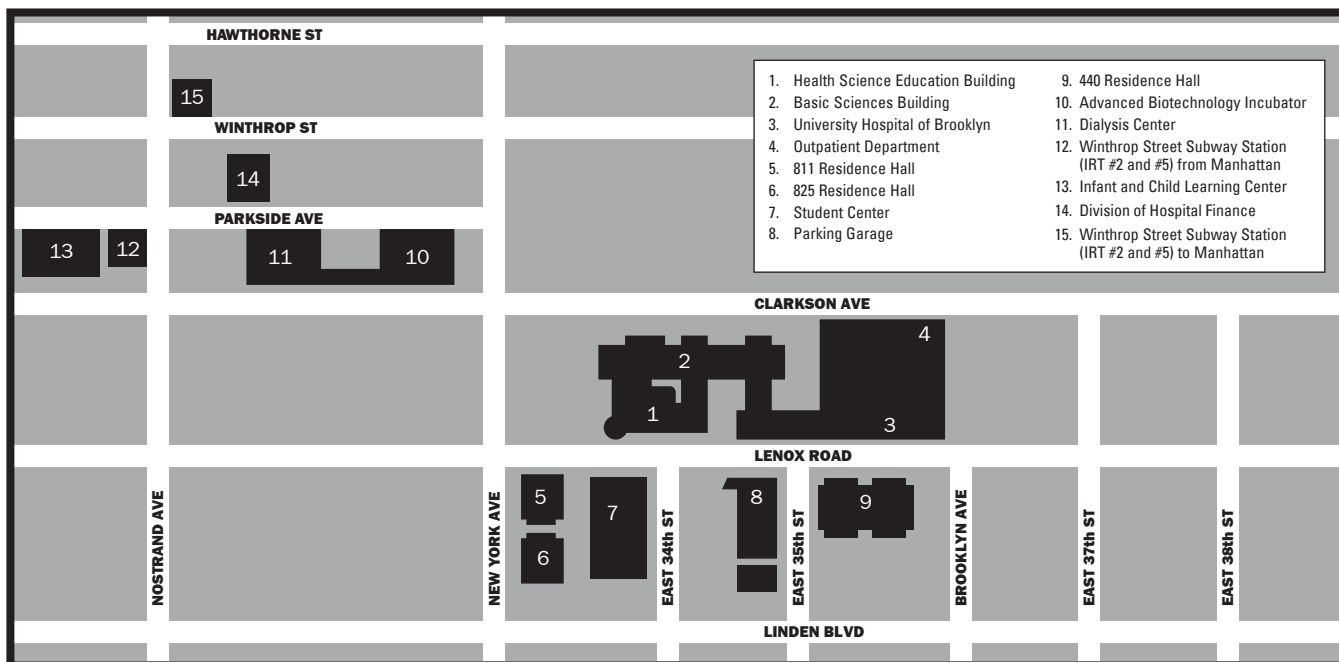


**BULLETIN 2014-2016**

# **SUNY Downstate Medical Center**

College of Nursing



## Transportation to SUNY Downstate

The SUNY Downstate Admissions Office is located in the Basic Sciences Building (Building #2 on the map) at the intersection of Clarkson and New York Avenues. The entranceway is on New York Avenue, pending completion of construction of Downstate's new Public Health/Academic Building.

### BY AUTOMOBILE

#### From Manhattan:

**Manhattan Bridge:** exit onto Flatbush Avenue. Continue approximately three and one-half miles to Parkside Avenue. Turn left onto Parkside Avenue and travel four blocks to New York Avenue. Turn right at New York Avenue and continue one block to Clarkson Avenue.

**Brooklyn Bridge:** stay to the left at the end of the bridge, following the ramp to Boerum Place, which becomes Adams Street. Continue along Adams Street to Atlantic Avenue. Turn left onto Atlantic Avenue and continue to Flatbush Avenue. Turn right onto Flatbush Avenue and continue approximately two and one-half miles to Parkside Avenue. Turn left onto Parkside Avenue and travel four blocks to New York Avenue. Turn right at New York Avenue and continue one block to Clarkson Avenue.

**Brooklyn-Battery Tunnel (toll):** exit onto the Brooklyn-Queens Expressway. Continue approximately one mile, staying to the left, and exit onto Prospect Expressway. Travel three exits to the Fort Hamilton Parkway exit. Continue through two traffic lights to Caton Avenue. Turn left onto Caton Avenue, and continue sixteen blocks to Flatbush Avenue. Turn left onto Flatbush Avenue and continue two blocks to Parkside Avenue. Turn right onto Parkside Avenue and travel four blocks to New York Avenue. Turn right at New York Avenue and continue one block to Clarkson Avenue.

#### From Staten Island and Newark International Airport:

**Verrazano Narrows Bridge (toll):** follow bridge to Route 278, the Gowanus Expressway. Travel approximately five miles to the Prospect Expressway

exit. Continue on the Prospect Expressway three exits to the Fort Hamilton Parkway exit. Travel along East 5 Street through two traffic lights to Caton Avenue. Turn left onto Caton Avenue, and continue sixteen blocks to Flatbush Avenue. Turn left onto Flatbush and continue two blocks to Parkside Avenue. Turn right onto Parkside Avenue and travel four blocks to New York Avenue. Turn right at New York Avenue and continue one block to Clarkson Avenue.

#### From Long Island and Airports:

**Southern Long Island and JFK:** West on Belt Parkway to North Conduit Boulevard exit (Exit 17W). Continue on North Conduit Boulevard for about 3/4 mile. Fork left onto Linden Boulevard, and take Linden Boulevard to New York Avenue. Right two blocks on New York Avenue to Clarkson Avenue.

**Northern Long Island and LaGuardia:** Take Grand Central Parkway to Jackie Robinson Pkwy (formerly Interboro Pkwy). Continue to Pennsylvania Avenue exit. Follow Pennsylvania to Linden Boulevard, turn right onto Linden. Take Linden Boulevard to New York Avenue. Right two blocks on New York Avenue to Clarkson Avenue.

### PARKING

Valet Parking is available Mondays through Fridays from 6:00 a.m. to 6:00 p.m., located in front of the 445 Lenox Road hospital entrance at the valet parking booth. The fee is \$10.00 (this service is not available on weekends or holidays). When the valet parking service is not available, a limited number of spaces for visitors are available at a nominal cost at the Center's Parking Garage on East 34th Street, between Linden Boulevard and Lenox Road. There are also several private parking lots in the area.

### BY RAILROAD

#### Long Island Railroad

Take any train to the Jamaica station. Change to Brooklyn-bound train (track 3). Take to the Flatbush Avenue terminal. Follow subway directions from there.

### Metro-North Railroad

Take any train to Grand Central Terminal. Change to Brooklyn-bound 4 or 5 trains. Follow subway directions from there.

### BY SUBWAY

*During rush hour,* take the IRT Flatbush Avenue Line (#2 Seventh Avenue or #5 Lexington Avenue) trains to the Winthrop Street station. [Take any IRT Brooklyn-bound train (#2, 3, 4, or 5) to Nevins Street in Brooklyn, changing there for a #2 or #5 marked "Flatbush Avenue." Note that the #5 runs only during rush hours.] Exit at Nostrand and Parkside avenues. Cross Nostrand Avenue and walk one block on Parkside Avenue until it ends at New York Avenue. Turn right onto New York Avenue and walk towards Lenox Road. You will see the temporary entrance to the Basic Sciences Building, 430 Clarkson Avenue, located on New York Avenue, just slightly off the intersection of New York and Clarkson Avenues. (When construction on Downstate's new Public Health/Academic Building is completed, the main entrance to the Basic Sciences Building (building #2 on map) will revert to 450 Clarkson Avenue.) The Admissions Office is located in the Basic Sciences Building, in room 1-131.

*Nights and outside of rush hours,* take the subway to Church Street. Walk three short blocks east on Church Avenue to New York Avenue, left two blocks to Lenox Road, right to 395 Lenox Road. Or transfer to an eastbound B-35 bus to the northbound B-44 at Church and New York avenues. (Downstate students and employees can call 718-270-2626 to for transportation from Church Avenue.)

### BY BUS

The B-12 and northbound B-44 buses stop at the corner of Clarkson and New York Avenues. The following lines connect with the B-12 along Clarkson Avenue: B-41, B-44, B-46, and B-49.

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Academic Policies
Student Conduct
Student Financial Aid
Support Services for Students
Tuition and Fees
University Resources

## **UNIVERSITY RESOURCES**

Facilities for Instruction
Student Life
University Services
Bookstore
Bursar's Office
Chaplain Services
Children's Center
Food Services
Faculty Student Association
Office of Diversity
Parking
University Police
Office of the Registrar
Residential Life
Office of Student Affairs

# Administration

State University of New York

SUNY Board of Trustees

SUNY Downstate Campus  
Council

SUNY Downstate Administration

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## **SUNY DOWNSTATE ADMINISTRATION**

John F. Williams, MD, EdD, MPH, FCCM  
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Astra Bain Dowell

*Executive Vice President and  
Chief Operating Officer*

## **COLLEGE OF NURSING**

Daisy Cruz-Richman, PhD, RN  
*Dean*

## **COLLEGE OF HEALTH RELATED PROFESSIONS**

Margaret Kaplan, PhD, OTR/L  
*Interim Dean*

## **COLLEGE OF MEDICINE**

Pamela Sass, MD  
*Acting Dean*

## **SCHOOL OF GRADUATE STUDIES**

Mark Stewart, MD, PhD  
*Dean*

## **SCHOOL OF PUBLIC HEALTH**

Pascal James Imperato, MD, MPH&TM  
*Dean*

## **OFFICE OF STUDENT AFFAIRS**

Jeffrey S. Putman, EdD  
*Dean*

*Lists as of September 10, 2014*

# SUNY Downstate Medical Center

## EDUCATIONAL FOCUS STATEMENT

SUNY Downstate's Colleges of Nursing, Medicine, and Health Related Professions and its Schools of Graduate Studies and Public Health offer students a broad professional education that prepares them for practice or careers in any location and community. This education provides exceptional opportunities for those students with a commitment to promoting health in urban communities and addressing the complex challenges of investigating and preventing diseases that confront clinicians, educators, and researchers in such an environment.

This special aspect of Downstate's unique mission is reflected in the students it attracts and selects, the vast majority of whom are drawn from the New York City metropolitan area. Many of these students are members of minority and cultural groups underrepresented in the health professions, and/or come from families of first-generation immigrants or from economically disadvantaged backgrounds.

The differences in the background and outlook that students bring with them can enhance the quality of the educational experience of all students at SUNY Downstate. The belief that diversity adds an essential ingredient to the educational process is one of Downstate's primary tenets. Many factors, such as race, ethnic or cultural background, academic achievement, geographic location, diversity of experiences, leadership roles, and socioeconomic background, are taken into consideration in the admissions process. A diverse healthcare workforce will be better equipped to provide culturally competent care to an increasingly diverse population.

SUNY Downstate Medical Center, formally known as the State University of New York Health Science Center at Brooklyn, is one of four academic health centers within the 64-unit State University of New York. Located on an urban campus in the East Flatbush section of Brooklyn, SUNY Downstate includes the College of Nursing, College of Health Related Professions, College of Medicine, School of Graduate Studies, School of Public Health, and University Hospital of Brooklyn.

Downstate is a major provider of medical education, health care, and research. BS, MS, MPH, MD, and PhD degrees are granted.

The oldest and largest component of the campus is the College of Medicine, founded in 1860 as the Long Island College Hospital, this country's first

teaching hospital and the prototype for all subsequent medical centers. In 1931, the school was rechartered as the Long Island College of Medicine, with affiliated hospitals throughout Brooklyn. The 'Downstate' era began on October 5, 1950, when a merger contract was signed with the newly constituted State University of New York. The College of Nursing and College of Health Related Professions were founded in 1966 in recognition of the critical need for multidisciplinary health-care professionals.

Today, SUNY Downstate is the focal point of a health education network that encompasses a broad network of hospitals, clinics, and community centers. In 1998, one of its researchers, Dr. Robert F. Furchgott, received the Nobel Prize in Medicine.

## SUNY DOWNSTATE MISSION, VISION, AND VALUES STATEMENT

### MISSION:

- To provide outstanding education of physicians, scientists, nurses and other healthcare professionals.
- To advance knowledge through cutting edge research and translate it into practice.
- To care for and improve the lives of our globally diverse communities.
- To foster an environment that embraces cultural diversity.

### VISION:

SUNY Downstate will be nationally recognized for improving people's lives by providing excellent education for healthcare professionals, advancing research in biomedical science, health care and public health, and delivering the highest quality, patient-centered care.

### VALUES:

**PRIDE** — To take satisfaction in the work we do every day, and to value our collective contributions to the Downstate community.

**Professionalism** — We commit to the highest standards of ethical behavior and exemplary performance in education, research, and patient care.

**Respect** — We value the contributions, ideas and opinions of our students, coworkers, colleagues, patients and partnering organizations.

**Innovation** — We research and develop new and creative approaches and services for the anticipated changes in healthcare.

**Diversity** — We embrace our rich diversity and commit to an inclusive and nurturing environment.

**Excellence** — We commit to providing the highest quality of education and service to our students, patients and community by holding ourselves, our coworkers and our leaders to high standards of performance.

# The Founding of Downstate Medical Center

SUNY Downstate Medical Center had its beginnings as a small charitable medical service set up in 1856 by a group of German physicians. This free dispensary, organized to treat indigent German-Americans living in Brooklyn, was staffed by five physicians. The original intention was to build a large hospital to care for the German population of Brooklyn. But changing population trends, which brought a largely Irish patient load to the dispensary, necessitated a revision of this plan.

In 1857, physicians from the German General Dispensary, then located on Court Street, resolved to organize a charitable institution in the City of Brooklyn, to be called St. John's Hospital. From November 7 until December 23 of that year, the dispensary was called The St. John's Hospital; on December 23, the name of the hospital was changed to The Long Island Hospital and Medical College. It was on this date that a medical college with a hospital was first projected.

Dr. Louis Bauer and Dr. John Byrne, the prime movers in the establishment of the medical college, were trained in Europe, where it was customary for medical schools to be associated with hospitals. The two physicians naturally wanted to adopt this system to prepare the future physicians of Brooklyn. A bill to incorporate the Long Island College Hospital of the City of Brooklyn was introduced in the State Legislature on January 20, 1858, and passed on March 6. The hospital's charter empowered 25 regents to operate a hospital and to confer degrees on candidates 21 years of age or older, who had passed three years of preceptorship under a practicing physician and completed two courses of lectures at the hospital.

Almost immediately after the charter was signed, the Perry Mansion, located in Brooklyn Heights, was purchased to house the new medical complex. The official inauguration of the Long Island College Hospital took place June 3. Financial difficulties beset the new institution almost immediately, slowing down efforts to open the medical school. The hospital itself was forced to close in late September 1859. Meanwhile, several outstanding physicians were secured to fill the professorships at the college, and on March 29, 1860, the institution reopened, following financial arrangements underwriting the expense of the collegiate department and settling various liens.

The following day, the instruction of students began. The first teaching faculty was a distinguished one. Most eminent of all was Dr. Austin Flint, Sr., professor of practical medicine and pathology, who had been a professor of medicine at Rush Medical College in Chicago.

A medical student's training in 1860 consisted of his three-year preceptorship under the direction of a practicing physician and attendance at two courses of lectures of at least sixteen weeks each. The lectures that were given one year were repeated the next, sometimes verbatim, so many students took their first course of lectures at one school and their second at another. The first class had 57 students, as well as a number of graduates of other institutions. The first commencement took place July 24, 1860, with 21 students graduating.

In 1861, in anticipation of the medical needs of the Civil War, the curriculum included a one-month course on military surgery, dissection, and clinical instruction on the wards. By 1869, major changes were introduced into

the teaching curriculum. Daily class examinations were instituted to ensure more exact knowledge, especially in the demonstrative and elementary branches. Another change, made in 1872, was the establishment of a reading and recitation term that began early in October and extended to the beginning of the regular term in March. This term included dissection and clinical instruction as well as reading and quizzes.

By 1879, the faculty of the Long Island College Hospital concluded that the system of teaching medicine in the United States was radically wrong. They debated the possibility of instituting a compulsory, full-graded, three-year course of instruction, but abandoned the idea because of their fears that such a plan would result in the loss of many students, when the college was entirely dependent for its existence on students' fees. Certain changes were made, however, to improve the curriculum. The regular term was lengthened from sixteen weeks to five months, but the four-month reading and recitation term remained optional. Thus, a total of eighteen months' instruction was available to any student electing two regular and two reading and recitation terms.

Between 1888 and 1897, the Long Island College Hospital grew rapidly. The Hoagland Laboratory building, built primarily for research in bacteriology, was constructed. At its opening, it was considered one of the best-equipped buildings for research and medical training in the country. In December 1897, the Polhemus Memorial Clinic Building was completed. The new building, eight stories high, was erected on the southwest corner of Henry and Amity streets.

By this time, New York State law required that a student take three courses of lectures in three different years. The system of having a regular term of five months and an optional reading term was retained. The entering class of 1897-1898 began the first four-year graded course of instruction. The reading term was abolished, and the school year lasted seven months. In 1897, the student fees were raised to \$185 and \$190. In the period from 1889 to 1909, the average number of students in the school was 310, and the average number in the graduating class was 62.

During the years immediately before and after World War I, many additional changes occurred at Long Island College Hospital. Admission was opened to women; postgraduate teaching was instituted; a new wing increased the number of beds to 500; and affiliations were established with other Brooklyn hospitals.

In 1930, the college and hospital were separated from one another so that each would be under its own governing board. The college was conducting much of its clinical teaching in other hospitals throughout the borough, and it seemed preferable that it not be governed by the board of only one hospi-

tal. The college became the Long Island College of Medicine.

Other changes occurring during the 1930s included the construction of the Polak Memorial Laboratory, housing laboratories in bacteriology, histology, physiology, pathology, gynecology, and surgery. In 1935, 500 beds at Kings County Hospital were set aside in a college division for the clinical instruction of students.

In the 1940s, full-time chiefs were appointed in all the clinical departments, training in psychiatry was offered within a separate department, and Maimonides Hospital and the Veterans Administration Hospital in Fort Hamilton became affiliates, along with a number of other local hospitals. In 1946, the third-year curriculum was changed so that nearly two-thirds of the work consisted of clinical clerkships.

In 1945, the college purchased a six-and-a-half-acre tract of land that eventually became the site of Downstate Medical Center. After approval by a faculty committee and the board of trustees of the Long Island College of Medicine, the board of managers of the Alumni Association, the trustees of the State University of New York,

and the State Board of Regents, the State Legislature in 1950 passed a bill legalizing the merger of the Long Island College of Medicine and the State University to form Downstate Medical Center.

The establishment in 1966 of the School of Graduate Studies, the College of Health Related Professions, and the College of Nursing; the construction of the Basic Sciences Building in 1956; student residence halls in 1965; State University Hospital in 1966; the Student Center in 1967; the nurses' residence in 1968; and the Health Science Education Building in 1992 completed the transition of the medical school as it is now known from its early days as the German General Dispensary on Court Street.

*Excerpted with permission from the New York State Journal of Medicine, July 1976. It was reprinted in Alumni Today, Spring 1996, with the permission of the Medical Society of the State of New York.*



The year 2010 marked the 150th anniversary of SUNY Downstate Medical Center's emergence as a leader in American medicine education. Since 1860, when the first class graduated from what was then the Long Island College Hospital Collegiate Division, both Downstate and the practice of medicine and healthcare have changed dramatically.

Today, SUNY Downstate is a major medical university with five professional schools, a teaching hospital, and a center for biotechnology development that is the first of its kind in Brooklyn. We are proud of our history of achievement and look forward to an even brighter future.



# College of Nursing

## ADMINISTRATION

Daisy Cruz-Richman, PhD, RN  
*Dean*

Nellie Bailey, EdD, APRN-BC  
*Associate Dean for Undergraduate Programs*

Shirley Girouard, PhD, RN, FAAN  
*Associate Dean for Research and Innovations*

Laila Sedhom, PhD, RN  
*Associate Dean for Graduate Programs*

## THE COLLEGE OF NURSING

The growing complexity of nursing practice calls for a broader base of knowledge, higher skill levels, and a stronger foundation for graduate education. The Institute of Medicine's report, *The Future of Nursing: Leading Change, Advancing Health*, has recommended increasing the number of nurses with baccalaureate degrees from 50 percent to 80 percent by 2020 and encouraging nurses with associate degrees and diplomas to enter baccalaureate programs within five years of graduation (IOM, 2010). Toward this end, the College of Nursing offers an undergraduate, upper-division RN to BS degree program for students who are already licensed as professional nurses and an Accelerated BS program for students who hold a degree in another field but who are seeking basic preparation for beginning nursing practice. More than 180 full-time and part-time students are enrolled in the College's two baccalaureate programs. The College of Nursing is one of four nursing schools in New York State to offer master's degree programs in advanced nursing practice roles: clinical nurse specialist, nurse practitioner, nurse anesthesia, and nurse-midwifery.\* More than 230 students are enrolled in the College's graduate programs. For nurses who already hold master's degrees, the college offers advanced certificate programs for preparation as nurse practitioners. The College of Nursing also sponsors continuing education for practicing professional nurses from the community.

## ACCREDITATION

SUNY Downstate Medical Center is accredited by the Middle States Commission on Higher Education. The College of Nursing is accredited by the Commission on Collegiate Nursing Education and is a member of the American Association of Colleges of Nursing.

The academic programs of the College of Nursing are approved and registered by the State University of New York and by the New York State

Education Department's Office of the Professions. The Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

## PROGRAMS AND HEGIS CODES\*

### Bachelor of Science Program

Nursing (RN-BS) (1203.1)  
Accelerated Nursing (1203)

### Master of Science Programs

Adult-Gerontology Clinical Nurse Specialist (1203.1)  
Pediatric Clinical Nurse Specialist (1203.1)  
Family Nurse Practitioner (1203.1)  
Nurse Anesthesia (1203.1)  
Nurse Midwifery (1203.1)  
Women's Health Nurse Practitioner (1203.1)

### Advanced Certificate Programs

Family Nurse Practitioner (1203.12)  
Women's Primary Care Nurse Practitioner (1203.12)

\*Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for student financial aid awards.

\* The nurse-midwifery program is offered as a Master of Science degree in collaboration with the College of Health Related Professions' Advanced Certificate Program in Midwifery, which is accredited by the Accreditation Commission for Midwifery Education.



# College of Nursing Mission and Philosophy

## MISSION

The mission of the College of Nursing is to foster an environment of excellence in the education of professional nurses. Graduates of the program are prepared as leaders who are empowered to influence health policy and provide culturally competent, client-centered, and evidence-based care to diverse populations. Faculty and students contribute to nursing knowledge through advancements in clinical practice, scholarly endeavors, and research.

## PHILOSOPHY

Clients, as recipients of nursing care or services, may be defined as culturally diverse individuals, families, groups, communities, or populations in a society. Clients may function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance as well as illness and end-of-life care.

Health is viewed as a continuum from wellness to illness, with clients experiencing changing levels of health influenced by continuous, dynamic interaction between the individual and the environment. All individuals' perception of health is unique and reflects their genetic and cultural heritage, the social conditions in which they live, and the societal norms. Wellness is a harmonious balance between these variables. When there is imbalance between the variables, the opportunity for nursing intervention arises and the individual, family, group, community, or population may become the client of nursing.

Nursing is an art and science. A solid base in liberal education provides the cornerstone for the practice of professional nursing. The integration of concepts from the arts and sciences provides the foundation for understanding health as well as disease processes, and forms the basis for critical thinking and clinical reasoning. Nursing must educate future professionals to deliver culturally competent and client-centered care as members of an interprofessional

team, emphasizing evidence-based practice, safety, and quality improvement approaches. Knowledge and skills in organizational and systems leadership, healthcare policy, information management, and technology are critical in the delivery of quality client care.

Professional nursing facilitates a goal-directed, holistic approach to meeting multifaceted needs of clients. It is responsible for setting its own standards of practice and for influencing public policy. It is primarily accountable to clients at all levels of the health continuum. Professional nursing practice is also grounded in the translation of current evidence into practice. Research is an integral component of professional nursing practice. Professional nurses are responsible for conducting, applying, and disseminating research. Nursing research contributes to the advancement of knowledge, practice, and policy.

As a learned discipline, a baccalaureate degree in nursing is the minimum educational preparation required for entry into professional nursing practice in today's complex healthcare environment. Upper-division nursing education is based on a foundation of knowledge in the behavioral and physical sciences, enriched by general education in the liberal arts. Baccalaureate education prepares the professional nurse to become a competent generalist, with the knowledge, skills, attitudes, and values for meeting the health needs of clients across the lifespan in a variety of settings. Baccalaureate generalist education is the foundation upon which all graduate nursing education builds.

Baccalaureate graduates assume responsibility and accountability for their clinical decision-making and client interventions, demonstrating evidence-based practice through the application of clinical research. Nursing generalist practice includes both direct and indirect care for clients across all environments; health promotion and clinical prevention; and population-based health care. In addition to the role of provider of care, baccalaureate generalist roles include educator and designer/manager/coordinator-of-care and member of a

profession. With experience, baccalaureate graduates are prepared to assume leadership roles in nursing service delivery systems as well as contribute to the advancement of the profession through active participation in their professional society and graduate study in nursing.

The College's graduate programs prepare professional nurses to become advanced practice nurses in defined areas of specialty practice. Advanced practice nurses are expert clinicians with significant autonomy within their scopes of practice. They engage in both independent and interdependent practice in collaboration with other healthcare providers.

Master's-prepared nurses build and expand on baccalaureate nursing practice by developing a deeper understanding of nursing and the related sciences needed to fully analyze situations, provide evidence-based interventions, and evaluate outcomes for safe and continual improvement of care in a variety of settings. They apply research outcomes within practice settings and intervene at the system level through policy development process and employ advocacy strategies to influence health care. In addition to their direct care role, advanced practice nurses function as educators, consultants, researchers, and health policy experts.

Scholarship requires a broad and intellectual foundation and a commitment to lifelong learning. The faculty believes that as adult learners, students in the College of Nursing have personal and professional goals that they seek to achieve through programs of study that value, respect, and build upon their past learning and life experiences. The faculty believes that learning encompasses the entire student experience, and that students are self-directed and possess a spirit of inquiry. Together, faculty and students engage in a teaching-learning process that encourages the exchange of ideas, critical thinking, creativity, autonomy, and reflection. The teacher is a facilitator, expert, guide, and counselor who empowers the student to change and grow.

# Admissions

RN to BS

Accelerated BS

Master of Science

Advanced Certificate

This section reviews the general admissions policies for the College of Nursing (CON). Admission information is revised annually and is available from SUNY Downstate Medical Center's Admissions Office. Current information about Downstate's admissions procedures, requirements, policies, and application forms are available on its website: [sls.downstate.edu/admissions/nursing](http://sls.downstate.edu/admissions/nursing).

## ADMISSIONS POLICIES

Admission to SUNY Downstate Medical Center is based on the qualifications of the applicant. SUNY Downstate Medical Center does not discriminate on the basis of race, sex, color, creed, age, national origin, disability, sexual orientation, religion, marital status or status as a disabled veteran or veteran of the Vietnam era.

The Admissions Committee considers the individual qualifications of each applicant. Decisions regarding admission are based on a number of factors, including, but not limited to, the following:

- prior academic performance;
- completion of prerequisite courses and the grades received in those courses;
- the results of standardized tests, when required;
- letters of recommendation, communication skills, and motivation to pursue the profession;
- volunteer or observational experience in the career field.

Entrance requirements vary by individual program. Competitive applicants will have completed all prerequisite courses at the time of application. All prerequisites must be completed with a grade of "C" or better (a grade of "C-" is not acceptable). In some programs, higher grades may be required to be competitive for admission. See specific instructions for your program.

We recommend that you have volunteer or observational experience in a setting appropriate to your career choice,

preferably before you apply. In some programs, direct patient care or specific health care experience is required for admission.

## CRIMINAL BACKGROUND CHECK

Please note that all students who attend SUNY Downstate Medical Center will be required to complete a background check prior to enrollment. Background checks will be conducted post-admission and are not used by the Admissions Committee to determine admissibility. If you are accepted, instructions for completing this requirement will be sent to you in the Spring. Once you receive these instructions, you must successfully complete the background check no later than one month prior to your enrollment at SUNY Downstate. If you have questions about this requirement, contact the Office of Student Admissions.

## STUDENT HEALTH

Accepted students are also required to submit completed health forms to the Student Health Office prior to the deadline listed in your acceptance letter.

Applicants who are placed on the Alternate list should also submit completed health forms to the Student Health Office, in the event that they are offered a place in the entering class.

## PRE-ADMISSIONS INFORMATION SESSIONS

We urge you to seek pre-admission advisement at least one year prior to the date you wish to apply for admission. The College of Nursing offers Information Sessions for prospective students. The purpose of these sessions is to provide: 1) more information about the programs; 2) an opportunity to meet the faculty; and 3) advisement about prerequisite course requirements and admission criteria. To register, go to [sls.downstate.edu/admissions/nursing/InfoSessions.html](http://sls.downstate.edu/admissions/nursing/InfoSessions.html) and complete the

online form. Or, you may send an e-mail to [admission@downstate.edu](mailto:admission@downstate.edu) with your name, the nursing program you are interested in, and the date of the Information Session you wish to attend. If you would like course advisement, bring the following materials to the Information Session: 1) Program Advisement Worksheet (print out the online form); 2) unofficial transcripts from all colleges attended; and 3) descriptions of science courses you have taken that you believe will fulfill the prerequisites for admission.

### **CREDIT REQUIREMENTS**

Credit requirements for admission to the RN to BS, Accelerated BS, Master of Science, and Advanced Certificate programs are described in the section of the Bulletin on these specific programs.

The number of credits granted for transfer will be determined by a complete evaluation of your previous records. Competitive applicants will have completed all prerequisite courses at the time of application.

### **GRADE REQUIREMENTS**

Go to the program descriptions in the Academic Programs section of the Bulletin for specific grade requirements.

### **PREREQUISITE SCIENCE COURSE WORK**

Go to the program description in the Academic Programs section of the Bulletin for specific prerequisite science course work. Science courses and laboratories to fulfill admissions requirements should be designed for science majors. The most recent science course work is considered the most significant for review.

### **APPLICATION DATES**

Application to all programs should be made as soon as possible after October 1, for admission in the following academic year. Acceptances are offered on a “rolling admissions” basis. Most programs are filled by early Spring, but some applicants are placed on an alternate list for possible admissions should a place become available in that year’s entering class.

**Read and follow the specific “Self-Administered Application Procedures” on the web for your program.**

### **ADMISSIONS PROCEDURES**

Applicants are reminded to read the SUNY Downstate Application Instructions before applying to their program of interest. Since admissions requirements, procedures, and policies are subject to change, it is important to check the website for any new requirements and application materials.

A self-administered application package is required for admission to all programs. A complete application includes all of the items listed on the Application Cover Sheet. The entire application must be submitted in one envelope at one time, and it should include the personal statement, application processing fee, sealed transcripts, and sealed letters of recommendation. Applicants are reminded to attend to the admission deadlines.

Application questions may be forwarded by e-mail to [admissions@downstate.edu](mailto:admissions@downstate.edu). Since the admission process relies on e-mail as the primary means of communication with applicants, it is essential for all applicants to provide a clearly written, valid e-mail account on the application form as well as timely updates as necessary.

Application forms may be downloaded from our website: [sls.downstate.edu/admissions/apply\\_now.html](http://sls.downstate.edu/admissions/apply_now.html). Questions regarding admissions requirements or course equivalencies may be sent to the program e-mail address (see list on the inside cover of the *Bulletin*).

### **APPLYING TO MORE THAN ONE PROGRAM**

If you are not accepted into your first-choice program, you may send the Office of Admissions a second application indicating a second-choice program. If your second-choice program is still accepting applications, your application materials (transcripts and letters of recommendation) will be transferred and processed for that program. Your application will receive the same scrutiny and be subject to the same review process as all other applicants to that program.

### **TRANSFER CREDIT**

The number of credits granted for transfer will be determined by a complete evaluation of previous records. To meet admission requirements, only courses completed with a “C” or better at an accredited institution will be considered for transfer credit. Students should also check the latest edition of the *Student Handbook* for information.

There are two types of transfer credit: transfer credit to meet admission requirements, and “Program of Study” transfer credit.

For **transfer credit to meet admission requirements**, the following policies apply:

Courses taken in the United States must be from a regionally accredited college. The Office of Admissions will evaluate the accreditation status of any other institution and make a final decision on whether to transfer the credits.

Applicants must submit official transcripts from *all* institutions previously attended. Only transcripts received in sealed envelopes from institutions will be considered official.

Please indicate on the application any courses in progress, or the processing of your application will be delayed.

We only accept credits from Council of Higher Education (CHEA) regional accrediting organizations, such as the Middle States Association of Colleges and Schools and the New England Association of Schools and Colleges.

If you enrolled in courses taken outside the United States, you must submit a course-by-course detailed educational credential evaluation. (See “International Student Applications” for more information.) Evaluations must include the course name, letter grade, and U.S. semester-credit equivalent.

If you are admitted, your transcripts will be reviewed for admission requirements transfer credit. However, your SUNY

Downstate transcript will only indicate the total number of hours transferred, not specific courses.

**“Program of Study”** transfer credit is applied to your program of study at SUNY Downstate.

Transfer credit towards program of study is only awarded when:

- The nature, content, and level of credit is comparable to the course offered by SUNY Downstate.
- The credit earned is appropriate and applicable to the programs offered by SUNY Downstate.
- The minimum grade requirement for transfer has been met. (“C” or better for undergraduate courses; “B” or better for graduate course. Courses taken for pass/fail will not be transferred.)

If you believe you qualify for program of study transfer credit, request it through your faculty advisor during your first semester. Graduate nursing students must initiate this request prior to their first semester of enrollment. The same courses cannot be used to fulfill both admission requirements and program of study transfer credit.

### **Program of Study Transfer Credits for RN to BS Program**

RN to BS students earn program of study credit in eight nursing courses (27 credits) by passing the National League for Nursing, Nursing Acceleration Challenge Examination II (NACE II). These exams may be taken prior to admission or after enrollment in the program; however they must be passed prior to registering for NRBS 4410.

### **Program of Study Transfer Credits for Graduate Courses**

Students who have completed graduate courses at another accredited institution may request transfer credit for courses completed with grades of “B” or better. The courses must be judged equivalent to those required by the graduate program. A maximum of nine credits may be approved for transfer.

A request for transfer credit must be submitted to the associate dean for graduate programs during a student’s first year of study at SUNY Downstate. The student

must provide an official transcript and a copy of the course materials for the courses to be considered for transfer. The faculty determines acceptability of transfer courses on an individual basis.

Applicants to the collaborative Nurse-Midwifery Program who have completed an ACNM-accredited certificate program in midwifery or nurse-midwifery will have program of study transfer credit evaluated on an individual basis. A minimum of 14 credits must be completed in the College of Nursing at SUNY Downstate for the MS degree in Nurse Midwifery to be awarded.

### **INTERNATIONAL STUDENT APPLICANTS**

Our entering classes are small and admissions priority is given to U.S. citizens, U.S. permanent residents, and New York State residents. Applicants to highly competitive programs may have difficulty being accepted due to the large number of qualified applicants.

### **INTERNATIONAL STUDENT APPLICATIONS**

If you reside abroad, you should review the SUNY Downstate website (<http://www.downstate.edu>) for admissions policies and application forms at least 12 months prior to the academic year for which you seek admission.

If you have completed all or part of your education abroad, you are required to have a course-by-course, educational credential evaluation completed by an approved agency. This evaluation must include a breakdown of each course by name, U.S.-equivalent semester hours, and the corresponding letter grade. Any evaluation agency that is a member of the National Association of Credential Evaluation Services (NACES) is acceptable. For a list of current members, consult the NACES website (<http://www.naces.org>).

Do not send your overseas college transcript in the self-administered application. Instead, the official course-by-course evaluation report must be sent directly from the agency to the Office of Admissions. Optional: World Education Services at [www.wes.org](http://www.wes.org).

If your overseas courses have already been evaluated by an accredited U.S. college or university, and the courses

are listed on the college transcript individually with credit hours and grades, you may submit the U.S. college’s transcript without a separate credential evaluation. However, if you are using any of the credits toward prerequisite courses for admission, you must still submit a complete course-by-course evaluation from a NACES member agency, even if the course are listed on a transcript from a U.S. college.

Do not submit your overseas transcripts until you have been admitted.

All international applicants must document their ability to finance their entire education as part of the admissions process. International students should not consider financial assistance from the college in their financial planning. Current out-of-state budgets are posted in the financial aid section of the SUNY Downstate website.

### **TOEFL REQUIREMENTS**

With the exception of foreign-educated nurses who obtain a CGFNS certificate, all applicants for whom English is a second language who have not completed at least one year of full-time study in the United States, including two English composition courses, are required to take the Test of English as a Foreign Language (TOEFL) in order to be considered for admission. On computer-based exams, a minimum score of 208 is required for applicants to undergraduate programs and 223 for graduate applicants. On paper-based exams, a minimum score of 536 for undergraduate and 564 for graduate applicants is required. Arrangements to take this standardized test can be made by writing to: TOEFL, Educational Testing Service, Box 6151, Princeton, NJ 08541, (609)771-7100, or [www.toefl.org](http://www.toefl.org). Use the SUNY Downstate Institutional Code of 2535.

### **NOTIFICATION OF STATUS**

All applicants are notified in writing of their status. Please do not telephone the Office of Admissions or the program to determine your status. We cannot communicate an admissions decision over the telephone. Admissions decisions are final and are not subject to appeal or reconsideration.



## **ACCEPTANCE**

If you are accepted for admission to programs starting in the fall, a \$100 deposit must be submitted for undergraduate programs, or \$150 for graduate programs. This deposit is applied toward the first semester tuition.

The deposit is refundable until May 1. If you are accepted after May 1, your nonrefundable deposit is due within 10 days of the date of your acceptance letter. Orientation and registration information is sent to May entrants in mid-April, and to August entrants early in July.

All acceptances are contingent upon satisfactory completion of all course work in progress, particularly those courses required for admission.

## **MATRICULANTS**

A student becomes a matriculant when all admission or transfer requirements are met and the college's Admissions Committee has approved acceptance. An applicant may be allowed to register for graduate study as a nonmatriculating student when space is available.

## **REAPPLICANTS TO DEGREE PROGRAMS**

Applicants are considered for admission on the strength of their application and supporting documents. Reapplicants who have strengthened their credentials are welcome to reapply for admission.

If a reapplication is submitted within one year of the initial application, reapplicants must submit a new application and processing fee, updated official college transcripts, and at least one new letter of recommendation.

If the reapplication exceeds one year, the application shall be considered "new" and all supporting documents will be required.

## **RESPONSIBILITIES OF INCOMING STUDENTS**

Prior to admission and registration, students must:

- Provide proof of satisfactory completion of all course prerequisites prior to registration.
- Provide official test results for applicable programs.
- Satisfactorily complete and submit preadmission medical history and physical examination forms (the Office of Admissions sends these to all accepted applicants along with an agreement form and information on housing, financial aid, and tuition). Medical forms must be completed by a physician and returned to the Student Health Service prior to registration. Physical handicaps that would affect safe clinical performance and other health factors will be evaluated on an individual basis by the director of the Student Health Service in consultation with the Affirmative Action Office.
- Return signed admission agreement along with the tuition deposit check made payable to the State University of New York.

## **UNDERGRADUATE ADMISSION REQUIREMENTS: RN TO BS, ACCELERATED BS**

### **ADMISSION REQUIREMENTS**

#### **RN to BS**

- RN licensure in New York State or completion of RN licensure by date of enrollment.
- A minimum 2.7 cumulative grade point average (GPA) on a 4.0 scale.
- Two letters of recommendation from a college professor, an employer, or supervisor.
- Transfer of a minimum of 60 college credits.

#### **Accelerated BS**

- A baccalaureate degree in another discipline from an accredited college or university.
- A minimum 3.0 cumulative grade point average (GPA) on a 4.0 scale.
- Two letters of recommendation from a college professor, an employer, or supervisor.
- Test of Essential Academic Skills Version V (TEAS V)

### **PREREQUISITE COURSES**

Students must complete all prerequisite courses prior to the start of registration, with a grade of “C” or better.

#### **Humanities or Social Studies Requirement**

The Humanities requirement may be fulfilled by any combination of foreign language, literature, philosophy, religion, art history, history, political science, or economics. Only one speech course is acceptable. Courses must be for a minimum of 3 credits. No 2-credit courses will be accepted for this requirement.

#### **Science Requirement (Accelerated BS)**

All science prerequisite courses must have been completed within seven years of the date of admission to the Accelerated BS program.

### **PREREQUISITE CREDIT BY EXAMINATION**

Credits in anatomy and physiology, microbiology, and chemistry must be earned in an accredited community or senior college. The remaining credits required for admission can be earned through the College Level Examination Program (CLEP), Dantes Subject Standardized Tests, or Excelsior College examinations. Unless these credits already appear on the official transcript of an accredited U.S. college or university, an official copy of your score report must be forwarded by the testing agency directly to the Office of Admissions.

For further information, contact:

The College Board (for CLEP)  
(609) 771-7865  
[www.collegeboard.com/clep](http://www.collegeboard.com/clep)

Dantes Subject Standardized Tests  
(877) 471-9860  
[www.getcollegecredit.com](http://www.getcollegecredit.com)

Excelsior College  
(888) 647-2388  
[www.excelsior.edu/exams](http://www.excelsior.edu/exams)

### **PROGRAM OF STUDY TRANSFER CREDIT**

In the RN to BS program, Program of Study transfer credits may be awarded for courses taken in addition to the 60 credits. See page 12 for guidelines on Program of Study transfer credit and consult the Academic Program section for specific information on Advanced Standing transfer credits.

### **COURSE EXEMPTIONS BY EXAMINATION—RN TO BS PROGRAM**

Based on their credentials as registered nurses, students can gain credit in eight nursing courses (27 credits) by passing the National League for Nursing, Nursing Acceleration Challenge Examinations II (NACE II). These exams are administered to enrolled students several times throughout the year and must be passed prior to registration for senior level courses. The minimum satisfactory score on these examinations is 75 percent. Exams that score below 75 percent must be repeated for progression and graduation.

A required credit-by-examination fee is charged. Payment of this fee is required in order to receive exemption from the 27 credits of equivalent courses, and to enroll in several courses (see the Academic Program section).

Students who have taken these exams elsewhere prior to admission should arrange to have the scores sent directly to the College of Nursing, Office of Academic Programming, Box 22.



# GRADUATE ADMISSION REQUIREMENTS: MASTER OF SCIENCE ADVANCED CERTIFICATE

## APPLICATION DEADLINES

Application to the College should be made as early as possible. Acceptances are offered on a “rolling admissions” basis.

## ADMISSION REQUIREMENTS

### Entering Class Admission Criteria

1. Bachelor of Science degree in nursing from an institution accredited by the Council for Higher Education Accreditation CHEA regionally accredited college or university
2. Current New York State R.N. license
3. Candidates may be called for an interview.
4. Minimum of one year of clinical experience post-baccalaureate degree is preferred.
5. Cumulative grade point average (GPA) of 3.0 on a 4.0 scale
  - For Clinical Nurse Specialist and Nurse Practitioner, a cumulative grade point average of 3.0 on a scale of 4.0 is preferred.
  - For Nurse Anesthesia, a cumulative grade point average of 3.3 on a 4.0 scale is preferred.
6. A grade of “C” or better in the following undergraduate nursing courses:
  - Statistics
  - Nursing Research
  - Undergraduate Health/Physical Assessment Skill
7. Advanced Certificate (Post-Master’s) programs requirements are as follows:
  - Bachelor of science and a master’s degree in nursing
  - Practicing as a professional nurse or advanced practice nurse
8. The Nurse Anesthesia program

requires a minimum of two years of current critical care experience (excluding orientation), which must be completed within the last three years by the time of application. This experience must be completed in one of the following intensive care units:

- a) Surgical
- b) Medical
- c) Cardiothoracic
- d) Neonatal
- e) Pediatric
- f) Coronary Care Unit
- g) Neurosurgical

Experience in the following intensive care units (d, e, f, g) will be accepted only if combined with one of the experiences listed above (a, b, or c) for a minimum of one year.

For the Nurse Anesthesia program, CCRN certification is required.

### Letters of Recommendation

Submit two completed Recommendation Forms, each in a sealed envelope in your application package:

- a) One from a professional colleague who can comment on your clinical abilities and/or your potential for success in graduate nursing education.
- b) The second from a current/former college/university professor or an employer/supervisor.

Letters must be on Downstate’s Letter of Recommendation Form or on letterhead. All letters must be signed to be acceptable. The Letter of Recommendation Form must be completed in its entirety. Should the individuals writing the recommendation wish to submit additional correspondence, they may do so on the letterhead of their institution. If they chose to not use the SUNY Downstate Recommendation Form, all criteria must be addressed on the organization’s letterhead.

### Conditional Acceptance

Applicants who have not completed one or two of the following undergraduate courses—undergraduate nursing research, statistics, and health/physical assessment—but have met all other criteria for admission may be accepted as conditional students. Conditional students must complete admissions requirements before the completion of the first 12 graduate credits or by the end of the second semester, whichever comes first, and before taking Advanced Health Assessment and Diagnostic Reasoning (NRMS 5180) and Research and Evidence-based Practice I (NRMS 5850).

### Advanced Standing

Advanced standing is an option in some programs. Eligibility requires current employment in the field of specialization and national certification.

### MS Nurse-Midwifery Students

Because 38 core courses are taken through the Midwifery Program in Downstate’s College of Health Related Professions, applicants must satisfy admissions requirements of both the College of Nursing and the College of Health Related Professions.

Applicants who have completed an ACNM-accredited certificate program in midwifery or nurse-midwifery will have their program of study transfer credit evaluated on an individual basis. A minimum of 14 credits must be completed in the College of Nursing at SUNY Downstate for the master’s degree to be awarded.

Recent experience as a registered nurse is recommended; labor and delivery, childbirth education, and/or ambulatory women’s health-care experience is preferred.

# Academic Programs

RN to BS

Accelerated BS

Master's

Advanced Certificate

## COLLEGE OF NURSING FACULTY

Dean and Professor

*Daisy Cruz-Richman*

Associate Dean for Undergraduate Programs  
and Clinical Associate Professor

*Nellie Bailey*

Associate Dean for Research  
and Innovations and Professor

*Shirley A. Girouard*

Associate Dean for Graduate Programs  
and Professor

*Laila Sedhom*

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Professor and NP Program Director

*Maria Rosario-Sim*

Associate Professors

*Veronica Arikian, Sheryl Zang*

Clinical Associate Professors

*Nancy Giordano, Coleen Kumar*

Assistant Professors

*Margaret Clifton, Sandra Maldonado, Beth Steinfeld*

Clinical Assistant Professors

*Kevin Antoine, Tatyana Bakhshiyeva, Jennifer Baxter, Dianne Forbes-Woods, Susan Holman, Margaret G. Jackson, Joseph Jennas, Jean B. McHugh, Yvonne Nathan, Jacqueline Patterson-Johnson, Kathleen Powderly, Pearl N. Ramsaran, Jill M. Wegener*

Clinical Instructors

*Gemma E. Abaring, Renason Bunbury, Linda Cohen, Donareen Denny, Cynthia Margalit, Sarah Marshall, Kathleen Salak*

Lecturers

*Meriam F. Caboral, Patricia DiFusco, Barbara Kitchener, Lateesa Posey*

Adjunct Faculty

*Olivia S. Alcantara, June Bailey, Carmelita Blake, Linda Bradley, Janice A. Bloomfield-Alves, Kathy E. Cunningham, Robert Curran, Mary B. Davis, Donareen Denny, Catherine M. Flynn, Laura Garcia, Therese Germain, Olga Hilas, Lynette E. Hinds, Kalavathi Kaleswarareddy, Jennifer Katarivas, Abdelahad Khajo, Joan Komolafé, Bisboy Luka, Amy Ma, Candace Marrast, Glenda Martin-Grant, Janet McLaren, Yuliya Milshteyn, Catherine Olubummon, June Paul, Jacquie Phillips-Spencer, Pamela L. Rainford, Reynaldo R. Rivera, Lyda Shambo, Marcia V. Skeete, Hallam A. Small, Paula Sue-Ho, Marie Tse-Valcin, Larise Wynn*

Faculty Emeriti

*Nettie Birnbach, Sandra Fielo, Mary Germain, Rosalie Rothenberg, Laura Zamora*

The College of Nursing's philosophy states "all clients are open-systems and may be defined as culturally diverse individuals, families, communities or groups in a society. The open system model considers the simultaneous interaction of physiological, psychological, socio-cultural, developmental, and spiritual variables affecting the client system."

The implementation of these philosophical statements is demonstrated in the college's conceptual framework and the curriculum plan. Also incorporated in the implementation of the conceptual framework are the threads of ethics, values, theory, and research. The mission of the College of Nursing—to prepare graduates who will provide culturally competent care—is consistent with this philosophy and conceptual framework.

The student body reflects the College's commitment to diversity and socially responsible admission standards. It includes students of African, Asian, Caribbean, European, and Hispanic descent and represents the broad range of ethnic and cultural groups residing in the Brooklyn metropolitan region.

## Academic Policies

Current academic policies are described in the *Student Handbook*. The *Student Handbook* is distributed annually to all matriculated students.

## Student Conduct

Detailed policies, student conduct rules and disciplinary procedures appear in the *Student Handbook*.

# Undergraduate Programs

RN-BS

Accelerated BS

## PROGRAM GOALS

The purposes of the baccalaureate program in the College of Nursing are:

- 1) to prepare practitioners of professional nursing who can assume a variety of roles in different settings; and
- 2) to provide a foundation for postbaccalaureate study.

Upon completion of the baccalaureate program in the College of Nursing, the graduate is prepared to:

- Synthesize concepts from the humanities, biophysical, and social sciences and theory for application to professional nursing practice.
- Participate with culturally diverse client systems at all stages of the life cycle to deliver culturally competent nursing care.
- Promote, maintain, and restore client health by:
  - a. Assessing levels of human need satisfaction or disruption;
  - b. Formulating ways that nursing can assist clients to meet potential or actual needs;
  - c. Implementing nursing strategies; and
  - d. Evaluating outcomes.
- Use evidence-based guidelines in the practice of nursing.
- Demonstrate professional accountability in the practice of nursing.
- Collaborate with other members of the health team and consumers in the delivery of culturally competent care to diverse populations.
- Demonstrate leadership qualities in influencing nursing practice and health care.
- Contribute to planning for the changing health needs and resources of society through involvement in community systems and professional organizations.
- Pursue relevant experiences for continued professional growth.

## **BACHELOR OF SCIENCE PROGRAMS: ACCELERATED BACHELOR OF SCIENCE (ABS) AND RN-BS**

The College of Nursing prepares graduates to practice as baccalaureate generalist nurses. Students obtain a BS degree with a major in Nursing. The baccalaureate program is designed to prepare practitioners of professional nursing to care for patients (including individuals, families, groups, communities, and populations across the lifespan and along the health-illness continuum) and to assume a variety of roles in different settings. The curriculum is congruent with the College of Nursing's mission and the undergraduate program objectives, which include:

1. Use concepts and principles from liberal arts education for application to professional nursing practice.
2. Demonstrate professional standards of ethical conduct, integrity, and social responsibility.
3. Utilize health promotion, maintenance, and disease prevention strategies in the care of culturally diverse clients.
4. Apply quality improvement processes to implement safe and quality care for clients across the lifespan and across healthcare settings.
5. Use research findings to guide nursing practice.
6. Apply principles of leadership skills in the delivery of health care in collaboration with an interprofessional team.
7. Demonstrate skills in using client care technologies that support safe nursing practice.
8. Discuss the impact of legal and regulatory process on healthcare delivery and outcomes.
9. Articulate the value of continued professional growth and lifelong learning.

## BACHELOR OF SCIENCE DEGREE: PREREQUISITE COURSE REQUIREMENTS

COURSES	ACCELERATED BACHELOR OF SCIENCE DEGREE	RN TO BACHELOR OF SCIENCE DEGREE
Anatomy and Physiology / with labs	8 credits	8 credits
Chemistry / with lab	3 - 4 credits	3 - 4 credits
English (including 3 credits of English Composition)	6 credits	6 credits
Humanities or Social Sciences	12 credits	12 credits
Microbiology / with lab*	3 – 4 credits	3 – 4 credits
Sociology or Anthropology	6 credits	6 credits
Psychology**	6 credits	6 credits
Statistics	3 credits	
College Mathematics (not including Remedial Mathematics)	3 credits	

\*Bacteriology does not meet the Microbiology requirement for this program.

\*\*MUST INCLUDE LIFE SPAN DEVELOPMENT PSYCHOLOGY.

The College of Nursing offers two baccalaureate programs that lead to the attainment of the BS degree with a major in Nursing.

The pre-licensure program includes a 15-month Accelerated Bachelor of Science (ABS) program for students who hold a degree in another field, but who are seeking basic preparation for beginning professional nursing practice. Graduates of the ABS program are eligible to sit for the registered nurse licensing examination.

The post-licensure program includes a 3-semester Registered Nurse-Bachelor of Science (RN-BS) program for students who are already licensed as registered professional nurses.

The curriculum is designed to prepare both ABS and RN-BS students to achieve the same program outcomes.

### UNDERGRADUATE CURRICULUM

The curriculum plan/program of study for both the Accelerated BS and RN-BS programs reflects the College of Nursing's philosophy.

Students admitted into the Accelerated BS program take 60 upper division credits and transfer in 65 prerequisite college credits.

RN-BS students transfer in 60 prerequisite college credits and take 65 upper division credits. Twenty seven credits of the 65 RN-BS upper-division credits can be earned through satisfactory performance on the National League for Nursing's Nursing Acceleration Challenge Exams (NACE) 11.

To qualify for the BS degree, students in both Accelerated BS and RN-BS programs must satisfactorily complete a total of 125 credits, including prerequisite and upper division credits.

### CAREER OPPORTUNITIES

College of Nursing baccalaureate graduates are widely recognized as knowledgeable professionals and excellent practitioners. They are qualified to assume increased responsibility in nursing-practice positions and to pursue graduate study in master's programs. Most continue their careers working as providers of direct nursing care services, administrators, educators, or researchers.

### STUDENT RETENTION

The College's student retention rate is excellent. The retention rates have ranged from 96 to 98 percent over the last four years.

### STUDENT PLACEMENT

Virtually 100 percent of the students who graduate from the College of Nursing (graduate and undergraduate) are employed in nursing positions.

## **RN TO BS PROGRAM**

The RN to BS program is open only to registered nurses and applicants who expect to complete the process of RN licensure by the date of enrollment.

The program is offered on a semester basis, with three semesters of concentrated study comprising the usual pattern of study. Flexible scheduling permits study for the most part on two days during the week. Each semester is 16 weeks in length, with the first semester commencing in late August.

The RN to BS curriculum emphasizes theory and skills applicable to health maintenance and illness prevention; physical assessment; therapeutic communication; client teaching; community health; and leadership and management. Clinical experiences are arranged in a variety of community settings. In addition, numerous opportunities are provided for students to apply nursing and other theories to their current clinical practice and to further their development as professional nurses.

## **RN-BS PROGRAM OF STUDY**

To qualify for the BS degree, students must satisfactorily complete 125 credits as follows:

- 60 prerequisite college credits transferred in.
- 27 credits by examination earned through satisfactory performance on the National League for Nursing's Nursing Acceleration Challenge Exams (NACE) II.
- The remaining credits must be taken "in residence" at Downstate or through Program of Study credit. Program of study transfer credits may be awarded for Statistics, Pathophysiology, and up to 4 additional credits of electives beyond the 60 required for admission. Courses in the areas of "Research" and "Principles of Teaching and Learning"—when taken in addition to the requirements for admission—can also be evaluated for transfer credit.

For additional Program of Study information, please refer to the College of Nursing website at <http://sls.downstate.edu/admissions/nursing/rn-bs/index.html>

## **ELECTIVES**

The 65-credit upper-division program includes a requirement for seven credits of electives. Three out of the seven credits must be either an independent or guided study in nursing, or a nursing elective taken at SUNY Downstate.

## **NURSING ACCELERATION CHALLENGE EXAMS**

RNs must successfully complete all NACE II examinations and pay the required fees to receive credit by examination for the courses. Students who have taken these exams elsewhere prior to admission should arrange to have the scores sent directly to the College of Nursing, Office of Academic Programming, Box 22.

## **ACCELERATED BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN NURSING**

The Accelerated BS Program is open only to applicants who have earned a baccalaureate degree, in any discipline, by the date of enrollment and who have met prerequisite and admission requirements by the start of registration.

It is a 15-month, full-time program that prepares beginning practitioners to assume a variety of roles in different settings. Admitted students take 60 credits of concentrated nursing courses in residence at Downstate and transfer-in 65 credits to qualify for the BS degree.

The program provides a sequence of professional nursing development that proceeds from (1) understanding the theoretical basis for professional nursing practice; to (2) acquiring knowledge and skills for professional nursing practice; to (3) applying knowledge and skills to the practice of nursing.

Upon successful completion of the program, graduates are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Upon passing this exam, graduates will have the license to practice as registered nurses.

Individuals wishing to pursue advanced study will be eligible to apply for admission to a master of science program in the College of Nursing in the fields of clinical nurse specialist, nurse practitioner, nurse-midwifery, or nurse anesthesia.

## **PROGRAM OF STUDY**

The program consists of 60 credits of concentrated nursing studies with a strong clinical component. These, together with the 65 credits required for admission, comprise the 125 credits leading to the Bachelor of Science degree.

The clinical experiences in hospital and clinic settings will take place primarily at SUNY Downstate Medical Center's 376-bed University Hospital of Brooklyn and its major teaching affiliate, Kings County Hospital Center located directly across the street from SUNY Downstate. The College of Nursing also maintains affiliations with a broad network of community agencies and hospitals.



# Bachelor of Science Course Descriptions

## **NRBS 3000 Professional Nursing Practice in Health Promotion**

Within a holistic framework, this course focuses on health promotion, disease, and injury prevention across the lifespan, including assisting individuals, families, groups, communities, and populations to prepare for and minimize health consequences of emergencies, including mass casualty disasters. Epidemiological studies that show lifestyle, environmental, and genetic factors as determinants of population health will be explored. Emphasis is on evidence-based practices related to health promotion and disease prevention. Communication and collaboration with other healthcare professionals is necessary to promote healthy behaviors that improve population health. Ethical, legal, and economic principles related to clinical prevention and population health will be integrated. *(Prerequisite: none.)*  
4 credits.

## **NRBS 3110 Introduction to Health Assessment**

This course provides an introduction to concepts and principles of comprehensive health assessment. Emphasis is placed on conducting a comprehensive health assessment including physical, psychological, developmental, spiritual, social/cultural, and environmental factors that affect clients across the lifespan. Supervised laboratory practice provides an opportunity for students to develop skills to take a complete history and perform a comprehensive health examination on a client with appropriate documentation. *(Prerequisite: None)*  
3 credits.

## **NRBS 3150 Professional Nursing Development**

This course focuses on the development of professional values and value-based behavior that are foundational to the practice of nursing. The historical, legal, and contemporary context of nursing practice will be explored. Emphasis will be on ethical behavior in client care guided by professional values such as altruism, autonomy, human dignity, integrity, and social justice. Integrated in this course are pursuit of excellence, lifelong learning, and professional engagement to foster professional growth and development. *(Prerequisite: None)*  
2 credits

## **NRBS 3260 Introduction to Pharmacology, Medication Calculation and Preparation**

This course is designed to introduce students to the essential principles of pharmacotherapeutics, basic knowledge of medication classifications and the concepts of medication therapy. Included in this course are the concepts of pharmacokinetics and pharmacodynamics of commonly used medications; medication terminology; symbols and procedures relevant to medication preparation; and medication calculations. Emphasis is on the role of the nurse in client teaching and counseling in medication therapy. *(Prerequisite: None.)*  
3 credits.

## **NRBS 3300 Principles of Teaching and Learning**

This course focuses on the application of principles of teaching and learning, methodologies, and evaluation in client teaching. Emphasis is on client teaching that reflects developmental stage, age, culture, spirituality, client preferences, and health literacy. Integrated in this course are interprofessional communication and collaborative skills; safety; quality management; evidence-based practice; information systems and technology. Ethical, legal and economic issues relevant to client teaching are included. *(Prerequisite: none.)*  
2 credits.

## **NRBS 3410 Professional Nursing Practice with Obstetric and Gynecological Clients**

This course focuses on the care of obstetrical clients in a variety of settings during the antenatal, intranatal, and postnatal periods. Also included are common gynecological problems women experience during various stages of their lives. Emphasis is on a comprehensive assessment and care of obstetrical and gynecological clients, using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaboration; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to the obstetrical and gynecological client. The clinical component of the course provides students with supervised nursing care of obstetrical and gynecological clients. *(Pre- or co-requisites: NRBS 3000, 3110, 3150, 3260, 3300, PAPH 6300)*  
4 credits.

## **NRBS 3510 Professional Nursing Practice with Adult Clients I**

This course introduces students to the hospital setting, the healthcare team, core concepts and principles of basic nursing care of hospitalized adult clients requiring medical-surgical interventions. Emphasis is on a comprehensive assessment and basic nursing care of hospitalized adult surgical clients and also on clients with fluid and electrolyte imbalance and gastrointestinal and immune disorders, using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; information management and technology as well as legal and ethical implications of care as they relate to adult hospitalized clients with medical-surgical conditions. Students will provide supervised nursing care to selected hospitalized adult clients with medical-surgical conditions. *(Pre- or co-requisites: NRBS 3000, 3110, 3150, 3260, 3300, 3410, PAPH 6300)*  
4 credits.



**NRBS 3600**  
**Contemporary Issues in Health Care**

This course is designed to examine healthcare policy, finance, and regulatory environments and their influence on nursing practice and functioning of the healthcare system. Incorporated in this course is an examination of the broader context of health care, including organization and financing of client care services; reimbursement systems; healthcare issues; barriers and disparities to access healthcare; and healthcare policy development. The professional nurse's responsibility to participate in the political process and advocacy for clients, families, communities, vulnerable populations, the nursing profession, and changes in the healthcare system will be explored. (*Prerequisite: None*)

3 credits.

**NRBS 4010**  
**Professional Nursing Practice with Adult Clients II**

This course focuses on a comprehensive assessment and nursing care of adult clients with cardiovascular, pulmonary, hematological conditions, and end-of-life and palliative care across healthcare settings, using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to adult clients with cardiovascular, pulmonary, and hematological conditions, and end-of-life and palliative issues. Students will provide supervised nursing care to selected adult clients with medical-surgical conditions. (*Prerequisites: all 3000-level courses, PAPH 6300*).

4 credits.

**NRBS 4110**  
**Professional Nursing Practice with Children**

This course focuses on the care of children from birth through adolescence, including health-related needs, growth and development, and responses to major pediatric disorders. Emphasis is on a comprehensive assessment and nursing care of children across healthcare settings, using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional commu-

nication and collaborative skills; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to children. Students will provide supervised nursing care to children of all age groups. (*Prerequisites: all 3000-level courses, PAPH 6300*).

4 credits.

**NRBS 4210**  
**Professional Nursing Practice with Adult Clients III**

This course focuses on a comprehensive assessment and nursing care of adult clients with hepatic and biliary, neurological, renal, endocrine, dermatological, musculoskeletal, connective tissue, and peripheral nervous system disorders across healthcare settings, using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to adult clients. Students will provide supervised nursing care to selected adult clients with medical-surgical conditions. (*Prerequisites: all 3000-level courses, PAPH 6300*).

4 credits.

**NRBS 4310**  
**Professional Nursing Practice with Psychiatric Clients**

This course is designed to examine human psychopathology across the life span, including common psychiatric disorders, treatment modalities, and preventive strategies for re-occurrence. Emphasis is on a comprehensive assessment and nursing care of psychiatric clients across healthcare settings, using developmentally and culturally appropriate approaches. Integrated in this course are mental health concepts; therapeutic communication skills; interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to the care of psychiatric clients. Students will provide supervised nursing care to selected psychiatric clients. (*Prerequisites: all 3000-level courses, PAPH 6300*)

4 credits.

**NRBS 4360**  
**Organizational and Systems Leadership in Nursing**

In this course, emphasis will be placed on basic organizational and systems leadership in nursing at the microsystem level for safe, quality care. Understanding of organizational structure, mission, vision, philosophy, and values is incorporated and the impact of power, politics, policy, and regulatory guidelines on organizational systems is examined. Leadership and communication skills to promote a culture of safety and effective implementation of quality improvement initiatives within the context of the interprofessional team are emphasized. The clinical component of this course is designed to provide students with experience on leadership roles of the professional nurse in the delivery of health care. This includes a 30-hour student leadership practicum with a designated clinical preceptor. (*Prerequisites: All 3000 level courses, NRBS 4010, NRBS 4110, NRBS 4210, NRBS 4310, PAPH 6300*)

4 credits.

**NRBS 4410**  
**Professional Nursing and Client Systems in the Community**

This course focuses on community assessment and environmental factors affecting health and illness, and concepts and principles of epidemiology. Emphasis is on assessment of the community of the client using developmentally and culturally appropriate approaches. Integrated in this course are interprofessional communication and collaborative skills; safety; quality improvement; evidence-based practice; and information management and technology as well as legal and ethical implications of care as they relate to the community. The clinical component of this course provides students with supervised nursing care in the client's own environment. (*Prerequisites: Accelerated BS: all 3000-level courses, 4010, 4110, 4210, 4310, and PAPH 6300. RN- BS students: all 3000-level courses, PAPH 6300, and successful completion of all NLN NACE II exams*).

4 credits.

**NRBS 4650**  
**The Research Process and Evidence-Based Practice**

This course introduces students to basic elements of the research process and models for applying evidence to clinical practice. Emphasis is placed on the protection of human subjects in the conduct of research. Students will evaluate nursing research findings for utilization in clinical practice. In addition, students are prepared to participate in the process of retrieval, appraisal, and analysis of evidence to improve patient outcomes. *(Prerequisite: Statistics)*

3 credits.

**PAPH 6300**  
**Pathophysiology**

This course is designed to study the basic mechanisms and processes of disease and their impact on the health of clients across the life span. Emphasis is placed on understanding how the presence of traumatic, genetic, metabolic, infectious, immunologic, degenerative, and neoplastic changes produce disease. *(Prerequisite: None)*

3 credits.

**NRBS 4700**  
**Independent Study/Guided Study**

Under the guidance of faculty preceptors, students will either individually or in groups explore in depth a nursing problem or a question or topic of special interest. Students are expected to submit a proposal for approval, including:

- 1) Problem/question identification;
- 2) Delineation of goals to be achieved;
- 3) Description of methodology; and
- 4) Completion of a final product (such as a term paper, project, or audiovisual production)

Students and faculty preceptors will meet to discuss the progress of the study. *(Prerequisite: None.)*

Elective 1- 4 credits.

**ELECTIVE COURSES:**

**NRBS 4720**  
**Care of the Client with Cancer**

In this course, students will explore various factors and stressors that affect clients with cancer. Students will examine innovative and alternate treatment modalities for clients with cancer, and identify resources available to the clients. Emphasis will be placed on the development of skills involved in the analysis of complex physical, psychological, developmental, spiritual, and social-cultural factors that impact the client with various forms of cancer. *(Prerequisite: None)*

Elective 3 credits.

**NRBS 4730**  
**HIV Disease: A Humanistic Approach to Nursing Care**

This course offers an in-depth examination of the complex physical, social, psychological, and ethical issues of HIV Infection/AIDS. Lectures will be given by a variety of clinicians with expertise in the field. Emphasis will be placed on small-group discussion of the issues and problems that nurses must face in working with HIV-infected clients. *(Prerequisite: None)*

Elective 2 - 3 credits.

**NRBS 4750**  
**Nursing Ethics and the Law**

This course is designed to examine personal and professional values in relation to ethical problems and issues occurring in nursing. Ethical systems of decision-making are applied and analyzed, using nursing situations. Legal parameters of nursing and their interrelation with the ethical dimensions of nursing are also analyzed. *(Prerequisite: None)*

Elective 2 - 3 credits.

# Graduate Programs

## Master of Science

Adult-Gerontology Clinical Nurse Specialist

Pediatric Clinical Nurse Specialist

Family Nurse Practitioner

Women's Health Nurse Practitioner

Nurse Anesthesia

Nurse Midwifery

## Advanced Certificate Programs (Post Master):

Family Nurse Practitioner

Women's Health Primary Care

**Effective Fall 2014, the College of Nursing will only offer a one-day, full-time program of study for the Master of Science and Advanced Certificate Programs.**

The College of Nursing offers the following graduate programs: Adult-Gerontology Clinical Nurse Specialist; Pediatric Clinical Nurse Specialist; Family Nurse Practitioner; Women's Health Nurse Practitioner; Nurse Anesthesia; and Nurse Midwifery. For Nurses who already hold master's degrees, the college offers certificate programs for preparation as nurse practitioners: Family Nurse Practitioner and Women's Health Primary Care.

## ADVANCED STANDING OPTIONS

Advanced standing is available in some programs. Individual program plans will be developed to maximize students' educational and work experience toward fulfilling program requirements. Students should contact the Associate Dean of Nursing to develop a program plan.

## CAREER OPPORTUNITIES

The clinical nurse specialist (CNS) is prepared to provide direct care to adults and older adults from diverse populations and cultural backgrounds (including the frail elderly and their families and those with multifaceted complex needs) and to help them navigate the health care systems. They can practice from a community or hospital base as case managers, educators, quality controllers, clinical researchers, or home-care coordinators.

Nurse practitioners provide comprehensive primary healthcare services to individuals and families across their life spans; implement evidence-based practice guidelines; and critically analyze and implement health care interventions based on individualized assessments of individual/family needs.

Nurse anesthetists provide anesthesia to clients in ambulatory and/or inpatient settings under the supervision of an anesthesiologist.

Nurse midwives have practice opportunities within a variety of clinical settings, including private or group practices, birthing centers, and hospital and ambulatory-care settings.

## GRADUATE PROGRAM OBJECTIVES

Upon completion of the Master of Science degree and the advanced certificate, the graduate is prepared to:

1. Integrate knowledge from nursing and relevant sciences in the clinical management of clients requiring advanced practice nursing intervention.
2. Synthesize a personal and professional practice framework that reflects integrity, ethical practice and commitment to client empowerment.

3. Incorporate clinical prevention and population health concepts in the provision of culturally responsive care to diverse clients across the life-span.
4. Integrate quality improvement processes in the provision of advanced nursing care.
5. Translate relevant research and evidence to improve advanced practice interventions and health outcomes of diverse clients.

6. Demonstrate leadership skills in the delivery of safe and quality care in collaboration with an interprofessional team.
7. Integrate current and emerging healthcare technologies into the delivery of safe care.
8. Evaluate the impact of legal and regulatory process on advanced nursing practice, healthcare delivery and outcomes.
9. Demonstrate a commitment to lifelong learning.

## Entering Class Admission Criteria:

### **MASTER OF SCIENCE: CNS/FNP/WHNP/NM:**

1. A Bachelor of Science Degree in Nursing from a college or university accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) such as the Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges.
2. A New York State R.N. license
3. Candidates may be called for an interview
4. A minimum of one year clinical experience post baccalaureate degree is preferred
5. A cumulative Grade Point Average (GPA) of 3.0 on a 4.0 scale is preferred
6. A grade of “B” or better in the following undergraduate nursing courses:
  - Statistics
  - Nursing Research
  - Undergraduate Health/Physical Assessment Skill

### **ADVANCED CERTIFICATE [POST-MASTERS]: FNPC/ WHNPC**

1. A Bachelor of Science and a Master’s degree in Nursing or in one of the advanced practice nursing roles
2. Practicing as a Professional Nurse or Advanced Practice Nurse
3. A New York State R.N. license
4. Candidates may be called for an interview
5. A cumulative Master’s level Grade Point Average (GPA) of 3.00 on a scale of 4.00
6. National Certification in your specialty area of advanced nursing practice

### **NURSE ANESTHESIA MASTER’S PROGRAM**

1. The Nurse Anesthesia program requires a minimum of two years of current critical care experience (EXCLUDING ORIENTATION), which must be completed within the last three (3) years by the time of application. This experience must be completed in one of the following intensive care units:
  - a. Surgical
  - b. Medical
  - c. Cardiothoracic
2. Experience in the following intensive care units (d, e, f, g) will be accepted, ONLY if combined with one of the experiences listed above (a, b, or c) for a minimum of one year.
  - d. Neonatal
  - e. Pediatric
  - f. Coronary Care Unit
  - g. Neurosurgical
3. CCRN certification is required. Additionally, BLS, ACLS and PALS must be issued from the “American Heart Association.”
4. A Bachelor of Science Degree in Nursing from a college or university accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA), such as the Middle States Commission on Higher Education; New England Association of Schools and Colleges; North Central Association; Northwest Commission on Colleges and Universities; Southern Association of Colleges and Schools; and the Western Association of Schools and Colleges.
5. A New York State R.N. license.
6. Candidates may be called for an interview.
7. A cumulative Grade Point Average (GPA) of 3.3 on a 4.0 scale is preferred.
8. A letter grade of “B” or better in the following undergraduate nursing courses:
  - Statistics
  - Nursing Research
  - Undergraduate Health/Physical Assessment Skill

## **NURSE-MIDWIFERY MASTER'S PROGRAM**

(Offered in collaboration with the Advanced Certificate in Midwifery, College of Health Related Professions)

1. A B.S.N. degree from a college or university accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) such as the Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges.
2. A New York State R.N. license.
3. A minimum, cumulative Grade Point Average (GPA) of 3.0 on a 4.0 scale.
4. A grade of "B" or better in the following undergraduate nursing courses:
  - Statistics
  - Nursing Research
  - Undergraduate Health/Physical Assessment Skills

## **FAMILY NURSE PRACTITIONER ADVANCED CERTIFICATE PROGRAM**

1. A Master of Science Degree in Nursing or in an advanced practice nursing role from a college or university accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) such as the Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges.
2. A New York State R.N. license
3. Candidates may be called for an interview
4. A cumulative Grade Point Average (GPA) of 3.0 on a 4.0 scale is preferred
5. Current BLS is required
6. A cumulative Master's Level Grade Point Average (GPA) of 3.0 on a 4.0 scale
7. National Certification in your specialty area of advanced nursing practice

## **WOMEN'S HEALTH NURSE PRACTITIONER ADVANCED CERTIFICATE PROGRAM**

1. A Master of Science Degree in Nursing or in an advanced practice nursing role from a college or university accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) such as the Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges.
2. A New York State R.N. license
3. Candidates may be called for an interview
4. A cumulative Master's Level Grade Point Average (GPA) of 3.0 on a 4.0 scale.
5. Current BLS is required
6. National Certification in your specialty area of advanced nursing practice



# Master of Science Degree Programs

## **FAMILY NURSE PRACTITIONER**

The Master of Science (MS) in Family Nurse Practitioner (FNP) program prepares registered nurses with advanced theoretical knowledge, clinical judgment, and diagnostic skills that lay the foundation for the care of families across the age continuum.

As advanced practice nurse, the FNP is prepared to provide comprehensive primary health care services to individuals and families across their life spans; implement evidence-based practice guidelines; and critically analyze and implement health care interventions based on individualized assessments of individual/family needs. The FNP practices in the context of community, with advanced knowledge and awareness of the specific needs of people from diverse populations and cultural backgrounds. FNPs practice primarily in ambulatory care settings. A primary emphasis of this advanced practice role is a holistic approach to management of family health through interdisciplinary collaboration. FNPs are among those who, according to the Health Resources and Services Administration (HRSA), contribute significantly to providing health care to underserved populations residing in both urban and rural settings.

The curriculum of the FNP program is based on the American Association of Colleges of Nursing's Essentials document, delineating the outcomes expected of all graduates of master's level nursing programs. It also reflects the recommendations of the advanced practice registered nurse (APRN) Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education (LACE). It also conforms to the National Organization of Nurse Practitioner Faculties (NONPF) educational guidelines and the National Task Force (NTF) Criteria for Evaluation of Nurse Practitioner Programs.

The program (44 credits) is designed to

be completed in two years (six semesters) of full-time study. Graduates of the program are eligible to sit for the national Family Nurse Practitioner certification examinations offered by the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

For the Program of Study, please visit the College of Nursing website at: [http://sls.downstate.edu/registrar/nursing/program\\_study/fam\\_nurse\\_prac.html](http://sls.downstate.edu/registrar/nursing/program_study/fam_nurse_prac.html)

## **WOMEN'S HEALTH NURSE PRACTITIONER**

The Master of Science (MS) in Women's Health Nurse Practitioner (WHNP) program prepares registered nurses with the advanced theoretical knowledge, clinical judgment, and diagnostic skills that lay the foundation for the care of women throughout the lifespan.

WHNPs provide comprehensive, culturally sensitive primary health care, through a holistic perspective that emphasizes health promotion and disease prevention to women throughout the lifespan. The WHNP is prepared to implement evidence-based practice guidelines, and critically analyze and implement healthcare interventions based on individualized assessments of women's healthcare needs. The WHNP practices with advanced knowledge, and awareness of the specific needs of women from diverse populations and cultural backgrounds. A primary emphasis of this advanced practice role is a holistic approach to management of women's health, which is facilitated through interdisciplinary collaboration.

As advanced practice nurses, WHNPs perform comprehensive health assessments; conduct risk analyses; provide client education and counseling to promote wellness and prevent disease; and diagnose and treat common health problems and acute and chronic conditions. The primary focus of the care provided by WHNPs is in the area of Obstetrics & Gynecology.

The curriculum of the WHNP program is based on the American Association

of Colleges of Nursing's Essentials document, delineating the outcomes expected of all graduates of master's nursing programs. It also reflects the recommendations of the advanced practice registered nurse (APRN) Consensus Model for APRN regulation: Licensure, Accreditation, Certification, and Education (LACE). It also meets the guidelines of the National Association of Nurse Practitioners in Women's Health.

The program (44 credits) is designed to be completed in two years (five semesters) of full-time study. Graduates of the program are eligible to apply for licensure in New York State and to sit for the national certification examination given by the National Certification Corporation (NCC), which is the certifying body for the Obstetric, Gynecologic, and Neonatal advanced practice nurses.

For the Program of Study, please visit the College of Nursing website at:

[http://sls.downstate.edu/registrar/nursing/program\\_study/womens\\_health\\_nurse\\_prac.html](http://sls.downstate.edu/registrar/nursing/program_study/womens_health_nurse_prac.html)

## **ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST**

The Master of Science (MS) in Adult-Gerontology Clinical Nurse Specialist program prepares registered nurses with the advanced theoretical knowledge, clinical judgment, and diagnostic skills that lay the foundation for the care of adults and older adults and their families.

As advanced practice nurse, the CNS is prepared to provide direct care to adults and older adults from diverse populations and cultural backgrounds, including the frail elderly and their families, with multifaceted complex needs and help them navigate the healthcare system. The CNS is prepared to influence nursing practice and outcomes through the application of research evidence within practice settings; to intervene at the system level through policy development process; and to implement advocacy strategies to influence health care. In addition to the direct care role, the CNS is prepared to function as



educator and researcher, and to provide consultation to interdisciplinary colleagues. Team building, quality monitoring, and case management are key components of the CNS role.

The curriculum of the Adult Gerontology CNS program is based on the American Association of Colleges of Nursing's Essentials document, delineating the outcomes expected of all graduates of master's nursing programs. It also reflects the recommendations of the advanced practice registered nurse (APRN) Consensus Model for APRN Regulation on nursing guidelines established by the American Association of Colleges of Nursing and reflects the recommendations of the advanced practice registered nurse (APRN) Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education (LACE). It also conforms to the National Organization of Clinical Nurse Specialist (NACNS) Competency guidelines.

The program (41 credits) is designed to be completed in two years (five semesters) of full-time study. Graduates of the program are eligible to sit for the Adult Gerontology CNS national certification examinations offered by the American Nurses Credentialing Center (ANCC).

For the Program of Study, please visit the College of Nursing website at:

[http://sls.downstate.edu/registrar/nursing/program\\_study/clinical\\_nurse\\_specialist.html](http://sls.downstate.edu/registrar/nursing/program_study/clinical_nurse_specialist.html)

### **PEDIATRIC CLINICAL NURSE SPECIALIST**

The Master of Science (MS) in Pediatric Clinical Nurse Specialist (CNS) program prepares registered nurses with the advanced theoretical knowledge, clinical judgment, and diagnostic skills that lay the foundation for the care of children and adolescents.

As advanced practice nurse, the Pediatric CNS is prepared to provide direct care to children and adolescents from diverse populations and cultural backgrounds in a variety of settings; play a role in primary prevention and management of common healthcare

problems; manage children and adolescents with complex acute and chronic conditions; and help families navigate the healthcare system. The CNS is prepared to influence nursing practice and outcomes through the application of research evidence within practice settings; intervene at the system level through policy development process; and implement advocacy strategies to influence health care. In addition to the direct care role, the pediatric CNS is prepared to function as educator and researcher, and to provide consultation to interdisciplinary colleagues. Team building, quality monitoring, and case management are key components of the CNS role.

The curriculum of the Pediatric Clinical Nurse Specialist program is based on the American Association of Colleges of Nursing's Essentials document, delineating the outcomes expected of all graduates of master's nursing programs. It also reflects the recommendations of the advanced practice registered nurse (APRN) Consensus Model for APRN Regulation on nursing guidelines established by the American Association of Colleges of Nursing and reflects the recommendations of the advanced practice registered nurse (APRN) Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education (LACE). It also conforms to the Core Competencies of the National Organization of Clinical Nurse Specialist (NACNS).

The program (41 credits) is designed to be completed in two years (five semesters) of full-time study. Graduates of the program are eligible to sit for the Pediatric CNS national certification examinations offered by the American Nurses Credentialing Center (ANCC).

For the Program of Study, please visit the College of Nursing website at:

[http://sls.downstate.edu/registrar/nursing/program\\_study/clinical\\_nurse\\_specialist.html](http://sls.downstate.edu/registrar/nursing/program_study/clinical_nurse_specialist.html)

### **NURSE ANESTHESIA**

The Master of Science (MS) in Nurse Anesthesia program prepares critical care registered nurses with the advanced knowledge, skills, and critical thinking required to practice as nurse anesthetists.

The program prepares graduates to function in a wide array of clinical settings. Graduates are prepared to be competent advanced practice nurses, providing anesthesia care to patients across the lifespan at all levels of acuity, undergoing procedures of varying complexity. Certified nurse anesthetists (CRNAs) provide anesthetics to patients as independent practitioner or in collaboration with surgeons, anesthesiologists, dentists, podiatrists and other qualified healthcare professionals. As advanced practice registered nurses (APRNs), they are given a high degree of autonomy and professional respect. They provide anesthesia care for patients before, during, and after surgical and nonsurgical procedures.

The curriculum of the Nurse Anesthesia program is based on the American Association of Colleges of Nursing's Essentials document, delineating the outcomes expected of all graduates of master's nursing programs. It also reflects the recommendations of the advanced practice registered nurse (APRN) Consensus Model for APRN: Licensure, Accreditation, Certification and Education (LACE). It also meets the educational and clinical standards required by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs.

Students receive their clinical training in various hospitals throughout the city: private, public, government, and state.

The program (61 credits) is designed to be completed in seven semesters, four of which are full-time study. Upon completion of the program, graduates are eligible to take the certification examination given by the National Board of Certification and Recertification of Nurse Anesthetists. Graduates far exceed the minimum of 550 cases required by the COA.

## Accreditation

In addition to CCNE accreditation, the SUNY Downstate Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), which is located at 222 Prospect Ave., Park Ridge, IL 60068. The COA can be contacted at 847-665-1160.

## Program Statistics:

- Attrition rate for class graduating in December 2013: 0%
- Employment of graduates within 6 months of graduation: 100%
- Certification pass rate for first time takers who graduated December 2013: 89%

For the Program of Study, please visit the College of Nursing website at:

[http://sls.downstate.edu/registrar/nursing/program\\_study/nurse\\_anesthesia.html](http://sls.downstate.edu/registrar/nursing/program_study/nurse_anesthesia.html)

## NURSE MIDWIFERY

The Master of Science (MS) in Nurse Midwifery program is offered in collaboration with the College of Health Related Professions (CHRP). The collaborative Nurse Midwifery program is designed for registered nurses with baccalaureate degrees in nursing who are entering the separately registered Advanced Certificate Program in Midwifery offered by CHRP and who wish to pursue an MS degree in Nurse Midwifery through the College of Nursing. CHRP's Advanced Certificate Program in Midwifery is accredited by the Accreditation Commission for Midwifery Education (ACME).

The MS in Nurse Midwifery program provides the students with advanced theoretical knowledge, clinical judgment, and diagnostic skills that lay the foundation for the management of women's health care and their newborns. The program prepares students to practice midwifery through a strong didactic component that includes advanced courses in pathophysiology, pharmacology, and health assessment.

As advanced practice nurses, Certified Nurse Midwives provide prenatal care,

labor and delivery management, postpartum care, well-woman gynecologic care, and primary health care for normal, healthy women and their healthy newborns. They practice independently in a wide array of clinical settings and collaborate with physicians when women in their care develop complications.

The curriculum of the Nurse Midwifery program reflects the recommendations of the advanced practice registered nurse consensus model for APRN regulation: Licensure, Accreditation, Certification and Education (LACE). It also meets the American College of Nurse Midwives (ACNM) Core Competencies and the ACNM Standards of Practice.

Upon completion of the program (38 credits at CHRP and 20 credits at CON), graduates are eligible to take the national certifying examination administered by the American Midwifery Certification Board (AMCB) to become a Certified Nurse Midwife (CNM). Graduates are also eligible to register with New York State as a licensed midwife.

For the Program of Study, please visit the College of Nursing website at:

[http://sls.downstate.edu/registrar/nursing/program\\_study/nurse\\_midwifery.html](http://sls.downstate.edu/registrar/nursing/program_study/nurse_midwifery.html)

## Advanced Certificate

### FAMILY NURSE PRACTITIONER

The Advanced Certificate Family Nurse Practitioner (FNP) program is designed for registered nurses with a master of science degree in nursing or in one of the advanced practice nursing roles. The program prepares registered nurses with the advanced theoretical knowledge, clinical judgment, and diagnostic skills that lay the foundation for the care of families across the age continuum.

As advanced practice nurse, the FNP is prepared to provide comprehensive primary healthcare services to individuals and families across their life spans; implement evidence-based practice guidelines; and critically analyze and implement healthcare interventions based on individualized assessments of individual/family needs. The FNP practices in the context of community, with advanced knowledge and awareness of the specific needs of people from diverse populations and cultural backgrounds. FNPs practice primarily in ambulatory care settings. A primary emphasis of this advanced practice role is a holistic approach to management of family health through interdisciplinary collaboration. FNPs are among those who, according to the Health Resources and Services Administration (HRSA), contribute significantly to providing health care to underserved populations residing in both urban and rural settings.

The curriculum of the FNP program is based on the American Association of Colleges of Nursing's Essentials document, delineating the outcomes expected of all graduates of master's nursing programs. It also reflects the recommendations of the advanced practice registered nurse (APRN) Consensus Model for APRN regulation: Licensure, Accreditation, Certification, and Education (LACE). It also conforms to the National Organization of Nurse Practitioner Faculties (NONPF) educational guidelines and the National Task Force (NTF) Criteria for Evaluation of Nurse Practitioner Programs.

The program (35 credits) is designed to be completed in six semesters. Graduates of the program are eligible to sit for the national Family Nurse Practitioner certification examinations offered by the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

For the Program of Study, please visit the College of Nursing website at:

[http://sls.downstate.edu/registrar/nursing/program\\_study/nurse\\_prac\\_adv\\_cert\\_family.html](http://sls.downstate.edu/registrar/nursing/program_study/nurse_prac_adv_cert_family.html)

## **WOMEN'S HEALTH PRIMARY CARE NURSE PRACTITIONER**

The Advanced Certificate in Women's Health Primary Care Nurse Practitioner program is designed for registered nurses with a master of science degree in nursing or in one of the advanced practice nursing roles. The program prepares registered nurses with the advanced theoretical knowledge, clinical judgment, and diagnostic skills that lay the foundation for the care of women throughout the lifespan.

Women's health nurse practitioners (WHNPs) provide comprehensive, culturally sensitive primary health care, through a holistic perspective that emphasizes health promotion and disease prevention to women throughout the lifespan. The WHNP is prepared to implement evidence-based practice guidelines, and critically analyze and implement healthcare interventions based on individualized assessments of women's healthcare needs. The WHNP practices with advanced knowledge and awareness of the specific needs of women from diverse populations and cultural backgrounds. A primary emphasis of this advanced practice role is a holistic approach to management of women's health, which is facilitated through interdisciplinary collaboration.

As advanced practice nurses, WHNPs perform comprehensive health assessments; conduct risk analyses; provide client education and counseling to promote wellness and prevent disease; and diagnose and treat common health problems and acute and chronic conditions. The primary focus of the care provided by Women's health Nurse Practitioners is in the area of Obstetrics & Gynecology.

The curriculum of the WHNP program is based on the American Association of Colleges of Nursing's Essentials document, delineating the outcomes expected of all graduates of master's nursing programs. It also reflects the recommendations of the advanced practice registered nurse (APRN) Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education (LACE). It also meets the guidelines of the National Association of Nurse Practitioners in Women's Health.

The program (35 credits) is designed to be completed in five semesters. Graduates of the program are eligible to apply for licensure in New York State and to sit for the national certification examination given by the National Certification Corporation (NCC), which is the certifying body for the Obstetric, Gynecologic, and Neonatal advanced practice nurses.

These nursing programs are approved and registered through the New York State Education Department's Office of the Professions, and are accredited by the Commission on Collegiate Nursing Education (CCNE).

For the Program of Study, please visit the College of Nursing website at:

[http://sls.downstate.edu/registrar/nursing/program\\_study/nurse\\_prac\\_adv\\_cert\\_womens.html](http://sls.downstate.edu/registrar/nursing/program_study/nurse_prac_adv_cert_womens.html)

## GRADUATE NURSING CORE COURSES:

### **NRMS 5040** **Philosophical and Theoretical Perspectives for Advanced Nursing Practice**

The focus of this course is on interdisciplinary philosophies and theories relevant for advanced nursing practice. Emphasis is on the analysis and evaluation of selected conceptual models and theories of nursing and other disciplines. Theories are examined within the metaparadigm of nursing and other relevant disciplines, and are applied to the delivery of advanced nursing care to individuals and families. Using philosophical views of selected theorists, students will create a personal philosophy, which can be applied to the art and science of the advanced practice role. *(Prerequisites: None)*  
3 credits.

### **NRMS 5100** **Clinical Prevention and Population Health**

This course is designed to focus on the analysis of environmental, global and sociocultural factors that influence the risk, course, and management of major health problems affecting vulnerable populations in urban communities. Concepts from epidemiology, genetics, genomics, clinical prevention and population health to evaluate evidenced-based care and health outcomes of individuals, families, communities and populations are emphasized. Private and public health care resources are analyzed and evaluated. Attention to affordability and accessibility of health care, maintaining healthy environments and promoting personal and community responsibility for health are addressed. Economic, political, legal, and ethical considerations necessary to implement clinical prevention strategies and population-based care within an urban setting are analyzed. *(Prerequisites: None)*  
3 credits.

### **NRMS 5160** **Organizational and Systems Leadership for Advanced Nursing Practice**

This course focuses on the skills and knowledge needed by the advanced practice nurse to function in the role of a leader in diverse health care environments. Within the context of transformational organizational change, the advanced practice nurse is introduced to concepts relevant to analyzing and interpreting data related to macro systems in a variety of health-related organizations and the use of best leadership practices.

Incorporated in this course are strategies for organizational initiatives and navigating positive change through effective leadership and communication skills and use of advocacy in coordinating comprehensive care for clients – individuals, families, groups and communities – in multiple, varied settings. The impact of health policy, political and financial issues and ethical and legal concerns relevant to organizational and systems leadership are discussed. Personal development, accountability for quality outcomes, alignment of ethics and values with the organizational vision are discussed. Emphasis is placed on interprofessional collaboration and use of motivational techniques for peers and staff. This course offers practical solutions for problems inherent in applying culturally responsive leadership skills in healthcare delivery systems. *(Prerequisites: None)*  
3 credits.

### **NRMS 5850** **Research and Evidence-based Practice I**

This course is designed to provide students with the skills necessary to conduct clinical nursing research and addresses both quantitative and qualitative research methods. Emphasis is on advanced practice nurses as clinicians/researchers and the use of research finding as a foundation for evidence-based practice. Students select a research problem in their area of specialty. The culmination of the course is the development of the first two chapters of a research proposal. *(Prerequisites: NRMS 5040)*  
3 credits.

### **NRMS 5860** **Research and Evidence-based Practice II**

This course is a continuation of NRMS 5850 and provides students an opportunity to refine their research proposals. It focuses on expansion of the literature review, methodology design, identifying statistical tests and completion of an IRB application and other materials pertinent to their studies. Emphasis is placed on evaluation of the feasibility of the proposed study and its design. In this course, students will have the opportunity to present and critique each other's research proposals. *(Prerequisites: NRMS 5850)*  
3 credits.

## **ELECTIVE COURSES:**

### **NRMS 5170** **The Advanced Practice Nurse as Nurse Educator**

This course provides an overview of concepts relevant to the role of the advanced practice nurse in higher education. Building upon their specialized knowledge and skills, advanced practice students explore key components of the educator role applicable in academic and professional practice settings such as staff orientation and continuing education. The course focuses on the development of clinician scholars as nurse educators. *(Prerequisites: None)*  
3 credits.

### **NRMS 5270** **Informatics and Healthcare Technologies**

This course introduces students to informatics and healthcare technologies. Emphasis is on technology-based applications which support practice, administrative, research and educational decision making. Students will utilize information systems to analyze patient data, conduct research and evaluate project outcomes. The development of an effective blend of nursing practice, technology, and information science, improving patient communications, practitioner accuracy, and efficiency are addressed. Legal and ethical issues associated with computer use are examined. *(Prerequisites: None)*  
3 credits.



**NRMS 5700**  
**Independent Study**

Optional, only for students who did not complete the required clinical hours at the end of the semester.  
1 credit.

**ADVANCED PRACTICE  
NURSING CORE COURSES:**

**NRMS 5110**  
**Advanced Pharmacology**

This course focuses on the pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents. It prepares advanced practice nurses for the privileges, responsibilities, and legal and ethical standards associated with prescribing therapeutic regimens for culturally diverse populations. Incorporated in this course are patient-specific goals for therapy, choice of safe and effective therapeutic regimens, dosage adjustments, therapeutic drug monitoring for specific therapeutic endpoints, toxicologic and adverse events, and education of patients about prescribed therapy to maximize adherence to a therapeutic plan. (*Prerequisites: None*)  
3 credits.

**NRMS 5180**  
**Advanced Health Assessment and Diagnostic Reasoning**

The course provides students with knowledge and skills in advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches. Advanced health assessment also includes physical, developmental, psychosocial and cultural dimensions. Students will have the opportunity to conduct comprehensive history taking, analysis of findings based on advanced health assessment, and differential diagnosis of children, adults, pregnant women, and the older adults. Emphasis is placed on the diagnostic reasoning process, which forms the foundation for clinical decision making in advanced nursing practice. The laboratory component of the course will provide the opportunity to apply advanced health assessment skills. (*Prerequisites and/or Corequisites: NRMS 5110 and NRMS 5190*)  
3 credits.

**NRMS 5190**  
**Advanced Pathophysiology**

This course is designed to focus on advanced pathophysiology, including general principles that apply across the lifespan. It begins with a discussion of the mechanism of cellular injury and the pattern of response to adverse environmental conditions. This is followed by a system review of the way in which the underlying mechanisms produce pathologic disorders. The etiology, epidemiology, pathogenesis and manifestations of selected disease processes affecting patients will be presented. This serves as a scientific basis for understanding health and disease, which is critical for optimal patient management provided by advanced practice nurses. Research findings and theories/ framework relevant to the course content will be discussed. (*Prerequisites: None*)  
3 credits.

**CLINICAL SPECIALIZATION  
COURSES:**

**FAMILY NURSE  
PRACTITIONER PROGRAM  
(FNP) SPECIALTY COURSES**

**CNNP 5230**  
**Primary Prevention and Care Management of Adults I**

This course is designed to provide the theoretical basis and field experience for the application of evidence-based practice of primary prevention, diagnosis and management of acute conditions commonly affecting adults and older adults. The impact of physiology, socialization and culture on the individual's growth, development, health, and social roles are explored. Emphasis is on health promotion, beginning role development of the advanced practice nurse, and application of knowledge from biophysical, psychological, social and cultural sciences for the care and management of adults and older adults. Acute health problems will be analyzed, with attention to risk factors for underserved populations and their preventive health needs. Strategies of risk analysis and reduction, screening, lifestyle change, disease detection and

prevention, complementary and alternative therapies, and case management will be examined. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, health policy, advocacy, quality improvement and safety as well as ethical and legal dimensions of primary care practice will be addressed throughout the course. A precepted clinical experience will include comprehensive assessment and focused primary prevention and management of adults and older adults. (*Prerequisites: NRMS 5110, NRMS 5180, NRMS 5190*)  
*Co-requisite: NRMS 5040*  
4 credits.

**NFNP 5230**  
**Primary Care Management of Adults II**

This course focuses on the application of evidence-based practice for the diagnosis and management of chronic conditions commonly affecting adults and older adults. Emphasis is on the use of knowledge from biophysical, psychological, and socio-cultural sciences in designing care for adults and older adults with chronic illness. Using advanced clinical reasoning, students analyze, synthesize, and evaluate data to design and deliver culturally responsive care. Indirect role functions of the advanced practice nurse and the importance of inter-professional collaboration are reinforced, along with the advocacy component of nurse practitioner practice. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Health policy, quality improvement and safety as well as ethical and legal dimensions of primary care practice and the challenges of providing comprehensive, primary care in a managed-care environment are addressed. The precepted clinical practicum which accompanies the course provides opportunities for the comprehensive assessment and management of adults and older adults with chronic conditions. (*Pre-requisites: CNNP 5230*)  
4 credits.



**NFNP 5130**  
**Primary Care Management of Pediatric Clients**

This course provides the theoretical basis and field experience for the application of evidence-based practice for the pediatric and adolescent clients. Diagnostic reasoning, comprehensive primary care assessment and management of acute and chronic problems form the basis for direct role functions of the nurse practitioner. Emphasis is on the management of common, acute and chronic childhood illnesses, complementary and alternative therapies, and problems of growth and development. The role functions of the family nurse practitioner in the provision and management of comprehensive primary care will be reinforced. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, quality improvement and safety, advocacy, ethical and legal dimensions of primary care, consultation, research, education and policy development relating to children and adolescents will be addressed. The precepted clinical practicum which accompanies the course provides opportunities for the comprehensive assessment and management of families and pediatric clients with acute and chronic conditions. *(Prerequisites: NFNP 5230)* 3 credits.

**NFNP 5131**  
**Primary Care Management of Obstetrical and Gynecological Clients**

This course focuses on for the application of evidence -based practice for the obstetrical and gynecologic clients. Diagnostic reasoning and clinical decision making will be the foundations on which the direct role functions of the nurse practitioner will be based.

Emphasis is on etiology, pathophysiology, pharmacology, diagnostic reasoning and clinical decision making involved in the management of obstetrical and gynecologic problems of women throughout the lifespan, as well as sexual and reproductive health, complementary and alternative therapies. The role functions of the family nurse practitioner in the provision and management of comprehensive primary care

will be reinforced. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, quality improvement and safety, advocacy, ethical and legal dimensions of primary care, consultation, research, education and policy development relating to women throughout the life span will be addressed. The precepted clinical practicum which accompanies the course provides opportunities for the comprehensive assessment and management of obstetrical and gynecologic clients presenting for primary care. *(Prerequisites: NFNP 5130)* 3 credits.

**NFNP 5300**  
**Capstone Experience**

The focus of this course is on regulation of advanced practice nursing, credentialing, peer review, certification, health policy, competency standards, information technology in relation to security and confidentiality, legislative, economic, legal, and ethical issues. Emphasis is on synthesizing, analyzing, evaluating and integrating the theoretical foundations of advanced nursing practice, application of evidence -based practice to the care and management of individuals, families and communities. Ethical and legal principles are considered, applied and incorporated. The focus of the clinical component is on skills mastery, and demonstration of the ability to provide comprehensive primary care, health promotion and disease prevention and culturally responsive care to diverse individuals, families, and communities. *(Prerequisites: NFNP 5131)* 3 credits.

**WOMEN'S HEALTH NURSE PRACTITIONER SPECIALTY COURSES**

**CNNP 5230**  
**Primary Prevention and Care Management of Adults I**

This course is designed to provide the theoretical basis and field experience for the application of evidence- based practice of primary prevention, diagnosis and management of acute conditions commonly affecting adults and older adults. The impact of physiology,

socialization and culture on the individual's growth, development, health, and social roles are explored. Emphasis is on health promotion, beginning role development of the advanced practice nurse, and application of knowledge from biophysical, psychological, social and cultural sciences for the care and management of adults and older adults. Acute health problems will be analyzed, with attention to risk factors for underserved populations and their preventive health needs. Strategies of risk analysis and reduction, screening, lifestyle change, disease detection and prevention, complementary and alternative therapies, and case management will be examined. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, health policy, advocacy, quality improvement and safety as well as ethical and legal dimensions of primary care practice will be addressed throughout the course. A precepted clinical experience will include comprehensive assessment and focused primary prevention and management of adults and older adults. *(Prerequisites: NRMS 5110, NRMS 5180, NRMS 5190. Co-requisite: NRMS 5040)* 4 credits.

**NWHP 5140**  
**Primary Care Management of Obstetrical Clients**

This course provides the theoretical basis and field experience for the application of evidence -based practice for the provision of culturally responsive care to women during the prenatal, and post-natal periods. It builds on components of diagnostic reasoning and clinical decision making, emphasizing prenatal risk assessment and primary care of the obstetrical client, within the context of the family. The social, behavioral, and cultural aspects of pregnancy as well as the etiology, pathophysiology, diagnosis, complementary, alternative therapies and management of problems during pregnancy will be explored. Integrated in this course are: Inter-professional collaborative skills, safety, quality improvement, health care technologies as well as health policy, advocacy, ethical, legal dimensions of primary care practice, health promotion

and disease prevention, consultation, research and educational needs of the client and their significant others. All aspects of the role function of the women's health care nurse practitioner during the provision of pre-natal and post-natal care are emphasized. A precepted clinical experience will include assessment and management of obstetrical clients presenting for comprehensive care and/or common complaints of pregnancy. (*Pre-requisites: CNNP 5230*).  
4 credits.

**NWHP 5240  
Primary Care Management of  
Gynecological Clients**

This course provides the theoretical basis and field experience for the application of evidence-based practice for the provision of culturally responsive care in the management of the gynecological clients across the life span. Emphasis is on the etiology, pathophysiology, complementary and alternative therapies, diagnostic reasoning and clinical decision making. Integrated in this course are: Inter-professional collaborative skills, safety, quality improvement, health care technologies as well as health policy, advocacy, ethical, legal dimensions of primary care practice, health promotion and disease prevention, consultation, research and educational needs of the client and their significant others. All aspects of the role function of the women's health care nurse practitioner during the provision of pre-natal and post-natal care are emphasized. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Incorporated into the course are: Interprofessional collaboration, health policy, advocacy, quality improvement, safety as well as ethical, legal dimensions of primary care practice, health promotion and disease prevention, consultation, research and educational needs of the client and their significant others. All aspects of the role function of the women's health care nurse practitioner during the provision of gynecological care will be explored. A precepted clinical experience will include comprehensive assessment and primary care of gynecological clients. (*Pre requisites: NWHP 5140*)  
4 credits.

**NWHP 5290  
Women's Mental Health Issues**

This course provides an overview of women's mental health issues. Emphasis is on the behavioral, environmental, socioeconomic, cultural, ethical, legal and political factors that impact women's mental health. The etiology, pathophysiology, diagnoses, complementary, alternative therapies and pharmacological management of women's mental health issues will be explored. Concepts of advocacy, counseling, and education are incorporated throughout the course. A precepted clinical experience will include comprehensive assessment and primary care of women's with mental health issues. (*Pre requisites: NWHP 5140 and Co-requisite: NWHP 5240*)  
2 credits.

**NWHP 5300  
Capstone Experience**

The focus of this course is on regulation of advanced practice nursing, credentialing, peer review, certification, health policy, competency standards, information technology in relation to security and confidentiality, legislative, economic, legal, and ethical issues. Emphasis is on synthesizing, analyzing, evaluating and integrating the theoretical foundations for the advanced practice nurse. Applications of evidence-based practice to the care of women including ethical and legal principles are incorporated. The focus of the clinical component of this course is on skills mastery, and demonstration of the ability to provide comprehensive primary care, health promotion and disease prevention to women throughout the lifespan, also providing culturally responsive care to diverse individuals, families, and communities. (*Pre-requisites: NWHP 5240 and NWHP 5290*)  
3 credits.

**ADULT - GERONTOLOGY  
CLINICAL NURSE SPECIALIST  
SPECIALTY COURSES**

**CNNP 5230  
Primary Prevention and Care  
Management of Adults I**

This course is designed to provide the theoretical basis and field experience for the application of evidence-based practice of primary prevention, diagnosis and management of acute conditions commonly affecting adults and older adults. The impact of physiology, socialization and culture on the individual's growth, development, health, and social roles are explored. Emphasis is on health promotion, beginning role development of the advanced practice nurse, and application of knowledge from biophysical, psychological, social and cultural sciences for the care and management of adults and older adults. Acute health problems will be analyzed, with attention to risk factors for underserved populations and their preventive health needs. Strategies of risk analysis and reduction, screening, lifestyle change, disease detection and prevention, complementary and alternative therapies, and case management will be examined. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, health policy, advocacy, quality improvement and safety as well as ethical and legal dimensions of primary care practice will be addressed throughout the course. A precepted clinical experience will include comprehensive assessment and focused primary prevention and management of adults and older adults. (*Prerequisites: NRMS 5110, NRMS 5180, NRMS 5190. Co-requisite: NRMS 5040*)  
4 credits.

**NRCS 5230  
Primary Care Management of  
Adults II**

This course focuses on the application of evidence-based practice for the diagnosis and management of chronic conditions commonly affecting adults and older adults. Emphasis is on the use of knowledge from biophysical, psychological, and socio-cultural sciences in designing care for adults and older adults with chronic illness. Using advanced clinical reasoning, students

analyze, synthesize, and evaluate data to design and deliver culturally responsive care. Indirect role functions of the advanced practice nurse and the importance of inter-professional collaboration are reinforced, along with the advocacy component of nurse practitioner practice. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Health policy, quality improvement and safety as well as ethical and legal dimensions of primary care practice and the challenges of providing comprehensive, primary care in a managed-care environment are addressed. The precepted clinical practicum which accompanies the course provides opportunities for the comprehensive assessment and management of adults and older adults with chronic conditions. *(Pre-requisites: CNNP 5230)*  
4 credits.

**NRCS 5240**  
**Clinical Nurse Specialist Role Development and Impact on Clinical Outcomes**

This course provides the students with the theoretical basis and clinical experience for the indirect role of the clinical nurse specialist. The focus is on the sphere of nurses/ nursing practice to advance nursing and improve outcomes by using standards of care and evidence-based practice. Emphasis is on evaluating trends in healthcare and policies; models of care delivery; and key issues influencing clinical nurse specialist practice. The clinical nurse specialist's leadership role, inter-professional collaboration, health care policy and advocacy will be addressed. Incorporated in this course is the establishment of collaborative relationships within and across departments that promote safe, evidence-based, culturally responsive care and clinical excellence. *(Prerequisites: NRCS 5230)*  
4 credits.

**NRCS 5340**  
**Clinical Nurse Specialist Leadership Roles Within and Across Systems**

This course focuses on the indirect role of the clinical nurse specialist with particular emphasis on the sphere of organization/systems and analysis of the leadership role in fostering the development of high quality, cost effective care for culturally diverse clients and populations. Analysis of the indirect role of collaboration, consultation, advocacy, entrepreneurship, ethical and legal dimensions will be emphasized. The role of the clinical nurse specialist in the formulation and implementation of evidence-based health care policies and practices that are safe, ethical, interdisciplinary and cost effective is examined. Integral components of this course include: grant writing; planning, designing, conducting and evaluating professional programs and workshops. Relevant theories of organizational/ systems leadership and change will be applied to the coordination and management of clients within an interdisciplinary framework. *(Pre requisites: NRCS 5240)*  
3 credits.

**NRCS 5510**  
**Group Theory and Practice**

This course provides the theoretical basis for and practical experience in group dynamics and group process for the advanced practice nurse. It focuses on the knowledge and skills required to effect professional and personal growth and change to individuals and groups. The advanced practice nurse's role in shaping a therapeutic group culture and analyzing group interactions will be addressed. Emphasis is on the ability of the advanced practice nurse to design and implement new models of care delivery as they relate to group dynamics. A component of this course includes field experiences in an already established group with a specialty focus and specialty population. *(Prerequisites: None)*  
2 credits.

**PEDIATRIC CLINICAL NURSE SPECIALIST SPECIALTY COURSES**

**NRCS 5200**  
**Primary Prevention and Care Management of Pediatric and Adolescent Clients I**

This course is designed to provide students with an opportunity to apply relevant concepts from the humanities and sciences that are applicable to the pediatric and adolescent clients. Evidence-based practice is incorporated into the student's field experience in a variety of settings. Emphasis is on the clinical nurse specialist role in primary prevention, and management of common health care problems in children and adolescents. The focus of this course is on children within a family system, including sensitivity to the health beliefs of families and inclusion of families in the assessment, planning, and evaluation of health care. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Advocacy, quality improvement and safety as well as cultural, ethical, and legal dimensions of primary care practice, consultation, research, education and policy development relating to children and adolescents are incorporated in this course. Interprofessional collaboration is emphasized as students assess and manage common problems in consultation with an appropriate provider of care. *(Prerequisites: NRMS 5110, NRMS 5180, and NRMS 5190. Co-requisites: NRMS 5040 and NRMS 5100)*  
4 credits.

**NRCS 5210**  
**Management of the Pediatric and Adolescent Clients II**

This course focuses on the management of children and adolescents with complex acute and chronic conditions. Emphasis is on the integration of advanced knowledge from a variety of disciplines in the management of children and adolescents from diverse backgrounds. The role of the clinical nurse specialist in the management of children and adolescents within a family context, including development of culturally-relevant education and



coaching strategies for parents will be addressed. Relevant theories and health-care technologies are applied to the planning and coordination of primary care. Advocacy, quality improvement and safety as well as cultural, ethical, and legal dimensions of primary care practice, consultation, research, education and policy development relating to children and adolescents will be addressed. Interprofessional collaboration is emphasized as students assess and manage children and adolescents with complex acute and chronic conditions in consultation with an appropriate provider of care. *(Prerequisite: NRCS 5200)*  
4 credits.

**NRCS 5240**  
**Clinical Nurse Specialist Role Development and Impact on Clinical Outcomes**

This course provides the students with the theoretical basis and clinical experience for the indirect role of the clinical nurse specialist. The focus is on the sphere of nurses/ nursing practice to advance nursing and improve outcomes by using standards of care and evidence-based practice. Emphasis is on evaluating trends in healthcare and policies; models of care delivery; and key issues influencing clinical nurse specialist practice. The clinical nurse specialist's leadership role, inter-professional collaboration, health care policy and advocacy will be addressed. Incorporated in this course is the establishment of collaborative relationships within and across departments that promote safe, evidence-based, culturally responsive care and clinical excellence. *(Prerequisites: NRCS 5210)*  
4 credits.

**NRCS 5340**  
**Clinical Nurse Specialist Leadership Roles Within and Across Systems**

This course focuses on the indirect role of the clinical nurse specialist with particular emphasis on the sphere of organization/systems and analysis of the leadership role in fostering the development of high quality, cost effective care for culturally diverse clients and populations. Analysis of the indirect

role of collaboration, consultation, advocacy, entrepreneurship, ethical and legal dimensions will be emphasized. The role of the clinical nurse specialist in the formulation and implementation of evidence-based health care policies and practices that are safe, ethical, interdisciplinary and cost effective is examined. Integral components of this course include: grant writing; planning, designing, conducting and evaluating professional programs and workshops. Relevant theories of organizational/ systems leadership and change will be applied to the coordination and management of clients within an interdisciplinary framework. *(Pre requisites: NRCS 5240)*  
3 credits.

**NRCS 5510**  
**Group Theory and Practice**

This course provides the theoretical basis for and practical experience in group dynamics and group process for the advanced practice nurse. It focuses on the knowledge and skills required to effect professional and personal growth and change to individuals and groups. The advanced practice nurse's role in shaping a therapeutic group culture and analyzing group interactions will be addressed. Emphasis is on the ability of the advanced practice nurse to design and implement new models of care delivery as they relate to group dynamics. A component of this course includes field experiences in an already established group with a specialty focus and specialty population. *(Prerequisites: None)*  
2 credits.

**NURSE ANESTHESIA**  
**SPECIALTY COURSES**

**NRAN 5100**  
**Basic Principles of Anesthesia**

This course provides an overview of the basic principles of anesthesia administration. The scope of anesthesia practice, pre-anesthetic assessment, monitoring, blood/fluid administration, airway management, documentation, patient positioning, drugs commonly used in anesthesia, and the anesthesia machine are discussed. The interpretation of laboratory data, patient history,

and physical examination are applied to the development of an anesthetic care plan. Emphasis is on the basic principles and techniques of general and regional anesthesia, monitoring anesthesia care, management of pain, and patients in the recovery period. *(Pre-Requisites: None)*  
3 credits.

**NRAN 5110**  
**Chemistry, Biochemistry, and Physics for Anesthesia**

This course focuses on an in-depth study of the principles of chemistry, biochemistry, and physics and their application to the management of the anesthetized patient. The course is divided into two sections. The first consists of organic and inorganic chemistry with a focus on nucleic acid, carbohydrates, lipid, and protein metabolism. The second section includes an application of gas laws and physical principles of physiology, pathophysiology, and explosive hazards that exist in the clinical anesthesia practicum. *(Pre-Requisites: None)*  
3 credits.

**NRAN 5200**  
**Principles of Anesthesia Practice I**

The focus of this course is on principles of anesthesiology as they relate to the individual patient's medical history. Physiological changes that occur in morbid obesity and older adults and its effect on anesthetic choice and anesthesia management for ophthalmic, otorhino-laryngologic, maxillofacial, gastrointestinal, genitourinary, orthopedic procedures, and trauma and burn patients are emphasized. Etiology, precautions, and treatment of malignant hyperpyrexia, and other pharmacogenetic disorders are discussed along with postoperative complications. Anesthetic considerations in outpatient surgical care during the perioperative period are identified. Simulation laboratory experience will provide application of didactic component of course. *(Pre-Requisites: NRAN 5100, 5110)*  
3 credits.

**NRAN 5210  
Anatomy, Physiology &  
Pathophysiology I**

This course focuses on the anatomy, physiology, and pathophysiology of the cardiac system. Comprehensive analysis of this system and its relation to anesthesia practice is emphasized. The anesthetic implications in the management of patients with co-existing diseases are discussed in relation to evidence based practice. (*Pre-Requisites: NRMS 5190, NRAN 5100 and 5110 Co-requisite NRAN 5200, 5220, 5230, 5240*)  
2 credits.

**NRAN 5220  
Anatomy, Physiology &  
Pathophysiology II**

This course focuses on the anatomy, physiology, and pathophysiology of the respiratory system. Comprehensive analysis of this system and its correlation to anesthesia practice are emphasized. The anesthetic implications in the management of patients with co-existing diseases are discussed in relation to evidence-based practice. (*Pre-Requisites: NRMS 5190. Co-requisite NRAN 5200, 5210, 5230, 5240*)  
2 credits.

**NRAN 5230  
Pharmacology for Anesthesia**

This course covers the general principles of the pharmacodynamics and pharmacokinetics of anesthetic drugs. Mechanisms of absorption, distribution, metabolism, and excretion of drugs are addressed. Current inhalation, intravenous, local anesthetics, muscle relaxants, and their application to anesthesia administration are discussed. Also included is the role of autonomic, cardiovascular, respiratory, and central nervous systems drugs. Drug interactions and their impact on anesthesia management are also discussed. (*Pre-requisites: NRMS 5110, NRAN 5100, 5110*) (*Co-requisites: NRAN 5200, 5210, 5220, 5240*)  
3 credits.

**NRAN 5240  
Clinical Practicum I**

This course introduces students to the basic clinical art and science of nurse anesthesia that includes the use and application of anesthesia equipment, airway management and devices, formulation of a basic anesthesia plan of care, and pre- intra- and post-operative management of the surgical patient. (*Prerequisites: NRMS 5110, NRMS 5180, NRMS 5190 and NRAN 5100, 5110. Co-requisite NRAN, 5200, 5210, 5220, 5230*)  
1 credit.

**NRAN 5300  
Principles of Anesthesia  
Practice II**

The focus of this course is on the study of the concepts of anesthesia for pediatric and obstetric procedures. Anatomy, physiology and pathophysiology of the obstetrical and pediatric patients are discussed. Anesthetic management for various surgical procedures for the newborn, adolescent and the obstetrical patient are emphasized. Special emphasis is placed on hemodynamic stability, thermogenesis, airway management and regional anesthesia. (*Prerequisites: NRAN 5200 and NRAN 5240, Co-requisites: NRAN 5310 and NRAN 5320*)  
3 credits.

**NRAN 5310  
Anatomy, Physiology &  
Pathophysiology III**

This course focuses on the anatomy, physiology, and pathophysiology of the nervous, endocrine and musculoskeletal systems. Comprehensive analysis of these systems and their correlation to anesthesia practice are stressed. The anesthetic implications in the management of patients with co-existing diseases are discussed in relation to evidence based practice. (*Prerequisites: NRAN 5210 and 5220. Co-requisites: NRAN 5300 and NRAN 5320*)  
2 credits.

**NRAN 5320  
Clinical Practicum II**

This course builds on the foundations learned in clinical practicum I. Skills in pre-anesthesia evaluation and anesthetic management during the perioperative and postoperative period are developed through supervised experiences in clinical anesthetic management of ASA Class I, II and III patients. Anesthesia management includes general, regional and MAC cases. (*Prerequisite: NRAN 5240 Co-requisite: NRAN 5300 and NRAN 5310*)  
1 credit.

**NRAN 5400  
Principles of Anesthesia  
Practice III**

This course focuses on advanced concepts of anesthesia for cardiovascular and neurological surgery. Emphasis is placed on cardi thoracic pathology and the evaluation and management of anesthesia for revascularization procedures. Cerebrovascular diseases are discussed in addition to functional neurological monitoring and anesthetic management of intra-cranial procedures. (*Pre-Requisites: NRAN5300, Co-requisites 5410, 5420*)  
3 credits.

**NRAN 5410  
Anatomy, Physiology &  
Pathophysiology IV**

This course focuses on the anatomy, physiology, and pathophysiology of the hepatic, gastrointestinal, genitourinary and hematologic systems. Comprehensive analysis of these systems and their relation to anesthesia practice are emphasized. The anesthetic implications in the management of patients with co-existing diseases are discussed with reference to evidence-based practice. (*Prerequisites: NRAN 5310 Co-requisites: NRAN 5400, 5420*)  
2 credits.



**NRAN 5420  
Clinical Practicum III**

The focus of this clinical is on the anesthetic management of complex cases requiring invasive monitoring with multiple co-morbidities. It provides students the opportunity to perform intubation using various adjunct devices, fluid and electrolyte management for complex cases and different anesthesia techniques. Patient classification includes ASA I, II, and III (*Prerequisites: NRAN 5320. Co-requisites NRAN 5400, 5410*)  
1 credit.

**NRAN 5500  
Professional Aspects of Anesthesia**

This course provides an overview of the basic principles of anesthesia administration. It focuses on the history of nurse anesthesia, as well as economic, political and legislative issues affecting nurse anesthesia. Clinical practice, education, and role clarification of the nurse anesthetist in relation to health care and managed care is explored. Incorporated in this course are the development, organization, and philosophy of the American Association of Nurse Anesthetists (AANA). (*Prerequisites: None. Co-requisite: NRAN 5510*)  
3 credits.

**NRAN 5510  
Clinical Practicum IV and Clinical Correlation Conference**

This clinical focuses on the anesthetic management of ASA I – IV, and E classification, on-call experiences and specialty rotations: pediatrics, obstetrics, thoracic, neuro, pain management and open-heart. Integrated in this clinical is planning for emergency anesthesia cases. (*Prerequisites: RAN 5420. Co-requisites NRAN 5500*).  
2 credits.

**NRAN 5600  
Clinical Practicum V and Clinical Correlation Conference**

The emphasis in this course is on the anesthetic management of ASA I – IV, and E classification. This course includes student's on-call experiences and specialty rotations in obstetrics, pediatrics, neurosurgical, thoracic, cardiac, and pain management. (*Prerequisites: NRAN 5510. Co-requisites: NRMS 5160*)  
2 credits.

**NRAN 5700  
Clinical Practicum VI and Clinical Correlation Conference**

The focus of this practicum is fostering independence where the instructor, CRNA and/or anesthesiologist act as a facilitator. Emphasis is on designing an anesthetic plan for patients across the age continuum and requiring simple to complex anesthetic management and techniques. (*Pre requisites: NRAN 5600*)  
4 credits.

**NURSE MIDWIFERY  
SPECIALTY COURSES**

Please check College of Health Related Professions Web Site.

# Teaching Facilities

The classroom and laboratory facilities of the College of Nursing are located in both the Health Science Education Building (395 Lenox Road) and the Basic Sciences Building (450 Clarkson Avenue). Clinical laboratories are taught at SUNY Downstate Medical Center's University Hospital of Brooklyn, at Kings County Hospital Center, and at a large network of affiliated hospitals and community health facilities.

The Health Science Education Building is the academic center of the campus. The building houses classrooms and laboratories, a 500-seat auditorium, and the Medical Research Library of Brooklyn.

The College of Nursing occupies the eighth floor of the Education Building. Its facilities include:

## **COLLEGE OF NURSING LEARNING RESOURCE CENTER (LRC)**

The LRC has been designed to provide simulation-based educational activities for students. The laboratory center contains areas for small group practice and discussion. It also has one large area outfitted with complete patient units, supplies, and equipment commonly found in the hospital setting, instruments for physical assessment, expendable supplies (e.g., dressings, IV solutions, and tubing), as well as models and high-fidelity and low-fidelity mannequins.

Students may use the LRC to fulfill specific course requirements. In addition, students use the facility for self-directed study, or for alternative learning activities to master skills or better understand complex nursing content.

## **CENTERWIDE ADVANCED LEARNING RESOURCE CENTER (ALRC)**

The ALRC, located in the Medical Research Library, also provides a variety of simulation-based educational programs for students and faculty.

## **COLLEGE COMPUTER LABORATORY**

The College of Nursing computer lab is equipped with a color laser printer and 31 Intel Core 2 Duo PCs running a Windows operating system. Students can use Microsoft Office applications (Word, Excel, and PowerPoint) to create documents, spreadsheets, and slide presentations.

In addition, students have fast access to the Internet via the campus network. Each student is issued an email account that can be used to access online courses and the Internet.

The computer lab is open Monday to Friday for nursing students. A basic orientation to the computers and network is offered at the beginning of each semester; further instruction by SUNY Downstate's Learning Resources Center is also available in several areas.

# Clinical Training Facilities

Nursing students receive their clinical training at University Hospital of Brooklyn and at affiliated institutions and sites throughout the metropolitan area. Clinical sites training may vary from year to year.

## **UNIVERSITY HOSPITAL OF BROOKLYN**

University Hospital of Brooklyn is the teaching hospital of SUNY Downstate Medical Center. Fully accredited in all medical subspecialties, it provides primary and advanced medical care to more than 300,000 patients annually.

**UHB** includes 376-beds with 8 intensive care and step-down units, 12 operating rooms, an adult and pediatric ER, a diagnostic and ambulatory surgery facility, and 75 outpatient clinics. Its Children's Hospital offers specialized pediatric services. UHB is a designated Regional Perinatal Center.

UHB also has: a community-based center in East New York, a Dialysis Center; and an Urgent-Care Center and Ambulatory Surgery Center in Bay Ridge.

## **KINGS COUNTY HOSPITAL CENTER**

One of the largest acute-care hospitals in the country and the largest municipal hospital in New York City, with 43 acres and 23 buildings, Kings County Hospital Center offers clinical opportunities of every description. It is operated by the Health and Hospitals Corporation of the City of New York. Its facilities include one of the country's busiest emergency rooms, a nationally recognized Level I trauma center, and more than one hundred ambulatory care services. Kings County averages 23,000 admissions, 140,000 emergency room visits, and more than 543,000 outpatient visits annually.

## **CLINICAL AFFILIATES**

Complementing the clinical experiences available at University Hospital of Brooklyn and Kings County Hospital, the College of Nursing maintains affiliations with a broad network of community agencies and hospitals, as detailed in the box "Medical Centers Health Agencies and Clinical Sites," in the following pages.

## MEDICAL CENTERS, HEALTH AGENCIES, AND CLINICAL SITES

21st Century Medical, PC	Health Center	Eli Rosen, MD, PC	Ibrahim Carvan, MD
Aaron H. Berger, MD	Carl Nicoleau, MD	Emmanuel Medical PC	Institute for Urban Family Health
Adam Rosenbluth, MD	Carlisle L. St. Martin, MD	Erie T. Agustin, MD	Interfaith Medical Center
Advanced Family Medicine	Carmen Rodriguez, MD	Evercare/Collaborative Care Services	Ja Gu Kang, MD, FCCP
Advanced Medical Group, PC	Center for Nursing and Rehabilitation, Inc	Family Medical Care	Jacobi Medical Center (HHC)
Alan Levenson, MD	Chenna B. Reddy, MD	Family Medical Practice	Jamaica Hospital
Alex Tepper, MD	Chennareddy, MD, PC	Fashion Institute of Technology	Jamaica Hospital Medical Center (CON-Anesthesia)
Alexander Golberg, MD	Children's Aid Society - Bronx Health Services	Ferdous Khandkar, MD	Jean Langhans, MD
Alexandr L. Abramov, MD	Chinatown Global Pediatrics	Fitzclaud Grant, MD	Jennan Comprehensive Medical
Alpha-K Family Medical Practice, PC	CNR Adult Day & Alzheimer's Health Care Program	Flushing Hospital Medical Center	Jewish Child Care Association
American Comprehensive Healthcare Medical Group	Cohen Medical	Forest Urgent Care Center	Joan Altman-Neumann, MD
Anand Persaud, MD	Columbus Circle OB/GYN	Fritz Boutin, MD	John Hon, MD
Angela M. Todd, MD	Complete Women's Health	Full Circle Family Care	Joseph Trentacosta, MD
Anita-Kay Martin, MD	Comprehensive Pediatrics	Full Circle Women's Health, LLP	Julia Y. Oweis, MD
Annada Das, MD	Constance Stewart, MD	Gabriel Dugue, MD	Julie Bouchet-Horowitz, FNP, BC,IBCLC
Antonio Garcia, MD	Corzo Medical Practice	Galina Khelmsky, MD	Juliet Hudson, MD
Antonio Joseph, MD	Cross Country Medical Care	Garden City OB/GYN	Karen Lee, MD
Associates in OB-GYN Care PC	Cyrus Murray, MD	George C. Hall, MD, PC	Katherine Teets Grimm, MD
August A. Feola, MD	David Steiger, MD	George Malegiannakis, MD	King-Asia Wekesa, MD
Augustana Lutheran Home	David Tavakoli, MD	George McMillan, MD	Kings County Hospital Center (HHC)
Barbara Gordon, MD	Dean Martin, MD	Glenwood Primary Care	Kingsboro Psychiatric Center
Bellevue Hospital Center	Department of Veterans Affairs Medical Center	Good Care Peds Group	Kingsbrook Jewish Medical Center
Beth Israel Medical Center-Brooklyn	Diana Roth, MD	Good Health Medical	Lana Voronin, MD
Beth Israel Medical Center	Dmitry Konsky, MD	Good Samaritan Hospital Medical Center	Laura Garabedian, MD
Betsy Lanter, MD	Doctors Medical Group	Grace Family Medical	Leon Mullen, MD
Bhupendra N. Shah, MD	Donna Loketch, MD	Guirguis OB/GYN	Lim H. Tse, MD
Bina Comes, MD	Dorchester Senior Citizen Center (Undergrad)	Hari Shukla, MD	Lincoln Medical and Mental Health Center
Boris Bludoy, MD	Dr. Sorkin's Center for Women's Health	Harlem Hospital Medical Center	Lisa Williamson, MD, MPH
Boris Marshalik, MD	Dutch Broadway Family Med. Care	Heartwise Cardiology	Long Island Pediatric Group
Boris Ripa, MD	East Shore Medical	HELP/PSI, Inc.	Lorraine Chrisomalis-Valasiadis, MD
Bronx Lebanon Hospital	Eastern Parkway Medical	Hematology Oncology Associates of Brooklyn	Lorraine E. Williams, MD
Brookdale Hospital & Medical Center	Ebenezer Odom, MD	Herbert Lempel, MD	Lutheran Medical Center
Brooklyn Birthing Center	Eddy J. Vincent, MD	Hertz S. Sure, MD.	Lyndon Baines Johnson Health Complex, Inc.
Brooklyn Plaza Medical Center, Inc.	Edward Ezrick, MD	Hillside Pediatrics P.C.	Lyudmila Sverkunova, MD
Brooks Medical Clinic	Edward V. Chan, MD	Hillside Polymedic	Maimonides Medical Center
Brownsville Multi-Service Family Health Center	Eli Rosen Family Medicine & Pediatric	Housing Works	Manhattan Beach OB/GYN
Cabrini Medical Center		HP Medical PC	
Callen-Lorde Community		HQC Medical	

Mann, Rais, Shifrin, MDs	Nassau-West OB/GYN	Professional Gynecological Services	Subhendu Kundu, MD
Marc S. Levitt, MD	Neal H. Bellin, D.O.	Q-Care Affordable Medical Care	T.C. Cardiology
Marcano Health Care	New Life OB/GYN Group, LLP	Quality Health Center	The Brooklyn Hospital Center
Marie Paule Dupiton, MD	New York City Health & Hospitals Corporation (HHC)	Queens Hospital Center (HHC)	The Institute for Family Health
Mario Saint-Laurent, MD	New York Urgent Care	Queens Village Primary Medical Care	Thomas P. Mathew, MD
Mark B. Lew, MD LLC	Nicholas P. Roussis, MD	Rakesh Kumar Dua, MD	Thomasena Ellison, MD
Mark Kostin, MD	North Central Bronx Hospital (HHC)	Ramanjit S. Bagga, MD, FACC	Total Womens Wellness
Martin I Granoff, MD, PC	North Shore-Long Island Jewish Health System, Inc.	Rani Mishra, MD	Tribeca Pediatrics
Mary Milord, MD	North Valley Medical PC	Reza Sabet, MD	United Medical Associates, PLLC
Matthew N. Silverman, MD	Northern OB-GYN	Ricardo Dunner, MD	University Hospital of Brooklyn
Matvey Pinkusovich, MD/Advanced Medical Care, PC	NP in Family Health	Richard Lewkowicz, MD	University Physicians Group
MDs4Kids Medical	NYU Hospitals Center	Richard Schwimmer, MD	Urban Health Plan, Inc.
Medewell Medical Group	OB/GYN Rockland	Richmond University Medical Center	VA - NY, NJ Veterans Healthcare Network
Meir Malmazada, MD	Ocean Family Care Center	Rizwanallah Hameed, MD	Viplov Mehta, MD
Melissa M. Chan, MD	ODA Primary Health Care Network, Inc	Robert Goodman, MD	Visiting Nurse Regional Health Care System
Memorial Sloan-Kettering Cancer Center	Oded Preis, MD	Roger K. Boyce, MD	Visiting Nurse Service of New York
Mercy Medical Center	Olusanya Rufai, MD	Roosevelt Cherubin, MD	Weiner & Gallo Medical Practice
Mercy Midwives Women Center	Oluyemi O. Badero, MD, FACC	Rosedale Medical Office	Wekesa King'Asia, MD, PC
Metropolitan Jewish Health System	O'Neill Parris, MD	Roza Israel, MD	Wendy Griffith Reece, MD
Michael Abboud, MD	Orthopedics Associates NY	Ryan Center	Winston Neckles, MD
Michael E. Gabriel, MD/Path Family Center	Otis Jones, MD	Sam Shahem, MD	Winthrop University Hospital
Michael Hanan, MD	Parker Jewish Institute for Health Care and Rehab	Sandra Robinson, MD	Womens Health Pavilion
Michael Li, MD, PLLC	Patricia Anne McGlinchey, MD	Seong Pan Si, MD	Women's Medical Health Care Diagnostic
Michael R. Deangelis, MD	Patricia Halo, FNP	Sharon Ho, MD	Yevgeniy Schuster, MD
Mickey Sharma, MD	Patrick E. McManus, MD, FACOG	Sheena C. Apun, MD	Zalman D. Starosta, MD
Mid Nassau Medical Care for Kidz, LLC	Pediatric Center	Sheepshead Bay Medical	Zheng Zhuan Shi Medical PC
Mikhail Koroglyuev, D.O.	Pediatric East of New York, PC	Shirley Nelson, MD	Zurab Abayev, MD
Millennium Pediatrics	Perloff Medical, PC	Sidney S. Wu, MD	
Mohammed Matiur Rahman, MD	Phelps Memorial Hospital Center	Sound Shore Medical Center - Schaffer Extended CC	
Monique Jones, MD	Philippa Gordon, MD	Soundview Healthcare Network	
Montefiore Medical Center	Pierre Brutus, MD	South Nassau Communities Hospital	
Mount Sinai Hospital & Medical Center	Planned Parenthood	St. John's Episcopal Hospital	
Mount Vernon Hospital	PMP Pediatrics	St. Mary's Hospital	
Mount Vernon Neighborhood Health Center	Primary Care Nurse Practitioners of NY	Staten Island University Hospital	
Naomi Chaim Watman, MD FAAP	Primary Medical Care P.C.	Steven Liverpool, MD	



# College of Nursing Faculty Alphabetical Listing

SUNY Downstate has attempted to verify the accuracy of the following information as of November 2011.

Jo Ann Bradley  
*EdD (Columbia University), RMDS*  
*Vice President for Academic Affairs*

Daisy Cruz-Richman  
*PhD (New School for Social Research), RN*  
*Dean and Professor*

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Abaring, Gemma  
*MS (SUNY Downstate Medical Center), RN, CS*  
*Clinical Instructor*

Alcantara, Olivia S.  
*MS (Molloy College), RN*  
*Adjunct Faculty*

Antoine, Kevin  
*JD (College of William and Mary School of Law)*  
*Clinical Assistant Professor*

Arikian, Veronica  
*PhD (Virginia Commonwealth University), RN*  
*Associate Professor*

Bakhshiyeva, Tatyana  
*MS (Molloy College), BS, ANP, RN*  
*Clinical Assistant Professor*

Bailey, Nellie  
*EdD (Nova Southeastern University), APRN-BC*  
*Clinical Associate Professor and Associate Dean for Undergraduate Programs*

Baxter, Jennifer  
*PhD (University of Illinois), RN*  
*Clinical Assistant Professor*

Blake, Carmelita  
*MSN (Pace University), CS, CDP, RN*  
*Adjunct Faculty*  
*Bloomfield-Alve, Janice A.*  
*EdD (Dowling College), RNC*  
*Adjunct Faculty*

Boyce, Rosalind  
*BS (City College), CRNA*  
*Clinical Coordinator, Nurse Anesthesia Program*

Bradley, Linda  
*MS (Hunter Bellevue, School of Nursing), RN*  
*Adjunct Faculty*

Bunbury, Renason  
*MS (SUNY Downstate Medical Center), CRNA*  
*Clinical Instructor and Associate Director,*  
*Nurse Anesthesia Program*

Caboral, Meriam F.  
*PhDc (Graduate Center City University of New York), NP-C*  
*Lecturer*

Clifton, Margaret  
*EdD (Argosy University), RN*  
*Assistant Professor and Director, Learning Resource Center*

Cohen, Linda  
*MS, MPH (SUNY Downstate Medical Center), RN*  
*Clinical Instructor*

Cunningham, Kathy E.  
*MS (SUNY Downstate Medical Center), RN*  
*Adjunct Faculty*

Curran, Robert  
*DC (University of Bridgeport College of Chiropractic)*  
*Adjunct Faculty*

Davis, Mary B.  
*MS (Teachers College, Columbia University), MA*  
*Adjunct Faculty*

Denny, Donareen  
*MSN (SUNY Downstate Medical Center), CCRN*  
*Clinical Instructor*

DiFusco, Patricia  
*MS (SUNY Downstate Medical Center), FNP-BC*  
*Lecturer*

Flynn, Catherine M.  
*BSN (CUNY School of Professional Studies), RN*  
*Adjunct Faculty*

Garcia, Laura  
*MS (Seton Hall University), RN*  
*Adjunct Faculty*

Germain, Therese  
*MS (SUNY Stony Brook School of Nursing), RN, WHNP, CNM*  
*Adjunct Faculty*

Giordano, Nancy  
*EdD (Teachers College, Columbia University), RN, NP*  
*Clinical Associate Professor*

Girouard, Shirley A.  
*PhD (Brandeis University), RN, FAAN*  
*Professor and Associate Dean for Research and Innovations*

Hilas, Olga  
*PharmD (St. John's University), BCPS, CGP*  
*Adjunct Faculty*

Hinds, Lynette E.  
*MA (Teachers College, Columbia University), BS*  
*Adjunct Faculty*

Holman, Susan  
*MS (University of California), RN*  
*Clinical Assistant Professor*

Jackson, Margaret  
*MA (Teachers College, Columbia University), RN*  
*Clinical Associate Professor*

Jennas, Joseph  
*MS (SUNY Downstate Medical Center), CRNA*  
*Clinical Assistant Professor and Director,*  
*Nurse Anesthesia Program*

Kaleswarareddy, Kalavathi  
*MS (School of Nursing, Columbia University), CCRN*  
*Adjunct Faculty*

Katarivas, Jennifer  
*MS (University of Phoenix), RN*  
*Adjunct Faculty*

Khajo, Abdelahad  
*PhD (The Graduate Center of the City University of New York), MA*  
*Adjunct Faculty*

Kitchener, Barbara  
*MA (New York University), RN*  
*Lecturer and Clinical Coordinator,*  
*Undergraduate Programs*

Komolafe, Joan  
*PhD (Kennedy Western University, California)*  
*Adjunct Faculty*

Kumar, Coleen  
*MS (College of Staten Island), RN*  
*Clinical Associate Professor and Director,*  
*Accelerated BS Program*

Luka, Bishoy  
*PharmD (Long Island University), BCNSP*  
*Adjunct Faculty*

Ma, Amy  
*DNP (Case Western Reserve University), FNP-BC*  
*Adjunct Faculty*

Maldonado, Sandra  
*EdD (Walden College), CNM, WHNP*  
*Assistant Professor and Director of RN-BS Program*

Marrast, Candace  
*PhDc (University of Phoenix), RN  
Adjunct Faculty*

Marshall, Sarah  
*MS (Molloy College), RN, CS  
Clinical Instructor*

Martin-Grant, Glenda  
*MSN (Hunter College), RN  
Adjunct Faculty*

McHugh, Jean  
*MS (Hunter College), RN, CS  
Clinical Assistant Professor*

McLaren, Janet  
*MSN (University of Phoenix), RN  
Adjunct Faculty*

Milshiteyn, Yuliya  
*MS (SUNY Downstate Medical Center), RN,  
CNM  
Adjunct Faculty*

Nathan, Yvonne  
*EdD (Teachers College, Columbia University),  
RN  
Clinical Assistant Professor*

Olubummon, Catherine  
*MS (Long Island University), RN  
Adjunct Faculty*

Patterson-Johnson, Jacqueline  
*EdD (Nova Southeastern University), RN, FNP  
Clinical Assistant Professor*

Paul, Jean  
*MS (SUNY Downstate Medical Center), FNP  
Adjunct Faculty*

Phillips-Spencer, Jacquie  
*MS (Long Island University), RN  
Adjunct Faculty*

Posey, Lateesa  
*MSN (Vanderbilt University), PNP-BC  
Lecturer*

Powderly, Kathleen  
*PhD (Columbia University), RN, CNM  
Clinical Assistant Professor*

Rainford, Pamela L.  
*MS (SUNY at Stony Brook), WHNP-BC*

*Adjunct Faculty*

Ramsaran, Pearlie N.  
*MS (Pace University in New York), FNP, RN  
Clinical Assistant Professor*

Rivera, Reynaldo  
*DNP (Case Western Reserve University) MS,  
EDM, RN, CCRN, NEA-BC  
Clinical Assistant Professor*

Rosario-Sim, Maria  
*EdD (Teachers College, Columbia University),  
RNC, PNP, BC  
Professor and Director RN-BS Program  
Director, Nurse Practitioner Programs*

Salak, Kathleen  
*MS (SUNY Downstate Medical Center), RN,  
FNP  
Clinical Instructor*

Sedhom, Laila  
*PhD, (New York University), RN  
Professor and Associate Dean for Graduate  
Programs*

Shambo, Lyda  
*DNP (Barry University), CRNA  
Adjunct Faculty*

Skeete, Marcia V.  
*MSN (Hunter College), RN  
Adjunct Faculty*

Small, Hallam A.  
*MS (Central Michigan University)  
Adjunct Faculty*

Steinfeld, Beth  
*DNP (Wilkes University), RN, WHNP-C  
Clinical Assistant Professor*

Sue-Ho, Paula  
*MS (Stony Brook University), RN  
Adjunct Faculty*

Tse-Valcin, Marie  
*DNP (Fairleigh Dickinson University), RN  
CFNP  
Adjunct Faculty*

Wegener, Jill M.  
*MS (Long Island University), RN, CCRN  
Clinical Assistant Professor*

Woods, Dianne Forbes  
*MA (Long Island University), RN-NEC  
Clinical Associate Professor*

Wynn, Larise M.  
*MS (Rutgers University- Newark), RN  
Adjunct Faculty*

Zang, Sheryl  
*EdD (Nova Southeastern University), RN,  
FNP, CNS  
Associate Professor and CNS Program Director*

## **EMERITUS FACULTY**

Birnbach, Nettie  
*EdD (Teachers College, Columbia University),  
RN  
Professor Emerita*

Fielo, Sandra  
*EdD (Teachers College, Columbia University),  
RNC  
Professor Emerita*

Germain, Mary  
*EdD (Teachers College, Columbia University),  
APRN, BC  
Professor Emerita*

Rothenberg, Rosalie  
*EdD (Teachers College, Columbia University),  
RN  
Professor Emerita*

Zamora, Laura  
*MA (New York University), RN  
Assistant Professor Emerita*

## UNDERGRADUATE CLINICAL PRECEPTORS

Redetha Abrahams-Nichols, RN, MSN  
Agnes Adams, RN, MSN, FNP  
Jahanara Begum-Islam, RN  
Jaycynth Blackman, RN, MSc./MBA, CPHQ  
Norris Boucher, MSN, RN  
Sherly Bristol, RN  
Marilou Bugarin, RN  
JoAnne Crennel-Byrne, EdM, RN  
Ray Cupid, MSN, RN  
Kathleen DeConcilio, MSN, RN, CNN  
Rosario De La Pena, RN, MA  
Judy Drummer, MSN, RN  
Matilda Dyer, MSN, RN  
Marlene Ferguson, RN, MSN  
Michele Fisher, RN, BSN  
Dessa Garnett, RN, MSN, CDE  
Lea George, RN, BSN  
Jacqueline Harry, RN  
Sheryl Hazzard, RN  
Sondra Hirsch, RN, MSN, CDE  
Loretta Joseph, RN, MSN, NP  
Won Lee, MSN, NE-BC  
Juliette Lowe, RN, MSN  
Qiuaha Lu, NP  
Traceyann Martin-Miller, RN  
Jennifer McDonald, MSN, RN  
Claudette McLeod, RN, MSN  
Delois McRae-Stark, RN, BSN  
Patricia Mitchell, RN  
Timothy Sheard, MSN, RN  
Delma Taylor, RN, MSN  
Bruno Valcin, RN  
Yolanda Vincent, RN, BSN  
Genevieve Watson-Grey, RN, MSA

## GRADUATE CLINICAL PRECEPTORS

Simone Abbott, NP  
Ehab Abdelmalek, MD  
Sheba Abella, FNP  
Alexander Abramov, MD  
Adelowo Adebisi, MDA  
Ismaila Adiatu, MD  
Tauqueer Ahmad, MD  
Farogue Ahmed, MD  
Marcel Ajah, MD  
Jamil Akhtar, MD  
Felix K. Akinawonu, MD  
Alla Akiwis, MD  
Fitzgerald Alcindor, MD  
Francine Alcock, NP  
Isakov Alexey, MD  
Stacy Allen-John, CNW  
Joan Altman-Neuman, MD  
Ianis Alyson, MD  
Elsie Alvarez, MD  
Marlene Anderson, WHNP  
Maria Aramondo, NP  
Judith Archer, FNP  
James Atkinson, MD  
Loanis Atoynton, MD  
B. Aubbey, MD  
Shelly Audter, NP  
Galia Austin-Leon, MD  
Oluyemi Badero, MD  
Shelleye Bailey, MD  
Umashankar Ballehaninna, MD  
Lori Ann Bartley, MD  
Dutsi Behm, MD  
Alexander Beker, MD  
Robert Berg, MD  
Taweh Beyslow, MD  
Dominick Bioh, MD  
Davis Bkaze, MD  
Dennis Blanchette, MD  
William Boah, MD  
Blockett Bonnet, MD  
Anthony Boutin, MD  
Fritz Boutin, MD  
Rosalind Boyce, CRNA  
Marcia Bowen-Erickson, MD  
Gail Brenner, MD  
Karen Browner-Elhanan, MD  
Michelle Bryan, NP  
Christina Bumatay, MD  
Renason Bunbury, CRNA  
Kristin Burka, MD  
Eugenia Burphy, NP  
Violet Calibuso, MD  
Louis Camilien, MD  
Gladys Caroché, MD  
Lourdes Castillo, MD  
Sherman Chan, MD  
Maggie Chang, MDA  
Hua Chen, MD  
Sau-Chung Cheng, MD  
Hong Cheng, MDA  
R. Cherubin, MD  
Sandra Chisolm, FNP  
Gladys Christophe, CNW  
Derek Chung, MD  
Mary Clancy, NP  
Mary Clency, ANP  
Linda Cohen, CNS  
Bernadette Colas, NP  
Wand Coleman-Hutchins, NP  
David Collymore, MD  
Eileen Conde, CNM  
Marie Conde, MD  
Annie Cooper, NP  
Carol Cooper, NP  
Laura Corbino, CNM  
Faith Cornwall, CNM  
Evans Crevecoeur, MDA  
Adeel Cyril, CRNA  
Tajudeen Dabiri, MD  
Charlene Daley, WHNP  
Cleo Daley, WHNP  
Kesler Dalmacy, MD  
Charmaine Danvers, FNP  
Lilya Darevskaya, MD  
Ayim Darkeh, MD  
Adi Davidov, MD  
Harris L. Davis, MD  
Mary Dawkins, FNP  
Omotola Dawodu, MDA  
Emmanuel Decade, MD  
Lara Delong, MDA  
Alexandra Derevnuk, NP  
Adrienne Derosa, NP  
Shiller DesGrottes, MD  
Rajesh Desai, MD  
Laura Desimones, CNW  
Henri J. Desrosiers, MD  
Wilfrido Dianzon, MD  
Anna Dibona, MD  
Richard DiPasquale,  
Margaret Donat, MD  
Carole Dubuche, MD  
Delores Duckett, MD  
Gabriel Dugue, MD  
Sherman Dunn, MD  
Ricardo Dunner, MD  
Herold Duroseau, MD  
Fregens Duvalsaint, MDA  
Vincent Edie, MD  
Marcia Edmond-Brucknor, MD  
Keleyne Edmonds, NP  
Morris B. Efobi, MD  
Esme Elisson, NP  
Fitzroy Elliott, MD  
Belinda Ellis, NP  
Thomasina Ellison, MD  
Kathy Elshoff, FNP  
Ahmed Elsheryie, MDA  
Semyon Elyash, PA  
Fedly Emmanuel, FNP  
Adwoa Essuman, MDA  
Sandra Estes, NP  
Eve Faber, MD  
Najabh Farraj, PA  
Emmanuel Fashakin, MD  
Roseann Fazio, MD  
David Feldman, MDA  
Michael Fernando, MDA  
Kenneth L. Feuerstein, MD  
Toycina Figaro, MD  
Kathryn Fitzgerald, NP  
Verna Fleary, FNP  
Sabrina Foskey, MD  
Grace Asiamah Fraiser, NP  
Gertrude Jacinto Francisco, MD  
Gina Friendman, MDA  
Robert Friedman, MD  
Nagaraj Gabbur, MD  
Joann Gallo, FNP  
Catherine Galvin, NP  
Shantha Ganesan, MDA  
Teimuraz Gaprindashvili,  
MDA (Clinical Director)  
Estevan Garcia, MD  
Ernest Garnier, MD  
Sabine Garnier, CRNA  
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# State University of New York

The State University of New York's geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and make up the nation's most diverse system of public higher education.

The State University of New York's 64 campuses are divided into four categories, based on educational mission, the kinds of opportunities available, and degrees offered.

SUNY offers students a wide diversity of educational options: short-term vocational/technical courses, certificate programs, associate degree programs, baccalaureate degree programs, graduate degrees, and postdoctoral studies. SUNY offers access to almost every field of academic or professional study somewhere within the system—some 6,688 degree and certificate programs overall.

Students pursue traditional study in classrooms and laboratories or work from home, at their own pace, through such innovative institutions as the SUNY Learning Network and Empire State College.

SUNY's students are predominantly New York State residents, representing every one of the state's 62 counties. SUNY students also come from every other state in the United States, from four U.S. territories or possessions, and 171 foreign countries.

SUNY enrolls 40 percent of all New York State high-school graduates, and has a total enrollment of nearly 468,000 students.

SUNY students represent the society that surrounds them. More than 21 percent of all students are minorities.

SUNY numbers more than 3 million graduates on its rolls. The majority of SUNY's alumni resides and pursues careers in communities across New York State, contributing to the economic and social vitality of its people.

SUNY is committed to bringing its students the very best and brightest scholars, scientists, artists, and professionals. SUNY campuses boast nationally and internationally recognized figures in all the major disciplines. Their efforts are regularly recognized in numerous prestigious awards and honors.



# State University Campuses

## University Centers

University at Albany  
University at Binghamton  
University at Buffalo  
University at Stony Brook

## University Colleges

College at Brockport  
College at Buffalo  
College at Cortland  
Empire State College  
College at Fredonia  
College at Geneseo  
College at New Paltz  
College at Old Westbury  
College at Oneonta  
College at Oswego  
College at Plattsburgh  
College at Potsdam  
College at Purchase

## Health Science Centers

Health Science Center at Brooklyn (SUNY Downstate)  
Health Science Center at Syracuse  
(Upstate Medical University)  
Health Science Center at Buffalo\*  
Health Science Center at Stony Brook\*

## Colleges of Technology

College of Technology at Alfred  
College of Technology at Canton  
College of Agriculture and Technology at Cobleskill  
College of Technology at Delhi  
College of Technology at Farmingdale  
College of Agriculture and Technology at Morrisville  
Institute of Technology at Utica (SUNYIT)

## Specialized Colleges

College of Environmental Science and Forestry  
Maritime College  
College of Optometry

## Statutory Colleges \*\*

New York State College of Agriculture and Life Sciences  
at Cornell University  
New York State College of Ceramics at Alfred University  
New York State College of Human Ecology at  
Cornell University  
New York State School of Industrial and Labor Relations  
at Cornell University  
New York State College of Veterinary Medicine  
at Cornell University

## Community Colleges

Adirondack Community College at Glens Falls  
Broome Community College at Binghamton  
Cayuga County Community College at Auburn  
Clinton Community College at Plattsburgh  
Columbia-Greene Community College at Hudson  
Corning Community College at Corning  
Dutchess Community College at Poughkeepsie  
Erie Community College at Buffalo, Orchard Park,  
and Williamsville  
Fashion Institute of Technology at New York City  
Finger Lakes Community College at Canandaigua  
Fulton-Montgomery Community College at Johnstown  
Genesee Community College at Batavia  
Herkimer County Community College at Herkimer  
Hudson Valley Community College at Troy  
Jamestown Community College at Jamestown  
Jefferson Community College at Watertown  
Mohawk Valley Community College at Utica  
Monroe Community College at Rochester  
Nassau Community College at Garden City  
Niagara County Community College at Sanborn  
North Country Community College at Saranac Lake  
Onondaga Community College at Syracuse  
Orange County Community College at Middletown  
Rockland Community College at Suffern  
Schenectady County Community College at Schenectady  
Suffolk County Community College at Brentwood,  
Riverhead, and Selden  
Sullivan County Community College at Loch Sheldrake  
Tompkins Cortland Community College at Dryden  
Ulster County Community College at Stone Ridge  
Westchester Community College at Valhalla

\*The Health Science Centers at Buffalo and Stony Brook are operated under the administration of their respective university centers.

\*\*These operate as contract colleges on the campuses of independent universities.

## EDUCATIONAL RIGHTS\*

The Family Educational Rights and Privacy Act of 1974 protects the rights of students to inspect and review certain educational records and prohibits the non-consensual release of personally identifiable information from such records which is not “directory information.” Students currently enrolled at Downstate may object to the release of certain categories of directory information pertaining to them by providing written notification to the Dean’s Office of their college within 14 days following the first day of classes. The categories of directory information at Downstate are:

- Name address, telephone numbers, dates of attendance
- Previous institutions, major field of study, degrees conferred
- Past and present participation in officially recognized activities, student photo, date and place of birth

The failure of any student to object specifically to the release of certain or all categories of directory information within the time indicated is interpreted as approval. Please see policy “Family Education Right and Privacy Act” in the *Student Handbook* for further information.

## EDUCATION LAW

The following applies to students who are unable to attend classes on certain days because of their religious beliefs: Sect. 224-a. (New York State Education Law).

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that s/he is unable, because of religious beliefs, to register or attend classes or to participate in an examination, study, or work requirement on a particular day or days
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of his or her religious beliefs an equivalent opportunity to register for classes or make up an

examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study, or work requirements are held on Friday after 4:00 p.m. or on Saturday, similar or makeup classes, examination, study, or work requirements, or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements or registration held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provision of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the country in which such institution of higher education is located for the enforcement of his or her rights under this section.

6-a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term “institution of higher education” shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any

institution which is operated, supervised or controlled by a church or by a religious denominational organization whose education programs are principally designated for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

\* See the Student Handbook for a full description of student rights.

SUNY Downstate Medical Center reserves the right to alter the existing rules and regulations, and academic programs, as deemed necessary by the institution. SUNY Downstate Medical Center expressly reserves the right, whenever deemed advisable: (1) to change or modify its schedule of tuition and fees; (2) to withdraw, cancel, or reschedule, or modify any course, program of study, degree or any requirement or policy in connection with the foregoing; and (3) to change or modify any academic or other policy.

Essential changes of information in this Bulletin concerning new academic regulations, policies, or programs will be published in newsletters or other University publications. It is the responsibility of each student to ascertain current information that pertains to the individual’s program, particularly with regard to satisfaction of degree requirements by consultation with the student’s advisor, the student’s program, the office of the student’s dean, the Office of Student Affairs, the Registrar’s Office, and other offices as appropriate. In preparing this Bulletin, every effort has been made to provide pertinent and accurate information; however, SUNY Downstate Medical Center assumes no liability for Bulletin errors or omissions.

The State University of New York Downstate Medical Center does not discriminate on the basis of race, sex, sexual orientation, color, creed, age, national origin, handicap, religion, marital status or status as a disabled veteran or veteran of the Vietnam era in the recruitment and employment of faculty or staff, in the recruitment of students, or the operation of any of its programs and activities, as specified by Federal and State laws or regulations. Applications are encouraged and welcomed from New York State residents, out-of-state students, and from members of underrepresented minority groups. New York State residents receive preference for admission.

# State University of New York Downstate Medical Center (Health Science Center at Brooklyn)

## **SUNY DOWNSTATE MEDICAL CENTER**

450 Clarkson Avenue  
Brooklyn, NY 11203

- College of Nursing
- College of Health Related Professions
- College of Medicine
- School of Graduate Studies
- School of Public Health

### **COLLEGE OF NURSING ADMINISTRATION**

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### **ADMISSIONS**

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[www.downstate.edu/nursing](http://www.downstate.edu/nursing)

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