General Information
Nursing has been one of the professional disciplines of the University of Virginia since 1901, when a three-year diploma program was first offered to high school students under the aegis of the University of Virginia Hospital and the Department of Medicine. Today, as one of the 10 independent schools of the University with a full-time faculty of 50 and an enrollment of 500 undergraduate and graduate students, the school offers the degrees of Bachelor of Science in Nursing, Master of Science in Nursing, and, as a department of the Graduate School of Arts and Sciences, Doctor of Philosophy in Nursing.

The first baccalaureate degree in nursing, the Bachelor of Science in Nursing Education, was offered in 1928 for the first time through the School of Nursing Education in the Department of Education, made possible by an endowment of $50,000 from the Graduate Nurses’ Association of Virginia in memory of Sadie Heath Cabaniss, Virginia’s outstanding pioneer nurse. The purpose of this degree program was to train registered nurses for teaching, supervisory, or administrative positions. The present baccalaureate program was established in 1950 as a four-year course, with a curriculum consisting of a two-year academic concentration followed by the two-year nursing major. In 1953, a Department of Nursing was established to administer the diploma program and the two baccalaureate programs: the Bachelor of Science in Nursing and the Bachelor of Science in Nursing Education. Three years later, in 1956, this department became the School of Nursing. The Master of Science in Nursing Program, initiated in 1972, currently offers specialty preparation in community health/public health and health systems management; nurse practitioner preparation in acute care nursing, primary care nursing, and psychiatric mental health nursing; and clinical specialist preparation in acute and specialty care and in psychiatric mental health nursing. The primary care nursing track prepares family nurse practitioners and pediatric nurse practitioners. The acute care track prepares clinical nurse specialists and nurse practitioners to function in acute care settings. The geriatric nurse practitioner track prepares nurses for specialized care of the elderly. A new option, the Clinical Nurse Leader, is being initiated in 2005 to prepare second degree students as masters prepared nurse generalists. A post master’s program (non-degree) prepares nurse practitioners in primary care, psychiatric mental health, geriatric care, or acute care, and nurse leaders in community/public health and health systems management. Wound, ostomy, and continence post master’s preparation is also available.

The school offers two additional joint degrees: an M.S.N.-M.B.A. program in collaboration with the Darden Graduate School of Business Administration, and an M.S.N.-M.A. in Bioethics in collaboration with the School of Medicine, the School of Law, and the Department of Religious Studies.

The Ph.D. in Nursing Program, begun in 1982, is designed to prepare scholars and researchers committed to expanding the base of nursing knowledge. Major components of the program include nursing, research, cognates, and electives. The program is housed in the Graduate School of Arts and Sciences.

The School of Nursing, accredited by the Commission on Collegiate Nursing Education, and the Virginia State Board of Nursing, is a member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, the American Association of Colleges of Nursing, and the Southern Regional Education Board. The school was first accredited by the National League for Nursing Education in 1941 and appeared on the first list of accredited nursing schools issued by the league.

In addition to actively participating in the leading national nursing organizations, the school has an active chapter, Beta Kappa, of Sigma Theta Tau, the international honor society of nursing. Both graduate and undergraduate students are eligible for membership.

Address
School of Nursing  
McLeod Hall  
University of Virginia  
P.O. Box 800782  
Charlottesville, VA 22908-0782  
(434) 924-0141  
www.nursing.virginia.edu

Facilities and Resources
McLeod Hall  
Located in the eastern part of the University Grounds, near the University of Virginia Medical Center, the school occupies McLeod Hall, a five story building with classrooms, clinical learning laboratories, seminar rooms and offices. It houses the center for Nursing Historical Inquiry, one of two archive nursing history centers in the United States.

The School of Nursing draws upon the multiple resources of the University’s 10 academic divisions and the University of Virginia Health System in offering its graduate programs in nursing. The programs are further strengthened by the facilities and personnel of a wide variety of Virginia hospitals, community health centers, health departments, and private physicians’ offices.

Claude Moore Health Sciences Library  
This library primarily serves the faculty, students, and staff of the University of Virginia Health System, which includes the Schools of Medicine and Nursing and the hospital.

The library is a modern facility with small group meeting rooms, audiovisual viewing rooms, typing rooms, microcomputers, and photocopy machines. It maintains well-developed collections of books, journals, reference materials, and audiovisual materials in medicine, nursing, and related areas.

The Health Sciences Instructional Resources Center, on the first floor of the library, maintains a substantial collection of multi-media. A variety of players, projectors, recorders, monitors, and a cluster of microcomputers are available for use in the center, and a small collection of equipment is available for use outside the center. The library also houses an extensive historical collection.

The resources in the Health Sciences Library are augmented by materials in Alderman and Clemons Libraries, the Science/Technology Information Center, various departmental libraries (e.g., biology, psychology, physics, chemistry, engineering, and law) and libraries of the departments and clinics in the School of Medicine. These libraries include special collections in historical materials in nursing and medicine.

University of Virginia Health System  
The University Hospital, together with the Kluge Children’s Rehabilitation Center, comprise a tertiary-care teaching facility with over 550 beds. Approximately 27,000 patients, from a wide geographic area, are cared for each year on the inpatient units.

The hospital provides a stimulating, challenging learning environment for graduate students. As a regional medical center, the hospital serves a diverse group of patients whose health care needs are often complex. In addition to general medicine, all major subspecialty services are available, including cardiology, endocrinology, hematology/oncology, nephrology, neurology, pulmonary, and rheumatology. Surgery departments include thoracic-cardiovascular surgery, plastic surgery, neurosurgery, urology, orthopedics, gynecology, otolaryngology, ophthalmology, and general surgery. In addition to medical and surgical units, there are a number of critical care areas: a medical intensive care unit, a surgical intensive care unit, a burn center, and a coronary care unit.

As with adult services, all major pediatric subspecialties are available to children and adolescent patients. A pediatric intensive care unit and a neonatal intensive care unit with an air-ground Emergency Transport System serve critically ill children and neonates from central and western Virginia and surrounding areas.

Over 335,000 patients are seen annually in the clinics at the Health Sciences Center. The Outpatient Department houses medical and pediatric specialty clinics. The Primary Care Center includes over 126 examining and consulting rooms, a patient education center, playrooms for the children of adult clients,
and short-term beds for temporary observation. Medicine, family practice, dermatology, pediatrics, obstetrics and gynecology, and the oncology service see patients in this facility. An additional 58,000 patients are seen annually in the Emergency Room. Patients range from the non-acute to the severely injured or critically ill. Radio and telemetry communication with all local rescue squads helps to provide pre-hospital care and stabilization of patients.

The psychiatric facilities of the University of Virginia Health System include inpatient, outpatient, emergency, and consultation-liaison services. Clinics for children, adolescents, families, and adults offer a range of diagnostic treatment, consultation, and educational services, including individual, family, and group therapy on an outpatient basis.

The Kluge Children’s Rehabilitation Center has both an intermediate care inpatient unit and multiple outpatient clinics for children and adolescents with a variety of orthopedic and chronic conditions. The center provides medical treatment, physiotherapy, education, occupational therapy, training in the activities of daily living, training in speech and hearing, and vocational guidance. Family services are provided through psychological and genetic counseling and medical social work.

The hospital is registered by the American Medical Association as meeting hospital standards, is on the approved list of the American College of Surgeons, and is approved by the Council on Medical Education and Hospitals of the American Medical Association as acceptable for the training of interns, as well as for various residencies and fellowships. In addition, the hospital is fully accredited by the Joint Commission on Accreditation of Hospitals.

Cooperating Clinical Institutions and Agencies
The School of Nursing cooperates with other institutions and agencies to provide research and clinical learning opportunities for students. It utilizes health departments, community hospitals, outpatient facilities, industries, schools, geriatric care facilities, mental health care facilities, and tertiary and ambulatory clinical services for patients of all ages. Students have the opportunity to function in advanced practice roles under preceptor guidance.

Advising and Counseling
Cooperation and personal attention mark the relations between faculty members and students. Each graduate student is assigned an academic faculty advisor by the associate dean upon admission to the school, and students are encouraged to avail themselves of this resource. The School of Nursing Office of Admissions and Student Services provides assistance and serves as a source of information for other support resources. The Department of Student Health and the University Counseling Center are available to assist the student through individual and group counseling sessions.

Financial Information

Additional Expenses
In addition to tuition, fees, and expenses as outlined in chapter 2, graduate students in nursing should anticipate the following additional expenses:

Field Trips Students are responsible for expenses incurred while on field trips.

Travel to Clinical Facilities Many of the clinical facilities used in the master’s and post-master’s programs are a distance from the medical center. Transportation costs to and from these facilities must be borne by the student.

Clinical Agencies: Responsibility, Compliance and Affiliation Agreement Policy Formal affiliation agreements are executed with all agencies prior to placement of students in clinical sites to provide direct care to patients. Agreements must be fully executed and include the signatures of the authorized representative of the facility, the Dean of the School of Nursing, and the Assistant Vice President for Finance and University Comptroller. Faculty members are responsible for adherence to these agreements. Students will be placed in clinical sites only when enrolled in a credit-bearing course for which he or she paid tuition and in which participation in the clinical experience is a course requirement. This applies to all clinical experiences that require the student to have patient contact.

The faculty member placing students and the students assigned to agencies are responsible for knowing and adhering to the contents of the affiliation agreement, including its conditions and responsibilities.

The School does not provide legal advice to the student regarding whether to submit to the requirements set by the facility. The School does not pay any student costs related to the clinical experience. If the student declines or fails to participate in or complete the clinical experience and the experience is a requirement for the course, the student will not successfully complete the course and may not graduate. The student is solely responsible for the consequences of his or her decision regarding whether to submit to the conditions or requirements established by the facility.

Medical Instruments A complete set of diagnostic instruments must be procured by students admitted to the advanced practice nursing program. The cost of these instruments is assumed by the student.

Hospital Insurance The Student Health Service does not provide for the expense of hospital care. The University requires that all students carry hospitalization insurance for year-round coverage. A preferred risk group insurance program sponsored by the University is available; for an additional premium, the dependents of married students are included. Students or parents may substitute a plan comparable to that offered by the University.

CPR Certification Students are required to obtain certification in cardiopulmonary resuscitation for adults, children, and infants prior to entering clinical courses. Certification must be maintained throughout the program, and validation must be presented each year. Students must complete the American Heart Association Basic Life Support for Health Care Providers course.

Immunization Titer Requirements The School of Nursing requires documentation of a positive antibody titer for Hepatitis B, rubella, and varicella for all students who practice in a clinical setting. No student will be permitted to enroll in clinical courses without providing this documentation. Information regarding the vaccine and antibody titers can be obtained from the student's local health care provider, district health department, or from Student Health.

MMR, TD, and PPD Documentation of current measles, mumps and rubella (MMR) immunization and tetanus booster (TD) is required for all students. Tuberculosis testing (PPD) is required on an annual basis for all students enrolled in clinical courses.

Financial Aid
General information regarding financial aid for all students is provided in chapter 3. In addition, there are some sources of financial aid specifically designated for students in the school of nursing. The School of Nursing Office of Admissions and Student Services provides assistance to students needing financial aid.

Fellowships A number of small grants, including duPont and Virginia State Fellowships, are available to full-time graduate students of outstanding merit in the School of Nursing. To apply for these grants, a student must complete the School of Nursing Financial Aid Form and be enrolled as a full-time student.

Federal Nurse Traineeships A limited number of federal nursing traineeships are available for full-time (nine credits per semester) graduate nursing students. These awards may include tuition, fees, and/or stipends. To apply, students must complete a School of Nursing Financial Aid Form, which can be obtained from the Office of Admissions and Student Services.

National Research Service Awards (Predoctoral) The U.S. Department of Health and Human Services sponsors a national program of individual predoctoral and postdoctoral nurse fellowships. The intent of the awards program is “to prepare biomedical, behavioral, and nurse scientists who will address continuing problems in health-related research of importance to the public.” The student’s qualifications, the advisor’s credentials, and the merit of the proposed area of research are the primary criteria upon which awards are based. Interested doctoral students may obtain application forms from the School of Nursing Grants Administrator or by contacting the National
Research Service Awards Program, Division of Nursing, BHP, HRSA, Parklawn Building, Room 5C-26, 5600 Fishers Lane, Rockville, MD 20857, (301) 443-6333.

Employment Opportunities for employment are available in the University of Virginia Health System.

Graduate assistantships are available for doctoral and master's students. These assistantships involve working directly with faculty in teaching, research, or service activities. Assignments involve 10 to 20 hours per week in teaching, research, or service activities. To apply for graduate assistant employment, students should contact the Associate Dean for Academic Programs or the Office of Admissions and Students Services.

**Master of Science in Nursing**

**Philosophy**

The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining the spirit of free inquiry directed to understanding the nature of the universe and human existence. The philosophy of the School of Nursing is consistent with that of the University as it prepares leaders in health care.

Nursing is both a profession and a discipline that is responsive to changing health needs. It is concerned with human experiences and responses to birth, health, illness, and death within the context of individuals, families, groups, and communities. Nurses, often in collaboration with other health care professionals, promote the optimal health care and comfort of individuals and groups through the systematic application of knowledge from nursing and related disciplines.

The faculty believes that education is based on humanistic approaches that foster critical thinking and promote awareness of social and cultural diversity among individuals. The faculty views each student as a unique person with special talents, abilities, needs, and goals. Cultural diversity, varying life experiences, and changing socioeconomic factors affect each student differently. To this end, faculty endeavor to provide an environment that assists students to realize their full potential. The acquisition of professional knowledge and the development of clinical competence occur through active involvement of the student in the learning process. Students assume primary responsibility for learning, while faculty provide educational opportunities for knowledge acquisition and professional role development. We believe that an atmosphere of shared growth and inquiry offers the maximum potential for development.

Baccalaureate education in nursing is the basic preparation necessary for the practice of professional nursing. This education provides the foundation for the development of professional knowledge, critical thinking, ethical decision-making, leadership skills, and the independent and interdisciplinary pursuit of high standards of health care. Master's education prepares the nurse with strong critical thinking and decision-making skills for generalist practice as a clinical nurse leader, or advanced practice in acute and primary care and specialty practice in the areas of health systems management and public health leadership. A primary aim of master's nursing education is to ensure that every student acquires the ability to analyze, synthesize, and utilize knowledge in a respective area of nursing practice. Doctoral education prepares the nurse scholar to influence health care through leadership in education, policy, practice, research, and knowledge development.

Implicit in the practice of professional nursing is accountability for professional growth and practice, demonstration of leadership, and commitment to the development and application of nursing theory and research. Life-long learning leads to the optimal development of both the individual practitioner and the discipline of nursing.

**Characteristics of Graduates**

The disciplinary and professional domains of nursing give direction to current and evolving nursing practice. The clinical nurse leader is prepared through graduate nursing education as a nurse generalist who provides and manages care at the point of care to individuals and groups or populations in all settings in which health care is delivered. The clinical nurse leader designs, implements, and evaluates client care by coordinating, delegating and supervising care provided by the health care team. Nursing these roles are prepared to provide leadership and assume accountability for client care outcomes through assimilation and application of evidence-based information to design, implement, and evaluate client plans of care.

Advanced practice nurses demonstrate in-depth knowledge and skills in nursing and health care systems with diverse populations. Components of their roles are expert clinical practice, assessment of outcomes, research, teaching, collaboration, and consultation within health care systems. Nurses prepared through graduate nursing programs with advanced practice knowledge, critical thinking, and decision-making skills can function in a variety of nursing roles. Examples of such roles include clinical nurse specialist, nurse practitioner, nurse educator, and nurse administrator. Nurses implementing these roles demonstrate specialized knowledge and skills. For example, nurses engaged in advanced clinical practice conduct in-depth assessments and demonstrate expertise in judgment and decision-making for purposes of health promotion/disease prevention, intervention, and follow-up in specified populations. Implementation of a particular role may emphasize some role attributes more than others and reflect the advanced practice nurse's area of expertise.

Graduates of the M.S.N. program are expected to:

1. integrate theoretical and research based knowledge as a generalist leader or in an advanced nursing practice specialty;
2. provide care and comfort to individuals, families and groups experiencing complex health care needs;
3. provide care that reflects sensitivity to differences among culturally and ethnically diverse populations;
4. assume a leadership role in establishing and monitoring standards of practice to improve patient care in collaboration with other nursing experts;
5. use ethical principles to guide decision-making in nursing practice;
6. evaluate clinical practice in relation to professional practice standards and relevant statutes and regulations;
7. apply the research process to improve evidence based clinical and contribute to knowledge development;
8. engage in self-directed and purposeful activities in seeking necessary knowledge and skills to enhance career goals;
9. examine economic, political, and social forces affecting nursing care delivery in complex health care systems;
10. promote multidisciplinary collaboration to ensure quality, cost effective care;
11. contribute to the development of peers, colleagues, and others to improve patient care and foster the growth of professional nursing;
12. act as change agents to create environments that promote effective nursing practice and patient outcomes.

These core characteristics are in accordance with national guidelines for the Clinical Nurse Leader and professional standards of advanced practice nursing specialties.

**Admission**

Applicants with baccalaureate degrees in fields other than nursing apply for the Clinical Nurse Leader track. Individuals with B.S.N. degrees apply for the Master of Science in Nursing tracks leading to preparation in Advanced Practice or in Leadership and Management roles.

**Clinical Nurse Leader Track** Applicants are offered admission to the Clinical Nurse Leader track on the basis of intellectual capacity, healthcare experience, academic performance, maturity, clarity of goals, and other qualities appropriate to graduate study in nursing. Not all of these qualities are measured in absolute terms, and the decision to make an offer of admission is based on a balanced appraisal of the total application record.

The applicant must:

1. have completed a baccalaureate degree from a nationally accredited school;
2. have a minimum cumulative grade point average of 3.0 on a 4.0 scale in undergraduate study;
3. demonstrate satisfactory performance on the Graduate Record Examination;
4. submit three satisfactory academic and professional recommendations;
5. submit essays on educational/professional diversity statement;
6. be available for a personal interview with a member of the faculty if requested;
8. have completed courses in human anatomy and physiology, an undergraduate statistics course, and a course in human development across the lifespan.

**Advanced Specialty Practice**

**Preparation** Applicants are offered admission to the Master of Science in Nursing Program on the basis of intellectual capacity, clinical and academic performance, maturity, clarity of goals, and other qualities appropriate to graduate study in nursing. Not all of these qualities are measured in absolute terms, and the decision to make an offer of admission is based on a balanced appraisal of the total application record. Applicants to advanced practice specialties who have limited relevant clinical experience may be admitted and gain that experience while enrolled in Core/preclinical courses.

The applicant must:
1. have completed a baccalaureate degree in nursing from a nationally accredited school;
2. have a minimum cumulative grade point average of 3.0 on a 4.0 scale in undergraduate study;
3. provide validation of health assessment skills;
4. be licensed as a registered nurse;
5. demonstrate satisfactory performance on the Graduate Record Examination;
6. submit three satisfactory academic and professional recommendations;
7. submit essays on educational/professional goals, and on a diversity statement;
8. be available for a personal interview with a member of the faculty if requested;
9. have completed an undergraduate statistics course;

**Note:** Relevant experience (determined by the track to which the applicant is applying) is a prerequisite to enrolling in GNUR 555 and 551. Otherwise qualified applicants who have not passed the NCLEX may be considered as special students pending licensure.

**Admission Procedures** Applications for admission are obtained from the Office of Admissions and Student Services, Master’s Program, School of Nursing. In addition to submitting the completed application, the applicant must:
1. request that official transcripts of all academic work (and validation of health assessment skills for BSN graduates) be forwarded by the institutions to the Office of Admissions and Student Services, Master's Program, School of Nursing;
2. obtain three statements of recommendation from persons who can speak directly to the applicant's ability to pursue graduate study. The statements of recommendation are to be sent by their authors to the Office of Admissions and Student Services, Master’s Program, School of Nursing. Forms to be used are in the application packet;
3. take the Graduate Record Examination. Applicants are urged to take this examination as early as possible. Address inquiries to Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, N.J. 08540, or to Graduate Record Exami- nations, Educational Testing Service, Box 1502, Berkeley, CA 94701.

**Application Deadlines** The School utilizes a rolling admissions process. The completed application and the $60 application fee must be received by April 1 for the summer and fall admission or November 1 for spring admission. Applications received after the deadlines will be considered if space is available.

All correspondence concerning admission should be addressed to the Assistant Dean for Graduate Student Services, Office of Admissions and Student Services, School of Nursing, P.O. Box 800782, Charlottesville, VA 22908-0784.

**Matriculation** Once a student has been admitted into the Master of Science in Nursing Program he or she has one calendar year in which to matriculate. A student who fails to begin classes within one year must re-apply for admission.

**Special Student Status** Under special circumstances, students with baccalaureate degrees in nursing may complete a maximum of two graduate nursing courses without formally seeking admission to the degree program. Special student status is granted only when there are vacancies available in the courses requested. An application for special student status, obtained from the Assistant Dean for Graduate Student Services, must be submitted two weeks prior to the registration period for the semester in which the student desires to enroll. Admitted students receive enrollment priority. Completion of coursework as a special student does not guarantee admission to the program.

Students wishing to take University of Virginia off-Grounds courses at a University of Virginia School of Continuing and Professional Studies may take a maximum of six credits; these are accepted towards the master's degree if the courses meet program requirements. This is in lieu of taking two on-ground courses as a special student in the School of Nursing. Decisions about the acceptability of a course are determined by the faculty advisor or course professor, depending on whether the course is a required course or an elective.

**Academic Regulations**

**Degree Requirements**

1. Satisfactory completion of a minimum of 71 credits of approved graduate courses for students in the clinical nurse leader track; 52 credits of students in the clinical specialist tracks; 56 credits for students in the primary care nurse practitioner tracks; 52 credits for course work for students in the acute care nurse practitioner track; and up to 70 credits of course work for students in the combined nurse practitioner/clinical nurse specialist tracks. The Health Systems Management track requires a minimum of 39 credits. The Community/Public Health Leadership track requires a minimum of 38 credits. Course requirements are specified under the Program Description section.

2. Satisfactory completion of all course work as specified in the policy on grades, with a final cumulative grade point average of at least 3.000 (B).

3. Completion of all requirements for the degree within five calendar years after matriculation into the program.

4. Enrollment and payment of tuition and fees for no fewer than two regular semesters or the equivalent.

**Grades** The standing of a master’s student in each course is indicated by one of the following symbols: A+ (exceptionally distinguished), A (very distinguished), A- (distinguished), B+ (very good), B (satisfactory), B- (acceptable), C (unsatisfactory), F (failure). A minimum grade of B- is required in all courses offered for any graduate degree. If a student receives a C grade in any School of Nursing course, the course must be repeated. A grade of C in any other course requires repeating the course and earning a satisfactory grade or earning a minimum grade of B- in an alternate course. Students who receive more than one C grade are automatically dropped from the program. Any F grade results in the student being dropped from the program. Students in the School of Graduate Nursing are not permitted to take courses on a CR/NC basis.

**Incomplete Grades** A grade of incomplete is a non-grade designation given for a course. Incompletes in graduate nursing courses must be removed by the end of the following semester of enrollment or within one calendar year, whichever comes first. Graduate students with two or more outstanding incomplete designations (in the same semester or cumulatively) may not enroll in courses in subsequent terms. An incomplete designation which is not removed by the above deadline or prior to graduation is converted to a F.

**Transfer of Credit** Students may receive a maximum of four graduate-level courses (up to 12 credits) completed at other institutions for transfer credit. In order to be considered for transfer, the courses must have been completed with a minimum grade of B- or better and applicable to the student’s intended major and degree program, the quality of the student’s performance in the courses, and the accreditation of the institution at which the work was completed. Evaluation of credits for transfer does not occur until after the student is admitted to the program. Information on the procedure for transfer of credit is available from the Office of the Associate Dean for Academic Programs.

**Application for Degrees** Applications for degrees may be obtained from the Office of the Admissions and Student Services. Students must submit a formal application for a degree at the Office of Admissions and Student Services no later than October 1 for fall, December 1 for winter, and March 1 for spring.
and June 1 for summer. A student who has been listed as a degree candidate and then fails to complete degree requirements must reapply. A student who has been registered for a degree and then fails to meet the requirements for the degree must pay a fee of $50 for the preparation of a new diploma.

Acceptance of Degrees Formal commencement exercises are held only once a year, in May. All those who have completed the program in August or December are invited to attend the exercises the following May.

Voluntary Withdrawal An official application to withdraw must be approved by the dean of the School of Nursing or the dean’s designate. Withdrawal applications may be obtained from the Office of Admissions and Student Services. The application must then be endorsed by the associate dean. Student identification cards are collected at the time of withdrawal. A student is not permitted to withdraw later than two weeks before the beginning of the examination period in any semester except for providential reasons.

A student who withdraws from the University for reasons of ill health must obtain permission from the Department of Student Health. Subsequent medical clearance from the Department of Student Health is required for readmission.

Readmission After Voluntary Withdrawal Readmission to the School of Nursing master’s program is not automatic. After absence of a semester or longer, a former student must apply for readmission to the School of Nursing Associate Dean for Academic Programs by December 1 for the spring semester or by April 1 for the fall semester. Readmission following a withdrawal or leave of absence is granted only if space is available.

Leaves of Absence The associate dean for Academic Programs may grant leaves of absence to students for either a semester or a session, upon written application stating the reason for temporarily leaving the University.

M.S.N. Curriculum

Generalist Practice

This track prepares second degree students for generalist nursing practice to provide and manage care at the point of care to individuals and cohorts or populations in all settings in which health care is delivered. Emphasis is placed on providing students with the advanced theoretical knowledge and practice skills needed to design, implement, and evaluate client care by coordinating, delegating and supervising the care provided by the health care team. Students are prepared to provide leadership and assume accountability for client care outcomes through assimilation and application of research-based information to design, implement, and evaluate client plans of care. Evidence based practice, outcomes management, clinical research, and clinical decision-making are emphasized. At the completion of this track, students are qualified to sit for the National Council Licensure Examination to become licensed as a registered nurse (RN).

Clinical Nurse Leader Track (71 credits, 896 clinical hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GCNL 501</td>
<td>Introduction to Nursing Leadership and the Healthcare System</td>
<td>2</td>
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<tr>
<td>GCNL 502</td>
<td>Leading Teams</td>
<td>1</td>
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<tr>
<td>GCNL 503</td>
<td>Leadership Seminar</td>
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<tr>
<td>GCNL 504</td>
<td>The CNL in the Healthcare System</td>
<td>3</td>
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<tr>
<td>GCNL 510</td>
<td>Health Assessment &amp; Clinical Interventions</td>
<td>4</td>
</tr>
<tr>
<td>GCNL 511</td>
<td>Clinical Practice &amp; Decision-Making I: Nursing Care of Adult &amp; Older Adults</td>
<td>4</td>
</tr>
<tr>
<td>GCNL 512</td>
<td>Clinical Practice &amp; Decision-Making II: Nursing Care of Children &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>GCNL 513</td>
<td>Clinical Practice &amp; Decision-Making III: Nursing Care of Adults with Common Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>GNUR 514</td>
<td>Clinical Practice &amp; Decision-Making IV: Nursing Care of Women &amp; Childbearing Families</td>
<td>3</td>
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<tr>
<td>GCNL 515</td>
<td>Clinical Practice &amp; Decision-Making V: Community Health Nursing</td>
<td>3</td>
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<tr>
<td>GCNL 516</td>
<td>Clinical Practice &amp; Decision-Making VI: Nursing Care of Persons with Psychiatric Illness</td>
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<tr>
<td>GCNL 517</td>
<td>Clinical Practice &amp; Decision-Making VII: Nursing Care of Individuals with Complex Health Problems</td>
<td>3</td>
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<tr>
<td>GCNL 518</td>
<td>Clinical Practice &amp; Decision Making VIII: Synthesis Practicum</td>
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<tr>
<td>GCNL 519</td>
<td>CNL Capstone Practicum</td>
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<tr>
<td>GNUR 540</td>
<td>Nursing, Ethics, and the Larger Healthcare Arena</td>
<td>3</td>
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<tr>
<td>GNUR 545</td>
<td>Care Environment Management I</td>
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<td>GNUR 546</td>
<td>Care Environment Management II</td>
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<td>GNUR 584</td>
<td>Pathophysiology</td>
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<tr>
<td>GNUR 585</td>
<td>Epidemiology and World Health</td>
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<td>GNUR 587</td>
<td>Theory &amp; Evidence-Based Practice</td>
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<tr>
<td>GNUR 590</td>
<td>Health Policy: Local Introduction to Latin American Healthcare Cultures</td>
<td>2</td>
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</tbody>
</table>

Speciality Practice

The curriculum leading to the degree of Master of Science in Nursing for specialty practice is designed to prepare nurses with BSN degrees for advanced practice or leadership roles in nursing specialty areas. All students complete masters core courses in nursing theory, research, epidemiology, health promotion, and health policy. Opportunities for concentration include five specialty areas: acute and specialty care, community/public health, primary care, psychiatric mental health, or health systems management.

Program Course Work Some core courses are offered online, and two specialty areas, health systems management and community/public health nursing may be completed totally online. The ratio of clinical hours to credits is 4:1. Courses are taught only if there is a sufficient number of students registering for them. Semester schedules published by the Office of the Registrar must be consulted for courses to be offered during a given semester and offered online.

Following are descriptions and required courses for the specific areas of clinical concentration.

Clinical Nurse Specialist (CNS) Tracks

Clinical Nurse Specialist: Acute and Specialty Care Track (52 credits, 560 clinical hours)

This track prepares nurses for advanced practice roles in the care of adults with acute and chronic conditions and allows students to determine the focus of their specialization (i.e.: cardiology, wound/ostomy/continence*, neurology or neurosurgery, general surgery, ER/trauma, pulmonary, transplant, diabetes, geriatrics, etc) and the areas of practice in which they would like to focus their clinical experiences (critical care, acute care, chronic care). Emphasis is placed on providing students with the advanced theoretical knowledge and practice skills needed to care for patients with complex health needs across the care continuum. The roles of clinician, educator and researcher, as well as clinical consultant and leader are key aspects of this track. Evidence based practice, outcomes management, clinical research, and advanced clinical decision-making are emphasized. The required 560 hours of preceptorship exceeds the recommendation of the National Association of CNS’s for 500 hours. At the completion of this track, students are qualified to sit for the American Nursing Credentialing Center certification examination for either the Adult Health CNS or the Critical Care CNS.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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<td>GNUR 551</td>
<td>Health Assessment</td>
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<td>GNUR 554</td>
<td>Role I: Acquisition</td>
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<td>GNUR 575</td>
<td>Role II: Transition</td>
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<td>GNUR 580</td>
<td>Theoretical Foundations of Nursing</td>
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<td>Pathophysiology</td>
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<td>Epidemiology and World Health</td>
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<td>GNUR 586</td>
<td>Research and Biostatistical Processes for Healthcare</td>
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<td>GNUR 590</td>
<td>Health Policy: Local to Global</td>
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<td>GNUR 702</td>
<td>Health Promotion/Disease Prevention for Individuals, Families, &amp; Communities</td>
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<tr>
<td>GNUR 756</td>
<td>Seminar I: Clinical Decision Making in Acute and Specialty Care</td>
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*Note: (i.e.) stands for (intended for)
GNUR 757 Seminar II: Clinical Decision Making in Acute and Specialty Care 3
GNUR 759 Practicum I: Acute Care Nurse Practitioner and Clinical Nurse Specialist 5
GNUR 762 Immunocompetence in Vulnerable Populations 3
GNUR 765 Synthesis Practicum: Acute Care Nurse Practitioner and Clinical Nurse Specialist 5

*N The school offers wound/ostomy/continence courses with two seminars. GNUR 744 and 745.
Practicum experience is obtained through GNUR 795 and 765.

Clinical Nurse Specialist: Psychiatric Mental Health Nursing Track (52 credits, 500 clinical hours)

This area of concentration prepares nurses for advanced practice in the field of psychiatric-mental health nursing. Students complete core nursing courses, core advanced practice courses, and specialty specific courses. A major emphasis is placed on critical consideration, neurostructural, neurochemical, cognitive, behavioral, social, and cultural correlates of psychiatric illness in the context of the advanced practice of psychiatric-mental health nursing. Supervised clinical practice is directed toward applying this emerging scientific knowledge to patient care through psychiatric-mental health nursing interventions with the persistently mentally ill, geriatric, and other specialty populations. Faculty work closely with students to develop individualized clinical experiences in appropriate settings. Graduates are prepared to practice in CNS role, and are qualified to sit for American Nursing Credentialing Center CNS certification.

GNUR 750 Pharmacology 4
GNUR 751 Adv. Health Assessment 3
GNUR 754 Role I: Acquisition 1-2
GNUR 755 Role II: Transition 2
GNUR 760 Theoretical Foundations of Nursing 3
GNUR 784 Pathophysiology 4
GNUR 585 Epidemiology and World Health 3

Theoretical Foundation courses may be completed in four semesters and one summer of full-time study (the combined psychiatric-mental health and family nurse practitioner track requires additional time. At the completion of the Family Nurse Practitioner track, students are eligible to write the National Certification Board of Pediatric Nurse Practitioners Exam.

Following are required courses for the specific areas of concentration in the Primary Care Nurse Practitioner Tracks.

Primary Care: Family or Pediatric Nurse Practitioner Track (58 credits, 672 clinical hours)

The curriculum leading to the degree of Master of Science in Nursing prepares nurses for advanced practice as family nurse practitioners or pediatric nurse practitioners. Students in the track complete core courses in nursing theory, research, epidemiology/population-based assessment, and health policy. Courses in advanced pathophysiology, pharmacology, family health promotion, nutrition, and advanced health assessment are also required of all students in the primary care nurse practitioner tracks. Clinical seminars and 672-hour clinical preceptorships are designed to provide students with the necessary knowledge and skills to practice as nurse practitioners in primary care settings. Due to the track’s rural, underserved focus, one of the two preceptorship rotations occurs outside of Albermarle County.

Combined tracks are available in community and public health leadership and in psychiatric-mental health. Nearly all of the tracks may be completed in four semesters and one summer of full-time study (the combined psychiatric-mental health and family nurse practitioner track requires additional time. At the completion of the Family Nurse Practitioner track, students are eligible to write the National Certification Board of Pediatric Nurse Practitioners Exam.

Following are required courses for the specific areas of concentration in the Primary Care Nurse Practitioner Tracks.

Primary Care: Combined Psychiatric-Mental Health and Family Nurse Practitioner Track (70 credits, 1,000 clinical hours)

GNUR 750 Pharmacology 4
GNUR 751 Adv. Health Assessment 3
GNUR 756 Psychiatric-Mental Health Practicum II Clinical Nurse Specialist/Nurse Practitioner 5

Elective 3
Psychiatric Mental Health Nurse Practitioner Track (PMHNP) (52 credits, 500 clinical hours)

This area of concentration prepares nurses for advanced practice in the field of psychiatric-mental health nursing. Students complete core nursing courses, core advanced practice courses, and specialty specific courses. Major emphasis include the neu-urostructural, neurochemical, cognitive, behavioral, social, and cultural correlates of psychiatric illness in the context of the advanced practice of psychiatric-mental health nursing. Supervised clinical practice is directed toward applying this emerging scien-tific knowledge to patient care through psychiatric-mental health nursing interventions including prescriptive practice. Faculty work closely with students to develop individualized clinical experiences in appropriate settings. Graduates are prepared to practice in the PMHNP role, and are qualified to sit for American Nursing Credentialing Center PMHNP certification.

Primary Care: Community & Public Health/Family or Pediatric Nurse Practitioner Track (60 credits, 672 clinical hours)

Primary Care Seminar II ..............3
Primary Care Preceptorship I ..........6
Role I: Acquisition ....................1-2
Role II: Transition .....................2
Theoretical Foundations of Nursing ........................................3
Pathophysiology .......................4
Epidemiology and World Health ....................3
Research and Biostatistical Processes for Health Care ..................4
Health Promotion/Disease Prevention for Individuals, Families, and Communities ..................3

Growth and Development Seminar I ....3
Growth and Development Seminar II ...3
Practicum I: Clinical Nurse Practitioner ..........5
Growth and Development Seminar III ....3
Primary Care Seminar II ..............3
Primary Care I: Preceptorship ..........6

Geriatric Nurse Practitioner Track (GNP) (59-60 credits, 672 clinical hours)

The MSN with a Geriatric Nurse Practitioner specialization was designed to reflect national health care trends and to prepare nurses to serve America’s aging population. In this program, students will be prepared to manage both chronic and acute health care needs of older adults. The patient population includes adults aged 65 and older. Geriatric Health Nurse Practitioner skills include identification, screening and triage of acute episodic illnesses; nursing and medical management of commonly encountered acute and chronic illnesses in collaboration with an interdisciplinary team; development of a knowledge base of community needs and resources available for health promotion; health teaching, guidance, and counseling of geriatric clients and their families about illness and its prevention; and health promotion, maintenance, and management.

Leadership Specialty Tracks

Community/Public Health Leadership Nursing Track (38 Credits, 504 clinical hours)

As health care shifts from hospital-based to community-orientated systems, new opportunities for nursing leadership are becoming abundant. The Community and Public Health Leadership concentration prepares nurses for specialty practice in promoting the health of individuals, families, groups and communities. Emphasis is placed on the development of knowledge and expertise in assessing the health status and health delivery systems of communities and designing nursing interventions to better manage care in complex settings. Courses provide the required knowledge and expertise to plan, implement, and evaluate care in community settings, including public health departments, schools and occupational health programs, home health agencies, and community nursing clinics.

Geriatric Nurse Practitioner Track (GNP) (59-60 credits, 672 clinical hours)

The MSN with a Geriatric Nurse Practitioner specialization was designed to reflect national health care trends and to prepare nurses to serve America’s aging population. In this program, students will be prepared to manage both chronic and acute health care needs of older adults. The patient population includes adults aged 65 and older. Geriatric Health Nurse Practitioner skills include identification, screening and triage of acute episodic illnesses; nursing and medical management of commonly encountered acute and chronic illnesses in collaboration with an interdisciplinary team; development of a knowledge base of community needs and resources available for health promotion; health teaching, guidance, and counseling of geriatric clients and their families about illness and its prevention; and health promotion, maintenance, and management.
online format with required dates in Charlottesville. Upon completion of this track, students are qualified to take the American Nursing Credentialing Center certification examination for Clinical Specialist in Community Health Nursing.

- GNUR 580 Theoretical Foundations of Nursing
- GNUR 585 Epidemiology and World Health
- GNUR 586 Research and Biostatistical Processes for Health Care
- GNUR 590 Health Policy: Local to Global
- GNUR 700 Community Assessment
- GNUR 702 Health Promotion/Disease Prevention for Individuals, Families, and Communities
- GNUR 711 Managing Care in Systems and Populations
- GNUR 722 Health Care Systems Planning and Evaluation
- GNUR 782 Administrative Practicum I
- GNUR 784 Administrative Practicum II
- HES 709 Health Care Economics
- GNUR 585 Epidemiology and World Health
- GNUR 586 Research and Biostatistical Processes in Healthcare
- GNUR 590 Health Policy: Local to Global
- GNUR 702 Health Promotion/Disease Prevention for Individuals, Families, and Communities
- GNUR 707 Intro. to Health Informatics
- GNUR 711 Managing Care in Systems and Populations
- GNUR 722 Health Care Systems Planning and Evaluation
- GNUR 782 Administrative Practicum I
- GNUR 784 Administrative Practicum II
- HES 709 Health Care Economics
- GNUR 585 Epidemiology and World Health
- GNUR 586 Research and Biostatistical Processes in Healthcare
- GNUR 590 Health Policy: Local to Global
- GNUR 702 Health Promotion/Disease Prevention for Individuals, Families, and Communities
- GNUR 707 Intro. to Health Informatics
- GNUR 711 Managing Care in Systems and Populations
- GNUR 722 Health Care Systems Planning and Evaluation
- GNUR 782 Administrative Practicum I
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- GNUR 711 Managing Care in Systems and Populations
- GNUR 722 Health Care Systems Planning and Evaluation
- GNUR 782 Administrative Practicum I
- GNUR 784 Administrative Practicum II
- HES 709 Health Care Economics

**Health Systems Management Track (39 Credits)**

The Health Systems Management Track is designed to prepare nurses at the graduate level to manage the delivery of nursing and health services across multiple settings and specialty areas. This track provides a unique educational experience to individuals capable of leadership and innovation in a dynamic health care delivery system. Graduates are prepared to assume leadership positions in a variety of health care settings, including public and private sector hospitals, ambulatory care facilities, and long-term facilities.

The curriculum builds on the theoretical knowledge and clinical experience of the bachelor’s-prepared nurse. The track emphasizes content fundamental to management, developing competencies needed to analyze managerial problems, and providing resourceful solutions. Students are given special opportunities to acquire the breadth of management knowledge and skills needed to perform effectively at the business and clinical interface of health care delivery organizations. Management-related experience is recommended. Students completing the health systems management track will have completed course work necessary for Certification in Nursing Administration, Advanced or Certification in Nursing Administration. The practice requirements for this Certification are met through paid employment as a nurse manager or nurse executive for 24 months of the last 5 years. Thus graduates will need to gain this experience prior to certification. This track is taught in an online format with required dates in Charlottesville at the beginning and ending of each semester.

- GNUR 580 Theoretical Foundations of Nursing
- GNUR 585 Epidemiology and World Health
- GNUR 586 Research and Biostatistical Processes for Health Care
- GNUR 590 Health Policy: Local to Global
- GNUR 700 Community Assessment
- GNUR 702 Health Promotion/Disease Prevention for Individuals, Families, and Communities
- GNUR 711 Managing Care in Systems and Populations
- GNUR 722 Health Care Systems Planning and Evaluation
- GNUR 782 Administrative Practicum I
- GNUR 784 Administrative Practicum II
- HES 709 Health Care Economics
- GNUR 585 Epidemiology and World Health
- GNUR 586 Research and Biostatistical Processes in Healthcare
- GNUR 590 Health Policy: Local to Global
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- GNUR 707 Intro. to Health Informatics
- GNUR 711 Managing Care in Systems and Populations
- GNUR 722 Health Care Systems Planning and Evaluation
- GNUR 782 Administrative Practicum I
- GNUR 784 Administrative Practicum II
- HES 709 Health Care Economics

**M.S.N.-M.B.A. Joint Degree Program**

The School of Nursing and the Darden Graduate School of Business Administration offer a joint degree program designed to develop health care agency managers who possess a unique blend of clinical and administrative skills. Graduates of the program are prepared to contribute to health policy development and to assume senior-level positions in hospitals, corporate offices, ambulatory care, and long-term care agencies. The program can be completed in two and one-half years of full-time study. Applicants must be registered nurses holding at least a baccalaureate degree in nursing, and they must meet all admission requirements for both the School of Nursing and the Graduate School of Business Administration. Additional information may be obtained by contacting the School of Nursing Office of Admissions and Student Services.

**M.S.N.-M.A. in Bioethics Joint Degree Program**

The School of Nursing collaborates with the Department of Religious Studies to offer a joint degree program designed to develop bioethical health care practice and policy contributors. Students must have completed masters level foundational courses in bioethics, and select from additional bioethics courses guided by their area of concentration and discipline. Graduates are prepared as advanced practice nurses with the scholarly basis for addressing bioethical health care practice and policy issues.

**Post Master's Programs**

Post master’s options equip master’s-prepared nurses with additional knowledge and skills in a defined specialty area. Students who complete these tracks are eligible to apply for national certification examinations. The following specialty tracks are offered: Post Master's Psychiatric Mental Health Nurse Practitioner, Post Master's Primary Care Nurse Practitioner, Post Master's Acute Care Nurse Practitioner, Post Master's Geriatric Nurse Practitioner, Post Master's Wound, Ostomy, and Continence Nursing, and Post-Masters Leadership in Community/Public Health or Health Systems Management.

**Admission**

Applicants must:
1. have completed a master’s degree in nursing from a nationally accredited school of nursing;
2. be licensed as a registered nurse;
3. submit three satisfactory academic/professional recommendations;
4. submit a clear statement of educational and professional goals;
5. submit validation of basic health assessment skills; for NP or WOCN tracks
6. be available for an interview if requested.

Geriatric Nurse Practitioner applicants must have completed masters level courses in pathophysiology, health assessment and pharmacology as prerequisites to the GNP clinical courses.

**Application Deadlines**

The School utilizes a rolling admissions process. The completed application and the $60 application fee must be received by April 1 for the summer and fall admission or November 1 for spring admission. Applications received after the deadlines will be considered if space is available.

All correspondence concerning admission should be addressed to the Assistant Dean for Graduate Student Services, Office of Admissions and Student Services, School of Nursing, P.O. Box 800782, Charlottesville, VA 22908-0784.

**Academic Regulations**

**Program Course Work**

The ratio of clinical hours to credits is 4:1. Courses are taught only if there is a sufficient number of students registering for them. Semester schedules published by the Office of the University Registrar must be consulted for courses to be offered during a given semester.

**Grades**

The standing of a post-graduate student in each course is indicated by one of the following symbols: A+ (exceptionally distinguished), A (very distinguished), A- (distinguished), B+ (very good), B (satisfactory), B- (acceptable), and C (unsatisfactory). A letter grade of C is considered unsatisfactory and unacceptable for completion of the program.

**Incomplete Grades**

A grade of incomplete is a non-grade designation given for a course. Incomplete grades in graduate nursing courses must be removed by the end of the following semester of enrollment or within one calendar year, whichever comes first. Graduate students with two or more outstanding incomplete designations (in the same semester or cumulatively) may not enroll in courses in subsequent terms. An incomplete designation which is not removed by the above deadline or prior to graduation is converted to a F.
**Post Master’s Psychiatric Mental Health Nurse Practitioner Track**

The Post Master’s Psychiatric-Mental Health Nursing Track offers two tracks for students who wish to complete the requirements for PMHNP certification. One track is for those who already possess a MSN degree with a focus in psychiatric-mental health nursing; the other track is for students with a MSN in another clinical area.

Master’s prepared nurses in Psychiatric Mental Health Nursing desiring Psychiatric Mental Health Nurse Practitioner preparation complete the following courses: (17 credits, 120 clinical hours)

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<td>GNUR 550</td>
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<td>GNUR 584</td>
<td>Pathophysiology</td>
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<tr>
<td>GNUR 770</td>
<td>Biological Basis in Mental Health/Mental Illness</td>
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<td>GNUR 776</td>
<td>Psychiatric-Mental Health Practicum II: Clinical Nurse Specialist/Nurse Practitioner</td>
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Master’s prepared nurses with a specialty in another clinical area complete the following courses: (33 credits, 500 clinical hours)

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<tr>
<td>GNUR 770</td>
<td>Biological Basis in Mental Health/Mental Illness</td>
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<td>GNUR 771</td>
<td>Psychiatric-Mental Health Seminar</td>
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<td>GNUR 773</td>
<td>Theoretical Foundations of Mental Health Nursing</td>
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<td>GNUR 774</td>
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<td>GNUR 776</td>
<td>Psychiatric-Mental Health Practicum II: Clinical Nurse Specialist/Nurse Practitioner</td>
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</table>

**Nurse Practitioner Program Completion Requirements**

The student must satisfactorily complete the specific nurse practitioner track and the clinical preceptorship, and have a minimum grade average of B. Students who complete the nurse practitioner program are eligible for national certification exams.

**Required Courses - (31 Credits, 672 Clinical Hours)**

<table>
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<th>Course Code</th>
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<td>Primary Care Seminar I</td>
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<td>GNUR 575</td>
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**Post Master’s Geriatric Nurse Practitioner Track Online**

The post-master’s geriatric nurse practitioner track is offered online and is designed to provide the master’s prepared nurse with the necessary skills and knowledge to assume the role of gerontological nurse practitioner upon completion of the program. Students are expected to have previously completed graduate level courses in pathophysiology, health assessment, and pharmacology. The track consists of three seminar courses that are offered completely online and two preceptorship courses that permit students to meet the clinical component of the program within their home communities. The patient population includes young-old, old, frail, and old-old adults.

Skills include identification, screening and triage of acute episodic illnesses; nursing and medical management of commonly encountered acute, minor, and chronic illnesses in collaboration and consultation with a physician; knowledge of community needs and resources available for health promotion; health teaching, guidance, and counseling of clients and their families about illness and its prevention; and health promotion, maintenance, and management.

Other areas explored in this track include the changing health care delivery system; the expanded role of the nurse; and nursing issues, particularly as they relate to nurse practitioner practice, reimbursement, and prescriptive authority. Offerings include family or pediatric nurse practitioner tracks.

An essential part of the nurse practitioner program is the 672-hour clinical preceptorship. This preceptorship is concurrent with the nurse practitioner seminar courses and is arranged at a clinical site that reflects the focus of the Primary Care Nurse Practitioner Program. Due to the program’s focus on rural, underserved populations, at least one of the preceptorships takes place outside of Albemarle County.

The practitioner program is approved by the Joint Committee of the Boards of Nursing and Medicine in Virginia. Students who complete the program are eligible to apply for practitioner certification by this joint committee and are also eligible to sit for national certification examinations.

**Required Courses - (18 credits 504 Clinical Hours)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>GNUR 592</td>
<td>GNP Seminar I: Issues in Gerontological Health</td>
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<tr>
<td>GNUR 593</td>
<td>GNP Seminar II: Assessment &amp; Management of Acute Illness in Older Adults</td>
<td>3</td>
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<tr>
<td>GNUR 594</td>
<td>GNP Seminar III: Assessment &amp; Management of Chronic Illness in the Older Adult</td>
<td>3</td>
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<tr>
<td>GNUR 569</td>
<td>Primary Care Preceptorship I</td>
<td>3</td>
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<tr>
<td>GNUR 571</td>
<td>Primary Care Preceptorship II</td>
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**Post Master’s Acute Care Nurse Practitioner (ACNP) Track**

This track reflects recent developments in the field of health care delivery, creating the need for a new role within advanced practice nursing. The ACNP has a scope of practice beyond that of other acute care positions. ACNPs deliver continuous and comprehensive care within a collaborative model involving patients, families, significant others, nurses, physicians, and other health care providers. The purpose of the ACNP is to provide advanced practice care that meets patient needs across the full continuum of acute, critical, and chronic care services. The short term goal for the ACNP is restorative care, stabilization of the patient, minimizing complications, providing physical and psychological care measures for managing chronic conditions, and assurance of a peaceful death.

Students who complete the track are eligible to take the ANCC examination for Acute Care Nurse Practitioner certification.

**Required courses - 29 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
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<td>GNUR 550</td>
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<td>Role I: Acquisition</td>
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<td>GNUR 575</td>
<td>Role II: Transition</td>
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<tr>
<td>GNUR 756</td>
<td>Seminar I: Clinical Decision Making in Acute &amp; Specialty Care</td>
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<tr>
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<td>Seminar II: Clinical Decision Making in Acute &amp; Specialty Care</td>
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<tr>
<td>GNUR 759</td>
<td>Practicum I Acute Care Nurse Practitioner &amp; Clinical Nurse Specialist</td>
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<tr>
<td>GNUR 762</td>
<td>Immunocompetence in Vulnerable Populations</td>
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</table>
Post Master's Wound, Ostomy & Continence Nursing (WOCN) Track

Wound, Ostomy & Continence nursing incorporates principles and practices that promote, maintain and restore health for persons with wounds, ostomies and continence problems throughout their lives. WOC nurses specialize in the care of individuals with disorders of the gastrointestinal tract, genitourinary and integumentary systems. The post-masters WOC track includes two didactic classes and one practicum. The track meets all requirements by the WOCN specialty organization and thus allows graduates to sit for the certification exam.

GNUR 744 Wound, Ostomy & Continence Nursing.................3
GNUR 745 Advanced WOC Nursing..........................3
GNUR 795 Practicum in WOC Nursing...........................3

Post Master's Community/Public Health Nursing and Health Systems Management Track Online

This post-master’s track is designed for Master’s prepared nurses who wish to gain the skills and knowledge necessary to assume roles in community and public health. The track’s emphasis is on developing knowledge and expertise through assessing the health status and health delivery systems of communities and designing nursing interventions to better manage care in complex community settings. Courses provide graduate-level skills necessary for leadership roles in community settings, including public health departments, schools and occupational settings, home health agencies, and community-oriented clinics. This post-M.S.N. track also provides global care management strategies. Upon track completion, students are qualified to sit for the American Nursing Credentialing Center (AANC) certification exam for Clinical Specialist in Community Health Nursing.

Acceptance into the post-master’s Community Public Health Leadership track requires a Master’s degree in Nursing, including a masters level course in epidemiology. Students who have not had a course in epidemiology may take GNUR 585 as part of the post-master’s program. Five additional courses are required for the post-M.S.N. certificate.

Required Courses (16 credits, 504 clinical hours)
GNUR 580 Epidemiology and World Health*........................3
GNUR 700 Community Assessment............................3
GNUR 711 Managing Care In Systems and populations.............3
GNUR 722 Health Systems Planning and Evaluation....................3
GNUR 723 Public Health Nursing Specialist Practicum I.............3
GNUR 724 Public Health Nursing Specialist Practicum II..............4

*Epidemiology can be transferred into the program

For students who have completed the combined CPHL/NP Master’s track, one post-master’s course is required for sufficient clinical hours to be eligible for the ANCC certification exam for Community Health Nursing.

Post Master's Health Systems Management Track

This post-master’s track is designed for master’s prepared nurses wanting the skills and knowledge needed to assume leadership roles in health systems management. This track provides content fundamental to management, emphasizing development of competencies needed to analyze managerial problems and providing resourceful managerial solutions. Students are given special opportunities to acquire the management knowledge and skill necessary to perform effectively at the business and clinical interface of health care delivery organizations. Students who complete this post-master’s track are prepared to work within a dynamic health care delivery system and to assume leadership positions in a variety of health care settings, including public and private sector hospitals, ambulatory care facilities and long-term care facilities.

Acceptance into the HSM track requires a Master’s degree in Nursing. Five courses are required for the post-master’s HSM certificate.

Required Courses (15 credits)
GNUR 711 Managing Care In Systems and Populations.............3
HES 709 Health Economics....................................3
GNUR 782 Administration Practicum I..................3
GNUR 784 Administrative Practicum II............................3
GNUR 792 Resource Management...............................3

The requirement for completion of Administrative Practicum I and II may be waived if documentation is provided that the individual has held a health care management position for two years within the last five years. The application for waiver must be made at time of admission to the certification program.

Doctor of Philosophy in Nursing

Philosophy

The School of Nursing is a community of scholars having as its central purpose the enrichment of the human mind. Within this community, the Doctor of Philosophy in Nursing Program seeks to prepare scholars who will advance nursing knowledge. Scholarly achievement in nursing is accomplished in a spirit of free inquiry directed toward a better understanding of human existence, especially in relation to health and illness. Nurse scholars must participate in the study of particular phenomena and in the identification of central domains related to these phenomena. This requires that students be well informed about advanced practice in professional nursing.

Nursing knowledge is advanced through association with other disciplines and is often enhanced by the work of other university scholars. Central to the education of nurse scholars is the opportunity to interact with other scholars throughout the university community. Through dialogue and study with these professionals, nurse scholars expand their understanding of health and illness, and the biological, environmental, sociocultural, ethical, legal, philosophic, and historic factors influencing nursing care.

Scholars must be inquisitive, informed, and committed. This requires expertise in the principles and methods of inquiry and an informed imagination for exploring substantive areas in nursing. The ultimate goal of this inquiry is to enhance nursing’s contribution to the health of all persons.

Purpose and Program Aims

The major purpose of the doctoral program in nursing is to prepare scholars with expertise in selected substantive areas who will contribute to nursing theory and practice through systematic inquiry. Aims of the doctoral program in nursing are to prepare scholars who will:

1. demonstrate advanced knowledge of nursing, related sciences and humanities, and methods of inquiry;
2. expand the research base of nursing theory and practice; and
3. serve the Commonwealth, the nation, and the world by addressing major nursing and health care issues in a scholarly manner.

Admission

Admission Requirements

1. Minimum of a baccalaureate degree in nursing from an accredited program.
2. Academic record that demonstrates a minimum of a B average.
3. Capacity for doctoral study based upon achievement on the GRE.
4. Three satisfactory letters of reference—two from doctoral prepared nurse educators and one from a current or recent employer—that speak to the applicant’s ability to pursue doctoral studies.
5. Current curriculum vitae that reflects professional achievements and productivity.
6. Clearly written essay of no more than 1000 words describing educational, research, and professional goals. This statement must include a specific description of the applicant’s focus of study and a researchable topic for development.
7. One or two examples of scholarly work (master’s thesis, publications, formal papers).
8. Current license to practice nursing.
9. A personal interview with one or more faculty members.

Admission Procedure Application forms may be obtained at http://artsandsciences.virginia.edu/grad/admission from the Graduate School of Arts & Sciences (GSAS). The Graduate School of Arts and Sciences prefers to receive one package...
containing the completed application and all supporting materials. The applicant must:

1. submit official transcripts of all post-secondary academic work. If an institution will not release an official transcript directly to the applicant, the student may request that the transcript be forwarded to the dean of the Graduate School of Arts and Sciences;
2. obtain three letters of recommendation;
3. arrange to take the Graduate Record Examination. Applicants are encouraged to take these examinations as soon as possible and to send test results to the Graduate School of Arts and Sciences. Address inquiries to Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, NJ 08540 or to Graduate Record Examinations, Educational Testing Service, Box 1502, Berkeley, CA 94701, or at www.gre.org.

The completed application with fee and all supporting data must be forwarded no later than February 1 for September enrollment. International applicants are encouraged to submit the admissions packet before January 1.

**Special Student Status** When unusual and/or extenuating circumstances prevent an applicant from completing the admission process prior to the established deadline, special permission may be given for the individual to enroll in a maximum of nine credits of course work as a special student. Special Students may take one course per semester with permission of instructor. Completion of course work as a special student does not guarantee admission to the program. Special Student applications may be obtained from the Office of Admissions and Student Services in the School of Nursing. Special students who fail a course will not be permitted to take additional coursework in the School of Nursing.

**Degree Requirements**

To earn a Doctor of Philosophy in Nursing degree the student must:

1. successfully complete the prescribed program of study, including cognates, electives, and a research grant application;
2. fulfill the minimum residence requirement of two consecutive semesters of full-time residential study during the academic year beyond the requirements for the master’s degree. Full-time graduate work consists of a minimum of nine credits of on-Grounds course work per semester;
3. successfully complete a written comprehensive examination;
4. successfully complete all dissertation requirements including (a) writing and defending a dissertation proposal, (b) conducting an appropriate research study, (c) submitting an acceptable written report of the research, and (d) passing an oral final examination on the conduct and conclusion of the dissertation;
5. complete all additional requirements as specified by the Graduate School of Arts and Sciences, the doctoral committee, and the advisor.

Students who enter the doctoral program without a master’s degree in nursing are expected to complete all requirements for Master of Nursing degree in Nursing or a related area as part of the requirements of the Doctor of Philosophy in Nursing.

**Grades** The standing of a graduate student in each course is indicated by one of the following symbols: A+ (exceptionally distinguished), A (very distinguished), A- (distinguished), B+ (very good), B (satisfactory), B- (acceptable), C (unsatisfactory), F (failure). In general, letter grades are assigned in all required doctoral courses. In courses where letter grades are not possible, CR (credit) or NC (no credit) may be used with permission from the director of graduate studies to designate student progress. The symbols S (satisfactory) and U (unsatisfactory) are used to report progress on dissertations or special projects. Minimum grades of B-, CR, or S, are required in all courses offered for any graduate degree. If a student receives a C grade in any School of Nursing course, the course must be repeated. A grade of C in any other course requires repeating the course and earning a satisfactory grade or earning a minimum grade of B- in an alternate course. Students who receive more than one C grade are automatically dropped from the program. Any F grade results in the student being dropped from the program. A grade of IN (incomplete) is a non-grade designation given for a course. The IN designation is recorded as an F if it is not removed by the end of the subsequent semester (including summer session) or by the time negotiated with the professor.

**Minimal Credit Requirements for Registration and Fees** For the Doctor of Philosophy degree, a student must complete a minimum of 46 credits of graduate course work beyond requirements for the master’s degree, plus 12 or more credits of dissertation research.

After completing course work, a student may pay the research fee (rather than the higher tuition rate) for the semester in which the student defends either the dissertation proposal or the completed dissertation. A student using university resources while working on the dissertation is also expected to pay the research fee. A student working on the dissertation away from the university, without the use of university resources, may register for the non-resident fee. Registration as a non-resident student is permitted only when the student is using no university resources, including faculty time. A student living in Charlottesville or Albemarle County must obtain special permission from the dean of the Graduate School of Arts and Sciences to register as a non-resident student. A student must be registered at the regular tuition rate, the research rate, or the non-resident rate for the semester in which the degree is granted.

**Full-Time Course Load** A typical full-time course load consists of 12 credits of course work (including GNUR 997). Each student’s plan of study is determined in collaboration with his or her faculty advisor. GNUR 997 (Non-Topical Research-Preparation for Doctoral Research) must be taken concurrently with other course work until the time a dissertation chair is selected. Credits from GNUR 997 are not counted in the total program hours of credit.

**Residency Requirements** Students must be in full-time residential study for two consecutive semesters during the academic year beyond completion of the master’s-level course of study.

**Length of Time in Program** Students must be enrolled and pay full tuition and fees for at least four semesters or the equivalent. All requirements for the degree must be completed within seven years of the time of admission to the program.

**Transfer of Credit** Transcripts of students who have completed a master’s degree in nursing or other graduate work are evaluated, and credit may be transferred if assessed as equivalent to courses offered at the University of Virginia.

Acceptance of specific cognate and elective courses is determined by the student’s faculty advisor. Acceptance of research and statistics courses is determined by the instructor(s) who teach the course(s) in collaboration with the faculty advisor. The process of obtaining transfer credit must be initiated by the student before the end of the first year of study.

**Academic and Dissertation Advising**

Upon entry into the program, each student is assigned an academic advisor. The advisor works with the student during the initial stages of program development, guiding and monitoring the student’s program of study. The student and advisor have joint responsibility for ensuring that each step in fulfilling degree requirements is completed and that an official record is kept.

At any point in doctoral study, the student may identify a faculty member other than the assigned academic advisor whose research program is more closely attuned to the student’s evolving research interests. It is entirely acceptable and appropriate for the student to request a change in academic advisor in such situations. The procedure to do so is described in the Doctoral Student Handbook. The change of academic advisor is approved by the director of the doctoral program.

A dissertation chair must be selected once an area of study has been identified. With the help of the dissertation chair, the student selects members of the dissertation committee. Dissertation committee members may or may not have been members of the student’s comprehensive examination committee. The committee must consist of a minimum of four faculty members of the University of Virginia appointed to the rank of assistant professor or higher. The chair is included as one of the four members. One member must be from outside the School of Nursing and serves as a representative of the graduate committee. Three members must be faculty in the School of Nursing. A fifth member from another educational institution may be added with the approval of the dissertation chair. The purpose of the committee is to guide the student’s dissertation research and plan of study.
Changes in the dissertation chair must be approved by both the doctoral program director in the School of Nursing and the student. Changes in committee membership must be approved by both the dissertation chair and the student. The dissertation chair may or may not have been the student’s faculty advisor. Selection of a chair is dependent upon mutual agreement of the student and faculty member guiding the dissertation research. Dissertation chairs must be faculty members in the School of Nursing. The chair assumes primary responsibility for assisting the student in developing a plan of study, monitoring the student’s progress, and guiding the student throughout the dissertation process.

Approval of Program of Study Certification that the student has completed all required and recommended course work for the Ph.D. degree is granted by the dissertation chair and committee at the time of the successful defense of the dissertation proposal. To be officially approved, the certification of completion of course work must be signed by the dean of the School of Nursing and the dissertation chair.

Scholarly Accomplishment: Research Grant Application Students are required to develop and submit a research grant application. This may be done at any time prior to candidacy, but earlier is better and should be encouraged. The student prepares the application with the advisor’s help. The advisor participates in the application as he or she deems appropriate in accordance with the requirements of the application and the funding agency.

Academic and Workload Credit for the Research Grant Application Each student is required to register for GNUR 992 and GNUR 993 (Proposal Development Seminar) to develop a research grant application. The courses are directed toward the development of grant applications, with the student product being an application for submission.

Comprehensive Examination: Knowledge Synthesis and Research Program The comprehensive examination may occur within the last semester of course work, but it must be held no later than six months after completion of course work requirements as represented in the plan of study and defense of the dissertation proposal. The purpose of the examination is to demonstrate the student’s ability to synthesize knowledge in his or her area of expertise, to visualize the long-term development of a program of research in that area, and to place the planned dissertation research in the context of that program of research and the area of knowledge. The procedure is detailed in the Doctoral Student Handbook.

Dissertation Proposal Once students have passed the comprehensive examination and completed course work, they are eligible to write and defend the dissertation proposal. Prior to the meeting at which the student defends the dissertation proposal, he or she must have completed all courses required by the program and necessary to conduct the research specified by the dissertation proposal. The dissertation chair and committee members are responsible for certifying that all necessary courses have been completed. The proposal must be defended in the presence of the dissertation committee and formally approved by all committee members. Guidelines for the proposal are available in the Doctoral Student Handbook.

Admission to Candidacy After the research grant application has been developed and submitted, all course work has been completed, the examination has been passed, and the dissertation proposal has been successfully defended, the student is granted candidacy. Ph.D. candidacy signifies that all doctoral work except the dissertation has been successfully completed and that, if the dissertation research is carried out according to the approved proposal and within the time limit, at the completion of that work the student should be awarded the doctoral degree.

Administrative and Human Rights Approval for Dissertation Research After the dissertation proposal has been approved, the process of gathering the research data may begin. Before beginning data collection (or analysis of pre-existing data), the student must assure the protection of human rights by having the proposal reviewed and approved by the Human Investigation Committee (HIC) of the University of Virginia Health Sciences Center or the Social and Behavioral Sciences (SBS) Review Board. The advisor will assist the student in determining which committee is more appropriate. Every proposal must be judged by the HIC or SBS to conform to 45 CFR 46: The Federal Regulations Governing Human Experiments, or to be exempt from those regulations. Information and forms for HIC and SBS approval are available at www.med.virginia.edu/medctr/committees/human-investigation/general-information. Prior to submitting a proposal to the HIC, each investigator must complete the self study module available at www.virginia.edu/researchandpublicservice/irbsbs/training.htm; information on the Social and Behavioral Review Board is available at www.virginia.edu/researchandpublicservice/irbsbs. The dissertation chairperson is jointly responsible, with the student, for the accuracy of the information provided on any Human Subject Review form and must co-sign HIC/SBS forms with the student.

Technical Requirements in Writing the Dissertation The School of Nursing requires that dissertations be written according to the format recommended by the chair and be consistent with the nature of the research. The student should be consistent in the use of the particular style manual selected throughout the dissertation research. A copy of these requirements is included in the Doctoral Student Handbook.

After making required revisions, the student prepares a final draft of the dissertation and an abstract. Students must adhere to guidelines for the title page and “Physical Standards for the Preparation of Theses and Dissertations.” Copies may be obtained from the Graduate School of Arts and Sciences, Office of Enrolled Students, 437 Cabell Hall.

There are two options for the final dissertation. Both options must follow GSAS guidelines regarding font, paper type etc. (see Graduate Record). Either option is approved by the Dissertation Chair and committee members at the time of the proposal defense.

1. Traditional Dissertation Option includes: Five chapters (introduction, literature review, methods, results, and discussion)

2. Manuscript Dissertation Option: Final dissertation product includes the dissertation proposal (3 chapters or the 25 page PHS 398 application), author guidelines, and three publishable manuscripts based on the dissertation research (one of the manuscripts must be reporting study findings).

Student must submit journal names and author guidelines to dissertation committee for approval.

Student must be the first author on each manuscript involving others.

Copies of the reprints are acceptable and will be submitted when the article has already been published.

Legally acceptable releases from the copyright owner(s) are submitted where applicable.

Final Dissertation Defense The student must arrange a location, date, and time (approximately two hours) that is satisfactory to all committee members for the oral defense of the dissertation. It is the student’s responsibility to make arrangements for the dissertation defense. The final copy of the dissertation must be distributed to committee members within a reasonable amount of time prior to the defense, with a “reasonable amount of time” being defined as time sufficient for the committee members to read the dissertation and be prepared to defend the oral defense. The oral defense is on the dissertation topic and on relevant contextual considerations raised by the research question and topic. All changes made in the oral defense are resubmitted to the chair of the committee for approval. Following the defense, the student submits the “Dissertation Approval Sheet” to the dean of the School of Nursing for signature. The defense must be completed at least two weeks before the date on which the final copy of the dissertation is submitted to the Graduate School of Arts and Sciences. In addition, committee members’ signatures must be obtained on the Final Examination Form, which is also to be signed by the dean of the School of Nursing and submitted to the Graduate School of Arts and Sciences.

Submitting the Dissertation for Inspection and Approval Three copies of the approved dissertation, all of which must be letter quality, must be brought to the Graduate School Office (Room 438, Cabell Hall) for inspection no later than May 1 if the degree is to be conferred in May, August 1 if the degree is to be conferred in August, or December 1 if the degree is to be conferred in January. These copies are placed in Alderman Library, the Claude Moore Health Sciences
Library, and the School of Nursing. For more specific details regarding preparation and submission of the dissertation, please see the requirements under the Graduate School of Arts and Sciences description in chapter 5 of this Record. Detailed requirements for doctoral students in nursing are given in the Doctoral Student Handbook.

**Application for Degrees** Ph.D. degrees are granted in January, May, and August. The student must be registered for the fall semester to receive the degree in January; for the spring semester to receive the degree in May; and for summer session to receive the degree in August. The student must file the degree application.

**Voluntary Withdrawal** A graduate student may not voluntarily withdraw from the Graduate School of Arts and Sciences later than one week immediately preceding the beginning of course examinations. An official application to withdraw must be obtained from the Office of the Dean of the Graduate School of Arts and Sciences and must be approved in writing by the dean, with a statement of the reason for the withdrawal. The student must report to the Office of the Dean of Students for an exit interview. All student identification cards are to be deposited with the dean of students at the time of withdrawal. The official withdrawal form is forwarded to the university registrar, who notifies all other administrative offices of the withdrawal action.

A student who withdraws from the University for reasons of ill health must notify the Department of Student Health, and subsequent medical clearance from Student Health Affairs is among the requirements for readmission.

Failure to comply with the above regulations subjects the student to suspension from the University by the vice president for student affairs.

**Readmission After Voluntary Withdrawal** Readmission to the Graduate School of Arts and Sciences is not automatic; after an absence of a semester or longer, a former student must apply for readmission to the Graduate School. To apply for readmission to the University, the student must submit an application to the academic dean’s office at least 60 days before the next University scheduled class registration.

**Enforced Withdrawal** The student may be required to withdraw from the University if the advisor, the dissertation chair, the responsible department members, and the dean of the Graduate School of Arts and Sciences determine that the student is making unsatisfactory progress toward a degree.

**Leave of Absence** The dean of the Graduate School of Arts and Sciences may grant leaves of absence to students for either a semester or a session upon written application stating the reason for leaving the University temporarily.

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**Program Description**

Required courses are (46 credits):

- **GNUR 800** Historical Inquiry in Nursing
- **GNUR 814** Scientific Progress in Nursing
- **GNUR 815** Philosophy of Science and Development of Nursing Knowledge
- **GNUR 820** Quantitative Research Methods
- **GNUR 821** Statistical Methods for Health Care Research I
- **GNUR 822** Statistical Methods for Health Care Research II
- **GNUR 824** Qualitative Research Methods
- **GNUR 990** Research Practicum
- **GNUR 992** Proposal Development Seminar I
- **GNUR 993** Proposal Development Seminar II
- **GNUR 999** Year 2 Fall

Cognate (6-9 credits) requirement includes course work in a single field or combination of fields outside of nursing that complement the student’s major scholarly focus.

Electives (3-6 credits) are selected on the basis of individual interest and should complement the total program of study. Cognates plus electives must total at least 15 credits.

Non-topical research (3 or more credits) provides individual advisement about the student’s developing research plan prior to the dissertation stage.

**Dissertation** (12 credits) is a culminating experience that requires the student to plan and implement a research study of significance to nursing.

**Ph.D.-M.A. in Bioethics Joint Degree Program**

The School of Nursing collaborates with the School of Medicine, the School of Law, and the Department of Religious Studies to offer a joint Ph.D. in Nursing and M.A. in Bioethics. Students follow the doctoral program curriculum. Cognates and elective requirements for the doctorate are taken in bioethics, meeting the M.A. degree requirement. Graduates are prepared to engage in continuing scholarship and research that both contributes to the knowledge base of the discipline of nursing and addresses bioethical issues in nursing and health care.

**Recommended Plan of Study for Full-Time Students Beginning the Program in Fall 2004**

**Year 1 Fall**

- **GNUR 814** Scientific Progress in Nursing
- **GNUR 815** Philosophy of Science and Development of Nursing Knowledge
- **GNUR 821** Statistical Methods for Health Care Research I
- **GNUR 992** Proposal Development Seminar I

**Or cognate/elective**

**Year 2 Fall**

- **GNUR 990** Research Practicum
- **GNUR 992** Proposal Development Seminar II

**Or**

**Year 3 Fall**

- **GNUR 993** Proposal Development Seminar III

**Spring**

- **GNUR 800** Historical Inquiry in Nursing
- **GNUR 820** Research Methods
- **GNUR 822** Statistical Methods for Health Care Research II
- **GNUR 993** Proposal Development Seminar II
- **GNUR 999** Year 2 Fall

**Summer**

- **GNUR 861** Health Behavior and Health Promotion Research
- **GNUR 824** Qualitative Research Method
- **GNUR 991** Professional Issues in Scholarship
- **GNUR 992** Proposal Development

**Or**

**Year 3 Fall**

- **GNUR 993** Proposal Development Seminar III

**Spring**

- **GNUR 991** Professional Issues in Scholarship
- **GNUR 997** Non-Topical Research

(1) The Research Practicum, GNUR 990, may be taken at any time mutually agreeable to the student and the faculty member. Students may register for GNUR 990 more than once for a total of 6 credits.

Cognates and electives may be taken in different terms and years from those shown here. Students are advised to verify when courses they wish to take will be offered. Some courses are offered only in alternate years; others may be affected by such factors as faculty leaves.
Course Descriptions

GNUR 520 - (3) (Y)
Complementary and Alternative Practices and Products
Prerequisite: Graduate standing or instructor permission.
Provides an overview of CAPP usage patterns in the US and evidence-based information about alternative medical systems, manipulative and body-based practices, biofield, bioelectromagnetics, herbal and natural products, and mind-body-spirit medicine.

GNUR 521 - (3) (Y)
Herbal Medications & Natural Products
The course focuses on the botany, history, chemistry, pharmacology, toxicology, epidemiology, legal and regulatory issues, manufacturing practices, and clinical parameters of herbal medicines. The purpose of the course is to explore the dilemma faced by conventional health professionals about the integration of herbal products into their practices from a logical and objective perspective in an attempt to prepare those in the health care field for the paradigm shift that is occurring and the major future role that herbal products will play in health care of the 21st century.

GNUR 550 - (4) (Y, SS)
Pharmacology
Prerequisites: GNUR 584, one year of relevant clinical experience, and admission to NP or CNS program. Builds upon and expands the pharmacologic base acquired at the baccalaureate level and covers the action and interaction of the most commonly used drugs in advanced clinical nursing practice in the ambulatory care setting.

GNUR 551 - (3) (Y, SS)
Advanced Health Assessment
Prerequisites: GNUR 584, one year of relevant clinical experience, and admission to NP or CNS program. Provides advanced knowledge and health assessment skills used in the primary care setting. Focuses on acquisition, analysis, and refinement of health assessment data as a basis for the development of an accurate data base and problem list. Considers common normal variations and abnormalities characteristic of different developmental, cultural, and ethnic groups. The laboratory portion allows the student to practice advanced assessment skills in a physical assessment laboratory. The course culminates with the student performing a comprehensive history and physical examination.

GNUR 560 - (1-3) (IR)
Special Topics
Prerequisite: Instructor permission. Selected areas of interest are studied under faculty guidance.

GNUR 564 - (2) (Y)
Nutrition in Health Promotion
Prerequisite: Graduate standing or instructor permission. A required course in the primary care nurse practitioner program focusing on up-to-date nutrition information. Provides essential knowledge for educating people of all ages about sound nutritional practices.

GNUR 566 - (3) (SS)
Primary Care Seminar I
Prerequisite: GNUR 550, 551, 564, 580, 586, 584, 590, 702, and 707. Focuses on (1) health promotion, health maintenance, and disease prevention for infants, children, adolescents, and their families; (2) nursing and medical management of common childhood illnesses; and (3) reproductive health and sexuality, including common health concerns. Considers issues in primary care and advanced practice role development.

GNUR 567 - (3) (Y)
Primary Care Seminar II
Prerequisite: GNUR 566 and completion of all core and APN courses. Prevention and management of common acute health problems in selected populations. Explores the role of the nurse practitioner in primary health care. Models of collaboration, consultation, and referral are critically analyzed.

GNUR 569 - (4-6) (Y)
Primary Care Preceptorship I
Prerequisite: All Students: GNUR 550, GNUR 551, GNUR 584; GNUR 566 is required for FNP and PNP students; GNUR 592 is required for GNP students. Focuses on application of theoretical knowledge learned in all previous course work with ongoing refinement of essential skills used by nurse practitioners in the delivery of primary health care. Students identify and manage a broad range of common acute health problems in conjunction with a consistent focus on health promotion and disease prevention. Interaction with patients, faculty, preceptors, and other health care professionals offer consistent challenges in strengthening critical thinking and decision making skills within the scope of the nurse practitioner role. The number of preceptorship hours is dependent on the chosen role specialization within the primary care program. A minimum of 224 clinical hours is required for GNP, and minimum of 336 clinical hours is required for all other programs.

GNUR 570 - (3) (Y)
Primary Care Preceptorship III
Prerequisite: GNUR 566, 567, and 569; corequisite: GNUR 571 and 575. With a focus on Healthy People 2000, the management of chronic illness across the life span, as well as health maintenance and re habilitation, is emphasized. Strategies are designed to help clients, families, and communities cope constructively with problems associated with chronic illness.

GNUR 571 - (5-6) (Y)
Primary Care Preceptorship II
Prerequisite: GNUR 569. A culminating experience in which nurse practitioner students continue to develop the knowledge and expertise essential for delivery of primary health care to clients, families, and communities with a focus on common chronic health problems. Students experience continued growth in role development while assuming an increasing amount of responsibility in the decision making process for patient care. Each student has developed a philosophy to base their patient care that has evolved as a direct result of educational experiences in the program. The number of preceptorship hours is dependent on the chosen role specialization within the primary care program. A minimum of 300 clinical hours is required for GNP; 336 clinical hours is required for all other programs.

GNUR 574 - (1-2) (Y)
Role I: Acquisition
Prerequisite: Admission to the graduate program.
Introduces the history, competencies, and roles of advanced nursing practice emphasizing role acquisition. Explores models of independent, collaborative, and multidisciplinary practice. Addresses trends and issues that shape advanced nursing practice.

GNUR 575 - (2) (Y)
Role II: Transition
Prerequisite: GNUR 574; corequisite: GNUR 570, 759, 765 or 770. Prepares students for assuming an advanced practice nursing role. Focuses on role transition and development, marketing oneself as an APN, and regulatory and economic policies that affect advanced nursing practice in the evolving health care system.

GNUR 579 - (8) (SS)
Psychiatric Mental Health/Primary Care Preceptorship
Prerequisite: GNUR 571 and 773. A culminating experience in which students continue to develop knowledge and skills in all aspects of psychiatric mental health nursing specialty practice. A minimum of 400 clinical hours is required.

GNUR 580 - (3) (S)
Theoretical Foundations of Nursing
Prerequisite: Graduate standing or instructor permission.
Prepares advanced practitioners of nursing to intelligently interpret current literature on the discipline and its application to practice. Analyzes and critiques nursing literature and selected theoretical works, focusing on nursing theory, ethical principles, historical perspectives, and aesthetics. Emphasizes relating these dimensions to the phenomena arising from the student’s own professional nursing practice. Studies the role of praxis, empirics, ethics, and aesthetics in theory development.

GNUR 584 - (4) (Y)
Pathophysiology
Prerequisite: Graduate standing or instructor permission. Selected physiologic and pathophysiologic mechanisms in health and disease.

GNUR 585 - (3) (S)
Epidemiology and World Health
Prerequisite: Graduate standing or instructor permission. Focuses on the distribution and determinants of health-related states or conditions in specified populations at local
through global levels, and on the application of this study to control health problems. Students are presented with epidemiologic models and methods in order to assess the health of individuals and populations and to prevent or control health conditions, diseases, and injuries. Content emphasizes a local to global perspective and application of methods to improve health care delivery, health policy, human rights, and ultimately, health.

**GNUR 586 - (4) (S)**  
Research and Biostatistical Processes for Health Care  
**Prerequisite:** Undergraduate or graduate applied statistics course within the past five years.  
Focuses on the methods of nursing and health care research and biostatistical analysis. Provides a foundation for informed reading and application of research findings, methods, and analytical tools, including biostatistical analyses and interpretation. Emphasizes critical appraisal of health research literature and evidence-based practice.

**GNUR 587 - (4) (Y)**  
Theory and Evidence-Based Practice  
**Prerequisite:** Second year standing in CNL program. This course provides an overview of nursing and health care related theory, research and evidence based practice. Students develop the basic skills and knowledge to critique individual research studies, conduct systematic literature reviews, and use these abilities to address immediate clinical nursing problems. Students learn to identify health outcomes and important related outcome measures.

**GNUR 590 - (3) (Y-SS)**  
Health Policy: Local to Global  
Surveys policy decisions related to the organization, financing, and delivery of health care. Examines social, ethical, political, economic, and ideological forces shaping American health policy and the delivery of health care, as well as the roles and influence of providers and consumers of health care services, and government, corporate, and entrepreneurial interests. Emphasizes informed participation in policy-making processes and the impact of health policy on professional practice and health service.

**GNUR 592 - (3) (SS)**  
Geriatric Nurse Practitioner Seminar I  
Explores the multidimensional aspects of aging and articulates the impact of these interrelated components at both the individual and aggregate level. Examines the role of advanced practice nursing in assuring high quality, cost effective geriatric care.

**GNUR 593 - (3) (Y)**  
Geriatric Nurse Practitioner Seminar II  
**Prerequisite:** masters level courses in pathophysiology, pharmacology and health assessment.  
Focuses on assessment, diagnosis, and management of common acute geriatric signs, symptoms, and syndromes using and applying evidence based data where it exists.

**GNUR 594 - (3) (Y)**  
Geriatric Nurse Practitioner Seminar III  
**Prerequisite or corequisite:** GNUR 592, 593.  
Focuses on assessment, diagnosis, and management of common chronic geriatric syndromes, illnesses and diseases and end of life care using and applying evidence based data where it exists.

**GNUR 700 - (3) (Y)**  
Community Assessment  
**Prerequisite or corequisite:** GNUR 585.  
This course focuses on the health of communities and the process of assessment. Analysis of theoretical frameworks, assessment models, health care delivery systems, and special populations as they relate to current health issues. Two hours of seminar and four clinical hours each week (56 clinical hours).

**GNUR 702 - (3) (Y-S)**  
Health Promotion/Disease Prevention for Individuals, Families, and Communities  
**Prerequisite:** Graduate standing or instructor permission.  
Focuses on the assessment of individuals, families, and communities in health and illness. Selected models derived from health promotion/disease prevention and family theories are integrated as a basis for developing and understanding the specific content and process of client assessment. In addition, research foundations of health promotion/disease prevention across the life span are examined. Emphasizes the use of existing knowledge to guide advanced nursing practice in culturally competent interventions for the promotion of health. Cross listed with HES 735.

**GNUR 703 - (3) (SS)**  
Human Genetics  
This course will focus on providing students with a basic understanding of human genetics and its role in pathophysiology, diagnosis and management of disease. Students will interpret basic concepts in human genetics that contribute to an understanding of nursing or related health care problems, as well as apply knowledge of inheritance and immunogenetics in predicting the probable effect of genetics on disease processes. This course will also discuss the ethical, social, political and economic impact of selected genetic diseases, DNA-based genetic diagnosis, and gene therapy.

**GNUR 706 - (3) (IR)**  
Nursing Ethics for Advanced Practice  
**Prerequisite:** Graduate standing. Provides an opportunity to examine ethical concepts and theories at the level of characteristics in advanced nursing practice.

**GNUR 707 - (2) (Y)**  
Introduction to Health Informatics  
**Prerequisite:** Basic competence in word processing, electronic mail, spreadsheets, graphics, and library information systems. Explores the nature and functions of health informatics, the current state of the science, present and future applications, and major issues for research and development. Each student investigates a selected topic in health care delivery or management from the perspective of information science; describes the degree to which current information technology meets identified needs, and proposes directions for further development. Learning methods include readings, seminars, electronic communications, a term paper, and oral and visual presentation. Students who enroll in the course for three credits receive more in-depth instruction on the topics.

**GNUR 711 - (3) (Y)**  
Managing Care in Systems and Populations  
**Prerequisite:** Admission to graduate program.  
The focus of this course is on the knowledge and skills essential for nurse managers and community and public health nurse leaders. An overview of management theories, processes, and their implications for nurse managers and leaders in a variety of public and private settings is provided. Financial management concepts and budgeting applications are introduced. The students are exposed to trends in integrated health systems, managed care, and care management for public and private partnerships. Emphasis will be on models that assure provisions of health care by linking people to needed services.

**GNUR 722 - (3) (Y)**  
Health Care Systems Planning and Evaluation  
**Prerequisite:** GNUR 700.  
This course will focus on management and leadership strategies for improving the health of communities and individuals. The context and content of community, acute care, psychiatric, long-term care, home health care and public health systems are explored. The emphasis is on concepts and theories germane to planning, implementing, and evaluating health care programs and the provision of health care, to improve health and meet health care needs. Two hours of seminar and four clinical hours each week (56 clinical hours).

**GNUR 723 - (3) (Y)**  
Community and Public Health Leadership Practicum I  
**Prerequisite:** GNUR 585, 700, and 711. Focuses on the application of specialized knowledge and the development of skills inherent in advanced community and public health nursing practice. Stresses assessment and interventions targeted at the individual, family, group and community/organizational levels. Community and Public Health Leadership interventions are designed in partnership to be consistent with the beliefs and values of the individual, family, group and community.

**GNUR 724 - (4) (SS)**  
Community and Public Health Leadership Practicum II  
**Prerequisite:** GNUR 723. Focuses on the continuing synthesis and application of knowledge from preceding courses. Emphasizes further development of nursing care management and/or evaluation plans at the individual, family, group, or community/organizational level.
**GNUR 742 - (2) (J)**
*An Introduction to Classroom & Clinical Teaching in Nursing*

*Prerequisite:* Graduate standing.

This elective course introduces graduate students to the role of nurse educator in the classroom and clinical teaching setting. The course reviews applicable teaching learning principles and presents a variety of classic and contemporary teaching methods and strategies for instruction and student evaluation. Challenges for nurse educators related to student diversity, active learning, use of technology, and student evaluation are explored. The focus is on the acquisition of practical knowledge and skills to begin teaching students in a college of nursing.

**GNUR 744 - (4) (Y)**
*Wound, Ostomy, and Continence Specialty Nursing*

*Prerequisite:* Graduate standing.

Focuses on the knowledge and skills required for care of clients experiencing actual or potential wound, ostomy and continence problems. Prepares students for the management and rehabilitation of persons with these specific problems. Explores specialized knowledge of assessment, pathophysiology, products, and resources related to wounds, ostomy and continence care. Attention is given to evaluating the impact of selected therapeutic interventions.

**GNUR 745 - (3) (Y)**
*Advanced Wound, Ostomy, and Continence Nursing*

*Prerequisite:* GNUR 744.

Focuses on the management and rehabilitation of persons with wound, ostomy and continence (WOC) care problems by coordinating and utilizing human, product, and technological resources. The student will integrate knowledge of setting, role, resources, client education, counseling and advanced care techniques to promote the highest practical level of functioning for the client.

**GNUR 756 - (3) (Y)**
*Seminar I: Clinical Decision Making in Acute & Specialty Care*

*Prerequisite:* GNUR 584, 551, or instructor permission.

This course proceeds through current “self-help” and social system approaches. Provides a foundation for advanced psychiatric nursing practice based on a biopsychosocial model of mental health and illness. Emphasizes those who have moderate to severe impairments in emotional and/or behavioral functioning associated with major mental illness.

**GNUR 773 - (3) (Y)**
*Theoretical Foundations of Psychiatric-Mental Health Nursing*

*Prerequisite:* Graduate standing or instructor permission.

Reviews major theoretical approaches to psychotherapy and psychiatric nursing. The course begins with psychoanalysis and proceeds through current “self-help” and social system approaches.

**GNUR 774 - (5) (Y)**
*Psychiatric-Mental Health Practicum I: Clinical Nurse Specialist/Nurse Practitioner*

*Prerequisite:* All core and APN courses, or instructor permission.

A culminating clinical experience in the role of CNS or PMHNP emphasizing clinical decision making and advanced competence in selected areas of psychiatric-mental health nursing in interdisciplinary environments. Requires a minimum of 250 clinical hours.

**GNUR 776 - (3-9) (SS)**
*Immunocompetence in Vulnerable Populations*

*Prerequisite:* GNUR 774, or instructor permission.

A culminating clinical experience in the role of CNS or PMHNP emphasizing clinical decision making and advanced competence in selected areas of psychiatric-mental health nursing in interdisciplinary environments. Requires a minimum of 250 clinical hours.

**GNUR 782, 784 - (3) (Y-SS)**
*Administrative Practicum I, II*

*Prerequisite:* Admission to the M.S.N./M.B.A. program or Health Systems Management Track within the Master of Science in Nursing Program.

Students integrate and apply administrative and management theory during a 15 week practicum experience. They participate in the planning, operation, and evaluation of a component of the health care system while working closely with a health care leader who serves as their preceptor. Field experiences are analyzed by the student with input from peers, health care leaders, and faculty.
GNUR 792 - (3) (O)
Resource Management
Prerequisite: GNUR 707, 711.
Emphasizes using quantitative analysis in support of data-based management decisions. Focuses on decision-making from the perspective of health care managers and planners. Students use standardized measurements for quality of care evaluations; large databases, including clinical and administrative cost and utilization data; and the Internet. Data-based decision-making focuses on resource allocation at the individual, unit, organizational, and population level of analysis. Discusses using data to influence decisions relevant to health care clinical and administrative managers and leaders.

GNUR 793 - (1-3) (Y-SS)
Independent Master’s Study
Prerequisite: Instructor permission.
Individually planned study in nursing specialty, administration, education, or research.

GNUR 794 - (1-3) (Y-SS)
Independent Practicum
Prerequisite: Instructor permission.
Independent practicum to be established in selected areas.

GNUR 795 - (3) (SS)
Practicum in Wound, Ostomy, and Continence Nursing
Clinical practicum for students specializing in WOC nursing. 168 clinical hours.

GNUR 800 - (3) (Y)
History of American Health Care Professions and Institutions 1850-1970
Prerequisite: Doctoral standing or instructor permission.
Broadens, and then refines through historical analysis, the student's view and understanding of the current health care system. Explores the role that historical inquiry and analysis play in understanding the evolution and status of the health care system; the development of health professions (nursing and medicine) and institutions (hospitals and public health services); and the interplay of intellectual, social, economic, and political events that shaped the current health system.

GNUR 814 - (3) (Y)
Scientific Progress in Nursing
Prerequisite: Master's-level nursing research course.
Through directed readings and seminars in selected areas, students develop an appreciation for, and understanding of, the evolution of nursing's substantive research knowledge and the current state of the science in selected areas. These topical areas are broadly defined as Individual Responses to Health and Illness, Family Responses to Health and Illness, Environmental Influences on Health, and Therapeutic Interventions. Students also become acquainted with exemplary research programs, analyze and synthesize relevant literature, and develop a plan of studies to prepare them for a research career in the selected area.

GNUR 815 - (3) (Y)
Philosophy of Science and Development of Nursing Knowledge
Examines various philosophies of science as they have evolved over time and explores their ontological and epistemological implications for the development of nursing knowledge. Extant programs of research in nursing are critically analyzed to determine the philosophical traditions from which they arise and the consequences of those philosophical traditions for the kinds, and extent of, the knowledge produced by those research programs.

GNUR 820 - (3) (Y)
Quantitative Research Methods
Prerequisite: Master's-level nursing research course.
Builds on master's level competencies in research methods to provide an in-depth exploration of scientific methods of testing the effectiveness of nursing interventions. Students learn to design experiments and quasi-experiments suitable to the intervention to be tested, the population, and the clinical or other circumstances. They increase knowledge and skills regarding issues of design sensitivity and power, such as sampling, sample size, and measurement. Students integrate into all aspects of research consideration of ethical issues, including protection of human subjects, animal welfare, and scientific integrity.

GNUR 821 - (3) (Y)
Statistical Methods for Health Care Research I
Prerequisite: Master's-level nursing research course.
Introduces data analysis for nursing research. Descriptive and inferential statistics are treated with attention to the application and choice of particular statistical tests. Emphasizes statistical problems and issues relevant to nursing research.

GNUR 822 - (3) (Y)
Statistical Methods for Health Care Research II
Prerequisite: GNUR 821 or instructor permission.
Applies statistical analysis models and procedures to nursing and health research. Focuses on simple and multiple regression, statistical power analysis, analysis of variance models, and quantitative research synthesis, stressing the application and choice of particular statistical models and procedures. Emphasizes statistical problems and issues relevant to nursing research.

GNUR 823 - (3) (Y)
Statistical Methods for Health Care Research III
Prerequisite: GNUR 821, 822 or equivalent, and instructor permission.
Focuses on advanced procedures for data analysis and statistical inference in nursing and health research. Studies major multivariate procedures and their applicability to nursing and health research, and special issues in measurement and statistics often encountered in, and specific to, nursing and health research. Emphasizes using the computer as a facilitative research instrument.

GNUR 824 - (3) (Y)
Qualitative Research Methods
Prerequisite: Master's-level nursing research course.
Introduces a variety of qualitative research methods. Discusses the epistemological principles that underlie interpretive and naturalistic research, techniques for data collection, and analysis and control of systematic bias.

GNUR 850 - (3) (SI-SS)
Selected Topics
Prerequisite: Instructor permission. Advanced level individual study of self-selected topics under the guidance and supervision of a faculty member.

GNUR 860 - (3) (Y)
Vulnerability and Resilience within the Nursing Context
Prerequisite: Doctoral standing or instructor permission.
Examines biological, psychological, and social phenomena that contribute to heightened vulnerability or resiliency in individuals, population subgroups, or communities. Emphasizes systematic analysis of current research findings that evaluate specific nursing interventions and their outcomes with selected populations.

GNUR 861 - (3) (Y)
Health Behavior and Health Promotion Research
Prerequisite: Doctoral standing or instructor permission.
Focuses on conceptual and methodological issues related to health and illness behavior and health promotion research. Explores directions for nursing science by critically analyzing theoretical foundations of health behavior and relevant research. Examines multidisciplinary perspectives and issues related to health and illness behavior for the advancement of health promotion through nursing research.

GNUR 862 - (3) (Y)
Concepts and Methods in Health Services Research
Prerequisite: Doctoral standing, a master's-level health policy course (to be taken previously or concurrently) is recommended. Builds on knowledge essential to conducting health services research, including social, economic, ethical, and political uses that influence health policy. Develops conceptual and methodological competencies related to research on health services organization, financing, and delivery. Uses evaluation research methods to examine the effects of interventions on outcomes, such as quality and cost. Discusses the role of databases and health informatics in service research.

GNUR 873 - (1-3) (S)
Teaching Practicum
Prerequisite: GNUR 742: An Introduction to Classroom and Clinical Teaching in Nursing or current employment as a novice educator. This elective course provides students with the opportunity to obtain practical experience in classroom and clinical teaching settings under the guidance of an experienced nurse education specialist.
educator. Students will apply selected teaching strategies and methods and become involved in all aspects of course planning, organization and delivery.

**GNUR 895 - (1-3) (Y)**
**Independent Study in Teaching**

**GNUR 990 - (1-2) (Y-SS)**
**Research Practicum I**

*Prerequisite: Instructor and advisor permission.*

Develops and refines research competency through actual research study. Students must register for GNUR 990 one or more times for a total of two credits.

**GNUR 991 - (1) (Y)**
**Professional Issues in Scholarship**

Taken near the end of course work, this course provides a synthesis of prior work and incorporates a discussion of professional issues and strategies of scholarship, including grant seeking and grant management, publication, scholarly ethics, and scientific integrity.

**GNUR 992 - (3) (S)**
**Proposal Writing Seminar I**

Teaches the mechanics of proposal writing and introduces the student to the art and science of grant seeking. The course provides a hands-on, practical approach to proposal writing, including development and peer review of a proposal.

**GNUR 993 - (2) (S)**
**Proposal Writing Seminar II**

*Prerequisite: GNUR 992.*

Continues to develop and refine the research proposal begun in GNUR 992. Includes incorporating feedback from peers and a professional editorial consultant. The final product is a submitted grant proposal.

**GNUR 997 - (3-12) (S-SS)**
**Non-Topical Research**

*Prerequisite: Permission of faculty advisor.*

Students register for GNUR 997 concurrently with course work until the dissertation proposal is successfully defended. Credits from non-topical research are not counted in the total program hours of credit.

**GNUR 999 - (3-12) (S-SS)**
**Dissertation Research**

*Prerequisite: Permission of dissertation chair.*

A culminating experience that requires the student to plan and implement a research study of significance.

**BIMS 710 - (1) (Y)**
**Research Ethics**

This course provides an overview of ethical issues in research, including the protection of human subjects and the integrity of scholarship. It is designed to meet requirements of the National Institutes of Health for instruction in the ethical conduct of research. Such instruction must be included in the program of study as a condition of institutional or individual National Research Service Awards. Information available at www.med.virginia.edu/gpo/research_ethics/home.html.

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**Faculty**

**Office of the Dean of the School of Nursing**

Jeanette Lancaster, R.N., Ph.D., F.A.A.N., Dean
Doris Greiner, R.N., Ph.D., Associate Dean
Marty Doherty, M.B.A., Associate Dean for Administration
Elizabeth Merwin, R.N., Ph.D., F.A.A.N., Associate Dean for Research
Theresa Carroll, Ph.D., Assistant Dean for Undergraduate Student Services
Clay Hysell, M.A., Assistant Dean for Graduate Student Services
Ivy Hinton, Ph.D., Coordinator of Data Analysis and Interpretation

**Faculty**

**Professors**

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Patricia Hollen, R.N., Ph.D
Ada Jacox, R.N., Ph.D.
Arlene Keeling, R.N., Ph.D.
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Barbara Parker, R.N., Ph.D., F.A.A.N.
Ann Gill Taylor, R.N., Ed.D., F.A.A.N.

**Associate Professors**

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Emily Hauenstein, R.N., Ph.D.
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Richard Steeves, R.N., Ph.D., F.N.P., F.A.A.N.
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**Instructors**

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Anita Thompson-Heisterman, R.N., M.S.N., C.S.
Kate Willcutts, M.S., R.D., C.N.S.D.

**Retired Faculty**

Sara Arneson, R.N., Ph.D., Associate Professor Emeritus of Nursing
Judith Bancroft, R.N., Ph.D., Associate Professor Emeritus of Nursing
Barbara Brodie, R.N., Ph.D., F.A.A.N., Madge M. Jones Professor Emeritus of Nursing
Rose Marie Chioni, R.N., Ph.D., F.A.A.N., Professor Emeritus of Nursing
Jeanne Fox, R.N., Ph.D., F.A.A.N., Professor Emeritus of Nursing
Linda Davis, R.N., M.S.N.
Carol Gleit, R.N., Ed.D., Associate Professor Emeritus of Nursing
Barbara Graham, R.N., Ed.D., Associate Professor Emeritus of Nursing
June Triplett, R.N., Ed.D., Clinical Visiting Professor Emeritus of Nursing