

Course Catalog

Graduate Program in Primary Health Care Nursing

2006-2007

School for Health Studies

The coeducational School for Health Studies was established in July 1989, underscoring Simmons's 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. 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.

The Nursing Program

VISION

- To expand clinical academic partnerships locally, regionally, nationally, globally
- To expand program offerings
 - a. to respond to the shortage of nursing in Health
 - b. to respond to continuing education needs of practicing nurses.
 - c. to respond to the explosion of nursing knowledge
 - d. to respond to service partner's needs for new advanced practice options
- To academically support all learners with varied needs and learning styles

MISSION

The Simmons College Nursing program supports the college mission by educating professional nurses to assume roles in clinical practice, leadership, advocacy, scholarship and health care policy.

Simmons College graduate nurses provide expert, compassionate care adhering to the highest ethical and professional standards to client populations in all health care settings.

VALUES

Support those of the college and include:

- Community
- Excellence
- Diversity (cultural competence)
- Scholarship
- Leadership
- Professionalism
- Compassionate care giving (humanism)
- Respect for others
- Evidence based practice
- Ethical practice
- Life-long learning

PHILOSOPHY

The faculty of the Nursing Program believes that a liberal education is essential for the development of professional nursing practice in a culturally, racially, and ethnically diverse community. The quality of this practice is enhanced by and dependent on knowledge acquired from the liberal arts and sciences. The process as well as the content of the liberal education is fundamental to the development of critical thinking, decision-making and communication skills, as well as facilitating the individual student's development of an appreciation of the global society. The faculty believes that learning is a unique lifelong process, moving from the simple to the more complex, and encompassing the domains which the learner integrates and utilizes in her/his growth as a professional nurse. Growth is evidenced as the learner gains an understanding of the profession of nursing by acquiring knowledge in each of these domains.

The Simmons College Nursing Faculty believes that professional nursing is practiced according to the nursing metaparadigm, which includes beliefs about person, health, nursing, and environment. Each person is unique. Human beings are holistic in nature yet they have interacting biophysical, cognitive, social, spiritual, and developmental dimensions. Persons have their own perceptions, values, beliefs, and goals and have the ability to be self-directive, to adapt to change, to achieve their potential, and to ascribe personal meaning in their lives.

Health may include states of wellness and illness. It has subjective and objective perspectives viewed from both the standpoint of the person and the health care provider. Wellness is a dynamic state of integrity whereby the person repatterns life toward optimal functioning. Health is recognized as a multidimensional and dynamic state and is defined as "the actualization of inherent and acquired human potential, goal-directed behavior, competent self-care, and satisfying relationships with others while adjustments are made as needed to maintain structure, integrity and harmony with the environment." (Pender, 1987). The faculty believes that the professional

nurse assists persons in identifying health needs, utilizing a holistic framework that recognizes the uniqueness and complexity of each person.

Nursing is the diagnosis and treatment of human responses to actual or potential health problems. It involves an interaction between the person and nurse, within the context of environment, which is designed to promote, restore, and maintain health or support a peaceful death. The nurse uses knowledge from the natural and behavioral sciences, aesthetics including caring and empathy, and ethics, which involve making moral choices. Nurses are ethically and legally accountable for their actions. Environment includes biophysical, psychosocial, cultural, and spiritual dimensions that interact and influence health. Each person lives and interacts within an ever-changing environment. The environment can be modified to have a positive impact on health.

The nurse independently utilizes the nursing process in the practice of professional nursing in accordance with the standards of nursing practice and the ANA Code of Ethics. The nurse collaborates with persons, families and other health care professionals who are members of an interdisciplinary team in assessing, planning, delivering, and evaluating health care. The professional nurse functions as an advocate for person and focuses nursing practice on person within the context of family and community. The professional nurse is an active participant in the social and political processes that influence the health care delivery system. The nurse utilizes critical thinking and clinical judgment to analyze the person's needs, determine and implement appropriate therapeutic nursing interventions, and coordinate the activities of other health care providers.

Academic preparation for students must be consistent with the status and demands of the profession and health care delivery system in which nurses practice. To this end, the nursing program is committed to educate students both as generalists and as advanced practice nurses. Completion of the generalist component of the Nursing curriculum prepares students to practice as registered nurses who are able to incorporate professional nursing standards and research in their practice. As registered nurses, students collaborate as members of an interdisciplinary team, apply the concepts of diversity and community service in their practice and use leadership skills to influence change in the health care delivery system.

With progression into the graduate level, students utilize knowledge acquired in their generalist courses to synthesize information for the advanced study of the natural, behavioral and applied sciences and expand their nursing knowledge for the purpose of advanced practice nursing. Advanced practice nursing mandates specialization, expansion, and advancement in knowledge in establishing expertise in practice.

The essence of advanced practice nursing consists of the purposeful relationship created between the individual professional nurse and each person within the context of his or her community. The advanced practice nurse is guided by an in-depth knowledge of the community as a complex system and that he/she focus interventions on the promotion of health and prevention of illness for the person, family, aggregates, and community. The quality of this 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 Graduate Program in Primary Healthcare Nursing

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.

A new, interdisciplinary certificate of advanced graduate study in health professions education prepares graduates for positions as university faculty and other teaching roles. This program provides students with an opportunity to continue doctoral studies in our Ph.D. in Health Professions Education, offered through the College of Arts and Sciences.

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 teamwork 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. 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. 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.

GRADUATE PROGRAM OUTCOMES

At the completion of the program, graduates will:

- Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states.
- Demonstrate a personal, collegial, and collaborative approach in the delivery of primary health care nursing to patients in a variety of health care settings.
- Provide culturally-competent primary health care nursing.
- Demonstrate effective written and verbal communication skills essential to the implementation of the nurse practitioner role in the delivery of primary health care.

- Demonstrate a commitment to the implementation, preservation, and evolution of the nurse practitioner role.
- Utilize critical thinking and build collaborative, interdisciplinary relationships to provide optimal care to patients.
- Demonstrate accountability for nursing judgments and interventions utilized in the delivery of primary health care to diverse client systems.
- Execute leadership skills and management processes within the interdisciplinary health care team to maximize health outcomes for patients, communities, and systems.
- Initiate change through negotiation with health care professionals in the health care delivery systems on behalf of clients.
- Evaluate the efficacy of health promotion, health protection, disease prevention, and treatment interventions for client systems through the application of knowledge of the organizational structure, economics, policy, ethics, and the politics of health care.
- Conduct clinical nursing research designed 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 consultation and collaboration, continuing education, certification, and lifelong learning.

Professional Standards that guide the specialist programs include:

- The American Nurses Association Standards of Clinical Practice
- The American Nurses Association Nursing Code of Ethics
- The American Nurses Association Social Policy Statement
- The American Association of Colleges of Nursing Essentials of Master's Education for Advanced Practice Nursing
- The National Organization of Nurse Practitioner Faculties Curriculum Guidelines and Program Standards for Nurse Practitioner Education
- Nurse Practitioner Primary Care Competencies in Specialty Areas

PROGRAM OF STUDY

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

- Adult, with specializations in:
 - Adult Health
 - Gerontologic Health
 - Occupational Health
 - Women's Health
- Parent-Child, with specializations in:
 - Children/Adolescents with Special Health Care Needs
 - Pediatric Health
 - School Health
- Family Primary Care

DEGREE OPTIONS

Master's Degree Program for Nurses with a B.S.N. or B.A. /B.S. in a Related Field

This program is designed for registered nurses who have a baccalaureate degree in nursing or a related field who wish to obtain a graduate degree in nursing within a nurse practitioner specialty concentration. This program can be completed either full time in two years or part time in either three to four years. The Simmons College graduate program is one of the oldest nurse practitioner programs in the country.

Master's Degree Program for Diploma or Associate Degree Nurses

The RN-M.S. in Nursing 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. See the curriculum for more information.

Master's Degree Program for Non-Nurses with a B.A. /B.S.

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. Direct Entry students will be expected to maintain a working relationship with a nurse mentor during the program. This individual will be selected by the student during the first nursing course and will guide the student through the socialization process. Students in the Direct Entry program are eligible to take the RN nursing licensure examination at the end of the second fall term. They must pass the exam before beginning the graduate primary care clinical sequence, though they will participate in campus laboratory experiences beginning in the summer of the first year of the program.

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 Department Chair. 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.

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 Occupational/ Environmental 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 approximately 77 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 Society, Human Development, and Health 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 and to develop health programs in the community. 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.

Post-Master's Nurse Practitioner Certificate of Advanced Graduate Study (C.A.G.S.) for M.S.N.s who wish to become Nurse Practitioners

This program was developed for individuals who have acquired their Master's 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 (C.A.G.S.) in Family Health for M.S.-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.

Post-Master's Nurse Practitioner Certificate of Advanced Graduate Study (C.A.G.S.) in Health Professions Education for M.S.-prepared health care professionals.

This post-masters specialty program is designed to meet the national need for health professions educators. Advanced practice health care clinicians (nurses, nutritionists, physical therapists); will acquire core knowledge and skills to teach at the higher education level or as health educators in other settings. This 16 credit, online program can be completed in one year. The program will allow the student to apply theories of education, design lesson plans, create and evaluate health professions curricula and programs, develop skills in grant writing, and utilize various educational modalities. Upon successful completion of this program, students may apply to the Ph.D. in Education program offered by the Simmons College of Arts and Sciences.

Program	Academic Schedule	Certificate or Degree	Admission Requirements
M.S. in Nursing for nurses with their B.S. in nursing or B.A./B.S in related field.	Two year full time program; Three to four years part time study available; evening classes	M.S in Nursing	Undergraduate degree from nationally accredited program; RN licensure; 1 year nursing experience; available; evening classes GRE or B or better in NUR 404 (Normal and offered Abnormal Physiology) Admission in September or January
M.S Nursing for non-nurses with B.A/B.S (Direct entry)	Three year full-time program or one and a half years full time and three or four years part time study	Certificate of completion of RN requirements and M.S 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: These courses must be graded and may not be completed pass/fail or audited: Statistics, Human Anatomy/Physiology 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, birth to death focus). Progression to Nurse Practitioner sequence is contingent upon maintaining a 3.0 cumulative GPA in generalist nursing courses. Admission in May only.
M.S. in Nursing for RNs without B.S. /B.A.	Three year full-time program or four or five years part-time study	M.S. in Nursing	Diploma or Associate Degree from nationally-accredited nursing program; notarized certification of RN licensure; one year nursing experience; GRE or B or better in NUR 404 (Normal and Abnormal Physiology-offered only in Fall semester) Admission in September or January only
M.S. in Nursing for Practicing (Certificate prepared) NPs	Individualized program two years of part-time study	M.S. in Nursing	Satisfactory completion of nationally accredited NP program; notarized certification as NP and RN licensure. Admission in September or January
Post-M.S. NP Certificate for M.S.N.s	Individualized program two years of part-time study	Certificate of Graduate Study (C.A.G.S.)	M.S. in Nursing, All B.S.N. requirements, No GRE and 3.0 GPA in graduate study. Admission in September or January
Post-M.S. Family NP program for M.S.N. prepared PNP's	One year of part-time study May lead into Ph.D	C.A.G.S.	M.S. in Nursing, All B.S.N. requirements, No GRE and 3.0 GPA in graduate study. Admission in May only
NP Refresher course	Individualized program.	Certificate	Notarized copy of NP certification and RN Licensure
Dual Degree Program in Maternal Child Health with Harvard School of Public Health (HSPH)	Two years of full-time study	M.S. in Nursing from Simmons College and S.M in Society, Human Development and Health from HSPH	All B.S.N. requirements; GRE; must also meet HSPH admission requirements. Must apply to and be admitted by both Harvard Public Health (HSPH) Development, and Health and Simmons.* Admission in September or January.

NOTE: Nursing candidates must indicate on the admission application if M.S. in nursing and C.A.G.S. are desired. Formal application/admission is required for consideration of M.S. alone or C.A.G.S. alone or in combination. Accepted M.S. students may not automatically continue taking certificate courses after the awarding of the M.S. with the intent of earning a C.A.G.S. A separate formal application is required if a student desires to continue in the certificate courses after completion of the M.S. degree.

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) taken within 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 230 (computer test). Further information about this exam can be obtained by calling the Educational Testing Service 609-771-7100 or 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 minimum score. Copies of the student score reports are not acceptable. The SHS code is 3761. Further information about

*this exam can be obtained by calling The Educational Testing Service
690-771-7906 or www.gre.org*

Requirements for Program Completion for All Nursing Candidates*

Prerequisite for the Research Sequence (SHS 410: Research Methods)

For all Master's Candidates:

Statistics

An undergraduate-level statistics course must be completed before taking 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 ten years ago, the applicant should take the Simmons College Self-study Assessment Test (available from the Nursing Department) to assess competency. If the assessment result is poor, the student should retake Statistics prior to taking SHS 410.

Prerequisite for the Primary Care Clinical Sequence (NUR 560 or 580: Primary Health Care Nursing I)

Health Assessment

A graduate health assessment course is required prior to entering Primary Health Care Nursing I (NUR 560 or NUR 580). This Health Assessment course can be completed after acceptance to either the Direct Entry Nursing or regular B.S.N.-M.S. in Nursing program. 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.

*Students must complete statistics and health assessment before beginning SHS 410 and NUR 560 or NUR 580. However, the timing of when to take these prerequisite courses will depend on your chosen curriculum. Please refer to the sample program curricula to determine if statistics and health assessment should be completed before application or post-admission.

**B.S.N.-M.S. in Nursing Sample Curriculum for Adult and Parent Child Concentration
Two-Year Full-Time Schedule**

YEAR 1

FALL

SHS 570	Health Promotion: A Global Perspective	2
NUR 404	Normal and Abnormal Human Physiology.....	4
SHS 410	Research Methods	3
	Total credits.....	9

SPRING

SHS 450	The Health Care System: Interdisciplinary Perspectives.....	3
NUR 507	Scholarly Inquiry I.....	2
NUR 580/560	Theory and Practice: Primary Health Care Nursing I	2
NUR 580A/560A	Clinical Decision-making I.....	1
	Total credits.....	9

SUMMER

NUR 581	Clinical Practicum	3
NUR 508	Scholarly Inquiry II	2
Elective*		
	Total credits.....	5

YEAR 2

FALL

NUR 422	Clinical Pharmacology.....	3
NUR 582/562	Theory and Practice: Primary Health Care Nursing II	3
NUR 582A/562A	Clinical Decision-making II.....	3
	Total credits.....	9

SPRING

NUR 584	Theory and Practice: Primary Health Care Nursing III.....	3
NUR 584A/564A	Clinical Decision-making III	4
NUR 509	Research Practicum.....	2
Elective *		
	Total credits.....	9

Total credits for program 44**

*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.

**Including 4 elective credits

**B.S.N.-M.S. in Nursing Sample Curriculum for Adult and Parent Child Concentrations
Three-Year Part-Time Schedule**

YEAR 1

FALL

NUR 404	Normal and Abnormal Human Physiology.....	4
Elective *		
Total credits.....		4

SPRING

SHS 450	The Health Care System: Interdisciplinary Perspectives.....	3
NUR 507	Scholarly Inquiry I.....	2
Total credits.....		5

SUMMER

NUR 508	Scholarly Inquiry II	2
	Elective *	
Total credits.....		2

YEAR 2

FALL

SHS 570	Health Promotion: A Global Perspective	2
SHS 410	Research Methods	3
Total credits.....		5

SPRING

NUR 580/560	Theory and Practice: Primary Health Care Nursing I	2
NUR 580A/ 560A	Clinical Decision-making and Analysis I.....	1
Total credits		3

SUMMER

NUR 581/561	Clinical Practicum	3
Elective *		
Total credits.....		3

YEAR 3

FALL

NUR 422	Clinical Pharmacology.....	3
NUR 582/562	Theory and Practice: Primary Health Care Nursing II	3
NUR 582A/ 562A	Clinical Decision-making II.....	3
Total credits.....		9

SPRING

NUR 584/564	Theory and Practice: Primary Health Care Nursing III.....	3
NUR 584A/564A	Clinical Decision-making III	4
NUR 509	Research Practicum.....	2
Total credits		9

Total credits for program 44**

*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.

**Including 4 elective credits

If you wish to continue and pursue a C.A.G.S. Family Concentration, please see the sample curriculum on the following pages.

**B.S.N.-M.S. in Nursing Sample Curriculum for Family Concentration
Full-Time Schedule**

YEAR 1

FALL

SHS 570	Health Promotion: A Global Perspective	2
NUR 404	Normal and Abnormal Human Physiology.....	4
SHS 410	Research Methods	3
	Total credits.....	9

SPRING

SHS 450	The Health Care System: Interdisciplinary Perspectives.....	3
NUR 507	Scholarly Inquiry I.....	2
NUR 580/560	Theory and Practice: Primary Health Care Nursing I	2
NUR 580A/560	Clinical Decision-making and Analysis I.....	1
	Total credits.....	8

SUMMER

NUR 508	Scholarly Inquiry II	2
NUR 581	Clinical Practicum.....	3
	Total credits.....	5

YEAR 2

FALL

NUR 422	Clinical Pharmacology.....	3
NUR 582/562	Theory and Practice: Primary Health Care Nursing II	3
NUR 582A/562A	Clinical Decision-making and Analysis II	3
	Total credits.....	9

SPRING

NUR 584/564	Theory and Practice: Primary Health Care Nursing III.....	3
NUR 584A/564A	Clinical Decision-making and Analysis III.....	4
NUR 509	Research Practicum.....	2
Elective *		
	Total credits.....	9

Certificate of Advanced Graduate Study In Family Health

SUMMER

NUR 567	Theory and Practice: Primary Health Care Nursing of the Pregnant Woman and Family I.....	3
NUR 571	Family Nurse Practitioner Theory and Practice	2
	Total credits	5

YEAR 3

FALL

NUR 562	Parent-Child Nursing: Primary Care II: Pediatrics	3
NUR 572A	Clinical Decision-making in Primary Health Care Nursing of the Family II	2
	Total credits	5

SPRING

NUR 564	Parent-Child Nursing: Primary Care III	3
NUR 574A	Clinical Decision-making in Primary Health Care Nursing of the Family III	2
	Total credits	5

Total credits for program 59**

Note that after the spring semester of year 2, students are eligible to receive their M.S. degree and take 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 elective plus a one-credit module.

**Including 4 elective credits.

RN-M.S. in Nursing Sample Curriculum

For RNs with Diplomas or Associate Degrees

Students are admitted directly into the graduate nursing program and work closely with an advisor. 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 a bachelor of science degree. Applicants must be licensed to practice nursing in Massachusetts. Simmons College maintains articulation agreements with Laboure' and Roxbury Community Colleges for the RN-M.S. program and with Emmanuel College for the RN-M.S. program and the Direct Entry program. Graduates of these schools should direct specific questions to the Nursing Program Office at 617-521-2141.

Phase I-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.

Phase II-Graduate Sequence

Upon successful completion of the first year of the RN-M.S. program (see below), students enter the core primary care courses and specialty courses for their nurse practitioner program of study. See the two-year, full-time or three-year, part-time B.S.N.-M.S. sample curricula for more information.

Portfolio documentation of senior year equivalent clinical experience in Community Health (NUR 337) and Leadership and Management (NUR 454) 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-M.S. 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.

Sample Sequence of Courses for First Year

SUMMER

MATH 118	Statistics (unless this course has been completed in the past 10 consecutive years).....	4
	Elective.....	4
	Total credits	8

FALL

NUR 337	Nursing Care of Individuals, Families, and Communities	4
NUR 404	Normal and Abnormal Human Physiology	4
NUR 435	Integration of Pharmacology and Pathology	4
SHS 410	Research Methods	3
	Total credits	15

SPRING

NUR 292	Health Assessment.....	4
NUR 350	Independent Study	4

NUR 454	Leadership and Management in the Clinical Setting.....	4
SHS 450	The Health Care System	3
	Total credits.....	15

Total credits for first year of program38*
 (after all undergraduate prerequisites are met)

*Including 4 elective credits

YEAR 2 (SEE B.S.N.-M.S. in NURSING SAMPLE CURRICULUM)

Direct Entry Sample Curriculum in Advanced Practice Nursing

YEAR 1

PREREQUISITES (Must be completed within the past ten consecutive years and before admission or during the first summer sessions. These courses must be graded and may not be completed on a pass/fail basis or audited.)

- Microbiology (one semester with lab)
- Chemistry (one semester each: Inorganic and Organic with labs)
- Human Anatomy/Physiology (two semesters with labs)
- Statistics (one semester)
- Developmental Psychology (one semester, birth to death focus)

SUMMER (12 weeks)

Integrated Science Modules for individuals who have not completed the science prerequisite courses3-10

NUR 421	Microbiology	4
NUR 439	Biochemistry (combines Inorganic & Organic Chemistry)	3
NUR 431	Anatomy/Physiology (combines two semesters)..... (6 weeks)	3
NUR 425	Nursing Process and Skills (required of all students).....	4
	Total credits	variable

FALL

NUR 404	Normal and Abnormal Human Physiology	4
NUR 426	Variances in Health Patterns of Adults and Elders I	4
NUR 435	Integration of Pharmacology and Pathology	4
NUR 492	Health Assessment.....	4
	Total credits	16

SPRING

NUR 448	Variances in Health Patterns of the Client with Psychiatric and Mental Illness	4
NUR 438	Variances in Health Patterns of Adults and Elders II.....	8
SHS 450	The HealthCare System	3
	Total Credits	15

SUMMER (12 weeks)

NUR 447	Variances of Health Patterns of Childbearing Families	4
NUR 449	Variances of Health Patterns of Childrearing Families	4
NUR 437	Nursing Care of Individuals, Families, and Communities	4
	Total credits	12

YEAR 2**FALL**

SHS 410	Research Methods	3
NUR 454	Leadership and Management in the Clinical Setting.....	4
NUR 455	Clinical Decision Making	4
	Total credits.....	11

NCLEX (RN) Examination taken at this time.

SPRING

SHS 570	The HealthPromotion	2
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
	Total credits.....	8

SUMMER

NUR 459	RN Internship- 12 weeks (32 hours/week).....	1
NUR 581	Clinical Practicum- 6 weeks	3
NUR 508	Scholarly Inquiry II	2
	Electives*	
	Total credits.....	6

YEAR 3**FALL**

NUR 422	Clinical Pharmacology.....	3
NUR 582	Theory and Practice: Primary Health Care Nursing II.....	3
NUR 582A	Clinical Decision-making II	3
	Electives*	
	Total credits.....	9

SPRING

NUR 584	Theory and Practice: Primary Health Care Nursing III	3
NUR 584A	Clinical Decision-making III	4
NUR 509	Research Practicum	2
	Electives*	
	Total credits.....	9

Total credits for the program..... 94**
(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.

**Including 4 elective credits

Dual Degree Sample Curriculum in Parent-Child Health (Pediatrics) at Simmons

Master of Science Primary Health Care Nursing

YEAR 1

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 Decision-making.....	3
SHS 450	The Health Care System: Interdisciplinary Perspectives.....	3
	Total credits	8

SUMMER

NUR 561/581	Clinical Practicum	3
NUR 508	Scholarly Inquiry I	2
	Total credits	5

YEAR 2

FALL

NUR 422	Clinical Pharmacology.....	3
NUR 562/562A	Parent-Child Nursing: Primary Care II: Pediatrics	6
	Elective.....	3*
	Total credits	14

SPRING

NUR 564/564A	Parent-Child Nursing Primary Care III/Clinical Decision-making.....	7
NUR 509	Research Practicum	2
	Total credits	9
	Total credits Simmons program	40**

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

**Including 3 elective credits

**Dual-Degree Sample Curriculum in Maternal-Child Health
at Harvard School of Public Health**

Master of Science (S.M.) in Society, Human Development, and Health

**YEAR 1
FALL**

BIO 201	Biostatistics	5
EPI 201	Epidemiology	2.5
MCH 200	Growth and Development.....	2.5
	Total credits.....	10

SPRING

MCH 207	Nutrition in Child Growth and Development	2.5
MCH	Elective.....	5
	Free Elective	2.5
	Total credits.....	10

**YEAR 2
FALL**

MCH 204	Content of MCH Programs.....	5
	Free Electives	5
	Total credits.....	10

SPRING

MCH 205	Implementation and Evaluation	2.5
MCH	Tutorial Consultation and Technical Assistance - Case Studies	2.5
	Free Electives	5
	Total credits.....	10

Total credits HSPH program..... 40*

*Including 17.5 elective credits

**Dual Degree Sample Curriculum in Parent-Child Health
(Women's Health) at Simmons College**

Master of Science Primary Health Care Nursing

YEAR 1			
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 580	Theory and Practice: Primary Health Care Nursing of the Adult I	2
	NUR 580A	Clinical Decision-making of the Adult I	1
	SHS 450	The Health Care System: Interdisciplinary Perspectives	3
		Total credits	8
SUMMER	NUR 508	Scholarly Inquiry II	2
	NUR 581	Clinical Practicum	3
	NUR 567	Theory and Practice: Primary Health Care Nursing of Pregnant Woman	3
		Total credits	8
YEAR 2			
FALL	NUR 422	Clinical Pharmacology	3
	NUR 582	Theory and Practice: Primary Health Care Nursing of the Adult II	3
	NUR 582A	Clinical Decision-making of the Adult II	3
		Total credits	9
SPRING	NUR 509	Research Practicum	2
	NUR 566	Theory and Practice: Primary Health Care Nursing of Women	3
	NUR 566A	Clinical Decision Making of Women	4
		Total credits	9
		Total credits for program	40

B.S.N.-M.S. in Nursing Sample Curriculum for Women's Health

Two-Year Full-Time Schedule

YEAR 1			
FALL	NUR 404	Normal and Abnormal Physiology	4
	SHS 410	Research Methods	3
	SHS 570	Health Promotion: A Global Perspective	2
	Total credits		9
SPRING	NUR 507	Scholarly Inquiry I	2
	NUR 580	Theory and Practice: Primary Health Care Nursing of the Adult I	2
	NUR 580A	Clinical Decision-making of the Adult I	1
	SHS 450	The Health Care System: Interdisciplinary Perspectives	3
	Total credits		8
SUMMER	NUR 508	Scholarly Inquiry II	2
	NUR 567	Theory and Practice: Primary Health Care Nursing Of Pregnant Woman	3
	NUR 581	Clinical Practicum Elective*	3
	Total credits		8
YEAR 2			
FALL	NUR 422	Clinical Pharmacology	3
	NUR 582	Theory and Practice: Primary Health Care Nursing of the Adult II	3
	NUR 582A	Clinical Decision-making of the Adult II	3
	Total credits		9
SPRING	NUR 509	Research Practicum	2
	NUR 566	Theory and Practice: Primary Health Care Nursing of Women	3
	NUR 566A	Clinical Decision Making of Women	4
	Total credits		9
Total credits for program			44*

*Including one elective credit

**B.S.N.-M.S. in Nursing Sample Curriculum for
Women's Health
Three-Year Part-Time Schedule**

YEAR 1			
FALL	NUR 404	Normal and Abnormal Physiology Elective*	4
		Total credits	4
SPRING	NUR 507 SHS 450	Scholarly Inquiry I The Health Care System: Interdisciplinary Perspectives	2 3
		Total credits	5
SUMMER	NUR 508	Scholarly Inquiry II Elective*	2
		Total credits	2
YEAR 2			
FALL	SHS 410 SHS 570	Research Methods Health Promotion: A Global Perspective	3 2
		Total credits	5
SPRING	NUR 580	Theory and Practice: Primary Health Care Nursing of the Adult I	2
	NUR 580A	Clinical Decision-making of the Adult I	1
		Total credits	3
SUMMER	NUR 567 NUR 581	Theory and Practice: Primary Health Care Nursing Of Pregnant Woman Clinical Practicum	3 3
		Total credits	6
YEAR 3			
FALL	NUR 422 NUR 582	Clinical Pharmacology Theory and Practice: Primary Health Care Nursing of the Adult II	3 3
	NUR 582A	Clinical Decision-making of the Adult II	3
		Total credits	9
SPRING	NUR 509 NUR 566	Research Practicum Theory and Practice: Primary Health Care Nursing of Women	2 3
	NUR 566A	Clinical Decision Making of Women	4
		Total credits	9
		Total credits for program	44*

*Including one elective credit

Occupational Health Nurse Practitioner Program

Master of Science in Nursing with a Concentration in Occupational Health

YEAR 1

FALL

NUR 404	Normal and Abnormal Physiology	4
SHS 570	Health Promotion: A Global Perspective	2
SHS 410	Research Methods	3
NUR 575	Ergonomic/Human Factors.....	2
	Total credits	9

SPRING

NUR 507	Scholarly Inquiry I.....	2
NUR 580	Theory and Practice: Primary Health Care Nursing of the Adult I.....	2
NUR 580A	Clinical Decision-making of the Adult I	1
NUR 572	Occupational Health Policy and Administration.....	2
NUR 571	Practice of Occupational Health	4
	Total credits	11

SUMMER

NUR 508	Scholarly Inquiry II	2
NUR 581	Clinical Practicum in Primary Care 3.....	3
	Total credits	5

YEAR 2

FALL

NUR 422	Clinical Pharmacology.....	3
NUR 582	Theory and Practice: Primary Health Care Nursing of the Adult II	3
NUR 582A	Clinical Decision-making II (Occ Health Settings).....	3
NUR 573	Tutorial in Toxicology.....	2
	Total credits	11

SPRING

NUR 509	Research Practicum.....	2
NUR 584	Theory and Practice: Primary Health Care Nursing of the Adult III.....	3
NUR 584A	Clinical Decision-making in the Workplace	4
NUR 574	Occupational and Environmental Medicine	2
	Total credits	11
	Total program credits	49

Courses listed in bold are all interdisciplinary courses. All clinical and practicum courses are interdisciplinary. If you are interested in the dual degree program, please view the following page for further information.

Occupational Health Nurse Practitioner Dual Degree Program (OHNPD)

Master of Science in Nursing with a concentration in Occupational Health
 Master of Science in Occupational/Environmental Health
 from Harvard School of Public Health

YEAR 1

FALL

NUR 404	Normal and Abnormal Physiology	4
SHS 570	Health Promotion: A Global Perspective	2
EH243ab	Ergonomic/Human Factors	2.5
EH 262	Introduction to Work Environment	2.5
EPI 200	Principles of Epidemiology.....	2.5
BIO 200	Biostatistics	5
	Total credits	18.5

WINTER

EH 281	Occupational Health Care Delivery	2.5
(Alternating years)		
	Total credits.....	2.5

SPRING

NUR 507	Scholarly Inquiry I.....	2
NUR 580	Theory and Practice: Primary Health Care Nursing of the Adult I.....	2
NUR 580A	Clinical Decision Making of the Adult I	1
EH 231	Occupational Health Policy and Administration.....	2.5
ID 263	Practice of Occupational Health.....	5
ID 215	Environmental and Occupational Epidemiology.....	2.5
	Total Credits.....	15

SUMMER

NUR 508	Scholarly Inquiry II.....	2
NUR581	Clinical Practicum in Primary Health Care.....	3
	Total credits.....	5

YEAR 2

FALL

NUR 422	Clinical Pharmacology.....	3
NUR 582	Theory and Practice: Primary Health Care Nursing of the Adult II	3
NUR 582A	Clinical Decision Making II (Occ Health Settings).....	3
EH 300	Toxicology.....	5
EH 236	Epidemiology and Occupational Health Standards.....	5
	Total credits	19

SPRING

NUR 509	Research Practicum.....	2
NUR 584	Theory and Practice: Primary Health Care Nursing of the	

	Adult III.....	3
NUR 584B	Clinical Decision-making in the Workplace	4
EH 232	Occupational and Environmental Medicine	2.5
EH 241	Occupational Safety	2.5
	Total credits.....	14

Total program credits 74

Courses listed are all interdisciplinary courses. All clinical and practicum, courses are interdisciplinary.

Core Course Descriptions

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 only offered in the September semester and can be completed by non-degree students (excluding Direct Entry candidates and non U.S. citizens who must enroll full-time) to waive the GRE requirement for application if a grade of "B" or better is earned. (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 worldview. (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 worldview. (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)

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 44-credit programs, except for the 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.

Core Courses for all Adult Primary Care Concentrations

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.

Core Courses in Adult Health

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 meets 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 Master's-prepared nurse practitioner role. Corequisite: NUR 584 (4 credits)

*Women's Health students take NUR 584 and NUR 584A concurrently with NUR 566 and NUR 566A. They register for NUR 566 and NUR 566A.

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.

Core Courses in Gerontologic Health

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)

Core Courses In Simmons Occupational Health Concentration
(NOT INCLUSIVE OF HARVARD DUAL DEGREE)

NUR 571: Practice of Occupational Health

Focuses on the assessment of the workplace hazards, the physiology and biomechanical aspects of work, and a practical problem-solving approach to health problems in various work settings. Emphasizes the relationship between working conditions and health, with special reference to the recognition, measurement and control of occupational hazards. Course Activities: Oral and written projects, class discussions, walk through field trips to local industries(field trips may take up to 4 hours)
Prerequisite: Permission of Instructor (4 credits)

NUR 572: Occupational Health Policy and Administration

Examines the legal and economic, and political foundations of occupational health activities in the United States. Discusses the roles of government, unions, and research organizations. Helps students acquire and understanding of management functions in corporations.
Course Activities: Students develop the necessary knowledge and skills in the above areas to apply medico-legal and risk management principles to achieve a healthful workplace.
Prerequisite: Permission of the Instructor (2 credits)

NUR 573: Principles of Toxicology

The course is designed to expose students to the principles and methods that should be used to determine whether a causal relationship exists between specific doses of an agent and an alleged adverse effect, observed primarily in humans. Integration of principles and methods of toxicology is extremely important since the primary purpose of toxicology is to predict human toxicity. Toxicological data obtained in animal studies must be placed in proper relationship to the exposure observed in human population. The course deals with organ systems and whole target organs, selected classes of toxic agents and the application of toxicological principles are covered. Students are assigned a topic for a short presentation.
Course notes: Prerequisites: NUR 404, and organic Chemistry. Nur 422 must be taking prior or concurrent to this course. (2 credits)

NUR 574: Introduction to Occupational and Environmental Medicine.

Overview of Occupational and Environmental Medicine including: the diagnosis and management of illness following exposure to specific workplace substances, environmental and community hazards, such as asbestos, lead, organic solvents, and vibration; methods of diagnosis of early organ system effects of chemicals and techniques

for assessing impairment and disability; as well as, medicolegal aspects of occupational health.

Course Activities:

Mid term exam and Final Exam. One case based, written project.

Prerequisite: NUR 582 and NUR 582A; may take concurrent with NUR 584 and NUR 584B (2 credits)

NUR 575: Ergonomics/Human Factors

Emphasizes the design of the job “to fit the worker” in terms of both productivity and prevention of injuries. Specific problems are investigated which result from the nature of the job itself, e.g., musculoskeletal disorders including low back pain and repetitive stress injuries of the upper extremity and human error. Fundamental ergonomic topics, such as human physiology, occupational biomechanics, epidemiology, and work place design, are considered in the development of good job design principles.

Course Activities: Lecturers and group discussions, and term project analyzing a real world job.

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 584B

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 meets 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 Master’s-prepared nurse practitioner role. Corequisite: NUR 564 (4 credits)

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. Students take the adult core courses: NUR 580, NUR 580A, NUR 582, NUR 582A, NUR 584, NUR 584A.

Core Courses in Women's Health

NUR 566

Theory and Practice of Primary Health Care Nursing of Women

See NUR 584. In addition, women's health nurse practitioner students must achieve competencies in women's health specialty content such as infertility, acute and chronic vulvovaginal health issues, gender disparities in health care, early options pregnancy counseling and interventions, caring for women cross-culturally, herbal and homeopathic remedies in well woman care, and LGBT health concerns including obstetrical issues via case studies, self-directed learning and workshops.

Prerequisites: NUR 582 and NUR 582A (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 adult including the obstetrical client presented in NUR 580, NUR 567, NUR 567A, NUR 582, NUR 582A, NUR 566 and includes the two components of a clinical practicum in women's health (16 hours week) and a clinical decision-making seminar. It is expected that students will become increasingly independent in the delivery of health care services and apply specialized knowledge to the care of women, consulting with preceptors and other team members as appropriate. Faculty meets regularly with students and preceptors for the purpose of evaluating students' performance and successful attainment of course objectives. Written feedback of student clinical summaries and conference facilitates this final component of the transition to the masters prepared nurse practitioner role. 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. Content includes the physiology of pregnancy, prenatal care, laboratory testing relevant to pregnancy, assessment of fetal wellbeing, complications of pregnancy, preparation for childbirth, the puerperium, and diagnosis and treatment of common obstetrical complications. Prerequisites: NUR 566 and NUR 566A (3 credits)

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 582

Theory and Practice: Primary Health Care Nursing II

NUR 582A

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

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.

Core Courses for All Parent-Child Primary Care Concentrations

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 practical, 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.

Core Courses in Children/Adolescents with Special Health Care Needs

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 meets 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 562A (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.

Core Courses in Pediatric Health

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 meets 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 Master's-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 Master's-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.

Core Courses in School Health

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 focusing 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 meets 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)

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 59 credits and can be completed in three years of study. A part-time program over four to five years is available.

Core Courses in Family Health

NUR 562

Parent-Child Nursing: Primary Care II: Pediatrics

NUR 564

Parent-Child Nursing: Primary Care III

NUR 567

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

NUR 567A

Clinical Practicum

NUR 571

Family Nurse Practitioner Theory and Practice I

This course is designed for students who have completed their preparation in either adult or pediatric primary care and have acquired the skills and knowledge to function as a Nurse Practitioner. Students in this initial course for the FNP CAGS will complete an accelerated volunteer patient experience which builds on the skills that they acquired in previous course and clinical work. In addition to the practicum session, students will participate in class sessions designed to prepare them to complete clinical sequence; they can enroll on this class to gain expertise in Adult history and physical assessment process. They will also complete the course work from the last 6 weeks of the NUR 560/580. The students who have completed the Adult course work will then enroll to do the Pediatric session. This course is designed to specifically build on experience, knowledge and skills that student have. Therefore, the option exists to tailor the course and clinical to meet the needs of the students.

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 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)

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 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

Master's Degree Program for Non-Nurses with a B.A. /B.S. (Direct Entry)

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. Direct Entry students will be expected to maintain a working relationship with a nurse mentor during the program. This individual will be selected by the student during the first nursing course and will guide the student through the role socialization process. 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.

Courses in the Direct Entry Program

NUR 404

Normal and Abnormal Human Physiology

NUR 422

Clinical Pharmacology

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

Variances of Health Patterns of Adults and Elders I

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 sub-acute care and community settings. (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 sensitivity and knowledge to enable the students to provide culturally competent nursing care. Listed as NUR 437 for Direct Entry students. (4 credits)

NUR 438

Variances of Health Patterns of Adults and Elders II

In this course, which builds on Variances of Health Patterns of Adults and Elders I, 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 variances 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 in acute care and community settings. (8 credits)

NUR 447

Variances in Health Patterns of Childbearing Families

In this course, which builds on Variances of Health Patterns of Adults and Elders I, 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 variances 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. (4 credits)

NUR 448

Variances of Health Patterns of Clients with Psychiatric and Mental Illness

In this course, which builds on Variances of Health Patterns of Adults and Elders I, 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)

NUR 449

Variances in Health Patterns of Childrearing Families

In this course, which builds on Variances in Health Patterns of Childbearing Families, 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 variances 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. (4 credits)

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)

NURS455

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 life-span, 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 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 492

Concepts and Skills in Health Assessment

This course develops the student's skills in the collection of a systematic health history and performance of a physical examination of the adult and pediatric 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. Listed as NUR 492 for Direct Entry students. (4 credits)

NUR 507

Scholarly Inquiry I

NUR 508

Scholarly Inquiry II

NUR 580/560

Theory and Practice: Primary Health Care Nursing

NUR 580A/560A

Clinical Decision-making in Primary Health Care Nursing

NUR 581/561
Clinical Practicum

NUR 582/562
Theory and Practice: Primary Health Care Nursing

NUR 582A/562A
Clinical Decision-making in Primary Health Care Nursing

NUR 584/564
Theory and Practice: Primary Health Care Nursing

NUR 584A/564A
Clinical Decision-making in Primary Health Care Nursing

SHS 410
Research Methods

SHS 570
Health Promotion

Post-Master's Certificate of Advanced Graduate Study (C.A.G.S.)

Core Courses in Health Professions Education

HPED 501

Issues in Health Professions Education

Defines and reviews learning environments for health professions students and new graduates integration of research and practice related to health professions education, educational administration, individual differences in learning styles, current issues in the health professions, and other related topics. Focuses on the relationship between theory, research, and practical application. (2 credits)

HPED 503

Principles of Assessment and Teaching Strategies

Offers practical strategies to help educators assess skills of the learner, plan and evaluate teaching activities, assess each learner's academic strengths and weaknesses. This course introduces students to informal assessment, teaching, and learning strategies, and methods to monitor learner progress and evaluate the impact of the prescriptive strategies. Reviews current research in the field.
(2 credits)

HPED 505

Curriculum Development and Evaluation

Explores strategies for developing, implementing, and evaluating curriculum for teaching in both clinical and academic, settings. Considers bias in curriculum, teaching materials, assessment, practice, and evaluation. Students will design and evaluate a curriculum; curriculum frameworks, standards, objectives, instructional resources, and course content will be explored. The course also provides students with the opportunity to acquire skill in the development, evaluation, selection, and use of evaluation instruments that measure a variety of learning outcomes. (2 credits)

HPED 506

Organization, Leadership, and Change

Examines principles of effective leadership, organizational structure, and techniques for facilitating and responding to institutional change. Explores the impact of demographics on policy and practice and program evaluation. Analyzes contemporary operational and administrative problems and trends in health professions education. (2 credits)

HPED 507

Teaching Methodologies and Classroom Design

Uses digital media to mold existing and emerging curriculum materials and approaches to teaching, making it more responsive to the needs of diverse learners. Explores the knowledge and competencies needed to develop and apply innovative technologies in classroom and laboratory settings. Students will explore various teaching/learning strategies such as computer based learning environments, the use of multimedia, video, interactive learning, and web page development.
(2 credits)

HPED 508

Theories and Practice of Adult Education

Focuses on the characteristics of the adult learner, common theories of adult learning, and a comparison and contrast of education and training. Addresses effective instructional design for adult learners. Students will discuss the cycle of providing student feedback and evaluating teaching effectiveness. (3 Credits)

HPED 510

Education Practicum/Preceptorship

Students in this course will develop curriculum materials and demonstrate teaching in diverse settings to students under supervision of a faculty member/preceptor. The settings will include higher degree programs, clinical settings, and/or institutional staff development departments. Students will participate in a weekly seminar that focuses on practice issues, professional skill development, and issues related to theory, practice, and research in nursing education. Learning activities include 16 hours per week in the precepted practicum with an expert teacher/mentor with an interactive web-based seminar discussion. (4 credits)

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 the research process.

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.

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.

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 has developed an annual conference featuring well known speakers in various academic disciplines. Continuing education units (CEUs) are offered for professional development.

ORIENTATION

An orientation for new students is held at the beginning of the September semester for M.S.N. students with a nursing background and in May for Direct Entry students. Direct Entry students are notified after admission about the specifics of this orientation program. Since important information about the School, the program, and the College is provided at that time, it is expected that all new students will attend.

NON-DEGREE (SPECIAL) STUDENTS (U.S. CITIZENS ONLY)

A potential applicant to the nursing program (not Direct Entry or C.A.G.S.) may take up to two non-clinical courses as a non-matriculated student (non-degree) before applying to the program. Permission is granted on a space-available basis. Nursing students may complete NUR 404, Normal and Abnormal Human Physiology. If a grade of "B" or better is earned, students may waive the GRE requirement when applying. This waiver is not available to Direct Entry candidates. Registration for non-degree courses is available only through the Office of Admission of the School for Health Studies. Call 617-521-2605 for further details.

STUDENT HANDBOOK

A SHS Student Handbook and Nursing Student Handbook are distributed to students before the start of the academic year. These handbooks detail student rights and responsibilities, SHS and nursing-specific academic regulations, tuition and fees, financial aid, college facilities, student services, and other useful general information for graduate students.

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 Simmons academic records and to challenge specific parts of them thought to be inaccurate. This must be done under the supervision of the Department Chair.

Nursing Faculty

Judy Beal, D.N.Sc., R.N.
Chair and Professor of Nursing
Associate Dean, School for Health Studies
B.S.N. Skidmore College
M.S.N. Yale University
D.N.Sc. Boston University

Dr. Beal has been a faculty member since 1983. For the first seventeen years of her tenure at Simmons College, she was the Director of Research in the Graduate Program. She coordinated the Research-Theory core and has advised over 650 master's research projects. Since 2000 she has served as the chief academic officer of the combined graduate and undergraduate Nursing Programs.

Dr. Beal maintains a well-funded program of research focused on nurse practitioner role identity and outcomes. She serves as a collateral research reviewer for the Eastern Nursing Research Society and is on the editorial boards of *The Journal of Pediatric Nursing* and the *American Journal of Maternal-Child Nursing*. With more than 40 referred publications and 100 presentations, she is sought after nationally and regionally as a speaker. Dr. Beal received The Mary Ann Garrigan Award for Excellence in Leadership from Sigma Theta Tau and has been a Sigma Theta Tau Distinguished Lecturer since 1997.

Dr. Beal is actively involved in leadership activities of the Eastern Nursing Research Society and Sigma Theta Tau International. During her tenure as Associate Dean for Nursing, she has been successfully funded in programmatic support of over five hundred thousand dollars. Recent grants include support from the Helen Fuld Trust for a Community Nursing Initiative and from HHS for an Infant Behavior Institute. Dr. Beal is currently working on expanding Simmons's partnerships and new program development for nurse educators, clinical nurse specialists, and several hospital-based initiatives.

Josephine Atinaja-Faller, M.S.N., R.N.
Clinical Assistant Professor
B.S. Rutgers University College of Nursing
M.S.N. Northeastern University

Ms. Faller joined the faculty full-time in 2004 after having taught clinically for Simmons for more than 10 years. Ms. Faller teaches medical surgical nursing, pediatric nursing, obstetrical nursing, and fundamentals of nursing. She maintains an active clinical practice at Brigham and Women's Hospital, Boston in postpartum and the neonatal intensive care unit.

Anne-Marie Barron, Ph.D., R.N., CS
Assistant Professor of Nursing
B.S.N. Boston College
M.S. University of Massachusetts at Amherst
Ph.D. Boston College

Dr. Barron is a Clinical Nurse Specialist in Psychiatric and Mental Health. Her clinical work has included psychiatric liaison nursing, psychiatric emergency nursing and staff nursing. She currently practices part-time as a Clinical Nurse Specialist on the Oncology and Bone Marrow Transplant Inpatient Unit at Massachusetts General Hospital where she consults with the staff on the psychosocial dimension of oncology care.

Dr. Barron coordinates the clinical nursing course in Psychiatric and Mental Health Nursing and integrates psychosocial nursing concepts throughout the curriculum. She is particularly interested in the psychosocial and spiritual aspects of nursing practice. Her doctoral dissertation, "Life Meanings and the Experience of Cancer", focused on the patterns of meaning and lived experiences of persons with cancer. It is her clear belief that nurses encounter patients and families at profound moments in their lives and offer compassion, caring, and transformational possibility. Dr. Barron's teaching, practice, and research interests are focused on meaning and illness and the understanding and alleviation of suffering. Her central goal in nursing education is to guide and support students as they develop perspectives and skills that enable them to offer healing presence in the lives of their patients.

Victor Bell, M.S.N., R.N.
Clinical Assistant Professor
B.S.N. Northeastern University
M.S.N. Massachusetts General Hospital Institute of Health Professions

Mr. Bell joined the faculty in 2004 to teach medical surgical nursing. Prior to that, he worked at Regis College and Laboure'College while always maintaining his clinical practice in acute care. He recently co-authored an article on the effects of reducing interns' work hours on serious medical errors in ICUs in the New England Journal of Medicine. He was a primary data collector for that study. Mr. Bell is fluent in Russian and is ACLS certified as well as ANCC Board certified in Medical Surgical Nursing.

Kathleen Benedetti, M.S.N., R.N.
Clinical Assistant Professor
B.S.N. Fairfield University
M.S. in Nursing Simmons College

Ms. Benedetti joined the faculty in 2004 to teach medical surgical nursing. Prior to coming to Simmons, she taught for UMASS Boston. She received her M.S. in Nursing from Simmons College and is certified as an adult nurse practitioner. Ms. Benedetti maintains an active practice in the emergency room at Faulkner Hospital.

Charlene J. Berube, M.S.N., R.N., CS

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. She received her Masters Degree in Parent-Child Health Nursing from Boston University. Most recently, Professor Berube completed the Certificate for Advanced Graduate Study in both Adult and Women's Health Primary Care Nursing at Simmons College. Her background and clinical expertise in both Maternal-Child Health and Adult Health and their related issues have provided the foundation for her teaching. Ms. Berube has taught courses across the undergraduate curriculum. She maintains a clinical practice as an Adult Health Nurse Practitioner in southern New Hampshire. Ms. Berube is actively involved in professional organizations including Sigma Theta Tau International, where she serves as faculty counselor for the undergraduate nursing program at Simmons. Professor Berube has presented to various organizations and schools concerning adolescent pregnancy and children's response to loss.

Terry Mahan Buttarò, M.S., A.P.R.N., B.C.

Clinical Assistant Professor

M.S. in Nursing Simmons College

Ms. Buttarò is an adult gerontologic nurse practitioner with certification in emergency room and critical care nursing. In addition to teaching at Simmons College, she is a BCLS and ACLS instructor for the Merrimack Valley Critical Care Consortium. She currently practices as a nurse practitioner caring for adult and elderly clients at home and in sub-acute and long-term care facilities at Beth Israel Deaconess Medical Center, Lahey Amesbury, and Seacoast Medical Associates. A member of the Massachusetts Coalition of Nurse Practitioners and Sigma Theta Tau, she is an author/editor of *Primary Care: A Collaborative Practice* published in 1999 and 2001 and *A Guidebook for Practitioners in Rehabilitation and Long-Term Care*, which published in September 2004.

Jean Christoffersen, M.S., A.P.R.N., B.C.

Clinical Assistant Professor

B.S.N. S.U.N.Y Health Science Center at Brooklyn

M.S.N. Boston College

Ms. Christoffersen teaches Psychiatric-Mental Health Nursing. Previously, she was a part-time clinical instructor at Simmons since 1997. Prior to coming to Simmons, she was on the faculty of Massachusetts Bay Community College. Ms. Christoffersen received a B.S. from S.U.N.Y. Downstate Medical Center in Brooklyn, N.Y. in 1980. In 1986, she received her M.S. in Psychiatric-Mental Health Nursing from Boston College. Ms. Christoffersen's clinical areas of interest have been working with chronically mentally ill. She has worked with anxiety-disordered and phobia patients as well. Presently, she practices as a Clinical Nurse Specialist at Beth Israel Deaconess Medical Center in the emergency department.

Margaret Costello, M.S.N., R.N.

Instructor of Nursing

B.S.N. Salve Regina College

M.S. in Health Care Administration, Simmons College

M.S.N. Massachusetts College of Pharmacy

Ms. Costello joined the faculty full-time in 2004 after having taught for us clinically since 2001. Ms. Costello maintains an active role as the nurse in charge at BWH on a surgical floor. At Simmons she teaches medical surgical nursing.

Terry Anne Davies, M.S.N., R.N., B.C.

Clinical Assistant Professor

A.S.N. Miami Dade Junior College

M.S. in Nursing Simmons College

Ms. Davies joined the faculty in 2004 to teach medical surgical nursing. She is a graduate of the Simmons College RN-M.S. Program in 1999 and practices as a nurse practitioner in the Emergency Room of Boston Medical Center. An experienced clinician, she taught part-time in the Simmons undergraduate nursing program for many years before joining the faculty full time.

Collette Dieujuste, M.S.N., R.N.

Clinical 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.

Susan M Duty, Sc.D., M.S., R.N., CS.

Assistant Professor of Nursing

B.S.N. University of Massachusetts Boston

M.S. Simmons College

S.M., Sc.D., Harvard School of Public Health

Dr. Duty is an assistant professor in the undergraduate nursing program. She is certified as an Adult Nurse Practitioner with specialization in occupational health. Prior to becoming a nurse practitioner, she was certified in critical care nursing. She obtained her doctoral degree in occupational epidemiology from the Harvard School of Public Health in 2002 where she continues her research into the relationship between environmental exposures to phthalates and male reproductive outcomes. Dr. Duty has presented her research both nationally and internationally and published one of the first studies on the human health effects of phthalates. She maintains a clinical practice at South Shore Hospital in Weymouth, MA and is a member of the Massachusetts Coalition of Nurse Practitioners.

Priscilla Gazarian, M.S.N., R.N., CCNS.

Clinical Assistant Professor of Nursing

B.S.N. University of Massachusetts, Dartmouth

M.S.N. University of Massachusetts, Boston

Ms. Gazarian is currently enrolled as a Doctoral student at Boston College and she teaches Medical-Surgical Nursing in the undergraduate nursing program at Simmons College. She has taught at Massachusetts Bay Community College and recently was a Medical-Surgical Clinical Nurse Specialist at Massachusetts General Hospital. She is a member of the American Association of Critical Care Nurses and Sigma Theta Tau.

Rebecca Koeniger-Donohue, Ph.D., R.N., CS.

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 recognized widely for her breadth and depth of knowledge in the primary care of women. Dr. Donohue received her nurse practitioner certificate in adult health from the University of Massachusetts at Amherst in 1980. She received her master's degree from Boston University in 1987, and published her thesis work, "Patient Care Classification Systems" in the *Journal of Home Care*. In 1995, Dr. Donohue completed her Ph.D in nursing at the University of Rhode Island. Her most recent publication, in the *Journal of Clinical Nursing*, September 2003, "Nurse Practitioner-Client Interaction as Resource Exchange in a Women's Health Clinic", exemplifies her interest in empirical work that provides clear linkages between nursing practice, applied theory in nursing, and nursing research. Because of Dr. Donohue's expertise in qualitative research and women's health, the editorial board of the *Journal of Clinical Nursing*, an international journal based in the United Kingdom, invited Dr. Donohue to join the editorial review board.

Dr. Donohue's textbook, *Women's Health Case Studies*, published by Appleton & Lange, is used extensively in the United States and Canada to prepare women's health nurse practitioners for the National Certification Exam. Dr. Donohue has worked as an advanced practice nurse while pursuing ongoing educational and research opportunities for over 25 years. She taught undergraduate students at Boston University prior to joining the faculty at Simmons College, where she teaches at all levels of the program, though primarily at the graduate level. Her NP clinical practice for the last several years at Simmons College Health Center resulted in her writing and editing a new textbook for advanced practice nurses in college health. Dr. Donohue is also investigating the use of personal digital assistants at Simmons College nursing programs, specifically as a resource tool for bringing evidence-based practice to enhance client encounters.

Jocelyn Loftus, M.S., R.N., CS.

Clinical Assistant Professor of Nursing

B.S.N. University of Massachusetts

M.S. Simmons College

Ms. Loftus is coordinator of the Direct Entry program. Ms. Loftus has a strong clinical background as an adult primary care nurse practitioner and currently practices at the Neponset Health Center in Dorchester. Her research interests include health promotion activities in middle-aged clients.

Eileen M. McGee R.N., Ph.D.

Assistant Professor of Nursing

A.S.N. Laboure College

B.S.N. University of Massachusetts, Boston

M.S.N. University of Massachusetts, Boston

Ph.D. Boston College

Professor McGee has previous teaching experience at Laboure' College. She has many years of clinical practice in community health nursing specializing in health care for homeless populations. Professor McGee received a doctorate in 2004 from Boston College School of Nursing. Her doctoral dissertation was a phenomenological investigation of the concept

of self-transcendence. Her research interests include nursing clinics as models for health care delivery, spirituality in nursing, and substance abuse recovery strategies with homeless populations. Professor McGee is involved in professional organizations including Sigma Theta Tau and the Eastern Nursing Research Society.

Linda Moniz, R.N., M.S.N.
Clinical Assistant Professor
B.S.N. Salem State College
M.S.N. Salem State College

Ms. Moniz joined the faculty in 2004 to teach medical-surgical nursing. Prior to her arrival at Simmons College, Ms. Moniz had been in a staff development position in varied settings as well as a clinical instructor in the Lawrence Memorial Hospital/Regis College Collaborative degree program. Ms. Moniz maintains an ongoing clinical practice that enriches her teaching in the clinical and classroom. Her Bachelor's in Education and Master's of Science in Nursing Education further strengthen her commitment to and skill in nursing education. Ms. Moniz is active in the leadership of the Massachusetts Association of Registered Nurses (MARN).

Susan Neary, Ph.D., R.N., CS.
Clinical Assistant Professor of Nursing
B.A. Emmanuel College
B.S.N. Saint Louis University
M.S. Simmons College
Ph.D. Boston College

Dr. Neary 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 at Neponset Health Center in Dorchester, MA. She is a member of the Massachusetts Coalition of Nurse Practitioners and Sigma Theta Tau. She is featured on Medscape Nursing's "Ask the Experts" (on-line) and is a contributor to Web MD (on-line).

Angela Patterson, M.S., R.N., CS, F.N.P.
Instructor of Nursing
B.S.N., M.S., and C.A.G.S., Simmons College

Ms. Patterson has been the Senior Nurse Practitioner and Clinical Director of Atreva Health Care, Inc. in Jamaica Plain, MA since 1989 and became a practice partner in 1992. She has actively 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. In 2002, Angela received the School for Health Studies Outstanding Teacher Award, determined by students.

Janet Sweeney Rico, M.S.N., MBA, R.N., CS.

Clinical Assistant Professor of Nursing

B.S.N. St Anselm's College

M.S.N. University of North Carolina

MBA Boston University

Ms. Rico holds certifications as a family and geriatric nurse practitioner. She holds joint appointments with Simmons College and the Harvard School of Public Health. Ms. Rico's expertise in nursing and management brings unique contributions to the program. Presently, Ms. Rico practices in the emergency department at Boston Medical Center. She has presented numerous continuing education programs for occupational health nursing and has prior clinical experience in occupational health, geriatrics, emergency/critical care and sub-acute care. Her interests are health policy, geriatrics, and developmental disabilities.

Patricia Rissmiller, D.N.Sc., R.N., CS.

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. Her focus during the past year has been in the area of interdisciplinary collaboration within the health care community. She is currently a director for the U-Mass Simmons School Health Institute which is a project implementing regional continuing education for school nurses. She is also actively involved in a collaborative project with the Brazelton Group at Children's Hospital to develop an assessment tool based on the Brazelton Scale. She also has a joint appointment at Children's Hospital's Institute for Community Inclusion as a director for training for nurses working with developmentally disabled children and families. Research interests include high risk children and families and school health. Dr. Rissmiller practices in the Maternal-Child Health Department at Cambridge Visiting Nurse.

Julie Steller, APRN, RNP, M.S.N.

Clinical Assistant Professor

B.S.N. College of Our Lady of the Elms

M.S.N. University of Massachusetts

C.A.G.S in Family Nurse Practitioner/Adolescent Health, University of Rhode Island

Ms. Steller joined the faculty in 2004 to teach medical-surgical nursing. She also practices as a consultant and nurse practitioner in gynecologic-oncology at the Caritas Christi Health Care System and as a nurse practitioner and women's health clinic coordinator at the Rhode Island Free Clinic. Ms. Steller jointly established and coordinates this well established and respected gynecology service in Providence that offers comprehensive medical care to uninsured, primarily Spanish-speaking women. She is actively involved in this community through an ongoing lectures on women's health. She is most recently involved with Dr. Donohue in a funded research project exploring the portable percutaneous electrical nerve stimulation device as adjunct treatment for gynecologic oncology patients undergoing chemotherapy.

Karen Harvey Teeley, M.S., R.N.
Clinical Assistant Professor of Nursing

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

Ms. Teeley is the coordinator for community health. Ms Teeley has practiced in the community setting for over twenty years in home care, public health and occupational health. She has taught at Emmanuel College and University of Rhode Island and is enrolled in the Ph.D. program at the University of Rhode Island. Ms. Teeley's research interests are in holistic nursing and she has presented numerous workshops on alternative healing interventions. She is currently writing a book on nurse-patient relationships called *Nurses' Stories: Beyond the Cap* and maintains a website at www.nursesstories.com.

Sarah Volkman Cooke, Sc.D.
Associate Professor of Nursing

B.A., University of California, San Diego
Sc.D., Harvard University

Dr. Volkman Cooke is an Associate Professor in the nursing programs at Simmons and has been involved in preparing nursing students in the basic science content since 1989. She teaches Normal and Abnormal Physiology as well as the Integrative Sciences Curriculum for the Direct Entry Program including Biochemistry, Microbiology, and Anatomy and Physiology. She holds a joint appointment at the Harvard School of Public Health in Immunology and Infectious Diseases. In addition to her teaching at Simmons, she continues to teach Infectious Diseases and the Human Organism at Harvard University, where her scientific research interests involve understanding the mechanisms of drug resistance in the human pathogen, *Plasmodium falciparum*. Besides her teaching and research interests, Dr. Volkman is currently writing a textbook on human pathophysiology, which uses clinical case scenarios to examine the mechanisms of human disease. She has received several awards including the Young Investigator Award by the American Society of Tropical Medicine and Hygiene, and was a Senior Teaching Fellow at Harvard University.

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

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

Ms. White has been an Assistant Professor of Nursing at Simmons College 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, Massachusetts and is a Doctoral student at the University of Rhode Island. She has recently presented her research in nurse practitioners' assessment of patients' vulnerability and co-authored a poster presentation on the use of terminology utilized in advanced practice nursing. 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 and has presented recently to the Nurse Practitioner Association for Continuing Education and the National Conference of Nurse Practitioners on the clinical topic of polypharmacy. She served on the Ethics Advisory Board at the East Boston neighborhood Health Center from 1992-2000 and is a member of the Massachusetts Coalition of Nurse Practitioners, Alpha Chi Chapter of Sigma Theta Tau, National Organization of Nurse Practitioner Faculties and Eastern Nursing Research Society.

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 June, 2004. It is subject to change.

Allied Pediatrics of Greater Brockton, Inc.

Brockton, MA

Arbour-HRI

Brookline, MA

Associates in Women's Health

Taunton, MA

Atreva Health Care

Jamaica Plain, MA

Barbara McInnis House

Jamaica Plain, MA

Barrington Pediatric Associates

Barrington, RI

Beth Israel Deaconess Medical Center

Boston, MA

Betty Snead House

Boston, MA

Boston Medical Center

Boston, MA

Boston Public Health Commission

- Tuberculosis Control Program

Boston, MA

Boston Public Health Commission –

School Based Health Center Program

Boston, MA

Boston Public Health Commission's

Healthy Baby/Healthy Child Program

Hyde Park, MA

Boston Public Schools

Dorchester, MA

Bridgewater

Goddard Park

Medical Associates

Brockton, MA

Brigham and Women's Hospital

Boston, MA

Cambridge Health Alliance

Cambridge, MA

Caritas Home Care

Norwood, MA

Chelsea Soldier's Home

Chelsea, MA

Child Health Services

Manchester, NH

Children's Hospital

Boston, MA

Cohasset Pediatrics

Cohasset, MA

Compass Medical

Brockton, MA

Dana-Farber Cancer Institute

Boston, MA

Dartmouth-Hitchcock

Medical Center

Lebanon, NH

Dedham Medical Associates

Incorporated

Norwood, MA

Department of Veteran Affairs Medical Center

Boston, MA

Department of Veteran Affairs Medical

Center

Providence, RI

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

Erich Lindemann

Mental Health Center

Boston, MA

EverCare

Waltham, MA

Fall River Heart Associates

Fall River, MA
Fallon Clinic
Worcester, MA
Family Planning
Laconia, NH
Family Practice Associates
Weymouth, MA
Fenway Community Health Center
Boston, MA
Franciscan Children's Hospital & Rehabilitation Center
Boston, MA
Garden City Pediatrics
Beverly, MA
Gillette Corporation
South Boston, MA
Gleason & Greenfield Pediatrics
Marion, MA
Good Samaritan Medical Practice
Brockton, MA
Greater Lawrence Family Health Center
Lawrence, MA
Greater Lowell Pediatrics
Lowell, ME
Greater New Bedford Community Health Center
New Bedford, MA
Greenleaf Lahey
Amesbury, MA
Griffin and Associates
Brookline, MA
Harbor Medical Group
Danvers, MA
Hartwell Pediatrics
Lexington, MA
Harvard Pilgrim Health

Care
Boston, MA
Harvard Pilgrim Health Care of New England
Providence, RI
Harvard University Health Services
Cambridge, MA
Highland Pediatrics
Fall River, MA
Hitchcock Clinic
Manchester, NH
Ingalls School
Lynn, MA
Joslin Diabetes Center
Boston, MA
Kent County Memorial Hospital
Warwick, RI
Lahey Clinic Hospital, Inc.
Burlington, MA
Landmark Senior Health Center
Lincoln, RI
Life Care Center of the North Shore
Lynn, MA
Maine Medical Center
Portland, ME
Mariner Health
Boston, MA
Mass Mental Hospital
Boston, MA
Massachusetts General Hospital
Boston, MA
McLean Hospital
Belmont, MA
Medical Associates of Saugus
Saugus, MA
Medical Group, Inc.

Beverly, MA
Meticom Associates
Warren, RI
Metrowest Medical Center
Framingham, MA
Milton Hospital
Milton, MA
Mind/Body Medical Institute
Chestnut Hill, MA
Miriam Hospital
Providence, RI
MIT Medical
Cambridge, MA
Mount Auburn Home Care
Belmont, MA
Mount Auburn Hospital
Cambridge, MA
Mystic Valley Medical Associates
Medford, MA
Neponset Health Center
Dorchester, MA
New England Baptist Hospital
Boston, MA
New England Home for Little Wanderers
Boston, MA
New England Medical Center Hospitals, Inc.
Boston, MA
Newton-Wellesley Hospital
Newton, MA
North Suffolk Mental Health Association
East Boston, MA
Northshore Community Health Center
Salem, MA
Notre Dame

**Center
for Occupational
Health**
Central Falls, RI
**Obstetrical Associates,
Inc.**
Fall River, MA
Office of Dr. Fenney
Hyannis, MA
Office of Dr. Gutman
South Attleboro, MA
Office of Dr. John Clapp
Danvers, MA
**Office of Dr. Kenneth
Tucker, MD**
Winchester, MA
Office of Dr. Ramey
Lancaster, MA
**Office of Dr. Walter
Harrison**
Lynn, MA
Old Colony Hospice, Inc
Stoughton, MA
Orchard Cove
Canton, MA
Orthopedic Center
Danvers, MA
**Partners in OB/GYN
Care**
Providence, RI
**Pediatric Associates of
Medfield**
Medfield, MA
Pediatrics West
Westford, MA
Pembroke Primary Care
Pembroke, MA
Pine Street Inn
Boston, MA
**Plymouth-Carver
Primary Care Associates,
PC**
Plymouth, MA
Practice of Dr. Neil Stein,

MD
West Hartford, CT
PrimaCare
Somerset, MA
Quincy Medical Center
Quincy, MA
Rhode Island Hospital
Providence, RI
**Roslindale Pediatric
Associates, PC**
Boston, MA
Saint Luke's Hospital
New Bedford, MA
Saints Memorial
Medical Center
Lowell, MA
**Salem Family Health
Center**
Salem, MA
South Shore Hospital
South Weymouth, MA
Southcoast Primary Care
North Dartmouth, MA
**Spaulding
Rehabilitation
Hospital Network**
Boston, MA
**St. Elizabeth's Medical
Center**
Boston, MA
**The Liberty Tree
Medical Center**
Danvers, MA
**The North Shore
Medical Center**
Salem, MA
**The Providence
Community Health
Centers, Inc.**
Providence, RI
**Twin City Family
Practice**
Leominster, MA
UMASS Memorial

Medical Center, Inc.
Worcester, MA
**UMASS Tri-River
Health Center**
Uxbridge, MA
**VA Boston Healthcare
System**
Brockton, MA
**Veterans Affairs
Medical Center**
Manchester, NH
**Visiting Nurses
Association of Boston**
Boston, MA
VNACare Hospice, Inc.
Worcester, MA
VNACare Network, Inc.
Worcester, MA
**Willow Street Medical
Center**
Lynn, MA
Woburn Medical
Woburn, MA
**Women's Healthcare
Associates**
Providence, RI
Worcester State Hospital
Worcester, MA
**Youville Hospital
and
Rehabilitation
Center**
Cambridge, MA

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, ancestry, national origin, age, 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

For more information about admission, please see our Frequently Asked Questions page at www.simmons.edu/shs/faq.shtml, and for questions about the program, please see the Nursing FAQ page at www.simmons.edu/shs/academics/nursing/faq.shtml.

APPLICATION PROCEDURE

Applicants are responsible for mailing the application materials (except academic transcripts, test scores, and recommendations) to the School for Health Studies. All documents submitted become the property of Simmons College and cannot be returned to the applicant. Direct Entry applicants must submit all materials (except GRE or TOEFL scores) in one envelope. Application materials include:

1. A completed application form, including personal statement, resume, checklist, and Certification of Finances Form (for non-U.S. citizens only). Students interested in ultimately completing both the M.S. program and the C.A.G.S. family health concentration program must clearly indicate both programs on the application for admission at the time of submission.
2. A non-refundable \$50 application fee, made payable to Simmons College.
3. For RNs, notarized copy of licensure and at least one year of clinical experience

The following should be sent directly to the School for Health Studies by the testing, educational agencies, or appropriate individuals for all nursing applicants:

1. The results of the Graduate Record Examination (GRE) taken within the past five years unless the applicant chooses the option of successful completion (grade of B or better) of NUR 404, Normal and Abnormal Human Physiology, in lieu of the GRE (not for Direct Entry candidates or international students who must enroll full-time). NUR 404 is only offered in the fall (September) semester. Copies of student score reports are not acceptable. **Direct Entry candidates should take the GRE no later than September 2006 in order for official score reports to be received at Simmons by the application deadline.**
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, regardless of language of schooling or citizenship. Copies of student score reports are not acceptable. A minimum score of 570 (paper test), 230 (computer test), or 88 (internet test) is required. **Direct Entry candidates should take the TOEFL no later than September 2006 in order for official score reports to be received at Simmons by the application deadline.**
3. Official academic transcripts from all undergraduate and graduate academic institutions attended whether or not a degree was awarded, and whenever courses were completed or if courses are not specific to the program for which you are applying or whether courses appear on another transcript. Applicants who are completing an undergraduate degree in the year of application must submit grades from the most recently completed academic term. Applicants to the Direct Entry nursing program should include official transcripts in signed and sealed envelopes in the applicant packet. Photocopies, faxes, or open envelopes are not acceptable.
4. 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.
5. Three professional or academic recommendations (each in sealed, signed envelopes sent directly to the Office of Admission for the School for Health Studies). Recommendations provide the Admissions Committee with valuable information regarding the applicant's potential as a nurse and a candidate for graduate study. References 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. Applicants to the Direct Entry nursing program should include recommendation letters in signed and sealed envelopes in the applicant package. Photocopies, faxes, or open envelopes are not acceptable.

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.

APPLICATION DEADLINES

The Direct Entry Program application deadline is November 1 for May entry. The application deadline for the Master's in Nursing Program (M.S.) or C.A.G.S. (not Family concentration) for January entry is November 1 and June 1 for September entry. The application deadline for the C.A.G.S.-Family concentration **only for May** (summer) entry is March 1. All materials should be received, not postmarked, by the deadline. International students may apply only for September or May (for Direct Entry applicants only) entry, and due to stricter immigration regulations, should commence the application process at least six months in advance of the deadline.

ENROLLMENT DEPOSIT

Accepted students who wish to enroll must submit a non-refundable enrollment deposit of \$500. 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 the School for Health Studies 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, the specific non-refundable deposit mentioned in the previous section 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, a statement indicating what the applicant has done in the interim, and any additional information which might strengthen her or his file. Official academic transcripts for courses completed since the initial application must also be submitted. 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 the Chair of the Nursing Department 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

Contact the Nursing Department directly about course registration for newly-accepted and enrolled or non-degree (special) students.

Courses are billed by credit hour; visit the Tuition and Fees at a Glance page on the SHS website at <http://www.simmons.edu/shs/admission/finaid/> for the current cost per credit hour. The registration bulletin will also contain the number of credit hours and schedule for the courses.

If you must complete prerequisite courses, you may register through the Dorothea Dix Scholar's Program (undergraduate adult continuing education department) as a special student, since most prerequisites are considered undergraduate courses. You would need to complete and submit their non-degree student application which you can obtain at their office or request to have mailed to you. If you have any questions regarding this process, the Dix Office can be reached at 617.521.2500 and dix@simmons.edu.

For more information about Admissions, please visit our Frequently Asked Questions page at <http://www.simmons.edu/shs/admission/faq.shtml> and for questions on the program itself; please visit the Nursing FAQ page at <http://www.simmons.edu/shs/academics/nursing/faq.shtml>.

Financial Information

For information about the current tuition and fees, please see our website at <http://www.simmons.edu/shs/admission/finaid/>.

FINANCIAL AID FOR U.S. CITIZENS

While the responsibility for educational financing belongs with the student, Simmons College administers the low-interest Stafford loan program and other alternative loan programs that assist U.S. and permanent resident alien students in financing their education. At Simmons, financial aid is based on both academic excellence and financial need. The Office of the Dean of the School for Health Studies offers assistance in the form of scholarships and assistantships. These limited merit awards or assistantships for teaching and research are competitive and are based on merit. **It is important to understand that no merit award will fully cover tuition.**

Applicants are automatically considered for these merit awards. There is no separate, special application for merit awards. Financial need is used to determine eligibility for federal financial aid (low-interest loans). Financial need is determined through an evaluation of a student's ability to contribute toward educational expenses and is administered through the Office of Student Financial Services.

Potential first year graduate students must submit a FAFSA (Free Application for Federal Student Aid) form and the Simmons College Supplemental Form to the Office of Student Financial Services by the March 1 deadline for summer or fall entry or October 1 for spring entry for federal financial aid (**low-interest loans**). 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. Students interested in further information about financial aid at Simmons can find comprehensive information on the financial aid web site at <http://www.simmons.edu/sfs/> or by calling the Office of Student Financial Services at 617.521.2001.

EXPENSES

Information on policies, procedures, charges, registration, and other financial matters is provided by the Office of Student Financial Services (617.521.2001). 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 an employer tuition reimbursement policy for graduate students. The Office of Student Financial Services (617.521.2001) 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 are available at the Office of Student Financial Services (MCB-Room W-207), or by contacting A.W.G. Dewar, Inc., 4 Batterymarch Park, Quincy, MA 02169, telephone 617.774.1555 or visit 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 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, Visa and Discover Card payments for graduate tuition. Students may present their cards in person to the Student Accounts Office, or by fax, 617.521.3195 . The College regrets it cannot accept credit card information over the telephone.

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 Student Financial Services at 617.521.2009.

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. Additionally, if you are currently in the U.S. and have any visa other than an F-1, you must check with the Bureau of Citizenship and Immigration Services regarding procedures for changing your visa status.

APPLICATION DEADLINES

Application deadline dates differ for nursing programs. Check the first page of the application for specific dates. These dates are when all materials must be received, not the postmark date. It is imperative that students who have or are studying abroad commence the application process at least six months prior to the deadline for the September or May (for Direct Entry applicants only) term. 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 prerequisite requirements for application and admission to a graduate program. A baccalaureate in the U.S. is a first university degree. 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. Students whose first language is not English (regardless of language of schooling or citizenship) 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), 230 (Computer Test), or 88 (internet 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.

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. **Candidates applying to the Direct Entry program must take GRE and/or TOEFL by October 2005 in order for the official score reports to be received by the application deadline.**

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 Simmons education. These costs are variable (but include fixed and living costs beyond tuition) and outlined on the "Certification of Finances Form" enclosed in the application. 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. This information is required in order to process an I-20 to obtain an F-1 student visa.

The School for Health Studies offers limited merit awards or assistantships for teaching and or research. These small awards are very competitive, and are based on merit. Students must be enrolled full-time for consideration. **Applicants should understand that stipends would not cover the entire cost of tuition.** All applicants are considered for merit awards and assistantships during the application review process; no separate application is required. Simmons College does not offer state or federal financial aid to non-U.S. citizens. Because 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. Please see our website at http://www.simmons.edu/shs/forms/intl_loans.pdf for a partial listing of private loan sources.

ACADEMIC YEAR

For each academic 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. Additionally, there are summer sessions lasting from May to August. Most programs begin in the September 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.

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 climactic 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.