will contact students to ask for documentation of medical necessity. If they provide the documentation within 2 weeks, the MRO can clear them and mark the test “negative”. If students take a controlled substance for a valid medical reason, be sure that they have documentation of medical necessity from their health
provider in case it is needed for a clinical site. Even with documentation, a clinical site may not allow them to be in that facility due to possible impairment that could negatively impact patient safety. School Administration will contact students if they have a positive test.

Note: Cannabis is not considered a legal medication by the federal government and CastleBranch medical reviewers will treat it as an illicit controlled substance.

Immunizations: All nursing students are required to show documentation of immunity (positive blood titers required) and immunizations if possible for Measles, Mumps, Rubella (MMR), and Varicella (chickenpox). For Hepatitis B students must complete at least two of three doses of Hepatitis B vaccine prior to admission. The third dose and a positive Hepatitis B Surface Antibody titer are required within 6 months of admission. Non-Converters require documentation of a fourth injection and a negative titer. TDAP (tetanus, diphtheria and pertussis) vaccine is required within the past 10 years. A two-step TB skin test administered 7-31 days apart or negative chest X-ray if history of positive TB skin test is required within 3 months of entering school or a history of negative annual TB tests is acceptable in lieu of the 2-step testing if the most recent test is within 3 months prior to starting school. A TB Screening Questionnaire must also be completed prior to admission. Annual TB surveillance is required of students while enrolled in school. Student Health & Counseling may update these requirements periodically. Students send an immunization form completed and signed by a healthcare provider to Student Health & Counseling and upload the Student Health immunization compliance report from their Student Health record to the Clinical Placement Portal CastleBranch.com. Pursuant to California Health and Safety Code Section 1288.7, in accordance with the Center for Disease Control guidelines, annually during fall quarter students are required to receive the influenza vaccination or declare in writing if he or she has declined the vaccination.

Please contact Lynne.Palazzolo@ucsf.edu with any questions about onboarding and CastleBranch.com.

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, documentation of health insurance, HIPAA and other regulatory education, and University required signature pages. Documentation of annual influenza vaccine or a declination statement 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.
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 certain specialized bachelor’s degrees having minimal breadth requirements (e.g., Bachelor of Fine Arts--B.F.A.) may 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) within three years of the application deadline.
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) 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.

The MEPN Application becomes available online 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, the MEPN application will not be 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 many clinical sites are not accessible by public transportation, and clinical rotations may be scheduled for evenings or on weekends depending on availability.
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 in 2017-18 are $60,700.00. After successful completion of the first year, fees are set at the standard University rates for students in the regular Master of Science program. Actual tuition, fees, and charges are subject to change by the Regents of the University of California and could be affected by increases or reductions in State funding, or other developments.

Additional student fee information is available from the UCSF Registrar at [https://registrar.ucsf.edu/registration/fees/nursing](https://registrar.ucsf.edu/registration/fees/nursing). 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 (including uniforms, textbooks, and educational materials), 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](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></td>
<td>Theory</td>
</tr>
<tr>
<td><strong>Summer Session</strong></td>
<td></td>
</tr>
<tr>
<td>N141 Pharmacology and Nursing Care</td>
<td>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 Nursing</td>
<td>4.5</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>4</td>
</tr>
<tr>
<td>N151 Issues in Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38.5</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.") by early August. 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, no later than the application deadline, of intro- or higher-level courses with passing grades and worth at least two semester units or three quarter units in each of the following:
   a. **Microbiology**, with a **lab** component
   b. **Physiology**, with a **lab** component
   c. **Anatomy**, with a **lab** component (NOTE: combined anatomy and physiology courses are acceptable as long as they comprise a comprehensive systems overview totaling at least four semester units or six quarter units)
   d. **Psychology**
   e. **Statistics** (*Note: beginning with the 2017 application cycle, statistics must be from within three years of the application deadline.*) A college-level statistics course taken at an accredited college or university that
results in credit on the college’s transcript meets this requirement. Online courses that earn credit on an accredited college or university transcript meet this requirement. Applicants must provide evidence of completing this requirement for admission by providing the college transcript that displays the statistics course grade and credits earned.

f. Nutrition

Be aware that in the application this list above is recorded as nine prerequisite courses: six subject areas and three labs. If the institution combines labs and lecture in the same course number, repeat entries. Until all nine prerequisite course fields are completed, the application cannot be locked for submission.

2. Completion of a baccalaureate (bachelor’s) degree in a general discipline other than nursing with a minimum 3.0 grade point average (GPA), as verified by official transcripts received at UCSF. Applicants with an undergraduate GPA below a 3.0 may submit a 1-2 page well-written petition and provide additional strong evidence of academic success such as graduate level grades. Transcripts must also verify the bachelor’s degree was conferred NO LATER THAN the September 1 application deadline. Caution: certain highly specialized bachelor’s degrees (e.g., BArch, BEng, BFA, and BMus) may not meet UCSF requirements; see Specialized Bachelor’s Degrees for details.

3. Completion of the Graduate Record Examination, General Test, with scores reported within five years of the application deadline. (Note: there are NO substitutions, exceptions, or alternatives for this GRE requirement.)

4. A minimum of four Recommendations/Reference Letters are required; a maximum of five recommendations will be accepted.

5. Official Transcripts are required from all post-secondary (after high school) educational institutions. Non-English transcripts must be translated; non-US transcripts must be sent for evaluation. Allow extra time for any transcript requiring translation and/or evaluation. See below for transcript submission procedures.

6. Congruence of the applicant’s goal with the goals and resources of the School and the University. A written goal statement is required, which is to be PDF-formatted and submitted on-line via the UCSF web application system.

7. Evidence of personal qualification and capacity for graduate study, as reflected in the application, goal statement, references, GRE, and baccalaureate GPA. Past academic performance and professional activity are evaluated, e.g., community, organizational, and volunteer service, and creative professional accomplishments.
Admission Requirements: International Students

**Caution:** MEPN is not optimal for international applicants, because of the need for language and culture familiarity, and the need for familiarity with the U.S. health care system. For all applicants, proficiency in English is mandatory.

All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL.org). Some applicants may use IELTS scores in lieu of TOEFL. 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 examinations and scoring.

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.
Graduate Record Examination (GRE), MEPN

Applicants are required to take the Graduate Record Examination (GRE) General Test (see http://www.gre.org). 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 email 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.

A description of the health requirements is available from SHCS at (415) 476-1281 and on the SHCS website (https://studenthealth.ucsf.edu/new-student-immunization-requirements).

Additionally, the School of Nursing requires you to upload the immunization summary from your SHCS electronic medical record (https://myhealthrecord.ucsf.edu) to CastleBranch.com.
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. Upon completion of the master’s program students are eligible to apply for the California Public Health Nursing Certificate. Information can be found on the BRN website:  
http://www.rn.ca.gov/applicants/ad-pract.shtml

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

    California Board of Registered Nursing
    P.O. Box 944210
    Sacramento, CA 94244-2100
    http://www.rn.ca.gov
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.

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 Acute Care Nurse Practitioner-Oncology
- Adult Gerontology Primary Care Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist
- Adult-Gerontology Clinical Nurse Specialist: Critical Care/Trauma
- Adult-Gerontology Clinical Nurse Specialist: Oncology
- Advanced Public Health Nursing
- Family Nurse Practitioner
- Health Policy Nursing
- Neonatal Nurse Practitioner
- Neonatal Clinical Nurse Specialist
- Nurse Midwifery/Women's Health Nurse Practitioner
- Occupational/Environmental Health Nursing
- Pediatric Nurse Practitioner
- Acute Care Pediatric Nurse Practitioner
- Psychiatric/Mental Health 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. In addition, specialties prepare the student for certification, as appropriate, as either a Clinical Nurse Specialist, Nurse Practitioner, or Nurse-Midwife. 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.
Adult-Gerontology Acute Care Nurse Practitioner


Adult-Gerontology Acute Care Nurse Practitioner-Oncology

Options/Focuses: Nurse Practitioner

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Department: Physiological Nursing

The Adult-Gerontological 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.

As a result, Adult-Gerontological Acute Care Nurse Practitioners (AGACNP) 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 AGACNPs provide direct patient management from admission to discharge in collaboration with the physician and other members of the health care team. AGACNPs 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 AGACNP program remains the only one of its kind in Northern California. Graduates of the AGACNP 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, but not limited to, trauma, kidney or liver transplant, neurosurgical,
internal medicine and oncology to explore those areas within the hospitalized patient setting.

The AGACNP 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 find employment as nurse practitioners in settings that range from cardiology and the emergency room to trauma, oncology, nephrology, transplant, neurology, and ICU. All AGACNP applicants must have a minimum of two years of acute care nursing experience prior to applying. While nursing experience in critical care, trauma, or ED (emergency) specialties is preferred it is not required. Applicants are required to have a valid California RN license when they begin the AGACNP program.

The AGACNP program does not accept MEPN applications.

**Adult-Gerontology Acute Care Nurse Practitioner-Oncology:**

The Adult-Gerontology Acute Care Nurse Practitioner-Oncology Focus option prepares the graduate to provide care at the advanced practice level for adults and older adults with cancer. The curriculum includes the same courses as the AGACNP track, plus additional course work in oncology nursing, genomics and older adult care. Clinical practica and residency experiences span the full spectrum of adult and older adult oncology care. This focus option is intended for experienced oncology nurses who want to expand their knowledge and skills into the advanced practice nursing realm.

**Application Requirements**

All applicants must have a minimum of two years of adult acute care nursing experience prior to applying. Nursing experience in critical care, trauma, or ED (emergency) specialties is preferred, but not required.

Applicants can apply to the program without having a valid California RN license. However, applicants who are accepted are required to obtain a valid California RN License by the start of the program in September. The state licensing board is available here.

This specialty area is not accepting MEPN Applications.
Adult-Gerontology Primary Care Nurse Practitioner (AGPNCP)

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

Department: Community Health Systems

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The Adult-Gerontology Nurse Practitioner (AGPNCP)
AGPNCPs are advanced practice nurses who diagnose and manage common acute and chronic primary health care problems across the adolescent and adult lifespan. Our AGPNCP 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 AGPNCPs 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 AGPNCPs. 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 AGPNCPs, 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. AGPNCP 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).

*AGPNCP 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.

*AGPNCP 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 AGPNCP program.

Students who complete the AGPNCP and affiliated AGPNCP 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

Adult-Gerontology Clinical Nurse Specialist: Critical Care/Trauma
[https://nursing.ucsf.edu/programs/specialties/critical-care-trauma](https://nursing.ucsf.edu/programs/specialties/critical-care-trauma)

Adult-Gerontology Clinical Nurse Specialist: Oncology

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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). Two of the three AG CNS tracks offer sub-specialization in either Critical Care/Trauma or Oncology Nursing. The AG CNS track 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.

All of the AG CNS curricula are 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, physiology and pathophysiology, pharmacology, research, management of common adult/older adult disorders and comprehensive case analysis. Clinical practica and residencies experiences are arranged by faculty. A minimum of 500 combined clinical practica and residency hours are required for state and national board certification eligibility.
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.

NOTE: The AG CNS-Critical Care/Trauma Program is not available to MEPN applicants. MEPN applicants are permitted to apply for admission to the AG CNS-Oncology Program but are required to take a year off (a step-out year) between completion of the MEPN program and before beginning the MS program.

Certification Eligibility

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

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

Information regarding certification examination through ANCC can be found at: http://www.nursecredentialing.org/certification.aspx.
Advanced Public Health Nursing


Specialty Coordinators:
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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.
Family Nurse Practitioner

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

Options/Focuses:

- Family Nurse Practitioner (Masters)
- Family Nurse Practitioner (Post Masters)
- One-Year Option to complete MS (for nurses who are baccalaureate-prepared and already FNP-certified)

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Department: Family Health Care Nursing

The Family Nurse Practitioner

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

The Family Nurse Practitioner (FNP) meets the healthcare needs of the individual and family by providing comprehensive primary care through the lifespan. FPNs work independently as well as collaboratively with other primary care clinicians and health care and social service professionals in a variety of settings, such as clinics, schools, homes, workplaces and community-based organizations.

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 between the physical, emotional, psychological, socio-cultural and environmental contexts of patients.

The UCSF FNP Program is committed to training a diverse workforce that reflects the population of California. Combining rigorous coursework with hands on clinical experience, students learn to collaboratively manage acute and chronic conditions as well as provide excellent community-based primary care to diverse, underserved, and vulnerable populations.

We offer two full-time programs (see below). We do not offer a part-time or online program. Courses are held on a Monday to Friday schedule, and usually concentrated on 2-3 days/week. Most clinical placements occur on a weekday schedule during the 10-week quarter and optionally in short term intensive placements (2 weeks) in rural or under-resourced areas outside of the Bay Area.
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 a minor or focus in specific areas such as HIV or diabetes care, the care of adolescents, mental health, policy or palliative care.

*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.

**Core content includes:**
- Family nursing theory
- Family and community-based interventions
- Care of vulnerable and marginalized populations
- Research methods
- Social determinants of health and health equity
- Inter-professional team-based care
- Professional development and leadership preparation
- Primary healthcare concepts and practice across the lifespan
- Diagnosis and management of acute and chronic conditions

Seminars focus on application of knowledge and development of clinical thinking and decision-making skills. Clinical practicums (Year 1) and residencies (Year 2) provide supervised clinical experience in a range of community primary care settings, primarily serving vulnerable and underserved populations, in collaboration with nurse practitioners, physicians, and other health professionals.

Our graduates are trained to apply a collaborative, culturally humble approach to the care of individuals, families and communities. Our focus on the vulnerable and underserved prepares our graduates to work in primary care settings addressing issues of health equity within marginalized populations in California, the nation and globally.

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

http://nursinghealthpolicy.ucsf.edu

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Note: The Health Policy program is also available for Ph.D. students.

This 15-month program leads to a Master’s of Science degree with a specialty in health policy. Coursework focuses on nursing and public policy theory, policy communications, economics, research methods, cultural diversity and sensitivity, corporate influences on health, global health policy, and elective courses. The summer quarter features a residency in health policy.

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 will be prepared to identify and critically analyze laws, regulations and policies at the institutional, local, state, and national levels; to use in-depth knowledge of the history, structure, theory and process of health policymaking in the United States; and to plan, implement, and evaluate policies. In addition, they will understand the economic, ethical, and social implications of policy decisions for various affected groups, and be prepared to creatively and effectively advocate for policy change.
All students complete courses in: Theories of the Policy Process; Communications and Policy Leadership; Corporate Influences on Health and Health Care; Health Care Economics; Health Policy Research Utilization; Proseminar in Health Policy; Policy Research Residency; Race and Class Factors in Health Care; Nursing Leadership; Epidemiology; and Global Health Policy and Nursing.

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 College of the Law. Course offerings vary by year.

In addition to coursework, Master's students complete a 240-hour summer Health Policy Residency working in a policy organization. In some cases, these residencies have led to job offers for graduates. Residencies emphasize the application of policy skills in real-world settings. 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.

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.

Nurses with policy expertise work in advocacy organizations, medical and health maintenance organizations, legislative and regulatory offices, health care provider associations, and many other settings. Others move up to leadership and policy positions in organizations where they worked before the program. One can also find nurses with careers in policy and program planning at international government health organizations and non-governmental organizations, including biotechnology firms.
Neonatal Nurse Practitioner/Neonatal Clinical Nurse Specialist

https://nursing.ucsf.edu/academic-program/neonatal-nursing-nnp-or-cns

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Department: Family Healthcare Nursing

The Advanced Practice Neonatal Nurse meets the specialized needs of acutely ill and recuperating neonates/infants and their families in a variety of settings including hospital-based neonatal intensive care, convalescent care, and neonatal follow-up. Students enrolling in the neonatal specialty can choose to become either a Neonatal Nurse Practitioner (NNP) or Clinical Nurse Specialist (CNS). The specialty accepts both Master's and Post-Master's applicants.

**Neonatal Nurse Practitioner (NNP)**

Students may elect to become an NNP, and develop expertise in the clinical management of acutely and chronically ill neonates and infants. The goal of the NNP specialty is to develop culturally sensitive providers who are able to address complex health needs of acutely ill and recuperating neonates and infants, and their families. The NNP specialty aims to prepare a diverse workforce of NNPs to aid in reducing disparities in neonatal health care access. Students will complete core graduate and neonatal/pediatric specialty coursework, in addition to selected residency experiences that support NNP role development. Clinical application occurs across a variety of clinical environments that specialize in care of neonates and infants with complex health needs. Graduates of the NNP specialty are eligible for state licensure as a Nurse Practitioner, and for national certification as a Neonatal Nurse Practitioner.

**Program Requirements and Recommendations (NNP)**

Due to extensive clinical experience requirements established by the National Certification Corporation (NCC) applicants are expected to have a minimum of two years of acute care nursing experience with neonates or infants prior to commencing the NNP specialty course work.

This specialty does not admit MEPN applicants.

Fluency in spoken and written English is mandatory for acceptance into the specialty. Fluency in spoken and written Spanish is highly desirable. Due to sequencing of course requirements and clinical rotations, requests for a three-year or part time program of study should be identified prior to initiating coursework. The curriculum is rigorous; therefore,
prospective students should plan for no more than 60% employment, and limited professional commitments during their graduate study.

**Clinical Nurse Specialist (CNS)**

Students may elect to become a CNS, and develop expertise in neonatal clinical practice and systems interventions in neonatal care environments. The neonatal CNS specialty aims to prepare a diverse workforce of culturally sensitive providers poised to address systems needs across neonatal care environments. The curriculum prepares students in five domains of CNS activities consistent with the California Board of Registered Nursing (CA BRN): clinical practice, research, education, consultation, and clinical leadership. Students will complete core graduate and neonatal/pediatric specialty coursework, in addition to selected residency experiences that support CNS role development. Upon graduation, students will be eligible for state licensure as a CNS.

**Program Requirements and Recommendations (CNS)**

Due to extensive curricular requirements applicants are expected to have a minimum of two years of acute care nursing experience with neonates or infants prior to commencing the neonatal CNS specialty coursework.

This specialty does not admit MEPN applicants.

Fluency in spoken and written English is mandatory for acceptance into the specialty. Fluency in spoken and written Spanish is highly desirable. Due to sequencing of course requirements and clinical rotations, requests for a three-year or part-time program of study should be identified prior to initiating coursework. The curriculum is rigorous, therefore prospective students should plan for no more than 60% employment, and limited professional commitments during their graduate study.
Nurse Midwifery / Women's Health Nurse Practitioner

http://nursing.ucsf.edu/programs/specialties/nurse-midwifery-women-s-health-nurse-practitioner

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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

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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.


Additionally, MS students may apply to the UC Berkeley School of Public Health (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.
Pediatric Nurse Practitioner (PNP)
http://nursing.ucsf.edu/programs/specialties/pediatric-nurse-practitioner-pnp

Acute Care Pediatric Nurse Practitioner (ACPNP)
http://nursing.ucsf.edu/programs/specialties/acute-care-pediatric-nurse-practitioner-acpnp

Coordinator, PNP:
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2 Koret Way, #N-405P
San Francisco, CA 94143-0606
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Coordinator, ACPNP
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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 inter-professional clinical management of acutely and critically ill infants, children and adolescents. The goal of the ACPNP specialty is for the graduates to provide culturally respectful and high-quality evidence-based care for infants, children and adolescents with acute, complex, critical and chronic illness in varied health care environments. The aim of the ACPNP specialty is to reduce racial disparities in health care access and the health care workforce by preparing a diverse group of ACPNPs to meet the health care needs for children with a complex health-illness trajectory. Student clinical application occurs in a wide variety of acute care clinical environments that specialize in advanced, high quality, and evidence-based care. Graduates are eligible for state licensure as a nurse practitioner in California and for national certification through the Pediatric Nursing Certification Board as a Pediatric Nurse Practitioner-Acute Care.

Students must have a minimum of one year of pediatric nursing practice as a registered nurse in an acute care environment prior to applying to the Acute Care Pediatric Nurse Practitioner specialty.

Adolescent Health Focus Option

Students in the pediatric specialties may also enroll in a series of courses, which constitutes a focus in Adolescent Health Care. The Leadership Education in Adolescent Health (LEAH) program is an interprofessional training opportunity, funded by HRSA Maternal-Child Health Bureau, with the major objective of developing leadership expertise among a range of professional disciplines in the area of adolescent health. The core disciplines of the faculty and trainees include Medicine, Nutrition, Nursing, Social Welfare and Psychology. For trainees with a clinical focus, clinical responsibilities include outpatient experiences at a variety of community-based settings providing services to adolescents and young adults.
The Nurse Traineeship runs concurrently with Master's level Advanced Practice nursing education and requires completion of the Interdisciplinary Adolescent Core Seminar (Peds 180 B and C, 2 quarters) PRIOR to beginning the traineeship (Fall and Winter), and includes didactic and clinical work during the Summer quarter between the 1st and 2nd years. Each nurse trainee has a faculty mentor who will assist the trainee in developing their individualized learning goals and designing a program to meet those goals in the focus area of adolescent and young adult health. For additional information, please contact Prof. Erica Monasterio at Erica.monasterio@ucsf.edu or 415-476-1955.
Psychiatric Mental Health Nurse Practitioner (PMHNP)

https://nursing.ucsf.edu/programs/specialties/psychiatricmental-health-nurse-practitioner

Coordinator:
Rosalind De Lisser, RN, MS, NP
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San Francisco, CA 94143
Telephone: (415)502-4407
RosalindDeLisser@ucsf.edu

Department: Community Health Systems

Psychiatric Mental Health Nurse Practitioners

Psychiatric Mental Health Nurse Practitioners (PMHNP) 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 in individuals and families across the lifespan.

PMHNPs 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.

Program Focus

The Psychiatric Mental Health Nurse Practitioner 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 advanced psychiatric nursing practice, including comprehensive health assessment, pathophysiology, pharmacology and population health. 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 Psychiatric-Mental Health Nurse Practitioner. Information about ANCC PMHNP certification can be found at: www.nursecredentialing.org/Certification/NurseSpecialties/FamilyPsychMentalHealthNP.aspx.

Information about licensure in the State of California as a Nurse Practitioner is available online from the California Board of Registered Nursing (BRN) at http://www.rn.ca.gov/applicants/ad-pract.shtml#np.

**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 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](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](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.

• **Psychiatric/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, the Department of Social and Behavioral Sciences at http://nursing.ucsf.edu/sbs, the Sociology website: http://sociology.ucsf.edu, and the health policy website: http://nursinghealthpolicy.ucsf.edu.
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.

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

Program Website:
http://sociology.ucsf.edu/

The Doctoral Program in Sociology focuses on the sociology of health, illness, biomedicine, and health care systems. Areas of specialty concentration include global health and global health policy; race, class, gender and health disparities; science, technology, and medicine studies. Additional areas of study include aging, genomics, HIV/AIDS, and violence as a health issue with commitments to social justice and reducing health inequalities.

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. All students are required to complete extended training in social theory and both qualitative and quantitative research methods and analysis.

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 (https://nursing.ucsf.edu/about/departments/institute-health-aging)

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 be deemed to have attained basic competency in both quantitative and qualitative research methods, through successful completion of required coursework in the first and second year. 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 master's 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 (http://nursing.ucsf.edu/iha), 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, http://ihps.medschool.ucsf.edu/) and the Department of Anthropology, History and Social Medicine (DAHSM, http://dahsm.medschool.ucsf.edu/). SBS is also part of the Center for Health and Community (CHC, http://www.chc.ucsf.edu/), a group of health policy and social sciences departments and research units with a common mission that includes advancing innovative partnerships and interdisciplinary programs. SBS is part of the Social and Population Health Sciences Research Consortium (SocPop) inking PhD Students to rigorous and integrative social, population, and basic sciences research for real world impact.
Postdoctoral and Special Studies

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

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.

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.

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 no 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

The official catalog, with prerequisites and descriptions of all UCSF courses, is available at: https://student.ucsf.edu/gencat/ucsfcat.htmlcoursecatalog.ucsf.edu, and the course schedule showing meeting dates and times are 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.

For additional information, please visit the School of Nursing website at https://nursing.ucsf.edu.
Biostatistics Courses

**B187 Intro Stat Theory & Practice** (5 units) Fall  
Instructor(s): S. Paul  
Prerequisite(s): Previous course in introductory statistics. Activities: Lecture, Laboratory

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 advanced work.

**B192 Introduction to Linear Models** (5 units) Winter  
Instructor(s): S. Paul  
Prerequisite(s): Biostatistics 183 or 187 or equivalent or permission of instructor  
Restrictions: None  
Activities: Lecture, Laboratory

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.
Nursing Courses

**N141**  
**Pharmacology & Nursing Care**  
(3 units)  
Summer  
Instructor(s): P. Bellefeuille, C. Vancouwenberge  
Prerequisite(s): None  
Restrictions: Enrollment in the Masters Entry Program in Nursing (MEPN)  
Activities: Lecture  

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: Lecture Course**  
(3 units)  
Summer  
Instructor(s): J. Gularte-Rinaldo, K. Fortes  
Restrictions: None  
Activities: Lecture  

This 3-unit lecture course explores health, illness, and adaptation concepts as it relates to the role of the professional nurse. There is a focus on the use of the nursing process with the acutely ill hospitalized adult using an unfolding case study approach to develop clinical reasoning skills. *N142 must be taken concurrently with N142A

**N142A**  
**Introduction to Professional Nursing: Clinical Course**  
(6 units)  
Summer  
Instructor(s): P. Bellefeuille, J. Gularte-Rinaldo, K. Fortes  
Prerequisite(s): None  
Restrictions: Nursing 142A and N142B must be taken concurrently with Nursing 142 Enrollment in the Masters Entry Program in Nursing (MEPN)  
Activities: Clinical Experience/Patient Contact  

This clinical course consists of direct patient care clinical practice experiences in an acute care setting emphasizing nursing care of the acutely ill adult. Physical assessment and technical nursing skills are learned in a skills lab and applied in the clinical setting. Simulation scenario experiences develop clinical reasoning skills applicable to clinical practice.

**N142B**  
**Intro to Prof. Nursing: Clinical Assessment/Skills/Simulation**  
(2 units)  
Summer  
Instructor(s): P. Bellefeuille, J. Gularte-Rinaldo, K. Fortes  
Prerequisite(s): None  
Restrictions: N142B must be taken concurrently with N142 and N142A  
Activities: Laboratory  

**N143**  
**Effective Communication**  
(3 units)  
Fall, Winter  
Instructor(s): K. McGirr  
Restrictions: None  
Activities: Lecture  

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 will apply concepts to concurrent laboratory experience to develop skills in communication and interaction.
**N144**  **Adult Medical-Surgical/Geriatric Nursing: Theory Course** (4.5 units) Fall, Winter
Instructor(s): P. Bellefeuille
Prerequisite(s): NURSING 141 NURSING 142 NURSING 142A NURSING 145
Restrictions: Enrollment in the Masters Entry Program in Nursing (MEPN). NURSING 144 must be taken concurrently with NURSING 144A
Activities: Lecture

The course surveys selected medical-surgical conditions, problems in aging, and the nurse's role in promoting or preserving optimal function. Planning, implementing, and evaluating interventions based on data analysis is emphasized. Topics will focus on selected medical-surgical diagnoses using the nursing process with a case study approach including group critical thinking and discussion as the primary teaching framework.

**N144A**  **Adult Medical Surgical Geriatric Nursing: Clinical Course** (9 units) Fall, Winter
Instructor(s): P. Bellefeuille
Prerequisite(s): NURSING 141 NURSING 142 NURSING 142A NURSING 145
Restrictions: Enrollment in the Masters Entry Program in Nursing (MEPN) N144A must be taken concurrently with N144
Activities: Clinical Experience/Patient Contact

This clinical course consists of direct patient care clinical practice experiences emphasizing advanced nursing care of the acutely ill geriatric adult. By the end of the quarter the student is expected to demonstrate satisfactory clinical performance defined as clinical behaviors that reflect safety and competency in providing total nursing care to adult medical-surgical patients with an emphasis on care of the hospitalized elderly.

**N145**  **Pathophysiology** (5 units) Summer
Instructor(s): L. Lin
Prerequisite(s): Enrollment in Masters Entry Program in Nursing (MEPN).
Restrictions: None
Activities: Lecture

Course provides an 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** (4 units) Winter, Spring
Instructor(s): L. Lin
Prerequisite(s): N141, N142, N142A, N144, N144A, N145. Must be concurrently enrolled in N146A.
Restrictions: Enrollment in the Masters Entry Program in Nursing (MEPN)
Activities: Lecture

This course focuses on biopsychosocial concepts related to the physiological and psychological responses of children and their families to the acute or chronic illness of the child. Theories and concepts of growth and development, cultural influences, stress and coping, ethical issues, and the physiological phenomena of symptoms and responses to disease are applied to the nursing management of the sick child.
N147  **Childbearing Families** (4 units) Fall, Spring
Instructor(s): C. Belew
Prerequisite(s): N140, N141, N142, N145. NURSING 141
Restrictions: Enrollment in the Masters Entry Program in Nursing (MEPN)
Activities: Lecture

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 periods.

N147A  **Childbearing Families Clinical** (3.5 units) Fall, Spring
Instructor(s): C. Belew
Prerequisite(s): NURSING 145 NURSING 141 NURSING 142
Restrictions: Concurrent enrollment with N147 is required Enrollment in the Masters Entry Program in Nursing (MEPN)
Activities: Clinical Experience/Patient Contact

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.

N148  **Socio-Cultural Issues in Health/Illness** (2 units) Fall, Winter
Instructor(s): J. Gularte-Rinaldo
Prerequisite(s): N142.
Restrictions: Enrollment in Masters Entry Program in Nursing (MEPN). Activities: Lecture

This course provides an introduction to socio-cultural concepts in health and illness to allow the student to practice cultural humility/provide culturally competent care. We will examine the relevance/impact of context (culture, race, SES, class, spiritual beliefs, education, neighborhood, community, country of origin, sexual orientation, gender identity, etc.) on the experience of the patient, the provider, the structure of healthcare system, and the inter-relationships between these entities.

N149  **Psychiatric Mental Health Nursing** (3 units) Winter, Spring
Instructor(s): M. Cuthbert
Prerequisite(s): N140, N141, N142, N143*, N144, N145. *Must be taken as a prerequisite or concurrently with N149
Restrictions: Enrollment in the Masters Entry Program in Nursing (MEPN). NURSING 149 must be taken concurrently with NURSING 149A
Activities: Lecture

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.
149A  Psychiatric/ Mental Health Nursing (3 units) Winter, Spring
Instructor(s): M. Cuthbert
Prerequisite(s): N141, N142, N143*, N144, N145. Enrollment in Master's Entry Program in Nursing (MEPN). *N143 must be taken as a prerequisite or concurrently with N149A
Restrictions: Concurrent enrollment in N149 is required
Activities: Clinical Experience/Patient Contact

This clinical course is required to be completed concurrently with N149, and consists of supervised direct patient care experiences related to nursing assessment and management of the patient with acute and/or severe and persistent mental illness.

N150  Community Health Nursing (4 units) Fall, Spring
Instructor(s): S. Proctor
Prerequisite(s): N140, N141, N142 and N145. Enrollment in the Masters Entry Program in Nursing (MEPN)
Restrictions: Concurrent enrollment in N150A is required.
Activities: Lecture

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.

150A  Community Health Nursing - Clinical (4.5 units) Fall, Spring
Instructor(s): S. Proctor
Prerequisite(s): N140, N141, N142 and N145. Enrollment in the Masters Entry Program in Nursing (MEPN)
Restrictions: Concurrent enrollment in N150 is required.
Activities: Clinical Experience/Patient Contact

This clinical course consists of population based health initiatives in a variety of community health settings. Care of the community is emphasized. Tools for community assessment, health promotion, disease prevention, risk reduction and rehabilitation will be applied in the clinical setting. *N150A must be taken concurrently with N150*

N151  Issues in Nursing (3 units) Spring
Instructor(s): S. Proctor, L. Creighton
Prerequisite(s): N142, N144.
Restrictions: Enrollment in Masters Entry Program in Nursing (MEPN).
Activities: Lecture

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 health care delivery.
N170    **MEPN Clinical Residency** (0 - 8 units) Summer
Instructor(s): **M. Cuthbert**
Prerequisite(s): NURSING 141 NURSING 142 NURSING 143 NURSING 144 NURSING 145 NURSING 146 NURSING 147 NURSING 148 NURSING 149 NURSING 150 NURSING 151
Restrictions: Enrollment in the Masters Entry Program in Nursing (MEPN)
Activities: Clinical Experience/Patient Contact

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.

N187    **Scientific Writing** (1 unit) Fall, Winter, Spring
Instructor(s): **S. Leong**
Prerequisite(s): None.
Restrictions: MS degree students and pre-qualifying exam doctoral students. Enrollment limited to 100 students.
Activities: Lecture

The purpose of the course is to enhance scientific writing skills. There will be a focus on developing skills to write a strong introductory paragraph, organize a critical review of the literature, and create 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** (0 - 1 units) Fall, Winter, Spring
Instructor(s): **A. Chen, R. De Lisser**
Prerequisite(s): First Year Nursing students who are in the Master’s program.
Restrictions: None
Activities: Lecture, Seminar, Web-based course work

Introduction to the UCSF School of Nursing Master of Science program, including curriculum overview, educational approach, team work, communication, and academic integrity. Students will participate in cross-campus inter-professional health education activities, which include individual, small group, and whole cohort learning activities. This is a multi-term course which begins in Fall Quarter and ends in Spring Quarter. Students must participate in Fall, Winter, and Spring Quarters.

N200.01    **MS Epilogue** (0 - 1 units) Fall, Winter, Spring
Instructor(s): **R. De Lisser, A. Chen**
Prerequisite(s): Completion of or concurrent enrollment in Nursing 200. 3 terms of enrollment are required, with a maximum of 1-unit total. With consent of instructor, a minimum of 1 quarter may be considered. Term for final grade assignment to be Fall, Winter, or Spring as determined by instructor.
Restrictions: None
Activities: Lecture

Summative learning experience for MS program will foster students' professional role with focus on professional development, lifelong learning, inter-professional practice, and sense of moral obligation. Will discuss strategies to maintain and improve professional competence, enhance career progression, keep abreast of new technology and practice, and comply with professional regulatory organizations. Includes inter-professional learning activities with other UCSF health professions students.
**N202A**  **Theory Development in Nursing**  (3 units)  Fall, Winter
Instructor(s): C. Waters
Prerequisite(s): Doctoral standing or consent of instructor.
Activities: Lecture, Seminar

Critical analyses of contemporary strategies for the development of nursing theory building, particularly as they relate to selected nursing phenomena and an in-depth analysis of selected theoretical schools of thought.

**N203**  **Palliative and End-of-Life Care Across the Continuum**  (2 - 3 units)  Winter
Instructor(s): D. Donesky
Prerequisite(s): None
Restrictions: None
Activities: Lecture

Course examines the theory and practice of providing palliative and end-of-life care to patients and their families within and across multiple practice settings and the lifespan. A multidisciplinary approach to palliative care will address symptom management as well as age-related, cultural, spiritual, ethical, communication and self-care issues.

**N203A**  **Advanced Communication in Palliative Care**  (2 units)  Spring
Instructor(s): D. Donesky, W. Anderson
Prerequisite(s): None
Restrictions: Instructor approval required
Activities: Lecture, Seminar, Project

This course introduces advanced communication skills and capacities that are required for effective palliative care practice, and provides the student opportunities to practice skills and capacities using a variety of methods.

**206A**  **Advanced Clinical Management of Psychiatric Conditions**  (1 unit)  Fall, Winter, Spring
Instructor(s): C. Landolin
Prerequisite(s): N415.04
Restrictions: Enrollment in Psychiatric/Mental Health Nursing specialty or consent of instructor.
Activities: Lecture

Seminar course discusses practical application of scientific knowledge to the management of complex psychiatric conditions. Emphasis is on the development of clinical decision-making skills, monitoring response to treatment, and accurate documentation. The course uses case studies to discuss ethical and treatment dilemmas in providing patient-centered care.

**207A**  **Communicating with the Latino Patient I**  (1 unit)  Fall
Instructor(s): P. Bernal de Pheils
Prerequisite(s): Students must demonstrate to instructor advanced level of conversational Spanish to enroll in course.
Restrictions: Enrollment by consent of instructor. Priority will be given to Master’s students.
Activities: Seminar

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.
**N207B  Communicating with the Latino Patient II** (1 unit) Spring  
**Instructor(s): P. Bernal de Pheils**  
Prerequisite(s): Enrollment by consent of instructor will be given to Master's students. Other students will be included if space available.  
Restrictions: Students must demonstrate to instructor advanced level of conversational Spanish  
Activities: Seminar  
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 a 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.

**N207C  Antepartum Care for Spanish Speaking Patients** (1 unit) Winter, Spring  
**Instructor(s): P. Bernal de Pheils**  
Prerequisite(s): NURSING 251.01 NURSING 270  
Restrictions: Advanced conversational level of Spanish language  
Activities: Seminar  
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.

**N208  Advanced Physiology and Pathophysiology** (1 - 2 units) Fall  
**Instructor(s): D. Donesky**  
Prerequisite(s): None  
Restrictions: None  
Activities: Seminar, Web-based course work  
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 selected areas, consideration of the role pharmacological agents in the disease process.

**N209A  Comparative Qualitative Research Design** (2 units) Fall  
**Instructor(s): C. Chesla**  
Restrictions: Enrollment in Doctoral Program.  
Activities: Lecture  
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.
N209B  Quantitative Research Design (1 - 2 units) Fall
Instructor(s): A. Alkon
Prerequisite(s): Enrollment in Doctoral Program in Nursing or consent of instructor.
Restrictions: Restricted to Doctoral students.
Activities: Seminar, Project, Web-based course work

This course provides an overview of quantitative research methods, including study designs, sampling, data collection procedure, instrument validity and reliability, bias, and ethics, along with the skills to critically analyze research studies using techniques used to conduct systematic reviews of bodies of knowledge and provides strategies to critique the scientific rigor of quantitative research designs.

N209C  Quantitative Research Designs - II (3 units) Spring
Instructor(s): G. Santos
Prerequisite(s): BIOSTAT 187, NURSING 209B
Restrictions: None
Activities: Lecture, Laboratory, Project

Course focuses on integrating commonly used statistical analysis techniques and clinical, health and epidemiological research studies. It provides didactic training and lab demonstrations of different statistical analyses for monitoring patterns, causes, and effects of health and disease conditions in defined populations; investigating predictors of health; evaluating the efficacy of interventions; and interpretation of findings from analyses. It also provides an overview of study methods.

N211.01  Nursing Leadership Course (2 units) Spring
Instructor(s): M. Foley
Prerequisite(s): None.
Restrictions: Enrollment in Nursing Administration Specialty or consent of instructor
Activities: Lecture

Course provides an opportunity for students to learn from experts in nursing administrative and leadership positions, 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.

N212A  Qualitative Data Collection & Ethics (2 units) Spring
Instructor(s): H. Pinderhughes, H. Leutwyler
Prerequisite(s): N209A.
Activities: Lecture

Course examines the construction of qualitative research and ethics in research. Students formulate research questions and design a qualitative study.

N212B  Quantitative Measurement & Theory (3 units) Spring
Instructor(s): J. Chen, A. Mirzazadeh
Prerequisite(s): N209B.
Activities: Lecture

Course critically evaluates concepts underlying measurement reliability and validity. Construction of measurement tools and their use in quantitative research will be explored.
N212C  **Principles and Methods of Epidemiology** (3 units) Fall  
Instructor(s): **S. Lee**  
Prerequisite(s): None  
Restrictions: None  
Activities: Lecture

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.

N213A  **Common Problems of Cancer Care** (3 units) Fall  
Instructor(s): **C. Viele**  
Restrictions: None  
Activities: Seminar

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.

N213B  **Oncologic Emergencies** (3 units) Winter  
Instructor(s): **C. Miaskowski**

Course addresses the 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 such as: spinal cord compression, sepsis, superior vena cava syndrome, and pneumocystis carinii pneumonia.

N215  **Advanced Public Health Nursing** (3 units) Fall  
Instructor(s): **C. Waters**  
Prerequisite(s): None.  
Restrictions: None.  
Activities: Lecture

Course focuses on the foundations of advanced public health nursing to promote and protect the public's health, taking into consideration socioecological contextual factors that influence diverse populations and their interface with community and public health systems.

N215.01  **Global Community Health Planning & Interventions** (3 units) Winter  
Instructor(s): **C. Dawson-Rose**  
Prerequisite(s): None.  
Restrictions: None.  
Activities: Lecture

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 or community-based participatory principles as a framework.
N216B  **Cardiovascular Disease II** (1 units) Winter  
Instructor(s): L. Kee  
Prerequisite(s): Completion of 1st year of masters nursing courses.  
Restrictions: None.  
Activities: Lecture, Seminar

Course examines the biopsychosocial assessment and management of risk factors and cardiovascular disease across settings. Content areas include cardiovascular risk factors and best practices for clinical practice in primary, secondary and tertiary prevention in cardiovascular care.

N217A  **Care of Vulnerable Populations I** (2 units) Spring  
Instructor(s): S. Nathan  
Prerequisite(s): Consent of instructor.  
Restrictions: None.  
Activities: Lecture

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.

N217B  **Care of Vulnerable Populations II** (2 units) Winter  
Instructor(s): J. Mejia, E. Monasterio  
Prerequisite(s): Successful completion of N217A or consent of instructor.  
Restrictions: Enrollment restricted to Family Nurse Practitioner students.  
Activities: Lecture

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.

N220  **Academic Role Development** (2 units) Spring  
Instructor(s): S. Robinson, Staff  
Activities: Seminar

The 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.

N221.01  **Theories in Aging and Palliative Care Research** (3 units) Fall  
Instructor(s): J. Cataldo, M. Wallhagen  
Prerequisite(s): NURSING 202A  
Restrictions: Doctoral Student, prequalifying exam  
Activities: Lecture, Seminar

This course involves a critical investigation of theoretical approaches related to the study of adults as they age and palliative care. Emphasis is placed on bio-psycho-social theoretical perspectives and how these perspectives guide development of science for nursing care of adults across the life spectrum. Students’ and others’ research programs illustrative of methods for development, testing and implementation of selected theoretical approaches are discussed and critiqued.
N223A  Symptom Research Proseminar  (2 units)  Winter  
Instructor(s):  S. Weiss, M. Bender  
Prerequisite(s): Symptom management trainee or permission of instructor.  
Activities: Seminar  

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

N223B  Symptom Research Proseminar  (2 units)  Spring  
Instructor(s):  L. Franck, M. McLemore  
Prerequisite(s): Symptom management trainee or permission of instructor. NURSING 223A  
Activities: Seminar  

This course is the second in a 2-quarter series in the Nursing Research Fellowship program in Symptom Management and focuses on symptom management interventions and measurement of related outcomes. Research studies on symptom management interventions and their effects on symptom outcomes are critically analyzed.

N225  Cardiac Rhythm: Theory & Analysis  (2 units)  Spring  
Instructor(s):  M. Pelter  
Prerequisite(s): Consent of instructor.  
Activities: Lecture  

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, electrocardiographic monitoring, treatment of cardiac arrhythmias, and use of the electrocardiogram for nursing research.

N227  Theories of Mental Illness  (3 units)  Fall  
Instructor(s):  A. Flentje  
Prerequisite(s): Consent of instructor.  
Restrictions: None.  
Activities: Lecture, Seminar  

Course examines major theories of mental illness and their implications 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.

N229  Philosophy of Nursing Science  (3 units)  Fall  
Instructor(s):  R. Rehm  
Prerequisite(s): Doctoral standing or consent of the instructor.  
Activities: Lecture, Seminar  

Contemporary philosophic viewpoints on the nature of nursing science, addressing natural science, integrative science, and human science traditions and scientific integrity.
N231A  Substance Use & Mental Illness  (2 units) Summer
Instructor(s):  A. Flentje
Prerequisite(s): None
Restrictions: None
Activities: Lecture, Field Work, Web-based course work

This course will examine illness-related, gender-related and sociocultural factors that affect risk for co-existing psychiatric and substance abuse disorders and ability or willingness to access health care and community services. Models of service delivery will be evaluated for their ability to produce measurable health improvements for populations with these co-existing disorders.

N232.01  Essentials of Pharmacology Across the Lifespan  (1 unit) Winter, Spring
Instructor(s):  C. Vancouwenberge
Prerequisite(s): The course is to be taken concurrently with either N232.02, N232.04A, or N232.07A.
Restrictions: None
Activities: Web-based course work

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 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.

N232.02  Advanced Clinical Pharmacology  (3 units) Winter
Instructor(s):  K. Fortes, C. Robinson
Prerequisite(s): The course is to be taken concurrently with N232.
Restrictions: Enrollment in an adult specialty.
Activities: Lecture, Web-based course work

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.

N232.04A  Pediatric Pharmacology  (1 unit) Spring
Instructor(s):  N. Schapiro
Prerequisite(s): 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.
Restrictions: None
Activities: Lecture

Course provides overview of pediatric pharmacology w/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.

N232.04B  Pharmacotherapeutics in Pediatric Chronic and Acute Care  (2 units) Fall
Instructor(s):  V. Keeton
Prerequisite(s): NURSING 232.01 or consent of the instructor

Course builds on content from N232.04A, focusing on pharmacologic interventions for infants, children and adolescents with acute illness or chronic conditions. Emphasis is placed on evaluating pharmacologic research to guide decision-making, minimize adverse reactions and maximize outcomes for children on multiple medication regimens.
N232.04C  **Management of Psychotropic Regimens** (2 units)  
Spring  
Instructor(s): A. Penn  
Prerequisite(s): NURSING 232 NURSING 257  
Restrictions: Students in Psychiatric-Mental Health Nursing program or permission of instructor.  
Activities: Lecture  

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.

N232.05  **Antibiotic Therapeutics in Acute Care** (2 units) Fall, Summer  
Instructor(s): R. Bravo  
Prerequisite(s): NURSING 232.02  
Restrictions: Students in the Department of Physiological Nursing Program or by permission of the Instructor.  
Activities: Workshop  

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, and neurological infections. There are 2 mandatory in-class seminars.

N232.07A  **Neonatal Pharmacology** (2 units) Spring  
Instructor(s): M. Lynch  
Prerequisite(s): Concurrent enrollment in N254.01: Neonatal & Infant Pathophysiology, or permission of the instructor.  
Restrictions: None  
Activities: Lecture  

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.

N232.07B  **Complex Pharmacological Strategies for Neonates/Infants** (2 units) Fall  
Instructor(s): L. Franck, S. Stoffella  
Prerequisite(s): Successful completion of neonatal pathophysiology coursework (N254.01 and N254.02) or permission of instructor.  
Restrictions: None.  
Activities: Lecture, Web-based course work  

Course focuses on pharmacologic interventions for acutely ill and convalescing neonates and infants. Emphasis is placed on evaluating and applying best evidence to clinical decision-making with selection and use of pharmacologic agents to maximize clinical benefits and minimize adverse responses.

N234.02A  **Advocacy, Community Engagement, QI & Leadership Part I** (1.5 units) Spring  
Instructor(s): N. Schoenfeld, N. Wortis, L. Gottlieb  
Prerequisite(s): none  
Restrictions: permission of instructor  
Activities: Seminar, Field Work, Independent Study, Project, Web-based course work, Workshop  

This course is the first in a series of two quarters focused on advocacy, community engagement, quality improvement and leadership in which FNP students work with residents at SFGH Family Health Center. This quarter students will complete the Institute for Healthcare Improvement Open School QI modules, attend weekly didactic seminars, panel discussions, make site visits, complete online reading assignments and identify a community partner organization for collaboration in the second quarter.
N234.02B  Advocacy, Community Engagement, QI & Leadership Part II (1.5 units) Fall, Summer
Instructor(s): N. Schoenfeld, N. Wortis, L. Gottlieb
Prerequisite(s): N234.02A
Restrictions: Limited to FNP students who have successfully completed N234.02A and Family Practice residents at SFGH
Activities: Seminar, Field Work, Independent Study, Project

This highly self-directed, integrated, longitudinal course provides FNP students an opportunity to work with Family Medicine residents at SFGH on a community-engaged systems improvement project. In this part B of the course, students apply skills acquired in part A (N234.02A) to design and implement a project with their community partner.

N234.28A  Evidence-based Project Planning in Primary Care (2 units)
Fall
Instructor(s): J. Saxe
Prerequisite(s): NURSING 245A
Restrictions: Student needs to be in a primary care practice site that has a well-established quality improvement and safety training programs.
Activities: Lecture, Seminar, Project, Web-based course work

This course provides the students with a supervised opportunity to implement an evidence-based small test of change project in primary care settings. In the initial quarter (N234.28A), students will identify a clinical problem suitable for a small test of change project and implement at least one small test of change. In the final quarter (N234.28B), the student will evaluate the initial small test(s) of change; and drive and measure further changes to adequately address the problem.

N234.28B  Evidence-based Project Planning in Primary Care (1 unit) Spring
Instructor(s): J. Saxe, K. Gager
Prerequisite(s): Enrollment in or completion of N245A, completion of N234.28A, current AGPCNP or FNP student enrolled in the San Francisco Veterans Affairs Center of Excellence EdPACT Program or by consent of the instructor
Restrictions: Learners must be enrolled in the San Francisco Veterans Affairs Center of Excellence EdPACT Program or receive consent by the instructor.
Activities: Lecture, Seminar, Project

This course provides the students with a supervised opportunity to implement an evidence-based small test of change project in primary care settings. In the initial quarter (N234.28A), students will identify a clinical problem suitable for a small test of change project and implement at least one small test of change. In the final quarter (N234.28B), the student will evaluate the initial small test(s) of change; and drive and measure further changes to adequately address the problem.

N234A  Evidence-Based Project Planning I (2 units) Fall, Summer
Instructor(s): L. Mackin
Prerequisite(s): None
Restrictions: None
Activities: Seminar, Project

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.
N234B  Evidence Based Project Planning II (1 unit)  Fall, Winter
Instructor(s):  K. Birch,  N. Schapiro,  L. Mackin
Prerequisite(s):  N234A: Evidence-Based Project Planning I
Restrictions: None
Activities: Project

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 project in a practice setting. In this course, students will execute and evaluate the small test of change project developed in N234A Evidence Based Project Planning I.

N238A  Child Development and Alterations in Behavior (2 units)  Winter
Instructor(s):  A. Alkon
Prerequisite(s): None.
Restrictions: None.
Activities: Lecture

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 specialty settings will be reviewed.

N238B  Child/Adolescent Behavioral and Mental Health Conditions (1 - 2 units)  Winter
Instructor(s):  N. Schapiro
Prerequisite(s): NURSING 238A or permission of instructor.
Restrictions: None
Activities: Lecture

This course will cover an overview, assessment, management and collaborative care of common behavioral and mental health conditions of childhood and adolescence. A one-unit option is designed as an overview. The two-unit option includes greater depth on assessment, diagnosis, co-management and referral. The course fulfills competencies for ACPNP, PNP and PMHNPP students.

N239.07A  Topics in Neonatal & Pediatric Nutrition (1 - 2 units)  Winter
Instructor(s):  A. Carley,  J. Kohler
Prerequisite(s): Permission of Instructor.
Restrictions: None.
Activities: Web-based course work

Course will build upon basic nutrition content and will prepare participants to address the nutritional needs 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 acute illness.

N240.06  HIV/AIDS Prevention & Care (1 unit)  Fall, Winter, Spring
Instructor(s):  C. Dawson-Rose, Staff
Activities: Seminar

Course focuses upon relevant research, theories, measurement, and strategies for investigating HIV/AIDS prevention and care.
N240.08  **Advanced Child and Family Developmental Science** (2 units) Spring
Instructor(s): J. Chen
Prerequisite(s): Enrolled in the doctoral program or permission from FOR
Restrictions: None
Activities: Seminar

Course will address advanced knowledge in developmental theory and methods as the context for research with infants, children, and adolescents. Research with infants, children, and adolescents. Developmental science serves as the paradigm for examining research on physical and mental health during childhood.

N240.11  **Occupational & Environmental Health Research Seminar** (1-5 units) Fall, Winter, Spring
Instructor(s): O. Hong
Prerequisite(s): Consent of instructor.
Activities: Lecture, Field Work

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.

N240.15  **Theories and Methods in Aging Research** (2 units) Fall
Instructor(s): M. Wallhagen
Prerequisite(s): Permission of the instructor.
Restrictions: Doctoral student; Master's students with permission of the instructor. Activities: Seminar

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.

N240.16  **Research Issues in Aging: Interdisciplinary Perspectives** (2 units) Winter
Instructor(s): M. Wallhagen
Prerequisite(s): None.
Restrictions: Doctoral student or Master’s student with prior approval of faculty.
Activities: Seminar

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.

N240.20  **Global & Comparative Health Care Policies & Systems** (2 units) Spring
Instructor(s): C. Chauffan
Restrictions: None
Activities: Seminar

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 the new federal health law and alternative models of reform. Combines lecture, discussion, and policy analysis.
N241.04  Professional Issues in Pediatric Nursing  (0.5 units)  Spring
Instructor(s):  M. Bender
Prerequisite(s):  Enrollment in the APPN program and completion of N241 Dimensions in Advanced Practice Nursing or consent of instructor. NURSING 241 NURSING 241
Restrictions:  None.
Activities: Seminar

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 compliment N241 Dimensions of Advanced Practice Nursing with content and discussions on pediatric advanced practice and role delineation.

N241.06  Professional Issues in Midwifery and WHNP Practice  (1 unit)  Spring
Instructor(s):  K. Dau
Prerequisite(s):  Enrollment in Nurse-Midwifery/Women's Health specialty.
Restrictions: Nurse-Midwifery/Women's Health NP students only.
Activities: Lecture

This course focuses on a critical analysis of current issues in nurse-midwifery, including issues in maternal and child health, effecting policy, the legal basis of practice, beginning skills for establishing practice and ensuring quality in nurse-midwifery practice settings. This course provides professional content necessary for practice as a certified nurse-midwife.

N241.10  Professional Seminar- Family Nurse Practitioner  (0.5 units)  Spring
Instructor(s):  J. Mejia
Prerequisite(s):  None
Restrictions:  2nd year Family Nurse Practitioner students only.
Activities: Lecture, Laboratory

Professional Seminar offers 2nd year Family Nurse Practitioner students content on management of emergency situations and dealing with difficult patients. This course also provides content clarification on a variety of subject matters. This course also provides students with some experience in career building, including resume writing, job applications and licensure and certification application.

N242A  HIV/AIDS Epidemiology, Policy and Prevention  (2 units)  Fall
Instructor(s):  C. Dawson-Rose, Staff
Prerequisite(s):  None.
Restrictions:  None.
Activities: Lecture, Seminar

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.

N242B  HIV/AIDS: Clinical Pharmacology  (1 unit)  Spring
Instructor(s):  S. Stringari-Murray
Prerequisite(s):  None.
Restrictions: Class size limited to 30.
Activities: Lecture

Course will introduce the clinical application of pharmacology in the management of HIV-infected adults and adolescents based on the current US DHHS Treatment Guidelines for Antiretroviral Therapies and The Prevention of Opportunistic Infections.
**N242D**  
**HIV/AIDS Clinical Management** (2 units) Winter  
Instructor(s): K. Freeborn, S. Stringari-Murray  
Prerequisite(s): NURSING 242A NURSING 242B  
Restrictions: Second year nurse practitioner (NP) or clinical nurse specialist (CNS) students or permission of instructor.  
Activities: Lecture  

This course provides content on the clinical management of HIV-infected adolescents and adults with an emphasis on HIV complex chronic disease management and common HIV-related conditions and comorbidities. Students should have a basic knowledge of HIV epidemiology and HIV pharmacology.

**N243A**  
**Family Therapies** (2 units) Summer  
Instructor(s): D. Johnson  
Prerequisite(s): None.  
Restrictions: Student in Psychiatric-Mental Health nursing program or permission of instructor.  
Activities: Lecture  

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.

**N243B**  
**Group Psychotherapies** (2 units) Fall, Winter  
Instructor(s): B. Phoenix, A. Miller  
Prerequisite(s): None.  
Restrictions: None.  
Activities: Seminar  

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 by advanced practice nurses.

**N243C**  
**Adult Psychotherapeutic Treatment Modalities** (2 units) Spring  
Instructor(s): B. Phoenix, A. Flentje  
Prerequisite(s): N257 or equivalent content.  
Restrictions: Enrollment in Psychiatric/Mental Health specialty area or consent of instructor.  
Activities: Lecture  

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.

**N244A**  
**Managing the Psychological Impacts of Traumatic Events** (1 unit) Winter  
Instructor(s): B. Phoenix  
Prerequisite(s): None  
Restrictions: None  
Activities: Lecture  

Course examines theories from social, behavioral and neurosciences to explain psychobiological responses to different types of trauma. It applies developmental theories to understand effects of traumatic events on persons across the lifespan. It explores assessment and intervention of individuals, families and populations with past or current physical, sexual and emotional violence, as well those experiencing natural or man-made disasters. Course emphasizes both acute and chronic responses.
N244B  Treatment Planning: Trauma-related Mental Health Conditions (1 unit) Winter
Instructor(s): R. De Lisser
Prerequisite(s): None
Restrictions: Concurrent enrollment in Nursing 244A
Activities: Seminar

This case-based seminar course will focus on prioritizing patient needs and developing appropriate treatment plans for patients with complex mental health problems related to trauma exposure.

N245.04  Pediatric Health Promotion & Protection (2 - 3 units) Fall
Instructor(s): J. Chen, L. Stephan
Prerequisite(s): None.
Restrictions: Enrollment limited to 1st year APPN, ACPNP and FNP students; others may enroll only with permission of instructor.
Activities: Lecture

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.

N245.04A  Seminar in Pediatric Health Promotion (1 unit) Winter
Instructor(s): B. Gramkowski
Prerequisite(s): Successful completion of N245.04 and concurrent enrollment N415.11 or consent of instructor.
Restrictions: None.
Activities: Seminar

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

N245.05  Health Promotion & Disease Prevention in Acute Care (2 units) Winter, Spring
Instructor(s): B. Donovan, R. Bravo, C. Singh
Prerequisite(s): None
Restrictions: Acute Care Nurse Practitioner students or prior approval from instructor.
Activities: Lecture

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.

N245.07  Infant Neuromotor & Behavioral Development (3 units) Winter
Instructor(s): M. Lynch
Prerequisite(s): Course must be taken in conjunction with N406
Restrictions: None
Activities: Lecture

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.
**N245.28  Seminar in Adult Gerontology Primary Care**  (1 unit)  Spring  
Instructor(s):  H. Horvath  
Prerequisite(s): 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.  
Restrictions: None  
Activities: Seminar  

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.

**N245A  Clinical Prevention and Population Health A**  (1 - 2 units)  Spring  
Instructor(s): S. Lee, G. Collins-Bride, A. Peacock  
Prerequisite(s): None  
Restrictions: None  
Activities: Lecture, Seminar, Web-based course work, Workshop  

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.

**N245B  Clinical Prevention and Population Health B**  (1 unit)  Spring  
Instructor(s): K. Duderstadt  
Prerequisite(s): Satisfactorily completed the N200, N262A&B, N245A  
Restrictions: Satisfactorily completed N200, N262A&B, N245A or enrolled by consent of the instructor  
Activities: Lecture, Seminar, Web-based course work  

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 health care outcomes.

**N246  Symptom Assessment & Management**  (3 units)  Winter  
Instructor(s): E. Gatewood  
Prerequisite(s): N270, N245.  
Activities: Lecture  

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.

**246.02  Seminar in Family Primary Care**  (2 units)  Winter  
Instructor(s): P. Bernal de Pheils, A. Kuster, S. Goldfarb, M. Ramirez-McLaughlin  
Prerequisite(s): Concurrent enrollment in N246.  
Activities: Seminar  

Seminar is taken concurrently with N246, Symptom Assessment and Management and provides specialty content necessary for family primary care nurse practitioners. Application from N246 lectures will be made using case presentations and other relevant learning strategies.
N246.04A  Clinical Issues in Pediatric Primary Care  (2 units)  Winter
Instructor(s):  L. Stephan
Prerequisite(s):  Successful completion of N245.04 Pediatric Health Promotion and Protection, concurrent enrollment in N246 Symptom Assessment & Management, and N415.11 Pediatric Clinical Residency or consent of the Faculty of Record
Restrictions:  None
Activities:  Seminar, Web-based course work

The course builds upon foundational knowledge of pediatric health care maintenance, and the students increasing knowledge of common clinical issues in pediatric primary care through both didactic courses and clinical experiences. The course emphasizes advanced practice nursing role development and professional behavior in the clinical setting. Course assignments emphasize skill building in oral presentations, documentation, clinical reasoning and managing uncertainty in clinical practice.

N246.06  CNM/WHNP Primary Care Seminar  (1 unit)  Winter
Instructor(s):  L. Mihaly
Prerequisite(s):  Completion of N270 Advanced Health Assessment and N208 Advanced Physiology and Pathology.
Restrictions:  Enrollment in Nurse-Midwifery/WHNP specialty and concurrent enrollment in N246.
Activities:  Seminar

Seminar provides specialty content necessary for primary care nurse-midwives and women's health nurse practitioners. Application from NURSING 246 lectures will be made using case presentations and other relevant learning strategies.

N246.28  Seminar in Adult Gerontology Primary Care  (1 unit)  Winter
Instructor(s):  J. Isen
Prerequisite(s):  Must be concurrently enrolled N245B and N246 or w/consent of instructor
Restrictions:  see prerequisites
Activities:  Seminar

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.

N247  Management of Complex Health Problems  (3 units)  Fall
Instructor(s):  M. Surjadi
Prerequisite(s):  N270, N245, N246, and enrollment in Family Nurse Practitioner, Adult Nurse Practitioner or Geriatric Nurse Practitioner Program, or consent of instructor.
Activities:  Lecture

Course introduces the 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.

N247.02A  Seminar in Family Primary Care  (3 units)  Fall
Instructor(s):  E. Monasterio
Prerequisite(s):  N246 and concurrent enrollment in N247.
Activities:  Seminar

Seminar is taken concurrently with N247 and provides the specialty content necessary for family primary care nurse practitioners. Application from N247 lectures will be made to the specialty area using case presentations and relevant learning strategies.
**N247.02B**  
**Seminar in Advanced Family Primary Care** (2 units)  
Spring  
Instructor(s): E. Monasterio  
Prerequisite(s): N245, N245.02, N246, N246.02, N247, N247.02A, N270, N271.02, N279 or consent of instructor.  
Activities: Seminar  

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.

**N247.28A**  
**Seminar in Adult Gerontology Primary Care** (1 unit)  
Fall, Summer  
Instructor(s): R. Adriano-Nogra  
Prerequisite(s): Nursing 246.28.  
Restrictions: Concurrent enrollment or completion of N247 or by consent of the instructor.  
Activities: Seminar  

Seminar will provide students the opportunity to explore key concepts and approaches that will support their primary care provider role within the context of a patient-centered health home.

**N247.28B**  
**Adult-Gerontology Primary Care: Complex Health Problems** (2 units)  
Winter  
Instructor(s): B. Burgel  
Prerequisite(s): NURSING 247  
Restrictions: Course is restricted to students in the Adult-Gerontology NP Program  
Activities: Lecture, Seminar  

Class provides the opportunity to enhance clinical problem-solving and decision making; and develop clinical care management plans for complex chronic illnesses in adolescents and adults throughout the lifespan. This course will also emphasize the care of the older adult with multiple chronic conditions. The class format includes case study analyses with student presentations and student led discussion.

**N247.28C**  
**Decision-Making in Adult Gerontology Primary Care** (3 units)  
Spring  
Instructor(s): Y. Joo  
Prerequisite(s): nursing 247.28A nursing 247.28B  
Restrictions: None  
Activities: Seminar  

This course provides students with exposure to important concepts that have significant impact on the ethical, legal and clinical aspects of professional practice as an Adult Gerontology Primary Care Nurse Practitioner.

**N248**  
**Group Independent Study** (1 - 6 units)  
Fall, Winter, Spring  
Instructor(s): Staff  
Prerequisite(s): Consent of instructor.  
Activities: Lecture  

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.
**N249 Independent Study** (1 - 6 units) Fall, Winter, Spring, Summer  
Instructor(s): **Staff**  
Prerequisite(s): Consent of instructor.  
Restrictions: None  
Activities: Lecture

Student undertakes an individual study with emphasis on special problems in nursing. Students may select an area of study which is related to his/her area of interest or future goals.

**N250 Research** (1 - 8 units) Fall, Winter, Spring  
Instructor(s): **Staff**  
Prerequisite(s): Admission to doctoral study and consent of instructor. Course offers students an opportunity to engage in research with selected faculty.

**N251.01 Proposal and Grant Writing** (2 units) Spring  
Instructor(s): **Staff**  
Prerequisite(s): None  
Restrictions: None  
Activities: Lecture

This 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.

**N251.02 Advanced Gerontology Writing Seminar** (1 unit) Fall, Winter, Spring  
Instructor(s): **H. Leutwyler, M. Wallhagen**  
Prerequisite(s): none  
Restrictions: Doctoral student  
Activities: Seminar, Independent Study

The course is designed for doctoral students with an interest in Gerontology who are preparing to write either their qualifying examination papers or dissertation.

**N252B Psychotherapeutic Techniques with Children and Youth** (2 units) Summer  
Instructor(s): **D. Johnson**  
Prerequisite(s): N257 and N227 or consent of instructor.  
Restrictions: None.  
Activities: Lecture

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 Master's students in advanced psychiatric/mental health nursing who are specializing in work with children and families.

**N253 Theories of the Health Policy Process** (3 units) Fall  
Instructor(s): **D. Apollonio**  
Activities: Seminar

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.
N254.01  Neonatal & Infant Pathophysiology (3 units) Spring
Instructor(s): A. Carley
Activities: Lecture

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.

N254.02  Neonatal & Infant Pathophysiology (3 units) Fall
Instructor(s): M. Lynch
Activities: Lecture

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.

N255A  DX/RX of Acutely Ill/Injured I (3 units) Fall
Instructor(s): R. Bravo
Prerequisite(s): Acute Care Nurse Practitioner student, or consent of instructor.
Activities: Lecture, Seminar

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 and renal diseases. Lectures provide content for seminar discussion.

N255B  Diagnosis & Treatment of Acutely Ill/Injured II (3 units) Winter
Instructor(s): L. Guertin
Prerequisite(s): Acute Care Nurse Practitioner student or consent of instructor, N255A.
Restrictions: None.
Activities: Lecture

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

N255C  Diagnostic & Therapeutic Interventions (2 units) Winter
Instructor(s): R. Garbez
Prerequisite(s): Acute Care Nurse Practitioner or Clinical Care/Trauma student.
Activities: Lecture

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

N257  Assessment & Management of Common Psychiatric Symptoms (2 units) Fall
Instructor(s): B. Phoenix
Prerequisite(s): Enrollment in a clinical master’s specialty or consent of the instructor.
Restrictions: None.
Activities: Lecture

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.
N259.01 Women's Reproductive Health (1 - 2 units) Fall
Instructor(s): C. Belew
Prerequisite(s): None.
Restrictions: None.
Activities: Lecture

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.

N259.02 Complex Issues in Women's Health (2 units) Fall, Winter
Instructor(s): P. Bernal de Pheils
Prerequisite(s): Consent of instructor.
Restrictions: None
Activities: Lecture

This course will analyze theory and clinical management of women’s health conditions, diseases and disorders in the reproductive and post reproductive years, in the context of a biopsychosocial framework and cultural components. Emphasis is placed on critical analysis of research, and consultation, collaboration and/or referral as indicated.

N259.04 Contraception in Primary Care (1 unit) Fall, Winter
Instructor(s): M. McLemore, C. Belew
Prerequisite(s): None
Restrictions: None
Activities: Lecture, Seminar, Web-based course work

Course explores the complex and comprehensive contraception issues within the context of the family and community environment. This self-paced online modular course (with 4 optional in person sessions) teaches the learner best practices in prescribing and managing contraceptive drugs and devices. Provides an overview of ethical considerations and unbiased counseling techniques, as well as sexual health promotion and violence screening.

N260E Infectious Diseases (3 units) Winter
Instructor(s): K. Baltzell
Prerequisite(s): None
Restrictions: None
Activities: Lecture, Seminar

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.
### N260F  Cultural Competency for Nurse Leaders  (2 units)  Winter
Instructor(s):  Staff
Restrictions:  None
Activities: Seminar

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 microteach exercises and role playing. Preparatory work will be based on the syllabus of required readings.

### N260G  Racism and Health Disparity Prevention  (2 units)  Fall
Instructor(s):  K. Dau
Prerequisite(s): Consent of instructor.
Activities: Seminar

This course prepares students to understand the impact of societal structure, power and privilege on health care delivery and outcomes, especially in context of pregnancy and reproduction. Course explores root causes of health disparities in the United States and provides foundational knowledge for clinicians. Students will be able identify institutional and interpersonal interventions that can be employed to improve health equity.

### N260H  Global Health Policy & Nursing  (2 units)  Spring
Instructor(s):  C. Dawson-Rose, S. Chapman
Prerequisite(s): None.
Restrictions: Enrollment in Advanced Community & International Nursing (ACHIN) specialty or consent of instructor.
Activities: Lecture

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.

### N260J  GLOBAL WOMEN'S HEALTH: From Research to Action  (2 units)  Winter
Instructor(s):  L. Thompson, N. Diamond-Smith
Prerequisite(s): None
Restrictions: None
Activities: Lecture

This course will provide a broad overview of women’s health in a global context, and focus on programs that address gender equality and improve women’s sense of empowerment. Drawing from the disciplines of nursing, medicine, demography, and epidemiology, relevant research and programs will be examined to determine how research can be applied to design programs that work. Sociocultural influences on women’s health will be explored. Content will be delivered via lecture, readings and discussion.
N262.06 Research Utilization in Health Policy (2 units) Spring
Instructor(s): S. Chapman
Prerequisite(s): N262A.
Activities: Seminar

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.

N262A Advanced Scholarship in Research I (2 units) Winter
Instructor(s): L. Wagner
Restrictions: Graduate Nursing Students
Activities: Lecture

This course focuses on the elements of research methods, and design that are essential to the translation of knowledge into clinical practice, administration/leadership, and health policy.

N262B Utilization of Research in Evidence-Based Practice (2 units) Spring
Instructor(s): M. Foley, M. Pelter
Prerequisite(s): NURSING 262A
Restrictions: none
Activities: Lecture, Seminar, Web-based course work

Course expands and integrates the research methods content covered in N262A. Students will focus on the critical evaluation of research literature as the foundation for evidence-based practice and research. Emphasis is on evaluating the strength of each single study and of a body of research studies.

N265 Cancer Prevention and Early Detection (2 units) Spring
Instructor(s): C. Viele
Prerequisite(s): None
Restrictions: None
Activities: Seminar

Course examines current clinical guidelines for cancer prevention and early detection with attention to the needs of diverse populations. Breast, cervical, prostate, and colon cancer prevention and early detection are the main illnesses addressed. Both community and national perspectives on cancer prevention and detection programs are explored. Issues such as differing cultural perspectives on cancer prevention and detection as well as issues around access to services will be addressed.

N267A Neonatal Seminar I (1 unit) Fall
Instructor(s): J. Kohler
Prerequisite(s): Requires instructor approval
Restrictions: Requires instructor approval; open for neonatal specialty
Activities: Seminar

This seminar will prepare the advanced practice neonatal nurse for planning care for neonatal patients across care settings. Integration of theoretical concepts with neonatal assessment principles will be supported through interactive exercises that develop foundational assessment, management and communication skills.
**N267B**  **Neonatal Seminar II** (1 unit) Fall
Instructor(s): **J. Kohler**
Prerequisite(s): None
Restrictions: Consent of instructor
Activities: Seminar

This seminar will prepare the advanced practice neonatal nurse for planning and implementing care for neonatal patients in the acute care setting. Interactive exercises will reinforce theoretical concepts and application of pertinent physiology and pathophysiology principles to assessment, management and follow-up of acutely ill infants.

**N269**  **Integration of Scientific Literature** (3 units) Winter
Instructor(s): **Y. Fukuoka, C. Miaskowski**
Restrictions: None
Activities: Lecture

Students will analyze the theoretical foundations and research issues underlying specific content areas in nursing science. Integrate in-depth knowledge of theory and research related to a substantive field of study through critical analysis, integration, and synthesis of literature. At the completion of the course, the student will be able to (1) describe the process of integrative literature review; (2) identify and critically review research; and (3) define areas for knowledge development.

**N269A**  **Machine Learning - A Primer** (3 units) Winter, Spring
Instructor(s): **X. Hu**
Prerequisite(s): None
Restrictions: None
Activities: Lecture, Project

This course provides a broad introduction to interdisciplinary approach to machine learning with goals to teach students to appraise relevant literature of applications of machine learning, conjecture machine learning approaches in their research, and conduct machine learning experiments. Topics include: linear models for classification, support vector machine, decision trees, ensemble learning, clustering, dimension reduction, feature engineering, and best practices in conducting ML experiments.

**N270**  **Advanced Health Assessment** (2 units) Fall
Instructor(s): **A. Kuster**
Activities: Lecture, Web-based course work

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 units) Fall
Instructor(s): **K. Duderstadt, L. Stephan**
Prerequisite(s): None.
Restrictions: Concurrent enrollment in N270 Advanced Health Assessment and N301.11 Advanced Practice Nursing Skills Lab in Pediatrics. And/or consent of the faculty of record.
Activities: Lecture

Course is designed to enhance and complement life span content from Nursing 270 Advanced Health Assessment. Course focuses on pediatric specialty content.
N270.07  Neonatal/Infant Assessment (2 units) Fall
Instructor(s): A. Carley  Prerequisite(s): None
Restrictions: Consent of instructor
Activities: Web-based course work

Course addresses concepts in advanced 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.

N271.02  Problems in Family Primary Care (2 units) Winter
Instructor(s): E. Monasterio, A. Kuster  Prerequisite(s): N245, N246, N247, N270, N279 or consent of instructor.
Restrictions: approval of instructor if student is not in the FNP program
Activities: Lecture

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.

N271.06  Management of Clinical Occupational Health Problems (2 units) Winter, Spring, Summer
Instructor(s): B. Burgel  Prerequisite(s): Consent of instructor.
Activities: Lecture

Multidisciplinary 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.

N273A  Occupational Health and Diverse Worker Population (2 units) Fall
Instructor(s): S. Lee, O. Hong  Restrictions: None
Activities: Lecture

This course provides an overview of occupational health, using a regulatory, ethical and professional nursing practice framework to explore the diversity of worker populations. This course will emphasize understanding of the social and legal systems for occupational health; the social, cultural, and economic factors influencing vulnerable workers or worker groups; and the role of the occupational and environmental health nurse (OEHN) in implementing socio-culturally sensitive OEH services.

N273B  Issues in Occupational Health (1 - 1.5 units) Fall, Winter, Spring, Summer
Instructor(s): O. Hong  Prerequisite(s): none
Restrictions: None
Activities: Seminar

To provide a discussion forum of current events, including research, regulation, and health policy impacting occupational and environment health.
N274A     **Health and Safety Hazards of the Workplace** (3 units) Spring  
Instructor(s): B. Burgel  
Prerequisite(s): None.  
Restrictions: None.  
Activities: Lecture, Field Work  

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. Students will make visits to work sites to assess occupational hazards and make recommendations for controlling them, using hierarchy of controls.

N274B     **Occupational and Environmental Health Hazard Evaluation** (1 unit) Spring  
Instructor(s): B. Burgel  
Prerequisite(s): 274A  
Restrictions: none  
Activities: Field Work  

In this course, students will make visits to work sites to assess occupational hazards and make recommendations for controlling them, using the hierarchy of controls. Students will investigate work processes and work practices, determine routes of exposure, and evaluate evidence-based interventions to prevent or reduce hazards.

N274C     **Occupational Safety** (2 units) Fall, Summer  
Instructor(s): C. Harris-Adamson  
Prerequisite(s): Consent of instructor.  
Activities: Lecture  

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.

N274D     **Farmworker Primary Health Care** (2 units) Spring  
Instructor(s): M. Ramirez-Mclaughlin, E. Monasterio  
Prerequisite(s): N270.  
Activities: Lecture  

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.

N276     **Research Rotation** (1 - 6 units) Fall, Winter, Spring, Summer  
Instructor(s): Staff  
Prerequisite(s): Completion of first year of doctoral study and consent of adviser.  
Restrictions: None.  
Activities: Laboratory  

The student will participate in ongoing faculty research. This experience will contribute to the student’s methodological or substantive expertise.
N279.15  **Theories for Midwifery and Advanced Practice Nursing** (1 unit) Winter
Instructor(s): K. Dau
Prerequisite(s): None
Restrictions: Enrolled in the nurse-midwifery/WHNP specialty
Activities: Lecture

This course integrates empirical evidence of reciprocal family and health interactions with theories, conceptual frameworks, and ethical reasoning applicable to midwifery and advanced practice nursing.

N281A  **Management of Antepartum** (3 units) Fall, Spring
Instructor(s): R. Kaplan
Prerequisite(s): Enrollment in Nurse-Midwifery specialty.
Restrictions: none
Activities: Seminar; Web-based course work

Course reviews and analyzes the etiology and management of selected conditions in normal pregnancy. The impact of pregnancy on the mother and family will be emphasized.

N281B  **Management of Intrapartum Care** (3 units) Summer
Instructor(s): D. Anderson
Prerequisite(s): Enrollment in Nurse-Midwifery specialty and completion of N281A and N282A.
Restrictions: Students enrolled with the UCSF Nurse-Midwifery/Women's Health Nurse-Practitioner Program
Activities: Lecture

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.

281D  **Management of the Newborn** (2 units) Winter
Instructor(s): D. Mallareddy
Prerequisite(s): Completion of N281A, B and N282A, B
Restrictions: Enrollment restricted to students in Nurse-Midwifery specialty.
Activities: Lecture, Web-based course work

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 relevant theories. Course will include both live classroom and online work.

N281E  **Complex Cases: Advanced Nurse-Midwifery Management** (2 units) Winter
Instructor(s): R. Kaplan
Prerequisite(s): NURSING 281B, NURSING 282B, and NURSING 281C, or consent of instructor.
Restrictions: None
Activities: Lecture

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  (2 units) Spring
Instructor(s):  E. Beck
Prerequisite(s): Enrollment in Nurse-Midwifery specialty.
Restrictions: Enrollment in Nurse-Midwifery specialty.
Activities: Lecture

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  (3 units) Summer
Instructor(s):  E. Beck
Prerequisite(s): Enrollment in Nurse-Midwifery specialty and completion of N281A and N282A.
Activities: Lecture

Course reviews and analyzes selected complications of pregnancy in the intrapartum period.

N282C  Women's Health Seminar  (1 unit) Winter
Instructor(s): Staff
Prerequisite(s): Enrollment in Nurse-Midwifery or post-masters WHNP specialty.
Restrictions: None
Activities: Seminar

Course reviews and analyzes complex reproductive and gynecologic conditions requiring advanced management skills.

N283.03  Common Pediatric Illness Clinical Seminar  (1 unit) Spring
Instructor(s):  L. Stephan
Prerequisite(s): Successful completion of N246.04A, and concurrent enrollment in N415.11, N232.04A and N283B or consent of the instructor.
Restrictions: Limited to advanced Practice Pediatric Nursing (APPN) and post-master’s students or consent of the instructor.
Activities: Seminar

Seminar provides a format for the synthesis and application of knowledge from other courses that address pediatric pathophysiology, pharmacology, symptom assessment and management. Through problem-based learning, discussions and other learning strategies, students will build upon differential diagnosis skills introduced in N246.04a, and develop skills in the formulation of an evidenced based treatment plan for common pediatric primary care chief complaints.

N283.04A  Complex Pediatric Primary Care Seminar  (1 - 2 units) Fall
Instructor(s):  J. Lee, K. Duderstadt
Prerequisite(s): Nursing 283.03
Restrictions: Concurrent enrollment in N415.11
Activities: Seminar, Web-based course work

This course is part I of a 2-part series seminar, providing Pediatric Nurse Practitioner students with the opportunity to learn management of complex illness in the primary, specialty, and chronic care settings, and prepare them for clinical application in the clinical residencies. Through case studies (web-based and in-class), formal case presentations, discussions and additional assignments, students will refine their ability to assess and manage complex conditions in children in the PNP role.
N283.04B Complex Pediatric Primary Care Seminar B (1 unit) Winter
Instructor(s): K. Duderstadt
Prerequisite(s): 1. Successful completion of N415.11 Fall Year II, 2. Concurrent enrollment in N415.11 clinical residency, 3. Successful completion of N283C, or 4. permission of the instructor.
Restrictions: Limited to APPN and post-Masters students or consent of instructor.
Activities: Seminar

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 unit) Spring
Instructor(s): M. Lynch, S. Stone
Prerequisite(s): NURSING 245.04A NURSING 415.11 Concurrent enrollment in: NURSING 415.13A NURSING 414.13
Restrictions: Students enrolled in the Acute Care Pediatric Nurse Practitioner Program or by instructor approval.
Activities: Seminar, Web-based course work

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, sub-specialty 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.

N283A Pediatric Physiologic Development (2 units) Fall
Instructor(s): M. Lynch
Restrictions: None
Activities: Lecture

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.

N283B Common Pediatric Pathophysiology & Clinical Management (2 units) Spring
Instructor(s): N. Schapiro, A. Lee
Prerequisite(s): Completion of N283A.
Restrictions: None
Activities: Lecture

Course provides a conceptual approach to examine common pediatric pathophysiological 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.
N283C  Complex Pediatric Pathophysiology & Clinical Management (1 - 2 units) Spring  
Instructor(s): N. Schapiro, A. Lee  
Prerequisite(s): NURSING 283A, NURSING 283B  
Restrictions: None  
Activities: Lecture  

Course provides a conceptual approach to examine complex acute and chronic pediatric pathophysiologic phenomena observed in varied caregiving environments in infants, children, and adolescents. The interrelationships of human responses, clinical manifestations, and therapeutic interventions will be discussed.

N283E  Pediatric Acute Care Pathophysiology & Management (2 units) Fall  
Instructor(s): M. Lynch  
Prerequisite(s): Concurrent enrollment in N283C: Complex Pediatric Pathophysiology.  
Restrictions: None  
Activities: Lecture  

Course addresses pathophysiologic phenomena related symptomatology, diagnostic evaluation, differential diagnosis and clinical management for conditions occurring in acutely and critically ill children at risk of death.

N283F  Cultural and Ethical Issues in Pediatric Complex Care (2 units) Spring  
Instructor(s): J. Chen  
Prerequisite(s): None  
Restrictions: None.  
Activities: Lecture  

Course provides an overview of philosophy and ethical principles of pediatric complex care. Addresses cultural, ethical, and existential issues integral to the care of acutely ill children at risk of dying, children with complex care needs, and their families. Emphasis is placed on the sociocultural context of beliefs and values and ethical principles affecting children, families, and complex care professionals.

N283G  Complex Clinical Management in Acutely Ill Children (2 units) Spring  
Instructor(s): M. Lynch, S. Stone  
Prerequisite(s): Satisfactory completion of N283E Pediatric Acute Care Pathophysiology & Management.  
Restrictions: None  
Activities: Lecture  

Course integrates the clinical management of the acutely or critically ill child with ethical and cultural considerations important for children at risk of dying and their families. Emphasis is placed on evaluating empirical research and descriptive literature to guide clinical decision-making towards choosing therapeutic interventions that maximize clinical benefits and minimize adverse responses.

N283I  Pediatric Acute Care Seminar (1 unit) Fall  
Instructor(s): M. Lynch  
Prerequisite(s): None  
Restrictions: Limited to ACPNP and post-masters ACPNP students or consent of instructor.  
Activities: Seminar  

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.
N283J  Managing Transitions in Pediatric Complex Illness (2 units) Winter  
Instructor(s): M. Lynch  
Prerequisite(s): Nursing 283.05 or approval by FOR  
Restrictions: None.  
Activities: Seminar, Field Work  

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.

N284  Introduction to Radiology (1 unit) Spring  
Instructor(s): M. Surjadi  
Prerequisite(s): School of Nursing Nurse Practitioner student.  

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.

N285A  Qualitative Methods I (5 units) Fall  
Instructor(s): R. Rehm, J. Shim  
Prerequisite(s): Second-year doctoral student.  
Activities: Seminar, Field Work  

Course reviews many of the types of qualitative research methods, emphasizing assumptions, approaches. Focus on design, entree, ethics, data-gathering techniques (interviewing, observing) data recording and management. Introduction to data analysis. 2-part course, concluding with 285B.

N285B  Qualitative Methods II (5 units) Winter  
Instructor(s): R. Rehm, J. Shim  
Prerequisite(s): N285A  
Restrictions: Second-year doctoral student.  
Activities: Seminar, Field Work  

Course compares and contrasts modes of qualitative analysis. Examines issues in establishing plausibility, credibility, adequacy. Intensive data analysis and examination of the problems of presentation of findings with focus on questions of authority and preparation of text. 2-part course, beginning with NURSING 285A.

N285C  Interpretive Phenomenology (2 units) Spring  
Instructor(s): C. Chesla  
Prerequisite(s): Philosophy courses in phenomenology (may be acquired outside UCSF and also with the consent of the instructor) and N285A&B (Qualitative Methods I&II)  
Activities: Seminar  

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.
N287A  Health Systems Management (3 units) Fall
Instructor(s): M. Fleming
Prerequisite(s): None
Restrictions: Dept. of Community Health Systems students and/or by consent of faculty.
Activities: Lecture

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.

N287G  Data Management & Analysis (4 units) Winter
Instructor(s): Staff
Activities: Lecture, Laboratory

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.

N288D  Clinical Nurse Specialist Seminar (1 unit) Fall
Instructor(s): C. Viele
Prerequisite(s): Enrollment in the Critical Care/Trauma Specialty or by instructor approval.
Restrictions: None.
Activities: Seminar

Course introduces advanced practice roles in critical care, emergency and trauma settings. This course will review the educational, economic, political, legal and professional influences on practice outcomes.

N288F  Management of Acute and Chronic Illness (3 units) Spring
Instructor(s): R. Garbez
Prerequisite(s): None
Restrictions: Department of Physiological Nursing students only
Activities: Lecture

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.

N289.01  Advanced Methods: Meta-Analysis (2 units) Winter, Spring
Instructor(s): G. Santos, K. Lee
Prerequisite(s): Completion of first year of doctoral program.
Activities: Lecture

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-reliability.
N289.01A Approaches to Statistical Analyses  (2 units)  Fall  
Instructor(s):  A. Alkon  
Prerequisite(s): It is recommended that the students enroll in N289A concurrently  
Restrictions: Statistics course within last 2 years.  
Activities: Laboratory

This lab is designed to support N289A Advanced Quantitative Research Methods. Students will learn how to plan and conduct analyses. They will answer research questions using different statistical methods, interpret findings and write the results and conclusion sections of an article. Students will use a statistical package to complete assignments.

N289A  Advanced Quantitative Research Methods I (3 units)  Fall  
Instructor(s):  L. Thompson  
Prerequisite(s): N209, N212B, B187, B192, SPSS workshop or completion of SPSS tutorial and consent of instructor.  
Restrictions: Doctoral student or consent of instructor.  
Activities: Lecture

This advanced quantitative nursing research course focuses on how research questions lead to different study designs, data collection procedures and analyses. The coursework provides content on analytic techniques, such as multiple logistic regression, power estimation, and effect sizes with hands-on experience provided through exercises in planning, conducting, and interpreting analyses.
N289B  Advanced Quantitative Research Methods II (3 units) Winter
Instructor(s): J. Cataldo
Prerequisite(s): N209, N212, N289A, B187, B192 or consent of the instructor.
Restrictions: Nursing doctoral student or consent of the instructor.
Activities: Lecture

This second quarter of advanced quantitative nursing research methods focuses on research questions, designs, data collection procedures, and analysis related to longitudinal studies and intervention research. Content is focused on methodological techniques and issues pertaining to investigation of change over time.

N290  Family Theory/Research in Health (3 units) Spring
Instructor(s): J. Chen
Prerequisite(s): None.
Restrictions: Doctoral student or consent of instructor
Activities: Seminar

Course presents and critiques theoretical perspectives and research approaches dominant in the study of family and health. Compatibility of theories and research approaches is examined.

N291  Applied Stat Methods for Longitudinal & Hierarchical Data (4 units) Spring
Instructor(s): B. Cooper
Prerequisite(s): B192-Intro Linear Models or the equivalent.
Restrictions: 15 enrolled students.
Activities: Lecture, Laboratory

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.

N292B  Perinatal Risk on Fetal and Neonatal Health (1 unit) Fall, Winter
Instructor(s): A. Carley
Prerequisite(s): None.
Restrictions: None.
Activities: Seminar, Web-based course work

This web-based course will explore perinatal issues that may impact the health of the pregnant patient, fetus and neonate. In addition to supporting knowledge gain related to routine perinatal care, the impact of select acute and chronic perinatal conditions and evidence-based therapeutic interventions used with the pregnant patient and fetus will be explored.

N294A  Introduction to Human Genomics (2 units) Fall
Instructor(s): E. Flowers
Prerequisite(s): None.
Restrictions: None.
Activities: Seminar, Web-based course work

Course focuses on the history of genetics, basic human and molecular genetics, an introduction to genetic variation (SNPs, etc.), patterns of inheritance, multifactorial inheritance and common diseases, influences of gene action and expression, clinical cytogenics, the Human Genome Project, genetics terminology, and molecular biology laboratory methods.
294B  **Implications of Genomics for Nursing Practice** (2 units) Winter  
Instructor(s): E. Flowers  
Prerequisite(s): N294A or consent of instructor.  
Restrictions: None.  
Activities: Seminar, Web-based course work

This course addresses issues in genomics relevant for Advanced Practice Nurses. Students will learn about the essential genomic competencies for nurses, how to obtain a 3-generation family history, policy, legal, and public health issues in genomics, issues of diversity related to genomics, and consumer genomics.

N294C  **Clinical Genomics** (1 - 2 units) Spring  
Instructor(s): E. Flowers  
Prerequisite(s): None. Although this course is the 3rd in a series with all three being required to complete the genomics minor, N294C may also be taken as a stand-alone course for students who have interest in the topic. Because it is an overview of clinical applications of genomics, the content should be understandable and relevant even without having taken N294A/B  
Restrictions: None  
Activities: Lecture, Seminar

This course provides an overview of current clinical applications of genomics that are relevant to Advanced Practice Nurses. Students will gain knowledge about how genomic technologies are currently incorporated into clinical practice across the lifespan, including prenatal/newborn, pediatric, complex adult conditions (e.g., cancer, neurologic disease) as well as issues that cross the lifespan (i.e., microbiome and infectious disease).

N294D  **Essentials of Human Genomics for Nurses** (1.5 units) Summer  
Instructor(s): E. Flowers  
Prerequisite(s): None  
Restrictions: None.  
Activities: Web-based course work

Course will focus on clinical practice, scientific, technologic, social, policy, and regulatory aspects of genomics in clinical practice. The course will provide an introductory survey of these topics aligned with the Essential Competencies in Genomics for Advanced Practice Nurses.

N295  **Nursing MS Related Studies** (0 units) Fall, Winter, Spring, Summer  
Instructor(s): Staff  
Prerequisite(s): None  
Restrictions: Approval by the School of Nursing Dean's Office

Utility course to satisfy registration requirements; for departmental use only.

N295A  **Care of Older Adults** (1.5 units) Fall  
Instructor(s): L. Mackin  
Prerequisite(s): None  
Restrictions: None.  
Activities: Lecture

Course content will span the broad scope of issues relevant to the care of older adults with an emphasis on common neurological, psychosocial and mental health issues. Course content will incorporate both theoretical and empiric health and illness content to support the development of a holistic approach to care of the older adult.
**N295B  Care of Older Adults** (1.5 units) Winter  
Instructor(s): L. Mackin  
Prerequisite(s): None  
Restrictions: None.  
Activities: Lecture

Course content will span the broad scope of issues relevant to the care of older adults with multi-morbidity. Course content will incorporate both theoretical and empiric health promotion and multi-morbidity management considerations in support of a patient-centered, holistic approach to care of the older adult.

**N295D  Adult-Gero Mental Health Seminar I** (1 unit) Spring  
Instructor(s): L. Mackin, B. Phoenix  
Prerequisite(s): None  
Restrictions: None  
Activities: Seminar

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.

**N296A  Advanced Clinical Management of Pediatric Diabetes** (2 units) Fall  
Instructor(s): M. McGrath  
Prerequisite(s): NURSING 270 NURSING 208  
Restrictions: none  
Activities: Lecture

Course focuses on diabetes (type 1 and type 2) in a pediatric population. Course will include: epidemiology and detection of diabetes in children and adolescents; pathophysiology; disease management requirements; pharmacological treatment; transition issues; diabetes education and self-care management expectations for pediatric patients and their families. Each topic area will emphasize a collaborative team approach to care and invited speakers will be from the team’s represented disciplines.

**N296B  Behavioral Approaches for Diabetes Across the Lifespan** (1 unit) Spring  
Instructor(s): M. McGrath  
Prerequisite(s): Must be concurrently enrolled in Lab N301.50  
Restrictions: Limited to 20 students.  
Activities: Lecture

Course focuses on the complex behavioral, educational, and family skills required to support patients in living with diabetes. Topics include: behavioral theories for managing diabetes, family theories for influencing health outcomes; empirically based intervention strategies for behavior change. The related lab focuses on student skill development in varied forms of behavioral and family intervention.
N296C  Advanced Clinical Management of Adult Diabetes  (2 units)  Winter
Instructor(s):  M. McGrath
Prerequisite(s): NURSING 208 NURSING 270
Restrictions: None
Activities: Lecture

Primary focus is on diabetes (type 1 and type 2) in an adult population. Course will include epidemiology and detection of diabetes in adults; pathophysiology; disease management requirements; pharmacological treatment; care of special populations (e.g. patients with diabetes who are pregnant, elderly, have mental illness, are underserved) as well as issues related to employment. Each topic area will emphasize the importance of a collaborative team approach to care.

N297  Human Responses to Pain  (2 units)  Winter
Instructor(s):  C. Miaskowski
Restrictions: None
Activities: Lecture

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.

N298  Thesis or Comprehensive Exam  (0 units)  Fall, Winter, Spring
Instructor(s):  Staff
Prerequisite(s): Advancement to candidacy and permission of the graduate adviser.

For graduate students engaged in writing the thesis for the master's degree or taking a comprehensive examination required for the master's degree.

N298A  Qualifying Examination Seminar  (2 units)  Fall, Winter, Spring
Instructor(s):  Staff
Prerequisite(s): NURSING 202A, NURSING 209A, NURSING 209B, NURSING 212A, NURSING 212B, NURSING 269, NURSING 229
Restrictions: Doctoral students only
Activities: Seminar

This course provides an overview of the qualifying examination and principles of a successful qualifying examination for doctoral students. It addresses issues integral to the completion of doctoral study and focuses on skills helpful in completing a successful Qualifying Exam.

N299  Dissertation  (0 units)  Fall, Winter, Spring
Instructor(s):  Staff
Prerequisite(s): Advancement to candidacy and permission of the graduate adviser.
For graduate students engaged in writing the dissertation for the Doctor of Nursing Science (DNS) or Doctor of Philosophy in Nursing degree.

N301.04  PMHNP Advanced Health Assessment Skills Lab  (1 unit)  Fall
Instructor(s):  K. Birch, S. Borden
Prerequisite(s): None.
Restrictions: Psychiatric Mental Health nursing students.  Activities: Conference, Laboratory

Course provides a guided laboratory experience designed to develop mastery of advanced skills in psychiatric mental health nursing assessment.
N301.10  **Family Nurse Practitioner Skills Lab** (1 unit)  Fall  
**Instructor(s):** P. Bernal de Pheils, M. Ramirez-Mclaughlin, S. Goldfarb  
**Prerequisite(s):** None.  
**Restrictions:** Consent of instructor.  
**Activities:** Laboratory  

Guided clinical laboratory experience designed to develop mastery of advanced health assessment skills.

N301.11  **Advanced Practice Nursing Skills Lab in Pediatrics** (1 - 2 units)  Fall  
**Instructor(s):** M. Bender, B. Gramkowski, A. Lee  
**Prerequisite(s):** Concurrent enrollment in N270 and N270.04.  
**Restrictions:** Ad. Practice Ped. Nursing, Acute Care Ped. Nurse Practitioner student or consent of instructor.  
**Activities:** Laboratory  

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.

N301.12  **Neonatal Skills Lab** (1 unit)  Fall, Winter, Spring, Summer  
**Instructor(s):** J. Kohler, A. Carley  
**Prerequisite(s):** None.  
**Restrictions:** Consent of instructor.  
**Activities:** Laboratory  

Guided clinical laboratory experience designed to develop mastery of advanced neonatal nurse practitioner skills.

N301.13  **Transitions in Pediatric Illness: Acute Skills Application** (0.5 - 1 unit)  Fall, Spring  
**Instructor(s):** B. Gramkowski, A. Lee, M. Lynch  
**Prerequisite(s):** Concurrent enrollment in: NURSING 415.13A NURSING 283.05 or instructor approval.  
**Restrictions:** Restricted to students in the ACPNP, APPN, and APNN programs, or instructor approval.  
**Activities:** Laboratory  

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 concept in practicing procedural skills will be utilized.

N301.15  **CNM/WHNP Health Assessment Skills Lab** (1 unit)  Fall  
**Instructor(s):** D. Mallareddy  
**Prerequisite(s):** None.  
**Restrictions:** Consent of instructor.  
**Activities:** Laboratory  

Guided clinical laboratory experience designed to develop mastery of advanced health assessment skills.

N301.15A  **Women’s Health Skills Lab and Simulation** (0.5 - 2 units)  Fall, Winter, Spring, Summer  
**Instructor(s):** Staff  
**Prerequisite(s):** None.  
**Restrictions:** Must be enrolled in the Nurse-Midwifery/Women’s Health Nurse Practitioner specialty.  
**Activities:** Laboratory  

This laboratory course focuses on development of necessary clinical skills for safely and respectfully providing high quality nurse-midwifery and women’s health care. Student skill development will be specific to advanced practice management in outpatient and inpatient settings, including procedures requiring both technical skill and communication skill.
N301.20A  **Acute Care Nurse Practitioner Health Assessment Skills Lab** (1 unit)  Fall  
Instructor(s):  **L. Guertin**  
Prerequisite(s): None.  
Restrictions: Acute Care Nurse Practitioner students only.  
Activities: Laboratory  

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.

N301.25A  **Basic Interpretation of Chest X-Ray Skills Lab** (2 units)  Spring, Summer  
Instructor(s):  **D. Troeger, R. Bravo**  
Prerequisite(s): None.  
Restrictions: Must be in either first or second year of an advanced practice program. May not take the course if in the first MEPN year.  
Activities: Laboratory  

Guided clinical laboratory experience designed to give the nurse practitioner or clinical nurse specialist student a basic introduction to the principles of chest x-ray interpretation. This course utilizes a self-paced, programmed learning modality. Students review patient cases and x-ray images that are located in a computerized learning environment.

N301.25B  **Clinical Electrocardiography Skills Lab** (1 unit)  Spring  
Instructor(s):  **M. Pelter**  
Prerequisite(s): Concurrent enrollment in N225  
Restrictions: None.  
Activities: Laboratory  

Supervised experience in which students learn to interpret the standard 12-lead electrocardiogram and understand the implications for clinical decision-making.

N301.27A  **Genomics Skills Lab** (1 unit)  Fall, Winter, Spring, Summer  
Instructor(s):  **E. Flowers**  
Prerequisite(s): None.  
Restrictions: None.  
Activities: Laboratory  

Supervised experience in which students practice procedures or assessment skills relevant to genomics nursing practice.

N301.28  **AGNP Advanced Health Assessment Skills Lab** (1 unit)  Fall  
Instructor(s):  **D. Drew-Nord**  
Prerequisite(s): None  
Restrictions: Adult Gerontology Nurse Practitioner students. Activities: Laboratory  

Supervised application of health assessment concepts and skills. Students perform systematic health assessments of adults with a focus on differentiating normal from abnormal findings.
N301.50  Behavioral Approaches for Diabetes Across the Lifespan (LAB) (1 unit) Spring
Instructor(s): M. McGrath
Prerequisite(s): Must be concurrently enrolled in didactic course (N296B) Behavioral Approaches for Diabetes Across the Lifespan
Restrictions: Limited to 20
Activities: Laboratory

Course focuses on the complex behavioral, educational, and family skills required to support patients in living with diabetes. The lab focuses on student skill development in varied forms of behavioral and family intervention (e.g. motivational interviewing; coping skills training, problem-solving interventions, behavioral goal setting and follow-up).

N302  Inter-Professional Counseling for Behavior Change Workshop (0.5 units) Winter
Instructor(s): R. Adriano-Nogra, J. Saxe
Prerequisite(s): none
Restrictions: none
Activities: Web-based course work, Workshop

Course provides the students with an opportunity to practice interviewing and counseling for behavior change skills within the context of an inter-professional, team-based learning environment.

N414.02A  Occupational and Environmental Health Nursing Practicum (0 - 1 unit) Winter
Instructor(s): D. Drew-Nord
Restrictions: Enrollment in the OEHN Program Specialty
Activities: Seminar, Field Work

This is a combination of structured and self-directed learning that provides students with two opportunities: (1) 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 regulatory changes.

N414.02B  Occupational/Environmental Health Program Planning Residency (0 - 2 units) Spring
Instructor(s): D. Drew-Nord
Prerequisite(s): nursing 414.02A
Activities: Seminar, Field Work

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 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 developed using the PICO/PDSA process. Proposed programs will be based on either practice, business, or regulatory requirements.

N414.04  Psychiatric-Mental Health Nursing Clinical Practicum (1-4 units) Fall, Winter, Spring, Summer
Instructor(s): Staff
Prerequisite(s): None.
Restrictions: Psychiatric Mental Health nursing students.
Activities: Clinical Experience/Patient Contact, Conference

Course offers a supervised experience in which students learn skills of assessment, interventions and/or management in Psychiatric Mental Health nursing.
N414.10  **Family Nurse Practitioner Clinical Practicum**  (0.5 - 5.5 units)  Fall, Winter, Spring, Summer
Instructor(s):  E. Gatewood, S. Nathan
Prerequisite(s):  Successful completion of N270 and N301.10.
Restrictions:  Family Nurse Practitioner students or by consent of instructor.
Activities:  Clinical Experience/Patient Contact

Supervised experience in which students learn skills of assessment, interventions and/or management applicable to family nurse practitioner.

N414.11  **Foundations in PNP Clinical Practice**  (0.5 - 1 unit)  Fall, Winter, Spring
Instructor(s):  B. Gramkowski, V. Keeton
Prerequisite(s):  Active student in good standing in the PNP program
Restrictions:  Consent of Instructor
Activities:  Clinical Experience/Patient Contact

This course serves as the introduction to the Pediatric Nurse Practitioner 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 newborns through adolescents in inpatient, outpatient, and/or school-based settings.

N414.12A  **Neonatal Practicum in Intermediate Care**  (1 - 2 units)  Fall, Winter
Instructor(s):  A. Carley
Prerequisite(s):  None.
Restrictions:  Consent of instructor.
Activities:  Clinical Experience/Patient Contact

Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to advanced practice neonatal nursing

N414.15A  **Antepartum Clinical Practicum**  (0.5 - 4 units)  Fall, Winter, Spring, Summer
Instructor(s):  R. Kaplan
Prerequisite(s):  None.
Restrictions:  Restricted to midwifery and women’s health students or consent of instructor.
Activities:  Clinical Experience/Patient Contact

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 - 8 units)  Fall, Winter, Spring, Summer
Instructor(s):  Staff
Prerequisite(s):  Students must be enrolled in nurse-midwifery specialty track. Prior attendance at FOR-approved electronic fetal monitoring course, neonatal resuscitation course, community childbirth education course.
Restrictions:  Restricted to Nurse-Midwifery & Women's Health Nurse Practitioner students, or consent of instructor.
Activities:  Clinical Experience/Patient Contact

Supervised clinical experience in which the student integrates scientific knowledge and clinical practice to develop intrapartum and postpartum management skills.
N414.15C  Newborn Clinical Practicum  (0.5 - 1 units)  Fall, Winter, Spring, Summer
Instructor(s):  E. Beck
Prerequisite(s):  Past or concurrent enrollment in NURSING 281D
Restrictions:  Students enrolled in the  Nurse-Midwifery/Women's Health Nurse Practitioner program
Activities:  Clinical Experience/Patient Contact

Supervised clinical experience in which students learn skills of assessment, interventions, and/or management applicable to nurse-midwifery and women's health practice. Students typically complete in one quarter (1 unit) but may complete in two quarters (0.5 units each) with the approval of the FOR.

N414.15D  Gynecology Clinical Practicum  (0.5 - 6 units)
Fall, Winter, Spring
Instructor(s):  K. Dau
Prerequisite(s):  Concurrent or past enrollment in N259.01 Women's Reproductive Health and N259.04 Contraception in Primary Care.
Restrictions:  Restricted to students in the Nurse-Midwifery and Women's Health Nurse Practitioner program
Activities:  Clinical Experience/Patient Contact

Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to midwifery and women's health NP practice.

N414.15E  Antepartum Clinical Practicum: Centering Pregnancy  (1 - 4 units)  Fall, Winter, Spring
Instructor(s):  R. Kaplan
Prerequisite(s):  Successful completion of N414.15A
Restrictions:  Restricted to midwifery and women's health students or consent of instructor.

Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to midwifery and women's health practice.

N414.15F  Advanced Intrapartum Clinical Practicum  (1 - 5 units)  Fall, Winter, Spring, Summer
Instructor(s):  K. Dau
Prerequisite(s):  Successful completion of N414.15C or equivalent.
Restrictions:  Restricted to midwifery and women's health students; qualified inter-professional students may enroll with consent of the instructor
Activities:  Clinical Experience/Patient Contact

This 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.

N414.15G  Advanced Antepartum Clinical Practicum  (0.5 - 1.5 units)  Fall, Winter, Spring, Summer
Instructor(s):  R. Kaplan
Prerequisite(s):  NURSING 414.15A
Restrictions:  Enrollment in the second year of the nurse midwifery option
Activities:  Clinical Experience/Patient Contact

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.
**N414.16** Neonatal/Pediatrics Clin. Nurse Specialist Clin. Practicum (1-4 units) Fall, Winter, Spring, Summer  
Instructor(s): **A. Carley**  
Prerequisite(s): None.  
Restrictions: Consent of instructor.  
Activities: Conference

Supervised experience in which students learn skills of assessment, interventions, and/or management applicable to neonatal/pediatric clinical nurse specialist practice.

**N414.20A** Acute Care Nurse Practitioner Clinical Practicum (1 unit) Fall, Winter, Spring, Summer  
Instructor(s): **B. Donovan, R. Bravo**  
Prerequisite(s): None.  
Restrictions: Acute Care Nurse Practitioner students only.

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.

**N414.20B** Acute Care Nurse Practitioner Clinical Practicum (2 units) Fall, Winter, Summer  
Instructor(s): **R. Garbez**  
Prerequisite(s): Completion of N414.20A and N301.20  
Restrictions: Acute Care Nurse Practitioner students only.  
Activities: Clinical Clerkship

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.

**N414.20C** Acute Care Nurse Practitioner Clinical Practicum (2 units) Spring  
Instructor(s): **B. Donovan**  
Prerequisite(s): Completion of N414.20B  
Restrictions: Acute Care Nurse Practitioner students only.  
Activities: Clinical Clerkship

Clinical experiences focus on the episodic and/or chronic health needs of 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.

**N414.20D** Acute Care Nurse Practitioner Clinical Practicum (4 units) Fall, Winter, Summer  
Instructor(s): **R. Bravo**  
Prerequisite(s): Completion of N301.20 and N414.20A NURSING 301.20A NURSING 414.20A  
Restrictions: Acute Care Nurse Practitioner students only.  
Activities: Clinical Experience/Patient Contact

Clinical experiences focus on the episodic and/or chronic health needs of hospitalized adults and will emphasize diagnosis and management of chronic illness.
N414.20E  Emergency Pediatric Advanced Practice Practicum  (2 units)  Winter, Summer
Instructor(s):  R. Garbez, G. Chan, C. Singh
Prerequisite(s): Successful completion of PALS or ENPC prior to beginning the clinical component
Restrictions: Enrollment as second year ACNP or CCT student, previous emergency department nursing experience and instructor approval
Activities: Clinical Experience/Patient Contact
Clinical experience 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.

N414.23  Adult-Gerontology Nursing Practicum-Oncology  (1 - 4 units)  Fall, Winter, Spring, Summer
Instructor(s): Staff
Prerequisite(s): None
Restrictions: None
Activities: Clinical Experience/Patient Contact
Description: Supervised experience in which students learn skills of assessment, interventions, and/or management.

N414.25  Adult-Gerontology Nursing Practicum-Critical Care/Trauma  (1-4 units)  Fall, Winter, Spring, Summer
Instructor(s): Staff
Prerequisite(s): None.
Restrictions: None
Activities: Clinical Experience/Patient Contact
Description: Supervised experience in which students learn skills of assessment, interventions, and/or management.

N414.26  Introduction to Cardiovascular Diagnostics  (1 unit)  Spring
Instructor(s): L. Kee
Prerequisite(s): None.
Restrictions: None
Activities: Clinical Experience/Patient Contact
Supervised experience in which students learn skills of assessment, interventions, and/or management.

N414.27A  Genomics Clinical Practicum  (1 unit)  Fall
Instructor(s): E. Flowers
Prerequisite(s): None.
Restrictions: None.
Supervised experience in which students learn skills of assessment, interventions, and/or management.
N414.28A  AGNP Practicum (1 unit) Fall
Instructor(s): Staff
Prerequisite(s): None
Restrictions: None
Activities: Clinical Experience/Patient Contact

Application of health assessment concepts and skills under the supervision of clinical preceptors. Performance of systematic health assessment of adults leading to a growing ability to differentiate between normal and abnormal findings.

N414.28B  AGNP Practicum (1 - 12 units) Spring
Instructor(s): Staff
Prerequisite(s): Completion of N270 Health Assessment and N301.28/N414.28A clinical practicum or consent by instructor
Restrictions: none
Activities: Clinical Experience/Patient Contact

Advanced application of health assessment and health maintenance concepts and skills to adults across the lifespan.

N414.29  Adult-Gerontology Nursing Clinical Practicum (1 - 4 units) Fall, Winter, Spring, Summer
Instructor(s): Staff
Prerequisite(s): No prerequisites
Restrictions: No restrictions
Activities: Clinical Experience/Patient Contact

Supervised experience in which students learn skills of assessment, interventions, and/or management.

N415.03  Advanced Practice Public Health Nursing Residency (2 - 12 units) Fall, Winter, Spring, Summer
Instructor(s): Staff
Prerequisite(s): EPIDEMIOL 190, NURSING 215, NURSING 234. Exceptions may be made with instructor approval.
Restrictions: Instructor approval.
Activities: Field Work

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.

N415.04  Clinical Residency in Psychiatric-Mental Health Nursing (2 - 12 units) Fall, Winter, Spring, Summer
Instructor(s): Staff
Prerequisite(s): N257, N227
Restrictions: Psychiatric Mental Health Nursing students.
Activities: Conference

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.
N415.10A  **Family Nurse Practitioner Clinical Residency** (0.5 - 5.5 units)  Fall, Winter, Spring, Summer  
Instructor(s): E. Gatewood, S. Goldfarb  
Prerequisite(s): Successful completion of N270 and N301.10  
Restrictions: None.  
Activities: Clinical Experience/Patient Contact

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.

N415.10B  **Family Nurse Practitioner Pediatric Residency** (0.5 - 5.5 units)  Fall, Winter, Spring, Summer  
Instructor(s): E. Gatewood, S. Nathan, S. Goldfarb  
Prerequisite(s): N270 and N301.10  
Restrictions: Family Nurse Practitioner students or by consent of instructor  
Activities: Clinical Experience/Patient Contact

Supervised experience in which Family Nurse Practitioner students learn skills of assessment, interventions and/or management of pediatric patients as applicable to the role of a family nurse practitioner.

N415.10C  **Family Nurse Practitioner Women's Health Clinical Residency** (0.5 - 5.5 units)  Fall, Winter, Spring, Summer  
Instructor(s): E. Gatewood, S. Goldfarb  
Prerequisite(s): N270 and N301.10  
Restrictions: Family Nurse Practitioner students or by consent of the instructor  
Activities: Clinical Experience/Patient Contact

Supervised experience in which students learn skills of assessment, interventions and/or management specific to women's health and including, but not limited to obstetrics, gynecological, and family planning as applicable to the role of a family nurse practitioner.

N415.11  **Pediatric Nurse Practitioner Clinical Residency** (0.5-6 units)  Fall, Winter, Spring, Summer  
Instructor(s): L. Stephan, B. Gramkowski  
Prerequisite(s): Successful completion of N301.11.  
Restrictions: Advanced Practice Pediatric Nursing, Acute Care Pediatric Nurse Practitioner student or consent of instructor.  
Activities: Clinical Experience/Patient Contact

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.
N415.12  **Neonatal Nurse Practitioner Clinical Residency**  (2 - 12 units)  Fall, Winter, Spring, Summer  
Instructor(s):  **J. Kohler, A. Carley**  
Prerequisite(s):  Successful completion of N301.12 or consent of instructor.  
Restrictions: None.  

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.

N415.13A  **Pediatric Specialty Care Clinical Residency**  (0.5 - 4 units)  Fall, Winter, Spring, Summer  
Instructor(s):  **M. Lynch, A. Lee**  
Prerequisite(s):  NURSING 415.11  
Restrictions: Must be either Acute Care Pediatric Nurse Practitioner (ACPNP) student in Spring quarter of Year 1, taking N283.05 seminar at the same time, or Pediatric Nurse Practitioner (PNP) student in Year 2 or by faculty permission.  
Activities: Clinical Experience/Patient Contact  

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 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.

N415.13B  **Acute Care Pediatric Nursing Practitioner Clinical Residency**  (2 - 6 units)  Fall, Winter, Spring, Summer  
Instructor(s):  **M. Lynch, S. Stone**  
Prerequisite(s):  415.13A  
Restrictions: Enrolled Acute Care Pediatric Nursing Practitioner (ACPNP) students and post-masters ACPNP students.  
Activities: Clinical Experience/Patient Contact  

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.

N415.14  **Perinatal Clinical Nurse Specialist Clinical Residency**  (2 - 12 units)  Fall, Winter, Spring, Summer  
Instructor(s):  **A. Lyndon**  
Prerequisite(s):  Successful completion of first two quarters of advanced practice nursing specialty curricula (Health Assessment, Theory, Human Pathophysiology and Aging, Pharmacology, Research).  
Restrictions: Perinatal MS students or consent of instructor.  

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 specialty practice. Includes application/integration of research, consultation, and clinical leadership as appropriate.
N415.15  **Nurse-Midwifery and Women's Health Clinical Residency**  (2-12 units) Fall, Winter, Spring, Summer
Instructor(s): **K. Dau**
Restrictions: Restricted to midwifery and women's health students. Consent of instructor.
Activities: Clinical Experience/Patient Contact, Laboratory

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.

N415.16  **Neonatal/Pediatrics Clinical Nurse Specialist Clinical Res.**  (2 - 12 units) Fall, Winter, Spring, Summer
Instructor(s): **A. Carley**
Prerequisite(s): Successful completion of N301.12 or consent of instructor.
Restrictions: None.

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.

N415.20A  **Acute Care Nurse Practitioner Clinical Residency**  (3 units) Fall
Instructor(s): **D. Troeger, R. Garbez**
Prerequisite(s): Completion of N301.20. Satisfactory completion of N414.20A.
Restrictions: Acute Care Nurse Practitioner students only.

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.

N415.20B  **Acute Care Nurse Practitioner Clinical Residency**  (3 units) Winter
Instructor(s): **R. Bravo**
Prerequisite(s): Completion of N415.20A; satisfactory completion of Acute Care Nurse Practitioner Clinical Residency.
Restrictions: Acute Care Nurse Practitioner students only.
Activities: Clinical Clerkship

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.

N415.20C  **Acute Care Nurse Practitioner Clinical Residency**  (8 units) Spring
Instructor(s): **L. Guertin**
Prerequisite(s): N414.20B or N415.20B
Restrictions: Acute Care Nurse Practitioner students only.
Activities: Clinical Clerkship

Culminating clinical experience in the role of the 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.
N415.20D   **Acute Care Nurse Practitioner Clinical Residency**  (2-12 units)  Winter, Spring, Summer
Instructor(s): R. Bravo
Prerequisite(s): N415.20C
Restrictions: Acute Care Nurse Practitioner students only.
Activities: Clinical Clerkship

Culminating clinical experience in the role of the ACNP, with emphasis on student's specialty interest such as cardiological, 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, refinement of physical examination skills.

N415.23   **Adult-Gerontology Nursing Residency-Oncology**  (2-12 units)  Fall, Winter, Spring, Summer
Instructor(s): Staff
Prerequisite(s): None
Restrictions: Adult-Gerontology Clinical Nurse Specialist-Oncology students only.
Activities: Clinical Experience/Patient Contact

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.

N415.25   **Adult-Gerontology Nursing Residency- Critical Care/Trauma**  (2-12 units)  Fall, Winter, Spring, Summer
Instructor(s): Staff
Prerequisite(s): None.
Restrictions: Adult-Gerontology Clinical Nurse Specialist-Critical Care/Trauma students only.
Activities: Clinical Experience/Patient Contact

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.

N415.28A   **Adult Gerontology Nurse Practitioner Residency**  (1-3 units)  Winter
Instructor(s): Staff
Prerequisite(s): Must be concurrently enrolled N245B and N246, or w/consent of instructor
Restrictions: see prerequisites
Activities: Clinical Experience/Patient Contact

Course provides clinical residency experiences supervised by an NP or MD with an Adult Gerontology population. Students will refine history and 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.
N415.28B  Adult Gerontology Primary Care Nurse Practitioner Residency (1-12 units)  Fall, Winter, Spring, Summer
Instructor(s): Staff
Prerequisite(s): nursing 415.28A
Restrictions: Limited to students enrolled in the adult gerontology primary care nurse practitioner specialty programs.
Activities: Clinical Experience/Patient Contact

Course offers students the opportunity to integrate scientific knowledge and evidenced-based practice for primary and specialty care of adolescents and adults across the lifespan. Emphasis is on the development of the nurse practitioner role in a variety of clinical settings.

N415.29  Adult-Gerontology Nursing Clinical Residency (2 - 12 units)  Fall, Winter, Spring, Summer
Instructor(s): L. Mackin
Prerequisite(s): No prerequisites
Restrictions: No restrictions
Activities: Clinical Experience/Patient Contact

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 adult-gerontology population focus. Includes application/integration of research, consultation, and clinical leadership as appropriate.

N434  Teaching Residency (4 - 12 units)  Fall, Winter, Spring
Instructor(s): Staff
Prerequisite(s): Consent of instructor.
Activities: Laboratory

Course provides the opportunity to apply and evaluate theories, concepts and skills in the work setting under the supervision of a preceptor.

N436  Teaching Practicum (1 - 8 units)  Fall, Winter, Spring
Instructor(s): Staff
Prerequisite(s): Consent of instructor.
Activities: Laboratory

Course provides supervised practice in selected components of the teaching role in nursing.

N445  System Intervention in Pediatric Nursing. (2 - 6 units)  Fall, Winter, Spring
Instructor(s): J. Chen
Prerequisite(s): None
Restrictions: None
Activities: Clinical Experience/Patient Contact, Project

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.
N460  **Global Health Practicum**  (1.5 - 8.5 units)  Fall, Winter, Spring, Summer  
Instructor(s):  **Staff**  
Prerequisite(s):  Registered School of Nursing student (MEPN, Masters, Doctoral) and consent of instructor.  
Restrictions:  None  
Activities: Clinical Experience/Patient Contact, Independent Study  

This course will provide students the opportunity to engage in global health activities in an international setting. Such activities may include, but are not limited to, direct clinical practice (or observation of practice), teaching health education material, research activities, and investigation of local health systems, health care delivery, and cultural influences on health.

N467  **Teaching Residency**  (1 - 3 units)  Fall, Winter, Spring  
Instructor(s):  **Staff**  
Prerequisite(s):  Admission to doctoral study and consent of advisor.  
Activities: Laboratory  

Course offers students an opportunity to engage in teaching with selected faculty.

N470  **Administration Residency**  (2-12 units)  Fall, Winter, Spring, Summer  
Instructor(s):  **Staff**  
Prerequisite(s):  Completion of N287A, B and D with a grade B or higher and consent of instructor.  
Activities: Laboratory  

Course provides opportunity to apply and evaluate theories, concepts, and skills in the work setting under the supervision of a preceptor.

N471  **Practicum in Health Policy**  (1-8 units)  Fall, Winter, Spring  
Instructor(s):  **Staff**  
Prerequisite(s):  N253, N262A, S228.  
Activities: Laboratory  

Course provides an opportunity to learn hands-on policy and research analysis working with faculty on a policy or research project. Guided laboratory experience is designed to develop mastery in policy analysis or research.

N472  **Health Policy Residency**  (2-8 units)  Fall, Winter, Spring  
Instructor(s):  **Staff**  
Prerequisite(s):  N253, N262A, S228. Activities: Laboratory  

Course provides an opportunity to apply and 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.
Nutrition Courses

**NU218 Nutrition Principles Across the Life Span** (2 units) Fall, Winter
Instructor(s): K. Ferraro
Prerequisite(s): None.
Restrictions: None
Activities: Project, Web-based course work

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.
Sociology Courses

S201  **Violence as a Health Problem in the United States** (2-4 units)  Winter, Spring
Instructor(s):  H. Pinderhughes
Prerequisite(s): None
Activities: Lecture, Laboratory

Course 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 courses of violence and different policy approaches to resolve and prevent violence.

S202  **Future of Health and Health Care** (2 units)  Spring
Instructor(s):  A. Gardner
Prerequisite(s): None
Restrictions: None
Activities: Lecture, Seminar

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.

S206  **Corporate Influences on Health & Health Care** (2-3 units)  Fall
Instructor(s):  R. Malone
Prerequisite(s): None.
Restrictions: None
Activities: Lecture, Field Work

Course examines the positive and negative contributions of corporate entities to health, health care and health policy within the US 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.

S207  **Sociology of Health & Medicine** (2 - 4 units)  Fall
Instructor(s):  C. Bliss
Prerequisite(s): None.
Restrictions: Doctoral students in any field; other students with instructor approval only.
Activities: Seminar, Laboratory

Course introduces the 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.

S208  **Constructionist & Interactionist Persp. on Health & Illness** (5 units)  Winter
Instructor(s):  C. Bliss
Prerequisite(s): None.
Restrictions: Doctoral students in any field; other students with instructor approval only.
Activities: Seminar, Independent Study, Laboratory, Project

Course examines the relationship of social class, ethnic identification, group membership, family structure, occupation, and lifestyle to health and illness, and therapeutic interaction of lay persons and health professionals.
S210  Proseminar in Health Policy  (1 unit)  Fall, Winter
Instructor(s): G. Intinarelli
Activities: Seminar

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.

212A  Sociological Theory: Classical  (5 units)  Fall
Instructor(s): H. Pinderhughes
Prerequisite(s): Doctoral students only.
Activities: Lecture, Laboratory

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.

212B  Sociological Theory: Contemporary  (5 units)  Winter, Spring
Instructor(s): J. Shim
Prerequisite(s): S212A and must be a doctoral student.
Activities: Lecture

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.

212C  Sociological Theory: Symbolic Interactionism  (5 units)  Winter, Spring
Instructor(s): C. Bliss
Prerequisite(s): S212AB or permission of instructor.
Activities: Lecture

Course consists of readings and discussions on interactionist 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.

S214  Global Health and Aging  (2-3 units)  Fall
Instructor(s): Z. Zimmer
Prerequisite(s): none
Restrictions: none
Activities: Lecture, Seminar, Project

Drawing upon demographic and relevant social science literature, this course examines global variations in population aging, implications of population aging for societies, and varying ways in which history, culture and epidemiological realities impact on the aging experience. Seminar discussions, lectures and reading material will be of interest to those wanting to gain a better understanding of global health and consequences of an aging world for the well-being of populations.
S215  Dissertation Proposal Seminar  (1 unit) Fall, Winter, Spring  
Instructor(s): J. Shim  
Prerequisite(s): none  
Restrictions: Sociology students who are finishing/finished with their coursework and are in the process of writing their dissertation proposals  
Activities: Seminar  

This course provides a positive and interactive forum where students writing their dissertation proposals can meet to discuss their proposals, their progress, and any challenges they may experience along the way. Meetings are student centered and focus on skills helpful in completing the dissertation proposal in a timely manner.

S219  Social Policy in Aging  (2-3 units) Winter  
Instructor(s): B. Hollister  
Prerequisite(s): None.  
Restrictions: None.  
Activities: Lecture, Laboratory, Project  

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.

S221  Qualifying Examination  (1-8 units) Fall, Winter, Spring  
Instructor(s): Staff  
Prerequisite(s): Completion of preliminary examinations.  
Activities: Laboratory  

Course will offer preparation for the specialty area qualifying examination.

S223  Perspectives on Public Policy  (3 units) Spring  
Instructor(s): H. Pinderhughes  
Prerequisite(s): Consent of instructor  
Activities: Lecture, Laboratory  

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.

S225  Organizational Analysis of US Healthcare  (4 units) Spring  
Instructor(s): S. Chapman  
Prerequisite(s): None.  
Restrictions: None.  
Activities: Lecture, Seminar  

Develops capacity to understand and conduct systematic research on health care orgs. Covers theoretical perspectives on organizations: contingency theory, resource dependency, organizational ecology, inst. theory, networks, strategic management, economic perspectives. Perspectives are considered in the context of studies of organizations including: hospitals, HMO’s, mental health agencies, nursing homes, biotech firms, and academic health centers.
S233  Sociology of Aging (2-3 units) Winter
Instructor(s): B. Hollister
Prerequisite(s): None.
Restrictions: None.
Activities: Lecture, Project

Course examines the sociology of aging including a review of theoretical perspectives, current and historical trends in aging, factors related to the aging process, effects of aging on individuals and families, and formal and informal service systems for an aging population.

S235  Tobacco Control Policy Issues (1-3 units) Winter
Instructor(s): S. Bialous, P. McDaniel
Activities: Lecture, Seminar, Project

Course focuses on issues and evolution of tobacco control policies in the U.S. 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.

S236  Race/Class Factors in Health Care Delivery (3 units) Fall
Instructor(s): H. Pinderhughes
Prerequisite(s): Consent of instructor
Activities: Lecture, Laboratory

Course examines racial and class membership impact on access to health care services, variations in the quality of those services, and how professional and sub-professional roles in the health care system are organized along racial and class lines.

S237  Proposal Preparation Seminar (1 unit) Winter
Instructor(s): J. Shim
Prerequisite(s): None
Restrictions: This course is for Sociology students who are currently in their first year, and who will be pursuing the S285 qualitative methods course in their second year
Activities: Seminar

This course provides a positive and reflexive forum where students pursuing the S285 qualitative methods course can meet to discuss their proposals, progress and challenges. Meetings are student-centered and focus on skills helpful in developing a successful pilot project proposal and preparing for the qualitative research ethics course. This seminar will facilitate a supportive and informative environment for student-to-student discussion.

S238  Feminist Theory (2-4 units) Winter
Instructor(s): S. Dworkin
Prerequisite(s): Some background in social theory
Activities: Lecture, Field Work

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.
**S245 Gender, Race & Coloniality & ST&MS (3 units) Winter, Spring**

Instructor(s): C. Bliss

Activities: Seminar

Course is a study of historical and contemporary issues in the social construction of biological and medical sciences, epistemological problems, and feminist perspectives. Focus is on impact of gender on scientific work and includes scientific constructions of gender and women’s careers in science.

**S246 Communications & Policy Leadership (3 units) Fall**

Instructor(s): S. Chapman

Prerequisite(s): None.

Restrictions: None.

Activities: Lecture, Project

Course focuses on developing students’ skills in various types of policy-relevant communications and leadership across different policy and public health venues.

**S248 Group Independent Study (1-4 units) Fall, Winter, Spring**

Instructor(s): Staff

Prerequisite(s): Consent of instructor.

Activities: Seminar

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.

**S249 Individual Independent Study (1-8 units) Fall, Winter, Spring, Summer**

Instructor(s): Staff

Prerequisite(s): Consent of instructor.

Activities: Project

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.

**S254 Social Science Dimensions of HIV/AIDS (3-4 units) Spring**

Instructor(s): S. Dworkin

Prerequisite(s): none

Restrictions: none

Activities: Lecture, Seminar, Project

This course draws upon social science and public health frameworks to understand empirical research that is focused on HIV/AIDS. The course includes (a) epidemiological trends; (b) prevention, treatment and care programs and policies both domestically and globally, and (c) the ideologies and inequalities that drive the epidemic and responses to it.
**S260**  
**Policy and Politics of Health** (5 units) Spring  
Instructor(s): H. Pinderhughes  
Prerequisite(s): none  
Restrictions: none  
Activities: Seminar, Independent Study, Project  

Course examines health care policy and politics in terms of historical and contemporary issues related to access, quality, and cost. Organizational, financing, and labor market issues are included, along with strategies for social change.

**S272**  
**Dissertation Writing Seminar** (1-3 units) Fall, Winter, Spring  
Instructor(s): J. Shim  
Activities: Seminar, Laboratory  

Course addresses logic of research design and execution for students. Clarification of research question, delineation of work plan, and orientation to relevant theoretical literature or empirical data available.

**S282**  
**Sociology of Science/Technology** (2-4 units) Winter  
Instructor(s): C. Bliss  
Activities: Seminar, Laboratory  

Offered in alternate years. Course examines early functionalist and Marxist theories, Kuhn’s work, social constructionist, ethno-methodological, interactionist, neo-functionalist, critical, and neo-Marxist perspectives. Focuses on laboratory, controversy, technological, and representational studies and organization and funding. Links history and philosophy.

**S284**  
**Health Care Economics** (4 units) Winter  
Instructor(s): W. Max  
Activities: Seminar, Project  

Course examines basic economic theory as applied to the health care sector. This will include the structure of health care service and labor markets and the analysis of critical economic and cost issues relevant to public policy.

**S285A**  
**Qualitative Methods I** (5 units) Fall  
Instructor(s): C. Bliss  
Prerequisite(s): None  
Restrictions: Second-year doctoral students.  
Activities: Seminar, Field Work  

Course reviews many of the types of qualitative research methods, emphasizing assumptions, approaches. Focus on design, entree, ethics, data-gathering techniques (interviewing, observing), data recording and management. Introduction to data analysis. 2-part course, concluding with 285B.

**S285B**  
**Qualitative Methods II** (5 units) Winter  
Instructor(s): J. Shim, R. Rehm  
Prerequisite(s): S285A  
Restrictions: Second-year doctoral students.  
Activities: Seminar, Field Work  

Course compares and contrasts modes of qualitative analysis. Examines issues in establishing plausibility, credibility, adequacy. Intensive data analysis and examination of the problems of presentation of findings with focus on questions of authority and preparation of text. 2-part course, beginning with SOCIOLOGY 285A.
S286 Gender, Sex, & Health (2-4 units) Winter, Spring
Instructor(s): S. Dworkin
Restrictions: None
Activities: Lecture

Analyzes how and why sex, gender, and their intersection matter for a broad array of health issues and health outcomes. Pays close attention to additional intersections with race, class, and sexualities. Examines health interventions such as violence and HIV/AIDS prevention that address sex and gender whether such interventions are community-oriented, media driven, policy-related, or specific to historical or contemporary social movements.

S289A Advanced Quantitative Research Methods I (4 units) Fall
Instructor(s): U. Muench
Prerequisite(s): N209 and N212 or equivalent, B187
Restrictions: Doctoral students only.
Activities: Lecture

Course addresses theoretical basis of advanced quantitative methods. Fundamental issues of causality and design issues pertinent to causality are addressed using randomized clinical trials and models for experimental designs. Methods of sampling and issues in data collection and measurement are explored.

S289B Advanced Quantitative Research Methods II (5 units) Winter
Instructor(s): U. Muench
Prerequisite(s): S289A and Doctoral students only.
Activities: Lecture

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 and structural equation modeling, and cost effectiveness analysis. Attention is given to how and when to use each, how to diagnose and adjust to violations of the functional form and other assumptions of these procedures, and how to interpret computer output.

S299 Dissertation (0 units) Fall, Winter, Spring, Summer
Instructor(s): Staff
Prerequisite(s): Advancement to candidacy and permission of the graduate adviser. For graduate students engaged in writing the dissertation for the PhD degree.
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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 [http://registrar.ucsf.edu/registration/residency#DepMil], 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 (application and affidavit http://registrar.ucsf.edu/sites/registrar.ucsf.edu/files/AB540.pdf); (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 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) (http://registrar.ucsf.edu/sites/registrar.ucsf.edu/files/Reclass.pdf).

For the California tuition exemption for eligible California high school graduates, submit California Tuition Exemption for Eligible California High School Graduate (http://registrar.ucsf.edu/sites/registrar.ucsf.edu/files/AB540.pdf).

Petitions and documentation must be submitted at least three weeks prior to the following dates:

<table>
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<tr>
<th>Quarter</th>
<th>Date</th>
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<tbody>
<tr>
<td>Fall Quarter</td>
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<td>October 15</td>
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<td>January 15</td>
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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.

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 (http://www.ucop.edu/general-counsel/_files/ed-affairs/student-information-sheet.pdf)

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.

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.
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