GW SCHOOL OF NURSING

Dean: Susan Kelly-Weeder
Associate Deans for Programs: Crystel Farina, Cameron Hogg

Established in 2010, the George Washington University School of Nursing (GW Nursing) has a proven record of innovation, entrepreneurship, and leadership. GW Nursing educates and inspires nurses to provide high-quality, compassionate, person-centered health care. It develops leaders who actively engage in health promotion, patient advocacy, and healthcare innovation, and prepares nurse educators to pursue quality and advance the profession.

GW Nursing programs include the bachelor of science in nursing (BSN), master of science in nursing (MSN), doctor of nursing practice (DNP), doctor of philosophy in the field of nursing (PhD), and post-master's and graduate certificates. These programs emphasize the integration of nursing practice, research, and policy with a strong focus on solving practical problems. This approach promotes strong nursing practice and leadership skills in GW Nursing graduates.

Vision

Compelled by the belief that all people deserve equitable and quality health care, the GW Nursing community aspires to be trusted advocates for the advancement of societal well-being in the clinic, community, and statehouse.

Mission

Prepare nurse leaders, providers, and scholars to improve the health of all people by leveraging our presence in the nation's capital.

Diversity Statement

We cultivate excellence in teaching, learning, research, and service through equal access to resources, opportunities, and advancement for all members of our community. We foster a culture in which we acknowledge, discuss, and address privilege to increase success among marginalized people. Our community commits to engaging in the dynamic process of promoting equity and social justice.

Values

GW Nursing supports and upholds the University's values, which guide our students, faculty, and staff to strengthen and improve our community. These values include:

- Integrity. We are honest and fair in our words and actions
- Collaboration. We achieve more by engaging others in shared processes and decision-making.
- Respect. We value people as individuals and treat them with fairness, compassion, and care.
- Excellence. We achieve distinction through knowledge and innovation.
- Openness. We are accessible, receptive, and share information freely.
- Diversity. We value and include people from different cultures, backgrounds, and perspectives in the pursuit of our common goals.
- Courage. We encourage risk-taking, learning from failure, and perseverance in our pursuit of excellence.

Accreditation

The George Washington University is accredited by its regional accrediting agency, the Middle States Association of Colleges and Schools. The BSN, MSN, DNP, and post-master's advanced practice registered nurse certificate programs are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE). The BSN program is approved by the Virginia Board of Nursing (https://www.dhp.virginia.gov/Boards/Nursing/) and the MSN, DNP, and post-master's advanced practice registered nurse certificate programs are approved by the District of Columbia Board of Nursing (https://dchealth.dc.gov/bon).

REGULATIONS

Regulations

Admission (https://bulletin.gwu.edu/nursing/#Admission)

- Conditional Admission (https://bulletin.gwu.edu/nursing/#Conditional_Admission)
- Advance Tuition Deposit (https://bulletin.gwu.edu/nursing/#Advance_Tuition_Deposit)
- International Applicants (https://bulletin.gwu.edu/nursing/#International_Applicants)
- Readmission (https://bulletin.gwu.edu/nursing/#Readmission)
- Change of Specialty (https://bulletin.gwu.edu/nursing/#Change_Specialty)
- Transfer Credit (https://bulletin.gwu.edu/nursing/#Transfer_Credit)

Student Progression (https://bulletin.gwu.edu/nursing/#Student_Progression)

- Course Withdrawal (https://bulletin.gwu.edu/nursing/#Course_Withdrawal)
- Continuous Enrollment Status (https://bulletin.gwu.edu/nursing/#Continuous_Enrollment_Status)
- Leave of Absence (https://bulletin.gwu.edu/nursing/#Leave_Absence)

Financial Regulations (https://bulletin.gwu.edu/nursing/#Financial_Regulations)

- Financial Aid (https://bulletin.gwu.edu/nursing/#Financial_Aid)

Health and Safety (https://bulletin.gwu.edu/nursing/#Health_Safety)

- Health and Accident Insurance (https://bulletin.gwu.edu/nursing/#Health_Accident_Insurance)

- Verification of Health Status (https://bulletin.gwu.edu/nursing/#Verification_Health_Status)
- Compliance with HIPAA and OSHA Guidelines (https://bulletin.gwu.edu/nursing/#Compliance_HIPAA_OSHA)
- Immunization Requirements (https://bulletin.gwu.edu/nursing/#Immunization_Requirements)

Academic Regulations (https://bulletin.gwu.edu/nursing/#Academic_Regulations)

- Accommodations for Disability (https://bulletin.gwu.edu/nursing/#Accomodations_Disability)
- Technical and Academic Standards for Nursing Students (https://bulletin.gwu.edu/nursing/#Technical_Academic_Standards_Nursing_Students)
- Academic Standing Requirements (https://bulletin.gwu.edu/nursing/#Academic_Standing_Requirements)
- Time to Program Completion (https://bulletin.gwu.edu/nursing/#Time_Program_Completion)
- Academic Probation (https://bulletin.gwu.edu/nursing/#Academic_Probation)
- Academic Dismissal (https://bulletin.gwu.edu/nursing/#Academic_Dismissal)
- Procedures for the Evaluation of Professional Comportment (https://bulletin.gwu.edu/nursing/#Procedures_Evaluation_Professional_Comportment)
- Evaluation of Academic Performance (https://bulletin.gwu.edu/nursing/#Evaluation_Academic_Performance)
- Appeal Process for Cases of Alleged Arbitrary or Capricious Academic Evaluation (https://bulletin.gwu.edu/nursing/#Appeal_Procedures_Cases_Alleged_Improper_Academic_Evaluation)
- Two Attempts to Successfully Pass a Course (https://bulletin.gwu.edu/nursing/#Two_Attempts_Successfully_Pass_Course)
- Audit (https://bulletin.gwu.edu/nursing/#Audit)
- Course Waiver (https://bulletin.gwu.edu/nursing/#Course_Waiver)
- Changes in Course Enrollment (https://bulletin.gwu.edu/nursing/#Changes_Course_Enrollment)
- Undergraduate Cumulative GPA (https://bulletin.gwu.edu/nursing/#Undergraduate Cumulative GPA)
- Required GPA for Graduation (https://bulletin.gwu.edu/nursing/#Required_GPA_Graduation)

Formal Complaints (https://bulletin.gwu.edu/nursing/#Formal_Complaints)

- Non-Academic Complaints (https://bulletin.gwu.edu/nursing/#Nonacademic_Complaint)
- Academic Complaints (https://bulletin.gwu.edu/nursing/#Academic_Complaint)

Admission

Detailed application information is available on the school website at nursing.gwu.edu (https://nursing.gwu.edu/). Applicants should refer to the individual program descriptions for details on prerequisites and supporting documentation, which varies by program. It is the responsibility of applicants to ensure that all required application materials are submitted by the designated deadlines. Unofficial transcripts must be submitted from each academic institution attended, regardless of whether credit was earned. Official copies of all transcripts are required upon matriculation. All records become the property of GW Nursing and are not returned. In addition, admitted applicants might need to submit information from a criminal background check, drug screen, physical examination and evidence of required immunizations and health insurance coverage depending on the program option.

Conditional Admission

Admission with conditions can be offered at the discretion of the admissions committee and the program dean. The terms of admission are outlined in the letter of admission from GW Nursing. Students enrolled in clinical-based programs must complete a criminal background check and drug screen prior to enrollment in a clinical course. Criminal background checks and drug screens are conducted through GW Nursing preferred third-party vendor.

International Applicants

Applicants whose native language is not English or who are not citizens of countries where English is an official language must submit test scores from either Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) Academic Test or Duolingo English Test. The following are the minimum scores for admission consideration:

- TOEFL: 600 or higher on paper-based; 100 or higher on Internet-based.
- IELTS Academic Test: An overall band score of 7.0; individual band score 6.0 or higher.
- Duolingo English Test: 115 or higher

The language test requirement can be waived for applicants who hold a degree from an accredited college or university located in a country in which English is the official language and also the language of instruction at the institution.

Readmission

Students who were previously registered at GW Nursing and wish to resume studies after discontinuing enrollment for one or more semesters must complete an Application for Readmission (https://gwu.tfaforms.net/218297). Applications are accepted at any time as long as they adhere to the deadlines for each semester: fall semester—June 1, spring semester—December 1, and summer semester—April 1. Students seeking readmission must be in good academic standing. The associate dean for program will make the decision on admission and on the Program of Study (POS) to be followed, either as the previous program of study or a new one if applicable. An interview might be required for readmission and readmission is not guaranteed.

Change of Specialty
A change of specialty request is treated like a new application for admission. The student must complete the same application process and meet the same deadlines as other prospective students. Requests are considered during the normal admission cycle and occur only during the specialties' regular admission term. There can be circumstances when the program director can make an exception to the timeline, in consultation with the program dean. All deadlines for program- or track-specific clinical placement deadlines apply. Students already enrolled at GW Nursing do not receive preferential treatment in the selection process; their applications are considered along with all other applicants.

Transfer Credit
UNDERGRADUATE STUDENTS
Advanced standing can be awarded for appropriate non-nursing coursework completed at other accredited institutions, provided minimum grade requirements have been met. The minimum acceptable grade is *C* for coursework to be applied toward an undergraduate degree. GW Nursing reserves the right to determine course equivalency and degree applicability. Students awarded advanced standing might need to take additional courses to satisfy credit requirements for degree conferral. Accelerated BSN students cannot transfer any nursing course to GW Nursing. Applicants or admitted students are counseled by the associate dean for the program and/or student affairs staff that nursing courses completed at other academic institutions are not eligible for transfer into their GW Nursing program of study.

GRADUATE STUDENTS
Up to 6 credits of coursework can be accepted as transfer credit for graduate students, provided the coursework was completed within the past five years at an accredited college or university with a minimum grade of *B*. Additional transfer credit can be approved upon petition to the associate dean for the program. GW Nursing reserves the right to determine course equivalency and degree applicability. Up to 9 graduate credits taken in the GW Nursing BSN program can be applied to the MSN/DNP programs. Direct-Entry MSN students cannot transfer any nursing course to GW Nursing

Student Progression

Course Withdrawal
After the fourth week of classes, a dropped course is considered a withdrawal and a notation of *W* will appear on the transcript. Students can withdraw three weeks prior to the last day of the course. Course start date and end dates can be found on the Schedule of Classes (https://my.gwu.edu/mod/pws/).

Continuous Enrollment Status
Once entered in a degree program, a student is required to be continuously enrolled and actively engaged in fulfilling the requirements for the degree each semester of the academic year (including fall, spring, and summer), until such time as the degree is conferred. A student is considered to be continuously enrolled when registered for courses through GW or when registered for continuous enrollment and engaged in and appropriately registered for activities such as the following, with the prior approval of the school: completion of outstanding work in courses in which a grade of Incomplete or In Progress was received. This status is generally limited to one year. Should the student break continuous enrollment at the University and not request and be granted a leave of absence (see below), they must apply for readmission and, if granted, be subject to the requirements and regulations then in force. We encourage all students who have questions about maintaining continuous enrollment status in a given semester to reach out to the advising team at nursing@gwu.edu.

Leave of Absence
A leave of absence (LOA) is a temporary period of non-attendance available to continuing students. A student who must interrupt active pursuit of the degree can petition the vice dean, through the associate dean of the respective program, for an LOA for a specified period of time, limited to a maximum of one calendar year. The LOA must be requested and approved by submitting the Request for Policy Exception form (https://nursing.gwu.edu/forms) along with the Leave of Absence/Continuous Enrollment Registration form (https://registrar.gwu.edu/forms) to the associate dean of the respective program before the first day of the term in which the leave of absence is to be taken, and the date of return from the leave of absence must also be recorded on the Request for Policy Exception form. The period of time designated as an LOA does not count toward the time of completion of the respective program. If the request is approved, the student must register for LOA in each specified semester, following regular registration procedures.

Degree candidates who discontinue their studies without being granted an LOA and students granted leave who do not return to active study at the close of the period of approved absence must reapply for admission and are subject to the regulations and requirements in effect when they re-enroll. The right to use University facilities is suspended while the leave is in effect. If required courses are not available at the time of a student's return from an LOA, the student will be placed on administrative LOA status for the semester. This administrative LOA does not count against the number of leaves of absence taken.

Financial Regulations

GW Nursing adopted the financial regulations for the academic year covered by this Bulletin. See Fees and Financial Regulations (https://bulletin.gwu.edu/fees-financial-regulations/) in this Bulletin for additional information.

The ABSN program's total tuition cost is billed over four consecutive semesters. If an ABSN student becomes out of progression and completes the ABSN program in more than four semesters, additional tuition and fees will be assessed at the established per credit hour rate.

Drop-Refund Schedule for Oregon Residents (Online Program Only)
Oregon residents enrolled in an online education course are allowed a modified tuition refund policy in order to meet Oregon State Mandate OAR 583-030-0035(18)(c). An Oregon student who withdraws from an online course is eligible for a partial refund through the middle week of the term. Refunds are based on unused instructional time and are prorated on a weekly basis. Students must be current residents of Oregon at the time of course registration and withdrawal to be eligible for this modified refund policy.

OREGON RESIDENTS ONLY:

Courses Dropped	Percentage
During the first week of classes	100%
On or before the end of the second week of classes	100%
On or before the end of the third week of classes	60%
On or before the end of the fourth week of classes	40%
On or before the end of the fifth week of classes	20%
On or before the end of the sixth week of classes	20%
On or before the end of the seventh week of classes	20%
After the seventh week of classes	None

Financial Aid

GW offers financial assistance to all eligible students from a variety of resources. Financial aid consists of awards for academic achievement or talent without reference to financial circumstances (merit scholarships) and scholarships, grants, loans, and employment based on academic achievement and demonstrated financial need. GW Nursing scholarships are only applicable to tuition and must be accepted for the term in which they were offered. Scholarships cannot be deferred to future semesters.

Gift aid (scholarships, grants, fellowships, assistantships, etc.) is taxable to the extent that it exceeds the allowable costs of tuition, fees, and required books and supplies or is dedicated to other costs, such as room and board. Federal grants can be taxable if, together with other gift assistance, they exceed the allowable costs. In the case of a student who is awarded tuition scholarships, grants, or awards from more than one source, the combined amount cannot exceed tuition charges; institutional aid is adjusted to this limit.

In general, consideration for financial aid is restricted to students in good academic standing who are at least half-time, meet the minimum grade-point average for particular awards and are not financially encumbered by any other office of the university. Applications for institutional or federal aid cannot be processed if the relevant tax returns have not been filed in accordance with the IRS Code. Documents submitted as part of aid applications become the property of GW and cannot be returned. Federal regulations require that GW report suspected cases of fraud or misrepresentation to the appropriate federal, state, and local authorities.

Current information on financial aid can be found on the Office of Student Financial Assistance (https://financialaid.gwu.edu/) website.

Health and Safety

Health and Accident Insurance

All GW students are required to have health and accident insurance. Students who fail to maintain such insurance can be placed on LOA without a tuition refund. On-campus undergraduate students are automatically enrolled in GW's Student Health Insurance Program (SHIP). Students who have acquired their own insurance must waive the GW student health insurance each academic year and have this item removed from their bill. Graduate students must submit verification of health insurance coverage to the GW Nursing Clinical Placement Team.

Compliance with HIPAA and OSHA Guidelines

The sites at which students pursue their clinical experience must comply with federal guidelines for the education of employees regarding the prevention of the spread of bloodborne pathogens and patient privacy; therefore, such sites require that all students provide evidence of relevant annual training. Students must complete the required GW Nursing modules on HIPAA and OSHA.

Immunization Requirements

The District of Columbia Immunization Law requires that all students under the age of 26 enrolled in on-campus programs at the University, provide proof of certain immunizations.

In addition, GW Nursing requires all clinical students to submit verification of health and immunization status prior to commencing any clinical coursework. All undergraduate and graduate students in clinical programs must submit the required documentation to the clinical compliance tracking system. GW Medical Services is available to provide any needed inoculations on a fee-for-service basis.

Undergraduate students who have not provided proof of necessary immunization by the end of the second week of classes can be removed from classes and are not permitted to register for the subsequent semester until such proof is provided. Graduate students are not permitted to enroll in clinical courses without completion of immunization requirements.

Academic Regulations

Accommodations for Disability

Reasonable accommodations are made for applicants with disabilities who can meet the requirements noted below after review by GW Disability Support Services. These accommodations must be accomplished without altering the essential requirements of the nursing curriculum. Inability to meet the technical standards throughout program enrollment necessitates further review which can delay or terminate progression and/or enrollment in the program.

Any need for special accommodations must be addressed specifically by the student with GW Disability Support Services. Only GW Disability Support Services can recommend accommodations or state the specific accommodations that faculty members will provide. Coursework undertaken prior to the student's application and approval for special accommodation is not subject to special accommodation. Such accommodations are not applied retroactively to the completion of that process.

Technical and Academic Standards for Nursing Students

Technical standards are a necessary component to the complex discipline of nursing that all students must meet with or without reasonable accommodations. Students wishing to enter GW Nursing bachelor of science in nursing (BSN), master of science in nursing (MSN), doctor of nursing practice (DNP), and post-master's certificate programs must demonstrate that they can meet

these technical standards and continue to do so throughout their education program.

GW Nursing is committed to equal access for all persons in its programs, facilities, and employment without regard to race, color, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. The University abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable statutes and regulations relating to equality of opportunity.

GW Nursing curricula leading to the eligibility for licensure as a registered nurse or advanced practice registered nurse require students to engage in diverse, complex, and specific experiences. Cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions, which are essential to the successful completion of requirements for GW Nursing degree programs (BSN, MSN, DNP) and post-master's certificates. These abilities also are necessary to ensure the health and safety of patients, self, faculty, and other healthcare providers. As outlined below, these functions comprise the technical standards performance requirements for students.

Technical standards include, but are not limited to, the following:

MOTOR SKILLS

- General: The student must have motor functions sufficient for the execution of movements needed to provide general care and treatment to patients in all healthcare settings.
- Specific: The student must possess the motor skills necessary to execute assessment and therapeutic procedures such as inspection, palpation, percussion, auscultation, and other diagnostic maneuvers and procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional uses of the senses of touch, vision, and hearing.
- Specific: The student must be able to perform basic life support (including CPR), transfer and position patients, and position and re-position self around patients. The student must also be able to operate equipment typically found in the healthcare environment (IV pumps, cardiac monitor, and electric and manual blood pressure equipment, safe patient handling equipment, etc.).

SENSORY/OBSERVATION

- General: The student must be able to acquire information presented through demonstration and experience in the basic and nursing sciences.
- Specific: The student must be able to observe the patient accurately, at a distance and close at hand, and observe nonverbal communications when performing nursing assessments and interventions or administering medications. The student must be able to perceive the signs of disease and infection as manifested through physical examination. Such information can be derived from visual inspection and images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel and lung sounds, etc.)

COMMUNICATION

- General: The student must have the ability to communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals.
- Specific: The student must be able to express their ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. The student must be able to convey or exchange information at a proficiency level sufficient to obtain a health history, identify problems presented, explain alternative solutions, and give directions during treatment and post-treatment. The student must be able to effectively communicate in English through verbal, written, and electronic formats, with the ability to retrieve information from various sources of literature and computerized databases. The student must be able to communicate verbally in English in classroom presentations, seminars, simulation, practicum sites, practicum conferences, and online formats. The student must be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the healthcare team. The appropriate communication also can rely on the student's ability to make a correct judgment seeking supervision and consultation in a timely manner.

COGNITIVE

- General: The student must be able to measure, calculate, reason, prioritize, analyze, integrate, synthesize information, and act with integrity and judgment (ability to manage impulsivity). The student must have the ability to sustain attention and memory to maintain patient safety.
- Specific: The student must be able to read and comprehend extensive written materials. The student also must be able to evaluate and apply information and engage in critical thinking in the classroom, lab, and clinical setting within the time constraints unique to each setting.

BEHAVIORAL/EMOTIONAL

- General: The student must possess the emotional health required for the effective use of their intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the nursing care of patients and families.
- Specific: The student must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals in all circumstances, including highly stressful situations. They must have the emotional stability to function effectively under stress and to adapt to an environment that can change rapidly without warning and/or in unpredictable ways. The student must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. They must know how their own values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. The student must be able and willing to examine their behavior when it interferes with productive individual or team relationships. The student must possess the skills and experience

necessary for effective and harmonious relationships in diverse academic and work environments.

- Specific: The student must be able to meet School of Nursing attendance requirements. The student must be able to satisfy all requirements set forth by clinical affiliation agreements as well as any additional requirements of any clinical setting. The student must uphold professional nursing standards related to the student's scope of practice.

PROFESSIONAL CONDUCT

- General: The student must possess the ability to reason morally and practice nursing in an ethical manner.
- Specific: The student must be willing to learn and abide by professional standards of practice. They must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance. The student must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations, including, but not limited to, children, adolescents, adults, individuals with disabilities, medically compromised patients, and vulnerable adults.

Academic Standing Requirements

All students must maintain satisfactory academic progress in attempted coursework to be eligible to continue enrollment in their program. Undergraduate students must maintain a minimum grade-point average of 2.8 during their degree program. A minimum grade of *C+* is required for all courses with the exception of clinical courses (NURS 3124, NURS 3125, NURS 4124, NURS 4125, NURS 4126, NURS 4127, NURS 4217) in which a minimum grade of *B* is required.

Graduate students must maintain a minimum grade-point average of 3.0 during their degree program. For MSN, DNP, PhD and graduate-level certificate students a minimum grade of B is required for all courses, including electives.

Although transfer credit can be assigned, courses taken at other institutions are not considered in computing the grade-point average. Symbols that can appear on the transcript include *CR* (Credit); *AU* (Audit) *P* (Pass); *NP* (No Pass); *I* (Incomplete); *IPG* (In Progress); *W* (Authorized Withdrawal); and *Z* (Unauthorized Withdrawal). These symbols are not included in determining the GPA.

Time to Program Completion

Students admitted to the GW Nursing BSN and Direct-Entry MSN programs are allowed no more than six semesters, including summer, to complete all degree requirements and graduate. If the student does not graduate within six semesters, they are subject to academic dismissal from the program. The time limit does not apply to students on approved LOAs and/or those who are deployed for military duty.

Students admitted to a GW Nursing MSN program (except Direct-Entry MSN) are allowed no more than four and a half years (13 semesters, including summer) from the point of matriculation to complete all degree requirements and graduate. Students admitted to the GW Nursing APRN Certificate Program are allowed no more than four semesters, including summer, to complete the AGACNP, AGPCNP or FNP Certificate; and six semesters, including summer, to complete the PHMNP certificate. These time limits do not apply to students on approved LOAs and/or those who are deployed for military duty.

Students admitted to a GW Nursing DNP program who entered through the post-BSN to DNP pathway are allowed no more than five and a half years (16 semesters, including summer) from the point of matriculation to complete all degree requirements and graduate. Students who entered through the post-MSN to DNP pathway are allowed no more than four and a half years (13 semesters, including summer) from the point of matriculation to complete all degree requirements and graduate. These time limits do not apply to students on approved LOAs and/or those who are deployed for military duty.

Students admitted to the GW Nursing PhD program must have their doctoral dissertation written and defended within seven years (21 semesters, including summer) from the point of matriculation. Exceptions to the seven-year limit are rarely given and only with compelling evidence that the student has made all practical efforts to complete within seven years. A student must be admitted to candidacy, which follows a successful PhD dissertation defense, within four years (12 semesters, including summer) after matriculation in the PhD program and at least one academic year before the date on which the degree is to be conferred. The student must complete all program requirements within three years (9 semesters, including summer) following admission to candidacy.

If it becomes apparent that a student will not complete all degree requirements and graduate within the time allowed, the student can petition GW Nursing for an extension of time to complete their degree. To request an extension of time, students must complete a Request for Policy Exception (https://nursing.gwu.edu/forms) form and submit the form to their associate dean for the program for review. If the request is approved, the student must maintain appropriate registration during the authorized period of the extension. A leave of absence is not permitted during the approved extension period.

Academic Probation

Undergraduate students who fail to achieve a minimum cumulative GPA of 2.8 are placed on academic probation. Students on academic probation are required to meet with their academic advisor to develop an Academic Success Plan. The Academic Success Plan must be approved by the associate dean for the program. A student must achieve at least a 2.8 cumulative GPA in order for the probation to be lifted. While on probation, undergraduate students can register for no more than 13 credits per semester, unless approved by the program dean. Students can be dismissed if they remain on probation for two consecutive semesters.

Graduate students who fail to achieve a minimum cumulative GPA of 3.0 are placed on academic probation. Students on academic probation are required to meet with their academic advisor to develop an Academic Success Plan. The Academic Success Plan must be approved by the associate dean for program. A student

must achieve at least a 3.0 cumulative GPA for the probation to be lifted. Students can be dismissed if they remain on probation for two consecutive semesters.

Academic Dismissal
The conditions warranting academic dismissal include, but are not limited to:

- Remaining on academic probation for two consecutive semesters
- Two or more unsatisfactory grades in one term
- Unsatisfactory grade in a required course a second time
- Failure to complete all degree or certificate requirements within the time limit
- Academic misconduct as determined by an Academic Integrity Panel
- Violation of professional comportment standards

Notification of academic dismissal is communicated to the student in writing by the associate dean for the program, with copies to the assistant dean for student enrollment and success, the director of student services, and the program director. The dismissal notification letter is maintained in the official student record. It is the student's responsibility to maintain current information (address, phone number, email address, emergency contact, etc.) with GW Nursing and the University. Students can appeal a dismissal decision by providing additional information to the associate dean for the program.

Academic Dismissal Appeal
A student who wishes to appeal an academic dismissal decision must, within five (5) business days of notification of the dismissal, submit to the associate dean of the program a written request that includes optional supporting documentation. The student's written appeal must clearly state which of the following conditions applies and set forth specific facts and relevant supporting material to justify the merits of the appeal request:

- A procedural error as set forth in the academic dismissal policy was made; and/or,
- Evidence that was not available at the time of the dismissal to warrant an appeal has since become available; and/or,
- Other circumstances or conditions (describe in detail).

If an academic dismissal appeal demonstrates at least one of the conditions listed above, the associate dean of the program refers the request to the Standing Progression Subcommittee of the Academic and Student Affairs Committee (ASAC Subcommittee). This subcommittee investigates the dismissal decision and applicable policies, in consultation with the student and associate dean for the program. After adequate investigation, the ASAC Subcommittee makes a nonbinding recommendation to the dean, who subsequently renders a decision to uphold or reject the academic dismissal decision. The decision of the dean is final.

Procedures for the Evaluation of Professional Comportment
Students enrolled in GW Nursing programs are required to conform to all rules, regulations and policies outlined in this Bulletin. In addition to the University Bulletin, GW Nursing students must adhere to the regulations outlined below.

As members of the healthcare community, GW Nursing students are expected to behave in a manner consistent with the principals and obligations inherent to professional practice. Some behaviors or patterns, either during the didactic or clinical phase, can raise concerns as to the student's suitability to continue in the program of study. Inappropriate behaviors for a nursing student can include, but are not limited to, breaching patient confidentiality, undertaking a procedure or scope of practice beyond that of a student, disobeying or showing disrespect for others, bullying (including students, faculty, and patients), showing a judgmental attitude toward patients, or revealing a lack of concern or compassion in practice. The process described below is intended to address behaviors that are unacceptable to GW Nursing and raise questions about the student's fitness for the practice of nursing.

When a problem with professional comportment (other than academic dishonesty) regarding a student is perceived, the observer communicates this concern to the relevant associate dean for the program. If the communication is verbal, it must be confirmed immediately by a signed written statement or else it is not pursued further. Upon receiving such a communication, the associate dean for the program creates a confidential file in which all documents pertaining to the matter will be placed. The contents of the file are preserved for a period of time not less than five years from the date of separation or graduation from GW Nursing. Access to this file is restricted to the student under consideration (and their advisor, should they elect to have one), the program director, the associate dean for the program, the dean, the assistant dean for student enrollment and success and their staff, the GW Nursing Standing Progression Subcommittee of the Academic and Student Affairs Committee (ASAC Subcommittee), and others who the dean determines need access. The ASAC Subcommittee members are: the assistant dean for student enrollment and success, the associate dean for inclusive excellence and six (6) elected faculty. The chair of the Subcommittee will be elected by the ASAC committee.

The associate dean for the program notifies the student in writing that they have received a communication from an individual who perceives that the student has a problem with professional comportment. The written notice will include a description of the reported problem with professional comportment along with a copy of these procedures. The associate dean for the program meets informally with the student as soon as possible. At that meeting, or as soon thereafter as possible, the associate dean for the program can do one or more of the following:

- Advise the student.
- Recommend that the student seek professional assistance, at the student's expense.
- Gather additional information through contacts with the student, their peers, faculty, professional consultants, and/or any other source deemed to have relevant information. With the student's concurrence, they can be referred for a medical, psychiatric, and/or psychological evaluation. With student consent, the

written report from the healthcare provider will be included in the student case file.

- Refer the case to GW Nursing ASAC Subcommittee. The associate dean for the program notifies the student in writing that the case is under review.

The ASAC Subcommittee investigates the allegation by reviewing the student's confidential file and conducting transcribed information gathering sessions. The student under review and the student's advisor can attend the information gathering sessions. While the student's advisor can accompany the student to these sessions, the advisor cannot participate in the sessions or in any part of the Comportment process (the role of the advisor is limited to consultation with the student they are advising; they cannot address the Subcommittee, question witnesses, or speak on behalf of the student they are advising). The student can submit written questions to be answered by persons interviewed by the ASAC Subcommittee, but the procedure regarding their questioning is left to the sole discretion of the ASAC Subcommittee, including whether the questions submitted by the student are modified and/or posed to the persons interviewed. The student also can suggest persons be interviewed by the ASAC Subcommittee, but the decision to interview such persons is left to the sole discretion of the ASAC Subcommittee. The student can speak on their own behalf and can submit other materials for review. The materials and/or statements to be considered and the weight to be given to them are left to the sole discretion of the ASAC Subcommittee. The student and the student's advisor cannot be present when the ASAC Subcommittee meets in executive session.

Meetings of the ASAC Subcommittee are confidential. Minutes of the ASAC Subcommittee are placed in the student's confidential file upon the completion of the review. The ASAC Subcommittee makes its final written recommendation(s) to the associate dean for the program using the GW Nursing template form. The ASAC Subcommittee Chair can review and sign the final recommendation(s) on behalf of the ASAC Subcommittee. The recommendation(s) could include, but is (are) not limited to, one or more of the following:

- Advising the student.
- Recommending that the student seek professional assistance, at the student's expense.
- Recommending conditions with which the student must comply in order to continue in GW Nursing.
- Recommending sanctions, which can include but is not limited to, reprimand, probation, dismissal.
- The confidential file be made part of the student's permanent academic record.

The associate dean for the program will review the student's confidential file and the recommendation(s) of the ASAC Subcommittee. The associate dean for the program can meet with the student prior to making a decision. The associate dean for the program takes whatever decision they deem appropriate and informs the student in writing.

The student has seven (7) calendar days in which to appeal the decision of the associate dean for the program. Such an appeal must be in writing sent to the GW Nursing dean. A student can only appeal on the following grounds: (i) a material deviation of the procedures set forth above which affected the outcome of the process; (ii) outcome was clearly disproportionate and/or inappropriate to the conduct for which student was found responsible; (iii) new and relevant information that was not reasonably available at the time of the proceeding that would materially affect outcome; and (iv) evidence of actual bias or conflict of interest by any of the decision makers that affected the outcome. Failure to appeal the decision shall be deemed a waiver of any and all rights to challenge the vice dean decision.

The dean or their designee will make a decision and inform the student in writing. This decision is added to the student confidential file. The dean decision is final.

At any time during the process, if the student selects an advisor, the student must inform the associate dean for the program at least two calendar days in advance of the meeting or session. GW retains the right to have legal counsel present at any meeting or proceeding.

Evaluation of Academic Performance
Faculty members are responsible for evaluating the performance of students in a meaningful, useful and timely manner and for assigning grades on a basis that is rational, just and unbiased. The authority for assignment of grades rests with faculty members in the respective programs.

Appeal Process for Cases of Alleged Arbitrary or Capricious Academic Evaluation
The purpose of this process is to resolve student assertions of cases of alleged arbitrary or capricious academic evaluation in the form of a course grade in the School of Nursing (GW Nursing). Arbitrary or capricious grading refers to situations where a student's grade is assigned based on factors other than their actual performance in the course, or when standards are applied inconsistently or unfairly. Cases of academic dishonesty are not included here (see Conflict Education and Student Accountability: Code of Academic Integrity (https://students.gwu.edu/code-academic-integrity)), nor are allegations of discrimination (see Conflict Education and Student Accountability: Discrimination, Harassment, and Bias Report Form (https://cm.maxient.com/reportingform.php?GeorgeWashingtonUniv&layout_id=31)).

Course instructor responsibility:

It is the responsibility of the course instructor to provide to each student at the beginning of the semester in question a syllabus that clearly sets forth the instructor's grading policy. The instructor must adhere to the grading policy stated in the syllabus, or, if changes are made to that policy, to announce and implement those changes in a manner that is not prejudicial to the evaluation of any student in the course.

Student responsibility:

A student is responsible for communicating clearly with the instructor about any issues they have in the course regarding

grading. If the student finds any part of the syllabus, the grading policy, or a grade on an assignment unclear, the student should immediately contact the instructor.

GW Nursing Process

In the event a student believes the course grade has been assigned in an arbitrary or capricious manner, the students can submit a grade appeal form. The process is as follows:

Step 1: The student must contact the course instructor within two (2) business days of the posting of the final grade in the course to attempt a resolution.

Step 2: If there is no resolution, the student must complete Section 1 of the grade appeal form (https://nursing.gwu.edu/forms) and submit the form to the course instructor within two business days following contact with the instructor (step 1).

The instructor reviews the student's grade appeal and completes section 2 of the form. Upon completion of section 2, the instructor submits the form to the associate dean for the program or designee, with a copy provided to the student.

If the associate dean for the program deems it appropriate they conduct a review of the appeal, consulting with the student and instructor involved with the grade or evaluation under review. If the associate dean for the program is the instructor who assigned the grade or evaluation under review, a senior academic official conducts the review process and the student is notified of the change.

The decision based on the review by the associate dean for the program or designee is recorded in section 3 of the grade appeal form. The completed grade appeal form is provided to the student and the instructor. The decision of the associate dean for the program or designee is final.

Two Attempts to Successfully Pass a Course
Students have two attempts to successfully pass a course. Two attempts are allowed per course, per admission to a specific academic program or track. Both grades remain on the student's transcript and are calculated in their final GPA. Students are not guaranteed two attempts at a course if conditions already exist for a dismissal. Reinstatements do not extend the two-attempt policy.

Students who are unsuccessful in a course that is no longer offered can take an equivalent course, if applicable, as a first attempt. The initial course remains on the transcript and the grade is calculated in their GPA. Students have two attempts at the new/equivalent course if the course can be completed within two semesters of taking the initial course.

Course Waiver
If a student takes a course at an institution other than GW, they must apply for a waiver to substitute a course if the course is in a GW Nursing required plan of study. The number of credits is not transferred to GW Nursing and the student will need to make up the waived number of credits. A course waiver must be requested in writing and must include justification for the request from the student's program director, who meets with the student to discuss how the waiver can affect their plan of study. For undergraduate students, the course waiver must be requested upon admission to the program and can only be for a pre-nursing course. No nursing courses can be waived based upon coursework at another institution. The student must have earned a grade of "*B*" or better in the course to be eligible for a waiver. MSN and DNP students must provide the program director with a course description or syllabus of the previously taken course, along with a transcript showing the grade the student received. The program director will make a recommendation regarding the waiver request. The student must then submit the program director's recommendation, waiver request, official transcript, and course description to the associate dean of their program. The advisor, the student, and the program director are notified of the decision in writing. All students receiving course waivers will be required, with advisement, to take another course that will provide the appropriate number of credits to compensate for the waived course.

Changes in Course Enrollment
A student cannot substitute one course for another without the approval of the program director and the associate dean for the program. After the deadlines for adding or dropping courses, a student must obtain the permission of the program director and the associate dean for the program to withdraw from a course. Students are subject to all GW financial regulations with respect to changes in course enrollment as outlined in this Bulletin.

Undergraduate Cumulative GPA
The cumulative GPA used within GW Nursing (Internal) shall be calculated based only on coursework applicable to the nursing degree program requirements, and all other GW undergraduate coursework will be excluded.

Required GPA for Graduation
To graduate, undergraduate students must have a minimum cumulative grade-point average of 2.8 and graduate students must have a minimum cumulative grade-point average of 3.0.

Formal Complaints

Purpose: provide a policy and procedure for filing a complaint arising from a person(s) internal or external to GW Nursing. All information regarding the complaint shall be kept confidential. Those investigating a complaint can only discuss it with those individuals who are immediately involved in the dispute. If GW Nursing deems a complaint to be "inappropriate" under this policy, the person submitting the complaint will be notified of a more appropriate avenue to pursue resolution.

Non-Academic Complaint
A non-academic complaint is an allegation by a student concerning (1) a GW employee or affiliate, (2) a GW student, (3) administrative policies, procedures, regulations, or requirements, or (4) a service or activity.

If a student believes that they have been discriminated against on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity or expression in any of the policies, procedures, programs or activities of or by

any individual employed by or acting in an official capacity for The George Washington University, they should refer to the Conflict Education and Student Accountability (CESA) Discrimination, Harassment, and Bias Report Form (https://cm.maxient.com/reportingform.php?GeorgeWashingtonUniv&layout_id=31).

Academic Complaint
An academic complaint is a formal complaint regarding a grade or evaluation of a student's performance. Faculty members are responsible for determining the curriculum of a course, for developing appropriate methods of evaluating student learning, for evaluating fairly, for upholding academic standards, and for enforcing policies concerning academic honesty. (See GW Code of Academic Integrity (https://studentconduct.gwu.edu/code-academic-integrity)). To initiate a formal academic complaint, students should follow the procedures outlined in the Appeal Process for Cases of Alleged Arbitrary or Capricious Academic Evaluation (https://bulletin.gwu.edu/nursing/#Appeal_Procedures_Cases_Alleged_Improper_Academic_Evaluation).

UNDERGRADUATE

Bachelor's programs

- Bachelor of Science in Nursing (https://bulletin.gwu.edu/nursing/bs-nursing/)
- Registered Nurse to Bachelor of Science in Nursing (https://bulletin.gwu.edu/nursing/rn-to-bsn/)

MASTER'S

Master's programs

- Master of Science in Nursing direct entry (https://bulletin.gwu.edu/nursing/msn-direct-entry/)
- Master of Science in Nursing in the field of adult-gerontology acute care nurse practitioner (https://bulletin.gwu.edu/nursing/msn-adult-gerontology-acute-care-nurse-practitioner/)
- Master of Science in Nursing in the field of adult-gerontology primary care nurse practitioner (https://bulletin.gwu.edu/nursing/msn-adult-gerontology-primary-care-nurse-practitioner/)
- Master of Science in Nursing in the field of family nurse practitioner (https://bulletin.gwu.edu/nursing/msn-family-nurse-practitioner/)
- Master of Science in Nursing in the field of nurse-midwifery (https://bulletin.gwu.edu/nursing/msn-nurse-midwifery/)
- Master of Science in Nursing in the field of nursing leadership and management (https://bulletin.gwu.edu/nursing/msn-nurse-leadership-management/)
- Master of Science in Nursing in the field of psychiatric mental health nurse practitioner (https://bulletin.gwu.edu/nursing/msn-psychiatric-mental-health-nurse-practitioner/)

Combined program

- Dual Master of Science in Nursing in the field of nursing leadership and management and Master of Public Health (MPH@GW) (https://bulletin.gwu.edu/nursing/dual-msn-nursing-leadership-management-mph-at-gw/)

DOCTORAL

Doctoral programs

- Doctor of Nursing Practice in the field of adult-gerontology acute care practitioner (https://bulletin.gwu.edu/nursing/dnp-adult-gerontology-acute-care-nurse-practitioner/)
- Doctor of Nursing Practice in the field of adult-gerontology primary care practitioner (https://bulletin.gwu.edu/nursing/dnp-adult-gerontology-primary-care-nurse-practitioner/)
- Doctor of Nursing Practice in the field of executive leadership (https://bulletin.gwu.edu/nursing/dnp-executive-leadership/)
- Doctor of Nursing Practice in the field of family nurse practitioner (https://bulletin.gwu.edu/nursing/dnp-family-nurse-practitioner/)
- Doctor of Nursing Practice in the field of health policy (https://bulletin.gwu.edu/nursing/dnp-health-policy/)
- Doctor of Nursing Practice in the field of nursing practice (https://bulletin.gwu.edu/nursing/dnp-nursing-practice/)
- Doctor of Nursing Practice in the field of psychiatric mental health nurse practitioner (https://bulletin.gwu.edu/nursing/dnp-psychiatric-mental-health-nurse-practitioner/)
- Doctor of Philosophy in the field of nursing (https://bulletin.gwu.edu/nursing/phd-nursing/)

CERTIFICATES

Undergraduate certificate program

- Healthcare prerequisites (https://bulletin.gwu.edu/nursing/uc-healthcare-prerequisites/#text)

Graduate certificate program

- Health policy and media engagement (https://bulletin.gwu.edu/nursing/health-policy-media-engagement/)

Post-Master's certificate programs

- Adult-gerontology acute care nurse practitioner (https://bulletin.gwu.edu/nursing/pmc-adult-gerontology-acute-care-nurse-practitioner/)
- Adult-gerontology primary care nurse practitioner (https://bulletin.gwu.edu/nursing/pmc-adult-gerontology-primary-care-nurse-practitioner/)
- Caring for the Complex Adult and Geriatric Patients
- Family nurse practitioner (https://bulletin.gwu.edu/nursing/pmc-family-nurse-practitioner/)
- Psychiatric–mental health nurse practitioner (https://bulletin.gwu.edu/nursing/pmc-psychiatric-mental-health-nurse-practitioner/)

COURSES

Explanation of Course Numbers

- Courses in the 1000s are primarily introductory undergraduate courses
- Those in the 2000s to 4000s are upper-level undergraduate courses that can also be taken for graduate credit with permission and additional work assigned
- Those in the 6000s and 8000s are for master's, doctoral, and professional-level students
- The 6000s are open to advanced undergraduate students with approval of the instructor and the dean or advising office

NURS 3101. Ethical Foundations of Nursing. 3 Credits.
Ethical theory and principles as they relate to a variety of common ethical and moral dilemmas that challenge nursing professionals in their clinical practice.

NURS 3102. Nutrition for Health Professionals. 3 Credits.
Human nutrition fundamentals and the scientific foundation; nutritional requirements related to changing individual and family needs, food choices, health behaviors, food safety, prevention of chronic disease and nutrition-related public health in the United States and other countries.

NURS 3103. Human Anatomy and Physiology I. 4 Credits.
Fundamental structures and functions as they relate to the human body: homeostasis, anatomical language and body organization, tissues and histology, integumentary; skeletal; muscular; nervous, and endocrine systems. Students should have a basic background in introductory cell/molecular biology before enrolling.

NURS 3104. Human Anatomy and Physiology II. 4 Credits.
Fundamental structures and functions as they relate to the human body: homeostasis, anatomical language and body organization, tissues and histology, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Students should have a basic background in introductory cell/molecular biology before enrolling. Prerequisite: NURS 3103.

NURS 3105. Microbiology for Health Professionals. 4 Credits.
The structural and functional characteristics of microbes; prokaryotic, eukaryotic, and viruses, in the context of human health.

NURS 3106. Introduction to Statistics for Health Professionals. 3 Credits.
A concepts-based course introducing students to the theory, practice, and application of probability and statistics to health care research questions.

NURS 3107. Introduction to Math for Health Professionals. 3 Credits.
Introduces students to the concept-based theory, practice, and application of math to dosage calculations in healthcare.

NURS 3119. Pathophysiology. 3 Credits.
Pathophysiology and diagnostic assessments of common disease conditions affecting individuals across the lifespan. Restricted to students in the BSN program.

NURS 3120. Foundations of Professional Nursing. 6 Credits.
Basic nursing concepts and skills the beginning nurse needs to provide client- and family-centered care to diverse client populations. Prepares students to use the nursing process. Restricted to students in the BSN program.

NURS 3121. Health Assessment and Promotion. 3 Credits.
The knowledge and skills needed to conduct comprehensive and need-specific health assessments. Concepts of health promotion and disease prevention. Restricted to students in the BSN program.

NURS 3124. Adult and Geriatric Nursing I. 6 Credits.
Didactic/clinical course focusing on primary, secondary, and tertiary care in the adult and geriatric client. Incorporates the nursing process into the provision of client- and family-centered care. Restricted to students in the BSN program. Prerequisites: NURS 3119, NURS 3120, NURS 3121, NURS 3126.

NURS 3125. Mental Health Nursing. 3 Credits.
Didactic/clinical course focusing on the application of theories and implementation of evidence-based care for clients with psychiatric/mental health issues. Restricted to students in the bachelor of science in nursing program. Prerequisites: NURS 3119, NURS 3120, NURS 3121, NURS 3126.

NURS 3126. Advancing Health Equity through Nursing History and Theory. 2 Credits.
The history of nursing and its development as a profession with influence and authority in the hospital setting and beyond. Emphasis on theoretical concepts and cultivating a healthcare environment that actively champions equity.

NURS 3228. Pharmacology Principles for Nursing Practice. 3 Credits.
Examination of the essential principles of pharmacology in the context of the nurse's role and responsibilities in the pharmacological management of disease processes. Focus on patient safety. Restricted to students in the BSN program. Prerequisites: NURS 3119, NURS 3120, NURS 3121, and NURS 3126.

NURS 4099. Variable Topics. 1-10 Credits.
Assigned topics determined by the School of Nursing. Restricted to students with prior permission of the undergraduate division of the School of Nursing.

NURS 4105. Disaster Preparedness. 3 Credits.
Nursing disaster competencies guide nurses toward population well-being, including limiting injuries and maintaining community health. Disaster nurse roles, from rapid, effective response to care coordination, requires successful disaster competency. Restricted to students enrolled in the School of Nursing.

NURS 4106. Global Health. 3 Credits.
Students gain an understanding of factors that impact global health and the evidence based, interprofessional approaches needed to address current and future challenges. Restricted to students in the bachelor of science in nursing program.

NURS 4107. Addictions and Treatment. 3 Credits.
A broad overview of principles of addiction and treatment. Topics include health education, risk reduction and the evolving process of treatment, recovery, behavior change, and growth. Restricted to students in the BSN program.

NURS 4108. Telehealth. 3 Credits.
Telehealth technologies and application to nursing practice. Emphasis on technology used, communication, conducting assessments, recognizing barriers in the effective use of telehealth, and advocating for policy change related to telehealth. Restricted to students in BSN program.

NURS 4109. Introduction to Perioperative Nursing. 3 Credits.
The role of the perioperative nurse and the fundamental knowledge, skills, and competencies needed to deliver safe, evidence-based, holistic care within a perioperative setting. Includes clinical experiences. Prerequisites: NURS 3119, NURS 3120, NURS 3121, NURS 3126, NURS 3124, NURS 3125, NURS 3228, NURS 4119, NURS 4124, NURS 4125, NURS 4126, and NURS 4207.

NURS 4119. Safety and Quality within Healthcare Delivery Systems. 3 Credits.
The nurse's role in safety and quality principles in healthcare delivery systems to address complex issues. Emphasis on outcomes achieved through collaborative partnerships, technology, quality improvement initiatives, and nursing leadership. Restricted to students in the BSN program.

NURS 4121. Nursing Advancement Portfolio. 15 Credits.
Collection of evidences to demonstrate student learning and competency throughout the curriculum as they relate to achievement of nursing baccalaureate program outcomes. The portfolio provides a means of organizing student accomplishments in their academic work and in their pursuit of professional career pathways.

NURS 4124. Adult and Geriatric Nursing 2. 5 Credits.
Didactic/clinical course focusing on primary, secondary, and tertiary care in the complex adult and geriatric client. Incorporates the nursing process into the provision of client and family-centered nursing care. Restricted to Students in the BSN program. Prerequisites: NURS 3119, NURS 3120, NURS 3121, NURS 3126, NURS 3124, NURS 3125, NURS 3228, NURS 4207W.

NURS 4125. Maternal and Women's Health Nursing. 3 Credits.
Didactic/clinical course focusing on women's healthcare issues across the life span. The role of family and contemporary issues in women's health. Restricted to students in the bachelor of science in nursing program. Prerequisites: NURS 3119, NURS 3120, NURS 3121, NURS 3124, NURS 3125, NURS 3126, NURS 3228, NURS 4207W.

NURS 4126. Nursing Care of Children and Families. 3 Credits.
Didactic/clinical course focusing on children and their families across primary, secondary, and tertiary care settings. Working in an interprofessional team, students prioritize and provide nursing care in hospital and community-based settings. Restricted to students in the bachelor of science in nursing program. Prerequisites: NURS 3119, NURS 3120, NURS 3121, NURS 3124, NURS 3125, NURS 3126, NURS 3228, and NURS 4207W.

NURS 4127. Transition to Professional Nursing Practice. 5 Credits.
Didactic/clinical course designed to prepare students for professional practice. Students critically analyze and apply knowledge and skills learned in the program in a precepted clinical area. Focuses in part on preparation for the NCLEX-RN exam. Restricted to students in the bachelor of science in nursing program. Prerequisites: NURS 3119, NURS 3120, NURS 3121, NURS 3124, NURS 3125, NURS 3126, NURS 3228, NURS 4119, NURS 4124, NURS 4125, NURS 4126, and NURS 4207W.

NURS 4203. Dynamics of Nursing Leadership and Management. 3 Credits.
Introduction to concepts of nursing leadership and management, showcasing the importance of each, while noting the crucial differences between them.

NURS 4205W. Nurse's Role in Health Care Policy. 3 Credits.
Understanding social, political, economic & population based dimensions of US healthcare policy using quality, access & cost. Includes significant engagement in writing as form of critical inquiry & scholarly expression to satisfy the WID requirement Includes a significant engagement in writing as a form of critical inquiry and scholarly expression to satisfy the WID requirement.

NURS 4207W. Principles of Nursing Research and Evidence-Based Practice. 3 Credits.
Development of student skills in research and practice-related knowledge necessary to implement evidence-based practice. Restricted to students in the BSN program. Includes a significant engagement in writing as a form of critical inquiry and scholarly expression to satisfy the WID requirement.

NURS 4217. Community and Public Health Nursing. 3 Credits.
Introduction to the principles of community and public health nursing with an emphasis on vulnerable populations. Restricted to BSN students. Prerequisites: NURS 3119, NURS 3120, NURS 3121, NURS 3124, NURS 3125, NURS 3126, NURS 3228, NURS 4119, NURS 4124, NURS 4125, NURS 4126, and NURS 4207W.

NURS 4417. Community and Public Health Nursing. 3 Credits.
Roles and responsibilities of nurses in community and population-based health. Concepts of community, public health, and health policy affecting culturally diverse and vulnerable populations locally, nationally, and globally. Identifying community health needs and appropriate primary, secondary, and tertiary prevention strategies. Restricted to students in the RN to BSN program.

NURS 6001. Clinical Experience in San Jose, Costa Rica. 0 Credits.
GW students work with nursing students and faculty from Universidad Hispanoamericana to provide basic health care, health screening, and patient education to children and adults in various community facilities and homes in San Jose, Costa Rica. Restricted to students enrolled in the School of Nursing.

NURS 6002. Clinical Experience in Quito, Ecuador. 0 Credits.
In collaboration with Universidad San Francisco de Quito, GW students work with local communities to provide basic health services and health education programs for adults and children in Quito and neighboring areas. Graduate students may have an opportunity to work with local physicians. Restricted to students enrolled in the School of Nursing who are fluent Spanish speakers.

NURS 6003. Clinical Experience in Mukono District, Uganda. 0 Credits.
In collaboration with GW partner Omni Med, students will focus on training volunteer community health workers to screen for hypertension and provide health education programs on topics such as maternal – child health, sanitation and nutrition in Mukono District, Uganda. Restricted to students enrolled in the School of Nursing.

NURS 6004. Clinical Experience in Thomonde, Haiti. 0 Credits.
Students and faculty from the GW's medical, physician assistant, and public health programs work in collaboration with partner organization Project Medishare to provide health services and education and disease prevention programs in rural clinics, schools, and villages in Thomonde, Haiti.

NURS 6005. Clinical Experience in Caracol, Haiti. 0 Credits.
In collaboration with health care providers from GW School of Nursing partner institution Pusan National University Yangsan Hospital, South Korea, and SAE-A Trading Company Ltd., students provide basic health services, health screening and education, and disease prevention programs to individuals and communities attending the medical mission clinic in Caracol, Haiti. Restricted to students enrolled in the School of Nursing.

NURS 6006. Clinical Experience in Maribor, Slovenia. 0 Credits.
In collaboration with the University of Maribor in Slovenia, GW students work with community health care workers to deliver basic nursing care to selected populations in the community. Students have opportunities to research selected health problems and their impact on the health of individuals and communities in Maribor.

NURS 6181. Creativity and Innovation in Health Care. 3 Credits.
The theoretical conceptualizations and practical applications to promote creativity and innovation in generating ideas, identifying opportunities, and solving problems.

NURS 6202. Concepts in Population Health. 3 Credits.
Students integrate and synthesize concepts associated with quality, health promotion, disease prevention, and chronic health problems within communities, the general population, and specific population groups; issues related to culturally diverse and vulnerable populations.

NURS 6203. Nursing Leadership. 3 Credits.
Evidence-based leadership skills as a core competency in nursing to improve patient care quality and strengthen nursing as a profession; theories of leadership, personal leadership, skill building, team building techniques, change, conflict resolution, motivation, and communication skills.

NURS 6205. Health Policy, Quality, and Political Process. 3 Credits.
Health policy process and analysis relevant to the three main components of policy: cost, quality, and access.

NURS 6207. Evidence-Based Practice for Health Care Researchers. 3 Credits.
Methodological issues of health care research; knowledge and skills needed to critically appraise and synthesize research results and evidence-based methods.

NURS 6208. Biostatistics for Health Care Research. 3 Credits.
Basic concepts and modeling approaches used in biostatistics through the use of health care research data.

NURS 6215. Pediatric Adversity and Early Childhood Development and Health. 3 Credits.
How major adversity in childhood can weaken developing brain architecture and impact physical and mental health; the impact of poverty and other social determinants of health on child well-being over the life cycle.

NURS 6220. Advanced Physiology and Pathophysiology. 3 Credits.
System-focused advanced physiology and pathophysiology for analysis of health deviations across the life span.

NURS 6222. Advanced Health Assessment and Diagnostic Reasoning. 4 Credits.
Advanced practice nursing students acquire the knowledge, skills, and clinical foundation for advanced health assessment and diagnostic reasoning in the healthcare setting. This course is a prerequisite to all other clinical NURS courses. Prerequisite: NURS 6220 and NURS 6234.

NURS 6224. Adult/Gerontology Primary Care Nurse Practitioner I: Practice Introduction. 4 Credits.
First clinical practicum course in the adult-gerontology primary care nurse practitioner program; theoretical and practical foundations of common primary care conditions in the adult patient. Prerequisites: NURS 6220, NURS 6222, and NURS 6234.

NURS 6225. Adult/Gerontology Primary Care Nurse Practitioner II: Adolescent and Adult. 8 Credits.
Second clinical practicum course in the AGPCNP program. Synthesis and integration of advanced decision making skills including diagnostic reasoning and clinical judgment, health assessment, health promotion, technology, and evidence-based practice. Prerequisites: NURS 6220, NURS 6222, NURS 6224, and NURS 6234.

NURS 6227. Family Nurse Practitioner Clinical Practicum. 1-7 Credits.
Clinical practicum providing foundations of family primary care; focus on chronic health problems faced by families from culturally diverse backgrounds. Corequisites: NURS 6250, NURS 6251 and NURS 6252 Prerequisites: NURS 6220, NURS 6222 and NURS 6234.

NURS 6229. Adult/Gerontology Primary Care Nurse Practitioner III: Adult, Older/Frail. 8 Credits.
Third clinical practicum course in the adult-gerontology primary care nurse practitioner program; theoretical and evidence-based practice foundations for assessment and management of the patient across the aging continuum. Prerequisites: NURS 6220, NURS 6222, NURS 6224, NURS 6225, and NURS 6234.

NURS 6230. Family Nurse Practitioner I: Lifespan Primary Care/Diagnosis/Management. 4 Credits.
First clinically-based course for family nurse practitioners. Didactic and clinical experiences in primary care focusing on common and chronic health problems across the lifespan. Prerequisites: NURS 6220, NURS 6222, and NURS 6234.

NURS 6231. Family Nurse Practitioner II: Lifespan Primary Care/Diagnosis/Management. 8 Credits.
Second clinically-based course for family nurse practitioners. Didactic and clinical experiences in primary care focusing on common and chronic health problems across the lifespan. Prerequisites: NURS 6220, NURS 6222, NURS 6230, and NURS 6234.

NURS 6232. Family Nurse Practitioner III: Professional Issues/Diagnosis/Management. 8 Credits.
Third clinically-based course for family nurse practitioner students. Didactic and clinical experiences in primary care with a focus on common/chronic problems across the life span. Prerequisites: NURS 6220, NURS 6222, NURS 6231, and NURS 6234.

NURS 6233. Genetics for Healthcare Providers. 3 Credits.
Basic scientific principles of genetics and their clinical applications.

NURS 6234. Advanced Pharmacology for Nursing. 3 Credits.
Pharmacologic concepts commonly seen in advanced practice nursing; major pharmacological classes for selected disease states and application in therapeutic decision making to encounters across the lifespan. Prerequisite: NURS 6220.

NURS 6235. Adult-Gerontology Acute Care Nurse Practitioner I: Introduction to Practice. 4 Credits.
First clinical course. Scientific underpinnings and practical management of complex acute and chronic conditions across spectrum of care delivery from subacute rehabilitation, to urgent care, emergency dept, hospital-based care and critical care. Prerequisites: NURS 6220, NURS 6222, and NURS 6234.

NURS 6236. Adult-Gerontology Acute Care Nurse Practitioner II: Complex and Acute Illness. 8 Credits.
Second clinical course in the adult-gerontology acute care nurse practitioner program. Management of complex, acute stable, and unstable conditions experienced by a variety of age groups from adolescents, to middle-aged adults, to the elderly. Prerequisites: NURS 6220, NURS 6222, NURS 6234, and NURS 6235.

NURS 6237. Adult-Gerontology Acute Care Nurse Practitioner III: Complex and Chronic Disease Mgt Adolesc/Elderly. 8 Credits.
Scientific underpinnings and practical management of complex acute and chronic conditions across a spectrum of care delivery situations from subacute rehabilitation, to urgent care, emergency department, hospital-based care, and critical care. Prerequisites: NURS 6220, NURS 6222, NURS 6234, NURS 6235, and NURS 6236.

NURS 6241. The Healthcare Enterprise. 3 Credits.
Overview of general management business principles related to healthcare systems. Strategic management of patient-centered care delivery and strategic healthcare leadership.

NURS 6242. Psychopharmacology. 3 Credits.
Overview of the neurobiological and psychopharmacological principles for the clinical management of psychotropic medications in the treatment of mental illnesses across the lifespan; integrates neuroanatomy, pharmacogenomics, neurophysiology, pathophysiology, biochemistry, pharmacology and behavioral science. Prerequisites: NURS 6220, NURS 6222 and NURS 6234.

NURS 6243. Addiction and Change. 3 Credits.
Principles of addiction and change with a focus on correlating how changes in behavior lead to recovery in addictions. Models of addiction and change, the neurobiology of addiction, behavior change theories and models, and treating addictions through behavioral mechanisms.

NURS 6244. Psychiatric/Mental Health Nursing with Families and Groups Across the Life Span. 3 Credits.
Theoretical and conceptual models related to the developmental and functional processes within family systems, therapy groups, and psychoeducation groups; PMHNP's scope of practice as it relates to conducting family and group psychotherapy. Prerequisites: NURS 6242 and NURS 6245. Corequisite: NURS 6246.

NURS 6245. Psychiatric/Mental Health Diagnostic Assessment Across the Lifespan. 4 Credits.
Theoretical and foundational knowledge for assessing, diagnosing, treating, and managing mental illnesses across the lifespan. Concurrent clinical practicum under supervision of preceptors and faculty. A minimum of 120 clinical hours are required. Prerequisites: NURS 6220, NURS 6222, and NURS 6234. Corequisite: NURS 6245.

NURS 6246. Psychiatric/Mental Health Advanced Practice Nursing with Individuals Across the Life Span. 3 Credits.
Examines, analyzes, and evaluates treatment models and evidence-based interventions for the care of individuals living with acute and chronic mental illnesses across the lifespan. Prerequisites: NURS 6242 and NURS 6245. Corequisite: NURS 6244.

NURS 6247. Population-Based Psychiatric/Mental Health Advanced Practice Nursing Across the Life Span. 3 Credits.
Clinical practicum designed to build psychiatric-mental health NP skills in a variety of clinical settings. Integration of foundational knowledge from coursework to provide safe and competent behavioral healthcare to individuals across the lifespan. Prerequisites: NURS 6242, NURS 6244, NURS 6245, and NURS 6246.

NURS 6248. Integrated Application of Psychiatric/Mental Health Advanced Practice Nursing. 3 Credits.
Clinical practicum. Students develop competency in the psychiatric-mental health nurse practitioner role. Integration of foundational knowledge from coursework to provide safe and competent behavioral healthcare to individuals across the lifespan. Corequisites: NURS 6243. Prerequisites: NURS 6242, NURS 6244, NURS 6245, NURS 6246, and NURS 6247.

NURS 6250. Family Nurse Practitioner I for Nurse Practitioners: Adult Primary Care Diagnosis Management. 2 Credits.
First clinically-based course for family nurse practitioners. Didactic and clinical experiences in primary care focusing on prevention and common/chronic health problems across the lifespan. Corequisite: NURS 6227.

NURS 6251. Family Nurse Practitioner II for Nurse Practitioners: Lifespan Primary Care Diagnosis Management. 4 Credits.
Second clinically-based course for family nurse practitioners. Didactic and clinical experiences in primary care focusing on common/chronic health problems across the lifespan. Corequisite: NURS 6227. Prerequisite: NURS 6250.

NURS 6252. Family Nurse Practitioner III for Nurse Practitioners: Lifespan Primary Care Diagnosis Management. 4 Credits.
Third theory course for family nurse practitioner students nationally certified in another APRN population. Covers common acute and chronic problems across the lifespan. Corequisite: NURS 6227. Prerequisites: NURS 6250, NURS 6251.

NURS 6258. Leadership Capstone Practicum I. 3 Credits.
First course in a two-semester mentored internship practicum. Students apply knowledge and refine abilities related to leadership in a setting and practice area mutually agreed upon by the student and instructor. Prerequisites: NURS 6203, NURS 6205, NURS 6207, NURS 6208, NURS 6262, and NURS 8402.

NURS 6259. Leadership Capstone Practicum II. 3 Credits.
Second course in a two-semester mentored internship practicum. Students apply knowledge and refine abilities related to leadership in a setting and practice area mutually agreed upon by the student and instructor. Prerequisite: NURS 6258.

NURS 6262. Leadership Coaching in Nursing. 3 Credits.
Client health coaching and leadership and management coaching; theoretical foundations, evidence for leadership coaching in nursing, and applications of coaching in nursing management.

NURS 6263. Teaching and Learning in Health Care. 3 Credits.
Application of instructional design methods to develop, deliver, and evaluate academic and professional health care curricula and education.

NURS 6264. Advancing Health Care Quality and Patient Safety. 3 Credits.
Application of the science of quality improvement, measurement and patient safety theories, models, methods, and tools to improve health care outcomes, cost and the patient and family experience of care in any health care setting.

NURS 6265. Advanced Pathophysiology, Pharmacology, and Physical Exam of Complex Adult and Geriatric Patients. 3 Credits.
System-focused physiology and pathophysiology, pharmacology, and health assessment. Analysis of health deviations found in the complex adult and elderly population. Restricted to students in the School of Nursing.

NURS 6266. Geropsychiatric Considerations for Providers Caring for the Complex Adult and Geriatric Population. 3 Credits.
Examination of the psychiatric conditions commonly seen when caring for the complex adult and geriatric population. Treatment, management, and special considerations are presented. Restricted to students in the School of Nursing. Prerequisites: NURS 6265.

NURS 6267. Managing the Complex Adult and Geriatric in Long-Term Care. 3 Credits.
Provides a multidisciplinary background and science for healthcare quality management in long-term care. Restricted to students in the School of Nursing. Prerequisites: NURS 6265.

NURS 6268. Population Health and the Complex Adult and Geriatric Population. 3 Credits.
Students integrate and synthesize concepts associated with quality, health promotion, disease prevention, chronic health problems, and social determinants of health, specifically in the complex adult and geriatric population. Restricted to students in the School of Nursing.

NURS 6274. Health Economics and Finance. 3 Credits.
Health care economics, finance, and policy for effective management in a complex health care environment.

NURS 6276. Foundations of Palliative Care. 3 Credits.
Explores the serious illness and/or end-of-life experience for individuals and their families. Theory, philosophy, evidence base, standards of care, and interdisciplinary aspects of a comprehensive and compassionate healthcare system. Restricted to students in the School of Nursing.

NURS 6291. Special Topics. 4 Credits.
Topics vary by semester. May be repeated for credit provided the topic differs. Consult the Schedule of Classes for more details.

NURS 6297. Independent Study. 1-9 Credits.

NURS 6310. Midwifery Professional Role Development. 1 Credit.
Students appraise the midwifery profession including its history, leaders, standards, Code of Ethics, and model of care and how professional midwifery practices contributes to high quality and equitable health outcomes. Restricted to students in the nurse midwifery program.

NURS 6311. Midwifery Management I: Primary and Gynecologic Care. 3 Credits.
Students analyze evidence, theories, models, and standards to develop midwifery care for the primary and reproductive health of women from adolescence through the lifespan, using the midwifery management process. Restricted to students in the nurse-midwifery program. Prerequisites: NURS 6222 and NURS 6234. Corequisites: Students use the midwifery management process to analyze evidence, theories, models, and standards to develop midwifery care for the primary and reproductive health of women from adolescence through the lifespan.

NURS 6312. Midwifery Management II: Pregnancy Care. 3 Credits.
Students analyze evidence theories, models and professional standards to develop midwifery care for patients during pregnancy. Restricted to students in the nurse midwifery program. Prerequisites: NURS 6222 and NURS 6234.

NURS 6313. Midwifery Management III: Labor and Birth Care. 3 Credits.
Students analyze evidence, theories, models, and professional standards to develop midwifery care for patients during labor and birth care. Restricted to students in the nurse midwifery program. Prerequisites: NURS 6222, NURS 6312, and NURS 6234.

NURS 6314. Midwifery Management IV: Postpartum and Newborn Care. 3 Credits.
Students analyze evidence, theories, models, and professional standards to develop midwifery care for postpartum patients and their newborns. Restricted to students in the nurse-midwifery program. Prerequisites: NURS 6222, NURS 6312, and NURS 6234.

NURS 6315. Midwifery Role Exploration. 3 Credits.
Students appraise midwifery's history, leaders, standards, code of ethics, and model of care that contribute to high quality and equitable health outcomes. Advocating for evidence-based policy changes to the maternity care system Restricted to students in the MSN in nurse-midwifery program.

NURS 6320. Midwifery Professional Role Integration. 1 Credit.
Students develop their professional identity as a midwife, including integration of professional standards, self-reflection, lifelong learning, and resilience. Restricted to students in the nurse-midwifery program. Prerequisites: NURS 6311, NURS 6312, NURS 6313, and NURS 6314.

NURS 6321. Application of Midwifery Model of Care I. 7 Credits.
Students apply midwifery knowledge and skills to deliver high quality, evidence-based, family-centered care to women across the life span and across the reproductive continuum by effectively using the midwifery management process. Restricted to students in the nurse-midwifery program. Prerequisites: NURS 6311, NURS 6312, NURS 6313, and NURS 6314.

NURS 6322. Application of Midwifery Model of Care II. 7 Credits.
Students integrate midwifery knowledge and skills to deliver high quality, evidence-based, family-centered care to women across the life span and across the reproductive continuum by effectively applying the midwifery management process. Restricted to students in the nurse-midwifery program. Prerequisites: NURS 6321.

NURS 6325. Midwifery Role Integration. 2 Credits.
Students demonstrate their professional identity as a midwife with the integration of professional standards, self-reflection, lifelong learning, and resilience Restricted to students in MSN in nurse-midwifery program. Prerequisites: NURS 6311, NURS 6312, NURS 6313, and NURS 6314.

NURS 6418. Introduction to Professional Nursing. 2 Credits.
Foundational course examining nursing as a profession, including core values, ethics, and standards of practice. Introduces leadership, quality improvement, evidence-based practice, research, and health informatics essential to professional nursing. Restricted to Students in Direct-Entry MSN program.

NURS 6419. Concepts of Pathophysiology. 3 Credits.
Examines the historical, social and systemic factors influencing healthcare and the nursing profession. Prepares students to embrace and actively champion diversity, equity and inclusion in nursing practice. Restricted to Students in Direct-Entry MSN program.

NURS 6420. Applied Concepts of Pharmacology. 3 Credits.
Prepares learners to apply pharmacologic principles into nursing practice and medication management. Restricted to students in the Direct-Entry MSN program.

NURS 6421. Comprehensive Health Assessment and Clinical Decision Making. 2 Credits.
Demonstrate comprehensive client care integrating principles of health promotion, risk assessment, and disease prevention. Apply critical thinking and evidence-based skills and practices to identify and prioritize health needs in diverse populations. Restricted to Students in Direct-Entry MSN program.

NURS 6422. Concepts of Mental Health Nursing. 3 Credits.
Provides in-depth examination of understanding mental health needs across the child, adolescent, and adult lifespan. Restricted to Students in Direct-Entry MSN program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6423, NURS 6424, NURS 6425, NURS 6431, NURS 6523, NURS 6524, NURS 6531, NURS 8350.

NURS 6423. Adult Health I. 3 Credits.
Develop the knowledge and reasoning skills necessary to understand, plan, and evaluate ethical, evidence#based care for adults with chronic health conditions. Restricted to Students in Direct-Entry MSN program.

NURS 6424. Adult Health II. 3 Credits.
Build the theoretical knowledge and clinical reasoning foundations necessary to understand and evaluate evidence based, ethical care for adults with complex health care needs in acute care settings. Restricted to Students in Direct-Entry MSN program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6423, NURS 6523.

NURS 6425. From Theory to Practice: Nursing History and Advancing Health Equity. 3 Credits.
Examines the historical, social and systemic factors influencing healthcare and the nursing profession. Prepares students to embrace and actively champion diversity, equity and inclusion in nursing practice. Restricted to Students in Direct-Entry MSN program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6423, NURS 6523.

NURS 6430. Concepts of Pediatric Health. 3 Credits.
Provide a comprehensive foundation in pediatric health concepts, preparing learners to understand the developmental, physiological, and psychosocial needs unique to infants, children, and adolescents. Restricted to Students in Direct-Entry MSN program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6423, NURS 6424, NURS 6425, NURS 6431, NURS 6523, NURS 6524, NURS 6531, NURS 8350.

NURS 6431. Family-Centered Care of the Expanding Family. 3 Credits.
Provides a comprehensive exploration of reproductive, obstetric, and neonatal concepts across the continuum of care. Restricted to Students in Direct-Entry MSN program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6423, NURS 6523.

NURS 6433. Community Health Clinical. 3 Credits.
Engage in community-based care with interprofessional teams. Apply evidence-based strategies in diverse health care settings to promote health equity and improve population health through advocacy and effective planning. Restricted to Students in Direct-Entry MSN program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6422, NURS 6423, NURS 6424, NURS 6425, NURS 6430, NURS 6431, NURS 6522, NURS 6523, NURS 6524, NURS 6530, NURS 6531, NURS 8350, NURS 8351, NURS 8352.

NURS 6434. Transition to RN Practice. 3 Credits.
Prepares learners to enter professional nursing through hands-on clinical immersion, targeted NCLEX-RN preparation, and examination of contemporary practice issues. Restricted to students in MSN direct-entry program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6422, NURS 6423, NURS 6424, NURS 6425, NURS 6430, NURS 6431, NURS 6522, NURS 6523, NURS 6524, NURS 6530, NURS 6531, NURS 8350, NURS 8351, and NURS 8352.

NURS 6522. Concepts of Mental Health Nursing Clinical. 3 Credits.
Addressing the mental health care needs unique to the child, adolescent and adult population with emphasis on providing family-centered, holistic, evidence-based nursing care within interprofessional teams across a variety of settings. Restricted to Students in Direct-Entry MSN program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6423, NURS 6424, NURS 6425, NURS 6431, NURS 6523, NURS 6524, NURS 6531, NURS 8350.

NURS 6523. Adult Health I Clinical. 3 Credits.
Apply clinical reasoning to plan, prioritize, and deliver ethical, evidence-based care for adults with chronic health care needs. Promote wellness, ensure continuity, and collaborate in diverse settings to improve health outcomes. Restricted to students in Direct-Entry MSN program.

NURS 6524. Adult Health II Clinical. 3 Credits.
Apply clinical reasoning to plan, prioritize, and deliver ethical, evidence-based care for adults with complex health care needs. Promote wellness, ensure continuity, and collaborate in acute care to improve health outcomes. Restricted to Students in Direct-Entry MSN program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6423, NURS 6523.

NURS 6530. Concepts of Pediatric Health Clinical. 3 Credits.
Preparing learners to address needs unique to the pediatric population, emphasizing evidence-based clinical knowledge and interprofessional collaboration necessary for holistic, family-centered pediatric care delivery across diverse settings. Restricted to Students in Direct-Entry MSN program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6423, NURS 6424, NURS 6425, NURS 6431, NURS 6523, NURS 6524, NURS 6531, NURS 8350.

NURS 6531. Family-Centered Care of the Expanding Family Clinical. 3 Credits.
Explore reproductive, obstetric, and neonatal concepts while applying evidence-based care in diverse health care settings. Integrate compassionate, family-centered approaches to evaluate and manage health needs across the reproductive continuum. Restricted to Students in Direct-Entry MSN program. Prerequisites: NURS 6418, NURS 6419, NURS 6420, NURS 6421, NURS 6423, NURS 6523.

NURS 8350. Dynamics of Leadership and Management for Healthcare Quality. 3 Credits.
Prepares students to lead healthcare teams using effective leadership, person-centered care, and quality improvement to deliver high-value, equitable, inclusive, and evidence-based care at both micro and macro system levels.

NURS 8351. Healthcare Informatics. 3 Credits.
Evaluation and integration of informatics and healthcare technology to optimize communication, clinical decision making, patient engagement and delivery of safe, high-quality, equitable healthcare based on ethical, legal, and professional standards. Restricted to School of Nursing students.

NURS 8352. Evidence-Based Practice in Nursing Care. 3 Credits.
Prepares learners to be reflective nurses who use evidence-based resources, evaluate scholarly methods, uphold ethical research, and assess clinical practices to support or recommend practice changes in a variety of care settings.

NURS 8353. Policy and Advocacy in Nursing. 3 Credits.
Explores how healthcare policy and regulation impact care delivery systems, cost, quality, safety, access, and equity. Prepares students to advocate for evidence-based policies to improve the health of all people.

NURS 8354. Epidemiology and Population Health. 3 Credits.
Applying epidemiological principles, evaluate social drivers of health, assess population health needs, and develop culturally sensitive interventions for diverse populations with emphasis on interprofessional collaboration for communities.

NURS 8400. Epidemiology and Population Health. 3 Credits.
Integration of population and determinants of health with epidemiological principles. Examination and application of biostatistical and epidemiological methods of analysis. Restricted to students in DNP program. Prerequisites: NURS 6208.

NURS 8401. Organizational Concepts in Nursing. 3 Credits.
Health care delivery systems, the nurse's role in interprofessional/interdisciplinary teams, and organizational development from a nursing perspective.

NURS 8402. Knowledge Management in Nursing. 3 Credits.
The use of knowledge management and information technology as it applies to health care; strategies to improve the efficiency and effectiveness of health care with the use of technology.

NURS 8403. Translating Research into Practice. 3 Credits.
Models and processes of evidence-based practice, strategies to translate evidence into practice, and tools useful for promoting practices in health care settings.

NURS 8405. Healthcare Quality Improvement. 3 Credits.
Multidisciplinary background for the science of healthcare quality management; concepts, principles, and philosophy of quality improvement.

NURS 8410. Executive Presence I. 2 Credits.

NURS 8411. Executive Presence II. 2 Credits.
This is a continuation of Executive Presence I. In this course, the student will examine power shifts in leadership, revisit change as a stimulus for innovation, participate in an interactive session for individuals who can practice communicating their practicum proposals and receiving friendly feedback and constructive input from their peers, and re-evaluate the leadership development plan designed in Executive Presence I.

NURS 8412. HC Finance for Nurse Leaders. 3 Credits.

NURS 8416. Entrepreneurship for Nurse Leaders. 3 Credits.
Various aspects of entrepreneurship in the context of the nursing profession.

NURS 8417. Health Policy and Analysis. 3 Credits.
Application of evidence based methods, policy frameworks, cost effectiveness, and cost benefit analysis related to current policy issues.

NURS 8418. Healthcare Economics, Finance, and Reimbursement. 3 Credits.
Application of economic concepts to health care financing and reimbursement policy; the effects of historical, current, and emerging models of financing on quality, access, and cost.

NURS 8419. Analytical Methods and Appraisal for Evidence-Based Practice. 3 Credits.
Examination of the merits of common methods and designs for evidence-based practice and practice inquiry. Acquire skills in searching for, critically appraising and grading evidence. Synthesis of research findings to develop practice recommendations. Restricted to students in DNP program. Prerequisites: NURS 6208.

NURS 8430. Determinants of Health. 3 Credits.
Determinants of health in the United States. Structural factors that promote and impede health and health equity explored through an ecological lens. Examination of research and implementation science to address the determinants of health.

NURS 8439. Data Management and Analytics. 3 Credits.
Proficiency in secondary data research is enhanced by fostering mastery in data management, analytical methodologies, academic dissemination, and participation in the scholarly peer review process. Restricted to students in the PhD in nursing program. Prerequisites: NURS 8441, NURS 8442, NURS 8445, and NURS 8450.

NURS 8440. Philosophy of Science and Theories. 4 Credits.
Philosophy of science and scientific methodology in historical context; competing philosophical viewpoints about the nature of scientific knowledge and the implication for knowledge development in nursing science; theoretical foundations of research studies. Restricted to Majors Only.

NURS 8441. Statistics for Healthcare Research I. 3 Credits.
Intermediate-level statistics applicable to the analysis of healthcare data.

NURS 8442. Statistics for Healthcare Research II. 3 Credits.
Advanced statistical methods commonly used in healthcare research. Analysis and interpretation of healthcare data using a variety of statistical techniques.

NURS 8443. Research Program Development Seminar I. 2 Credits.
Foundational content related to the conduct of research, including research ethics, data management, and modes of new knowledge dissemination. Ethical and other influences that impact the development, implementation, and sharing of discovery science.

NURS 8444. Research Program Development Seminar II. 1 Credit.
Introduction to select professional roles and guidance on preparation for associated responsibilities; forming an effective research team; generating meaningful and impactful scholarship.

NURS 8445. Experimental and Quasi-Experimental Research Designs. 3 Credits.
Formulation of research questions, hypotheses, measurement, sampling, data collection, and statistical approaches for various experimental and quasi-experimental research designs.

NURS 8446. Qualitative Research Methods. 3 Credits.
Overview of qualitative research methodologies and application of key inquiry frameworks, data collection, analysis and interpretation techniques.

NURS 8447. Measurement for Health Care Research. 3 Credits.
Measurement theories, principles, and techniques essential for the development and analysis of assessment instruments used in health care research; reliability and validity analysis, generalizability theory, item analysis, linking and scaling procedures, and adjustments for measurement error.

NURS 8448. Systematic Review and Meta-Analysis. 3 Credits.
Systematic reviews and meta-analyses, and their relative utility in answering research questions; formulating questions, defining criteria for including or excluding studies, methods for data extraction, grading the risk for various kinds of bias, and performing a meta-analysis.

NURS 8449. Non-Experimental Research Design. 3 Credits.
Evaluation of secondary data analysis, surveys, case-control studies, cohort studies, and mixed methods approaches.

NURS 8450. Research Rotation. 2 Credits.
Participatory research experience where students and faculty members interact on research-related activities; data collection, data management, data analysis, table and figure preparation, and abstract development.

NURS 8452. Team Science and Collaboration. 3 Credits.
Measuring team effectiveness by integrating team science, cross-disciplinary research, and methodology; developing research designs to address complex health science problems; and team science and science of team science approaches to promoting team effectiveness. (Same as THS 8103, HSCI 6285)

NURS 8453. Leadership and Health Policy. 3 Credits.
Introduction to integration of health policy and leadership concepts in the use and analysis of research affecting systems and populations; exploration of social, political, and economic principles and theories as they relate to the incorporation of policy analysis and implementation.

NURS 8454. Proposal Development Seminar. 2 Credits.
Faculty supervision and ongoing peer feedback for development of the dissertation proposal.

NURS 8455. Dissertation. 1-5 Credits.
Culminating research experience for students in the PhD in nursing program. Following defense of the dissertation proposal, students design and implement a research study, analyze data, and interpret and contextualize findings. Restricted to PhD students in the School of Nursing.

NURS 8489. DNP Project Scholarly Inquiry. 3 Credits.
Development of scholarly writing skills, exploration of a phenomenon of interest, and development of skills needed for the responsible conduct of translation of research into practice. Students identify a scholarly topic addressing a practice issue. Restricted to students in DNP program.

NURS 8490. DNP Project Planning. 3 Credits.
Foundational knowledge to support the student in creating a DNP project proposal that includes a project plan, implementation, and evaluation plan. Students identify a practice issue, develop a DNP project plan, and formulate a scholarly project development process. Prerequisite: NURS 8403.

NURS 8491. DNP Project Implementation. 3 Credits.
Implementation of DNP project using leadership, project management, and team building skills. Restricted to DNP students. Prerequisite: NURS 8490.

NURS 8492. DNP Project Evaluation and Dissemination. 3 Credits.
Data collection and evaluation of results from the DNP project using rigorous evaluation criteria and outcome measures. Restricted to DNP students. Prerequisite: NURS 8491.