

School of Nursing - Graduate Programs

Doctor of Nursing Practice (DNP)

BSN-DNP

Nurse Anesthesia

Family Nurse Practitioner

Psychiatric Nurse Practitioner

MSN-DNP

Executive DNP

Advanced Practice DNP

Master of Science in Nursing

Nursing Leadership

Family Nurse Practitioner

Psychiatric Nurse Practitioner

2013-14

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2013-14 Academic Calendar - Graduate Programs

Classes are offered on weeknights and Saturdays to accommodate those in the program who are employed full time. Refer to the schedules that are distributed each semester for calendar changes.

Fall 2013

July 8	Registration begins for all Graduate programs for Fall, 2013 Applications for degree are due for August 30th graduation
Aug. 1	Last day for students to sign up for Fall 2013 monthly payment plan
Aug. 5	Last day for online registration for Fall 2013
Sept. 2	Labor Day - University holiday
Sept. 3	Classes begin for all graduate programs
Oct. 11	Deadline for Summer, 2013 and Spring, 2013 make up of Incompletes
Oct. 14	Columbus Day - University holiday (School of Engineering has graduate classes)
Oct. 18	Last day to withdraw from Fall course
Nov. 27 - Dec. 1	Thanksgiving Recess
Dec. 2	Classes resume for all schools Applications for degree are due for January 30th graduation Registration begins for all Graduate Studies Programs for Spring, 2014
Dec. 20	Last day of classes/exams for all graduate programs Last day for students to sign up for Spring 2014 monthly payment plan

Winter 2014 Intersession

Jan. 2 - Jan. 14	Winter Intersession - Dolan School of Business
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Spring 2014

Jan. 2	Last day for online registration for Spring 2014
Jan. 16	Classes begin for all schools
Jan. 20	Martin Luther King, Jr. Day - University Holiday
Feb. 17	President's Day - University holiday (School of Engineering has graduate classes)
March 7	Last day to withdraw from Spring course
March 24 - March 28	Spring Recess
March 31	Classes resume
April 1	Registration begins for all Graduate programs for Summer, 2014 Applications for degree are due for May graduation - all schools
April 17 - April 20	Easter Recess all Graduate programs
April 21	Classes resume
May 9	Last day of classes/exams for all graduate programs
May 17	Baccalaureate Mass
May 18	64th Commencement Graduate Ceremony - 3 p.m.

Summer 2014

May 19 - May 30	Graduate Business Summer Session I
May 19 - Aug. 8	Engineering Summer Session
June 2 - June 27	Graduate Business Summer Session II
June 30 - Aug. 1	Graduate Business Summer Session III (July 4 Holiday)
July 7	Registration begins for all Graduate Programs for Fall, 2014 Applications for Degree are due for August 30th graduation (all schools)
Aug. 4 - Aug. 23	Graduate Business Summer Session IV

A Message from the President

Dear Student,

Welcome to Fairfield University, and thank you for your interest in our graduate and professional programs.

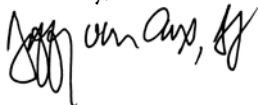
As a student at Fairfield you will learn from our first-class faculty, who are leaders in their fields, with a strong personal commitment to the education of men and women who share their passion for making a difference in the world.

Fairfield is consistently ranked as one of the top master's level universities in the Northeast and provides advantages to our graduate and professional students that lead to success in their future endeavors. The graduates of our professional and master's programs go on to successful and fulfilling careers, as global leaders in business, education, engineering, nursing, and countless other professions where they are sought after for their intellectual acumen, professional skills, and strength of character.

What distinguishes Fairfield from many other colleges and universities is that as a Jesuit institution, we are the inheritor of an almost 500-year-old pedagogical tradition that has always stressed that the purpose of an education is to develop students as "whole persons" - in mind, body, and in spirit. These Jesuit values are integral to our graduate and professional programs. It is our mission at Fairfield to form men and women who are prepared to be global citizens, confident in their capacities, trained to excel in any circumstance, and inspired to put their gifts at work to transform the world for the betterment of their fellow men and women.

A Fairfield education will shape you in this manner, preparing you to meet future challenges. We invite you to browse through the catalog of courses and take the first step towards your graduate education at Fairfield University.

Sincerely,



Jeffrey P. von Arx, S.J.

President

Fairfield University Mission

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values, and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university, it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the University community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective, and a commitment to excellence. Fairfield encourages a respect for all the disciplines - their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools, it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense, liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible people.

Fairfield University values each of its students as individuals with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time, it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

Fairfield University Overview

Fairfield University offers education for an inspired life, preparing students for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit.

A comprehensive university built upon the nearly 500-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by a rigorous curriculum, close interaction among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,400 undergraduate students, 1,200 graduate students, and more than 400 students enrolled for degree completion programs, as well as personal and professional enrichment courses and certificates.

Fairfield offers over 40 undergraduate majors, 17 interdisciplinary minors, and 41 graduate programs. The University is comprised of five schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Nursing, and Graduate School of Education and Allied Professions. Students benefit from small class sizes, an outstanding faculty, a rich array of study abroad, internship, and service opportunities, and the resources and reputation of a school consistently ranked among the top regional universities in the north by the U.S. News & World Report.

Since 1993, 63 Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor of educational, cultural and recreational resources, as well as leading corporate employers.

Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University's commitment to the God-given dignity of the human person requires that we create an environment that promotes justice and fosters a deep understanding of human and cultural diversity. Fairfield is committed to encouraging dialogue among those with differing points of view in order to realize an integral understanding of what it means to be human. The University recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life – academic, administrative, social, and spiritual – as together, the community seeks to realize a vision of common good that is rooted in genuine human solidarity.

Fairfield University defines diversity in the broadest sense, reflecting its commitment to creating a more inclusive community that is reflective of the richly diverse global community of which we are part. Diversity encompasses not only racial, ethnic, and religious diversity, but also diversity of socioeconomic contexts, cultural perspectives, national origins, sexual orientation, gender identity, age, physical ability, and educational backgrounds.

Campus Resources & Services

Student Handbook

For information about the Office of Graduate Student Life, parking regulations and stickers, the StagCard, Quick RecPlex, and campus resources and student services, please see the Student Handbook at www.fairfield.edu/studenthandbook and the Graduate Student Reference Guide at www.fairfield.edu/gradstudentlife.

DiMenna-Nyselius Library

The DiMenna-Nyselius Library is the intellectual heart of Fairfield's campus and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources. Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms, study areas, or convene for conversation in the 24-hour cafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Windows-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, scanners, microform readers and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 365,000 bound volumes, 376,000 e-books, 515 print journal and newspaper subscriptions, electronic access to 60,000 full-text journal and newspaper titles, and 15,000 audiovisual items. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using the research portal, Summon Discovery system. Library resources are accessible from any desktop on or off campus at <http://www.fairfield.edu/library/>. From this site, students use their NetID and password to access their accounts, read full-text journal articles from more than 170 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, Skype or "live" chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 12-seat conference/group study room with projection capability, and 10 collaborative work areas. Also, the Center for Academic Excellence and the Writing Center are both housed on the lower level. The IT Help Desk is on the main level.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight with an extended schedule of 24/7 during exam periods.

Rudolph F. Bannow Science Center

The Rudolph F. Bannow Science Center houses advanced instructional and research facilities that foster the development of science and engineering learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, engineering, mathematics, physics, and psychology.

Early Learning Center

The Early Learning Center provides an early care and education program based on accepted and researched theories of child development; individualized programs designed to meet the needs of each child; a curriculum that is child-oriented and emergent by the children; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year (when the campus is open) from 7:30 a.m.-5:30 p.m. for children aged 6 weeks to 5 years. Children may be enrolled on a full or part-time basis depending upon space availability. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit www.fairfield.edu/gseap/elc.

The Writing Center

The Writing Center is located on the lower level of the DiMenna-Nyselius Library and offers writing assistance and resources to all students. Tutors work with students on any writing project and at any stage of the project's development. For more information or to schedule an appointment, please visit www.fairfield.edu/writingcenter.

Aloysius P. Kelley, S.J. Center

Located on Loyola Drive, the Aloysius P. Kelley, S.J. Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Enrollment Management, Exploratory Advising, Disability Support Services, New Student Programs, as well as the Career Planning Center.

Computing Services

Fairfield University has high-speed fiber-optic cable connectivity, with transmission speeds of up to 1 gigabit-per-second. This technology connects our classrooms, residence halls, and offices, providing fast and reliable access to the online library catalogue, email, various databases, and other electronic resources.

Students, staff, and faculty have access to 12 computer labs located throughout campus. These labs are supported by knowledgeable lab assistants, and are open 14 hours a day for both walk-in and classroom use. Each computer lab offers hardware and software for Windows and Macintosh environments. Every dormitory room has access to wired/wireless internet, cable television, and a phone/voicemail connection. Students are issued individual NetID accounts, and are given access to our secure portal my.Fairfield. Here, students are able to check their e-mail, grades, register for courses, review their academic and financial records, and access campus-wide announcements.

Information Technology Services (ITS)

Located within the DiMenna-Nyselius Library, the ITS Help Desk is open Monday through Friday from 8:30 a.m. to 7:00 p.m. and can be reached by phone at (203) 254-4069 or by email at its@fairfield.edu. The ITS offices are located on the first and second floors of Dolan Commons. The ITS team manages all technology services on campus including academic computing, administrative computing, network services, project management, training, and support services.

Arts and Minds Programs

Fairfield University serves as an important hub for students and visitors from the region seeking entertaining and inspiring cultural events and activities. The **Regina A. Quick Center for the Arts** houses the Aloysius P. Kelley, S. J. Theatre, the Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Various departments also host exhibitions, lectures and performance programs throughout the academic year, including the popular lecture series **Open Visions Forum**. The new **Bellarmino Museum of Art** is located in Bellarmino Hall and displays a rich and varied collection of paintings, sculpture and decorative arts objects. Not only is the Museum a showcase for significant art objects, but it serves as a learning laboratory for students and members of the regional community. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar visit www.fairfield.edu/arts.

Other Requirements

NetID

A NetID is your username and password combination that provides you access to a variety of University online services, including Gmail and access to my.Fairfield.

- Your NetID username is not case sensitive
- It is generated from University records, and it is a combination of your first, middle, and last names or initials
- Your NetID is not the same as your Fairfield ID number, which is on the front of your StagCard

Your NetID will remain active until you graduate. You will need to change your password every 90 days.

To activate (or "claim") your NetID account, you will need to log in to the Fairfield University NetID Manager Web site: <http://netid.fairfield.edu>. For more detailed information, including step-by-step instructions, visit www.fairfield.edu/netid.

You will need your eight-digit Fairfield ID number to activate your NetID, which can be found on the front of your StagCard, or in the upper right-hand corner of your student schedule.

After claiming your NetID, visit <http://mail.student.fairfield.edu> to log in. Please check your Gmail account regularly, and be sure to use it to communicate with all University officials (faculty, staff, etc.).

Your e-mail address follows this format: netid@student.fairfield.edu. If your name is John Smith, and your NetID is john.smith, then your e-mail address is john.smith@student.fairfield.edu.

my.Fairfield (<http://my.Fairfield.edu>)

All graduate students are issued individual accounts for my.Fairfield, a secure website used to view course schedules, access library services remotely, register for classes and parking permits, view and pay tuition bills, print unofficial transcripts, and much more.

Students may also register their cell phone number for entry into the StagAlert system, Fairfield University's emergency notification system. Click on the "Update Cell Phone Number" link under Student tab, Personal Information link, and follow the prompts.

Students can log in to my.Fairfield with their Net ID and password, and the account will be available within 24 hours of registering for classes for the first time. For assistance with my.Fairfield call the help desk at (203) 254-4069 or e-mail helpdesk@fairfield.edu.

Accreditations

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Additional accreditations include:

AACSB International - The Association to Advance Collegiate Schools of Business (Charles F. Dolan School of Business)

Accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

- B.S. Computer Engineering Program
- B.S. Electrical Engineering program
- B.S. Mechanical Engineering program
- B.S. Software Engineering Program

American Chemical Society

- (College of Arts and Sciences)
- B.S. in Chemistry

Commission on Accreditation of Marriage and Family Therapy Education

- (Graduate School of Education and Allied Professions, GSEAP)
- Marriage and Family Therapy program

Connecticut State Office of Higher Education

- (GSEAP)

Council for Accreditation of Counseling and Related Educational Programs

- (GSEAP)
- Counselor Education programs

Commission on Collegiate Nursing Education

- (School of Nursing)
- Undergraduate Nursing programs
- Master's Nursing programs
- Doctoral programs

National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary Education
- Secondary Education
- School Counseling
- School Library Media Specialist
- School Psychology
- Special Education
- TESOL/Bilingual Education programs

National Association of School Psychologists (NASP)

- (GSEAP)
- School Psychology

Program approvals include:

Connecticut State Office of Financial and Academic Affairs for Higher Education

- Elementary and Secondary Teacher certification programs
- Graduate programs leading to certification in specialized areas of education
- School of Nursing programs

Connecticut State Department of Education and National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary and Secondary Education
- Special Education
- TESOL/Bilingual Education
- School Counseling
- School Library Media
- School Psychology

Connecticut State Board of Examiners for Nursing

- Undergraduate Nursing programs

Council on Accreditation of Nurse Anesthesia Educational Programs

The University holds memberships in:

- AACSB International - The Association to Advance Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education
- American Council on Education
- ASEE - American Society for Engineering Education
- Association of Catholic Colleges and Universities
- Association of Jesuit Colleges and Universities
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- National Action Council for Minorities in Engineering
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- New England Business and Economic Association

Compliance Statements and Notifications

Catalog

The provisions of this catalog are not to be regarded as an irrevocable contract between Fairfield University and the students. The University reserves the right to change any provision or any requirement at any time. The course listings represent the breadth of the major. Every course is not necessarily offered each semester.

Compliance Statements and Notifications

For information about student rights under the Family Education Rights and Privacy Act (FERPA), the Non-Discrimination Statement, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, please see the Student Handbook at www.fairfield.edu/studenthandbook.

School of Nursing

A Message from the Dean

On behalf of the faculty and staff, it is my pleasure to welcome you as a member of our School of Nursing community where excellence, innovation and creativity are ideas we put into practice daily. In the Jesuit tradition, the School of Nursing strives to educate the next great generation of advanced healthcare professionals - morally reflective healthcare leaders and scholars who strive to improve the health and well-being of all people, with sensitivity to cultural differences and issues of justice.

The challenge before graduate education in nursing today is to be interdisciplinary, transformative and committed to improving the healthcare system. We, in the School, take this challenge seriously by providing every student with an educational experience that is both individualized and empowering, and provides opportunities to gain the knowledge, skills and attitudes needed to be successful leaders.

You have chosen Fairfield for your graduate education because of the excellence of our programs and our outstanding faculty. As you gain new knowledge and skills, you will experience the dedication our faculty members have to your development. I encourage you to get to know them - they are leaders not only of the School, but of the entire nursing profession. As leading educators and scholars, they contribute internationally recognized research and life-saving knowledge for the benefit of society.

The School of Nursing offers cutting edge graduate programs leading to a Doctorate of Nursing Practice (DNP) or a Master of Science in Nursing (MSN). The DNP is a practice-oriented doctorate designed to prepare advanced nurses at the highest educational level. Graduates are clinical and systems level experts who have the knowledge and skills to be effective and practical change agents. Advanced coursework in leadership, systems management, research translation, population health, informatics, and health policy provide the foundation for skill development. Our goal is to prepare the next generation of nurse leaders with a sufficient breadth of expertise to effectively collaborate as partners with other healthcare providers to enhance quality and safety.

The DNP program has two entry options - BSN to DNP or post-master's DNP; three clinical tracks - family nurse practitioner, psychiatric nurse practitioner and nurse anesthesia; and an Executive track designed specifically for current nurse leaders who are seeking a terminal DNP degree while remaining in and preparing for future leadership roles.

The MSN program offers three tracks- Family Nurse Practitioner, Psychiatric Nurse Practitioner and Nursing Leadership. The Nursing Leadership track is an advanced education nurse generalist master's degree created in response to an urgent call for better patient outcomes and improved coordination in the delivery of healthcare services. There are two options for areas of focus - Clinical Systems Leadership and Integrated Healthcare Leadership.

We are delighted to provide you with the educational foundation necessary to support your personal objectives toward your lifelong journey of professional development and urge you to take advantage of all that the School offers!

Lynn Babington, Ph.D., RN

Dean and Professor, School of Nursing

School of Nursing Overview

The School of Nursing Doctor of Nursing Practice (DNP) Program

The School of Nursing Graduate Program offers degrees at the master's and doctoral levels. The Doctor of Nursing Practice is a practice-focused doctorate comparable to advanced clinical degrees in other health disciplines such as Medical Doctor (MD), Doctor of Pharmacy (PharmD), Doctor of Public Health (DrPH), and Doctor of Physical Therapy (DPT). The degree represents the highest academic preparation for nursing practice, focusing on expanded scientific knowledge related to providing comprehensive direct care across all settings. Grounded in clinical practice, the DNP moves the focus of advanced practice nursing from the level of the individual patient to the population level by using a cross-population perspective to assess, manage, and evaluate common problems. The DNP is the preferred degree for advanced practice nursing (AACN, 2004). The DNP is expected to become the standard in advanced nursing practice by 2015.

The practitioner tracks prepare candidates to provide quality healthcare services to all members of the community, with an emphasis on meeting the unique healthcare needs of culturally diverse and underserved populations. Clinical experiences in a variety of hospitals and agencies in surrounding communities allow for synthesis of clinical judgment, assessment, diagnostic skills, and theory.

The School of Nursing has long been recognized for its commitment to individualizing instruction and educational experiences. Each student is assigned to a faculty advisor who works closely with students to mentor progression through the program. Academic counseling, individualized attention, and career planning are integral to the advisement process. Faculty members in the School of Nursing are exceptionally qualified by academic and clinical preparation. Many faculty are currently practicing in advanced practice roles.

For BSN-DNP students, we currently offer advanced practice specialties in family and psychiatric nurse practitioner and nurse anesthesia. The BSN-DNP program requires 72-75 course credits for completion, depending on the selected track students enter. Students entering with a MSN are required to complete a minimum of 32 credits for the Advanced Practice DNP and 34 credits for the Executive DNP.

The DNP Family Nurse Practitioner Track

The Family Nurse Practitioner track prepares advanced practice nurses to provide holistic care to individuals of all ages from newborn babies to older adults. Students work in all care settings with a focus on delivering health promotion and disease prevention to people with acute and chronic disease. Graduates of this program are eligible to diagnose and manage the care of patients across the life span and in all settings except critical care. Students have clinical practica in nearby city and rural clinics, private practices, hospitals, and settings that employ advanced practice nurses or MDs. The DNP Family Nurse Practitioner track requires 72 credits of coursework and completion of a clinical portfolio.

The DNP Psychiatric Nurse Practitioner Track

The Psychiatric Nurse Practitioner track prepares advanced practice nurses to provide care in a wide variety of settings - institutional, community-based, and private practice. Students learn to care for individuals suffering from a variety of mental disorders, including mood disorders, anxiety disorders, and thought disorders. Clients range in age from the adolescent to the older adult, and are from diverse ethnic and socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students' clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The DNP Psychiatric Nurse Practitioner track requires 74 credits of coursework and completion of a clinical portfolio.

The DNP Nurse Anesthesia Track

The Nurse Anesthesia track prepares students as expert clinicians for every stage and in every setting in which anesthesia is delivered to patients. Because nurse anesthetists are responsible for direct patient care, students gain hands-on experience in a variety of regional (neuraxial and peripheral blocks) and general anesthesia techniques under the supervision of CRNA and M.D. faculty. In addition to "routine" surgical cases, nurse anesthesia students enhance their preparation by participating in trauma, major burn, and high-risk obstetrical cases. Upon graduation, students are eligible to sit for the certification examination administered by the Council on Certification of Nurse Anesthetists. Successful completion of this examination allows the new graduate to practice as a nurse anesthetist in all patient care settings. The DNP Nurse Anesthesia track requires 75 credits and a completion of a clinical portfolio.

Note: A total of 1,000 practicum/immersion hours is required for the DNP with the exception of the Nurse Anesthesia program which requires a minimum of 1,200 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

The School of Nursing Master of Science in Nursing (MSN) Program

The School of Nursing is admitting students into the MSN program in three tracks: Nursing Leadership, Family Nurse Practitioner and Psychiatric Nurse Practitioner. All specialties lead to a master of science in nursing degree and fulfill academic requirements toward certification as a clinical nurse leader, adult psychiatric or family nurse practitioner. The master's degree program requires 38 to 53 course credits for completion, depending on the selected track.

The practitioner tracks prepare candidates to provide quality healthcare services to all members of the community, with an emphasis on meeting the unique healthcare needs of culturally diverse and underserved populations. Clinical experiences in a variety of hospitals and agencies in surrounding communities allow for synthesis of clinical judgment, assessment, diagnostic skills, and theory.

The School of Nursing has long been recognized for its commitment to individualizing instruction and educational experiences. Each student is assigned to a faculty advisor who works closely with students to monitor progression through the program. Academic counseling, individualized attention, and career planning are integral to the advisement process. Faculty members in the School of Nursing are exceptionally qualified by academic and clinical preparation. Many faculty also currently practice in their advanced specialty.

The Nursing Leadership Track - MSN

The Nursing Leadership program is an advanced education, nurse generalist degree created in response to an urgent call for better patient outcomes and improved coordination in the delivery of healthcare services. Graduates of the program will provide leadership at all levels of healthcare to move organizations toward evidence-based systems. This is the perfect degree for graduate nurses who do not wish to be nurse practitioners, but do want to maximize career options in dynamic healthcare environments. Career options include management, clinical nurse leaders, nurse navigators, care coordinators (trauma, stroke), hospital education, adjunct clinical faculty, quality improvement, risk management, and a variety of newly emerging roles. The MSN in Nursing Leadership is based on the assumptions and competencies of the AACN and the development of healthcare leaders. The program equips nurses to advocate for change and gives them the skills to make change happen.

This program targets nurses with diverse career specialties, professional goals and personal interests. In addition to a strong core of courses, the curriculum can be customized to meet the diverse needs of the nursing professional, allowing students to choose between two leadership tracks with coursework outside the School of Nursing. To better align students with the interdisciplinary healthcare environment, students can choose from the rich variety of courses in any of the graduate schools on campus.

The Family Nurse Practitioner Track - MSN

The Family Nurse Practitioner track prepares advanced practice nurses to provide holistic care to individuals of all ages from newborn babies to older adults, including women's health. Students work in all care settings with a focus on delivering health promotion and disease prevention to people with acute and chronic disease. Graduates of this program are eligible to diagnose and manage the care of patients across the life span and in all settings but critical care. Students have clinical practica in nearby city and rural clinics, private practices, hospitals, and settings that employ advanced practice nurses or MDs. The MSN Family Nurse Practitioner track requires 51 credits of coursework, including 12 credits (600 hours) of practicum experience.

The Psychiatric Nurse Practitioner Track - MSN

The Psychiatric Nurse Practitioner track prepares advanced practice nurses to provide care in a wide variety of settings - institutional, community-based, and private practice. Students learn to care for individuals suffering from a variety of mental disorders including mood disorders, anxiety disorders, and thought disorders. Clients range in age from the adolescent to the older adult, and are from diverse ethnic and socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students' clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The MSN Psychiatric Nurse Practitioner track requires 53 credits of coursework, including 12 credits (600 hours) of practicum experience.

Clinical Practica; Health and Professional Requirements; Certification

Practicum Application

All students who plan to enroll in practicum courses must complete the application form one semester prior to the semester in which they wish to enroll. Application packets are available in the School of Nursing office. Deadlines are Oct. 1 for a following spring enrollment, Dec. 1 for a summer enrollment, and March 1 for a fall enrollment. No contracts will be initiated with affiliating agencies until a complete practicum application is on file. Students registering late are not assured placement; thus, progression in the program may be hindered. Due to contractual and insurance limitations, **(1) all clinical hours must be completed within the official course timeframe, and (2) an Incomplete will not be granted for practicum courses.**

Health and Professional Requirements

All students in the DNP and MSN programs must provide proof of current Connecticut RN or APRN licensure and, if born after 12/31/56, documentation of measles and rubella upon application to the program. In addition, prior to starting clinical practicum courses, students must provide documentation of the following health and professional requirements. With the exception of the OSHA requirement, all documentation is submitted directly to [Certifiedbackground.com](https://www.certifiedbackground.com) (which tracks student health requirements):

- Current Connecticut RN License (For all MSN & DNP Students).
- Current Connecticut APRN license (For Advanced Practice MSN-DNP Students). Please note a copy of both your APRN and RN License must be provided.
- Cardiopulmonary Resuscitation. Healthcare Provider (American Heart Association), Professional Rescuer (American Red Cross) or American Red Cross CPR/AED for Lifeguard Certification is the minimum requirement. Please note that the American Heart Association certifies for two years. Students must remain certified throughout the program.
- Student Nurse Practitioner Liability Insurance (For all BSN-DNP & MSN Students in the Family & Psychiatric Nurse Practitioner Tracks).
- Professional RN Liability Insurance (For MSN Students in the Nursing Leadership Track).
- Professional APRN Liability Insurance (For Advanced Practice MSN-DNP Students).
- OSHA certification. Fairfield University School of Nursing OSHA training requirements must be met each year prior to clinical practica.
- Annual physical examination and non-reactive Mantoux test.
- Immunizations. Proof of immunization/titre must be provided for hepatitis B, measles, mumps, rubella, varicella, and diphtheria-tetanus.

Arrangements for clinical practica will not be made until all health and professional requirements are met and students are cleared for clinical by [CertifiedBackground.com](https://www.certifiedbackground.com).

Certification

The DNP and MSN degrees fulfill the academic requirements toward national certification. Practitioner or nurse anesthetist certification provides the necessary credentials to apply for and receive an Advanced Practice Registered Nurse license in the state of Connecticut. An APRN is required in Connecticut for nurses to have prescriptive privileges and receive third-party reimbursement.

Program Options

Curriculum plans are included in the following pages of this catalog. Program options are as follows:

MSN Students:

Master's in Nursing Leadership, Nurse Practitioner Tracks

Basic computer literacy is a prerequisite for graduate nursing courses. The nursing leadership and nurse practitioner tracks have been specifically developed to accommodate the needs of adult students with full-time work schedules. Applicants for a master's degree must hold a bachelor's degree in Nursing. A quality point average of 3.0 or higher is preferred. All applicants must have a professional nursing license to practice in the state of Connecticut.

School of Nursing Graduate Admission

Admission Policy - Doctor of Nursing Practice (DNP)

BSN Entry Application Deadlines:

Family Nurse Practitioner - **April 1**

Psychiatric Nurse Practitioner - **Rolling Admission**

Nurse Anesthesia - **Rolling Admission**

There are 3 tracks available in the BSN-DNP program: Family Nurse Practitioner, Psychiatric Nurse Practitioner, and Nurse Anesthesia. Admission procedures vary by program. Applications are reviewed by the Graduate Admission Committee.

Applicants for the BSN-DNP at Fairfield must hold a baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent) with a grade point average of 3.0 or higher overall and in the nursing major.

Post Master's Entry Application Deadlines:

Advanced Practice - **April 1**

Executive DNP - **Rolling Admission**

Applicants for the advanced practice and Executive DNP programs must hold a master's degree from a regionally accredited college or university (or the international equivalent), with a grade point average of 3.2 or higher overall and in the nursing major. Advanced Practice candidates must be eligible for APRN licensure in the state of Connecticut. Applications are reviewed by the Graduate Admission Committee.

Admission Procedures

All DNP programs except Nurse Anesthesia

Applications are reviewed by the Graduate Admission Committee. Students seeking admission must complete the following procedure. Submit:

- A completed application. Apply online at www.fairfield.edu/sonapp
- A non-refundable \$60 application fee
- A professional resume. Applicants are required to submit a current resume that includes employment and educational history.
- A personal statement: Discuss a practice problem in your field that, in your experience, has a broad impact on patient care outcomes
- State professional goals for the next 5-10 years
- Explain how a DNP will help you reach your goals
- Official transcripts verifying completion of an undergraduate degree (BSN entry) and Master's degree (MSN entry). All foreign transcripts must be evaluated by an approved evaluating service which can be found at www.fairfield.edu/eval
- Two professional letters of recommendation, one of which must be from a current supervisor or professor who can assess one's current clinical expertise and academic potential, accompanied by the University recommendation forms.
- Copy of current RN license; licensure to practice in the state of Connecticut will be required upon admission.
- Copy of APRN license and certificate of national certification in the advanced specialty (for Nurse Practitioner MSN applicants only)
- Documentation of the number of supervised clinical hours* completed in previous MSN program (for MSN applicants only)

*A total of 1,000 practicum/immersion hours is required for the DNP. For MSN to DNP students, these hours include up to 600 documented hours of supervision in an MSN program.

Nurse Anesthesia

Nurse Anesthesia applicants must meet the following requirements before applications will be processed:

- A baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent).
- Two semesters of biology, one semester of chemistry, one semester of microbiology, and one semester of college math. Physics is strongly recommended.
- Minimum undergraduate GPA of 3.0 with a science GPA of 3.0.
- Registered Nurse license to practice in the United States at the time of application. A Connecticut RN license will be required upon admission.
- A minimum of one year's experience as a RN in a critical care setting (ER does not fulfill this criteria).
- Current BCLS, ACLS & PALS certification (must be maintained while in the program).
- GRE - Analytical writing score of 4 or better. Composite scores will be reviewed in relation to the overall application.

Applications are reviewed by the Graduate Admission Committee. Students seeking admission must submit:

- A completed application. Apply online at www.fairfield.edu/sonapp
- A non-refundable \$60 application fee
- A professional resume
- Official transcripts verifying completion of an undergraduate degree. All foreign transcripts must be evaluated by an approved evaluating service which can be found at www.fairfield.edu/eval
- Two (2) recommendations, including one from your current supervisor and one other from an individual who can assess your clinical expertise in an acute care setting
- A three (3) page, double-spaced personal statement stating your career goals and future contributions to the profession of nurse anesthesia
- Official report of GRE scores
- Copy of current RN license; licensure to practice in the state of Connecticut will be required upon admission.

For additional information, contact the Office of Graduate and Continuing Studies Admission at Fairfield University, 1073 North Benson Road, Fairfield, CT, 06824-5195; telephone: (203) 254-4184, or visit the University website at www.fairfield.edu.

- Discuss a practice problem in your field that, in your experience, has a broad impact on patient care outcomes
- State professional goals for the next 5-10 years
- Explain how a DNP will help you reach your goals

Admission Policy - Master of Science in Nursing Degree Program

Individuals may apply to the graduate program to pursue a master of science in nursing degree. Applicants for a master's degree must hold a bachelor's degree in nursing from a regionally accredited college or university (or the international equivalent) with a quality point average of 3.0 overall and in the nursing major. All applicants must have a current RN license. Once accepted/fully matriculated, all Nurse Practitioner/Nursing Leadership students licensed in another state must provide a copy of current Connecticut RN licensure.

Admission Procedures - Master of Science in Nursing Degree Program

Application Deadlines:

Family Nurse Practitioner - **April 1**

Psychiatric Nurse Practitioner - **Rolling Admission**

Nursing Leadership - **Rolling Admission**

Students seeking admission must complete the following procedure. Submit:

- A completed application. Apply online at www.fairfield.edu/sonapp
- A non-refundable \$60 application fee
- A professional resume
- A personal statement
- Discuss a practice problem in your field that, in your experience, has a broad impact on patient care outcomes
- State professional goals for the next 5-10 years
- Explain how an MSN will help you reach your goals
- Official transcripts from all universities/colleges attended
- Two professional letters of recommendation, one of which must be from a current supervisor or professor, who can assess one's current clinical expertise and academic potential, accompanied by the University online recommendation forms.
- A current RN license*

*Once accepted/fully matriculated, all Nurse Practitioner/Nursing Leadership students licensed in another state must provide a copy of current Connecticut RN licensure.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online at http://www.fairfield.edu/student/health_immunization.html. Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: (203) 254-4000 ext. 2241 or e-mail Health@fairfield.edu.

International Students

International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit certified English translations and course-by-course evaluations, done by an approved evaluator (found on our website at www.fairfield.edu/eval) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL or IELTS exams. A TOEFL composite score of 550 for the paper test, 213 for the computer-based, or 80 on the internet based test is strongly recommended for admission to the graduate school. Scores must be sent directly from the Educational Testing Service. An IELTS score of 6.5 or higher is strongly recommended for admission to the graduate school. Scores must be sent directly from the IELTS.org (Fairfield's ETS code is 3390). TOEFL and IELTS may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted at least three months prior to the intended start date.

Computer Literacy

Basic computer literacy is expected of all graduate students in the School of Nursing. The academic computing division of the University supports Microsoft products (Microsoft Word, Excel, Access, and PowerPoint), which are used throughout the curriculum.

Basic computer literacy is defined as the ability to use:

- word processing software to create, edit, save, print, send attachments, and manipulate document files;
- presentation software to design, show, and print a presentation using text and graphics;
- e-mail to send, receive, and print electronic mail messages; send, receive and open attachments. All students must have a my.Fairfield e-mail account;
- Internet navigation to investigate research topics using search engines; and spreadsheets to organize data in a worksheet, create formulas, use functions, copy and paste formulas and functions, and format cells.

Having access to a computer system with the above capabilities is essential for successful completion of the program. Nurse Anesthesia students must have a laptop computer for class. There are several computer labs on campus. Labs are equipped with e-mail and word processing, spreadsheet, and presentation software. Printers are available to students in the computer labs.

All students must communicate via their campus my.Fairfield e-mail account. All University notices, mail, etc. will be sent through my.Fairfield, and it is recommended that students check their e-mail at least once a day for any mail/notices.

Computer literacy skills are not taught as part of the graduate curriculum. Students not proficient in their use should inform a faculty member, who will help them locate resources from which they may obtain the requisite skills.

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the director of Disability Support Services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: Director of Disability Support Services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

Graduate and Doctorate Nursing Tuition, Fees and Financial Aid

The schedule of tuition and fees for the academic year:

Tuition and Fees for the **Doctor Nursing Practice:**

Application Fee	\$60
Registration Fee	\$30
Graduate Student Activity Fee per semester	\$35
Tuition per credit Nursing DNP	\$900
Tuition per credit Anesthesia DNP	\$1000
Tuition per credit Executive DNP	\$1000

Tuition and Fees for the **MSN Program:**

Application for matriculation (non-refundable)	\$60
Registration per semester	\$30
Graduate Student Activity Fee per semester	\$35
Tuition per credit	\$800
Audit Fee (per three-credit course)	\$1200
Lab Fee	\$45
Materials Fee	\$15-50
Health Assessment Clinical Fee (NS 604) to be determined by and paid directly to Agency	Approx. \$200
Commencement Fee (required of all degree recipients)	\$150
Transcript Fee	\$4
Promissory Note Fee	\$25
Returned Check Fee	\$30

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees, and authorization for billing a company must accompany registration for Summer sessions and Intersessions. For the Fall and Spring semesters, it must be received by the initial due date. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at www.fairfield.edu/bursar. All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

****Self-Evaluation Exam** - students will be required to take the SEE Exam in January of the junior and senior years.

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on tuition. Initially, the student pays one-third of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in two consecutive monthly installments.

Failure to honor the terms of the promissory note will prevent future deferred payments and affect future registrations.

Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable by the due date.

Students will be required to sign a promissory note, which requires a \$25 processing fee, acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference by the due date and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registration.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, VISA, or American Express must be applied as a credit to your charge card account.

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100 percent
6 days or less before first scheduled class	80 percent
Before second scheduled class	60 percent
Before third scheduled class	40 percent
Before fourth scheduled class	20 percent
After fourth scheduled class	0 percent

Refunds take two to three weeks to process.

Financial Aid

Advanced Education Nursing Traineeships

A limited number of Advanced Education Nursing Traineeships, made possible through federal legislation, are available through the School of Nursing. The Division of Nursing of the U.S. Public Health Service awards these funds to universities on a competitive basis, and they provide funds to be used toward tuition and fees for full- and part-time students. For information, please contact the School of Nursing office.

Nurse Anesthesia Traineeships (Available only to Nurse Anesthesia Students)

A limited number of Nurse Anesthesia Traineeships, made possible through federal legislation, may be available to second-year Nurse Anesthesia students through the School of Nursing. The Division of Nursing of the U.S. Public Health Service awards these funds to universities on a competitive basis, and they provide funds to be used toward tuition and fees for full-time students. For information, please contact the School of Nursing office.

Assistantships

A limited number of part- and full-time University graduate assistantships are available to assist promising and deserving students. Assistantships are awarded for one semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance and previous service performance, and is at the discretion of the hiring department.

Federal Direct Stafford Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs. Beginning July 1, 2012, interest payments are no longer subsidized by the federal government during graduate student enrollment.

When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduation or withdrawal before loan payments begin.

How to Apply

Step One:

- Complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov, indicating your attendance at Fairfield University (Title IV code 001385).

Step Two:

- Complete the required Entrance Counseling and Master Promissory Note (MPN) at www.studentloans.gov.

Step Three:

- Financial Aid administrators at Fairfield University will process your loan when your file has been finalized, entrance counseling completed, and the MPN is signed.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement.

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed the required entrance loan counseling.
- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

If you have any questions, please contact the Office of Financial Aid at (203) 254-4125 or finaid@fairfield.edu.

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For further information view online at: www.fairfield.edu/gradloans.

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to: maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans

Veterans may apply VA educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through Fairfield's Veterans Pride Program. Information about the program, including free tuition for some veterans, is available at www.fairfield.edu/veterans. The University Registrar's office will complete and submit the required certification form for all VA benefits.

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found at http://www.fairfield.edu/about/about_gainful_employ.html.

Graduate Academic Policies and General Regulations

Academic Advising and Curriculum Planning

Track Coordinators advise all fully matriculated students in their respective tracks. Students must meet with their advisor during their first semester of enrollment to plan a program of study. The advisor must be consulted each subsequent semester regarding course selection. The advisor's approval and the student's PIN are required for registration. Students must register no later than two weeks prior to the first day of class.

Information about state certification requirements may be obtained from specific certification organization websites or graduate faculty advisors.

Student Programs of Study

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether the prerequisites set forth for the specific program have been met. Should a student wish to change his or her track or concentration, this request must be made in writing and approved by the advisor and the dean.

Academic Freedom and Responsibility

The statement on academic freedom, as formulated in the 1940 Statement of Principles endorsed by the AAUP (American Association of University Professors) and incorporating the 1970 interpretive comments, is the policy of Fairfield University. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate, to present and interpret, and discuss facts and ideas concerning all branches and fields of learning. Academic freedom is limited only by generally accepted standards of responsible scholarship and by respect for the Catholic commitment of the institution as expressed in its mission statement, which provides that Fairfield University "welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community."

Freedom of Expression

As an academic institution, Fairfield University exists for the transmission of knowledge, pursuit of truth, development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. Fairfield University recognizes that academic freedom, freedom of expression, and responsibility are required to realize the essential purposes of the University. Academic freedom and responsibility (distinguished from freedom of expression) are herein defined as the liberty and obligation to study, to investigate, to present, interpret, and discuss facts and ideas concerning all branches and fields of inquiry.

Student Rights

As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body.

Fairfield University students are both citizens and members of the academic community. As citizens of a private institution, Fairfield's students enjoy the same freedom of speech, peaceful assembly, and right of petition that students at other private institutions enjoy as accorded by law, and as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administration officials should ensure that institutional powers are not employed to deprive students of their rights as accorded to them by law and University policy. At the same time, the institution has an obligation to clarify those standards which it considers essential to its educational mission and its community life. These expectations and regulations should represent a reasonable regulation of student conduct.

As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. They do this within the requirements of the curriculum and the courses in which they are enrolled.

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. This means that students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students in professional programs are expected to understand and uphold the standards required in their profession.

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests. Students and student organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. Students should be allowed to invite and to hear any person of their own choosing. Those procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to ensure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. Guest speakers are subject to all applicable laws, and to the University policies on harassment and discrimination.

Students' freedom of expression extends to their ability to express their opinions in writing or through electronic means, and to distribute and post materials expressing their opinions. Any restrictions should be designed only to ensure the orderly use of space and facilities, to provide reasonable restrictions on commercial messages, to comply with applicable fire, health or safety codes, to comply with the University's Non-Discrimination and Harassment Policy, or to comply with state or federal law.

Students should always be free to support causes by orderly means which do not disrupt operations of the institution. At the same time, it should be made clear to the academic and larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves and not the institution.

Student Responsibilities

Freedom of expression enjoyed by students is not without limitations. The rights set forth herein must be balanced against and considered in the context of the following responsibilities:

- Students have the obligation to refrain from interfering with the freedom of expression of others.
- Students have the responsibility to respect the rights and beliefs of others, including the values and traditions of Fairfield University as a Jesuit, Catholic institution.
- Students have the responsibility to support learning, and when learning, to engage others in a respectful dialogue, to never threaten the safety or security of others, and to comply with all University policies prohibiting harassment, hate crimes, and discrimination.

All policies in this Handbook and the actions taken under them must support Fairfield University's Mission Statement and the Statement on Academic Freedom.

Academic Honesty

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. Such integrity is fundamental to, and an inherent part of, a Jesuit education, in which teaching and learning are based on mutual respect. It is further expected that students will follow these standards and encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and to include attribution for any ideas or language that is not their own. Examples of dishonest conduct include but are not limited to:

- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course - commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. The student will receive a copy.

Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code:

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

Students in the Nurse Anesthesia Track are subject to all Bridgeport Hospital and Fairfield University policies and procedures. Bridgeport Hospital and Bridgeport Anesthesia Associates have the right to remove a student from assignment at Bridgeport Hospital after it has been determined by Bridgeport Hospital that such removal is in the best interest of the Hospital and of patient safety. The appeal of such removal of a student and all clinical and/or administrative grievances shall be addressed according to the policies and procedures set forth in the Bridgeport Hospital Nurse Anesthesia Program Student Handbook. Academic Grievances shall be addressed according to the policies and procedures set forth in the Fairfield University School of Nursing Graduate Program Catalog/Handbook.

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Master's and Certificate of Advanced Study courses, open to undergraduate students with permission
500-599	Master's and Certificate of Advanced Study courses
600-699	Doctoral courses, open to qualified Master's students

Option for Graduate Level Courses

Fairfield University undergraduates, with permission, could take a graduate course for undergraduate credit and as part of their undergraduate load. It would appear on their undergraduate transcript. A student could later petition to have those courses provide advanced standing in their graduate program and it would be up to the faculty to determine if the credits should apply to the graduate program at that point. A student might receive credit for these courses as part of a graduate program if the student did not apply the credits to complete the undergraduate degree.

An undergraduate student who has advanced beyond degree requirements and also has permission could take a graduate level course for graduate credit as part of their regular undergraduate load. The number of graduate courses a full-time undergraduate could take would be limited to two. The five year pre-structured programs would follow their own required sequence.

Registration for graduate courses is on a space available basis, with preference given to graduate students. Undergraduates with permission to enroll in a graduate course may petition to register in late August for the fall and early January for the spring.

Normal Academic Progress

Academic Load

A full-time graduate student will normally carry nine credits during the fall or spring semester. Twelve credits is the maximum load permitted. During summer sessions, full-time students are permitted to carry a maximum load of 12 credits. Students who work full time or attend another school may not be full-time students. Such individuals are ordinarily limited to six credits during the fall or spring semesters and nine credits during the summer sessions.

Academic Standards

Students are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master's degree or certificate must maintain a 3.00 grade point average.

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission to Audit form, available at the dean's office, must be completed and presented at registration during the regular registration period. No academic credit is awarded and a grade notation (AU) is recorded on the official transcript under the appropriate semester and course name. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor.

Standards for Admission and Progression

At Fairfield University School of Nursing, students are required to successfully complete clinical practica involving direct patient care. By accepting admission in the School of Nursing, the student understands the program eligibility and progression requirements.

Disability Statement

Consistent with its mission and philosophy, Fairfield University School of Nursing does not discriminate on the basis of disability. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, the University will assist students in making reasonable accommodations that allow an otherwise qualified student with a disability to meet essential eligibility requirements in order to participate in its programs. Candidates for the nursing program must be able to meet minimum standards for clinical practice, with or without reasonable accommodations. To receive accommodations on the basis of disability, the student must self-identify, provide documentation of the disability, and request accommodation from the Office of Academic and Disability Support Services. The decision regarding appropriate accommodations will be based on the specifics of each case. Accommodations must specifically address the functional limitations of the disability. An accommodation will not be made in those situations where the accommodation itself would fundamentally alter the nature of the program, cause undue hardship on the school, or jeopardize the health or safety of others. For further information, refer to the Fairfield University Office of Academic & Disability Support Services.

Eligibility Requirements

The curricula leading to degrees in nursing from Fairfield University requires students to possess essential non-academic skills and functions required to engage in clinical practice. It is within the sole determination of Fairfield University and the School of Nursing to assess and determine whether a student meets these skills and functions. Eligibility Requirements for participation and completion in the nursing program shall include, but are not limited to, the following six capabilities:

Critical Thinking

Critical thinking ability sufficient for clinical judgment; student must be able to examine, interpret, analyze, and synthesize material for problem solving and evaluation of patient situations and own performance.

- Ability to assess, plan, establish priorities, implement and evaluate patient outcomes.
- Ability to calculate appropriate dosages for specific medications.
- Ability to use good judgment in establishing priorities and making appropriate decisions in client care.

Interpersonal & Communication

Relationship & communication abilities appropriate for interacting sensitively with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds. Ability to accurately and clearly communicate appropriate information regarding patient status and response to care, both orally and in writing.

- Interpersonal skills to communicate effectively with patients/families and members of the healthcare team.
- Ability to gather and record patient data concerning history, health status and response to care.
- Ability to give and follow verbal and written reports and directions to patients, families, and members of the health care team.

Sensory Abilities

Ability to observe, identify, and obtain information in order to assess, plan, provide and evaluate nursing interventions; student must possess adequate sensory abilities or be able to demonstrate appropriate and safe compensation for deficits.

- Visual acuity necessary to observe physical changes in health status, prepare and administer medications, and gather reference material and patient data from written and digital sources.
- Auditory ability to differentiate normal and abnormal heart, lung, & bowel sounds.
- Tactile ability to differentiate temperature and anomalies of the skin, as well as unsafe patient care devices.
- Cognitive ability sufficient to read and understand directions, assignments, and patient documents.

Motor Skills and Mobility

Sufficient mobility, including the gross and fine motors skills needed to provide safe and competent nursing care, both routine and emergency.

- Sufficient motor skills necessary to perform physical care such as ambulation, positioning, and assist with activities of daily living as needed.
- Fine motor skills needed for basic assessment such as palpation, auscultation, and percussion.
- Mobility sufficient to carry out patient care procedures such as suctioning, positioning, and drawing up medication into a syringe.

Emotional Stability

Emotional stability for providing care safely to patients and their families within a rapidly changing and often stressful healthcare environment; the ability to monitor and identify one's own and others' emotions, and use the information to guide thinking and actions.

- Integrity needed to make ethical decisions and honor the professional code of nursing.
- Emotional ability to maintain calm in a crisis and emergency situation.
- Ability to develop mature relationships with the health care team and modify behavior in response to constructive feedback.

Physical Health and Abilities

Physical health and stamina sufficient to provide care to diverse patient populations.

- Sufficient energy and ability to manage a typical patient assignment in a variety of settings for a full seven-hour clinical day.
- Physical health necessary to care for those who are immuno-compromised, incapacitated, and/or otherwise vulnerable.

Matriculation/Continuation

To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisors to make program adjustments to their course load. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she will be dismissed.

Time to Complete Degree

Students are expected to complete all requirements for the DNP and MSN programs within five years after beginning their course work. MSN to DNP students are expected to complete all requirements for the DNP program within three years after beginning their course work. Each student is expected to make some annual progress toward the degree to remain in good standing. A student who elects to take a leave of absence must submit a request, in writing, to the dean.

Applications for and Awarding of Degrees

All students must file an application for the doctoral and master's degrees in the dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). Students who have been awarded diplomas in the previous August and January, and those who have completed all degree requirements for May graduation, are invited to participate in the May commencement ceremony. Graduate students must successfully complete all requirements for the degree in order to participate in commencement.

Disruption of Academic Progress

Academic Probation/Dismissal

A student whose overall grade point average falls below 3.00 in any semester is placed on probation for the following semester. If the overall grade point average is again below 3.00 at the end of that semester, the student will be dismissed. Any student who receives two course grades below 3.00 or B will be dismissed from the program.

Grades

Any student who earns a grade of C or less must repeat the course. A student who earns a B- may be required to repeat the course at the discretion of the faculty/graduate program director/dean. This program policy is effective with the 2010-2011 academic year for **all** students. Any student who earns less than a B twice will not be allowed to continue in the program. Practicum courses in the DNP and MSN programs are given a letter grade.

Course Withdrawal

Candidates who wish to withdraw from a course must do so in writing or in person at the Registrar's Office on or before the published last day to withdraw (see academic calendar). Written withdrawals are effective as of the date received or postmarked. In-person withdrawals are made in the Registrar's Office by completing and submitting a Change of Registration form. Those who need to withdraw from a course after the posted last day to withdraw must submit a written statement justifying their need to withdraw to the dean for approval to withdraw without academic penalty. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade being recorded for the course. In general, course withdrawals are not approved after the posted last day to withdraw. When there are extenuating circumstances (e.g., medical condition requiring withdrawal) exceptions may be approved by the dean. Withdrawal after the posted deadline will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction.

Readmission

If a student has been inactive for three terms or longer, students must submit a written update to the dean for reinstatement. Depending on the individual circumstances, it may be necessary to complete a full application for admission. A review of past work will determine the terms of readmission.

All honorably discharged veterans who have interrupted their Fairfield education to serve in the military will be readmitted and may apply for financial aid.

Grades; Academic Average

The work of each student is graded on the following basis:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00
I	Incomplete
W	Withrew without penalty

No change of grade will be processed after a student has graduated. Any request for the change of an earned letter grade is at the discretion of the original teacher of the course and must be recommended in writing to the dean by the professor of record within one calendar year of the final class of the course or before graduation, whichever comes first.

A student may request an extension of the one-year deadline from the dean of their school if he or she can provide documentation that extenuating circumstances warrant an extension of the one-year deadline. Such an extension may be approved only if the professor of record agrees to the extension and an explicit date is stipulated by which the additional work must be submitted.

A student who elects to withdraw from a course must obtain written approval from the dean. Refunds will not be granted without written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled.

Multiplying a grade's numerical value by the credit value of a course produces the number of quality points earned by a student. The student's grade point average is computed by dividing the number of quality points earned by the total number of credits completed, including failed courses. The average is rounded to the nearest second decimal place.

A change of an incomplete grade follows the established policy.

Incomplete

An Incomplete is issued when, due to an emergency situation such as a documented illness, a student arranges with the course instructor to complete some of the course requirements after the term ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any requests to extend the 30-day time period for completing an Incomplete require approval by the appropriate Dean. Any incomplete grade still outstanding after the 30-day extension will become an F and the candidate may be excluded from the program. Due to contractual and insurance limitations, an Incomplete will **not** be granted for practicum courses.

Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to entering Fairfield University.

No more than six credits may be transferred. Transfer credit will be considered for graduate coursework earned with a grade of B or better. An official transcript of the work done must be received before a decision will be made on approving the transfer.

Grade Reports

Grade reports for all graduate students are issued electronically by the Registrar via the student's web portal (my.Fairfield) at the end of each semester.

Scholastic Honors

Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit honor society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, graduate students must have scholastic rank in the top 15 percent of their class, demonstrate a proven concern for others, and manifest a true concern and commitment to the values and goals of the society. The Fairfield chapter was reactivated in 1981 and includes outstanding undergraduate and graduate students who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education.

Sigma Theta Tau

Membership in Sigma Theta Tau, the international honor society of nursing, is an honor conferred on nurses and nursing students who have demonstrated excellence in and commitment to nursing. Standards for membership include demonstrated excellence in scholarship and/or exceptional achievement in nursing. The criteria for induction of Fairfield University graduate students are as follows:

- Completion of one-fourth of graduate coursework by the end of spring semester
- An overall grade point average of at least 3.5 at the end of the spring semester for all courses taken at Fairfield University.

The Fairfield chapter, Mu Chi, was established in 1992 and currently includes more than 500 students and alumni of the School of Nursing. Members of Mu Chi are committed to fostering nursing leadership, research and creativity.

Academic Grievance Procedures

Purpose

Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

Types of Grievances

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. This procedure is concerned solely with academic grievances. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for those for which other structures within the university serve as an agency for resolution.

Academic grievances relate to procedural appeals, academic dishonesty appeals, or quality of work appeals.

Procedural appeals are defined as those seeking a remedy in which no issue of the quality of a student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism, cheating, or other acts of academic dishonesty occurred. Remedies would include but not be limited to removal of a file letter, change of grade, or submitting new or revised work.

Quality of work appeals are defined as those seeking a remedy, following the completion of a course, because the evaluation of the quality of a student's coursework is alleged to be prejudiced or capricious.

Time Limits

The procedure herein defined must be initiated by the end of the subsequent fall or spring semester after the event that is the subject of the grievance. If the grievance moves forward, all subsequent steps of the informal process must be completed and the formal process must be initiated before the end of the second semester subsequent to the event that is the subject of the grievance.

Informal Procedure

Step one: The student attempts to resolve any academic grievance with the faculty member. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.

Step two: The student consults with the chair or program director, bringing written documentation of the process to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she or he advances to step three.

Step three: The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. After conversation with the instructor of record and the department chair/program director, the dean will inform the student whether or not the grade shall be changed by the instructor of record. If the student is dissatisfied with the outcome, the dean will inform the student of the right to initiate formal review procedures.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following the informal procedures above, she or he initiates the formal review procedure by making a written request for a formal hearing through the dean to the Senior Vice President for Academic Affairs (SVPAA). Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.

Step two: The SVPAA determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the SVPAA determines whether it is a procedural appeal, an academic dishonesty appeal, or a quality of work appeal.

For procedural appeals and academic dishonesty appeals, the SVPAA will convene a Grievance Committee according to the process described below, providing the committee with the written documentation resulting from the previous steps in the appeal process.

For quality of work appeals, the SVPAA will request that the chair of the department through which the course is taught, or if the chair is the subject of the grievance a senior member of the department, assemble an ad hoc committee of three department/program members to review the appeal, providing the committee with the written documentation resulting from the previous steps in the appeal process.

Step three: For procedural appeals and academic dishonesty appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the Faculty Handbook.

For quality of work appeals, the department committee shall make itself available to meet and discuss the appeal with the student, and shall discuss the appeal with the instructor of record for the course. If the final consensus of the department committee is that the academic evaluation that led to the course grade was neither prejudiced nor capricious, the appeals process ends here.

Step four: For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to the SVPAA in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation. Should the Grievance Committee conclude that a change of grade is warranted, the two faculty members on the Grievance Committee will recommend an appropriate grade. In case of disagreement between the two faculty members, the dean chairing the Grievance Committee will decide which of the two recommended grades to accept. The recommended grade change shall be included in the report.

For quality of work appeals, if the final consensus of the department committee is that the academic evaluation that led to the course grade was prejudiced or capricious, the department committee will recommend an alternative course grade. If the instructor of record agrees to change the grade to that recommended by the committee, the appeals process ends here. If the instructor of record declines to change the grade, the department committee shall prepare a written report, including the department committee's recommended grade. The report will be forwarded to the SVPAA and the instructor of record, who may send the SVPAA a written response to the report.

Step five: For procedural appeals and academic dishonesty appeals, the SVPAA renders a final and binding judgment, notifying all involved parties. If such an appeal involves a dispute over a course grade given by a faculty member, the SVPAA is the only university official empowered to change that grade, and then only to the grade recommended by the Grievance Committee.

For quality of work appeals, if the SVPAA agrees with the department committee that the academic evaluation that led to the course grade was prejudiced or capricious, she or he is authorized to change the course grade to the grade recommended in the department committee's report.

Structure of the Grievance Committee

The structure of the Grievance Committee will be as follows:

- Two faculty members to be selected from the Student Academic Grievance Board. The faculty member against whom the grievance has been directed will propose four names from that panel, the student will strike two of those names, and the two remaining faculty members will serve.
- Two students to be selected from a standing pool of eight students elected by the student government. The student filing the grievance will propose four names from that panel, the faculty member will strike two of those names, and the two remaining students will serve.

In the event that any faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel will serve as an alternate.

The Grievance Committee will be chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the SVPAA. The dean so selected will have no vote except in the event of a tie, and will be responsible for overseeing the selection of the Grievance Committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

Due Process Procedure

- Both the student and the faculty member have the right to be present and to be accompanied by a personal advisor or counsel throughout the hearing.
- Both the student and the faculty member have the right to present and to examine and cross-examine witnesses.
- The administration makes available to the student and the faculty member such authority as it may possess to require the presence of witnesses.
- The grievance committee promptly and forthrightly adjudicates the issues.
- The full text of the findings and conclusions of the grievance committee are made available in identical form and at the same time to the student and the faculty member. The cost is met by the University.
- In the absence of a defect in procedure, recommendations shall be made to the Senior Vice President for Academic Affairs by the grievance committee as to possible action in the case.
- At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

Grievance Process Complaints

Fairfield University endeavors to resolve all grievances, complaints and disputes in a timely and fair manner. In the event a student believes a complaint remains unresolved after the conclusion of Fairfield University's grievance and/or dispute resolution processes (including all appeals), the student may request that the complaint be reviewed by the State of Connecticut Office of Higher Education. The Office of Higher Education is responsible for quality review of independent colleges and will investigate complaints concerning matters within its statutory authority. For more information or to file a complaint, contact the Office of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326; (800)842-0229; www.ctohe.org/studentcomplaints.shtml. Fairfield University is accredited by the New England Association of Schools and Colleges (NEASC). Students may contact NEASC at 3 Burlington Woods Drive, Suite 100 Burlington, MA 01803, 855-886-3272. <http://cihe.neasc.org/>.

Transcripts

Graduate transcript requests should be made in writing to the University Registrar's Office in the Kelley Center. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made one week in advance of the date needed. Requests are not processed during examination and registration periods.

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University, who has not waived that right, may see any records that directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the financial aid office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the dean's office. Information contained in student files is available to others using the guidelines below:

- Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
 - Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
 - All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the record.
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**The School of Nursing Graduate Programs
2013-14**

The School of Nursing Philosophy

The Philosophy of the School of Nursing flows from the Mission Statement of Fairfield University, and gives definition to the Jesuit ideals of social responsibility, truth, and justice. The faculty views nursing as the art and science of reflective practice in caring for vulnerable populations. Individuals are biological, psychological, social, and spiritual beings who are unique members of families and of larger social systems. Interaction and communication within these systems influence health and well-being. Health is a dynamic process of physical, mental, spiritual, and environmental harmony that enables people to affirm and pursue their own life goals. Optimum health begins with nurturing and promoting one's own emotional and spiritual growth, which then extends to respect and caring for others. Health and well-being are influenced by many variables including quality of life. When recovery from illness is not possible, death itself is viewed as the final opportunity for growth.

Students are viewed as holistic individuals who are seeking to develop multifaceted roles and who are accountable for their learning. Each student brings unique qualities that contribute to the strength and diversity of the program. Along with planned educational experiences, faculty offer support, guidance and mentoring throughout the learning process. Students are encouraged to develop their individual strengths and identify areas of interest as they progress throughout the curriculum. Students emerge as qualified baccalaureate-prepared entry-level practitioners or master's/doctorally prepared advanced-level practitioners, who integrate theory and research into their practices and use a critical approach to problem solving. Because society is rich with diverse religious, ethnic, and cultural groups, nurses are professionals who must be prepared to work with those whose beliefs and values may be different from their own. In order to be sensitive to others, it is first necessary to know and accept one's own values and beliefs. Students and faculty demonstrate mutual respect for the rights of others and appreciation of these differences.

The School of Nursing Mission & Purpose

In keeping with the mission of Fairfield University to develop men and women for others, the School of Nursing builds on a tradition of innovation and a commitment to provide the very best nursing education, scholarship, and professional service locally, nationally, and internationally. The School of Nursing is committed to leadership in nursing. The discovery, transmission, and use of knowledge are at the core of our work. Knowledge of health and illness in individuals, families, groups, and communities, both locally and internationally, provides the context for our charge. The ultimate test of our vision will be the results of contributions of faculty and graduates over time.

Guiding Principles for the Undergraduate and Graduate Programs

Ethics and Social Responsibility

Commitment to social responsibility, truth, and justice is inherent in the Jesuit ideal and underscores the need to provide care to vulnerable populations; that is, those populations that experience actual or potential threats to health or well-being. Provision of care to vulnerable populations is a particular concern to nursing.

Nurses have a moral and ethical obligation to provide and advocate for optimal health care for all members of society regardless of differences in culture, race, gender, socioeconomic status, religion, and age. Nurses consider the interplay of health and social issues as they care for clients in various stages of health and illness. Students confront the range of ethical dilemmas and value conflicts inherent in care delivery, and develop an understanding and acceptance of self and others.

Holism

Human beings are unique individuals who grow in complexity throughout life. Holism is an approach to assessment and management of patient-centered care that considers the biological, psychological, sociocultural, and spiritual needs of patients, and searches for the deeper and more complex roots of ill health beyond the individual. Interactions among and between people and the environments in which they live are considered in planning and providing quality nursing care. The holistic approach supports and relies upon the therapeutic nurse-patient relationship and a focus on wholeness, harmony and healing.

Reflective Practice

Nurses diagnose human responses to actual and potential health problems, identify individual strengths and nursing care needs, and plan and deliver culturally sensitive care that promotes, maintains, or restores health. Nursing practice integrates scientific problem solving with holistic caring. Reflective practice emphasizes a combination of rational and intuitive processes that allow students to discover the links between theory and practice, help them to develop their skills in creating holistic, individualized, and flexible plans of care, and enhance their acceptance of professional responsibility. It incorporates approaches such as reflection-on-action, reflection-in-action, and reflection-before-action. Reflective practice leads to greater awareness of individual beliefs, biases, and existing knowledge base, development of creative and critical thinking processes, changes in perspectives, attitudes, and behaviors, and enhanced personal and professional identity development. The establishment of a pattern of reflective practice encourages lifelong learning and ultimately advances the discipline of nursing through greater knowledge production and opportunities for leadership.

Professionalism

Characteristics of professional nursing practice include critical thinking, clinical reasoning, decision-making, and accountability. Behaviors integral to professional nursing's role are advocacy, political activism, effective communication, collegiality, commitment to life-long learning, scholarship, and the upholding of standards as defined by the profession. Nurses function as integral members of interprofessional teams and collaborate with other health care providers, patients, family and community members. Their role involves responsibilities for teaching, making referrals, and strategizing to shape health policy at local, state, national, and international levels. The purpose of this collaborative, interprofessional activity is to improve care and address quality and safety issues through education, consultation, and management. Professional nursing practice combines holistic care with evidence-based practice. Nursing research is viewed as the investigation of issues of concern in nursing practice with the aim of answering complex questions and developing knowledge to improve care and potentiate health. Leadership and management skills are essential to shape the future of health care, and help others attain goals and facilitate change. Participation in professional organizations and groups, role modeling, client advocacy, political activism, and fostering a learning environment by mentoring and precepting others is expected.

DNP Program Outcomes

A graduate of the Fairfield University School of Nursing DNP program will be able to:

- Independently provide culturally sensitive and evidence-based care to individuals and populations in a defined area of advanced nursing practice.
- Demonstrate critical thinking at the highest level of practice and accountability in the management of healthcare systems, considering ethical, legal, and socially just patient-centered care.
- Translate research into practice through critique of existing evidence, evaluation of outcomes, and implementation of projects that contribute to the development of best practices.
- Integrate science and theory from nursing and related disciplines within a reflective practice framework to inform clinical judgments, resolve dilemmas in healthcare, and serve as a patient care advocate.
- Evaluate patient, population, and healthcare system outcomes using fiscal analysis and cost-effective strategies to achieve quality improvement.
- Analyze the use of healthcare information systems and patient care technology to assure quality healthcare outcomes.
- Lead collaborative interprofessional relationships and partnerships to transform healthcare delivery systems and improve health.
- Assume a leadership role in the analysis, development, implementation, and evaluation of policies to improve healthcare delivery and outcomes at the local, regional, national, and international levels.

Master of Science in Nursing Program Outcomes

A graduate of the Fairfield University School of Nursing Master of Science in Nursing program will be able to:

- Provide advanced nursing assessment, diagnosis, management, and evaluation to achieve individual and system-identified outcomes with respect for cultural diversity and the unique characteristics of the individual, family, and community.
 - Develop cost-effective, holistic patient care including information systems for healthcare delivery.
 - Use an ethical framework to guide the integration of nursing science and theory to inform clinical judgments, facilitate sustainable healthcare solutions, and advocate for patients, families and communities.
 - Negotiate a role within the healthcare delivery system that provides for interprofessional collaboration, interdependence, and a professional identity as an advanced nursing professional with specialized knowledge.
 - Lead interprofessional teams by initiating and maintaining effective working relationships using mutually respectful communication and collaboration.
 - Provide advanced nursing care, management and evaluation of healthcare delivery systems using research, evidence-based protocols, care models, and scholarly debate.
 - Consistently demonstrate critical reasoning at an advanced level of practice and in the management and evaluation of healthcare systems, using the tenets of social responsibility, truth, and justice.
 - Demonstrate continuous self-growth through reflection and active participation in professional activities.
 - Influence the quality of healthcare delivery through local, regional, and national policies.
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Graduate Courses Required for DNP

BSN to DNP

Foundation Core Courses (12 credits)

NS 601	Epidemiology and Biostatistics	(3)
NS 605	Advanced Healthcare Policy	(3)
NS 608	Research Methods for Evidence-Based Practice	(3)
NS 610	Advanced Nursing Roles and Reflective Practice	(3)

DNP Core Courses (15 credits theory; 8-15 credits DNP Immersion/Seminar)

NS 611	Clinical Prevention & Strategies for Change	(3)
NS 612	Research Translation for Clinical Practice	(3)
NS 613	Finance & Quality Management in Healthcare Organizations	(3)
NS 614	Information Technology for Healthcare Improvement	(3)
NS 615	Leadership & Interprofessional Collaboration	(3)
NS 687	DNP Immersion	(1-5)*
NS 699	DNP Seminar	(1)†

Advanced Practice Core Courses (10 credits)

NS 604	NS 604 Advanced Health Assessment	(4)
NS 640	NS 640 Advanced Physiology & Pathophysiology	(3)
NS 641	NS 641 Advanced Pharmacology	(3)

Specialty Courses:

Family Nurse Practitioner (25 credits)

NS 642	Adult Health I	(3)
NS 643	Adult Health II	(4)
NS 644	Practicum in Adult Health I	(4)
NS 645	Care of Children & Families	(3)
NS 646	Practicum in Care of Women, Children & Families	(4)
NS 647	Care of At-Risk Populations	(3)
NS 648	Practicum in Care of At-Risk Populations	(4)

Psychiatric Nurse Practitioner (27 credits)

NS 650	Psychopathology	(3)
NS 652	Mental Health Nursing of Individuals Across the Lifespan	(3)
NS 661	Mental Health Nursing of Groups & Families Across the Lifespan	(2)
NS 663	Primary Mental Health Nursing Across the Lifespan	(2)
NS 665	Mental Health Nursing of Children and Adolescents	(2)
NS 666	Practicum I/II/III: PMHNP	(12)
CN 455	Group Work: Theory and Practice	(3)

Nurse Anesthesia (30 credits)

NS 670	Human Anatomy & Physiology for Nurse Anesthetists	(3)
NSAN 671	Pharmacologic Strategies in Anesthesia Practice	(3)
NSAN 672	Basic Principles of Nurse Anesthesia Practice	(3)
NSAN 673	Chemistry & Physics for Nurse Anesthetists	(3)
NSAN 674	Advanced Principles of Nurse Anesthesia Practice	(3)
NSAN 675	Clinical Orientation/Specialty Rotations	(1)
NSAN 676	Clinical Practicum I	(1)
NSAN 677	Clinical Practicum II	(1)
NSAN 678	Regional Anesthesia & Pain Management in Clinical Practice	(2)
NSAN 679	Clinical Correlation Conference I	(1)
NSAN 680	Clinical Practicum III	(2)
NSAN 681	Clinical Correlation Conference II	(1)
NSAN 682	Clinical Practicum IV	(2)
NSAN 683	Clinical Correlation Conference III	(2)
NSAN 685	Clinical Practicum V	(2)

MSN to DNP

- Executive Doctor of Nursing Practice (DNP)
- Advance Practice Doctor of Nursing Practice (DNP)

Foundation Core Courses (7 credits)

NS 601	Epidemiology and Biostatistics	(3)
NS 608	Research Methods for Evidence-Based Practice	(3)
NS 609	Roles Reflective Practice for MSN-DNP Students	(1)

DNP Core Courses (15 credits theory plus DNP Immersion/Seminar)

NS 602	Healthcare Economics and Marketing (Executive DNP only)	(3)
NS 611	Clinical Prevention & Strategies for Change	(3)
NS 612	Research Translation for Clinical Practice	(3)
NS 613	Finance & Quality Management in Healthcare Organizations (3) (Advance Practice DNP only)	(3)
NS 614	Information Technology for Healthcare Improvement	(3)
NS 615	Leadership & Interprofessional Collaboration	(3)
NS 687	DNP Immersion	(1-5)*
NS 699	DNP Seminar	(1)†

* A total of 1,000 practicum/immersion hours is required for the DNP with the exception of the Nurse Anesthesia program which requires a minimum of 1,200 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

† In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their dissertation must continue to register for 1-credit advisement each semester until completion.

Graduate Courses Required for MSN

Nursing Leadership

Graduate Core Courses (13 credits)

NS 521	Nursing Leadership Roles for Systems Improvement	(4)
NS 601	Epidemiology & Biostatistics	(3)
NS 605	Advanced Healthcare Policy	(3)
NS 608	Research Methods for Evidence-Based Practice	(3)

Practice Core Courses (10 credits)

NS 604	Advanced Health Assessment	(4)
NS 640	Advanced Physiology and Pathophysiology	(3)
NS 641	Advanced Pharmacology	(3)

Clinical Systems Leadership Specialty Courses (15 credits)

NS 614	Information Technology for Healthcare Improvement	(3)
NS 523	Quality Outcomes Management I	(4)
NS 524	Quality Outcomes Management II	(5)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3)

Integrated Healthcare Leadership Specialty Courses (15 credits)

NS 614	Information Technology for Healthcare Improvement	(3)
NS 525	Master's Leadership Practicum	(3)
	Master's Electives	(9)

Practitioner

Graduate Core Courses (16 credits)

NS 521	Nursing Leadership Roles for Systems Improvement	(4)
NS 601	Epidemiology and Biostatistics	(3)
NS 605	Advanced Healthcare Policy	(3)
NS 608	Research Methods for Evidence-Based Practice	(3)
NS 614	Information Technology for Healthcare Improvement	(3)

Practice Core Courses (10 credits)

NS 604	Advanced Health Assessment	(4)
NS 640	Advanced Physiology and Pathophysiology	(3)
NS 641	Advanced Pharmacology	(3)

Specialty Courses:

Family Nurse Practitioner (25 credits)

NS 642	Adult Health I	(3)
NS 643	Adult Health II	(4)
NS 644	Practicum in Adult Health I	(4)
NS 645	Care of Children & Families	(3)
NS 646	Practicum in Care of Women, Children & Families	(4)
NS 647	Care of At-Risk Populations	(3)
NS 648	Practicum in Care of At-Risk Populations	(4)

Psychiatric Nurse Practitioner (27 credits)

NS 650	Psychopathology	(3)
NS 652	Mental Health Nursing of Individuals Across the Lifespan	(3)
NS 665	Mental Health Nursing of Children & Adolescents	(2)
CN 455	Group Work: Theory and Practice*	(3)
NS 661	Mental Health Nursing of Groups & Families Across the Lifespan	(2)
NS 663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	(2)
NS 666	Practicum I/II/III: PMHNP	(12)

*GSEAP course

Doctor of Nursing Practice Curriculum Plans

Family Nurse Practitioner Track - BSN to DNP (Full Time)

First Year

Fall Semester

NS 605	Advanced Healthcare Policy	3 credits
NS 610	Advanced Nursing Roles & Reflective Practice	3 credits
NS 640	Advanced Physiology & Pathophysiology	3 credits

Spring Semester

NS 601	Epidemiology and Biostatistics	3 credits
NS 604	Advanced Health Assessment	4 credits
NS 608	Research Methods for Evidence-Based Practice	3 credits

Summer Semester

NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 641	Advanced Pharmacology	3 credits

Second Year

Fall Semester

NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
NS 614	Information Technology for Healthcare Improvement	3 credits
NS 642	Adult Health I	3 credits

Spring Semester

NS 612	Research Translation for Clinical Practice	3 credits
NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 643	Adult Health II	4 credits

Summer Semester

NS 644	Practicum in Adult Health I	4 credits
NS 687	DNP Immersion*	2 credits

Third Year

Fall Semester

NS 645	Care of Children and Families	3 credits
NS 646	Practicum in Care of Women, Children and Families	4 credits
NS 687	DNP Immersion*	3 credits
NS 699	DNP Seminar†	1 credit

Spring Semester

NS 647	Care of At-Risk Populations	3 credits
NS 648	Practicum in Care of At-Risk Populations	4 credits
NS 687	DNP Immersion*	3 credits
NS 699	DNP Seminar†	1 credit

*A total of 1000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

†In the final two semesters of the curriculum plan, students must register for 1 credit of DNP Seminar advisement.

Family Nurse Practitioner Track - BSN to DNP (Part Time)

First Year

Fall Semester

NS 610	Advanced Nursing Roles & Reflective Practice	3 credits
NS 640	Advanced Physiology & Pathophysiology	3 credits

Spring Semester

NS 604	Advance Health Assessment	4 credits
NS 608	Research Methods for Evidence-Based Practice	3 credits

Summer Term

NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 641	Advanced Pharmacology	3 credits

Second Year

Fall Semester

NS 614	Information Technology for Healthcare Improvement	3 credits
NS 642	Adult Health I	3 credits

Spring Semester

NS 601	Epidemiology and Biostatistics	3 credits
NS 643	Adult Health II	4 credits

Summer Term

NS 644	Practicum in Adult Health I	4 credits
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Third Year

Fall Semester

NS 645	Care of Children & Families	3 credits
NS 646	Practicum in Care of Women, Children, & Families	4 credits

Spring Semester

NS 612	Research Translation for Clinical Practice	3 credits
NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 687	DNP Immersion*	1-5 credits

Summer Term

NS 605	Advanced Healthcare Policy	3 credits
NS 687	DNP Immersion*	1-5 credits

Fourth Year

Fall Semester

NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
NS 687	DNP Immersion*	1-5 credits
NS 699	DNP Seminar†	1 credit

Spring Semester

NS 647	Care of At-Risk Populations	3 credits
NS 648	Practicum in Care of At-Risk Populations	4 credits
NS 699	DNP Seminar†	1 credit

Total Credits: 72

* A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

† In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement.

Psychiatric Nurse Practitioner Track - BSN-DNP (Full Time)

First Year

Fall Semester

NS 605	Advanced Healthcare Policy	3 credits
NS 610	Advanced Nursing Roles & Reflective Practice	3 credits
NS 640	Advanced Physiology & Pathophysiology	3 credits

Spring Semester

NS 601	Epidemiology and Biostatistics	3 credits
NS 604	Advanced Health Assessment	4 credits
NS 608	Research Methods for Evidence-Based Practice	3 credits

Summer Semester

NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 612	Research Translation for Clinical Practice	3 credits
NS 641	Advanced Pharmacology	3 credits

Second Year

Fall Semester

NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
NS 614	Information Technology for Healthcare Improvement	3 credits
NS 650	Psychopathology	3 credits

Spring Semester

NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 665	Mental Health Nursing of Children and Adolescents	2 credits
CN 455	Group Work Theories and Practice	3 credits

Summer Semester

NS 652	Mental Health Nursing of Individuals Across the Lifespan	3 credits
NS 666	Practicum I/II/III: PMHNP	4 credits
NS 687	DNP Immersion*	2 credits

Third Year

Fall Semester

NS 661	Mental Health Nursing of Groups and Families Across the Lifespan	2 credits
NS 666	Practicum I/II/III: PMHNP	4 credits
NS 687	DNP Immersion*	3 credits
NS 699	DNP Seminar†	1 credit

January Intersession

NS 687	DNP Immersion* (optional)	2 credits
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Spring Semester

NS 663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2 credits
NS 666	Practicum I/II/III: PMHNP	4 credits
NS 687	DNP Immersion*	2 credits
NS 699	DNP Seminar†	1 credit

*A total of 1000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

†In the final two semesters of the curriculum plan, students must register for 1 credit of DNP Seminar advisement.

Psychiatric Nurse Practitioner Track - BSN to DNP (Part Time)

First Year

Fall Semester

NS 610	Advanced Nursing Roles & Reflective Practice	3 credits
NS 640	Advanced Physiology & Pathophysiology	3 credits

Spring Semester

NS 604	Advanced Health Assessment	4 credits
NS 608	Research Methods for Evidence-Based Practice	3 credits

Summer Term

NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 641	Advanced Pharmacology	3 credits

Second Year

Fall Semester

NS 614	Information Technology for Healthcare Improvement	3 credits
NS 650	Psychopathology	3 credits

Spring Semester

NS 601	Epidemiology and Biostatistics	3 credits
NS 665	Mental Health Nursing of Children and Adolescents	2 credits
CN 455	Group Work Theory and Practice	3 credits

Summer Term

NS 652	Mental Health Nursing of Individuals Across the Lifespan	3 credits
NS 666	Practicum I/II/III: PMHNP	4 credits

Third Year

Fall Semester

NS 661	Mental Health Nursing of Groups & Families Across the Lifespan	2 credits
NS 666	Practicum I/II/III: PMHNP	4 credits

January Intersession

NS 687	DNP Immersion* (optional)	2 credits
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Spring Semester

NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 663	Primary Mental Health Nursing of At-Risk Populations	2 credits
NS 666	Practicum I/II/III	4 credits

Summer Term

NS 605	Advanced Healthcare Policy	3 credits
NS 612	Research Translation for Clinical Practice	3 credits
NS 687	DNP Immersion*	1 credit

Fourth Year

Fall Semester

NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
NS 687	DNP Immersion*	3 credits
NS 699	DNP Seminar†	1 credit

Spring Semester

NS 687	DNP Immersion*	4 credits
NS 699	DNP Seminar†	1 credit

Total Credit: 74

* A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

† In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement.

Executive Doctor of Nursing Practice - MSN to DNP**First Year**

Fall Semester

NS 608	Research Methods for Evidence-Based Practice	3 credits
NS 609	Role Reflective Practice for MSN-DNP Students	1 credit

Summer Term

NS 601	Epidemiology and Biostatistics	3 credits
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Summer Term

NS 602	Healthcare Economics and Marketing	3 credits
NS 687	DNP Immersion*	1-5 credits

Second Year

Fall Semester

NS 615	Leadership & Interprofessional Collaboration	3 credits
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Summer Term

NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 699	DNP Seminar†	1 credit

Summer Semester

NS 612	Research Translation for Clinical Practice	3 credits
NS 687	DNP Immersion*	1-5 credits

Third Year

Fall Semester

NS 614	Information Technology for Healthcare Improvement	3 credits
NS 687	DNP Immersion*	1-5 credit

Spring Semester

NS 605	Advanced Healthcare Policy	3 credits
NS 687	DNP Immersion*	1-5 credit

Total Minimum Credits: 34

* A total of 1,000 practicum/immersion hours is required for the DNP with the exception of the Nurse Anesthesia program which requires a minimum of 1,200 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

† In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement.

Advance Practice - MSN to DNP

First Year

Fall Semester

NS 608	Research Methods for Evidence-Based Practice	3 credits
NS 609	Role Reflective Practice for MSN-DNP Students	1 credit
NS 613	Finance & Quality Management in Healthcare Organizations	3 credits

Spring Semester

NS 601	Epidemiology and Biostatistics	3 credits
NS 615	Leadership & Interprofessional Collaboration	3 credits

Summer Term

NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 612	Research Translation for Clinical Practice	3 credits
NS 687	DNP Immersion*	1-5 credits

Second Year

Fall Semester

NS 614	Information Technology for Healthcare Improvement	3 credits
NS 687	DNP Immersion*	1-5 credits
NS 699	DNP Seminar†	1 credit

Spring Semester

NS 687	DNP Immersion*	1-5 credits
NS 699	DNP Seminar†	1 credit

Total Credits: 32-38

* A total of 1,000 practicum/immersion hours is required for the DNP with the exception of the Nurse Anesthesia program which requires a minimum of 1,200 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

† In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement.

Nurse Anesthesia Track

First Year

Summer Semester

NS 605	Advanced Healthcare Policy	3 credits
NS 670	Human Anatomy & Physiology for Nurse Anesthetists	3 credits
NSAN 673	Chemistry & Physics for Nurse Anesthetists	3 credits

Fall Semester

NS 604	Advanced Health Assessment	4 credits
NS 610	Advanced Nursing Roles & Reflective Practice	3 credits
NS 614	Information Technology for Healthcare Improvement	3 credits

Spring Semester

NS 601	Epidemiology and Biostatistics	3 credits
NS 608	Research Methods for Evidence-Based Practice	3 credits
NSAN 671	Pharmacologic Strategies in Anesthesia Practice	3 credits
NSAN 672	Basic Principles of Nurse Anesthesia Practice	3 credits

Second Year

Summer Semester

NS 611	Clinical Prevention & Strategies for Change	3 credits
NSAN 674	Advanced Principles of Nurse Anesthesia Practice	3 credits
NSAN 675	Clinical Orientation/Specialty Rotations	1 credit
NSAN 678	Regional Anesthesia & Pain Management in Clinical Practice	2 credits

Fall Semester

NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
NS 640	Advanced Physiology & Pathophysiology	3 credits
NS 687	DNP Immersion*	1 credit
NSAN 676	Clinical Practicum I	1 credit

Spring Semester

NS 612	Research Translation for Clinical Practice	3 credits
NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 687	DNP Immersion*	1 credit
NSAN 677	Clinical Practicum II	1 credit

Third Year

Summer Semester

NS 641	Advanced Pharmacology	3 credits
NS 687	DNP Immersion*	1 credit
NSAN 679	Clinical Correlation Conference I	1 credit
NSAN 680	Clinical Practicum III	2 credits

Fall Semester

NS 687	DNP Immersion*	2 credits
NS 699	DNP Seminar†	1 credit
NSAN 681	Clinical Correlation Conference II	1 credit
NSAN 682	Clinical Practicum IV	2 credits

Spring Semester

NS 687	DNP Immersion*	1 credit
NS 699	DNP Seminar†	1 credit
NSAN 683	Clinical Correlation Conference III	2 credits
NSAN 685	Clinical Practicum V	2 credits

Total Credits: 75

* A minimum of 1,200 practicum/immersion hours are required for the DNP.

† In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement.

Clinical Systems Leadership**First Year****Fall Semester (7 credits)**

NS 521	Nursing Leadership Roles for Systems Improvement	(4 credits)
NS 640	Advanced Physiology & Pathophysiology	(3 credits)

Spring Semester (7 credits)

NS 604	Advanced Health Assessment	(4 credits)
NS 641	Advanced Pharmacology	(3 credits)

Second Year**Fall Semester (6 credits)**

NS 608	Research Methods for Evidence-Based Practice	(3 credits)
NS 614	Information Technology for Healthcare Improvement	(3 credits)

Spring Semester (6 credits)

NS 601	Epidemiology and Biostatistics	(3 credits)
NS 605	Advanced Healthcare Policy	(3 credits)

Third Year**Fall Semester (7 credits)**

NS 523	Quality Outcomes Management I	(4 credits)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)

Spring Semester (5 credits)

NS 524	Quality Outcomes Management II	(5 credits)
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Total Credits: 38

Master's in Nursing Leadership

Integrated Healthcare Leadership

First Year

Fall Semester (7 credits)

NS 521	Nursing Leadership Roles for Systems Improvement	(4 credits)
NS 640	Advanced Physiology & Pathophysiology	(3 credits)

Spring Semester (7 credits)

NS 604	Advanced Health Assessment	(4 credits)
NS 641	Advanced Pharmacology	(3 credits)

Second Year

Fall Semester (6 credits)

NS 608	Research Methods for Evidence-Based Practice	(3 credits)
NS 614	Information Technology for Healthcare Improvement	(3 credits)

Spring Semester (6 credits)

NS 601	Epidemiology and Biostatistics	(3 credits)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)

Third Year

Fall Semester (6 credits)

NS 605	Advanced Healthcare Policy	(3 credits)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)

Spring Semester (6 credits)

	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)
NS 525	Master's Leadership Practicum	(3 credits)

Total Credits: 38

Family Nurse Practitioner Track

First Year

Fall Semester (7 credits)

NS 521	Nursing Leadership Roles for Systems Improvement	(4 credits)
NS 640	Advanced Physiology and Pathophysiology	(3 credits)

Spring Semester (7 credits)

NS 601	Epidemiology and Biostatistics	(3 credits)
NS 604	Advanced Health Assessment	(4 credits)

Summer Term (6 credits)

NS 614	Information Technology for Healthcare Improvement	(3 credits)
NS 641	Advanced Pharmacology	(3 credits)

Second Year

Fall Semester (6 credits)

NS 608	Research Methods for Evidence-Based Practice	(3 credits)
NS 642	Adult Health I	(3 credits)

Spring Semester (7 credits)

NS 605	Advanced Healthcare Policy	(3 credits)
NS 643	Adult Health II	(4 credits)

Summer Term (4 credits)

NS 644	Practicum in Adult Health I	(4 credits)
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Third Year

Fall Semester (7 credits)

NS 645	Care of Children & Families	(3 credits)
NS 646	Practicum in Care of Women, Children & Families	(4 credits)

Spring Semester (7 credits)

NS 647	Care of At-Risk Populations	(3 credits)
NS 648	Practicum in Care of At-Risk Populations	(4 credits)

Total Credits: 51

Psychiatric Nurse Practitioner Track

First Year

Fall Semester (7 credits)

NS 521 Nursing Leadership Roles for Systems Improvement (4 credits)

NS 640 Advanced Physiology and Pathophysiology (3 credits)

Spring Semester (6 credits)

NS 601 Epidemiology and Biostatistics (3 credits)

NS 608 Application of Nursing Research & Theory Methods to Practice (3 credits)

Summer Term (6 credits)

NS 605 Advanced Healthcare Policy (3 credits)

NS 614 Information Technology for Healthcare Improvement (3 credits)

Second Year

Fall Semester (7 credits)

NS 604 Advanced Health Assessment (4 credits)

NS 650 Psychopathology (3 credits)

Spring Semester (8 credits)

NS 641 Advanced Pharmacology [Prereq: NS 640] (3 credits)

CN 455 Group Work: Theories & Practices [Prereq: NS 650] (3 credits)

NS 665 Mental Health Nursing of Children & Adolescents (2 credits)

Summer Term (7 credits)

NS 652 Mental Health Nursing of Individuals Across the Lifespan (3 credits)

NS 666 Practicum I/II/III: PMHNP (4 credits)

Third Year

Fall Semester (6 credits)

NS 661 Mental Health Nursing of Groups & Families Across the Lifespan (2 credits)

NS 666 Practicum I/II/III: PMHNP (4 credits)

Spring Semester (6 credits)

NS 663 Primary Mental Health Nursing of At-Risk Populations Across the Lifespan (2 credits)

NS 666 Practicum I/II/III: PMHNP (4 credits)

Total Credits: 53

Graduate Course Descriptions

CN 455 Group Work: Theory and Practice

This course focuses on the broad methodology of group work and theories and tasks in interpersonal and multicultural contexts. Candidates observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the current theories and models. Understanding of group work with substance abusers will be explored. Prerequisite: NS 650. Three credits.

NS 521 Nursing Leadership Roles for Systems Improvement

This course provides evidence-based knowledge and skills to maximize the development of one's leadership role in evolving and challenging health-care systems. Discussion of advanced nursing roles will be explored as vital members of the interprofessional team. Discussion and clinical application will focus on supporting students to develop their ability to be collaborative, knowledge-based decision makers and facilitators in the context of systems analysis and improvement. The intent of this course is to explore the many facets of leadership and healthcare improvement, and to examine strategies that will develop nurse leaders to promote health, improve outcomes, and facilitate the design of high-performing systems that better serve patients, families, staff, and the organization. Students will develop proficiency in reflective practice, and evaluating and communicating data as a means to support systems improvement. (42 theory hours; 50 clinical hours) Four credits.

NS 523 Quality Outcomes Management I

Students in this course implement the interdisciplinary role of the Nurse Leader. Emphasis is placed on identifying patient outcomes and designing systems to effectively manage these outcomes. Under the mentorship of faculty and an agency preceptor, students implement clinical and teaching interventions to promote positive patient outcomes. Using leadership and management skills, students demonstrate clinical competence through implementation of various aspects of the nursing leadership role. Methods of evaluating patient outcomes are explored and implemented in clinical settings. Clinical conferences provide the framework for analyzing students' experiences in transitioning to the nursing leadership role. Prereq: NS 601 (28 theory hours; 100 clinical hours) Four credits.

NS 524 Quality Outcomes Management II

Students in this immersion experience implement the interdisciplinary role of the clinical nurse leader (CNL) to design systems for the effective management and evaluation of patient outcomes across the continuum of care. Under the mentorship of faculty and an agency preceptor, students complete, as their capstone project, an evidence-based organizational change that builds upon a clinical problem examined in previous courses. Projects integrate best practices, principles of effective leadership and negotiation skills, use of information systems to evaluate patient outcomes, and theories of organizational behavior in the design of their healthcare initiative. Clinical conferences provide a venue to analyze students' experiences in transitioning to the CNL role and to explore their role in creating the future of nursing. Prerequisite: NS 523. (250 clinical hours) Five credits.

NS 525 Master's Leadership Practicum

Students in this immersion experience develop an improvement plan which integrates best practices, principles of effective leadership, communication skills, and the use of information systems to evaluate outcomes. Students implement the plan with an interdisciplinary team creating partnerships and creative solutions related to the complexity of enacting organizational change. Under the mentorship of faculty and an agency-based preceptor, students complete their leadership project utilizing an evidence-based approach that builds upon the students' expertise and academic coursework. Clinical conferences provide a venue to analyze students' experiences in leading change. (150 clinical hours) Three credits

NS 598 Independent Study in Nursing

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Prerequisite: permission of the instructor and dean. One to five credits.

NS 601 Epidemiology and Biostatistics

This course presents epidemiologic principles and biostatistical methods for the presentation and analysis of health-related data. Data from a variety of sources will be used to draw inferences about the health status of populations. Biostatistical techniques are used to examine relationships among contributing factors for population health in order to plan and evaluate health services and programs. Epidemiological methods for conducting studies will be discussed in detail, with an emphasis on group and population methods. Ethical issues related to the application of biostatistics and data privacy, such as IRB requirements, genomics, population genetics, clinical trials, and public health epidemiological studies are addressed. (42 theory hours) Three credits.

NS 604 Advanced Health Assessment

This core course focuses on the holistic and comprehensive health assessment of individuals and families from diverse populations. Its purpose is to provide a foundation for primary prevention and health promotion through appropriate screening and risk assessment. The course also includes history-taking, advanced physical examination, and the introduction of laboratory assessment data. The course provides students with the opportunity to develop the comprehensive assessment skills required for advanced nursing practice and advanced education generalist roles. Case analysis is used to integrate critical thinking and develop differential diagnosis and treatment plans for clients across environments of care. All students participate in a 1-credit nursing lab, which provides an opportunity to develop comprehensive health assessment skills at an advanced level. Lab fee: TBD - approx. \$200. (Prerequisite: demonstrated competency in basic health assessment prior to registration.) (28 theory hours and 56 lab hours) Four credits.

NS 605 Advanced Healthcare Policy

This course focuses on the analysis of healthcare policy principles that impact practice-level and system-wide practice initiatives influencing quality of care delivery. Principles of healthcare financing and its impact on healthcare policy development across all stakeholders are evaluated. Students gain skills in participating in institutional, local, state, federal, and international health policy, influencing policy makers involved in healthcare. Current health policy is analyzed and new proposals debated on issues ranging from access for the uninsured to palliative care, mental health parity to long-term care reimbursement, and pay for performance to entry level education for health professionals. Analysis and debate considers differences in nations and cultures. (42 theory hours) Three credits.

NS 608 Research Methods for Evidence-Based Practice

This course prepares the graduate nursing student to identify practice problems and critique current research for relevance and application to practice. An overview of theory is presented as a vehicle for understanding nursing research. Evidence-based models and basic concepts of qualitative and quantitative research methods will be examined in order to plan and evaluate a practice change. Using an evidence-based approach, students identify a clinical problem to address a specific population or setting, and develop a proposal for implementation. Students use reflection in the evaluation of nursing knowledge. (42 theory hours) Three credits.

NS 609 Role Reflective Practice for MSN-DNP Students

This online module course introduces reflective practice and portfolio development for the doctoral of nursing practice student. The methods, processes, applications, benefits, and limitations of reflection and reflective practice are examined. Advanced practice roles of expert clinician, collaborator, educator, teacher, consultant, advocate, researcher and manager are addressed through exemplars of reflective praxis. Communication, self awareness, and partnership are promoted as integral to reflective advanced nursing practice. Students gain experience in the use of an electronic portfolio in order to track ongoing doctoral competencies throughout the program. (14 theory hours) One credit.

NS 610 Advanced Nursing Roles and Reflective Practice

This course examines advanced nursing roles within a reflective practice model. The methods, processes, applications, benefits, and limitations of reflection and reflective practice are discussed. Advanced nursing roles of expert clinician, collaborator, educator, teacher, consultant, advocate, researcher, and manager are addressed as exemplars of reflective praxis. An overview of the history of advanced nursing practice and reflective practice are discussed. In addition, practice issues are addressed including: the impaired professional, credentialing, regulation, legal, ethical, and cultural considerations. Communication, self-awareness, and partnership are promoted as integral to reflective advanced nursing practice. (42 theory hours) Three credits.

NS 611 Clinical Prevention & Strategies for Change

This course presents models of health promotion and illness prevention that synthesize psychological, biophysical, cultural, and social dimensions in order to develop, implement, and evaluate prevention interventions for at-risk individuals and populations. A patient-as-partner approach is used, along with a community partnership approach to care coordination. Students examine factors that impact self-care and wellness throughout the life span. Advanced practice interventions, based on behavioral theories as well as neuroscience, research, evidence-based practice, and federal guidelines, are examined to identify barriers to adherence, assist in modification of lifestyle and related behaviors, enhance resiliency, and increase well-being and optimal functioning at the individual level. Social determinants of health, current Healthy People 2010, and the developing Healthy People 2020 documents are examined as a basis for moving beyond individual interventions to institutional, local, state, and national change to support individual health promotion activities. Evaluation methods appropriate for the strategies identified are applied within a service learning component of the course. (42 theory hours) Three credits.

NS 612 Research Translation for Clinical Practice

This course focuses on the critical analysis, synthesis and application of qualitative and quantitative research methods for improvement of outcome indicators at the individual, family, system, and population levels. Emphasis will be placed on current paradigms of scholarship, including Boyer's Model of Scholarly Nursing and the philosophy of reflective practice, bridging the gap between research and practice, evaluation of research findings for the application in evidence-based practice and analytical approaches to research translation including interdisciplinary models. The utilization of databases and information technology for generation and evaluation of research will be examined, and ethical and legal considerations will be addressed as they relate to the utilization of healthcare research. Students will develop a Practice Dissertation proposal based upon a previously identified practice problem within their area of specialization that will form the basis of their practice dissertation. Prerequisite: NS 608 (42 theory hours) Three credits.

NS 613 Finance & Quality Management in Healthcare Organizations

This course focuses on finance and quality management in complex healthcare systems. Students develop the ability to make sound decisions and be change agents through the use of interprofessional collaboration and nursing consultation. As a member and leader of interdisciplinary teams, safe, reliable, and cost-effective care for individuals, cohorts and communities is designed and evaluated for best practices. Principles of business, finance, risk management, and economics are examined in order to analyze, develop and implement practice-level and system-wide practice initiatives. Leadership and the process of healthcare delivery from a systems perspective emphasize continuous process improvement to achieve quality outcomes. Effective strategies are evaluated for managing the ethical dilemmas inherent in patient care and healthcare organizations. (42 theory hours) Three credits.

NS 614 Information Technology for Healthcare Improvement

This course focuses on the evaluation and utilization of information systems and technology in order to support and improve patient care and health-care systems, provide leadership within healthcare systems and/or academic settings, and impact quality improvement initiatives with emphasis on the macro and meso system levels. Discussion focuses on the design, selection and utilization of information systems as a means to evaluate programs of care, outcomes of care, and care systems. In addition, students will evaluate the use of information systems and technology resources to implement quality improvement initiatives, support practice and administrative decision-making, and apply budgetary and productivity tools to support and improve patient outcomes. Discussion of the legal, ethical and cultural issues as they relate to the use of information technology for improvement of healthcare will be woven throughout the course. (42 theory hours) Three credits.

NS 615 Leadership & Interprofessional Collaboration

The intent of this course is to facilitate the development of collaborative and leadership skills for nurses to lead and improve outcomes and facilitate the design of high performing clinical settings. Theories of leadership, management, and organizational behavior such as vision, motivation, group dynamics, interpersonal relations, negotiation, organizational politics, career development, job design, communication, conflict management, and consultative processes are applied to healthcare settings. Emphasis is on collaboration with interprofessional teams to improve outcomes for patients, families, staff, and healthcare systems. (42 theory hours) Three credits.

NS 640 Advanced Physiology & Pathophysiology

The course focuses on the physiological processes central to biophysical and psychopathologic alterations of function across the lifespan. Analysis of physiologic responses and implications of the genome model to illness are included. Interpretation of laboratory data for patient management of acute and chronic disease is discussed. Students analyze case studies of hospitalized and primary care patient scenarios. (42 theory hours) Three credits.

NS 641 Advanced Pharmacology

This course focuses on the pharmacotherapeutic principles of drugs most commonly prescribed by advanced practice nurses and evaluated by advanced education nurses. Emphasis is placed on the process of selecting appropriate agents for the patient's genetic profile, and monitoring adverse drug reactions or interactions with prescription, over-the-counter and alternative therapies. The role of the advanced practice nurse and advanced education nurse in educating and counseling patients across the life span with regard to medication use and the unique affect on individuals is discussed. This course is designed to meet the pharmacology requirement for APRN licensure in Connecticut. Prerequisite: NS 640. (42 theory hours) Three credits.

NS 642 Adult Health I

This course focuses on the primary healthcare of the adolescent, adult, and older adult, particularly regarding the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems commonly encountered by the advanced practice nurse. Management of both the physical and behavioral mental health issues common to adult acute and chronic health problems is included. The identification and clinical management of abnormal findings generated from age-appropriate screenings, genetic history, and cultural assessments are addressed. Case studies depicting problems encountered from adolescence through older adulthood are discussed. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and nonpharmacological and pharmacological approaches to the management of problems in interprofessional teams, as well as target goal evaluation. Nationally accepted evidence-based practice guidelines for frequent ICD code diagnoses and review of treatment costs are analyzed. Prerequisites: NS 601, NS 604, NS 608, NS 640, NS 641; (42 theory hours) Three credits.

NS 643 Adult Health II

This course focuses on the primary healthcare of the adolescent, adult, and older adult, particularly regarding the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems commonly encountered by the advanced practice nurse. Management of both the physical and behavioral mental health issues common to adult acute and chronic health problems is included. The identification and clinical management of abnormal findings generated from age-appropriate screenings and cultural assessments are addressed. Case studies depicting problems encountered from adolescence through older adulthood are discussed. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and nonpharmacological and pharmacological approaches to the management of problems in interprofessional teams, as well as target goal evaluation. Nationally accepted evidence-based practice guidelines for frequent ICD code diagnoses and review of treatment costs are analyzed. Prerequisite: NS 642. (56 theory hours) Four credits.

NS 644 Practicum in Adult Health I

Students apply theoretical learning about genetic implications, exacerbations, complications, and remissions of acute and chronic illnesses in the primary care of adults from adolescence through older adulthood in various care environments. Under the supervision of a nurse practitioner, physician assistant or physician, students provide care to adult patients from diverse populations. Clinical conferences provide an opportunity for discussion and sharing of patient issues encountered in the practicum as they relate to the diagnosis, treatment, management, evaluation and prevention of illness, ethical and cost implications, risk assessment, and health promotion. Reflective practice techniques are used to document selective patient encounters. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and analyzed in the clinical conference. Prerequisite: NS 643. (200 clinical hours) Four credits.

NS 645 Care of Children and Families

The assessment, diagnosis, treatment, management, and evaluation of risk factors and health problems of children, adolescents and families across environments of care are addressed. Consideration is given to the unique needs of culturally diverse patients, as well as the management of both physical and behavioral mental health manifestations commonly associated with acute and chronic health problems in primary care. The identification and clinical management of abnormal findings generated from age-appropriate assessments are a focus within this course. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and approaches to the interprofessional health management. Nationally accepted evidence-based practice guidelines are followed. Family theory is studied along with the impact of illness and violence on the family. Prerequisite: NS 643; Co-Requisite: NS 646. 42 theory hours. Three credits.

NS 646 Practicum in Care of Women, Children, and Families

Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in caring for families from diverse backgrounds in varied care environments under the supervision of a nurse practitioner, physician assistant, nurse midwife, or physician. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, management, and prevention of illness within the interprofessional team. Ethical and cost implications of selected interventions, as well as health promoting strategies, are examined for the child, adolescent, woman, and family. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and integrated in the clinical practicum and conference. Prerequisite: NS 644; Co-Requisite: NS 645. (200 clinical hours) Four credits.

NS 647 Care of At-Risk Populations

This course focuses on the complex management of health primary care problems experienced by individuals across the lifespan. Risk factors including infectious disease, inflammatory state, immunological deficiency, obesity, age, genetic predisposition, psychosocial status, and behavioral health problems and how they influence the management of an individual's health status are studied. The impact of issues such as mistreatment, abuse, homelessness, incarceration, and end-of-life concerns on healthcare needs are also examined. Students explore issues of healthcare delivery across environments of care as they integrate all aspects of the advanced practice nurse role including interprofessional collaboration. Reflective practice techniques are used to document selective patient encounters. A culminating project, selected by faculty and student, involving synthesis and use of knowledge from previous coursework and practica experiences is required. Prerequisite: NS 644, NS 645; Co-Requisite: NS 648. (42 theory hours) Three credits.

NS 648 Practicum in Care of At-Risk Populations

Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in the care of patients across the lifespan with multiple risk factors. Students gain knowledge in caring for patients experiencing or anticipating potential health crises collaboratively with the interprofessional health care team. Clinical conferences provide an opportunity for discussion of the impact of how varying factors such as obesity, culture, presence of behavioral disease, immunological status, presence of infectious disease, psychosocial status, and genetic predisposition relate to the diagnosis, treatment, management, evaluation, and prevention of illness. Strategies for using ethical guidelines, risk management, and health promotion in a cost-effective fashion with these individuals is stressed. Students maximize their leadership ability by delivering healthcare creatively to patients in clinics, private practices, urgent care centers, Emergency Departments, long term care facilities, prisons, college and school based clinics. Prerequisite: NS 646; Pre-/Co-Requisite: NS 647. (200 clinical hours) Four credits.

NS 650 Psychopathology

This course examines theories of personality and development with an aim to understand what motivates human behavior. The neurophysiology of psychopathology is examined within a trauma-informed explanatory model. Approaches examined include attachment, relational, psychodynamic, social, and self-psychology theories. These models are discussed as they pertain to various diagnostic categories and cultural groups with an emphasis on reflective analysis and application to practice. Case studies and reflective application papers are used to illustrate integration and synthesis of knowledge. (42 theory hours) Three credits.

NS 652 Mental Health Nursing of Individuals Across the Lifespan

This course provides with an overview of individual psychotherapeutic treatment across the lifespan using a neuroscience relationship-based framework for practice. Emphasis is on the development of empathy and therapeutic relationship through partnership, recovery oriented principles, and integration of reflective practice. Evidence-based techniques appropriate are discussed which include short-term psychodynamic, cognitive-behavioral, EMDR, and motivational interviewing. Ethical, legal, age and ethno-cultural considerations are discussed as they relate to the treatment of individuals with psychiatric disorders and mental health problems. Prerequisites: NS 601, NS 604, NS 608, NS 610, NS 640, NS 641, NS 650, CN 455; Co-Requisite: NS 660. (42 theory hours) Three credits.

NS 661 Mental Health Nursing of Groups and Families Across the Lifespan

This course explores evidence-based data in relation to group and family therapy across the lifespan for the psychiatric-mental health nurse practitioner. Students examine major concepts of group development, dynamics, and leadership techniques, appropriate for different age groups, as well as traditional and emerging family intervention models that address mental health issues across the family life cycle. Videotape, experiential, and reflective exercises are used to enhance learning. Ethical, spiritual and ethno-cultural considerations are addressed along with the role of the advanced practice nurse in interprofessional practice. Prerequisite: NS 652, CN 455; Co-Requisite: NS 666. (28 theory hours) Two credits.

NS 663 Primary Mental Health Nursing Across the Lifespan

This course is designed to develop increasing independence and clinical judgment in primary mental health nursing with an emphasis on interprofessional collaboration. Students complete the NEI Master Psychopharmacology Program. Building on knowledge from preceding coursework, students apply theories, multifaceted treatment modalities, cultural and spiritual considerations in the management of complex and/or chronically ill vulnerable populations across the lifespan. Evidence-based research and practice guidelines are incorporated into comprehensive plans of care for complex diverse populations with psychiatric diagnoses and mental health problems. Prerequisite: NS 661; Co-Requisite: NS 666. (42 theory hours) Three credits.

NS 665 Mental Health Nursing of Children and Adolescents

This course focuses on the assessment, diagnosis, treatment, management and evaluation of risk factors and mental health problems of infants, children and adolescents across systems of care. Building on knowledge from preceding coursework, students apply developmental, family, interpersonal, attachment, and neurobiological theories and research, multifaceted treatment modalities, cultural and spiritual considerations in the management of behavioral health problems of infants, children and adolescents. (28 theory hours) Two credits

NS 666 Practicum I/II/III: PMHNP

Practica experiences give students the opportunity to integrate primary mental health skills and meet the competencies required by the PMHNP Program. Focus is on the continuous and comprehensive care necessary for the promotion of optimal mental health, prevention, and treatment of mental health problems and psychiatric disorders. Practica experiences are designed to synthesize reflective practice skills as an advanced practice psychiatric nurse. Clinical sites may include a wide range of settings, such as outpatient clinics, shelters, prisons, inpatient settings, long-term care, and home health care. Supervision is provided by the preceptors in the clinical agency. Group supervision on campus facilitates the consolidation of critical reflection and clinical judgment.

All of the following objectives must be met in order to graduate

and many will be met many times throughout the practica. A minimum of 16-17 different objectives are documented as met in each practicum depending on the clinical site and illustrated through the Clinical Case Narrative Assignment (described below). More than one Clinical Case Narrative may be needed in order to demonstrate that a minimum of 16 objectives are met for that practicum. (200 clinical hours) Four credits.

NS 687 DNP Immersion

DNP graduates are healthcare leaders who will care for a cohort of patients within their specialty, while using a cross-population perspective to assess, manage and evaluate common problems. The immersion experience prepares the graduate in the design, delivery, and evaluation of evidenced-based care incorporating advanced practice nursing competencies. In addition, students will provide leadership in promoting evidenced-based practice in the advanced practice specialty while functioning as a practice specialist/consultant in the resolution of clinical problems. The DNP immersion experience requires a minimum of 1,000 practicum hours, post-baccalaureate, and incorporates completion of a clinical portfolio at the end of the program. (50 to 250 clinical hours) One to five credits.

NS 699 DNP Seminar

The DNP seminar is designed to provide students with the opportunity to synthesize knowledge as they transition to advanced practice nursing at the doctoral level. The seminar reflects integration of all course work and experiential learning in order to demonstrate the students' integration and utilization of evidence based-practice, finance, management, quality improvement, informatics, leadership, ethics, and reflective practice in the management of individual patients, populations and health care systems. Students will be given an opportunity to conduct workshops and give case presentations developed during immersion experiences, present manuscripts and/or practice guidelines, and participate in the peer review process to demonstrate expertise and decision making skills in their individual area of specialization. One credit.

NS 698 DNP Independent Study in Nursing

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Prerequisite: Permission of the instructor, DNP Program Director and/or dean. One to three credits.

Nurse Anesthesia Track Courses

NS 670 Human Anatomy & Physiology for Nurse Anesthetists

This course presents an in-depth study of human anatomy and advanced physiologic principles as they relate to nurse anesthesia practice. An overview of cellular physiology and function is presented. Special attention is placed on the cardiovascular, respiratory and renal systems, as well as the normal neuroendocrine response to stress. Tests of respiratory and cardiovascular function are reviewed and their analysis discussed. Three credits.

NSAN 671 Pharmacologic Strategies in Anesthesia Practice

This course presents a comprehensive study of the pharmacokinetics, pharmacodynamics and pharmacogenetics of drugs utilized in anesthesia practice. Students will focus upon the mechanisms of action of inhalational anesthetics, intravenous anesthetics, and neuromuscular blocking agents. Special attention will be placed upon the comparative pharmacology of all anesthetic agents as well as their effects on all organ systems. Emphasis will be placed on the practical applications of the anesthetic agents through case presentations and group discussion. Three credits.

NSAN 672 Basic Principles of Nurse Anesthesia Practice

This course provides an introduction to the fundamentals of anesthesia management utilizing currently accepted best practices and standards of care across the life span. Emphasis is placed on pre-anesthesia assessment, patient monitoring, perioperative management, and collaboration as a member of the anesthesia care team. Students learn basic airway management fundamentals, basic fluid and blood replacement calculations, and basic regional anesthesia techniques. Students also master the anesthesia machine and anesthesia breathing systems. Hands-on workshops are utilized to complement lecture and enhance student learning. Three credits.

NSAN 673 Chemistry & Physics for Nurse Anesthetists

This course provides a detailed discussion of basic organic, inorganic and biochemical principles, and basic physical principles as they related to nurse anesthesia practice. Emphasis is placed upon the behavior of gases and the gas laws, principles of diffusion, gas flow and resistance, acid-base balance, and the biochemical processes necessary for basic cellular function. In addition, the basic physical principles of work, energy, light, electricity and radiation are discussed with a focus on operating room safety and the use of biomedical equipment. Group discussion is utilized to facilitate the application of these principles to the clinical setting. Three credits.

NSAN 674 Advanced Principles of Nurse Anesthesia Practice

This course provides an in-depth presentation of the various specialties within clinical anesthesia practice as well as the management of patients with significant comorbidities. Focus is placed on the practical clinical considerations involved in administering anesthesia and providing appropriate patient monitoring in specialty anesthesia practice for thoracic, cardiac, neurosurgical, obstetrical and pediatric procedures. The important pathophysiology of specialty clinical case types will be presented. Current best practices within an anesthesia subspecialty will be addressed as it relates to clinical case management. Students apply current best practices in the development of disease specific anesthetic plans of care. Three credits.

NSAN 675 Clinical Orientation/Specialty Rotations

Clinical orientation is designed to introduce the student to the hands-on basics of nurse anesthesia practice. Emphasis will be placed on anesthesia equipment setup drug preparation, basic airway management skills and basic regional anesthesia skills. In addition, students will begin the process of developing patient specific anesthesia care plans on simulated patients utilizing current best practices. Students also take part in an orientation to the PACU, anesthesia pain service, anesthesia preoperative holding area, preoperative testing and respiratory therapy service. These rotations introduce the student to the adjunct hospital services necessary for the care of the patient during the perioperative period. Current standards of care and codes of ethical practice will also be explored. One credit.

NSAN 676 Clinical Practicum I

Clinical Practicum I is designed for the novice practitioner to integrate academic knowledge with basic practical application. Emphasis will be placed on basic airway management, function and usage of anesthesia equipment; pre-operative assessment and evaluation, intra-operative management and post-anesthesia management for healthy ASA class I and class II patients. The student works side by side with a certified anesthesia provider at all times. One credit.

NSAN 677 Clinical Practicum II

This clinical practicum provides experience for the beginning intermediate student practitioner who has demonstrated successful completion of clinical practicum I. Clinical practicum II deals with the incorporation and integration of knowledge, skills and objectives for a more comprehensive and complex range of patients and surgeries. Emphasis is placed on the development of independent critical decision making skills as the students begins to gain independence in practice. One credit.

NSAN 678 Regional Anesthesia and Pain Management in Clinical Practice

This course presents a comprehensive study of the regional anesthesia techniques currently utilized in clinical practice. Basic principles of neuroscience, pharmacology of local anesthetics and ultrasound technology will be applied. Emphasis will be put on the appropriate selection and application of regional techniques to achieve optimal anesthesia and analgesia for surgery and pain management. Teaching methods will include lecture, demonstration and hands-on regional workshops. Two credits.

NSAN 679 Clinical Correlation Conference I

The course provides students with the opportunity to integrate knowledge necessary for professional nurse anesthesia practice utilizing comprehensive case presentations, which integrate and discuss current anesthesia topics, equipment, techniques and practices involved in current anesthesia case management. Ethical considerations as they apply to specific case management will be discussed. Students will be required to present cases for review. An emphasis will be placed on the anesthetic management for pediatric & obstetrical procedures. One credit.

NSAN 680 Clinical Practicum III

This course provides experience for the intermediate student practitioner in order to incorporate and integrate advanced academic knowledge, clinical skills and critical decision making for a more comprehensive range of patients. At the completion of Clinical Practicum III the student will demonstrate the ability to manage the anesthesia care of the ASA class I-V and IE-VE with supervision. Student independence is encouraged as the intermediate anesthesia provider works alone with attending physicians for healthy uncomplicated procedures and supervised for more complex cases. Two credits.

NSAN 681 Clinical Correlation Conference II

The course provides students with the opportunity to integrate knowledge necessary for professional nurse anesthesia practice utilizing comprehensive case presentations, which integrate and discuss current anesthesia topics, equipment, techniques and practices involved in current anesthesia case management. Ethical considerations as they apply to specific case management will be discussed. Students will be required to present cases for review. An emphasis will be placed on the anesthetic management for cardiovascular and thoracic procedures. One credit.

NSAN 682 Clinical Practicum IV

This clinical practicum is designed to allow the advanced student practitioner to integrate all previously attained knowledge and clinical skills into anesthesia practice for all elective and emergency ASA class I-V patients. At the completion of Clinical Practicum IV the Advanced Student Practitioner will be able to formulate, implement and evaluate a plan for perioperative anesthesia care for adult and pediatric ASA I-V patients and ASA IE-VE patients with supervision, demonstrate critical thinking skills in a diverse range of clinical situations, including off-site anesthesia locations and as a member of the "code team", work in a collaborative effort with other members of the anesthesia and surgical care teams, exhibit ethical and professional behavior in anesthesia practice and function as a patient advocate. Two credits.

NSAN 683 Clinical Correlation Conference III

The course is the final in a series of three clinical correlation conferences that provides students with the opportunity to integrate knowledge necessary for professional nurse anesthesia practice utilizing comprehensive case presentations, which integrate and discuss current anesthesia topics, equipment, techniques and practices involved in current anesthesia case management. Ethical considerations as they apply to specific case management will be discussed. This review will utilize a combination of didactic lectures, exams, case presentations and seminar discussions. An emphasis will be placed on neuroanesthesia and the anesthetic management for major coexisting disease in preparation for the national certification exam. Two credits.

NSAN 685 Clinical Practicum V

This final clinical practicum is designed to allow the Complex Practitioner to demonstrate the integration of all previous knowledge, skills and objectives, for the anesthetic management of all ASA I- V and ASA IE-IVE patients. At the completion of Clinical Practicum V the student will be able to function as an independent practitioner and will have met all of the requirements in order to sit for the national certification examination. The complex practitioner will be able to formulate, implement and evaluate a plan for perioperative anesthesia care for adult and pediatric ASA I-V and ASA IE-VE patients, demonstrate critical thinking skills in all clinical situations and patient care venues, work in a collaborative effort with other members of the anesthesia and surgical care team, function as a team leader and collaborative member in cardiopulmonary resuscitation, and exhibit ethical and professional behavior in anesthesia practice. Two credits.

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