School of Nursing

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Barbara Melder, M.S., R.N., C.S., A.N.P. (Rochester) . . . Instructor of Clinical Nursing
Jose Santiago, M.D. (Ponce) . . . Instructor of Clinical Nursing
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Kathleen Utter King, M.S.N., R.N., C.N.M.N.M. (Columbia) . . . Senior Associate
Lisa Norsen, M.S., R.N., A.N.P. (Rochester) . . . Senior Associate

ACCREDITATION

All areas of study are approved by and registered with the State Education Department, University of the State of New York, Deputy Commissioner for the Professions, Office of Professions, Albany, New York 12230, (518) 474-3862. The graduate program is fully accredited by the National League for Nursing Accrediting Commission, NLNAC, 61 Broadway, 33rd Floor, New York, New York 10005, (808) 669-1656, extension 153.

DOCTORAL PROGRAM

The Ph.D. in nursing program, established in 1978, prepares nurses for leadership positions in teaching, research, nursing practice, and the health care system. Graduates of the program hold such positions throughout the United States and internationally. Nurses are needed to assume faculty positions in schools of nursing, to engage in innovative models of care through faculty practice, to con-
duct research for the improvement of nursing and health care, and to formulate health care policy. These roles require the ability to (1) identify the critical questions related to nursing and health care, (2) engage in research concerning behavior in health and illness, and the complex phenomena of nursing and health care delivery, (3) use research findings for the furtherance of evidence-based practice, and (4) formulate policy. Four components of the doctoral program address the development of these skills: (1) theory development and research methods courses, (2) support (cognate) courses, (3) clinically focused nursing research courses, and (4) the dissertation. Research and teaching assistantship experiences totaling 360 hours are required in addition to the coursework and independent research.

A minimum of 60 semester credits in the four component areas is required. Up to 30 credits may be transferred from a previous master's program to achieve the 90 credits required for a Ph.D. from the University. Additional courses beyond the required minimum may be necessary, depending on the student's research topic, specific career goals, and prior preparation. There are two doctoral qualifying examinations, one when the first year of doctoral coursework is completed, and one following completion of all doctoral requirements except the dissertation. Admission to candidacy follows completion of the second qualifying examination. The Ph.D. is awarded following the successful defense of a written dissertation. Sample program plans are available on request.

PH.D. ADMISSION REQUIREMENTS

1. Master of Science degree in nursing from an accredited program.
2. Cumulative GPA of 3.0 for undergraduate work and 3.5 for graduate work.
3. Completed Ph.D. application.
5. Competitive scores on the Graduate Record Examination (general test only).
6. Statistics course with a grade of “B” or higher.
7. For international students for whom English is not the primary language or who did not complete their master’s degrees in nursing in an English-speaking country, Test of English as a Foreign Language (TOEFL).
8. Favorable interview with faculty member(s), delineating goals and interests for research and doctoral study.
9. Positive letters of recommendation from at least three academicians familiar with the applicant’s intellectual ability, academic achievement, research potential, and professional commitment.
10. Statement of applicant’s goals and interests for doctoral study and an additional sample of writing.

M.S. AND PH.D. DUAL DEGREE PROGRAMS

Six new programs combining the M.S. and Ph.D. in nursing were approved by the State of New York in September 2000. The six programs are based on the existing M.S. and Ph.D. programs in the School of Nursing. Students are admitted directly to the M.S./Ph.D. program of their choice, and completion of the Ph.D. is accelerated through using a full calendar year program plan, replacing M.S. level research courses with Ph.D. research courses, and allowing Ph.D.
cognate credit for a limited number of courses in the master’s program. The program design integrates doctoral-level courses with master’s-level courses from the beginning, rather than offering the programs sequentially. However, those whose personal plans change may exit with a terminal master’s degree following completion of all master’s coursework.

These combined programs are designed to attract academically and clinically able students who (1) are interested in practicing in one of six advanced practice nursing roles (adult nurse practitioner, acute care nurse practitioner, family nurse practitioner, pediatric nurse practitioner, pediatric/neonatal nurse practitioner, or psychiatric mental health nurse practitioner); (2) are interested in assuming faculty positions in advanced practice educational programs; and (3) who desire to conduct research to develop the science that underpins nursing practice. Graduates will be competent, advanced practice nurses and faculty who conduct clinical research and health services evaluations to improve practice in their chosen specialty areas.

The total number of program credits required varies from 90 to 101 depending on the master’s specialty of choice. Additional courses beyond required minimums may be necessary depending on the student’s research topic, specific career goals, and prior preparation. Samples of specialty-specific combined program plans are available from the School of Nursing, Office of Student Affairs.

M.S./PH.D. ADMISSION REQUIREMENTS

1. Bachelor of Science degree in nursing from an accredited program
2. RN licensure within the United States or U.S. territory
3. Declare master’s degree specialty area as part of the admissions process
4. One year of experience (two for neonatal) in appropriate specialty area prior to matriculation
   • For Acute Care Nurse Practitioner, medical-surgical experience required
   • For Care of Children and Families—Pediatric Nurse Practitioner, pediatric experience preferred
   • For Care of Children and Families—Pediatric/Neonatal Nurse Practitioner, two years’ experience in neonatal critical-care setting required
   • For Adult Nurse Practitioner and Family Nurse Practitioner, nursing experience preferred
   • For Psychiatric Mental Health Nurse Practitioner, mental health experience preferred
   • For Pediatric Nurse Practitioner/Neonatal Nurse Practitioner, two years’ experience in a high-risk neonatal area is required for admission
5. Cumulative grade point average of 3.0 preferred for undergraduate work
6. Statistics course with grade of “B” or above
7. Completed M.S./Ph.D. application
8. Curriculum vitae
9. Typewritten professional statement
10. A sample of scholarly writing
11. Competitive scores on the Graduate Record Examination (general test only)
12. Three positive letters of recommendation that speak to the applicant’s professional and intellectual abilities and achievements, potential as an advanced practice nurse, research potential, and professional commitment.
One reference should be from a master's prepared nurse manager/supervisor in the clinical setting. Others should be from academicians.

13. Favorable interviews with two SON faculty members delineating goals and interests for combining a clinical master's degree with the Ph.D. degree

All admission materials for the Ph.D. and M.S./Ph.D. combined programs should be submitted to the Office of Student Affairs, School of Nursing.

Beyond the general requirements, during the admissions process strong consideration is given to the match of student research interests with faculty programs of research. Three general areas of faculty research in vulnerable youth, gerontology, and acute care are currently supported by centers for research in the School of Nursing. They are the Center for High Risk Children and Youth, the Center for Clinical Research on Aging, and the Center for Clinical Trials and Medical Device Evaluation.

After all application materials are received, personal interviews with faculty members, required as part of the admissions process, are arranged by the Office of Student Affairs, School of Nursing, based on a match of interests. The interviews may be conducted by telephone if necessary.

Both full-time and part-time admissions are considered. Students admitted to the full-time Ph.D. program usually require a minimum of three and one-half years to complete the program. Minimum completion time anticipated for the M.S./Ph.D. combined programs is four and one-half years of full-time study.

FINANCIAL ASSISTANCE

Full tuition scholarships, up to 60 credits, may be granted to full-time doctoral students, and for 60 credits of Ph.D.-level coursework in the M.S./Ph.D. combined programs depending on availability of funds. Some School of Nursing stipend support may be available for two years of full-time doctoral study, again depending on availability of funds. Applicants may be considered for highly competitive University-wide funding if applications are received by February 1. Students who are employees of the Strong Health system may be eligible for tuition benefits. There are opportunities for paid, part-time teaching or research assistantships in the School of Nursing. For those who are eligible, submission of a National Research Service award application is strongly encouraged. A variety of other external funding sources may be explored through resources in the Center for Research and Evidence-Based Practice in the School of Nursing.

MASTER OF SCIENCE PROGRAM

Graduate study at the master's level in the School of Nursing integrates nursing practice, education, and research. It is designed so that the professional nurse can respond to the challenge of unresolved problems in nursing and in the health care system by increased understanding and by contributing to the body of nursing knowledge through practice, teaching, and scientific inquiry.

The areas of concentration of the master's program in nursing provide an opportunity for depth and breadth of preparation in nursing specialty areas, and for role development as advanced practitioner, leader, and researcher. While each clinical nursing area has its special requirements, there are common substantive
areas of study in the nursing core and in research methods. Opportunities exist for elective courses. All areas of concentration require completion of between 41 and 71 credits in addition to 560–1,064 hours of supervised clinical experience for the degree. Students are responsible for planning, in consultation with their faculty advisors, a course of study designed to complete the degree requirements. Continuing study beyond the master's degree is encouraged, based on individual goals and interests. The School of Nursing reserves the right to cancel courses for which there is insufficient enrollment.

ACCELERATED MASTER’S PROGRAM FOR NON-NURSES

There is only one program for accelerated entry into nursing for second-degree students (non-nurses with a baccalaureate degree in another discipline). The first program is an accelerated generalist baccalaureate degree in nursing to be completed in 12 calendar months of full-time study. At the successful completion of the generalist curriculum, the B.S. is awarded and students are eligible for registered nurse licensing examinations (NCLEX). In the second program, following completion of the generalist curriculum, students move into one of the M.S. nurse practitioner specialty programs, which can be completed in an additional two years of full-time study or which can be undertaken on a part-time basis. At the successful completion of the specialist curriculum, students are awarded the M.S. degree and are eligible for nurse practitioner licensing and credentialing. The programs are called the Accelerated Bachelor's Program for Non-Nurses (ABPNN) and the Accelerated Master's Program for Non-Nurses (AMPNN).

ACCELERATED B.S. AND M.S. FOR REGISTERED NURSES

There is an accelerated bachelor and master of science degree program (R.N. to B.S. to M.S. program) for registered nurses whose original educational preparation was received in a diploma or associate degree granting institution. The program is specifically designed for registered nurses who have identified a master's degree as their educational goal and who possess the motivation and potential to complete graduate studies. Sixty-four arts and sciences credits may be applied toward the R.N. to B.S. to M.S. program. This may result in the applicant needing to take only two or three undergraduate courses in addition to the master's program. For information on this program, contact the Office of Student Affairs, School of Nursing, (585) 275-2375.

Students have the option of either completing a thesis (Plan A) or taking a comprehensive examination (Plan B).

ADMISSIONS

Professional nurses who have an associate's degree or diploma with a major in nursing are eligible to apply for admission to the R.N. to B.S. to M.S. program for full-time or part-time study. Professional nurses who have a baccalaureate degree with a major in nursing are eligible to apply for admission to full- or part-time study in the master's program. Non-nurses who have a baccalaureate degree in another discipline are eligible to apply for admission to the Accelerated Master’s Program.
Admission Requirements

An introductory course in statistics is prerequisite for admission to the master's program.

Applicants must give evidence of the fulfillment of legal requirements for the practice of nursing in some state in the United States or its territories.

Personal interviews with faculty members may be required as part of the admission process. These interviews may be conducted by telephone if necessary.

All applicants for admission must submit the following to the Office of Admissions, School of Nursing:
1. a completed application for admission, including a description of the applicant’s specific objectives for undertaking master's study
2. a professional statement
3. two favorable references which address professional and/or academic ability: one master's prepared nurse (e.g., nursing faculty member, clinical nurse specialist, or nurse manager) preferred and/or nursing supervisor
4. official transcripts of all previous college-level academic work and evidence of cumulative 3.0 GPA preferred.

Once accepted for admission, all prospective students MUST comply with University and New York State immunization requirements prior to beginning coursework. Students are responsible for providing annual verification of immunization updating. A current license to practice nursing must be on file with the School of Nursing.

FINANCIAL ASSISTANCE

Depending on availability, full-time master's students may receive partial tuition scholarships made possible by the federal program, “Advanced Education Nurse Traineeship Grant” awarded by the Department of Health and Human Services, U.S. Public Health Service. Interest in fellowships or scholarships should be indicated on the general application form at the time of application for admission. Employees of Strong Memorial Hospital are eligible for tuition benefits after requirements for length of employment are met. Other opportunities, e.g., National Health Service Corporation and foundation grants, may be available.

Several loan programs are administered through the University’s Office of Admissions and Financial Aid.
SPECIALTY AREAS

Acute Care Nurse Practitioner

The acute care nurse practitioner graduate nursing specialty prepares students for advanced practice positions as nurse practitioners in cardiovascular or critical care. Clinical skills necessary for solving clinical problems, for planning and managing health care for a specialty group of patients, and for identifying and exploring researchable questions are developed. The specialty offers students opportunities to study in a variety of acute and chronic care settings. Critical appraisal of how advanced practitioners affect patient care delivery and health care practices at the institutional, local, and national level is undertaken. Graduates of the specialty are eligible for New York State certification as nurse practitioners and American Nurses Association (ANA) certification as acute care nurse practitioners.

Care of Children and Families—Pediatric Nurse Practitioner and Care of Children and Families—Pediatric Nurse Practitioner/Neonatal Nurse Practitioner

This specialty prepares advanced practice nurses to care for children and families as pediatric or neonatal nurse practitioners. Students acquire the knowledge, attitudes, and skills necessary to work with healthy children, as well as those affected by acute and chronic diseases and disabilities. Students are prepared to function independently and as part of an interdisciplinary team. Emphasis is placed on identifying the empirical and theoretical bases of pediatric nurse practitioner and clinical nurse specialist roles. Case management skills working with individual clients and groups are developed. The specialty is based on an understanding of normal and abnormal physical and psychosocial development and aimed equally at health promotion, maintenance, and restoration. Graduates are eligible for New York State and national certification as nurse practitioners.

Care of Children and Families—Pediatric Nurse Practitioner/Psychiatric Mental Health Nurse Practitioner

The combined PNP/PMHNP program is designed to prepare practitioners who are clinically prepared to provide quality care for children’s physical and mental health needs. The burgeoning problems of violence, substance abuse, and behavioral problems may be best recognized and treated by practitioners from this combined program. With two exceptions, students in this program meet all course requirements of our existing PNP and PMHNP programs. The resulting program is 71 credits in length, including 1,064 clinical practicum hours.

Adult, Family, and Gerontological Nurse Practitioners

The graduate specialties in primary care nursing prepare the nurse to function in a variety of health care delivery systems. In community-based clinical settings that provide primary health care, students develop the skills necessary to identify, manage, and refer commonly occurring health problems, to maintain health, and to prevent illness. Graduates of the specialty are eligible for
ANA and New York State certification as adult, family, or gerontological nurse practitioners and are uniquely prepared to provide primary care to populations with unmet needs, particularly the socially and economically impoverished, the chronically ill, and those with psychosocial illness.

**Psychiatric/Mental Health Nurse Practitioner**

The specialty is designed to prepare advanced practice nurses who are competent to provide care and assume leadership roles in psychiatric/mental health nursing. Study of relevant theory and practice in direct and indirect care activities prepares students to work with individuals, families, and communities within a framework of primary, secondary, and tertiary prevention of mental illness. Knowledge of the research process is required to promote the delivery of care based on scientific knowledge. The curriculum emphasizes clinical practice, teaching, research, leadership, consultation, and interdisciplinary team participation. Graduates are eligible for New York State certification as psychiatric/mental health nurse practitioners and ANA certification when post-graduate requirements are met.

**Leadership in Health Care**

This exciting new program combines fundamental administrative skills with entrepreneurial approaches to the health care needs of tomorrow’s consumers. Health care leaders with core competencies in all aspects of the design and delivery of both traditional and nontraditional health care services are needed in order to improve health outcomes of populations. With this goal in mind, the program has two tracks: (1) Health Promotion, Education & Technology and (2) Disaster Response and Emergency Preparedness. Graduates of the Health Promotion, Education & Technology track are eligible to sit for the Health Educators Credentialing Exam offered by the National Commission for Health Education Credentialing (NCHEC).

This program can be completed in 18 months (four semesters) as a full-time student. The Leadership program represents a unique master’s curriculum and students are held to terminal program objectives for master’s education that are appropriate for this particular program.

Identified admission criteria for the new master’s degree program are identical to the criteria for all other master’s programs offered by the School of Nursing with the exceptions of

- RN licensure within the United States or U.S. Territory is optional
- Declared specialty area in Leadership Health Care Systems when applying
- Preference is given to individuals with a background in health care

The requirements of the program include completion of 30 credits in one of two tracks and satisfactory performance on the Master's Comprehensive Exam. Student’s academic performance must meet the School of Nursing requirements for progression.
A comprehensive list of all courses for both the Health Promotion, Education & Technology track and the Disaster Response and Emergency Preparedness track includes:

Health Policy and the Economics of the American Health Care System
Applied Economics in Health Care Systems
Global Public Health and Complex Human Emergencies

Fundamentals of Disaster Management I and II:
  Part I: Disaster Response and Emergency Management
  Part II: Chemical, Biological, and Radiological Emergencies

Leadership and Decision Analysis
Health Promotion, Education, and Technology I and II:
  Part I: Health Promotion, Education & Technology in Complex Health Care Systems
  Part II: Action for Health

Politics, Public Health Policy, and Ethics in Leadership
Epidemiology and Population Health Research
Communications for Leadership I and II:
  Part I: Writing Workshop & Advanced Portfolio Development
  Part II: Project and Essay

POST-MASTER’S PROGRAM

Master’s prepared nurses may apply for postgraduate study in the following: acute care nurse practitioner, adult nurse practitioner, care of children and families—PNP, care of children and families/neonatal nurse practitioner option—PNP/NNP, family nurse practitioner, gerontological nurse practitioner, and psychiatric/mental health nurse practitioner.

GRADUATE PROGRAM

Specific course and clinical requirements for each specialty can be found on the Web: www.urmc.rochester.edu/son/academicprograms/masters.cfm.

Curriculum revision at the graduate level is continuous and courses may be modified.

Core and Clinical Core Courses

403. Ethics and Public Policy in the Health Care System
Credit—three hours
This foundational course provides an overview of the structure, regulation, and financing of the health care system in the United States. Nursing’s past and present contributions and its potential to shape future health care are evaluated. Contemporary health care and policy issues are examined using concepts and principles of planned change, ethical decision making, the policy process, and policy analysis.

405. Principles of Clinical Research and Evidence-Based Practice
Credit—three hours
This is the first of two research courses in the master's program to prepare advanced practice nurses with research competencies. This course focuses on (a) theoretical, methodological, and statistical concepts used in the development, implementation, and evaluation of clinical research; and (b) the foundations of evidence-based practice. Emphasis is placed on analysis and critique of research and theoretical reports as well as the process of searching for and determining the best evidence to guide advanced practice nursing.
406. Applying Theory and Research Evidence in Advanced Practice
Prerequisite: NUR 405.
Credit—three hours

This foundational course is the second of two courses in the master's program focusing on developing competencies to evaluate, conduct, and utilize evidence in advanced practice. Evaluation and application of theory and research related to specific practice problems are emphasized in this course. The course prepares the student to synthesize the results of existing theory and research for practice, to collaborate with others in developing research projects, and to assist others in evaluation and application of evidence for practice.

407A. Physiologic Basis of Advanced Nursing Practice
Prerequisite: undergraduate physiology.
Credit—one to four hours

A study of those physiologic processes that are a basis for advanced nursing practice. The focus is on regulatory mechanisms that maintain homeostasis. Content is based on theories from physiologic and immunologic research. This course is offered with varying credit and consists of: Unit I, cell physiology and immunology; Unit II, neurophysiology and endocrinology; Unit III, cardiovascular and respiratory physiology; and Unit IV, renal and gastrointestinal physiology.

410. Advanced Health Assessment
Prerequisite: prior health assessment coursework or refresher or permission of course coordinator.
Credit—four or six hours (two of which are lab)

This graduate-level course provides the theoretical and clinical foundation for advanced comprehensive pediatric health assessment. Students develop the necessary expertise to provide primary health care to well children and adolescents. Students gain experience interviewing pediatric clients and their families and providing relevant anticipatory guidance, using age-appropriate techniques. Students engage in health teaching regarding common pediatric health care concerns, including the provision of nutritional and breastfeeding advice, immunization guidance, promotion of healthy habits, safety promotion and injury prevention, and the management of common child behavioral issues. Course content supports students’ clinical experience in the provision of primary health care to well infants, children, adolescents, and their families.

411. Evaluation and Management of Common Health Problems of Adults
Pre- or co-requisites: NUR 407, NUR 410.
Credit—five hours (three didactic, two clinical)

This course focuses on the evaluation and management of manifestations of common health deviations across the adult lifespan in a variety of settings and across cultures. Biopsychosocial and pharmacological concepts are applied in formulating differential diagnoses and management plans. Emphasis is placed on developing the advanced practice role in the context of a comprehensive, interdisciplinary approach. This course builds on the advanced assessment concepts and skills in the synthesis of assessment data in order to develop a comprehensive plan of care including appropriate follow-up.

412. Advanced Pediatric Health Assessment and Care of Well Children and Adolescents
Credit—five hours (three didactic, two clinical)

This graduate-level course provides the theoretical and clinical foundation for advanced comprehensive pediatric health assessment. Students develop the necessary expertise to provide primary health care to well children and adolescents. Students gain experience interviewing pediatric clients and their families and providing relevant anticipatory guidance, using age-appropriate techniques. Students engage in health teaching regarding common pediatric health care concerns, including the provision of nutritional and breastfeeding advice, immunization guidance, promotion of healthy habits, safety promotion and injury prevention, and the management of common child behavioral issues. Course content supports students’ clinical experience in the provision of primary health care to well infants, children, adolescents, and their families.

413. Family Theoretical Frameworks and Application to Nursing Care of Families
Credit—three hours

Required of all Family Nurse Practitioner students, this course examines theoretical frameworks relevant to family nursing interventions. The family in health and illness and the impact of transitions, crises, and stressful events on families are explored. Clinical situations with families are examined and analyzed in light of theory and concepts. Students examine their own beliefs and family life experiences as these relate to family nursing.
419. Advanced Pharmacology
Prerequisites: introduction to human physiology and pharmacology. Unit I prerequisite to Unit II.
Credit—one or three hours

This is an advanced course in pharmacology that includes: (Unit I) one credit of pharmacokinetics, pharmacodynamics, and interpretation of New York State and federal laws and regulations pertaining to prescribing drugs and record keeping; and (Unit II) two credits of pharmacotherapeutics and clinical decision making in drug management for the advanced practice of nursing.

492. Advanced Clinical Practicum
Credit—one to four hours

493. Comprehensive Examination
Credit—none

A comprehensive examination is required for all students selecting Plan B. Successful completion of a written comprehensive examination will demonstrate students' abilities to integrate knowledge gained through individual courses into critical thinking and advanced practice. Students enroll and complete the exam during the last semester of their academic coursework.

Clinical Specialty

Acute Care Nurse Practitioner

424. Acute Care Nurse Practitioner I
Prerequisite: NUR 411.
Credit—seven hours (three didactic, four clinical)

This course is the first in a two-course specialty sequence for Acute Care Nurse Practitioner students. It is designed to build on the concepts of advanced health assessment and the diagnosis and management of common problems in adults. Emphasis is placed on content specific to the specialty areas of critical care, cardiovascular care. Content addressing theory and research is presented that (1) crosses areas of specialization, and (2) is focused within each of the two specialty populations. Both direct patient care and systems-oriented, advanced practice skills are included. Case examples and clinical experiences are provided in which students are expected to begin to implement the role of ACNPs with specialty populations across settings.

425. Acute Care Nurse Practitioner II
Prerequisites: NUR 424.
Credit—ten hours (four didactic, six clinical)

This course is the second in a two-course sequence for ACNP students. It is designed to prepare students for advanced practice in the care of acutely ill specialty patients and their families. The course builds on the content from ACNP I. Emphasis is placed on the development of both direct patient care and systems support components of the advanced practice role. A major focus is on the development of leadership abilities within health care systems and interdisciplinary teams. Critical appraisal of how advanced practice nurses affect patient care delivery and health care practices at the institutional, local, and national level is undertaken. Content addressing theory and research is presented that (1) crosses areas of specialization, and (2) is focused within each of the two specialty populations (critical care and cardiovascular). Case examples and clinical experiences are provided that allow students to become increasingly independent in their own clinical practice with respect to critical thinking and problem solving. Emphasis in role development is placed on effecting change and integration of the multiple roles for advanced practice nurses in an interdisciplinary, integrated health system.

Care of Children and Families

430. Advanced Practicum in the Care of the High-Risk Neonate I
Credit—three hours clinical practicum

Required practicum for those enrolled in the Care of Children and Families: Pediatric Nurse Practitioner/Neonatal Nurse Practitioner specialty.

431. Advanced Practicum in the Care of the High-Risk Neonate II
Credit—three hours clinical practicum

Required practicum for those enrolled in the Care of Children and Families: Pediatric Nurse Practitioner/Neonatal Nurse Practitioner specialty.
435. Advanced Concepts in Child and Adolescent Development
Prerequisite: undergraduate course in human development.
Credit—three hours

This is an advanced course in child and adolescent development for those individuals who desire to gain greater knowledge and depth in the complex issues surrounding human development. Major theories of child development provide a framework for the presentation of physical, cognitive, social, and emotional development from conception through adolescence. Factors influencing growth and development are highlighted. Discussion of classic and current studies as they relate to human development are integrated throughout the course. Emphasis is placed on developmental assessment and intervention for health care providers. Course content also includes management strategies for common behavioral problems encountered at various stages of development.

436. Nursing Care of the High-Risk Neonate
Prerequisite: NUR 412, 407A, or permission of instructor.
Credit—three hours

This course provides didactic content in the nursing care of high-risk neonates. Course emphases are on assessment and intervention strategies for infants requiring intensive care. The course also addresses content necessary to deliver comprehensive indirect care for this population of infants, such as discharge planning and provisions for follow-up care.

437. Leadership in Advanced Nursing Care of Children and Families: Advanced Concepts in Pediatric Primary Care
Prerequisite: NUR 412.
Credit—seven hours for PNP students (two clinical), four hours for FNP students

This is the first in a sequence of three clinical courses designed to prepare students for leadership roles in the advanced nursing care of children and families within a culturally diverse society. Emphasis is placed on assessment and management strategies with children and adolescents who are well or who are experiencing minor health problems commonly encountered in primary care settings. Course content is guided by a variety of theoretical and empirical perspectives relevant to clinical practice. Students develop physical and psychosocial assessment and intervention skills specific to the pediatric population, using a diagnostic reasoning process. Clinical practice sites include a variety of primary care settings.

438. Advanced Nursing Care of Children and Families II: Management of Complex Health Problems
Prerequisites: NUR 437.
Credit—six hours (three didactic, three clinical)

This is the second of three clinical courses designed to prepare students for advanced nursing care of children and families within a culturally diverse society. The course has two major emphases: beginning development of leadership and health management skills, and development of competency in assessment and intervention strategies for children experiencing increasingly complex health, social, and/or behavioral problems; and their families. Nursing, developmental, family systems, role, organizational, leadership, and other theoretical frameworks are used to examine the impact of complex health problems on children, families, and society. Students also use these foundations to build abilities to plan, implement, and evaluate strategies and programs for promoting optimal outcomes for children and families experiencing acute or chronic illness or disability.

439. Advanced Nursing Care of Children and Families III: Leadership in Complex Organizations
Prerequisites: NUR 438.
Credit—seven hours (three didactic, four clinical)

This is the third of three clinical courses designed to prepare students for leadership roles in the advanced nursing care of children and families within the context of a culturally diverse society and complex health care systems. The course has two major emphases. The first is on further development of leadership and health care management skills, with special emphasis on integrated delivery systems, managed care, reimbursement structures, interdisciplinary team building, and case management from both a community and population perspective. The focus in this area of emphasis is on developing skills for independence in indirect care, and on overcoming systems barriers as a change agent in health care for children and their families. The second emphasis is on development of competency in advanced nursing practice with children and adolescents who are experiencing the most complex health conditions, and their families.
483. Care of the Neonate and Infants I
Credit—one to three hours
(Required for post-master's NNP)

484. Care of the Neonate and Infants II
Credit—one to five hours
(Required for post-master's NNP)

Adult Nurse Practitioner, Family Nurse Practitioner, and Gerontological Nurse Practitioner

415. Middle Age and Aging
Credit—three hours

A developmental course spanning the middle-adult and older-adult years. The course focuses on physical, psychological, and social development during the latter half of the life cycle. The purpose of the course is to provide an exposure to conceptual frameworks for the identification of health needs of middle-aged and older adults.

444. Primary Health Care I
Prerequisites: NUR 411, 419 (pre/corequisite), NUR 413 (pre- or co-requisite for FNP students).
Credit—six hours

Clinical experience, seminars, topical discussions, and case examples provide an opportunity for synthesis and integration in all aspects of primary care nursing. New content relating to the natural history of health and disease within families over time is included. Students broaden their perspective of the health care provider role in developing the competence and confidence of professional colleague, advanced clinician, consultant, and leader. Providing primary health care to a specific consumer population over an extended period allows the student to assume and share responsibility and accountability in dealing with broad ongoing consumer health care needs as they occur in the family environment.

445. Primary Health Care II
Prerequisites: NUR 444, 413 (for FNPs).
Credit—seven hours (two didactic, one role, four clinical)

This course is a continuation of NUR 444, with seminars, clinical topic discussions, case examples, and clinical practicum. Special emphasis is placed on leadership, teaching, and research in the larger community, and on the evaluation of health care services. Emphasis in role development is placed on effecting change and integration of the multiple roles for advanced practice nurses in an interdisciplinary, integrated health system.

446. Evaluation and Care of the Elderly
Credit—four hours (two didactic, two clinical)

This course focuses on health issues of aged individuals to ensure basic understanding of normal physiological, psychological, and social changes that occur as a result of the aging process. Concepts of function/dysfunction are addressed in the context of achieving and maintaining health and optimal functioning. Emphasis is placed on differentiating symptomatology with attention to intervention and management techniques.

449. Women's Health Care for Primary Care Generalists
Prerequisite: completion of at least the first clinical course of the student's primary care clinical sequence.
Credit—three hours (one didactic, two clinical)

This course is designed to prepare primary care students for advanced practice in the reproductive health care of women. The course focuses on the management of the most commonly encountered obstetric and gynecologic health care needs for the healthy woman throughout her adolescent and adult years, with the explicit understanding that the woman is an active partner in her own care. The course emphasizes consideration of each woman's health within the unique context of her physical, interpersonal, and sociocultural environments and encourages analysis of resources and deficits for health from both the individual and health systems perspective. Critical synthesis of research for application to practice is stressed.

Psychiatric/Mental Health Nursing

470. Psychopathology
Credit—five hours (four didactic, one clinical)

This is a foundational course that provides the graduate student with a biopsychosocial framework for the practice of psychiatric mental health nursing. Students develop advanced knowledge of current theories related to the etiology and classification of adult personality development and psychopathology. Personality development is conceptualized as an evolutionary lifespan process arising from the continual interaction of person with environment. Personality patterns are depicted along a continuum ranging from adaptive to maladap-
tive, and are identified and explored through case examples. Students apply psychological and physical assessment knowledge and skills to determine functional and/or organic causes of alteration in biopsychosocial functioning. They begin to develop a perspective of the role of the advanced practice nurse and develop the initial skills required for this role.

471. Individual Psychotherapy for the Psychiatric Mental Health Nurse Practitioner
Prerequisite: NUR 470.
Credit—five hours (two didactic, two clinical, one role)

This course is a systematic exploration of the theory and practice of individual psychotherapy as a primary function of the advanced practice psychiatric nurse. The course builds upon the student's knowledge of psychosocial development, mental health assessment, and psychopathology. Prevailing models of psychotherapy are analyzed, including underlying theoretical assumptions, relevant concepts, and strengths, and limitations of each. Nursing interventions are derived from various theoretical frameworks and applied to case examples. Psychotherapy research is examined, and implications for nursing practice and research are explored. Ethical and public policy issues related to the nursing practice of individual psychotherapy are addressed in terms of diverse client populations. Acquired knowledge is applied to the clinical practice of psychotherapy in a supervised psychotherapy experience with individual clients from diverse populations.

472. Group Psychotherapy for the Psychiatric Mental Health Nurse Practitioner
Credit—four hours (two didactic, two clinical)

This course provides the theoretical basis for the understanding and implementation of group psychotherapy. Consumers include the group as client as well as the group as the context of care for the individual client. Students develop an advanced knowledge of current theories related to the practice of group psychotherapy and develop the beginning skills required of a psychiatric mental health nurse practitioner.

473. Psychotherapy for the Psychiatric Mental Health Nurse Practitioner
Credit—four hours (two didactic, two clinical)

This course provides the theoretical basis for the understanding and implementation of family psychotherapy. Consumers include the family as client as well as the family as the context of care for the individual client. Students develop an advanced knowledge of current theories related to the practice of family psychotherapy and develop the beginning skills required of a psychiatric nurse practitioner.

474. Special Interest Clinical for the Psychiatric Mental Health Nurse Practitioner
Credit—two hours (one didactic, one clinical)

Building on foundational knowledge from preceding master's coursework, this course provides a comprehensive clinical experience in psychiatric mental health nursing in a setting of the student's choice. The chosen clinical focus may be based upon a specific mental/emotional disorder (e.g., substance abuse, chronic mental illness, cognitive disorders), a particular modality (e.g., individual, group or family psychotherapy, psychopharmacological interventions), and/or a specific role or function (e.g., consultation/liaison, nurse-psychotherapist, case management). Class content is tailored to discuss cases and issues students encounter in their clinical settings.

475. Pathophysiology of Mental Illness
Credit—two hours

This course integrates knowledge from the neurosciences, physiology, and psychology to explore the pathophysiology of psychiatric illness. Normal and disturbed biologic rhythms, biologic theories, and the pathophysiology of major psychiatric disorders are the focal topics. Biologic hypotheses of psychiatric disorders are conceptualized, discussed, and analyzed within a multidimensional framework, with psychobiologic factors as integral components. The course provides a solid foundation for the advanced practice nurse primary mental health care provider from which to understand etiology, diagnosis, and treatment strategies for psychiatric illness.

476. The Role of the Psychiatric Mental Health Nurse Practitioner
Credit—three hours (one didactic, two clinical)

The course enhances the development of professional competence and skills in the APN role in collaboration with individual clients, families, and other health care providers. Emphasis in role development is placed on effecting change and integration of the multiple roles for advanced practice nurses in an interdisciplinary, integrated health system.
Psychopharmacology
Credit—three hours (two didactic, one clinical)
This course provides an in-depth treatment of psychopharmacologic concepts in the care of individuals and families living with major psychiatric illness. Building upon basic concepts of pharmacokinetics and pharmacodynamics, course content includes designing and implementing medication treatment regimens in collaboration with patients and their families/significant others. Direct and indirect roles of the APN around meeting the psychopharmacologic needs of patients are also course foci.

PH.D. PROGRAM

505. Epistemology and Concept Development
Credit—three hours
This course is an introduction to the epistemological debates about science in current nursing literature. These debates reflect different ways of knowing and arise out of different philosophical traditions, such as rationalism, empiricism, and pragmatism. An understanding of these debates informs the discussion about the nature of science and theory. The process of theory construction is examined from logical, deductive, and inductive approaches. The interrelationships between concepts, constructs, and variables are explicated for considering how study designs for generating and testing theory are developed.

506. Epistemology and Theory Construction II
Credit—three hours
This course examines epistemological debates about science in current nursing literature. The debates reflect different ways of knowing and arise out of different philosophical traditions such as pragmatism, phenomenology, hermeneutics, post-structuralism, and critical theory. An understanding of these debates informs the discussion about the nature of science and theory. The process of theory construction is examined from logical, deductive, and inductive approaches. The interrelationships between concepts, constructs, and variables are explicated for considering how study designs for generating and testing theory are developed.

507. Research Programs
Credit—three hours
This course is designed to provide an overview of the interrelationship between philosophy of science, theory, research methods, and selected domains of research in nursing practice and health service delivery. The domains are selected to emphasize and study the development of programs of nursing research that are cumulative. Assignments are used to assist students in exploring these interrelationships in an area of personal interest.

510. General Linear Approaches I
Credit—three hours
Descriptive and inferential statistics. Correlation and regression, analysis of variance, non-parametric, and distribution-free statistics.

511. Research Design
Credit—three hours
This course covers basic principles of research design primarily, but not exclusively, from the standpoint of evaluating planned interventions. The topics covered include the analyses of causal relationships; threats to validity; experimental, quasi-experimental, relational, and descriptive designs. Considerable attention is given to hypothesis formulation, sampling design, statistical power, control and comparison groups, stratification and factorial designs, measurement design, and the analysis of data and interpretation of results.

512. General Linear Approaches II
Credit—three hours
This course presents advanced techniques for the statistical analysis of multiple quantitative variables. These techniques are particularly applicable to investigation of the complex relationships characteristic of nursing problems and other behavioral science questions. Building on General Linear Approaches I, topics include multiple regression, structural equations, logistic analysis, and multivariate techniques. The emphasis is practical, with a focus on the analysis of actual data.
513. Research Measurement  
Credit—three hours  
This course is a continuation of the qualitative approach to nursing research begun in NUR 511. The emphasis is on the principles of measurement and their application to problems in nursing research. There is also a strong emphasis on data analysis, using existing data sets and widely available software packages. The format follows that of a seminar rather than lectures. Students present case studies and evaluate instruments.

514. Research Integration and Synthesis  
Credit—three hours  
The course provides an opportunity to integrate material from courses in cognate areas, research methods, statistics, and clinical nursing research against the context of environmental, professional, and ethical realities. Issues examined include protection of and access to subjects for research, collaborative roles, and publications. Learning experiences include examination of published research and reviews of research, presentations of preliminary plans for a research project, preparation of a grant application using NIH guidelines, and peer review of applications.

525. An Introduction to Structural Equation Modeling  
Credit—three hours  
The course is designed to provide an introduction to the area of latent variable analysis in which causal models involving one or more unmeasured variables are fit to data. It represents a conceptually unified treatment of path analysis, confirmatory factor analysis, and structural equation analysis. It provides an introduction to the LISREL and AMOS statistical software packages, two of the most widely used programs for fitting structural equation models. The course focuses on an understanding of what these programs do, rather than on the particular details of their input and output. Elementary matrix algebra is occasionally employed to understand the underlying structure of the analyses.

530. Coping with Physical Illness  
This course focuses on the exploration of the utility of psychological theoretical orientations (e.g., appraisal, information processing, and social learning theories) to explain coping with physical illness. A seminar format is used.

531. Seminar in Theories that Guide Research in High-Risk Children and Youth  
Credit—three hours  
Seminar for Ph.D. students and postdoctoral fellows in the area of High-Risk Children and Youth (other graduate-level students, by permission of faculty). The seminar focuses on discussion and integration of theories that guide clinical research at the individual, family, and community levels, and are directly applicable to research of children, youth, and families. Human Ecology Theory is the overarching theory for the seminar. Individual level theories include coping and self-regulation, self-efficacy, behavior change (value expectancy), resilience, cognitive representation, and self-agency theories. Family level theories include relationship, attachment, separation/individuation, and peer/family theories. Community level theories include organizational, systems change, community and environmental, and cultural effect theories.

532. Advanced Seminar in Intervention Research for High-Risk Children and Youth  
Credit—three hours  
Seminar for all Ph.D. students and postdoctoral fellows in the area of High-Risk Children and Youth (other graduate-level students by permission of faculty). This seminar focuses on effective strategies for the design, implementation, execution, and analysis of interventions for amelioration of threats to the health of children, youth, and families. Topics covered include efficacy and effectiveness stages in research, challenges of randomized trials in community settings, establishing fidelity in interventions, selecting effective outcome measures, temporality of measurement, determination of potential for change, the role of moderators and mediators in understanding the process of intervention effectiveness, building cultural sensitivity into intervention research, and cost analyses/effectiveness of interventions.

546. Conducting Research with Older Persons: Methods and Applications  
Credit—three hours  
The purpose of this course is to familiarize students with unique and prevalent issues, problems, difficulties, and challenges of conducting health services research with elderly persons, and to provide students with approaches and tools to address those issues and problems in order to successfully conceptualize, plan, carry out, and conclude research on or with the aged. This course focuses almost exclusively on persons age 65 and older, with special attention being paid to the old-old (those age 85 and over), people with cognitive impairment, and residents of nursing homes.
547. Conducting Research with Older Persons: Methods and Applications II—Nursing Homes
Credit—three hours

This course is designed to provide an overview of critical practice and policy issues that influence the direction of nursing home research focused on care of the elderly. It includes discussion of nursing home issues within the broader context of long-term care in the United States; categories of research that have influenced care of nursing home residents and public policy; issues of designing and conducting nursing home research; and areas needing further investigation.

548. Advanced Seminar on Dementia Research in Older Adults
Credit—three hours

This course is designed to provide an overview of dementia research related to the advancement of clinical practice. It includes discussion of healthy aging, disease processes that lead to dementia, and issues involved in the care and treatment of cognitively impaired older adults in a variety of settings. Objectives address critical analysis and evaluation of the adequacy and the challenges of dementia research and identifying areas in need of further study.

555. Basic Qualitative Methods
Credit—three hours

In this course, qualitative research is described as a cover term for a variety of research traditions originating within anthropology and sociology, which are epistemologically and methodologically similar. The relevance of these approaches to advancement of knowledge and practice in the health sciences is explored. Examples of research that are representative of different qualitative approaches are analyzed in terms of structure, substance, and practical utility. This analysis also provides the context within which specific technical issues on how to conduct given types of research are most appropriately addressed.

556. Advanced Qualitative Research Series
Credit—three hours

This course builds on prior coursework in or equivalent to NUR 555, an overview and introduction to basic qualitative methods. The advanced course extends foundational knowledge through opportunities for learners to examine one specific approach in depth as it relates to their own practice-related research. Processes and strategies for inquiry are examined and practiced within the context of the theoretical underpinnings, and the historical and philosophical perspectives of the particular qualitative approach. Specific technical issues related to the definition of the research problem, sample selection, data gathering, analysis, interpretation, and reporting are experienced by the learner through practical involvement in a self-defined research project.

590. Dissertation Workshop
Credit—none

The purpose of the Dissertation Workshop is to help students who have completed their coursework sustain momentum in the completion of doctoral program requirements. It provides a regular, organized opportunity, with faculty guidance, to present work in progress on the part II Qualifying Examination and/or dissertation and to receive feedback from faculty and doctoral students who are at similar or different stages of their doctoral program.

591. Ph.D. Reading Course
Credit to be arranged (usually not to exceed three hours)

595. Research for Doctoral Dissertation
Credit to be arranged

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