

# Course Catalog

## Graduate Program In Primary Health Care Nursing

### 2003-2004

#### Simmons College

Simmons College is a private, nonsectarian, four-year college for women, with four large graduate schools (the School for Health Studies, the Graduate School of Library and Information Science, the School of Management, and the School of Social Work), as well as the Graduate Studies Program, offering Masters' degrees in several areas. All graduate programs are coeducational although the MBA program in the School of Management is designed for women.

Simmons College was chartered in 1899 and opened in 1902. It is accredited by the New England Association of Schools and Colleges; each professional program is accredited by its own accrediting body. The main academic campus, bounded by The Fenway, Avenue Louis Pasteur, and Palace Road, looks onto a large park, the Museum of Fine Arts, and the Isabella Stewart Gardner Museum. The academic campus that houses the School of Management is located on Commonwealth Avenue in Boston's Back Bay.

The Boston area is rich in offerings in higher education. Simmons believes that students want programs with small classes, highly qualified professors, rigorous curricula, and rich library holdings. Because of its location and mission, Simmons is particularly well-positioned to respond to student and industry needs for high quality programs that reflect the latest advances both in academic and clinical arenas.

Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees. Admission to specific courses and programs will be dependent upon qualifications of students and availability of instruction. Simmons College reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.

#### School for Health Studies

The coeducational School for Health Studies was established in July, 1989, underscoring Simmons' commitment to the preparation of students for positions of leadership in health care. The School brings together the College's health-related programs in health care administration, nutrition, physical therapy, and primary health care nursing, in addition to the post-baccalaureate Dietetic Internship Program in nutrition. In 2001, the School was realigned to include the undergraduate programs in nursing, physical therapy and nutrition. In 2002, the name was changed to The School for Health Studies to reflect the inclusion of undergraduate and graduate teaching. Further information about these undergraduate programs is available at [www.simmons.edu](http://www.simmons.edu). The School's goal is to prepare individuals for clinical and administrative leadership positions in a rapidly changing health care environment. Its programs are committed to educating students to be sensitive to human needs in terms of access and quality of health care, and to also understand the organizational, institutional, and policy constraints that dominate the health care system. Because it incorporates both clinical and administrative programs in one organization, the School is uniquely positioned to respond to the critical need for well-prepared health care professionals, to enhance the opportunities for interdisciplinary cooperation, and to expand the resources available to faculty, graduate students, and the health care community.

SHS students benefit from the College's location in Boston. The city is one of the world's largest medical centers, with more than seventy hospitals, dozens of health centers, and hundreds of other health care-related organizations. These countless resources, combined with Boston's equally distinguished high technology and research institutions, provide excellent learning experiences and career opportunities for students in health-related programs. At 300 The Fenway, Simmons is located in the heart of the Longwood Medical Area, neighbor to the Harvard medical, dental, and public health schools and in close proximity to noted medical institutions such as Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, and Children's Hospital.

# Graduate Program in Primary Health Care Nursing

## Vision

The essence of nursing and nursing science lies in creative imagination, sensitive spirit, rigorous scholarship, and the intelligent understanding that underlies research-based nursing care of the individual, family, and community.

## Mission

The faculty believe that learning is a unique life-long process. This process involves the continuous development and refinement of critical thinking skills and encompasses the domains of personal, empirical, aesthetic, and ethical knowledge. This belief is implemented by providing an environment of interdisciplinary education within a professional community that fosters individual growth, the pursuit of scholarly inquiry, and the advancement of clinical expertise.

## Philosophy

Advanced practice nursing in the Graduate Program in Primary Health Care Nursing means specialization, expansion, and advancement of knowledge in the role of the primary health care nurse practitioner. Recognizing that nursing is an ever-evolving science, the faculty are committed to a continuous learning model which allows professional practitioners opportunities to enter the academic and professional arena at varying stages of their careers. The essence of primary health care nursing consists of the purposeful relationship created between the professional nurse and the client for the purposes of promoting health and preventing disease. The quality of the nurse-client relationship is dependent upon the collective competencies of each nurse and his or her unique ability to fashion innovative goal-oriented strategies for the care and education of culturally, racially, and ethnically diverse populations.

The educational process at the graduate level provides a greater depth of understanding in the areas of theory, research, leadership, clinical practice, and primary health care. Graduates expand their leadership and management skills to assess individual, community, and environmental needs; initiate change in the health care system; integrate the concepts of diversity and community service in their practice; conduct and disseminate collaborative research in nursing; and implement the advanced practice role in the community.

## Program Overview

Simmons' graduate nursing program offers students the opportunity to be active participants in a nationally accredited educational program with an established history of academic and clinical excellence. The program provides students with specialized education in primary health care nursing focusing on scholarship, practice, and research as adult health, gerontological health, occupational health, women's health, parent-child health, and/or family nurse practitioners. Graduates are prepared for leadership positions, research initiatives, and doctoral study.

The educational program combines classroom and clinical experiences that are responsive to student needs and interests as well as to program goals. Students participate actively in the process of teaching and learning. Their varied experiences and knowledge are integrated into the educational process through the faculty's use of interactive teaching, web-enhanced learning, seminars, tutorials, and the case-study method. Students gain clinical experience in major health care settings within the metropolitan Boston community. Students are precepted by certified nurse practitioners, and mentored by nursing faculty who are themselves certified nurse practitioners and active in clinical practice.

## Objectives

The primary goal of the curriculum is to provide students with specialized education in primary health care nursing and the foundation necessary for scholarly inquiry, clinical excellence, research, and leadership as well as the preparation essential for doctoral study. The program is located within The School for Health Studies which provides a unique opportunity to work and study within an interdisciplinary environment, modeling the essential team work of the health care setting. Through systematic inquiry, graduate students obtain the expanded clinical and theoretical knowledge essential for critical analysis and synthesis of client data.

## Graduate Program Outcomes

At the completion of the program, graduates will:

- Utilize the nursing process to deliver comprehensive primary, secondary, and tertiary health care as a primary health care nurse practitioner to client systems in a variety of health care settings.
- Synthesize knowledge from nursing and the behavioral, natural, and applied sciences to design and provide health care interventions for client systems.
- Demonstrate accountability for nursing judgments and interventions utilized in the delivery of primary health care to client systems.
- Implement the role of the primary health care nurse practitioner in accordance with the standards of the American Nurses Association.
- Execute leadership skills and management processes within the interdisciplinary health care team to maximize client wellness.
- Initiate change through negotiation with health care professionals in the health care delivery system on behalf of clients.
- Evaluate the efficacy of primary, secondary, and tertiary interventions for client systems through the application of knowledge of the organizational structure, economics and politics of health care.
- Design health care programs and evaluation methodologies to benefit client systems.
- Conduct original clinical nursing research designed to test nursing theory and to advance the science of nursing.
- Advance professional growth through continued acquisition of theoretical knowledge and clinical experience, and through participation and/or leadership in professional and community endeavors.

## Program of Study

The Graduate Program in Primary Health Care Nursing offers three core programs of study:

- Adult, Parent-Child and Family Primary Care. Within Adult Primary Care, students may specialize in Adult Health, Gerontologic Health, Occupational Health, or Women's Health.
- In Parent-Child Primary Care, students may specialize in Children/Adolescents with Special Health Care Needs, Pediatric Health, or School Health.

Classes for both full- and part-time students in the graduate nursing sequence are offered over a one- to two-day period during the week. Specific clinical hours are scheduled at the mutual convenience of students, faculty, and preceptors. The full-time academic program for adult and parent-child primary care concentrations is two years with one summer semester. Students selecting part-time study complete the program in three or four calendar years. Sample curricula for these options are found later in this catalog. The family health concentration can be completed in three years of full-time study or four to five years of part-time study.

All concentrations share a core of courses in scholarly inquiry, research, and clinical practice that are critical to functioning in the advanced practice role.

## **Academic Program Information**

### **Advising**

Each student is assigned a faculty advisor with whom s/he will work during the program.

### **Awards**

The Pauline Wheble Tripp Award is an award given each year to a graduating student for outstanding academic achievement and perceived potential for contribution to the profession of nursing. The Pauline Wheble Tripp Fund was created in memory of Pauline Wheble Tripp, a former alumna of Simmons College and a school nurse for the City of Boston for fifteen years. Mrs. Tripp also served on the faculty of the undergraduate nursing program.

The Excellence in Practice Award is given to those students who have achieved the goals of the academic year and have demonstrated expertise in clinical practice.

The Faculty Achievement Award recognizes a graduate student who has demonstrated outstanding progress in the advanced practice role.

The Graduate Research Award acknowledges that student who has exemplified expertise in research methodology.

### **Degree Requirements**

All candidates for the Master of Science degree in Primary Health Care Nursing must complete the required number of credits with a B (3.0) average or above.

### **Elective Courses**

Graduate nursing students can choose from a wide variety of elective opportunities. Electives may be chosen from the graduate nursing curriculum or from electives offered by the Graduate Programs in Communications Management, Education, Health Care Administration, and Library and Information Science. In addition to semester-long elective courses, The School for Health Studies programs have developed a series of one-credit (twelve contact hours) modules to meet the needs of students for innovative and timely responses to the rapidly changing health care environment.

### **Graduation Honors**

Any student completing the program course work with a grade point average of at least 3.80 will be awarded the Master of Science degree with Distinction.

### **Orientation**

An orientation for new students is held at the beginning of the fall semester for M.S.N. students and in May for Direct Entry students. Students are notified during June or July about the date and time of this orientation program. Since important information about the Graduate School, the program, and the College is provided at that time, it is expected that all new students will attend.

### **Special Students (US Citizens Only)**

A potential applicant to the HS nursing program (not Direct Entry or CAGS) may take up to eight credits in the Program as a non-matriculated student (special student) before applying to the program. Permission is granted on a space-available basis.

### **Student Handbook**

A SHS Student Handbook, distributed to students before the start of the academic year, details student rights and responsibilities, SHS academic regulations, tuition and fees, financial aid for graduate students, college facilities, student services, and other useful general information.

### **Student Records**

Simmons College, in accordance with the Educational Privacy Act of 1974 (the Buckley Amendment), provides for the privacy and accessibility of certain student records. Students are permitted to review and inspect their own records and to challenge specific parts of them thought to be inaccurate. This should be done under the supervision of the Program Director.

## Other Important Prerequisite and Program Sequence Information

### For RNs without their Undergraduate Degree

Students are admitted directly into the graduate nursing program and work closely with the RN-MS Program Coordinator. Decisions on progression to the graduate program are made upon completion of all prerequisites with the exception of a humanities course and statistics course that can be completed during the senior sequence. Students do not receive an undergraduate degree as they are considered graduate students and therefore, are not required to meet all the undergraduate requirements for the bachelor of science degree. There are three phases with prerequisites for each:

#### 1. Prerequisites:

- All prerequisite courses must be completed before starting the nursing courses. Prerequisite course requirements may be met by either Transfer Credit or Challenge, i.e. ACT-PEP, CLEP, or NLN examinations. Graduates of an associate degree program can transfer nursing and science courses directly into Simmons College. Transcript documentation of having received a B or better in clinical nursing courses comparable to the ones listed below will result in award of credit for each course successfully completed for a total of no more than 28 credits. Graduates of a diploma program will be awarded credit for their nursing and science courses upon the completion of a portfolio documenting their career development. The prerequisite courses are:

#### COURSES

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College Writing Course

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Humanities - may be completed during senior sequence.

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Introduction to Psychology

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Developmental Psychology

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Microbiology

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Anatomy and Physiology I & II

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Inorganic Chemistry

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Organic Chemistry

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Statistics - may be completed during senior sequence.

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Fundamentals of Nursing

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Maternity Nursing

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Pediatrics

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Medical-Surgical Nursing

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Psychiatric Nursing

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#### 2. Senior Sequence

The nursing sequence begins in May. It is expected that students maintain a minimum cumulative average of 2.67 (B-) in the undergraduate courses and 3.0 (B) average in the graduate-level courses.

#### 3. Graduate Sequence

Upon successful completion of the first year of the RN-MS program, students enter the core primary care courses and specialty courses for their graduate nurse practitioner program of study.

## Prerequisite for the Research Sequence

### **For all Masters Candidates:**

#### **Statistics.**

An undergraduate-level statistics course is a prerequisite to Research Methods (SHS 410). The course should include the following:

1. Descriptive statistics: mean, median, mode, percent, distribution, normal curve, confidence levels, variance, standard deviation
2. Correlation: chi square, pearson r
3. Inference: t-test, ANOVA
4. Levels of significance
5. Probability
6. Parametric vs. non-parametric tests
7. Hypothesis testing
8. Types of error

If an applicant's course was taken **more than three years ago**, the applicant should take the Simmons College Self-study Assessment Test (available from the Program office) to assess competency. If the assessment result is poor, the student should retake Statistics prior to taking SHS 410.

## Primary Care Clinical Sequence

### **Health Assessment.**

A graduate health assessment course is required prior to entering Primary Health Care Nursing I (NUR 560 or NUR 580). Students in the adult concentrations should take an adult assessment course. Students in the parent-child concentrations should take a pediatric assessment course. The course should include the following:

1. Knowledge and skill in health history interviewing and in the use of the four basic physical examination modalities; and
2. Successful performance of a complete health history interview and physical examination.

## **Degree Options**

### **Master's Degree Program for Practicing Nurse Practitioners**

This program is designed for nurses currently practicing as nurse practitioners who wish to expand their nursing skills through graduate education. Critical thinking skills and a strong knowledge base in primary care are required. Applicants may specialize in any of the previously described concentrations. Candidates are encouraged to meet with the Course Coordinator to discuss their individual experience and goals for the program. Two courses can be challenged: NUR 404, Normal and Abnormal Human Physiology, and NUR 422, Clinical Pharmacology. Primary care courses may be waived at the discretion of the Program Director. Candidates must present evidence of licensure in the advanced practice role of nurse practitioner and documentation of current certification as a nurse practitioner. If the primary care sequence is waived, the program of study consists of eighteen to twenty-five credits. The program can be completed either full-time or part-time. Upon successful completion, the student will be awarded a Master of Science degree in Nursing.

### **Master's Degree Program for Diploma or Associate Degree Nurses**

The RN-MS Program is a unique curriculum designed for diploma and associate degree registered nurses who wish to obtain a graduate degree in nursing within a nurse practitioner specialty concentration. The program is individually designed and paced to allow the student to complete the program in three to four years once the prerequisite courses are met. There is no time limit on undergraduate courses accepted for transfer. These features, among many others, position the program among the best in the country. Specifics will vary depending upon experience, previous education, and selection of part-time or full-time study.

### **Master's Degree Program for Non-Nurses with a BA/BS**

The Direct Entry Program in Advanced Practice Nursing is designed to prepare individuals without nursing backgrounds for the advanced practice nursing role. The program is a three-year, full-time program. Students are eligible to take the nursing licensure examination at the end of the second fall. They must pass the exam before beginning the graduate primary care clinical sequence.

### **Post-Master's Nurse Practitioner Certificate of Advanced Graduate Study (CAGS) for MSNs who wish to become Nurse Practitioners**

This program was developed for individuals who have acquired their masters degree in nursing and wish to become nurse practitioners. The program of study allows students to focus on the essential content and role development of the nurse practitioner. The number of credits will depend on the concentration area selected. Two courses can be challenged: NUR 404, Normal and Abnormal Human Physiology; and NUR 422, Clinical Pharmacology. Courses in the research sequence will not be required for those students who have completed a master's thesis that meets the Program's criteria. The elective courses are optional.

### **Post-Master's Nurse Practitioner Certificate of Advanced Graduate Study (CAGS) in Family Health for MSN-prepared Adult or Pediatric Nurse Practitioners**

A unique program of study allows the masters-prepared practicing nurse practitioner to complete a course of part-time study to qualify for the American Nurses Association family nurse practitioner exam. For certified adult nurse practitioners, the curriculum includes the primary health care of the parent-child health sequence, the family health courses, and clinical practice. For certified pediatric nurse practitioners, the curriculum includes the primary health care of the adult sequence, the family health courses, and clinical practice.

### **Dual-Degree Program in Occupational Health**

Simmons College, in cooperation with the Harvard School of Public Health Educational Research Center for Occupational Health and Safety, funded by the National Institute for Occupational Safety and Health, established a dual-degree option. This two-year, full-time program offers a Master of Science in Primary Health Care Nursing from Simmons College and a Master of Science in Environmental Health (Occupational Health) from the Harvard School of Public Health. The program prepares students in the fields of epidemiology and occupational health research, leadership, and policy development. Core courses include the graduate nursing core courses, the Adult/ Occupational Health Primary Care core courses and courses at the Harvard School of Public Health.

Students admitted to the dual-degree program enroll in half-time study at both Simmons College and the Harvard School of Public Health for two academic years plus one summer session at Simmons College. The program is seventy-nine semester hours. Applicants to the dual-degree program must apply to both institutions and meet admission requirements for both institutions. Applications for the Harvard School of Public Health can be obtained from the school's admissions office at 677 Huntington Avenue, Boston, MA 02115.

### **Dual-Degree Program in Maternal - Child Health**

Simmons College and the Harvard School of Public Health offer a two-year, full-time, dual-degree option offering a Master of Science in Primary Health Care Nursing from Simmons College and a Master of Science in Maternal-Child Health Nursing from the Harvard School of Public Health.

The dual-degree program allows preparation as a parent-child nurse practitioner, and additionally prepares the graduate to deliver care to aggregate populations of women and/or children at a public health level. Graduates of the program are eligible to sit for the appropriate certification exam administered by the professional nursing organization.

Students admitted to the dual-degree program enroll in half-time study at both Simmons College and the Harvard School of Public Health for two academic years plus one summer session at Simmons College. The program is eighty semester hours. Applicants to the dual-degree program must apply to both institutions and meet admission requirements for both institutions. Applications for the Harvard School of Public Health can be obtained from the School's admissions office at 677 Huntington Avenue, Boston, MA 02115.



## Program Options

| Program  | Academic Schedule  | Certificate or Degree  | Admission Requirements  |
|--|--|--|---|
| MS in Nursing for nurses with their BS in nursing or BA/BS in related field              | 2 Year full-time program; 3-4 years part time study available; evening classes offered | MS in Nursing  | Undergraduate degree from nationally accredited nursing program; RN licensure; 1 year nursing experience; GRE or B or better in NUR 404 (Normal and Abnormal Physiology)  |
| MS in Nursing for non-nurses with BA/BS (Direct Entry)                                   | 3 Year full time program   | Certificate of completion of RN requirements and MS in Nursing               | Undergraduate degree in any field; GRE scores. Prerequisite courses must be completed before application or during first summer session but before the first fall semester: Statistics, A/P w/lab (2 semesters), Inorganic Chemistry w/lab (1 semester), Organic Chemistry w/lab (1 semester), microbiology w/lab (1 semester) and Developmental Psychology (1 semester). Progression to Nurse Practitioner sequence is contingent upon maintaining a 3.0 cumulative GPA in generalist nursing courses. |
| MS in Nursing for RNs without BS/BA  | 3 Year full time program   | MS in Nursing  | Diploma or Associate Degree from nationally accredited nursing program; RN licensure; 1 year nursing experience; GRE or B or better in NUR 404 (Normal and Abnormal Physiology)   |
| MS in Nursing for Certificate prepared NPs   | Individualized program<br>2 years of part-time study                                   | MS in Nursing  | Satisfactory completion of nationally accredited NP program; certification as NP and RN licensure   |
| Post-MS NP Certificate for MSN's   | Individualized program<br>2 years of part-time study                                   | Certificate of Graduate Study (CAGS)   | All BSN requirements, No GRE and 3.0 GPA in graduate study  |
| Post-MS Family NP program for MSN prepared PNPs  | 1 year of part-time study  | CAGS   | All BSN requirements, No GRE and 3.0 GPA in graduate study  |
| Dual Degree Program in Maternal Child Health with Harvard School of Public Health (HSHP) | 2 years of full-time study   | MS in Nursing from Simmons College and MS in Maternal Child Health from HSPH | All BSN requirements; must also meet HSPH admission requirements. Must apply to /be admitted by both Harvard and Simmons.   |
| Dual Degree Program in Occupational Health with Harvard School of Public Health (HSHP)   | 2 years of full-time study   | MS in Nursing from Simmons College and MS in Occupational Health from HSPH   | All BSN requirements; must also meet HSPH admission requirements Must apply to/be admitted by both Harvard and Simmons.   |
| NP Refresher course  | Individualized program   | Certificate  | NP certification and RN licensure   |

### Important Requirements for all Programs

*For all program options, candidates whose first language is not English, must submit official scores of TOEFL (Test of English as a Foreign Language) in the past two years. Student score reports are not acceptable. The SHS code is 3761. The required minimum TOEFL score is 570 (paper test) or 23 (computer test). Further information about this exam can be obtained by calling the Educational Testing Service 609-771-7100 or [www.toefl.org](http://www.toefl.org).*

*For program options requiring the Graduate Record Exam (GRE), official scores within the past five years are required. There is no required score. Copies of the student score reports are not acceptable. The SHS code is 3761. Further information about this exam can be obtained by Educational Testing Service 690.771.7906 or [www.gre.org](http://www.gre.org).*

BSN-MSN Sample Curriculum for all Concentrations — Two-Year Full-Time Schedule

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YEAR 1

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**FALL**

|  |   |
|--|---|
| Health Promotion: A Global Perspective . . . . . | 2 |
| Normal and Abnormal Human Physiology . . . . .   | 4 |
| Research Methods . . . . .                       | 3 |

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TOTAL CREDITS 9

**SPRING**

|  |   |
|--|---|
| The Health Care System: Interdisciplinary Perspectives . . . . . | 3 |
| Scholarly Inquiry I . . . . .                                    | 2 |
| Theory and Practice: Primary Health Care Nursing I. . . . .      | 2 |
| Clinical Decision-making I . . . . .                             | 1 |

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TOTAL CREDITS 8

**SUMMER**

|                              |   |
|------------------------------|---|
| Clinical Practicum . . . . . | 3 |
|------------------------------|---|

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TOTAL CREDITS 3

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YEAR 2

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**FALL**

|   |   |
|---|---|
| Pharmacology. . . . .   | 3 |
| Theory and Practice: Primary Health Care Nursing II . . . . . | 3 |
| Clinical Decision-making II. . . . .                          | 3 |
| Scholarly Inquiry II. . . . .                                 | 2 |

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TOTAL CREDITS 11

**SPRING**

|   |   |
|---|---|
| Theory and Practice: Primary Health Care Nursing III. . . . . | 3 |
| Clinical Decision-making III . . . . .                        | 4 |
| Research Practicum . . . . .                                  | 2 |
| Advanced Practice Nursing Synthesis Seminar. . . . .          | 1 |
| Elective *  |   |

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TOTAL CREDITS 10

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TOTAL CREDITS FOR PROGRAM 45

\*Total elective credits = 4. Elective credits may be taken in various ways; for example, a combination of one- or two-credit modules, or a three-credit elective plus a one-credit module.

BSN-MSN Sample Curriculum for all Concentrations — Three-Year Part-Time Schedule

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YEAR 1

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**FALL**

Normal and Abnormal Human Physiology . . . . . 4  
 Elective \*

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TOTAL CREDITS 4

**SPRING**

The Health Care System: Interdisciplinary Perspectives . . . . . 3  
 Scholarly Inquiry I . . . . . 2

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TOTAL CREDITS 5

**SUMMER**

Elective \*

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YEAR 2

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**FALL**

Health Promotion: A Global Perspective . . . . . 2  
 Research Methods . . . . . 3  
 Scholarly Inquiry II. . . . . 2

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TOTAL CREDITS 7

**SPRING**

Theory and Practice: Primary Health Care Nursing I. . . . . 2  
 Clinical Decision-making and Analysis I . . . . . I

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TOTAL CREDITS 3

**SUMMER**

Clinical Practicum . . . . . 3  
 Elective \*

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TOTAL CREDITS 3

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YEAR 3

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**FALL**

Pharmacology . . . . . 3  
 Theory and Practice: Primary Health Care Nursing II . . . . . 3  
 Clinical Decision-making II. . . . . 3

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TOTAL CREDITS 9

**SPRING**

Theory and Practice: Primary Health Care Nursing III. . . . . 3  
 Clinical Decision-making III . . . . . 4  
 Research Practicum . . . . . 2  
 Advanced Practice Nursing Synthesis Seminar. . . . . I

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TOTAL CREDITS 10

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TOTAL CREDITS FOR PROGRAM 45

\*Total elective credits = 4. Elective credits may be taken in various ways; for example, a combination of one- or two-credit modules, or a three-credit elective plus a one-credit module.

BSN-MSN Sample Curriculum for Family Concentration — Full-Time Schedule

YEAR 1

**FALL**

|  |   |
|--|---|
| Health Promotion: A Global Perspective . . . . . | 2 |
| Normal and Abnormal Human Physiology . . . . .   | 4 |
| Research Methods . . . . .                       | 3 |

TOTAL CREDITS 9

**SPRING**

|  |   |
|--|---|
| The Health Care System: Interdisciplinary Perspectives . . . . . | 3 |
| Scholarly Inquiry II. . . . .                                    | 2 |
| Theory and Practice: Primary Health Care Nursing I. . . . .      | 2 |
| Clinical Decision-making and Analysis I . . . . .                | 1 |

TOTAL CREDITS 8

**SUMMER**

|                              |   |
|------------------------------|---|
| Clinical Practicum . . . . . | 3 |
|------------------------------|---|

TOTAL CREDITS 3

YEAR 2

**FALL**

|   |   |
|---|---|
| Pharmacology . . . . .  | 3 |
| Theory and Practice: Primary Health Care Nursing II . . . . . | 3 |
| Clinical Decision-making and Analysis . . . . .               | 3 |
| Scholarly Inquiry II. . . . .                                 | 2 |

TOTAL CREDITS 11

**SPRING**

|  |   |
|--|---|
| Theory and Practice: Primary Health Care Nursing III . . . . . | 3 |
| Clinical Decision-making and Analysis III . . . . .            | 4 |
| Research Practicum . . . . .                                   | 2 |
| Advanced Practice Nursing Synthesis Seminar. . . . .           | 1 |
| Elective *   |   |

TOTAL CREDITS 10

**SUMMER**

|  |   |
|--|---|
| Theory and Practice: Primary Health Care Nursing of<br>the Pregnant Woman and Family I . . . . . | 3 |
| Clinical Decision-making in Primary Health Care Nursing of the Family . . . . .                  | 2 |

TOTAL CREDITS 5

YEAR 3

**FALL**

|  |   |
|--|---|
| Parent-Child Nursing: Primary Care II: Pediatrics . . . . .                        | 3 |
| Clinical Decision-making in Primary Health Care Nursing of the Family II . . . . . | 2 |

TOTAL CREDITS 5

**SPRING**

|  |   |
|--|---|
| Parent-Child Nursing: Primary Care III . . . . .                                   | 3 |
| Clinical Decision-making in Primary Health Care Nursing of the Family III. . . . . | 2 |

TOTAL CREDITS 5

TOTAL CREDITS FOR PROGRAM 60

*Note that after the spring semester of year 2, students are eligible to sit for the adult nurse practitioner examination.*

*\* Total elective credits = 4. Elective credits may be taken in various ways; for example, a combination of one- or two-credit modules, or a three-credit module plus a one-credit module.*

Portfolio documentation of senior year equivalent clinical experience in Community Health (NUR 240A) and Leadership and Management (NUR 370) affords the applicant the opportunity for an individualized and alternative senior year clinical practicum. Course work in these two courses is still required of all students. Students are guided in the portfolio development and review process by their faculty advisor. Upon successful completion of the first year of the RN-MS program, students select the core primary care courses and specialty courses for their nurse practitioner program of study. Prior to starting the graduate research sequence (SHS 410) students are required to take a basic statistics course.

## Direct Entry Sample Curriculum in Advanced Practice Nursing

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### YEAR 1

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#### SUMMER (12 weeks)

Integrated Science Modules (Developmental Physiology, Microbiology, Biochemistry, and Anatomy/Physiology) for individuals who do not have the prerequisite courses . . . . . 3-10

#### (6 weeks)

|          |  |   |
|----------|--|---|
| NUR 425  | Nursing Process and Skills. . . . .                                  | 4 |
| NUR 400  | Issues in Professional Nursing . . . . .                             | 0 |
| MATH 418 | Statistics (unless student's prior course is <3 years old) . . . . . | 4 |

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TOTAL CREDITS 8-16

#### FALL

|         |   |   |
|---------|---|---|
| NUR 404 | Normal and Abnormal Human Physiology . . . . .      | 4 |
| NUR 426 | Health Patterns Across the Life Span . . . . .      | 4 |
| SHS 570 | Health Promotion . . . . .                          | 2 |
| NUR 435 | Integration of Pharmacology and Pathology . . . . . | 4 |

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TOTAL CREDITS 14

#### SPRING

|         |  |   |
|---------|--|---|
| NUR 437 | Nursing Care of Individuals, Families, and Communities . . . . . | 4 |
| NUR 438 | Variations in Health Patterns of Adults and Elders. . . . .      | 8 |
| NUR 492 | Health Assessment . . . . .                                      | 4 |

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TOTAL CREDITS 16

#### SUMMER (12 weeks)

|         |   |   |
|---------|---|---|
| NUR 447 | Variations of Health Patterns of Childbearing and Childrearing Families . . . . .         | 8 |
| NUR 448 | Variations in Health Patterns of the Client with Psychiatric and Mental Illness . . . . . | 4 |

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TOTAL CREDITS 12

#### FALL

|         |   |   |
|---------|---|---|
| SHS 410 | Research Methods . . . . .                                  | 3 |
| NUR 454 | Leadership and Management in the Clinical Setting . . . . . | 4 |
| NUR 455 | Clinical Decision Making . . . . .                          | 4 |

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TOTAL CREDITS 11

#### SPRING

|          |  |   |
|----------|--|---|
| SHS 450  | The Health Care System . . . . .                                   | 3 |
| NUR 458  | RN Internship (24 hours/week) . . . . .                            | 1 |
| NUR 507  | Scholarly Inquiry I . . . . .                                      | 2 |
| NUR 580  | Theory and Practice: Primary Health Care Nursing I . . . . .       | 2 |
| NUR 580A | Clinical Decision-making in Primary Health Care Nursing I. . . . . | 1 |

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TOTAL CREDITS 9

#### SUMMER

|            |   |   |
|------------|---|---|
| NUR 459    | RN Internship- 12 weeks (32 hours/week) . . . . . | 1 |
| NUR 581    | Clinical Practicum- 6 weeks. . . . .              | 3 |
| Electives* |   |   |

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TOTAL CREDITS 4

**FALL**

|            |  |   |
|------------|--|---|
| NUR 422    | Clinical Pharmacology . . . . .                                  | 3 |
| NUR 582    | Theory and Practice: Primary Health Care<br>Nursing II . . . . . | 3 |
| NUR 582A   | Clinical Decision-making II . . . . .                            | 3 |
| NUR 508    | Scholarly Inquiry II . . . . .                                   | 2 |
| Electives* |  |   |

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TOTAL CREDITS 11

**SPRING**

|          |   |   |
|----------|---|---|
| NUR 563  | Advanced Practice Nursing Synthesis Seminar . . . . .             | 1 |
| NUR 584  | Theory and Practice: Primary Health Care<br>Nursing III . . . . . | 3 |
| NUR 584A | Clinical Decision-making III . . . . .                            | 4 |
| NUR 509  | Research Practicum . . . . .                                      | 2 |

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TOTAL CREDITS 11

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TOTAL CREDITS FOR THE PROGRAM 95

(if all science prerequisites are met before beginning the program)

\*Total elective credits = 4. Elective credits may be taken in various ways; for example, a combination of one- or two-credit modules, or a three-credit elective plus a one-credit module.

Students are eligible to sit for the licensure exam at the end of the second fall. They must pass it in order to proceed to the Clinical Internship in the following semester.

Dual Degree Sample Curriculum in Parent-Child Health at Simmons  
 Master of Science Primary Health Care Nursing

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YEAR 1

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**FALL**

|               |  |    |
|---------------|--|----|
| NUR 404       | Normal and Abnormal Physiology . . . . .         | 4  |
| SHS 570       | Health Promotion: A Global Perspective . . . . . | 2* |
| TOTAL CREDITS |  | 6  |

**SPRING**

|               |   |   |
|---------------|---|---|
| NUR 507       | Scholarly Inquiry I . . . . .   | 2 |
| NUR 560/560A  | Parent-Child Nursing: Primary Care I / Clinical<br>Decision-making. . . . . | 3 |
| TOTAL CREDITS |   | 5 |

**SUMMER**

|               |                              |   |
|---------------|------------------------------|---|
| NUR 561       | Clinical Practicum . . . . . | 3 |
| TOTAL CREDITS |                              | 3 |

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YEAR 2

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**FALL**

|               |   |    |
|---------------|---|----|
| NUR 422       | Clinical Pharmacology . . . . .                             | 3  |
| NUR 562/562A  | Parent-Child Nursing: Primary Care II: Pediatrics . . . . . | 6  |
|               | Elective . . . . .  | 3* |
| NUR 508       | Scholarly Inquiry I . . . . .                               | 2  |
| TOTAL CREDITS |   | 14 |

**SPRING**

|               |   |    |
|---------------|---|----|
| NUR 564/564A  | Parent-Child Nursing Primary Care III / Clinical<br>Decision-making. . . . .                        | 7  |
| or            |   |    |
| NUR 566/566A  | Theory and Practice of Primary Health Care Nursing<br>of Women / Clinical Decision-making . . . . . | 7  |
| SHS 450       | The Health Care System: Interdisciplinary Perspectives . . . . .                                    | 3  |
| NUR 509       | Research Practicum . . . . .  | 2  |
| NUR 563       | Advanced Practice Nursing Synthesis Seminar. . . . .  | 1  |
| TOTAL CREDITS |   | 13 |

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TOTAL CREDITS SIMMONS PROGRAM 42

\*Students may choose to take an elective and/or a health promotion course at Simmons or at Harvard School of Public Health.

Dual-Degree Sample Curriculum in Parent-Child Health at Harvard School of Public Health  
 Master of Science Maternal and Child Health (MCH)

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YEAR 1

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**FALL**

|         |                                 |     |
|---------|---------------------------------|-----|
| BIO 201 | Biostatistics . . . . .         | 5   |
| EPI 201 | Epidemiology . . . . .          | 2.5 |
| MCH 200 | Growth and Development. . . . . | 2.5 |

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TOTAL CREDITS 10

**SPRING**

|         |   |     |
|---------|---|-----|
| MCH 207 | Nutrition in Child Growth and Development . . . . . | 2.5 |
|         | MCH Elective. . . . .                               | 5   |
|         | Free Elective. . . . .                              | 2.5 |

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TOTAL CREDITS 10

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YEAR 2

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**FALL**

|         |                                   |   |
|---------|-----------------------------------|---|
| MCH 204 | Content of MCH Programs . . . . . | 5 |
|         | Free Electives . . . . .          | 5 |

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TOTAL CREDITS 10

**SPRING**

|              |  |     |
|--------------|--|-----|
| MCH 205      | Implementation and Evaluation . . . . .                        | 2.5 |
| MCH Tutorial | Consultation and Technical Assistance - Case Studies . . . . . | 2.5 |
|              | Free Electives . . . . .                                       | 5   |

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TOTAL CREDITS 10

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TOTAL CREDITS HSPH PROGRAM 40



Dual Degree Sample Curriculum in Occupational Health — Nursing at Simmons  
 Master of Science Primary Health Care Nursing

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YEAR 1

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**FALL**

|         |  |   |
|---------|--|---|
| NUR 404 | Normal and Abnormal Physiology . . . . .         | 4 |
| SHS 570 | Health Promotion: A Global Perspective . . . . . | 2 |

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TOTAL CREDITS 6

**SPRING**

|          |                                     |   |
|----------|-------------------------------------|---|
| NUR 507  | Scholarly Inquiry I . . . . .       | 2 |
| NUR 580  | Primary Health Care I . . . . .     | 2 |
| NUR 580A | Clinical Decision-making I. . . . . | 1 |

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TOTAL CREDITS 5

**SUMMER**

|         |                             |   |
|---------|-----------------------------|---|
| NUR 581 | Clinical Practicum. . . . . | 3 |
|---------|-----------------------------|---|

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TOTAL CREDITS 3

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YEAR 2

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**FALL**

|          |  |   |
|----------|--|---|
| NUR 422  | Clinical Pharmacology . . . . .                    | 3 |
| NUR 508  | Scholarly Inquiry II. . . . .                      | 2 |
| NUR 582  | Primary Health Care II . . . . .                   | 3 |
| NUR 582A | Clinical Decision-making II (OH Settings). . . . . | 3 |

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TOTAL CREDITS 11

**SPRING**

|          |   |   |
|----------|---|---|
| NUR 509  | Research Practicum . . . . .                            | 2 |
| NUR 584  | Primary Health Care III. . . . .                        | 3 |
| NUR 584A | Clinical Decision-making in the Workplace III . . . . . | 4 |

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TOTAL CREDITS 9

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TOTAL CREDITS SIMMONS PROGRAM 34

Dual-Degree Sample Curriculum in Occupational Health — Nursing at  
Harvard School of Public Health

Master of Science in Environmental Health (Occupational Health)

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YEAR 1

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**FALL**

|         |   |     |
|---------|---|-----|
| EPI 200 | Principles of Epidemiology. . . . .       | 2.5 |
| BIO 200 | Principles of Biostatistics . . . . .     | 5   |
| EH 243  | Ergonomics/Human Factors . . . . .        | 2.5 |
| EH 262  | Introduction to Work Environment. . . . . | 2.5 |

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TOTAL CREDITS 12.5

**WINTER**

|         |  |     |
|---------|--|-----|
| NUR 576 | Occupational Health Care Delivery. . . . . | 2.5 |
|---------|--|-----|

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TOTAL CREDITS 2.5

**SPRING**

|        |   |     |
|--------|---|-----|
| ID 263 | Practice of Occupational Health . . . . .               | 5   |
| ID 215 | Environmental and Occupational Epidemiology . . . . .   | 2.5 |
| EH 231 | Occupational Health Policy and Administration . . . . . | 2.5 |
| EH 235 | Epidemiologic OH Standards . . . . .                    | 5   |

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TOTAL CREDITS 15

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YEAR 2

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**FALL**

|        |                                   |     |
|--------|-----------------------------------|-----|
|        | Free Electives . . . . .          | 2.5 |
| ID 204 | Principles in Toxicology. . . . . | 5   |

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TOTAL CREDITS 7.5

**SPRING**

|         |  |     |
|---------|--|-----|
| EH 232  | Intro. to Occupational and Environmental Medicine. . . . . | 2.5 |
| EH 241  | Occupational Safety. . . . .                               | 2.5 |
| EHE 300 | Tutorial . . . . .   | 2.5 |

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TOTAL CREDITS 7.5

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TOTAL CREDITS HSPH PROGRAM 45

### **NUR 404**

#### **Normal and Abnormal Human Physiology**

This course in organ systems physiology is designed to teach the fundamentals of normal function that are essential to understanding clinical problems. Examples from pathophysiology are used to illustrate physiological concepts. This course includes all major organ systems. It assumes previous academic preparation in anatomy and physiology and an understanding of basic algebra and simple physiology. Discussion sessions and problem sets provide opportunities to synthesize content and discuss clinical problems. This course is offered in the fall semester. (4 CREDITS)

### **NUR 422**

#### **Clinical Pharmacology**

Content focuses on current concepts in the pharmacologic therapies of common health care problems seen in primary health care. Basic pathophysiology, clinical pharmacology, modes of therapy, and monitoring parameters are explored. Diagnosis and management of health care problems and their treatment regimens are discussed. Case studies are utilized to clarify, reinforce, and correlate therapeutics with specific health care problems. (3 CREDITS)

### **NUR 507**

#### **Scholarly Inquiry I**

This course provides the philosophical and historical basis for the development of nursing science and the relationship of nursing theory, science, practice, and research from a qualitative perspective. Students analyze theories, concepts, and research methodologies within the perceived world view. (2 CREDITS)

### **NUR 508**

#### **Scholarly Inquiry II**

This course explores the development of nursing science and the relationship of nursing theory, science, practice, and research from the quantitative perspective. Students analyze theories, concepts, and research methodologies within the perceived world view. (2 CREDITS)

### **NUR 509**

#### **Research Practicum**

This practicum experience focuses on the implementation of a research proposal, and the dissemination of the research findings. Students will implement identified research projects and work within one of three methodological approaches: qualitative research, quantitative research, or valuation research. Individual faculty advisement of student projects is the cornerstone of this course. Prerequisites: SHS 410, NUR 507, and NUR 508 (2 CREDITS)

### **NUR 563/583**

#### **Advanced Practice: Nursing Synthesis Seminar**

This course is designed to provide the student with the knowledge and experiential basis for leadership in an advanced practice nursing role. This course builds on previous courses and allows students to synthesize content and experiences from research, scholarly inquiry, and primary care. Current trends and topics in health care delivery and the advanced practice nursing role are discussed. Concepts are explored within the framework of role theory and include: collaboration, negotiations, interdependent practice, leadership and professionalism, legal and ethical dimensions of practice, and scope of practice. (1 CREDIT)

### **SHS 410**

#### **Research Methods**

This course, taught across The School for Health Studies programs, focuses on preparing students to critically analyze research literature. Emphasis is placed on critically reading and interpreting published research in terms of applicability to the practice of health care professionals. Taught using small groups, discussions and lecture, this course provides a foundation for subsequent participation in research. (3 CREDITS)

## **SHS 450**

### **The Health Care System: Interdisciplinary Perspectives.**

The course includes basic epidemiology, determinants of health, an overview of the health system, health providers, financing, and interdisciplinary practice models. It also includes issues of quality, technology, aging and long-term care, ethical analysis, and alternative (complementary) healing modalities. The course is taught in a lecture/seminar format and is open to matriculated graduate students in Health Care Administration, Nutrition, Primary Health Care Nursing, and Physical Therapy. Required of all Masters' students except occupational health. (3 CREDITS)

## **SHS 570**

### **Health Promotion: A Global Perspective**

This interdisciplinary course explores health issues from a societal perspective. An epidemiologic model is used to identify health issues from local, community, national, and global perspectives. Healthy People 2000 is used to analyze data on current health issues. Leininger's transcultural model and Pender's model of health promotion focus the discussions. Health promotion of diverse populations is emphasized. Students conduct a needs assessment of a particular population group which allows for the integration of health promotion issues as they are affected by social, political, economic, ethical, and cultural policies. This course must be taken either as a prerequisite to or concurrently with NUR 580 or NUR 560 (2 CREDITS)

## Adult Primary Care

The adult primary care program prepares adult nurse practitioners in adult health, gerontologic health, occupational health, and women's health. These are 46-credit programs, except for the 51-credit occupational health option, and can be completed in two years of full-time study or three to four years of part-time study. Graduates of the program are prepared to sit for the appropriate certification exam offered by the professional credentialing organization.

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### SEQUENCE OF CORE COURSES FOR ALL ADULT PRIMARY CARE CONCENTRATIONS

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#### NUR 580

##### **Theory and Practice: Primary Health Care Nursing I**

This course introduces the student to the essential competencies necessary to provide primary health care to clients of diverse populations. The course addresses the history-taking process with an emphasis on communication strategies. Students engage in study that will assist them in understanding the developmental and cultural needs of clients as they relate to the delivery of primary health care. A holistic approach to the client is stressed with attention to health promotion, disease prevention and management of common health problems encountered in primary care. Theories and conceptual models from nursing and related disciplines are integrated. The cognitive processes underlying diagnostic and clinical decision-making are introduced. Common health issues encountered in primary care are presented in case studies where students implement the process of clinical decision-making. Prerequisites: SHS 570 and NUR 404; Corequisites: NUR 580A, or NUR 571A (2 CREDITS)

#### NUR 580A

##### **Clinical Decision-making in Primary Health Care Nursing of the Adult I**

This course builds upon the principles presented in SHS 570 and is taught concurrently with NUR 580. It includes two components, a clinical practicum and a clinical decision-making seminar. The clinical component consists of laboratory and health assessment workshops where advanced health assessment skills including interviewing, history-taking, and physical examination are refined and practiced. Students work with model patients to learn these skills. Nurse practitioner preceptors guide students in developing expertise in conducting complete health assessments. Students utilize the nursing process in formulating plans for a diverse group of clients with multiple health issues. Conducted in a small group format, the clinical decision-making seminar emphasizes the synthesis of clinical and theoretical information. Using a case study format, information-gathering skills, clinical judgment, critical thinking, and problem-solving skills are analyzed. Corequisite: NUR 580 (1 credit)

#### NUR 581

##### **Clinical Practicum**

This course provides the student with the clinical practice experience to develop the skills essential to the advanced practice role of nurse practitioner. Assessment and diagnosis of clients with episodic and chronic illnesses and the development of a management plan of care under the supervision of nurse practitioner faculty and preceptors are emphasized. The problem-based learning, case-study format of this course allows students to explore the issues relevant to the assessment, diagnosis, and management of clients with primary health care needs. Students develop goals that guide their clinical decision-making. Evaluation of student progress is made routinely by student self-evaluation and feedback from faculty and nurse practitioner preceptors. Prerequisites: NUR 580 and NUR 580A (3 CREDITS)

#### NUR 582

##### **Theory and Practice: Primary Health Care Nursing of the Adult II**

This course develops the conceptual base for the practice of primary health care nursing. A holistic approach to the client is stressed, with attention to health promotion, prevention, and management of common health problems encountered in primary care. Interventions for health problems are addressed within the scope of nurse practitioner practice. Interventions for nursing and medical diagnoses are based on current research in advanced practice nursing and medicine. Prerequisite: NUR 581 (3 CREDITS)

#### NUR 582A

##### **Clinical Decision-making in Primary Health Care Nursing of the Adult II**

This course builds upon the principles of primary health care nursing of the adult and includes two components, a clinical practicum and a clinical decision-making seminar. Students develop clinical goals and objectives that guide their clinical experience and direct self-evaluation of clinical achievements. Evaluation of students' progress is made routinely by nurse practitioner preceptors and nursing faculty. Corequisite: NUR 582 (3 CREDITS)

## ADULT HEALTH CONCENTRATION

This concentration prepares advanced nurse practitioners to deliver primary health care to adult clients in the community. A primary focus of this concentration is to prepare the nurse practitioner to collaborate with members of the interdisciplinary health care team as they make decisions concerning the diagnosis and management of health care problems.

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### SEQUENCE OF CORE COURSES IN ADULT HEALTH

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#### **NUR 580**

**Theory and Practice: Primary Health Care Nursing I**

#### **NUR 580A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult I**

#### **NUR 581**

**Clinical Practicum**

#### **NUR 582**

**Theory and Practice: Primary Health Care Nursing II**

#### **NUR 582A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult II**

#### **NUR 584**

**Theory and Practice: Primary Health Care Nursing III**

The focus is now broadened to include primary health care of larger target populations. Assessment of the individual includes cultural traditions, family issues, and social and economic policies affecting the client. The primary care needs of target populations such as frail elders, the homeless, and the developmentally and/or physically disabled are the focus of in-depth discussions. Issues of advanced practice including prescription-writing, legislative initiatives, ethical dilemmas of primary care and collaborative practice are explored. Prerequisites: NUR 582 and NUR 582A (3 CREDITS)

#### **NUR 584A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult III**

This course builds upon the principles of primary health care nursing of the adult presented in NUR 580, NUR 581, NUR 582, and NUR 584 and includes the two components of a clinical practicum and a clinical decision-making seminar. It is expected that students will become increasingly independent in the delivery of health care services, consulting with preceptors and other team members as appropriate. Faculty meet regularly with students and preceptors for the purpose of evaluating student performance and successful attainment of course objectives. Written feedback of student clinical summaries and conferences facilitate this final component of the transition to the masters-prepared nurse practitioner role. Corequisite: NUR 584 (4 CREDITS)

## GERONTOLOGIC HEALTH CONCENTRATION

This concentration focuses on the primary health care needs of the elderly and the frail elderly. Clinics, extended care facilities, home health agencies, neighborhood health centers, nursing homes, and private practices provide valuable clinical experiences to meet students' learning needs.

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### SEQUENCE OF CORE COURSES IN GERONTOLOGIC HEALTH

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#### **NUR 580**

**Theory and Practice: Primary Health Care Nursing I**

#### **NUR 580A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult I**

#### **NUR 581**

**Clinical Practicum**

#### **NUR 582**

**Theory and Practice: Primary Health Care Nursing II**

#### **NUR 582A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult II**

#### **NUR 583**

**Clinical Geriatric Nursing: Promoting Function for the Older Adult in Primary Care**

Functional health patterns are utilized as a framework for the assessment and management of health problems and issues for the elderly adult. Research-based intervention strategies for specific nursing diagnoses are applied utilizing case study methodology. This course provides students with the necessary theoretical foundation to provide holistic primary health care nursing to the older adult in a variety of health care settings.

(3 ELECTIVE CREDITS)

#### **NUR 588**

**Theory and Practice: Primary Health Care Nursing of the Geriatric Client**

This course builds on the previous primary health care courses and provides students with the opportunity to explore issues of the health care delivery system which affect primary health care. Clinical conferences facilitate synthesis of nursing theory and practice so that optimum primary health care delivery to elders is achieved.

Prerequisites: NUR 582, NUR 582A, and NUR 583 (3 CREDITS)

#### **NUR 588A**

**Clinical Decision-making in Primary Health Care Nursing with the Geriatric Client**

This course builds upon the principles of primary health care nursing of the geriatric client and includes a clinical practicum and a clinical decision-making seminar. Taught concurrently with NUR 588, the clinical component of this course allows students to deliver primary health care nursing to culturally diverse populations of elders and their families in a variety of settings. Emphasis is on the critical analysis of biopsychosocial, cultural, environmental, political, and economic factors which influence the health status of elders. Conducted in a small-group format, the clinical decision-making seminar emphasizes the synthesis of clinical and theoretical information. Using a case-study format and drawing from the students' clinical practice, information-gathering skills, clinical judgment, critical thinking, and problem-solving skills are analyzed. Self-evaluation and critique of written and verbal presentations of client encounters with increasingly complex clinical situations are conducted. Corequisite: NUR 588 (4 CREDITS)

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SEQUENCE OF CORE COURSES IN OCCUPATIONAL HEALTH

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**NUR 580**

**Theory and Practice: Primary Health Care Nursing I**

**NUR 580A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult I**

**NUR 581**

**Clinical Practicum**

**NUR 582**

**Theory and Practice: Primary Health Care Nursing II**

**NUR 582A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult II**

**NUR 571**

**Practice of Occupational Hygiene**

The course presents lectures and discussions of key aspects of industrial hygiene, covering recognition, evaluation, and control of health hazards at work. Consideration is given to chemical, physical, and biological hazards and the criteria for each. Prerequisite: Permission of the Instructor (4 CREDITS)

**NUR 572**

**Occupational Health Policy and Administration**

This course examines the legal, economic, and political foundations of occupational health activities in the United States. Discussions of the role of government, unions, corporations, and research organizations are conducted. The students acquire an understanding of management functions in corporations. Prerequisite: Permission of the Instructor (2 CREDITS)

**NUR 573**

**Toxicology**

This interdisciplinary course focuses on specific toxic agents found in the occupational and environmental settings and their effects on specific organ systems. Discussions focus on regulatory guidelines, primary health care interventions, and health promotion and health screening programs. Prerequisite: NUR 422 (2 CREDITS)

**NUR 574**

**Introduction to Occupational and Environmental Medicine**

This interdisciplinary course explores the specific health care interventions essential to treat occupational illnesses and injuries, prevent disease, and promote health in the workplace. The role of the interdisciplinary occupational health team members is discussed and clarified. Prerequisites: NUR 582 and NUR 582A (2 CREDITS)

**NUR 575**

**Ergonomics/Human Factors**

This course emphasizes the design of the job to fit the worker. It investigates specific problems resulting from the nature of the job itself and considers the physiological, biomedical, psychological, and anatomical characteristics of the worker in the development of good job design principles. Prerequisite: Permission of the instructor. (2 CREDITS)

**NUR 584**

**Theory and Practice: Primary Health Care Nursing III**

**NUR 584A**

**Clinical Decision-making and Analysis in Primary Health Care Nursing in the Workplace**

This course builds upon the principles of primary health care nursing in the workplace and includes the two components of a clinical practicum and a clinical decision-making seminar. It is expected that students will become increasingly independent in the delivery of health care services, and will consult with preceptors and members of the interdisciplinary health care team as appropriate. In the clinical component, students are responsible for the delivery of primary health care to workers and for the evaluation of a specific occupational hazard or group. Faculty meet regularly with students and preceptors for the purpose of evaluating student performance and successful attainment of course objectives. Written feedback on student clinical summaries and conferences facilitate this final component of the transition to the masters-prepared nurse practitioner role. Corequisite: NUR 584 (4 CREDITS)

**A description of the Dual-Degree Program in Occupational Health can be found on later in this catalog.**



## WOMEN'S HEALTH CONCENTRATION

The women's health concentration prepares nurse practitioners with special expertise in issues related to women's health across the life span. Clinics, women's health centers, and private practices provide valuable clinical experience to meet the individual learning needs of students. Graduates are prepared to sit for the women's health practitioner certification exam offered by the appropriate credentialing organization.

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### SEQUENCE OF CORE COURSES IN WOMEN'S HEALTH

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#### **NUR 580**

**Theory and Practice: Primary Health Care Nursing I**

#### **NUR 580A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult I**

#### **NUR 581**

**Clinical Practicum**

#### **NUR 582**

**Theory and Practice: Primary Health Care Nursing II**

#### **NUR 582A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult II**

#### **NUR 566**

**Theory and Practice of Primary Health Care Nursing of Women**

This course integrates theoretical and clinical components of primary health care nursing in preparation for the advanced practice role. Content is presented using both a systems and a developmental framework. Emphasis is placed on assessment and management of common health problems. Women's health issues are integrated throughout the course including fertility, sexuality and health concerns specific to women across the life span. Prerequisites: NUR 580 and NUR 580A (3 CREDITS)

#### **NUR 566A**

**Clinical Decision-making and Analysis in Primary Health Care of Women**

This course builds upon the principles of primary health care nursing of the women's health client presented in NUR 580 and NUR 580A and includes a clinical practicum and a clinical decision-making seminar. Students develop clinical goals and objectives which guide clinical experience and direct self-evaluation of clinical achievements. Evaluation of student progress is made routinely by nurse practitioner preceptors and faculty. Corequisite: NUR 566 (4 CREDITS)

#### **NUR 567**

**Theory and Practice of Primary Health Care Nursing of the Pregnant Woman**

This course presents the theoretical and clinical knowledge essential to care for women during and after a pregnancy. It focuses on the continued development of advanced clinical knowledge and skills necessary for effective primary health care of the woman and family during the child-bearing cycle, and health promotion and maintenance in the provision of gynecologic health care throughout the woman's life cycle. Prerequisites: NUR 566 and NUR 566A (3 CREDITS)

## Parent-Child Primary Care

The Parent-Child Primary Care curriculum was developed in 1988 to prepare advanced practice nurses. Concentrations include children/adolescents with special health care needs, pediatric health, and school health. Graduates of the program are prepared to sit for the appropriate certification exam offered by the professional credentialing organization.

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### SEQUENCE OF CORE COURSES FOR ALL PARENT-CHILD PRIMARY CARE CONCENTRATIONS

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#### **NUR 560**

##### **Parent-Child Nursing: Primary Care I**

This course introduces the student to the essential competencies necessary to provide primary health care to clients of diverse populations. The course addresses the history-taking process with an emphasis on communication strategies. Students engage in study that will assist them in understanding the developmental and cultural needs of clients as they relate to the delivery of primary health care. Theories and conceptual models from nursing and related disciplines are integrated. The cognitive processes underlying diagnostic and clinical decision-making are introduced. Common health issues encountered in primary care are presented in case studies where students implement the process of clinical decision-making. Prerequisites: NUR 404 and SHS 570; Corequisites: NUR 560A (2 CREDITS)

#### **NUR 560A**

##### **Clinical Decision-making and Analysis in Primary Health Care Nursing of the Parent and Child**

This course builds upon the principles presented in SHS 570 and is taught concurrently with NUR 560. It includes two components, a clinical practicum and a clinical decision-making seminar. The clinical component consists of a health assessment workshop where advanced health assessment skills including interviewing and physical examination are refined and practiced. Students work with model patients to learn these skills. Nurse practitioner preceptors guide students in developing further expertise in conducting health assessments of children. Students utilize nursing process in formulating plans for a diverse group of parents and children. Conducted in a small group format, this seminar emphasizes the synthesis of clinical and theoretical information. Using a case-study format and drawing from the students' clinical practica, information-gathering skills, clinical judgment, critical thinking, and problem-solving skills are analyzed. Corequisite: NUR 560 (1 CREDIT)

#### **NUR 561**

##### **Clinical Practicum**

This course provides the student with the clinical practice experience to develop the skills essential to the advanced practice role of nurse practitioner. Assessment and diagnosis of clients with episodic and chronic illnesses and the development of a management plan of care under the supervision of nurse practitioner faculty and preceptors are emphasized. The problem-based learning, case-study format of this course allows students to explore the issues relevant to the assessment, diagnosis, and management of clients with primary health care needs. Students develop clinical goals that guide their clinical decision-making. Evaluation of student progress is made routinely by student self-evaluation and feedback from faculty and nurse practitioner preceptors. Prerequisites: NUR 560 and NUR 560A (3 CREDITS)

## CHILDREN/ADOLESCENTS WITH SPECIAL HEALTH CARE NEEDS CONCENTRATION

This concentration focuses on preparing pediatric nurse practitioners who will deliver primary care to the child/adolescent with special health care needs. These clients and their families have many complex health issues that require specialized knowledge and skill in order to deliver the comprehensive, coordinated care that they require. Students are prepared to sit for the appropriate credentialing exams.

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### SEQUENCE OF CORE COURSES IN CHILDREN/ADOLESCENTS WITH SPECIAL HEALTH CARE NEEDS

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#### **NUR 560**

**Parent-Child Nursing: Primary Care I**

#### **NUR 560A**

**Clinical Decision-making and Analysis in Primary Health Care Nursing of the Parent and Child**

#### **NUR 561**

**Clinical Practicum**

#### **NUR 562**

**Parent-Child Nursing: Primary Care II: Pediatrics**

This course allows the student the opportunity to integrate the theoretical and clinical components of primary health care nursing for the pediatric/adolescent client and family at an advanced level. Concepts from Scholarly Inquiry, family systems theory, and developmental theory provide the conceptual framework. Emphasis is placed on the continued development of the skills and knowledge necessary for the assessment, diagnosis and management of common acute and chronic illnesses in these populations. Prerequisites: NUR 560 and NUR 560A (3 CREDITS)

#### **NUR 562A**

**Clinical Decision-making and Analysis in Primary Health Care Nursing of the Pediatric Client**

This course builds upon the principles of primary health care nursing of the parent-child dyad presented in NUR 560 and NUR 562 and includes the two components of clinical practicum and clinical decision-making seminar. Students develop clinical goals and objectives which guide clinical experience and which direct self-evaluation of clinical achievements. Evaluation of student progress is made routinely by nurse practitioner preceptors and nursing faculty. Corequisite: NUR 562 (3 CREDITS)

#### **NUR 564**

**Parent-Child Nursing: Primary Care III**

This course offers students the opportunity to integrate the theoretical components of parent-child nursing at an advanced level. Content is used to identify, assess, and analyze health problems and evaluate the outcomes of interventions with specific target populations. Primary prevention continues to be emphasized. Client assessment and management continues through clinical experience with nurse practitioner preceptors and weekly faculty-student clinical conferences. Prerequisites: NUR 562 and NUR 562A (3 CREDITS)

#### **NUR 564C**

**Clinical Decision-making and Analysis in Primary Health Care Nursing Children/ Adolescents with Special Health Care Needs**

This course is the clinical component of the concentration in primary health care of the child/adolescent with special health care needs. Sixteen hours of clinical practicum per week are required for successful completion of the course. Students will become increasingly independent in the delivery of health care services to this special population, and will consult with preceptors and other team members as appropriate. Faculty meet regularly with students and preceptors to evaluate student performance and successful attainment of course objectives. Written feedback on student clinical summaries and conferences facilitate this final component of the transition to the masters-prepared nurse practitioner role. Corequisite: NUR 564 (4 CREDITS)

#### **NUR 568**

**Contemporary Issues in the Care of Children/Adolescents with Special Health Care Needs**

This course examines the characteristics and service needs of children/adolescents with special health care needs. The focus is on a family-centered, community-based, culturally competent, coordinated interdisciplinary approach to assessment and intervention. Issues related to promoting self-determination, independence, and integration into the community are explored. Issues of growth and development, service delivery models, ethical decision-making, and interdisciplinary approaches to primary healthcare are explored. Prerequisites: NUR 562 and NUR 560A (3 ELECTIVE CREDITS)

**PEDIATRIC HEALTH CONCENTRATION**

This concentration prepares advanced nurse practitioners to deliver primary health care to children and adolescents. In addition, advanced practice may include program development; needs assessment; program planning, implementation, and evaluation; consultation and technical assistance on parent-child health services; advocacy and education related to parent and child health and research in this important area of health care.

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**SEQUENCE OF CORE COURSES IN PEDIATRIC HEALTH**

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**NUR 560**

**Parent-Child Nursing: Primary Care I**

**NUR 560A**

**Clinical Decision-making and Analysis in Primary Health Care Nursing of the Parent and Child**

**NUR 561**

**Clinical Practicum**

**NUR 562**

**Parent-Child Nursing: Primary Care II: Pediatrics**

**NUR 562A**

**Clinical Decision-making and Analysis in Primary Health Care Nursing of the Pediatric Client**

**NUR 564**

**Parent-Child Nursing Primary Care III**

**NUR 564A**

**Clinical Decision-making and Analysis in Primary Health Care Nursing of the Parent and Child III**

This course builds upon the principles of primary health care nursing of parents and children presented in NUR 560, NUR 561, NUR 562, and NUR 564 and includes the two components of clinical practicum and clinical decision-making seminar. Students will become increasingly independent in the delivery of health care services, and will consult with preceptors and other team members as appropriate. Faculty meet regularly with students and preceptors to evaluate student performance and successful attainment of course objectives. Written feedback on student clinical summaries and conferences facilitate this final component of the transition to the masters-prepared nurse practitioner role. Corequisite: NUR 564 (4 CREDITS)

#### SCHOOL HEALTH CONCENTRATION

Nurses working within school health settings provide primary health care for children within the school setting, provide high-tech care for chronically ill children mainstreamed into classrooms, and develop health education primary prevention programs for major health issues such as teenage pregnancy, violence and suicide prevention, and HIV.

Students take the pediatric sequence and specialized courses in school health. The clinical practicum takes place in a school health center with a masters-prepared nurse practitioner preceptor. Students are prepared to sit for the appropriate certification exams as both a pediatric nurse practitioner and a school health practitioner.

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#### SEQUENCE OF CORE COURSES IN SCHOOL HEALTH

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##### **NUR 560**

**Parent-Child Nursing: Primary Care I**

##### **NUR 560A**

**Clinical Decision-making and Analysis in Primary Health Care Nursing of the Parent and Child**

##### **NUR 561**

**Clinical Practicum**

##### **NUR 562**

**Parent-Child Nursing: Primary Care II: Pediatrics**

##### **NUR 562A**

**Clinical Decision-making and Analysis in Primary Health Care Nursing of the Pediatric Client.**

##### **NUR 564**

**Parent-Child Nursing: Primary Care III**

##### **NUR 564B**

**Clinical Decision-making and Analysis in Primary Health Care Nursing in the School**

This course builds upon the principles of primary health care nursing of the parent-child client presented in NUR 564 and includes a clinical practicum and a clinical decision-making seminar focussing on school health issues. It is expected that students will become increasingly independent in the delivery of health care services, and will consult with preceptors and other team members as appropriate. Faculty meet regularly with students and preceptors to evaluate student performance and successful attainment of course objectives. Written feedback on student clinical summaries and conferences facilitate this final component of the transition to the masters-prepared nurse practitioner role. Corequisite: NUR 564 (4 CREDITS)

##### **NUR 565**

**Parent-Child Nursing: Administration and Management in School Health**

This course focuses on the unique needs of children within the school system. Emphasis is placed on health promotion and life style behaviors. The current issues of substance abuse, teenage pregnancy, and violence in the school system are addressed. Social systems theory is used to define the unique interface of the two professional roles of educator and nurse practitioner. Specific topics in management of school health issues and the relationship of school and community are explored. Prerequisites: NUR 562 and NUR 562A (3 ELECTIVE CREDITS)

**A description of the Dual-Degree Program in Parent-Child Health can be found later in this catalog.**

## **FAMILY HEALTH PRIMARY CARE**

The Family Health Primary Care concentration prepares family nurse practitioners as health care providers uniquely positioned to address the health care needs of the family in a comprehensive, holistic manner. When caring for the individual of any age, the family nurse practitioner views the encounter in the context of its effect on the person's position, roles and responsibilities within the family. The term family is used inclusively, recognizing that families come in many forms. The program is 61 credits and can be completed in three years of study. A part-time program over four to five years is available.

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### **SEQUENCE OF CORE COURSES IN FAMILY HEALTH**

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#### **NUR 580**

**Theory and Practice: Primary Health Care Nursing I**

#### **NUR 580A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult I**

#### **NUR 581**

**Clinical Practicum**

#### **NUR 582**

**Theory and Practice: Primary Health Care Nursing II**

#### **NUR 582A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult II**

#### **NUR 584**

**Theory and Practice: Primary Health Care Nursing III**

#### **NUR 584A**

**Clinical Decision-making in Primary Health Care Nursing of the Adult III**

#### **NUR 567**

**Theory and Practice: Primary Health Care Nursing of the Pregnant Woman and Family**

#### **NUR 571A**

**Clinical Decision-making in Primary Health Care Nursing of the Family I**

Conducted in a small-group format, the clinical decision-making seminar emphasizes the synthesis of clinical and theoretical information. Students and faculty present and critique case studies from their practice sites, using critical thinking and problem-solving skills. This seminar focuses on the care of the pediatric client within the family primary care context. Corequisite: NUR 567 (2 CREDITS)

#### **NUR 562**

**Parent-Child Nursing: Primary Care II: Pediatrics**

#### **NUR 572A**

**Clinical Decision-Making in Primary Health Care Nursing of the Family II**

This seminar focuses on the care of the pediatric client within the family primary care context. Conducted in a small-group format, the clinical decision-making seminar emphasizes the synthesis of clinical and theoretical information. Students and faculty present and critique case studies from their practice sites, using critical thinking and problem-solving skills. Corequisite: NUR 562 (2 CREDITS)

#### **NUR 564**

**Parent-Child Nursing: Primary Care III**

#### **NUR 574A**

**Clinical Decision-Making in Primary Health Care Nursing of the Family III**

In this seminar, the focus is the dynamic process of caring for the family while taking into consideration public health and epidemiologic influences. Conducted in a small-group format, the clinical decision-making seminar emphasizes the synthesis of clinical and theoretical information. Students and faculty present and critique case studies from their practice sites, using critical thinking and problem-solving skills. Corequisite: NUR 564 (2 CREDITS)

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UNDERGRADUATE CORE COURSES

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**NUR 240-A**

**Analysis of Community Health**

This course introduces the registered nurse to the community as client. Basic epidemiologic concepts and screening methods are utilized to study the health of a community and to design program interventions to influence the well being of individuals, families, and aggregate populations. Students apply the principles and methods in the clinical practica and learn about the roles and settings for community health practice. Students' critical thinking, problem-solving, and communication skills are further developed through the use of case studies, interactive teaching, seminars, and analysis of current literature that define public health problems. (8 CREDITS)

**NUR 292**

**Concepts and Skills in Health Assessment of Adults**

This course develops the student's skills in the collection of a systematic health history and performance of a physical examination of the adult client. Emphasis is on the attainment of motor and perceptual skills at the level of the beginning nurse practitioner. The student also learns how to record findings according to the Problem-Oriented Record System. (4 CREDITS)

**NUR 294**

**Pediatric Physical Assessment**

The student develops skills in the collection of a health history and in the performance of a physical exam on the pediatric and adolescent client. Emphasis is on the uniqueness of the pediatric client and includes hands-on experience in order to maximize clinical skills. (4 CREDITS)

**NUR 350**

**Independent Study**

An individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing is provided. Analytic approaches are developed to enhance critical thinking. The processes of library research, clinical research, or analysis of advanced clinical practice are utilized. (4 CREDITS)

**NUR 370**

**Leadership and Management in the Clinical Setting**

This course focuses on leadership and management roles in a variety of health-related agencies. Students work collaboratively with a nurse preceptor and other health care providers to observe and participate in leadership and management roles in nursing. Settings in which nurses provide primary, secondary, and tertiary interventions to clients of all ages are individually negotiated. One hundred and sixty-eight hours of clinical experience are completed. Evaluation of the clinical experience involves weekly group supervision, weekly logs, and on-going preceptor evaluation. (4 CREDITS)

**NUR 390**

**Integrative Seminar**

This course enables students to associate knowledge and principles from general education, nursing education, and nursing practice to relevant issues in nursing. Critical issues confronting the nursing professional and trends in nursing are examined. Independence, self-direction, and understanding of group interaction in the teaching-learning process are stressed. (4 CREDITS)

*Upon completion of the prerequisites, the student enters the concentration of choice and enrolls in the appropriate*

## Master's Degree Program for Non-Nurses with a BA/BS

The Direct Entry Program in Advanced Practice Nursing is designed to prepare individuals without nursing backgrounds for the advanced practice nursing role. The program is a three-year, full-time program. Students are eligible to take the nursing licensure examination at the end of the second fall. They must pass the exam before beginning the graduate primary care clinical sequence.

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### SEQUENCE OF COURSES IN DIRECT ENTRY PROGRAM

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#### SHS 570

##### Health Promotion

#### MATH 418

##### Introductory Statistics

This course discusses elementary principles of probability, binomial, and normal distributions; sample statistics; estimation and testing of statistical hypotheses; linear regression and correlation. (4 CREDITS)

#### NUR 400

##### Issues in Professional Nursing

This course explores the factors that have influenced the advancement of the profession of nursing including political, social, cultural, educational, legal, economic, and historical. (0 CREDITS)

#### NUR 404

##### Normal and Abnormal Human Physiology

#### NUR 425

##### Nursing Process and Skills

This course introduces the student to the art and science of nursing. The nursing process provides the organizing framework for professional practice. Fundamental nursing concepts, skills, and techniques introduced in this course provide students with the foundations of nursing. Simulated clinical experience in the Learning Resource Center enables students to gain mastery of content. (4 CREDITS)

#### NUR 426

##### Health Patterns Across the Life Span

This course introduces the concepts of functional health patterns that optimize the health of individuals, families, and communities across the life span. The student integrates knowledge from the sciences, liberal arts, and nursing science into nursing practice with a major emphasis on functional health patterns. This nursing approach is holistic, with consideration given to physiological, psychological, socio-cultural development, and spiritual needs of the individual, family, and aggregate. The nursing process is utilized in the identification of all functional health patterns of clients who as individuals and aggregates are vulnerable and at risk for variance. Opportunities are provided to implement fundamental nursing care in the subacute care and community settings. (4 CREDITS)

#### NUR 425

##### Nursing Process and Skills

This course introduces the student to the art and science of nursing. The nursing process provides the organizing framework for professional practice. Fundamental nursing concepts, skills, and techniques introduced in this course provide students with the foundations of nursing. Simulated clinical experience in the Learning Resource Center enables students to gain mastery of content. (4 CREDITS)

#### NUR 435

##### Integration of Pharmacology and Pathophysiology: Perspectives for Nurses

This course focuses on the pharmacological and pathophysiological applications necessary for individual patient needs using a systems approach. Topics include specific drugs, classifications, side effects, and interactions with other therapies. (4 CREDITS)

#### NUR 437

##### Nursing Care of Individuals, Families and the Community

This course provides an overview of theoretical concepts related to community-based health care and family health. Concepts of health, health assessment, and therapeutic communication and interviewing are applied within the context of the family and community. The focus of this course is on assisting the student in the development of nursing skills necessary to promote health of families and communities. Attention is given to awareness of diversity, cultural



**NUR 438****Variations of Health Patterns of Adults and Elders**

In this course, which builds on Health Patterns Across the Life Span, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the adult and geriatric client experiencing variations in functional health patterns. There is a special emphasis on health management and metabolic patterns. Within a systems framework, opportunities are provided to deliver nursing care with increased depth, complexity, and independence to adult and elderly clients acute care and community settings. (8 CREDITS)

**NUR 492****Concepts and Skills in Health Assessment of Adults****NUR 447****Variations in Health Patterns of Child-bearing and Child-rearing Families**

In this course, which builds on Health Patterns Across the Life Span, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the child-bearing and child-rearing family experiencing variations in functional health patterns. There is a special emphasis on health management and sexuality/reproduction. Clinical experiences encompass care of the high risk and chronically ill young family in both acute and community settings. (8 CREDITS)

**NUR 448****Variations of Health Patterns of Clients with Psychiatric and Mental Illness**

In this course, which builds on Health Patterns Across the Life Span, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the client experiencing psychiatric and mental illness. Students apply knowledge of functional health patterns that form the basis for the delivery of care to these clients across the life span. Clinical experiences will be offered in inpatient and community psychiatric/mental health settings where students have the opportunity to care for clients and participate in creating the therapeutic milieu. (4 CREDITS)

**SHS 410****Research Methods****NUR 454****Leadership and Management in the Clinical Setting**

As a capstone nursing class, this course focuses on the leadership and management role of the nurse in a precepted direct clinical experience. The course assists students to become effective organizational members as they assume responsibility in a professional role in a field-based internship. Weekly seminars offer self-actualization, independent learning, self-direction and understanding of group interaction in the teaching-learning process.

Students are expected to evolve as nursing professionals as they begin their transition to future employees and future managers. The course explores leadership and management theory, critical thinking, nursing concepts, and personal/professional development within the clinical experience and a written project. Clinical Seminars are designed to increase knowledge and understanding of visionary leadership, management, communication, strategies for delegation, conflict resolution, and quality control while in direct clinical practice. Application of this content should be reflective of previous and current clinical and classroom experiences. (4 CREDITS)

**NUR 455****Clinical Decision Making**

As a final nursing class, this course will focus on the synthesis of nursing knowledge required to care for the patient and family with complex nursing needs. The course focuses on nursing care of patients across the lifespan, but will have a particular emphasis on the adult and geriatric patient. New knowledge will be assimilated with previously learned knowledge to add depth and breadth to the synthesis of knowledge necessary to provide holistic care for patients and families in challenging health care circumstances. The independent preparation and critical thinking required for the synthesis and acquisition of new understandings for this course will serve as a model for the ongoing professional development of the nurse as a lifelong learner. Students will be expected to prepare for each class by responding to NCLEX-type quizzes each week prior to class. Students will come to class prepared to apply integrated knowledge to case study situations developed by the faculty. (4 CREDITS)

**NUR 507****Scholarly Inquiry I**

## **SHS 411 - SHS 413**

### **The Research Process**

#### **SHS 411**

##### **Proposal Development**

Students learn all aspects of developing a proposal including the writing skills required to produce a document that will gain Institutional Review Board (IRB) approval. (1 CREDIT)

#### **SHS 412**

##### **Instrument Development**

In this module students develop or modify a survey instrument that is intended to meet a stated goal. They assess the usefulness, the reliability, and the validity of the instrument. (1 CREDIT)

#### **SHS 413**

##### **Working with Data**

Students learn to code a questionnaire and to enter, clean and organize the results—the data—in a software package. In addition, they learn how to obtain and interpret output appropriate to the aims of research. (1 CREDIT)

## **NUR 458/459**

### **RN Internship**

This internship offers the newly licensed registered nurse the opportunity to practice as a registered nurse in a precepted clinical generalist setting. It is required of all students in the spring semester of the second year for 24 hours a week, and in the summer semester of the second year for 32 hours a week.

This experience provides the clinical foundation upon which to build advanced practice knowledge and clinical experience. Prerequisite: Massachusetts nursing licensure  
(1 CREDIT EACH SEMESTER)

## **NUR 508**

### **Scholarly Inquiry II**

## **NUR 580**

### **Theory and Practice: Primary Health Care Nursing of the Adult I**

## **NUR 580A**

### **Clinical Decision-making in the Primary Health Care Nursing of the Adult I**

## **NUR 581**

### **Clinical Practicum**

## **NUR 422**

### **Clinical Pharmacology**

## **NUR 582**

### **Theory and Practice: Primary Health Care Nursing of the Adult II**

## **NUR 582A**

### **Clinical Decision-making in the Primary Health Care Nursing of the Adult II**

## **NUR 563/583**

### **Advanced Practice: Nursing Synthesis Seminar**

This course is designed to provide the student with the knowledge and experiential basis for leadership in an advanced practice nursing role. This course builds on previous courses and allows students to synthesize content and experiences from research, scholarly inquiry, and primary care. Current trends and topics in health care delivery and the advanced practice nursing role are discussed. Concepts are explored within the framework of role theory and include: collaboration, negotiations, interdependent practice, leadership and professionalism, legal and ethical dimensions of practice, and scope of practice. (1 CREDIT)

## **NUR 584**

### **Theory and Practice: Primary Health Care Nursing of the Adult III**

## **NUR 584A**

### **Clinical Decision-making in the Primary Health Care Nursing of the Adult III**

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SEQUENCE OF CORE COURSES IN FAMILY HEALTH FOR ADULT NURSE PRACTITIONERS

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**NUR 567**

**Theory and Practice: Primary Health Care Nursing of the Pregnant Woman and Family**

**NUR 571A**

**Clinical Decision-making in Primary Health Care Nursing of the Family I**

**NUR 562**

**Parent-Child Nursing: Primary Care II: Pediatrics**

**NUR 572A**

**Clinical Decision-making in Primary Health Care Nursing of the Family II**

**NUR 564**

**Parent-Child Nursing: Primary Care III**

**NUR 574A**

**Clinical Decision-making in Primary Health Care Nursing of the Family III**

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SEQUENCE OF CORE COURSES IN FAMILY HEALTH FOR PEDIATRIC NURSE PRACTITIONERS

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**NUR 567**

**Theory and Practice: Primary Health Care Nursing of the Pregnant Woman and Family**

**NUR 571A**

**Clinical Decision-Making in Primary Health Care Nursing of the Family I**

**NUR 582**

**Theory and Practice: Primary Health Care Nursing II**

**NUR 572A**

**Theory and Practice: Primary Health Care Nursing II**

**NUR 584**

**Theory and Practice: Primary Health Care Nursing III**

**NUR 574A**

**Clinical Decision-Making in Primary Health Care Nursing of the Family II**

## Nursing Faculty and Staff

### **Judy Beal, D.N.Sc., R.N., Associate Dean for Nursing Programs and Professor of Nursing**

*B.S.N., Skidmore College; M.S.N., Yale University; D.N.Sc., Boston University*

Dr. Beal is active in many professional organizations including the Massachusetts Nurses Foundation, Eastern Nursing Research Society (ENRS), and Sigma Theta Tau. She is a past president of Theta Chapter and currently is the chair of the Nominating and Finance Committees. Other activities include membership on the Board of Directors of the Research Nurses Association of Massachusetts, member of the Development Committee of Sigma Theta Tau International, chair of the Nominating Committee of ENRS, and member of the Board of Directors of the Massachusetts Nurses Foundation. She is a collateral researcher for the MNF and ENRS. Dr. Beal received the Mary Ann Garrigan Award for Excellence in Leadership from Region V Sigma Theta Tau Chapter At-Large and the Award for Excellence in Journalism from the National Chapter of Sigma Theta Tau and is the 1997 MNA Distinguished Nurse Researcher. She has been a Distinguished Lecturer for Sigma Theta Tau International since 1991. She is on the editorial review boards of the *Journal of Pediatric Nursing* and *Maternal-Child Nursing*. Her current program of research on NNP role and outcomes is well funded and has resulted in numerous publications and presentations. She is sought after nationally and regionally as a speaker.

### **Anne-Marie Barron, PhD, R.N., CS., Assistant Professor of Nursing**

*B.S.N., Boston College, M.S., U. of Massachusetts at Amherst, Ph.D., Boston College*

Dr. Barron is a member of the senior team in the undergraduate program at Simmons College. She is a Clinical Nurse Specialist in Psychiatric and Mental Health Nursing. Her clinical work has included psychiatric liaison nursing, psychiatric emergency nursing and staff nursing. Dr. Barron has been teaching psychiatric and mental health nursing for fifteen years. She recently completed her doctoral work in nursing at Boston College, where she was a University Fellow. Her doctoral dissertation study, *Life Meanings and the Experience of Cancer*, focused on the patterns of meaning and lived experiences of persons with cancer. She is particularly interested in the psychosocial and spiritual aspects of nursing practice. Dr. Barron is actively involved in Theta Chapter, Sigma Theta Tau and the Eastern Nursing Research Society. She has authored and co-authored chapters on consultation in advanced practice nursing texts.

### **Charlene J. Berube, M.S., R.N., Assistant Professor of Nursing**

*B.S., St Anselm's College; M.S.N., Boston University*

Ms. Berube has been an Assistant Professor of Nursing at Simmons College since 1993. Her background and clinical expertise in Maternal-Child Health Nursing and its related issues have provided the foundation for her teaching. As a member of the faculty, Ms. Berube has taught courses throughout the undergraduate curriculum. She maintains active involvement in professional organizations including the Association of Women's Health, Obstetrics, and Neonatal Nurses (AWHONN), National Association of Pediatric Nurse Associates and Practitioners (NAPNAP), and Sigma Theta Tau International. Ms. Berube has spoken to various organizations and schools concerning adolescent pregnancy and children's response to loss.

### **Collette Dieujuste, M.S.N., R.N., Assistant Professor of Nursing**

*B.S.N., Columbia Union College in Maryland; M.S.N., Boston College*

Ms. Dieujuste has taught at Atlantic Union College, Bunker Hill Community College and University of Massachusetts. Her clinical expertise is in the area of perinatal and obstetrical nursing and she has recently been the Perinatal/Child Clinical Nurse Specialist at Winchester Hospital.

### **Rebecca Donohue, Ph.D., R.N., C.S., Assistant Professor of Nursing**

*B.S.N., St Anselm's College; M.S.N., Boston University; Ph.D., University of Rhode Island*

Dr. Donohue is certified as both an adult nurse practitioner and as a women's health nurse practitioner. She currently practices as an NP at the Colleges of the Fenway at the Simmons College Health Center. Dr. Donohue's dissertation research, *An Exploratory Study of Women's Health Nurse Practitioner — Client Interaction as Resource Exchange in the Primary Care Setting*, provides linkage with theory, research, and practice in the area of mid-life women's health. She presents frequently to advanced practice nurses in the area of women's health in primary care.

### **Priscilla Gazarian, Instructor of Nursing**

*B.S.N., U. of Massachusetts, Dartmouth, M.S.N., U. of Massachusetts, Boston.*

Ms. Gazarian has completed clinical instructor affiliations at Boston Medical Center, Brigham and Women's Hospital, Mt. Auburn Hospital and Youville Hospital. She has also been a consultant for malpractice claims at Harvard Risk Management. She was a staff nurse at Brigham and Women's Hospital and Deaconess Waltham Hospital. She is a member of the American Association of Critical Care Nurses, the National League of Nursing, the National Association of Clinical Nurse Specialists and Sigma Theta Tau, Theta Alpha Chapter.

**Robert Goldman, Ph.D., Professor of Mathematics and Statistics**

*B.S., London School of Economics, A.M., Ph.D., Harvard University*

Dr. Goldman is a statistician with extensive experience in evaluation of health programs. He has taught statistics and research methods to both graduate and undergraduate students for several years. His current research interests are in statistical graphics and pedagogy.

**Ann W. Kittler, M.S., R.N., Assistant Professor of Nursing**

*B.S.N., D'Youville College, M.S.N.; Boston University*

Ms. Kittler has been an Assistant Professor at Simmons College since 1986. Presently she is the level coordinator of the fundamentals of nursing course and has taught medical-surgical nursing content across the curriculum. She is the department liaison to the Dorothea Lynn Dix Scholars Program and the faculty representative to the Boston Collaborative Learning Group. She has been an active member of MNA for many years and is currently a member of the Legislative Committee and the District 5 representative to the Member Network. She has also been actively involved in Theta Chapter, Sigma Theta Tau.

**Deborah A. Lepore, Instructor of Nursing**

*B.S.N., Rhode Island College, M.S.N., Yale University*

Ms. Lepore has completed clinical experience at Brigham and Women's Hospital, New England Medical Center, Rhode Island Hospital and Yale-New Haven Hospital. She has taught at Rhode Island College, the Community College of Rhode Island and Bristol Community College. She has also been a consultant for various corporations. Ms. Lepore has completed research in gender identity, adolescent attitudes toward interpersonal violence. She is a member of several national professional organizations.

**Jocelyn Loftus, M.S., R.N., CS., Instructor of Nursing**

*B.S.N., University of Massachusetts; M.S.N., Simmons College*

Professor Loftus is a faculty instructor and lectures in the Direct Entry and the Adult Primary Care Programs. She has a strong clinical background as an adult primary care nurse practitioner. Her most recent clinical position has been at Beth Israel Healthcare in Sharon, Massachusetts seeing adults with varied health issues. Research interests include obesity and health promotion activities in the middle-aged client.

**Angela Patterson, M.S.N., R.N.C.S., F.N.P., Instructor of Nursing**

*B.S.N., M.S.N. and C.A.G.S., Simmons College*

Professor Patterson has been the Senior Nurse Practitioner and Clinical Director at Beth Israel Deaconess HealthCare in Jamaica Plain, MA since 1989. She has participated in the successful development of a strong, nurse practitioner-based practice model that provides quality and accessible primary health care to inner-city families. Her professional interests include the development of collaborative MD/NP practice arrangements and she has published in this area. Her current research interests include chronic stress in women and children and the role of self-nurture in wellness.

**Susan Neary, Ph.D., R.N., C.S., Assistant Professor of Nursing**

*B.A., Emmanuel College; B.S.N., St Louis University; M.S.N., Simmons College; Ph.D., Boston College*

Dr. Neary completed her doctorate at Boston College, where she was a University Scholar. She received the Massachusetts Nurses Foundation Doctoral Scholarship and the Beth Israel Deaconess Medical Center's Clifford Scholar Award for her dissertation research on resilience in homebound elderly women. She maintains a clinical practice in the Home Care Department of the Beth Israel Deaconess Medical Center. She is a member of the Massachusetts Coalition of Nurse Practitioners, Sigma Theta Tau, and serves on the Board of Directors of the Walpole Area Visiting Nurse Association.

**Janet Sweeney Rico, M.S., M.B.A., R.N., C.S., Assistant Professor of Nursing**

*B.S.N., St Anselm's College; M.S.N., University of North Carolina; M.B.A., Boston University*

Professor Rico teaches in the Direct Entry and Occupational Health programs. She holds a joint appointment with Simmons College and a lectureship at Harvard School of Public Health. Ms. Rico's expertise in nursing and management brings unique contributions to the program. She has given numerous presentations in continuing education programs for occupational health nurses. Her specific areas of research interests include cost effectiveness and prevention programs in occupational health units and back injuries at the work place.

**Patricia Rissmiller, R.N., CS, D.N.Sc., Associate Professor of Nursing**

*B.S.N., Catholic University; M.S.N. and D.N.Sc., Boston University*

Dr. Rissmiller is the coordinator of the Parent-Child concentration. She has focused many of her energies over the past year in the area of interdisciplinary collaboration within the health care community. She is a director for the University of Massachusetts/Simmons School Health Institute that is a funded project implementing regional continuing education for school nurses. She collaborates with the Brazelton Group at Children's Hospital to develop an assessment tool based on the Brazelton Scale. Dr. Rissmiller has a joint appointment at Children's Hospital in the Institute for Community Inclusion as a director for training nurses working with developmentally disabled children and families. Research interests include high-risk children and their families, school health, and primary care of children and adolescents with special health care needs.

**Karen Harvey Teeley, M.S., R.N., Instructor of Nursing**

*B.S.N., Fairfield University, M.S., Boston University*

Ms. Teeley has been a medical technical writer for IBM, a Branch Director for a Pediatric home care provider, a Director of Clinical Services and a Corporate Director of Clinical education and Training. She is a member of many national professional organizations. Her teaching areas have included contemporary healing interventions, alternative healing interventions, ethical issues, marketing and managing and customer service skills.

**Sarah Volkman Cooke, Assistant Professor of Nursing**

*B.S.N. Boston University, M.S.N., Boston College*

Dr. Volkman Cooke has been teaching at Simmons since 2001. Her research focuses on the study and treatment for malaria. In addition to teaching clinical biochemistry, anatomy and physiology and clinical microbiology at Simmons, she is also a Research Scientist with the Department of Immunology and Infectious Diseases at the Harvard School of Public Health. She is a member of the American Society of Tropical Medicine and Hygiene and the American Association for the Advancement of Science. She has written several articles and abstracts for various professional publications throughout the U.S.

**Patricia White, M.S., R.N., C.S., Assistant Professor of Nursing**

*B.S.N. Boston University, M.S.N., Boston College*

Ms. White has been an Assistant Professor of Nursing in The School of Health Studies, Graduate Program in Primary Health Care Nursing at Simmons College in Boston since 1987. She teaches in the Adult and Geriatric Primary Health Care sequences. She is currently practicing as an Adult Nurse Practitioner at the Hingham Weymouth Family Medical Associates in Weymouth, MA and is a Doctoral student at the University of Rhode Island, Kingston, Rhode Island. She has presented recently at ENRS on her research interest in nurse practitioners' assessment of patients' vulnerability and co-authored a poster presentation on the use of terminology utilized in advanced practice nursing at NONPF. In addition, she has presented papers and authored a number of chapters and articles on the subject of ethical analysis and decision making in nursing. She serves on the Ethics Advisory Board at the East Boston Neighborhood Health Center and is member of the MCNP, Alpha Chi Chapter of Sigma Theta Tau, NONPF and ENRS.

**Heather Kane, Clinical Coordinator for Nursing Programs**

*B.A., Wheaton College*

Ms. Kane arranges clinical experiences for undergraduate and graduate nursing students. She also oversees agreements for clinical affiliations with health care agencies.

**Annette Coscia, Administrative Coordinator, Nursing**

Ms. Coscia is responsible for assisting graduate nursing students and administrative support.

**Enid Cuniff, Staff Assistant**

Ms. Cuniff is responsible for coordinating academic activities.

**Ninnetta Torra, Assistant to Associate Dean of Nursing**

Ms. Torra is responsible for assisting undergraduate nursing students and administrative support.

## **The School for Health Studies Administration and Staff**

**Gerald P. Koocher, Ph.D.**

*Dean*

**Carol Love, Ph.D., R.N.**

*Professor Emeritus*

**Judy Beal, D.N.Sc., R.N.**

*Associate Dean for Nursing and Professor of Nursing*

**Nancie Harvey Herbold, Ed.D., R.D.**

*Program Director and Ruby Winslow Linn Professor of Nutrition*

**Diane Jette, D.Sc., P.T.**

*Program Director and Professor of Physical Therapy*

**John Lowe III, Ph.D.**

*Program Director and Associate Professor of Health Care Administration*

**Carmen Fortin, M.A.**

*Assistant Dean/Director of Admission*

**Tim Pryle, M.A.**

*Assistant Director of Admission*

**Sandra Northrup, M.A.**

*Assistant to the Dean*

**Camille Andrews, B.A.**

*Staff Assistant*

**Vilma Torres**

*Staff Assistant*

## **Simmons College Administration**

**Daniel S. Cheever, Jr., Ed.D.**

*President*

**Lisa Chapnick, B.A.**

*Senior Vice President for Administration and Planning*

**Humberto Gonçalves, B.S.**

*Vice President for Finance and Treasurer*

**Kristina Schaefer, B.A.**

*Vice President of Advancement*

**Maria LaTour Kadison, MBA**

*Vice President of Marketing*

**Kathleen B. Rogers, J.D.**

*College Counsel*

## **Clinical Affiliations**

The program maintains teaching and clinical relationships with internationally recognized health care organizations including Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, and Harvard Pilgrim Health Plan. Clinics, neighborhood health centers, hospitals, and private practices provide additional clinical experiences to meet individual student needs and interests. The following is a list of affiliations as of March, 2001. It is subject to change.

### **About Women, By Women**

*Newton, MA*

### **Anna May Powers Health Center**

*Everett, MA*

### **Associates in Pediatrics**

*Dracut, MA*

### **Barrington Pediatric Associates**

*Barrington, RI*

### **Bayview Pediatrics**

*Yarmouth, ME*

### **Belmont Public Schools**

*Belmont, MA*

### **Beth Israel Deaconess Health Care**

*Jamaica Plain, MA*

### **Beth Israel Medical North**

*Chelsea, MA*

### **Boston Medical Center**

*Boston, MA*

### **Brewster Medical Associates**

*Brewster, MA*

### **Brigham and Women's Hospital**

*Boston, MA*

### **Brigham Ob/Gyn Group**

*Boston, MA*

### **Brighton High School**

*Brighton, MA*

### **Brighton Marine Public Health Center**

*Brighton, MA*

### **Brighton Marine Health Center at Hanscom**

*Hanscom Air Force Base, MA*

### **Brookside Community Health Center**

*Jamaica Plain, MA*

### **Cambridge Health Alliance - Healthcare for the Homeless**

*Cambridge, MA*

### **Cape Cod Hospital School Based Health Center**

*Barnstable, MA*

### **Central Maine Clinical Associates**

*Lewiston, ME*

### **Central Maine Oncology**

*Lewiston, ME*

### **Central Maine Pulmonary and Critical**

*Lewiston, ME*

### **Children's Hospital**

*Boston, MA*



**Coastal Medical**

*Providence, RI*

**Coastal Women's Healthcare**

*So. Portland, ME*

**Community Medical Alliance**

*Boston, MA*

**Community Clinical Services**

*Lewiston, ME*

**Compass Medical**

*Brockton, MA*

**Concord Pediatrics**

*Concord, NH*

**Connecticut Children's Medical Center**

*Hartford, MA*

**Dana-Farber Cancer Institute**

*Boston, MA*

**Dedham Medical Associates Incorporated**

*Norwood, MA*

**DFD Russell Medical Center**

*Leeds, ME*

**Dorchester House**

*Dorchester, MA*

**Dr. Carol R. Ward**

*Portland, ME*

**Dr. Owen Moore**

*Biddeford, ME*

**East Boston Neighborhood Health Center**

*East Boston, MA*

**Elder Service Plan of the North Shore**

*Lynn, MA*

**Ell Pond Medical Associates**

*Malden, MA*

**Emerald Physicians**

*Hyannis, MA*

**Emerson Hospital**

*Concord, MA*

**Emerson Practice Associates**

*Westford, MA*

**EverCare**

*Waltham, MA*

**Fall River Heart Associates**

*Fall River, MA*

**Fallon Clinic**

*Westborough, MA*

**Fallon Clinic**

*Auburn, MA*

**Fallon Clinic**

*Leominster, MA*

**Family Practice Associates**

*Weymouth, MA*

**Family Practice Center**

*Portland, ME*

**Faulkner Hospital**

*Jamaica Plain, MA*

**Floating Hospital for Children**

*Boston, MA*

**Franklin Pediatrics**

*Franklin, MA*

**Garden City Pediatrics**

*Beverly, MA*

**Gleason & Greenfield Pediatrics**

*Marion, MA*

**Goodall Hospital**

*Sanford, ME*

**Greater New Bedford Community Health Center**

*New Bedford, MA*

**Greater Portland Pediatric Associates**

*Gorham, ME*

**Greenleaf Lahey**

*Amesbury, MA*

**Grove Hill Pediatrics**

*New Britain, CT*

**Harbor Medical Group**

*Danvers, MA*

**Hartford Public High School**

*Hartford, CT*

**Harvard Street Neighborhood Health Center**

*Dorchester, MA*

**Harvard University Health Services**

*Cambridge, MA*

**Harvard Vanguard Medical Associates**

*Peabody, MA*

**Harvard Vanguard Medical Associates**

*Somerville, MA*

**Harvard Vanguard Medical Associates**

*Medford, MA*

**Harvard Vanguard Medical Associates**

*Wellesley, MA*

**Harvard Vanguard Medical Associates**

*Boston, MA*

**Healthy Baby/ Healthy Child**

*Hyde Park, MA*

**Hebrew Rehabilitation Hospital**

*Jamaica Plain, MA*

**Hitchcock Clinic**

*Manchester, NH*

**Hitchcock Clinic**

*Nashua, NH*

**InterMed**

*Yarmouth, ME*

**Jeffrey Martin, M.D.**

*Windham, ME*

**Joslin Diabetes Center**

*Boston, MA*

**Kennebec Internal Medicine**

*Augusta, ME*

**Kennebec Pediatrics**

*Augusta, ME*

**Kent County Memorial Hospital**

*Warwick, RI*

**Kent County Memorial Hospital**

*Warwick, RI*

**Lahey Billerica**

*Billerica, MA*

**Lahey Hitchcock Clinic**

*North Billerica, MA*

**Lahey Hitchcock-Ipswich**

*Ipswich, MA*

**Lahey-Holliston Pediatrics**

*Holliston, MA*

**Lake Region Primary Care**

*Windham, ME*

**Life Care Center of the North Shore**

*Lynn, MA*

**Lynn Community Health Center**

*Lynn, MA*

**Lynnfield Primary Care**

*Lynnfield, MA*

**Maine Center for Endocrinology**

*Scarborough, ME*

**Maine Centers for Health Care**

*So. Portland, ME*

**Maine Medical Center**

*Portland, ME*

**Maine Neurology**

*Scarborough, ME*

**Mariner Health**

*Boston, MA*

**Massachusetts General Hospital**

*Boston, MA*

**Medical Associates - Pediatrics**

*Leominster, MA*

**Medical Associates of Saugus**

*Saugus, MA*

**Medical Group, Inc.**

*Beverly, MA*

**Mercy Primary Care Associates**

*Portland, ME*

**Mere Point Obstetrics**

*Brunswick, ME*

**Meticom Associates**

*Warren, RI*

**Metrowest Medical Center**

*Framingham, MA*

**MIT Medical**

*Lexington, MA*

**Mount Auburn Hospital**  
*Cambridge, MA*

**MWV Healthcare Associates, Inc.**  
*N. Conway, NH*

**Nashway Pediatrics**  
*Sterling, MA*

**Naval Air Station - Branch Medical**  
*Brunswick, ME*

**Neponset Health Center**  
*Dorchester, MA*

**New England Baptist Hospital**  
*Boston, MA*

**New England Medical Center**  
*Boston, MA*

**New London Medical Center**  
*New London, NH*

**Newport Health Center**  
*Newport, NH*

**North Cambridge Health Center**  
*Cambridge, MA*

**North Shore Ob/Gyn**  
*Beverly, MA*

**North Shore Pediatrics**  
*Beverly, MA*

**Norumbega Pediatrics**  
*Bangor, ME*

**OB GYN Assoc.**  
*Portland, ME*

**OB/GYN Associates**  
*Providence, RI*

**Obstetrical Associates, Inc.**  
*Fall River, MA*

**Office of Dr. Fenney**  
*Hyannis, MA*

**Office of Dr. John Clapp**  
*Danvers, MA*

**Office of Dr. Kenneth Tucker, MD**  
*Winchester, MA*

**Office of Dr. LaRochelle**  
*Nantucket, MA*

**Office of Dr. Robert Tufts, MD**  
*Beverly, MA*

**Office of Dr. Walter Harrison**  
*Lynn, MA*

**Pediatric Associates**  
*Biddeford, ME*

**Pediatrics West**  
*Westford, MA*

**Penobscot Pediatrics**  
*Bangor, ME*

**Pine Street Inn**  
*Boston, MA*

**Planned Parenthood**

*Keene, NH*

**Plymouth Pediatrics**

*Plymouth, NH*

**Portland Public Health - Street Clinic**

*Portland, ME*

**Portsmouth Internal Medicine**

*Portsmouth, NH*

**Practice of Dr. Neil Stein, MD**

*West Hartford, CT*

**Practice of Mark Lanzieri, M.D., FACC**

*Lewiston, ME*

**Practice of Steve Barter, M.D.**

*Naples, ME*

**PrimaCare**

*Somerset, MA*

**PrimeCare**

*Biddeford, ME*

**PrimeCare Pediatrics**

*Kennebunk, ME*

**Rangeley Region Health Center**

*Rangeley, ME*

**Saco River Medical Group**

*Conway, NH*

**Saints Memorial Medical Center - Teen Health Services**

*Lowell, MA*

**Simmons College Health Center**

*Boston, MA*

**Somerville Primary Care**

*Somerville, MA*

**Southcoast Primary Care**

*No. Dartmouth, MA*

**Southern Maine Medical Center**

*Biddeford, ME*

**Spaulding Rehabilitation**

*Boston, MA*

**St. Mary's Regional Medical Center**

*Lewiston, ME*

**Teen Health Clinic**

*Manchester, MA*

**The Family Health Centre**

*Conway, NH*

**The Liberty Tree Medical Center**

*Danvers, MA*

**U.S. VA Hospital**

*Togus, ME*

**UMASS Memorial Medical Center**

*Worcester, MA*

**Urban Medical Group**

*Jamaica Plain, MA*

**Village Pediatrics**

*York, ME*

**Visiting Nurses Association of Boston**

*Boston, MA*

**Waterville Pediatrics**

*Waterville, ME*

**Western Maine Obstetrics**

*Norway, ME*

**Western Maine Pediatrics**

*Oxford, ME*

**Willow Street Medical Center**

*Lynn, MA*

**Whittier Neighborhood Health Center**

*Boston, MA*

**Woburn Medical**

*Woburn, MA*

**Women's Healthcare Associates**

*Providence, RI*

## Notice of Non-Discrimination

Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees as currently established. Admission to specific courses and programs will be dependent upon qualifications of students and availability of instruction, Simmons College reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.

Simmons College is first and foremost an academic community whose primary goals are to prepare women and men to be well informed, open-minded, and sensitive to values. To attain these goals we seek to create an atmosphere within which students may become actively engaged members of society and to develop the resources to lead rich personal lives. We hope to achieve these goals through an active and continuing exchange of ideas among students and faculty and the general college community.

To ensure that these goals are attained, Simmons has committed itself to the following principles:

Simmons College supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness. In accordance with applicable law, the College administers its employment and personnel policies without regard to race, color, religion, national origin, sex, sexual orientation, legally recognized disability, or veteran status.

Simmons College admission and financial aid policies are administered in accordance with the Education Acts of 1965, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. The College is committed to admitting students of any race, color, or national origin to all the programs and activities generally made available to students at the College, including scholarship and loan programs, athletic programs, and other College-administered social, educational, and recreational programs, and student services.

Simmons College strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational process of students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, religion, age, national origin, handicap, or veteran status.

Furthermore, Simmons College is committed to creating an atmosphere within which the diversity of its members' individual roles meets with understanding, respect, and encouragement, and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The College does not tolerate sexual harassment of employees or students.

Complaints of discrimination or harassment should be addressed to Director of Human Resources, or the applicable dean for appropriate action.

# Admission

## Application Procedure

Applicants are responsible for mailing the application packet in one unit (**except academic transcripts and test scores**) to The School for Health Studies. All documents submitted become the property of Simmons College and cannot be returned to the applicant. The packet includes:

1. A completed application form, including personal statement and check-off sheet;
2. Three professional or academic recommendations (in sealed, signed envelopes). Recommendations provide the Admissions Committee with valuable information regarding the applicant's potential as a nurse and a candidate for graduate study. They should be selected carefully. Recommendations should come from individuals who know the applicant well enough to comment on her or his ability to engage in graduate study, and ultimately, in advanced nursing practice. At least one recommendation should be from the applicant's most recent employer;
3. Official academic transcripts from all undergraduate and graduate academic institutions attended (sealed and signed), whether or not a degree was earned;
4. A nonrefundable \$50 application fee, made payable to Simmons College

In addition, the following should be sent directly to The School for Health Studies by the testing agencies.

1. The results of the Graduate Record Examination (GRE) taken within the past five years unless the applicant (**not for direct entry candidates**) chooses the option of successful completion (grade of B or better) of NUR 404, Normal and Abnormal Human Physiology, in lieu of the GRE. **NUR 404 is only offered in the fall (September) Semester.**
2. Official scores of the Test of English as a Foreign Language (TOEFL) taken within the past two years, for all applicants whose first language is not English. Copies of student score reports are not acceptable. A minimum score of 570 (paper test) or 230 (computer test) is required.
3. Applicants who have studied abroad must submit academic documents in the native language as well as official English translations. Additionally, academic records may need to be evaluated by an agency as specified by The School for Health Studies.

No application can be acted upon unless all items under the general admission requirements, as well as those listed for each of the various concentrations, are received. Certain candidates may be accepted provisionally, pending evidence of satisfactory completion of NUR 404.

## Application Deadlines

The Direct Entry Program application deadline is March 15 for May entry. The application deadline for the Masters in Nursing Program (MSN) for January entry is November 1. The application deadline for the Masters in Nursing Program (MSN) is June 1 for September entry.

## Enrollment Deposit

Accepted students must submit a \$250 non-refundable deposit. This deposit is applied to the first term bill.

## Deferred Entrance

An accepted student may request in writing to the Assistant Dean/Director of Admission of SHS a deferral of the entrance date for a maximum of one year. The student must indicate what he/she will do in the interim. If granted a deferral, a non-refundable deposit of \$250 is required to ensure enrollment and is applied to the first term bill. International students will be considered on an individual basis, due to immigration issues.

## Reapplication Procedure

An applicant who wishes to have a previous application reactivated should submit her or his request in writing to the Assistant Dean/ Director of Admission of The School for Health Studies. To update the application, the individual should include at least one new recommendation and any additional information which might strengthen



her or his file. **A reapplication fee of \$50 is required and should be submitted with the written request.**

### **Transfer Credit**

Applicants to the program may petition to transfer a maximum of eight (8) elective credits into the program provided the credits were not used for a previously conferred degree and were completed within five years of the petition. This petition must be approved by Associate Dean for Nursing and the Dean of The School for Health Studies. The student must have earned a grade of B or better.

### **Waivers**

Students who enter the Program with a strong background in a particular content area may petition for a course waiver. Such waivers require demonstration of mastery of course content. Students receiving course waivers must still complete the required number of credit hours, accomplishing this by taking additional electives to replace the waived credits.

### **College Registration**

The general functions of the Office of the Registrar are to maintain student academic records and to report data based on this information to the Simmons community and to specific outside agencies. Services to students include course registration, reporting of grades and transcripts, evaluating transfer credit for the undergraduate population and fulfillment of the all-college degree requirements and coordination of information for planned educational leaves of absence. In addition, the Office of the Registrar is responsible for coordinating cross registration within the Colleges of the Fenway and other consortium institutions. This Office of Registrar staff works with the academic deans to schedule class times and room assignments and distributes class lists, grade rosters and records for student advising purposes. This office also provides supportive services to many of the College's administrative committees.

## Financial Information

### Expenses

Information on policies, procedures, charges, registration and other financial matters is provided in a separate information sheet, *Financial Information*. All students are responsible for becoming familiar with these regulations of the College.

College charges for tuition, fees, and residence must be paid according to the scheduled payment dates. Please note that no student is allowed to complete registration and attend classes without account approval from the Office of Finance. The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include mailing transcripts, grades, references, placement materials, and using various offices and facilities.

It should be noted that Simmons has no deferred payment plan, but cooperates with commercial payment plans, for which information is available. All College charges are payable by the applicable due dates, or a Late Payment Fee will be applied. If the College refers a delinquent account to a collection agent or an attorney, these costs, plus administrative expenses associated with the collection effort, will be due and payable.

The College has a tuition reimbursement policy for graduate students. The Student Accounts Office should be contacted for applications and eligibility information.

Simmons also offers tuition insurance, The Tuition Refund Plan, through A.W.G. Dewar, Inc., which is an optional, inexpensive tuition insurance program that **costs approximately 1% of the total cost of tuition**. Under specific circumstances the program refunds a portion of tuition and fees for withdrawal due to personal illness, accident, or emotional disorder. **Students are encouraged to consider purchasing this insurance option**. If you are a full-time student and wish to purchase this insurance, you should purchase it for the academic year. Payment must be made before the opening date of the academic year to ensure that coverage will be in effect.

Details and applications are available at the Simmons College Finance Office (C-002), or by contacting A.W.G. Dewar, Inc., 4 Batterymarch Park, Quincy, MA 02169, telephone 617.774.1555 or [www.tuitionrefundplan.com](http://www.tuitionrefundplan.com). If you are a part-time student or a full-time student planning to take a summer semester course, you can purchase this insurance on a semester-by-semester basis; please contact A.W.G. Dewar, Inc. at the telephone number above for further information and an application. Applications and payment for part-time students or for summer semester students cannot be accepted after the start of the semester for which you are purchasing the insurance.

The Commonwealth of Massachusetts mandates proof of medical insurance for students who are at least three-quarters time (nine credits). You may be required to purchase this insurance if you are not already covered by your personal health plan.

Simmons College will accept American Express, Master Card, and Visa payments for graduate tuition. Students may present their cards in person to the Student Accounts Office, or by fax, 671.521.3121. The College regrets it cannot accept credit card information over the telephone.

### Financial Aid for U.S. Citizens

While the responsibility for educational financing belongs with the student, Simmons College administers different types of financial aid programs that assist students in financing their education. At Simmons, financial aid is based on both academic excellence and financial need. The academic departments award assistance in the form of scholarships and grants. SHS offers **limited merit awards or assistantships** for teaching and research. These awards are competitive and are based on merit. Applications are automatically considered for these awards. There is no separate, special application for merit awards. Financial need is used to determine eligibility for federal financial aid. Financial need is determined through an evaluation of a student's ability to contribute toward educational expenses.

Potential first year graduate students must submit an FAFSA (Free Application for Federal Student Aid) form and the Simmons College Application for Financial Aid by the March 1 deadline for fall entry and October 1 for spring entry for priority consideration for federal financial aid. Financial Aid applicants who have submitted a complete aid application by the deadline date for fall entrance will be notified of their award status in early April; spring entrants will be notified in early November. Students must be enrolled at least half time to be eligible for

federal financial aid. Check with the specific program you are interested in to determine the minimum number of credits considered to be half time. The Simmons FAFSA code is 002208.

All Simmons financial aid decisions are made on an academic year basis. In order to receive aid in subsequent years, you must reapply each year, and for priority consideration, meet established deadlines. Renewal of financial aid is contingent upon meeting satisfactory academic progress as well as all other eligibility criteria. The type and amount of future aid will depend on calculated financial need and available funding levels. Financial aid can be higher or lower in future years if student circumstances or the college's ability to provide aid change.

Students interested in further information about financial aid at Simmons can find comprehensive information on the financial aid web site at [www.simmons.edu](http://www.simmons.edu). or by calling the Office of Financial Aid at 617-521-2036.

### **Refund Policy**

The College's general policy regarding refunds to students is stated on a separate flyer titled *Financial Information*. Questions regarding refunds should be directed to Student Accounts' personnel in the Office of Finance.

## Information for International Applicants

The School for Health Studies (SHS) welcomes applications from international students (U.S. citizens living and studying abroad, non-U.S. citizens and permanent resident aliens) because the campus community is made richer by the presence of individuals with different perspectives from other countries. To assist applicants in understanding the nature of the application and admission process, this section highlights important information to make the transition easier. **Due to immigration stipulations, international students requiring a student visa to study in the U.S. must be enrolled full time in an academic program. Carefully review the individual program descriptions in this catalog since not all programs are full time.**

### Application Deadlines:

Carefully review application deadline dates for programs in The School for Health Studies. Deadline dates differ. **It is imperative that students who have or are studying abroad apply at least six months prior to the start of the academic term in which they wish to enroll.** Please allow ample time for the pace of international postal systems, obtaining visa documents, arrival in the U.S. and transitioning to a new environment. **International students will not be allowed to enroll if they arrive after the official start of the term.**

### Required Academic Records:

In the U.S. academic records or mark sheets are called "transcripts" (this is the term used throughout this catalog). All applicants who have studied abroad must submit official (signed in original ink and stamped with a seal) academic records for study completed at **all** universities (including schools where no degree or certificate was earned by the student). These documents should include end-of-year result sheets, national exam results and a copy of degrees or certificates, both in the native language and English translations. **Photocopies or facsimiles are not acceptable.** Additionally, the academic records may need to be evaluated by an agency specified by The School for Health Studies.

A "college" abroad usually means a secondary institution whereas in the U.S., a college is an institution providing higher education. A college can be part of a larger university or represent a singular institution such as Simmons College. Academic records from overseas colleges which are actually secondary schools (high schools in the U.S.) **are not** required as part of the application process. Courses taken at the secondary level do not fulfill the requirements of an undergraduate degree (called Baccalaureate in the U.S.) which represents the completion of four years of study at the higher education level. Many overseas systems award Baccalaureates which represent the completion of secondary education or a year beyond.

### Required Standardized Test Results:

All applicants must submit official scores of the GRE (Graduate Record Exam), taken within the past five years. There is no required minimum score. **Copies of student score reports are not acceptable.** The SHS code is 3761. Further information about this exam can be obtained by directly contacting: GRE, Educational Testing Service, P.O. Box 6000, Princeton, New Jersey 08541-6000 telephone 609.771.7670 or [www.gre.org](http://www.gre.org).

Students whose first language is not English must submit official scores of TOEFL (Test of English as a Foreign Language), taken within the past two years. No other English proficiency exam is acceptable. The TOEFL requirement is based on native language not citizenship or the type of school a student attended. The minimum acceptable score is 570 (Paper Test) or 230 (Computer Test). **Copies of student score reports are not acceptable.** The SHS code is 3761. Further information about this exam can be obtained by directly contacting: TOEFL, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, telephone: 215.750.8050 or [www.toefl.org](http://www.toefl.org).

**Applications cannot be reviewed without the receipt of these test scores. It is very important that applicants register for these exams well in advance of applying for admission.**

### Required Financial Documentation:

All non-U.S. citizens who will require a student visa for study in the U.S., must provide accurate and current (within six months prior to applying) evidence of ability to pay for the cost of a SHS education. These costs are variable and outlined on the enclosed "Certification of Finances" form. **This form must be completed and returned directly to the SHS Office of Admission.**

If this form is not used, an original signed statement from the applicant's sponsor indicating a willingness to provide financial support and a statement from the sponsor's bank verifying the availability of sufficient funds must be received.

All documents must be signed in original ink, written in English and funds must be shown in U.S. dollars (\$). Certain countries limit the amount of money which may be sent abroad. Thus, it is very important for the applicant to inquire about the regulations in the home country concerning transfer of funds. **Applications cannot be reviewed without certification and documentation of financial resources.**

The School for Health Studies offers **limited merit awards or assistantships** for teaching and or research. These small awards are very competitive, are applicable for only one semester and are based on merit. Students must be enrolled full-time for consideration and the awards are usually awarded to upper level students after they have been enrolled for a period of time at Simmons. Applicants should understand that SHS stipends would not cover the entire cost of tuition but the award is applied directly towards the student's tuition charges. Contact the individual Program Office for further details as each program utilizes a different application process. Simmons College does not offer state or federal financial aid to non-U.S. citizens. **Since Simmons College and SHS are unable to provide extensive funding to non-U.S. citizens please carefully consider the ability to meet the financial obligations before submitting an application.**

### Academic Year:

Each academic year at Simmons College consists of two semesters, each lasting approximately 14 weeks. For each semester, students receive grades for each subject (course) taken. The first (fall) semester generally begins in early September and ends in mid December. The second (spring) semester begins in mid January and ends in mid May. The Direct Entry Nursing Program begins in May. The Physical Therapy Program begins in July. Additionally, there are two summer sessions beginning in May and July. Most programs begin in the fall semester.

### Grading and Credit Hours:

The School for Health Studies at Simmons College awards letter grades for all completed courses: A=Excellent, B=Good, C=Fair, D=Poor, F=Fail and P=Pass. Each letter grade is assigned a value: A=4.00, B=3.00, C=2.00, D=1 and F=0. Each course carries a certain number of credit hours, where, usually, one credit is equal to one hour of classroom instruction. Graduate courses are usually worth three credits although some are worth four, two or one. The total number of credit hours required to obtain a specific degree will determine the number of courses a student needs to complete the program.

### Major:

This is the term used to refer to a student's choice of academic concentration or field of study. It is the academic discipline which you will study at Simmons College.

### Arrival at Simmons College:

It is important that international students plan properly to arrive at the required time to commence their studies. Allow ample time for obtaining immigration documents, shipping personal items and adjustment due to time and climatic changes. **Students will NOT be allowed to enroll in classes if they arrive after classes have officially started. It is imperative that students allow adequate time for moving, student orientation and establishing contacts.** Students who choose to live in campus housing are allowed to use those facilities during official school breaks in December/January and May to August.