

# **Course Catalog Graduate Program in Nursing 2009-2010**

## **School of Health Sciences**

The coeducational School of Health Sciences (formerly the Graduate 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 from the Graduate School of Health Studies to the School for Health Studies to reflect the inclusion of undergraduate and graduate teaching. In 2008, the name was finally changed to the School of Health Sciences to reflect the broad array of options offered in the health care profession. Further information about these undergraduate programs is available at [www.simmons.edu](http://www.simmons.edu). The School's goal is to prepare individuals for clinical and administrative leadership positions in a rapidly changing health care environment. Its programs are committed to educating students to be sensitive to human needs in terms of access and quality of health care, and to also understand the organizational, institutional, and policy constraints that dominate the health care system. Because it incorporates both clinical and administrative programs in one organization, the School is uniquely positioned to respond to the critical need for well-prepared health care professionals, to enhance the opportunities for interdisciplinary cooperation, and to expand the resources available to faculty, graduate students, and the health care community.

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

## **The Nursing Department at Simmons College**

Simmons College has provided higher education programs for nurses since its beginning in 1902 and for nurse practitioners since 1978. In 2007 The Department celebrated the 100<sup>th</sup> anniversary of the first graduating class of Simmons' Nurses. In response to a growing interest in nursing and the development of a direct entry program and accelerated baccalaureate program, enrollments in nursing have increased significantly, reflecting the commitment of the faculty and administration to the advancement of professional education. Continued feedback from graduates and employers speaks to the rigor and success of the program. The Nursing Department consists of baccalaureate (generalist/pre-licensure), master's (specialist) degree granting curricula, and several post-masters certificate programs including a Doctorate of Nursing Practice.

Pre-licensure programs include the following:

- The traditional baccalaureate program for women 18-22 years of age
- Dix Scholars programs: an 18- month program for individuals with a previous BA/BS who wish to accelerate, and a two or three year option for those without a baccalaureate degree or those desiring a part-time program
- The RN-BS Program for nurses without a baccalaureate degree
- The 5 Year BS- MS program: pre-licensure curriculum
- The Direct Entry Program: pre-licensure curriculum

The Graduate Program in Primary Health Care Nursing was established in 1978 and was one of three graduate health-related programs joined in the establishment of the School of Health Sciences in 1989. The graduate programs prepare nurses for the advanced practice role as nurse practitioners in the specialty areas of adult health, parent-child health, school health, family health, geriatric health, women's health, and occupational health. Several flexible learning options are available, including full and part time study and web based courses.

The master's programs include the following:

- The traditional master's program for nurses with a baccalaureate in nursing or related field
- The RN-MS program for nurses without a baccalaureate degree
- The Direct Entry Program: post RN licensure curriculum
- The 5 Year BS- MS program: post RN licensure curriculum
- Certificates of Advanced Graduate Study for nurses with a master's degree in nursing including Family and Occupational Health
- Certificate of Health Professions Education
- MS completion program for nurse practitioners without a master's degree in nursing
- Dual degree programs offered in occupational health and maternal-child health with the Harvard School of Public Health.
- Post-Master's Doctorate in Nursing Practice

Nursing at Simmons has consistently been proactive in its curriculum development and has sought partnerships with other health care and higher education institutions to provide the highest quality nursing education.

### **Highlights of the history of nursing at Simmons College**

1902 Developed articulation agreements with Children's Hospital and Massachusetts General Hospital to provide college level science courses to their diploma students.

1906 Established a Public Health Nursing Program in collaboration with the Boston Instructive District Nursing Association (later to become the Boston Visiting Nurse Association).

1915 Established a Department of Public Health Nursing.

1933 Implemented a five- year baccalaureate program in nursing, and became a charter member of the National League for Nursing.

1952 In collaboration with the Harvard School of Public Health, established a master's program in Public Health Nursing. The Rockefeller Foundation supported this program.

1978 Developed the graduate program in Adult Primary Health Care Nursing in collaboration with the Peter Bent Brigham Hospital, funded by the Division of Nursing.

- 1983 Expanded the Primary Care graduate program to include Occupational Health.
- 1989 Initiated the RN-MS program. Developed the 2<sup>nd</sup> baccalaureate degree program for individuals seeking a career in nursing (Dix Scholars Program).
- 1990 Expanded the Primary Care Core to include Parent-Child Health and Geriatric Health. Developed dual degree program in Maternal-Child Health with Harvard School of Public Health.
- 1993 Established the undergraduate evening/weekend program for Dix Scholars. Initiated the School Health and Women's Health concentrations in the graduate Nursing Department. Developed dual degree program in Occupational Health with Harvard School of Public Health funded by NIOSH.
- 1994 Established the Simmons/Westbrook Partnership in Primary Health Care Nursing, an off-site weekend program for graduate nursing in cooperation with Westbrook College, Portland, Maine.
- 2000 Established the five- year BS to MS Program and Direct Entry Program for non-RN college graduates.
- 2003 Established an 18-month accelerated BS in Nursing for non-RN college graduates
- 2003 Established collaboratively with the School of Education and other programs in SHS a CAGS in Health Professions Education and a PhD in Health Professions Education. Developing collaboratively with the SHS Health Care Administration Program a post-baccalaureate certificate program to develop nurse managers.
- 2006 Established an off-site RN-BS program at Winchester Hospital for nurses with an associate degree.
- 2007 Established off-site RN-MS and BS-MS programs in Nursing Administration at Winchester
- 2007 Established an off-site RN-BS program at South Shore Hospital for nurses with an associate degree.
- 2008 Established an off-site RN-BS program at Faulkner Hospital for nurses with an associate degree.
- 2008 Admitted first cohort of Post-Master's Doctorate of Nursing Practice students on the Boston Campus.
- January 2009 will admit first cohort of Longwood Area Hospital Students to MS in Nursing Administration Program

The reputation of the Department and of its graduates is exceptionally strong. Graduates are well known for their clinical expertise and knowledge. This is a result of not only a rigorous curriculum but also the fact that all nursing faculty practice at least one day per week. Additionally, since our last accreditation site-visit in 2003 the number of faculty who have completed their doctoral degrees has increased from 8 to 11 and the number enrolled in doctoral programs from 2 to 12. Scholarly presentations and publications have also significantly increased by more than double.

The Department has been recognized by donors for its ongoing excellence. In 2007 we received an anonymous \$1M gift for the development of a Faculty Scholars Legacy Fund. In 2008 we received a \$2M gift from an alumna of the class of 1962 for the development of a bridge and tutoring program for academically at risk students and also for simulation lab upgrades. Total recent programmatic funding well exceeds \$4M.

## Philosophy of Nursing

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 believe that learning is a unique, life long process, moving from the simple to the more complex, and encompassing the domains of personal, empirical, aesthetic and ethical knowledge (Carper, 1975). The science of nursing requires the acquisition of knowledge in each of these domains that 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. Individuals 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 client and the health care system. Wellness is a dynamic state of integrity whereby the person repatterns life toward optimal functioning. *Health* is recognized as a multidimensional and dynamic state of wellness and illness, and is defined as "the actualization of inherent and acquired human potential through 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, cited in ANA Social Policy statement, 1995). 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 individual.

**Nursing** is the diagnosis and treatment of human responses to actual or potential health problems. It involves an interaction between the client and nurse, 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. The **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 clients, 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 client needs, determine and implement appropriate, therapeutic nursing interventions, and coordinate the activities of other health care providers involved in the care of the client.

Graduates of the Undergraduate Nursing Program are prepared as generalists who are able to incorporate professional nursing standards and research in their practice, collaborate as members of an interdisciplinary health care team, apply the concepts of diversity and community service in their practice and utilize leadership skills to influence change in the health care delivery system. The program provides the prerequisite knowledge base essential for graduate study.

The graduate program in Nursing at Simmons College is designed to prepare professional nurses for careers in advanced clinical practice, academics and administrative leadership. Students in the program are mentored in a variety of clinical settings which range from primary health care to diverse specialty and acute settings. Knowledge acquired in their undergraduate education is applied and synthesized to the advanced study of natural, behavioral and applied health sciences. Advanced practice nursing in the graduate program means specialization, expansion and advancement in the professional role of the nurse practitioner, nurse scientist and nurse executive. Excellence in scholarship, clinical practice and service spans the curriculum. The essence of advanced practice nursing consists of the purposeful relationship created between the individual professional nurse and the patient, community or system at large. A multidisciplinary practitioner-mentoring model is applied to guide students in the personalized development of clinical practice which both improves systems of care and ultimately influences patient outcomes. The program emphasizes the development of excellent skills and acquisition of tools necessary to integrate evidence, including safety quality care measures, into practice across the lifespan. The advanced practice nurse builds on an in-depth knowledge of the individual, family and the community as a complex system and begins to expand interventions to include not only a response to immediate health care needs, but the promotion of health and prevention of illness in these aggregates. Our students value the patient and the system from which these arise. The quality of the therapeutic relationship between nurse and patient reflects collective competencies in clinical assessment, intervention and innovative strategies for care. The foundation of practice expands across diverse political, ethical and cultural populations, establishing opportunity to respond to the health care needs of our community.

### **Professional Standards that guide the 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

### **Nursing Program Mission**

The Simmons College Nursing Department 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 and compassionate care, adhering to the highest ethical and professional standards, to client populations in all health care settings.

## **Nursing Program Values**

Support those of the college and include:

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

## **Nursing Program Vision**

- To expand clinical academic partnerships locally, regionally, nationally, globally
- To expand program offering
  - a. to respond to the shortage of nursing and nursing educators
  - 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

## **The Graduate Program in 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. Several off-site programs prepare graduates for the roles in executive nursing.

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 advanced practice nurses and mentored by nursing faculty who are themselves certified advanced practice nurses and active in practice.

An 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.

The Doctor of Nursing Practice (DNP) program develops nursing leaders who will improve health care outcomes in clinical practice, nursing leadership/management and nursing education. Graduates will have the clinical, organizational, research and leadership skills to meet the changing demands of the present and future health care system. Two tracks are offered in the program: Clinical Leadership and Nursing Leadership/Management. Each track has three foci: core/support courses in health policy, leadership, and technology; a practice component; and a practice-based research component. Students enroll in the DNP core courses, specialty courses for each track, and complete a Capstone Project. Credit hours vary, depending on specialty track requirements. Students with two years of experience may apply for advanced standing to the bridge program.

## **Objectives**

The graduate program in Nursing at Simmons College is designed to prepare professional nurses for careers in advanced clinical practice, academics and administrative leadership. Students in the program are mentored in a variety of clinical settings which range from primary health care to diverse specialty and acute settings. Knowledge acquired in their undergraduate education is applied and synthesized to the advanced study of natural, behavioral and applied health sciences. Advanced practice nursing in the graduate program means specialization, expansion and advancement in the professional role of the nurse practitioner, nurse scientist and nurse executive. Excellence in scholarship, clinical practice and service spans the curriculum. The essence of advanced practice nursing consists of the purposeful relationship created between the individual professional nurse and the patient, community or system at large. A multidisciplinary practitioner-mentoring model is applied to guide students in the personalized development of clinical practice which both improves systems of care and ultimately influences patient outcomes.

The program emphasizes the development of excellent skills and acquisition of tools necessary to integrate evidence, including safety quality care measures, into practice across the lifespan. The advanced practice nurse builds on an in-depth knowledge of the individual, family and the community as a complex system and begins to expand interventions to include not only a response to immediate health care needs, but the promotion of health and prevention of illness in these aggregates. Our students value the patient and the system from which these arise. The quality of the therapeutic relationship between nurse and patient reflects collective competencies in clinical assessment, intervention and innovative strategies for care. The foundation of practice expands across diverse political, ethical and cultural populations, establishing opportunity to respond to the health care needs of our community.

## **Outcome Objectives for the Master's (Specialist) Curriculum**

Critique, evaluate, synthesize and utilize theoretical, scientific and clinical knowledge as applied to the assessment and management of primary and acute health and illness states.

Demonstrate a personal, collegial and collaborative approach as an advanced practice nurse while emphasizing health promotion, disease prevention and identification of environmental factors that impact health status across the lifespan.

Develop an understanding and appreciation of human diversity as an advanced practice professional to assure the delivery of appropriate and individualized health care across the curriculum.

Demonstrate sound critical thinking and clinical decision making reflected in effective written and verbal communication skills utilized by the advanced practice nurse in a complex delivery system.

Demonstrate personal qualities and professional behaviors which are assertive and engage in advanced practice activities that advocate for on-going change and leadership within nursing and in the health care system.

Apply critical thinking skills within a multidisciplinary approach to care which fosters strategies and assembles multifaceted resources to empower patients, families and communities to attain and maintain maximal functional wellness.

Demonstrate nursing judgments and interventions which provide culturally sensitive care for diverse populations.

Demonstrate nursing practices which address human differences.

Design and implement evidence-based primary health care practices in varied health care systems.

Assume a leadership role in the management of patients, communities and larger systems. Initiate changes in patient care and in the health care system through negotiation with other health care professionals.

Evaluate the efficacy of health promotion, health protection, disease prevention, and treatment interventions through the application of knowledge of health care systems, economics, policy, ethics and politics.

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 Domains and Competencies of Nurse Practitioner Practice

Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality NP Education).



### **Program of Study: Primary Health Care Nursing**

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
- Nursing Administration(at select Boston hospitals)
- Doctor of Nursing Practice (post-MS )

### **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 Studies (C.A.G.S.) in Oncology for Master's prepared Adult Nurse Practitioners**

The Post Master's Oncology Nurse (AOCNP) C.A.G.S. option is designed to prepare the advanced practice oncology nurse for a challenging role in providing innovative care to oncology patients across the health care continuum. The program blends the education philosophies of the clinical nurse specialist and the oncology nurse practitioner. This fusion of nursing philosophy prepares the graduate to expertly care for individuals and their families across the lifespan and the illness trajectory.

A comprehensive and culturally sensitive philosophy of patient care is emphasized so that faculty and students integrate biophysical, psychological, cognitive and spiritual needs of cancer patients and their families. The theoretical coursework and clinical preceptorships focus on prevention, early detection, active treatment, palliation and survivorship across the illness continuum.

Clinical experience involves working with oncology nurse practitioners in general and specialty settings. The students are exposed to innovations in treatment modalities, various community linkages and dynamic, multifaceted role of the advanced practice oncology nurse. This 19 credit

certificate option allows students to prepare to meet the challenges of a rapidly changing and complex healthcare environment which influences clinical decision-making and the application of fiscally responsible care.

### **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.

## **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
	<b>Total credits.....</b>	<b>9</b>

SPRING

SHS 450	The Health Care System: Interdisciplinary Perspectives.....	3
NUR 507	Scholarly Inquiry I.....	2
NUR 580	Advanced Health Assessment .....	2
NUR 580A	Clinical Decision-making I .....	1
	<b>Total credits.....</b>	<b>9</b>

SUMMER

NUR 581	Theory and Practice: Primary Health Care Nursing I.....	2
NUR 581A	Clinical Practicum .....	1
NUR 508	Scholarly Inquiry II .....	2
Elective*		
	<b>Total credits.....</b>	<b>5</b>

3

**YEAR 2**

FALL

NUR 422 or 423	Clinical Pharmacology or Pediatric Pharmacology.....	3
NUR 582	Theory and Practice: Primary Health Care Nursing II .....	3
NUR 582A	Clinical Decision-making II .....	3
	<b>Total credits.....</b>	<b>9</b>

SPRING

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

**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 *		
	<b>Total credits.....</b>	<b>2</b>

**YEAR 2**

FALL

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

SPRING

NUR 580	Advanced Health Assessment .....	2
NUR 580A	Clinical Decision-making and Analysis I .....	1
	Total credits .....	3

SUMMER

NUR 581	Theory and Practice: Primary Health Care Nursing I.....	2
NUR 581A	Clinical Practicum .....	1
Elective *		
	Total credits.....	3

**YEAR 3**

FALL

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

SPRING

NUR 584	Theory and Practice: Primary Health Care Nursing III.....	3
NUR 584A	Clinical Decision-making and Analysis 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	Advanced Health Assessment .....	2
NUR 580A	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 or Pediatric Pharmacology .....	3
NUR 582	Theory and Practice: Primary Health Care Nursing II .....	3
NUR 582A	Clinical Decision-making and Analysis II .....	3
	Total credits.....	9

SPRING

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

SUMMER

NUR 567	Theory and Practice: Primary Health Care Nursing of Pregnant Women and Family I.....	3
NUR 567A	Clinical Practicum.....	
NUR 569	Family Nurse Practitioners Theory and Practice.....	2
	Total credits.....	

**YEAR 3**  
**FALL**

NUR 562	Parent-Child Nursing: Primary Care II: Pediatrics .....	3
NUR 572A	Clinical Decision-making in Primary 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 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
	<b>Total credits</b> .....	<b>8</b>

### 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
	<b>Total credits</b> .....	<b>15</b>

### 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
	<b>Total credits</b> .....	<b>15</b>

**Total credits for first year of program** ..... **38\***  
(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

SUMMER (6 weeks)                    NUR 425.....Nursing Process and Skills (required of all students)  
**Total credits.....4**

### 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            Health Promotion..... 2  
 NUR 458            RN Internship (24 hours/week) .....1  
 NUR 507            Scholarly Inquiry I..... 2  
 NUR 580            Advanced Health Assessment ..... 2  
 NUR 580A            Clinical Decision-making and Analysis I.....1  
**Total credits..... 8**

### SUMMER

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

**YEAR 3**  
**FALL**

NUR 422	Clinical Pharmacology or Pediatric Pharmacology .....	3
NUR 582	Theory and Practice: Primary Health Care Nursing II .....	3
NUR 582A	Clinical Decision-making and Analysis II .....	3
	Electives*	
	<b>Total credits</b> .....	<b>9</b>

**SPRING**

NUR 584	Theory and Practice: Primary Health Care Nursing III .....	3
NUR 584A	Clinical Decision-making and Analysis III .....	4
NUR 509	Research Practicum .....	2
	Electives*	
	<b>Total credits</b> .....	<b>9</b>
	<b>Total credits for the program</b> .....	<b>94**</b>

\*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 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*
<b>Total credits.....</b>		<b>6</b>

#### SPRING

NUR 507	Scholarly Inquiry I.....	2
NUR 560	Advanced Health Assessment .....	2
NUR 560A	Clinical Decision Making and Analysis I.....	1
<b>Total credits.....</b>		<b>5</b>

#### SUMMER

NUR 561	Parent-Child Nursing Primary Care I: Pediatrics.....	2
NUR 561A	Clinical Practicum .....	1
NUR 508	Scholarly Inquiry I.....	2
<b>Total credits.....</b>		<b>5</b>

#### YEAR 2 FALL

NUR 423	Pediatric Pharmacology.....	3
NUR 562	Parent-Child Nursing: Primary Care II: Pediatrics .....	3
NUR 562A	Clinical Decision Making II.....	3
	Elective .....	3*
<b>Total credits.....</b>		<b>12</b>

#### SPRING

NUR 564	Parent-Child Nursing Primary Care III.....	3
NUR 564A	Clinical Decision Making .....	4
or		
NUR 566	Theory and Practice of Primary Health Care Nursing of Women.....	3
NUR 566A	Clinical Decision Making III.....	4
SHS 450	The Health Care System: Interdisciplinary Perspectives.....	3
NUR 509	Research Practicum .....	2
<b>Total credits.....</b>		<b>12</b>
<b>Total credits Simmons program .....</b>		<b>40**</b>

\*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**

<b>YEAR 1</b>			
FALL	NUR 404	Normal and Abnormal Physiology	4
	SHS 570	Health Promotion: A Global Perspective	2*
		<b>Total credits</b>	<b>6</b>
<b>SPRING</b>			
	NUR 507	Scholarly Inquiry I	2
	NUR 560	Advanced Health Assessment	2
	NUR 560A	Clinical Decision-making and Analysis in Primary Health Care Nursing of the Parent and Child	1
		<b>Total credits</b>	<b>5</b>
<b>SUMMER</b>			
	NUR 508	Scholarly Inquiry II	2
	NUR 561	Theory and Practice: Primary Care Nursing I	2
	NUR 561A	Clinical Practicum	1
		<b>Total credits</b>	<b>8</b>
<b>YEAR 2</b>			
FALL	NUR 423	Pediatric Pharmacology	3
	NUR 562	Parent-Child Nursing: Primary Care II: Pediatrics	3
	NUR 562A	Clinical Decision-making and Analysis II	3
		Elective	3*
		<b>Total credits</b>	<b>12</b>
<b>SPRING</b>			
	NUR 564	Parent-Child Nursing Primary Care III	3
	NUR 564A	Clinical Decision-making	4
	<b>or</b>		3
	NUR 566	Theory and Practice of Primary Health care Nursing	3
	NUR 566 A	Clinical Decision Making III	4
	SHS 450	The Health care System: Interdisciplinary Perspectives	3
	NUR 509	Research Practicum	2
		<b>Total credits</b>	<b>12</b>
	<b>Total credits for program</b>		<b>40**</b>

\* 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.

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

**Two-Year Full-Time Schedule**

<b>YEAR 1</b>			
FALL	NUR 404	Normal and Abnormal Physiology	4
	SHS 410	Research Methods	3
	SHS 570	Health Promotion: A Global Perspective	2
	<b>Total credits</b>		<b>9</b>
SPRING	NUR 507	Scholarly Inquiry I	2
	NUR 580	Advanced Health Assessment	2
	NUR 580A	Clinical Decision-making and Analysis I	1
	SHS 450	The Health Care System: Interdisciplinary Perspectives	3
	<b>Total credits</b>		<b>8</b>
SUMMER	NUR 508	Scholarly Inquiry II	2
	NUR 567	Theory and Practice: Primary Health Care Nursing Of Pregnant Woman	3
	NUR 581	Theory and Practice: Primary Health Care Nursing I	2
	NUR 581A	Clinical Practicum: Women's Health Elective*	1
	<b>Total credits</b>		<b>8</b>
<b>YEAR 2</b>			
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 and Analysis II	3
	<b>Total credits</b>		<b>9</b>
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
	<b>Total credits</b>		<b>9</b>
<b>Total credits for program</b>			<b>44*</b>

\*Including one elective credit



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

<b>YEAR 1</b>			
FALL	NUR 404	Normal and Abnormal Physiology Elective*	4
		<b>Total credits</b>	<b>4</b>
SPRING	NUR 507	Scholarly Inquiry I	2
	SHS 450	The Health Care System: Interdisciplinary Perspectives	3
		<b>Total credits</b>	<b>5</b>
SUMMER	NUR 508	Scholarly Inquiry II Elective*	2
		<b>Total credits</b>	<b>2</b>
<b>YEAR 2</b>			
FALL	SHS 410	Research Methods	3
	SHS 570	Health Promotion: A Global Perspective	2
		<b>Total credits</b>	<b>5</b>
SPRING	NUR 580	Advanced Health Assessment	2
	NUR 580A	Clinical Decision-making and Analysis I	1
		<b>Total credits</b>	<b>3</b>
SUMMER	NUR 567	Theory and Practice: Primary Health Care Nursing Of Pregnant Woman	3
	NUR 581	Theory and Practice: Primary Health Care Nursing I	2
	NUR 581A	Clinical Practicum: Women's Health	3
		<b>Total credits</b>	<b>6</b>
<b>YEAR 3</b>			
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
		<b>Total credits</b>	<b>9</b>
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
		<b>Total credits</b>	<b>9</b>
		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	Advanced Health Assessment .....	2
NUR 580A	Clinical Decision-making and Analysis 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	Theory and Practice: Primary Health Care Nursing I.....	2
NUR 581A	Clinical Practicum.....	1
	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 and Analysis 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 (OHNPPDD)

### 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
<b>EH243ab</b>	<b>Ergonomic/Human Factors .....</b>	<b>2.5</b>
<b>EH 262</b>	<b>Introduction to Work Environment .....</b>	<b>2.5</b>
<b>EPI 200</b>	<b>Principles of Epidemiology.....</b>	<b>2.5</b>
<b>BIO 200</b>	<b>Biostatistics .....</b>	<b>5</b>
	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	Advanced Health Assessment .....	2
NUR 580A	Clinical Decision Making and Analysis I.....	1
<b>EH 231</b>	<b>Occupational Health Policy and Administration.....</b>	<b>2.5</b>
<b>ID 263</b>	<b>Practice of Occupational Health.....</b>	<b>5</b>
<b>ID 215</b>	<b>Environmental and Occupational Epidemiology .....</b>	<b>2.5</b>
	<b>Total Credits.....</b>	<b>15</b>

##### SUMMER

NUR 508	Scholarly Inquiry II.....	2
NUR581	Theory and Practice: Primary Health Care Nursing I.....	2
NUR 581A	Clinical Practicum .....	1
	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 and Analysis II (Occ Health Settings) .....	3
<b>EH 300</b>	<b>Toxicology .....</b>	<b>5</b>
<b>EH 236</b>	<b>Epidemiology and Occupational Health Standards.....</b>	<b>5</b>
	<b>Total credits .....</b>	<b>19</b>

##### 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.

## Certificate in Advanced Graduate Study In Oncology Nursing

<b>Fall (September) Courses</b>		<b>Credits</b>
NUR 591	Cancer Pathobiology	2
NUR 591A	Clinical Decision Making and Diagnostic Reasoning I	2
	Total Credits	<b>4</b>
 <b>Spring (January) Courses</b>		 <b>Credits</b>
NUR 592	Cancer Therapies and Comprehensive Management I	3
NUR 592A	Clinical Decision Making and Diagnostic Reasoning II	2
NUR 593	Advanced Cancer Pharmacology and Therapies	2
	Total Credits	<b>7</b>
 <b>Summer (May) Courses</b>		 <b>Credits</b>
NUR 594	Cancer Therapies and Comprehensive Management II	3
NUR 594A	Clinical Decision Making and Diagnostic Reasoning III	2
SHS 459	Caring at the End of Life	3
	Total Credits	<b>8</b>
	<b>Total Credits for the Certificate</b>	<b>19</b>

## 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 423**

#### **Advanced Pediatric Pharmacology**

This course is designed to meet the needs of pediatric Nurse practitioner (PNP) or Family Nurse Practitioner (FNP) prescribing for children in the primary care setting. It builds on previously and /or concurrently acquired knowledge from nursing, pharmacology and advanced pathophysiology. The course will focus on clinical decision-making in prescribing pharmacologic interventions for pediatric health problems. Lectures, class discussion and case studies will be used to clarify and reinforce cost-effective and clinically appropriate choices of pharmacotherapeutics. Online quizzes and discussion boards will be used to promote continuous learning and active participation in reading.

### **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 of Health Sciences 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**

##### **Advanced Health Assessment**

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; Co requisites: NUR 580A, or NUR 571A (2 credits)

#### **NUR 580A**

##### **Clinical Decision-making and Analysis 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. Co requisite: NUR 580 (1 credit)

#### **NUR 581**

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

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 581A Clinical Practicum**

### **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 and Analysis 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. Co requisite: NUR 582 (3 credits)

### **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 and Analysis 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. Co requisite: 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**  
**Advanced Health Assessment**

**NUR 580A**  
**Clinical Decision-making and Analysis I**

**NUR 581**  
**Theory and Practice: Primary Health Care Nursing I**

**NUR 581A Clinical Practicum**

**NUR 582**  
**Theory and Practice: Primary Health Care Nursing II**

**NUR 582A**  
**Clinical Decision-making and Analysis 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**

#### **Advanced Health Assessment**

### **NUR 580A**

#### **Clinical Decision-making and Analysis I**

### **NUR 581**

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

### **NUR 581A Clinical Practicum**

### **NUR 582**

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

### **NUR 582A**

#### **Clinical Decision-making and Analysis 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. Course requisite: 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.

Course requisite: 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 567A**

#### **Clinical Practicum**

This course is taken in conjunction with NUR 567 and builds upon NUR 580. This course provides the student with the clinical practice experience in obstetrics essential to the role of the advanced practice nurse in women's health and family health. Assessment and diagnosis and the development of a management plan of care for the pregnant and post partum client 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 the obstetrical client.

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. Requires 16 hours week with Ob/gyn preceptor. Prerequisite: NUR 580 and NUR 580 A (3 credits)

**NUR 580**  
**Advanced Health Assessment**

**NUR 580A/560A**  
**Clinical Decision-making and Analysis I**

**NUR 581 /561**  
**Theory and Practice: Primary Health Care Nursing I**

**NUR 581A/561A Clinical Practicum**

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

**NUR 582A/562A**  
**Clinical Decision-making and Analysis 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**  
**Advanced Health Assessment**

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; Course requisites: NUR 560A (2 credits)

**NUR 560A**  
**Clinical Decision-making and Analysis I**

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**

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

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)

### **NUR 561A Clinical Practicum**

#### **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**

#### **Advanced Health Assessment**

### **NUR 560A**

#### **Clinical Decision-making and Analysis I**

### **NUR 561**

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

### **NUR 561A**

#### **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 II**

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 423**

**Pediatric Pharmacology**

**NUR 560**

**Advanced Health Assessment**

**NUR 560A**

**Clinical Decision-making and Analysis I**

**NUR 561**

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

**NUR 561A Clinical Practicum**

**NUR 562**

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

**NUR 562A**

**Clinical Decision-making and Analysis II**

**NUR 564**

**Parent-Child Nursing Primary Care III**

**NUR 564A**

**Clinical Decision-making and Analysis 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**  
**Advanced Health Assessment**

**NUR 560A**  
**Clinical Decision-making and Analysis I**

**NUR 561**  
**Theory and Practice: Primary Health Care Nursing I**

**NUR 561A Clinical Practicum**

**NUR 562**  
**Parent-Child Nursing: Primary Care II: Pediatrics**

**NUR 562A**  
**Clinical Decision-making and Analysis II**

**NUR 564**  
**Parent-Child Nursing: Primary Care III**

**NUR 564B**  
**Clinical Decision-making and Analysis III**

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 562A**

**Clinical Decision Making of the Pediatric Client**

**NUR 564**

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

**NUR 564A**

**Clinical Decision Making of the Parent and Child**

**NUR 567**

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

**NUR 567A**

**Clinical Practicum**

**NUR 569 Family Nurse Practitioner Theory and Practice**

**2 Credits**

**Summer Session**

This course is designed for students who have completed 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 have 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 hours in the fall semester. For example, if a student has completed the Pediatric Primary sequence, they can enroll in this class to gain expertise in the Adult history and physical assessment process. They will also complete the course work from the last six weeks of NUR 560/580. The students who have completed the Adult course work will then enroll to do the Pediatric section. This course is designed to specifically build on experience, knowledge, and skills that students have. Therefore, the option exists to tailor the course and clinical to meet the needs of the students.

**NUR 580**

**Advanced Health Assessment**

**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 423**

##### **Pediatric Pharmacology**

This course is designed to meet the needs of the Pediatric Nurse Practitioner (PNP) or Family Nurse Practitioner (FNP) prescribing for children in the primary care setting. It builds on previously and/or concurrently acquired knowledge from nursing, pharmacology and advanced pathophysiology. The course will focus on clinical decision-making in prescribing pharmacologic interventions for pediatric health problems. Lectures, class discussion and case studies will be used to clarify and reinforce cost-effective and clinically appropriate choices of pharmacotherapeutics. Online quizzes and discussion boards will be used to promote continuous learning and active participation in reading. This course is a core requirement for completion of the graduate program in Primary Health Care Nursing. The course will also meet requirements for basic pharmacology preparation required for prescribing privileges in Massachusetts.

#### **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**

##### **Variations 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**

##### **Variations of Health Patterns of Adults and Elders II**

In this course, which builds on Variations 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 variations in functional health patterns. There is a special emphasis on health management and metabolic patterns. Within a systems framework, opportunities are provided to deliver nursing care with increased depth, complexity, and independence to adult and elderly clients in acute care and community settings. (8 credits)

#### **NUR 447**

##### **Variations in Health Patterns of Childbearing Families**

In this course, which builds on Variations 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 variations in functional health patterns. There is a special emphasis on health management and sexuality/reproduction. Clinical experiences encompass care of the high risk and chronically ill young family in both acute and community settings. (4 credits)

#### **NUR 448**

##### **Variations of Health Patterns of Clients with Psychiatric and Mental Illness**

In this course, which builds on Variations 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**

**Advanced Health Assessment**

**NUR 580A/560A**

**Clinical Decision-making and Analysis I**

**NUR 581/561**

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

**NUR 581A/561A Clinical Practicum**

**NUR 582/562**

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

**NUR 582A/562A**

**Clinical Decision-making and Analysis II**

**NUR 584/564**

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

**NUR 584A/564A**

**Clinical Decision-making and Analysis III**

**SHS 410**

**Research Methods**

**SHS 570**

**Health Promotion**

## MASTER OF SCIENCE IN NURSING ADMINISTRATION OFF –SITE PROGRAMS

The goal of the Master of Science in Nursing Administration program is to prepare nurse leaders who wish to become effective and proficient in administrative and managerial roles within health care. The program is broad in scope, emphasizing nursing administration in diverse health care settings. The program builds upon students' prior experiences in staff nursing and nursing management, providing the knowledge base needed to further develop the complex skill set required to function at higher levels of management and administration.

The curriculum integrates knowledge from and is co-taught by the disciplines of nursing and health care administration. Program content focuses on nursing and leadership theories, organizational and change theories, ethical and legal issues, health care delivery systems and health care policy, human resource management, health care economics, and information systems. The program includes two leadership practicum experiences, as well as a "capstone" project. Students are expected to design and conduct a practice related research project.

The program is intended for experienced nurses who have had some experience in leadership roles, either as nurse managers, charge nurses, or other informal leadership roles. The course work for the MS in Nursing Administration is interdisciplinary and intended to meet the needs of a diverse student population. Successful completion of the program qualifies the graduates to apply for national certification in Nursing Administration from the American Nurses Credentialing Center (AACN).

The program is currently open only to registered nurses with or without a baccalaureate degree at Winchester Hospital, Beth Israel Deaconess, Brigham and Women's Hospital, Children's Hospital, and Dana Farber Cancer Institute for those nurses with a baccalaureate degree in nursing or a related field, they would complete 49 credits of study in nursing administration. For those nurses without a baccalaureate degree, the program will model our current RN-MS programs and can be completed with 64 credits. Nursing and Health Care Administration faculty will co-teach all courses. There are nine courses that currently exist in the Simmons HCA program, six that currently exist in the Nursing RN-MS program, and six new nursing administration master's level courses proposed.

Professional Standards that guide the nursing administration program includes:

- 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 American Association of Nurse Executives
- Quality and Safety Education in Nursing
- The National Health Leadership Competency Model



## Core Courses

### NUR 454W

#### Leadership/Management in Clinical Setting

This is a foundational course, providing students the basic principles leadership and management. Students are taught to differentiate between traits of a leader and those of a manager. A basic overview of management concepts are introduced, including: communication, planned change, delegation, legal and ethical issues, measuring performance and quality improvement. (2 credits)

### NUR 512W

#### Nursing Leadership Theory

This course will provide students with the theoretical underpinnings of leadership, management and nursing theory. Theoretical constructs in leadership and nursing theory are examined in relation to historical perspective, theory development, and theory-based practice. In addition to nursing theory, students examine the foundational constructs of leadership theory. Examination of leadership theory and process in relation to the professional role of the nurse leader is undertaken. Students perform a leadership self-assessment and create a personal leadership agenda during this course. The course also focuses on developing critical thinking in others, aspects of today's professional leader, and developing models for transformational leadership. (2 credits)

### NUR 514W

#### Leadership/Management Practicum I

This practicum focuses on the clinical application and synthesis of the leadership and management concepts presented in earlier coursework. Practicum placements will be individually tailored to meet the professional needs of the students. The purpose of the practicum is to provide a structured field experience for the student, pairing them with a nurse manager/executive. The student will have an opportunity to apply theories, concepts and techniques learned in the didactic portion of the program in a selected health care setting, under the mentorship of an experienced nurse leader. (4 credits)

### NUR 513W

#### Nurse Manager Role

This course examines the key roles and functions of the nurse manager in today's rapidly changing health care system. The twin competencies of leadership and management, as they pertain to the nurse manager role, are explored in depth. Concepts such as motivation, morale, human resource management, budgets, information technology, health and safety, difficult employee situations, and a variety of other topics are addressed. This course will encourage students to develop themselves as nurse managers through the use of reflection, discussion and the development of creative strategies. New skills will be developed that allow the nurse manager to produce positive outcomes in the work environment.

This is the course where the proverbial "rubber hits the road" and students learn the practical parts of being a nurse manager. Concepts such as creating a motivating climate, managing conflict, prevention of workplace violence, budgeting, finance, recruitment and other topics in human resource management are covered. (4 credits)

### **NUR 515W**

Advanced Leadership (3 credits)

This course will take the concepts learned in Nursing Leadership and Management to a deeper level. While that course provided a broad introduction to the concepts of Leadership and Management, this course looks in depth at issues of health policy and advocacy as a component of nursing leadership and management decision making. Organizational behavior and cultural change theories are examined in depth. Nursing economics and the nursing shortage are discussed as practice issues for the nursing administrator. Students develop further in the role of nursing administrators through use of critical thinking, decision making, conflict resolution, problem solving and communication strategies. The course will provide additional management and leadership theory and offer students practical problems as a method of applying theory to practice. Ethics, legislative and advocacy issues as a component of leadership and management decision making will be explored. Emphasis on the management functions of planning, organizing, staffing, directing, and controlling will be covered. (3 credits)

### **NUR 516W**

Advanced Nursing Leadership Practicum

This second practicum experience students will work closely with faculty in choosing an experience that will offer another view of the practice of nursing administration. Working closely with faculty, the student will choose an experience that is in a practice area different from their first practicum experience (e.g., if their first practicum involved working with a nurse executive in a hospital setting, the second practicum experience may involve working with a nurse manager in an out-patient wound clinic for example). The key idea is that the practicum experiences be different and build upon different skills. For example, if the student in her first practicum worked with a nurse executive who provided a great deal of mentoring around budgeting, obtaining Magnet status, licensure issues, etc., the students' next practicum experience might involve working with a nurse manager who was more involved with day to day issues such as staffing, quality measurement, and the day to day issues of running a unit. (2 credits)

### **HCA 500W**

Health Care Accounting This course introduces students to basic concepts relating to the business side of health care organizations and ways in which business performance is measured. How are data to be collected? How are those data summarized into measures and analyzed? Students learn the foundations of health care accounting and the basic concepts and skills in financial management. Students also demonstrate competence in writing simple business memos. The course also lays the foundation for the HCA curriculum in quantitative and financial analysis and analytic thinking. (2 credits)

## **HCA 501W**

### Self and Small Group Leadership

The content and structure of this course and the follow-up courses (HCA 505 and HCA 533) are based on the following premise: There are four arenas in which student leadership competency can be demonstrated: self/individual; group (the small work group); institution and community. HCA 501 is designed to provide students with a basic understanding of what leading people entails, as well as with opportunities to develop some of the requisite skills and competencies of an effective leader of people.

In addition, because of the need for interdisciplinary teamwork in healthcare, another emphasis of the course is to prepare students to lead interdisciplinary teams effectively, as well as to be effective members of such teams. (2 credits) Moreover, the function as leader differs in each arena:

- Self: To ensure one's own learning and growth
- Group: To drive the creation and maintenance of appropriate group norms
- Institution: To contribute actively to the creation and maintenance of an outstanding organizational culture
- Community: To advocate effectively for the health and development of the larger community.

HCA 501 and 505 focus on the first two leadership arenas and functions.

## **HCA 504W**

### Health Economics

This course presents the principles of microeconomic theory as it applies to health care. It answers questions like; how do markets work? What is competition and what does it do? What role does health insurance play? How do regulations in health care influence market behaviors? What other differences in health care make markets work differently? What gives rise to the "nursing shortage"? Why are health care costs so high and what drives the increases? What determines the levels of incomes of nurses and physicians? Why are there often conflicting theories about how markets work, and how are they tested? Students will demonstrate mastery of basic principles by writing short research papers and participate in class discussions. (3 credits)

## **HCA 505W**

### The Nature of Groups and the Nature of Work

Given a set of building blocks in leading people (HCA 501W), this course provides the bridge from the competencies needed to lead multiple groups effectively (e.g., conflict diagnosis, resolution, and collaboration techniques) to the competencies needed to design work effectively. Design issues include assessment of the technology by which work is accomplished and the impact of technology on the delivery of care; as well as assessment of the structure of the work (in work units and/or departments) and the impact of that structure on the delivery of care. (2 credits)

## **HCA 509W**

### Health Care Finance I

This course presents basic concepts of finance and financial management in health care organizations. Along with the subsequent course HCA 534, this course is intended to prepare student competence in the basic business principles and analysis approaches that relate to keeping the health care organization financially viable.

The main concepts covered include financial statement analysis, capital budgeting, using debt financing, product costing, and decision analysis techniques. In the course, students will utilize case analysis; excel spreadsheet modeling and short papers. Students are required to have completed HCA 500 and 501. (3 credits)

## **HCA 522W**

### Health Information Systems

This course will examine issues in the management of health information and related technologies. It includes topics such as systems and data used in managing health information today, strategic and project planning for information technology investments, HIPAA (Health Insurance Portability and Accountability Act) requirements, coding and informatics standards, experiences with computerized medical records and internet applications, and the organization of information management functions. Students are required to develop a plan for technology introductions using a situation from their own institution. (2 credits)

## **HCA 524W**

### Health Care Law

This course addresses the major legal principles and issues relevant to health care administration. It covers the legal relationships between the patient and the provider, the provider and institution, and the patient and institution. It introduces various forms of corporate organization, including profit, and not-for-profit. It highlights cost control, quality control, and access to services. Legal issues relating to admission and discharge, emergency treatment, medical records, and mental health treatment are covered. (2 credits)

**Simmons – Winchester Hospital Sample Program  
R.N. – M.S. in Nursing Administration**

<u>Course No.</u>	<u>Course Name</u>	<u>Semester/Year Taken</u>	<u>No. Credits</u>
<i><b>Fall 1</b></i>			
NUR 404W	Normal and Abnormal Physiology	_____	4
NUR 292W	Health Assessment	_____	4
<i><b>Spring 1</b></i>			
NUR 337W	Nursing Care of Indiv/Fam/Comm	_____	4
SHS 450W	Health Care System: Interdisciplinary Perspective	_____	3
<i><b>Summer 1</b></i>			
	Statistics	_____	4
NUR 350W	Independent Study	_____	4
<i><b>Fall 2</b></i>			
NUR 454W	Leadership/Management in Clinical Setting	_____	4
HCA 500W	Health Care Accounting	_____	2
HCA 501W	Self and Small Group Leadership	_____	2
<i><b>WinterBreak</b></i>			
NUR 512W	Nursing Leadership Theory	_____	2
<i><b>Spring 2</b></i>			
NUR 513W	Nurse Manager Role	_____	4
NUR 514W	L/M Practicum	_____	4
<i><b>Summer 2-Session I</b></i>			
NUR 508W	Scholarly Inquiry	_____	2
HCA 504W	Health Economics (10 weeks)	_____	3

***Summer 2-Session II***

HCA 524W Health Care Law \_\_\_\_\_ 2

***Fall 3***

NUR 515W Advanced Leadership \_\_\_\_\_ 3

NUR 516W Advanced Nursing Leadership  
Practicum \_\_\_\_\_ 2

***Spring 3***

HCA 522W Health Information Systems \_\_\_\_\_ 2

HCA 505W The Nature of Groups and the  
Nature of Work \_\_\_\_\_ 2

HCA 509W Health Care Finance \_\_\_\_\_ 3

***Summer 3***

NUR 540W Fieldwork \_\_\_\_\_ 2

**Total Credits**

**62**

**Simmons – Winchester Hospital Sample Program  
B.S. – M.S. in Nursing Administration**

**Course No.      Course Name      Semester/Year Taken      No. Credits**

\* Must earn B+ or better to waive GRE

***Summer 1***

Statistics      \_\_\_\_\_      4

***Fall 1***

\*NUR 454W      Leadership/Management in  
Clinical Setting      \_\_\_\_\_      4

HCA 500W      Health Care Accounting      \_\_\_\_\_      2

HCA 501W      Self and Small Group Leadership      \_\_\_\_\_      2

***WinterBreak***

NUR 512W      Nursing Leadership Theory      \_\_\_\_\_      2

***Spring 1***

NUR 513W      Nurse Manager Role      \_\_\_\_\_      4

NUR 514W      L/M Practicum      \_\_\_\_\_      4

***Summer 2-Session I***

NUR 508W      Scholarly Inquiry      \_\_\_\_\_      2

HCA 504W      Health Economics I (10 weeks)      \_\_\_\_\_      3

***Summer 2-Session II***

HCA 524W      Health Care Law      \_\_\_\_\_      2

***Fall 2***

NUR 515W      Advanced Leadership      \_\_\_\_\_      3

NUR 516W      Advanced Nursing Leadership  
Practicum      \_\_\_\_\_      2

***Spring 2***

HCA 522W	Health Information Systems	_____	2
HCA 505W	The Nature of Groups and the Nature of Work	_____	2
HCA 509W	Health Care Finance I	_____	3

***Summer 3***

NUR 540W	Fieldwork	_____	2
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Total Credits

**Program of Study In Health Professions Education**

**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.



## 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. (? 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)

## **Program of Study: Doctorate of Nursing Practice**

The Doctor of Nursing Practice (DNP) program develops nursing leaders who will improve health care outcomes in clinical practice, nursing leadership/management and nursing education. Graduates will have the clinical, organizational, research and leadership skills to meet the changing demands of the present and future health care system. The DNP is offered online, with two on-campus weekends per semester.

There are two options for completion of the DNP: the Advanced Standing (“Bridge”) Program for Master’s prepared nurses who have at least two years experience in advanced practice; and the program for new MSN graduates or for advanced practice nurses who wish to acquire a new specialty. Students in the Bridge program enroll in the DNP core courses and complete a Capstone Project over four semesters.

Two tracks are offered in the Comprehensive Program: Clinical Leadership and Management. Each track has three foci: core/support courses in health policy, leadership, and technology; a practice component; and a practice-based research component. Students enroll in the DNP core courses, specialty courses for each track, and complete a Capstone Project. Credit hours vary, depending on specialty track requirements.

### **DNP Core Courses**

#### **NUR 650: Health Policy (3)**

The primary objective of this course is to empower the DNP student with the tools to influence health policy. The course will analyze the legal, ethical and social issues inherent in policy development. Students will consider the many dimensions of the present health care crisis such as cost, access, equity, quality, globalization and provision of care to an aging population. Students will also learn the presentation of policy analyses in written, graphic and oral forms.

#### **NUR 660: Evidence-based Practice/Nursing Informatics (3)**

This course will provide the student with the skills to evaluate and apply the best available evidence-based knowledge and technology in solving clinical practice problems. The student will learn critical appraisal skills to determine the quality and applicability of information for practice. The use of electronic medical records, including implementation and implications for practice, will be considered.

#### **NUR 620: Ethical and Legal Issues for Advanced Practice (3)**

This course will address the underlying historical, philosophical and theoretical perspectives in ethics from a biomedical and nursing perspective. Ethical issues will be addressed in a case-based approach. Students will attend ethics rounds and participate in ethics advisory boards at health care facilities. The course will also explore legal issues in advanced practice and in the health care system. Topics will include scope of practice, state and federal practice regulations, risk management/malpractice, and legal issues in practice ownership/management.

### NUR 630: Professional Leadership and Practice Change (3)

This course is designed to advance the student's ability to use leadership and management theory in nursing practice within current and emerging organizational systems. The course will provide students with an introduction to the theories and experience in practice of a key role of leadership: *transforming culture by means of effective implementation of change*. This course will interface with the students' Capstone Project, assisting students in the process of institutional change.

### NUR 640: Research Methods in Advanced Practice (3)

This course will enable students to achieve skills required for conducting and evaluating practice-based research. Topics will include the following: needs assessment; program planning and evaluation; the application of quantitative/qualitative methods in the study of practice-related phenomena; grant-writing and funding for practice-based research. Students will begin their clinical project, considering the problem, research question (s) and appropriate research design.

### NUR 670: Epidemiology (2)

This course will enable the student to gain perspective about the context in which health problems occur and care is delivered. The course will consider the impact of environmental factors, including occupational exposures, living conditions, education, and financial resources on the health of populations. The relationship between these environmental factors, as well as social, cultural, and genetic influences on health will be evaluated, as will the role of the clinician in addressing these issues.

### NUR 680: Biostatistics (3)

This course will enable students to apply statistical methods in research and program planning for advanced nursing practice. The student will acquire skills in design and implementation of epidemiological studies and health programs. The course will introduce students involved in clinical research to the practical application of regression analysis. Linear regression, logistic regression and proportional hazards survival models will be covered, as well as general concepts in model selection, goodness-of-fit and testing procedures.

### NUR 750 A-D: Capstone Project Seminar

This course will extend over 4 semesters. The first semester will offer 1 credit; subsequent semesters will be offered for 2 credits each.

The DNP program culminates in the successful completion of a Capstone Project. This scholarly project will be practice-focused, and will be completed in collaboration with the student's practice site—clinical, educational or managerial. The project should make a significant contribution to practice in the student's area of interest.

The Capstone Project will be completed over four semesters (1 credit Semester I; 2 credits per semester for subsequent semesters). Each student will have two-three mentors who will advise, facilitate, and approve the project.

Students will complete a scholarly, publishable paper related to the project, as well as present and defend the project orally in a scholarly presentation.

Suggestions for projects could include program development (needs assessment, program plan and implementation); program evaluation; development of a patient-focused health improvement (e.g., tuberculosis prevention for immigrant populations) or education program (e.g., weight management, tobacco cessation); systems innovations/improvements; cost/benefit analyses of program models; epidemiological studies; or other scholarly project consistent with the student's interest.

## **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 of Health Sciences 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 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 and must be approved in advance of registration by the Associate Dean of Nursing; such approval must be received in writing by the Office of Admission of the School of Health Sciences. Taking courses as non-degree is not available for the Direct Entry nursing program. Registration for non-degree courses is available only through the Office of Admission of the School of Health Sciences. 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. The College graduate Student Handbook is available online <http://www.simmons.edu/handbook/>. 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 of Health Sciences**

B.S.N. Skidmore College

M.S.N. Yale University

D.N.Sc. Boston University

Judy A. Beal, D.N.Sc., R.N. In her role as chief academic officer Dr. Beal is responsible for undergraduate, graduate, and doctoral programs, four off-site BSN and MSN programs, 28 full time faculty, 75 adjunct faculty, 5 staff members, and more than 650 students. She has been at Simmons for 25 years and in her current position since 2000. 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. Dr. Beal has a well-funded program of research focused on nurse practitioner role identity and outcomes as well as more recent work on the hallmarks of scholarly nursing practice. She serves as a collateral research reviewer for the Eastern Nursing Research Society and Sigma Theta Tau International, and is on the editorial boards of The Journal of Pediatric Nursing, the American Journal of Maternal-Child Nursing, and the Journal of Nursing Education. 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. She is the recipient of the Yale School of Nursing Distinguished Alumni Award and the President-Elect of the YSN Alumni Association. Dr. Beal is actively involved in leadership activities of the American Association of Colleges of Nursing and Sigma Theta Tau International. During her tenure as Chairperson of the Nursing Department and Associate Dean of the School for Health Sciences, she has been successfully funded in programmatic support of over 4 million dollars. Recent awards have included a \$1M gift to establish a Faculty Scholar Legacy Fund and a \$2M gift from an alumna for a Bridge and Tutoring Program for At-Risk Students. Dr. Beal is a Robert Wood Johnson Executive Nurse Fellow.

**Josephine Atinaja-Faller, M.S.N., R.N.**

**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 at 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 BWH in postpartum and the neonatal intensive care unit and works at Children's Hospital in staff development.



**Anne-Marie Barron, Ph.D., A.P.R.N., BC.**  
**Associate Professor of Nursing**  
B.S.N. Boston College  
M.S. University of Massachusetts at Amherst  
Ph.D. Boston College

Dr. Barron is the Associate Chair for Baccalaureate Nursing at Simmons College. She 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.**  
**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 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, ANCC Board certified in Medical Surgical Nursing, and certified in Trauma Nursing.

**Charlene J. Berube, M.S.N., A.R.N.P., BC.**  
**Assistant Professor of Nursing**  
B.S. St Anselm’s College  
M.S.N. Boston University

Ms. Berube has been an Assistant Professor of Nursing at Simmons College since 1993. Her background and clinical expertise in 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 and the American Academy of Nurse Practitioners. Ms. Berube has spoken to various organizations and schools concerning adolescent pregnancy and children’s response to loss.

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

**Assistant Professor**

M.S. in Nursing Simmons College

Ms. Buttarro is an adult and 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 subacute 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* and *A Guidebook for Practitioners in Rehabilitation and Long-Term Care*.

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

**Assistant Professor**

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

M.S.N. Boston College

Ms. Christoffersen has been a full-time faculty member at Simmons College since 2004. Currently, she is the course coordinator for the Psychiatric and Mental Health nursing course. Previously, she was a part-time clinical instructor at Simmons since 1997. 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 Psychiatric Clinical Nurse Specialist at Beth Israel Deaconess Medical Center in the emergency department.

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

**Assistant Professor 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 in the clinical area 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. Margaret has been a nurse since 1983 and continues to practice nursing in an acute medical center in Boston. She is also a certified family nurse practitioner. Her area of expertise is adult medical surgical nursing.

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

**Assistant Professor**

A.S.N. Miami Dade Junior College

M.S. in Nursing Simmons College

Ms. Davies is a Clinical Assistant Professor and joined the faculty in 2004 to teach medical surgical nursing. She practices as a nurse practitioner in the Emergency Room of Boston Medical Center. An expert clinician, she taught part-time in the undergraduate nursing program for many years before joining the faculty full-time.

**Sarah Cass Desmond, MSN, SM**  
**Instructor of Nursing**  
B.S.N. Northeastern University  
M.S.N. Simmons College  
S.M. Harvard School for Public Health

Ms. Cass joined the faculty in 2006 as adjunct in the undergraduate program and in 2007 to teach in the Pediatric Primary Care track. Ms Desmond has a Pediatric and Adolescent Primary Care practice at Harvard Street Neighborhood Health Center in Dorchester, Massachusetts and has a special interest in research related to increasing access to and quality of health care services for women, children and adolescents in urban underserved populations, and improving the bond between mother/infant dyads at risk. Prior to her NP experience, Ms Desmond worked as a Visiting Nurse on the South Shore, and as a Pediatric and NICU nurse, then as a Clinical Instructor at Boston Medical Center.

**Collette Dieujuste, M.S.N., R.N.**  
**Assistant Professor of Nursing**  
B.S.N. Columbia Union College in Maryland  
M.S.N. Boston College

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

**Susan M Duty, Sc.D., A.P.R.N., B.C.**  
**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 the director of the Occupational Nursing Core for the NIOSH Education and Research Center at Harvard School of Public Health. She is certified as an Adult Nurse Practitioner with specialization in occupational health and prior to becoming a nurse practitioner was certified in critical care nursing. She continues her research at the Harvard School for Public Health about the relationship between environmental exposures to phthalates and male reproductive outcomes and occupational exposures to phthalates among manicurists. 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 is the nurse research scientist at South Shore Hospital in South Weymouth, a member of the Massachusetts Coalition of Nurse Practitioners, and is the Simmons College Vice President to Sigma Theta Tau-Theta at Large Chapter.

**Priscilla Gazarian, Ph.D., M.S.N., R.N.**

**Assistant Professor of Nursing**

B.S.N. University of Massachusetts, Dartmouth

M.S.N. University of Massachusetts, Boston

Ph.D. University of Massachusetts, Amherst

Ms. Gazarian has been on the faculty since 2002. She was the recipient of the Academic Excellence Award for graduate nursing in 1999 at Simmons College.

She was the recipient of the Goodman and Alexander Fellowship in 2005.

She teaches Medical-Surgical Nursing, Nursing Process and Skills, Nursing Research Seminar and The Health Care System an Interdisciplinary Perspective. She has presented on the use of clinical narratives in nursing education and continues to collaborate with teaching projects using clinical narratives. Ms. Gazarian was the recipient of the Early Career Teaching Award in 2005 presented by the Massachusetts Association of Colleges of Nursing. She was recently inducted as Faculty Councilor for the Theta at Large chapter of Sigma Theta Tau.

Ms. Gazarian is developing a program of research on nurse decision making and the prevention of adverse events. She has an appointment as a Nurse Scientist at the Center for Nursing Excellence at the Brigham and Women's Hospital. She has received funding from the Association of Critical Care Nurses/Medtronic to investigate nurse decision making in preventing in-hospital cardio-pulmonary arrests.

She has practiced as a Clinical Nurse Specialist at Massachusetts General Hospital and currently holds a staff nurse position at Newton Wellesley Hospital. She is a member of the American Association of Critical Care Nurses, Eastern Nursing Research Society and Sigma Theta Tau Theta Alpha and Theta at Large chapters.

**Rebecca Koeniger-Donohue, Ph.D., A.P.R.N., BC.**

**Associate 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. She published her master's thesis work, Patient Care Classification Systems in the *Journal of Home Care*. She has served on the editorial board of the *Journal of Clinical Nursing*, an international journal based in the United Kingdom.

Dr. Donohue's textbook, Women's Health Case Studies, 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 at the Simmons College Health Center resulted in her writing and editing a new textbook for advanced practice nurses in college health. Dr. Donohue has also investigated the use of personal digital assistants at Simmons College nursing programs, specifically (Palm pilots and Pocket PCs), as a resource tool for bringing evidenced based practice to enhance client encounters.

**Jocelyn Loftus, M.S., A.P.R.N., BC.**  
**Assistant Professor of Nursing**  
B.S.N. University of Massachusetts  
M.S. Simmons College

Ms. Loftus is the coordinator of the first clinical experience for nursing students. She is also actively involved in the Dix Scholar's Program designed for adult learners to join the nursing program. Ms. Loftus has a clinical practice in adult primary care at Neponset Health Center in Dorchester, MA and has facilitated a collaborative research project between Simmons College and Neponset Health Center to study hypertension in Vietnamese clients.

**Marla Lynch, M.S., A.P.R.N., BC.**  
**Assistant Professor of Nursing**  
B.S.N. Boston University  
M.S.N. Boston College  
Assistant Professor

Ms. Lynch is joined the Simmons full time faculty in the fall of 2007. Prior to this, she taught part time at Simmons since 1993 and at Quincy College. After many years as a clinical specialist in mental health nursing she is focusing on teaching in mental health. She co-teaches the mental health nursing course and coordinates the consultation/liaison project. She also teaches a graduate course on advanced counseling skills.

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

MS. McGee has previously taught at Laboure College. She has many years of clinical practice in community health nursing, specializing in health care for homeless populations. Her research interests include nursing clinics as models for health care delivery, spirituality in nursing and substance abuse recovery strategies with homeless populations. Dr. McGee is involved in professional organizations including Sigma Theta Tau and Eastern Nursing Research Society.

**Linda Moniz, M.S.N., R.N.,CRRN.**  
**Assistant Professor of Nursing**  
B.S.N. Salem State College  
M.S.N. Salem State College

Ms. Moniz teaches medical surgical nursing. Her areas of clinical interest are in rehabilitation nursing and long term care. She also works at the North End Rehab and Nursing Center as an educator for the facility. She is a certified rehab nurse through the American Nurses Credentialing Center. She is a member of Sigma Theta Tau, Theta at large and Eta Tau chapters, the Association of Rehabilitation Nurses (ARN) and the Massachusetts Association of Registered Nurses (MARN).

**Susan Neary, Ph.D., A.P.R.N., BC.**

**Associate Professor of Nursing**

B.A. Emmanuel College

B.S.N. Saint Louis University

M.S. Simmons College

Ph.D. Boston College

Dr. Neary has been a member of the Simmons faculty since 1989, and is also the Associate Chair for Graduate Nursing. She maintains a clinical practice in Primary Care at the Neponset Health Center in Dorchester, MA. She is a member of Sigma Theta Tau, the American Academy of Nurse Practitioners, the Eastern Nursing Research Society, and the Massachusetts Coalition of Nurse Practitioners.

**Janet Sweeney Rico, M.S.N., MBA, A.P.R.N., BC.**

**Assistant Professor of Nursing**

B.S.N. St Anselm's College

M.S.N. University of North Carolina

MBA Boston University

Ms. Rico is the coordinator for the direct entry nursing program and is certified as a family and geriatric nurse practitioner. She holds appointments with Simmons College and a lectureship at Harvard School of Public Health. Ms. Rico's expertise in nursing and management brings unique contributions to the department. Presently, Ms. Rico practices in the emergency department at Boston Medical Center and in a homecare primary care practice for the elderly and disabled. She has presented numerous continuing education programs and has prior clinical experience in occupational health, geriatrics, emergency/critical care and subacute care. Her interests are health policy, geriatrics, and developmental disabilities. She is the Vice Chair for the Massachusetts Board of Registration in Nursing and serves on the Board of Directors for the Massachusetts ARC.

**Patricia Rissmiller, D.N.Sc., A.P.R.N., BC.**

**Associate Professor of Nursing**

B.S.N. Catholic University

M.S.N. and D.N.Sc., Boston University

Dr. Rissmiller is the coordinator of the Parent-Child concentration. She has focused many of her energies over the past year in the area of interdisciplinary collaboration within the health care community. She is currently a director for the U-Mass Simmons School Health Institute which is a funded project implementing regional continuing education for school nurses. She is also actively involved on 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 in the 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 Nurses Association.

**Julie Steller, M.S.N., A.P.R.N., BC, F.N.P., O.C.N.**

**Assistant Professor of Nursing**

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 is a women's health expert with a particular interest in Gynecologic Oncology. Prior to teaching at Simmons, she held faculty positions at both Georgetown University and University of Rhode Island. Since 1991, she has practiced as a women's health and family nurse practitioner. In her current clinical role, she spearheads the integration of a nurse practitioner model into a multi-centered gynecologic oncology practice in the Boston area. In addition to her lectures at Simmons, she frequently presents for continuing education programs on the role of the advanced practice nurse in the care of women with gynecologic malignancies.

Her professional background includes consultation at the National Institute of Child Health and Human Development. As well, Ms. Vosit-Steller has served as study coordinator for several phase three clinical trials focused on cancer treatment. Her post-graduate thesis, *Promoting Cervical Cancer Screening in Hispanic Women in Rhode Island*, focused on the current trends of health screening and maintenance behaviors in the female Hispanic population of the state. This research motivated her to lead the development of a women's healthcare program for the uninsured in Rhode Island. Ms. Vosit-Steller remains an active member of Sigma Theta Tau, the American Academy of Nurse Practitioners, the Massachusetts and Rhode Island Coalition of Nurse Practitioner's and the Society of Oncology Nurses.

**Karen Harvey Teeley, M.S., R.N., AHN-C**

**Assistant Professor of Nursing**

B.S.N. Fairfield University

M.S. Boston University

Ms. Teeley is the coordinator for community health in the nursing program. She 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 has been on the Simmons faculty since 2002. Ms. Teeley's research interests are in holistic nursing and she has presented numerous workshops on alternative healing interventions. She is also ELNEC trained (End-of-life Nursing Education Consortium) and co-teaches Care at the End of Life: Interdisciplinary Perspectives (SHS 459). Ms. Teeley serves on the Professional Advisory Committee for Caritas Home Care and is a founding member of the Faith/Health Connection Parish Nurses Association in southeastern Massachusetts.

**Sarah Volkman, Sc.D.**

**Associate Professor of Nursing**

B.A., University of California, San Diego

Sc.D., Harvard University

Dr. Volkman has been involved in preparing nursing students in the basic science content since 1989; 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 and a Christensen Fellow at Harvard University.

**Patricia White, Ph.D., A.P.R.N., BC**  
**Assistant Professor of Nursing**

B.S.N. Boston University

M.S.N. Boston College

Ph.D. University of Rhode Island

Dr. White has been teaching at Simmons College in the Nursing Programs since 1987. She is the Co-coordinator of the Adult and Geriatric Nurse Practitioner Programs and is also involved in teaching in the undergraduate research and community health courses. She maintains a clinical practice at Compass Medical Associates in Brockton, Mass where she provides primary care to adults and also provides care to elders in long term care and in the home. She has previously practiced in Weymouth, Mass and in Norwood, MA and at the Home Care Program at Beth Israel, Hospital in Boston, MA.

During her doctoral study at University of Rhode Island, she conducted a study on the practice of nurse practitioners caring for clients who were grieving. She has been involved in presenting on the clinical topics of polypharmacy, ethics and bereavement to her colleagues at many NP conferences and has also been working with faculty at Simmons in presenting departmental research on the Direct Entry Experience to NONPF and AACN. She is a member of a new learning collaborative for accelerated models of nursing education (LCANE) with her colleague Janet Rico and a number of nursing faculty from around the country and recently presented to NONPF about the activities of this group. She is active in NONPF on the faculty practice committee and is a member of the MCNP, Sigma Theta Tau and ENRS.



## **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 experience to meet individual student needs and interest. The following is a list of affiliations as of July 2008. It is subject to change. For more information about clinical sites, call 617 521-2130.

**Atreva Health Care**  
Jamaica Plain, MA

**Beth Israel Deaconess Medical Center**  
Boston, MA

**Boston Communities Medical Group**  
Boston, MA

**Boston Medical Center**  
Boston, MA

**Bowdoin Street Community Health Center**  
Dorchester, MA

**Bridgewater Goddard Park Medical Associates**  
Brockton, MA

**Brigham & Women's Hospital**  
Boston, MA

**Brighton Marine Public Health Center**  
Brighton, MA

**Children's Hospital**  
Boston, MA

**Compass Medical**  
Brockton, MA

**Dedham Medical Associates, Inc.**  
Norwood, MA

**EverCare**  
Waltham, MA

**Fall River Heart Associates**  
Fall River, MA

**East Boston Neighborhood Health Center**  
East Boston, MA

**Family Practice Associates**  
Weymouth, MA

**Harbor Medical Group**  
Danvers, MA

**Harvard Vanguard Medical Associates**  
Boston, MA

**Lahey Clinic Hospital, Inc.**  
Burlington, MA

**Massachusetts General Hospital**  
Boston, MA

**MIT Health Center**  
Cambridge, MA

**Pembroke Primary Care**  
Pembroke, MA

**Westwood Pediatrics**  
Westwood, MA

## APPLICATION AND ADMISSION INFORMATION

For more information about admission, please see our Frequently Asked Questions page at [www.simmons.edu/shs/faq.shtml](http://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](http://www.simmons.edu/shs/academics/nursing/faq.shtml).

*Applicants to all nursing programs are required to submit all application materials in one packet. Officially signed/sealed transcripts and recommendations should not be opened as this will render these documents as unofficial. They should be included in your application packet along with the other required materials. Photocopies, faxes, or student copies of original transcripts and recommendations are not acceptable. Please note complete applications must be received by the stated deadlines; dates are not the post mark date, rather, the date when all materials need to be received in the Office of Admission. No application can be acted upon unless all materials are received. There is no guarantee that late applications will be considered; late applicants are not eligible for consideration of merit scholarship/s or graduate assistantships.*

### Application Procedure

Applicants are responsible for mailing the application materials to the Office of Admission at the School of Health Sciences.; it is imperative that the envelope be addressed to the School of Health Sciences since there are five admission offices at Simmons. All documents submitted become the property of Simmons College and cannot be returned to the applicant. All applicants must submit all materials (except 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 application fee, made payable to Simmons College.
3. For RNs, notarized copy of licensure and at least one year of clinical experience
4. 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. Photocopies, faxes, or student copies are not acceptable.
5. 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 of Health Sciences.

6. Three professional or academic recommendations (each in sealed, signed envelopes included in your packet). Recommendations provide the Admissions Committee with valuable information regarding the applicant's potential as a nurse and a candidate for graduate study. The School of Health Sciences is a professional school so 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. Photocopies, faxes, or student copies 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.**

The following should be sent directly to the School of Health Sciences by the testing agency for all nursing applicants:

TOEFL (Test of English as a Foreign Language) Applicants whose first language is not English must submit official TOEFL scores taken within two years prior to the application deadline. The TOEFL requirement is based on native language, not citizenship. No other English proficiency exam will be accepted. The TOEFL is waived for applicants who have graduated at the bachelor's or master's level from a regionally accredited U.S. institution or a post secondary institution abroad that is recognized by the Ministry of Education in the host country in English-speaking countries **only**. Official scores from ETS are required; copies of student score reports are not acceptable. The School of Health Sciences TOEFL code is 3761.

A minimum score of 570 (paper-based), 230 (computer-based,) or 88 (internet-based) is required.

### **Application Deadlines**

**Application deadlines vary by program. Carefully check SHS Degrees at a Glance.**  
<http://www.simmons.edu/shs/academics/>

### **Enrollment Deposit**

Accepted students who wish to enroll must submit a non-refundable enrollment deposit. This deposit is applied to the first term bill.

### **Deferred Entrance**

An accepted student may request in writing to the Assistant Dean/Director of Admission of the School of Health Sciences 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 non-refundable deposit is due on the date stated in the original letter of admission to ensure enrollment. This fee is applied to the first term bill. International students will be considered on an individual basis for deferred entry due to immigration policies.

### **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 of Health Sciences. Individuals should call the Office of Admission to learn what materials are needed since each applicant's situation is different. Official academic transcripts for courses completed since the initial application **must** be submitted. A reapplication fee is required and should be submitted with the written request.

**Transfer Credit**

Applicants to the program may petition to transfer a maximum of two courses 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 of Health Sciences. 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. Request for such waivers must be approved by the chair of the Nursing Department.

**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 need to complete prerequisite courses, you may register through the Dorothea Dix Scholar's Program (undergraduate adult continuing education department) as a non-degree student, since most prerequisites are considered undergraduate courses. You would need to complete and submit their non-degree student application which you can obtain from that office. If you have any questions regarding this process, the Dix Office can be reached at 617.521.2500 and [dix@simmons.edu](mailto: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 low-interest loan programs that assist U.S. and permanent resident alien students in financing their education. At Simmons, financial aid is based on financial need.

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 (defined as at least 5 graduate credits each semester) 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.

The Office of Admission of the School of Health Sciences 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.

### 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.

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, 671.521.3195. 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 of Health Sciences (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 late June/early July (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 **for each year** attended, 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 of Health Sciences.

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

TOEFL (Test of English as a Foreign Language) Applicants whose first language is not English must submit official TOEFL scores taken within two years prior to the application deadline. The TOEFL requirement is based on native language, not citizenship. No other English proficiency exam will be accepted. The TOEFL is waived for applicants who have graduated at the bachelor's or master's level from a regionally accredited U.S. institution or a post secondary institution abroad that is recognized by the Ministry of Education in the host country in English-speaking countries **only**. Official scores from ETS are required; copies of student score reports are not acceptable. The School of Health Sciences TOEFL code is 3761.

A minimum score of 570 (paper-based), 230 (computer-based,) or 88 (internet-based) is required.

Further information about this exam can be obtained by directly contacting: TOEFL, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, telephone: 215.750.8050 or [www.toefl.org](http://www.toefl.org).

Applications **cannot be reviewed without the receipt of these test scores**. It is very important that applicants register for these exams well in advance of applying for admission. **Candidates should take TOEFL two months in advance of the application deadline for the official score reports to arrive in time...**

#### **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 of Health Sciences 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](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 of Health Sciences 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.



## **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.