RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

Rutgers University

2025-2026 Rutgers Health Catalog

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School Administration (SHP)

SCHOOL ADMINISTRATION

Jeffrey DiGiovanni, Ph.D.
Dean, Rutgers School of Health Professions
jjd340@shp.rutgers.edu
973-972-4276

Karen Shapiro
Vice-Dean, Finance and Administration
karen.shapiro0@rutgers.edu
973-972-0297

Cindy K. Merlino
Director of Administration
merlinci@shp.rutgers.edu
973-972-4141

Academic Leadership

Barbara H. DeMarco, Ph.D.
Senior. Associate Dean for Academic Affairs
Interim Chair, Interdisciplinary Studies
gladsobh@shp.rutgers.edu
973-972-2375

Kenneth J. Gill, Ph.D.
Associate Dean for Faculty Development
Chair and Professor of the Department of Psychiatric Rehabilitation and Counseling
kgill@rutgers.edu
908-889-2438

Nancy Kirsch, Ph.D.
Chair and Professor of the Department of Rehabilitation and Movement Sciences
kirschna@shp.rutgers.edu
973-972-2371

Matthew McQuillan, DMSc, PA-C
Chair of the Department of Physician Assistant Studies and Practice
mam124@shp.rutgers.edu
732-235-4445

Alma S. Merians, Ph.D.
Associate Dean for Interdisciplinary Education
alma.merians@rutgers.edu
973-972-7820

Antonina Mitrofanova, Ph.D.
Associate Dean for Research
Associate Professor of the Department of Health Informatics
amitrofa@shp.rutgers.edu
973-972-5241

Stanley Ort, MS, RVT, RDCS
Interim Chair of the Department of Clinical Laboratory and Medical Imaging Sciences
stanley.ort@rutgers.edu
908-889-2526

Shankar Srinivasan, Ph.D.
Chair of the Department of Health Informatics
srinivsh@rutgers.edu
973-972-4279

Riva Touger-Decker, Ph.D.
Associate Dean for Global Affairs
decker@shp.rutgers.edu
973-972-6596

Jane Ziegler, DCN, RDN, LDN
Interim Chair
Department of Clinical and Preventive Nutritional Sciences
ziegleja@shp.rutgers.edu
973-972-9487

Administrative Leadership

Vern Chhibber
Director of Technical Support Services
v.c@rutgers.edu
973-972-0110

Michele Sisco, M.P.A.
Administrative Director, Research
mcoral@shp.rutgers.edu
973-972-4678

Bianca Thompson-Owens, M.A.
Associate Dean for Enrollment Management, Student Success, and Student Affairs
thompsbm@rutgers.edu
973-972-8514

Winston Watson
Senior Business Manager
watsonwi@shp.rutgers.edu
973-972-7275

For further information, please visit the School of Health Professions website.

Mission and Vision (SHP)

MISSION AND VISION

Mission

To improve people's lives in New Jersey and beyond through quality education, innovative research and scholarship, superior service, and cutting-edge clinical practice.

Vision

Rutgers School of Health Professions will be an international leader in preparing holistic and dynamic health care professionals through education and individual care. Graduates will be prepared with the knowledge, skills and intellectual approach necessary to become progressive, innovative and inter-professional practitioners and leaders in the ever-changing health care landscape. Our school will continue to be a leader in our disciplines by: developing programs that anticipate and respond to the health care needs of the community; increasing and expanding our academic, clinical, and research partnerships around the world; and continuing our efforts in technological advancement.

For further information, please visit our website.

Student Responsibility to Keep Informed (SPH)

Student Responsibility to Keep Informed

Students are expected to stay informed about policies, deadlines, and available resources. By doing so, they take an active role in supporting their academic success. Students are responsible for:

- Checking their Rutgers-issued email via Rutgers Connect (e.g., @sph.rutgers.edu and not ScarletMail) frequently to stay informed about official communications.
- Maintaining an up-to-date mailing address with the Office of the Registrar by submitting a Change of Address form when necessary.
- Referring to the school's online catalog as the official source for academic policies, procedures, and program requirements.
- Staying informed about registration, scheduling, and deadlines by reviewing updates on the school's website each semester.
- Regularly monitoring and accessing Canvas, the learning management system at Rutgers, for coursework and other academic and student support resources.

- Consulting with their academic advisor at least once per semester to ensure they remain on track with their academic program.

When students do not stay informed and maintain regular communication with and active engagement in university resources, they risk being in violation of the School of Public Health's Technical Skills and Standards. (See the Technical Standards for Admission, Progression, and Graduation on the school's website for more information.)

Please visit the school's Academic Policies and Procedures webpage for the full current policy.

School/Program Accreditations (SHP)

SCHOOL/PROGRAM ACCREDITATIONS

School Accreditation: Middle States Commission on Higher Education

Program Accreditations:

- Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
    - Graduate Program in Nutrition and Dietetics – M.S. in Clinical Nutrition for Aspiring Dietitians
    - Master of Public Health in Nutrition and Dietetic Internship
- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
    - Occupational Therapy Doctorate (OTD)
    - B.S. in Occupational Therapy Assistant
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
    - M.S. in Physician Assistant
- American Registry of Radiologic Technologists (ARRT)
    - M.S. in Radiologist Assistant
- Commission on Accreditation of Allied Health Education Program (CAAHEP)
    - Cytology - M.S. in Diagnostic Cytopathology
    - Diagnostic Medical Sonography – Adult Cardiac Concentration – B.S. In Cardiac Sonography
    - Diagnostic Medical Sonography – Abdominal-Extended Concentration and Obstetrics and Gynecology Concentration – B.S. in Diagnostic Medical Sonography
- Commission on Accreditation of Health Informatics and information Management Education (CAHIM)
    - B.S. in Health Information Management

    - M.S. in Health Information Management

- Commission on Accreditation in Physical Therapy Education (CAPTE)
    - Doctorate in Physical Therapy (DPT)

- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
    - M.S. in Rehabilitation Counseling

- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)
    - M.S. in Speech-Language Pathology

- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
    - B.S. in Medical Laboratory Science

Learning Goals (SHP)

LEARNING GOALS

Rutgers University graduates should possess the skills and knowledge to be responsible citizens and productive contributors to society in their workplaces and in their intellectual, cultural, and social endeavors. Therefore the university community will work to provide the education that supports the following learning goals.

I. Intellectual and Communication Skills

A. Critical Thinking

Students will develop their ability to engage in logical thinking and complex critical analysis.

B. Communication

Students will develop their skills in expressing complex ideas through written and oral communication.

C. Mathematical Reasoning and Analysis

Students will develop their skills in analyzing and interpreting numerical data, and in reasoning and problem solving through mathematical processes.

D. Scientific Inquiry

Students will develop their understanding of scientific methods of inquiry, including the use of observation and experimentation to answer questions and generate new knowledge.

E. Information and Computer Literacy

Students will develop their skills in gathering, accessing, analyzing, and interpreting information, in part through using the tools of modem computer technology.

II. Understanding Human Behavior, Society, and the Natural Environment

A. Historical Understanding

Students will develop their understanding of the historical bases of the societies and world in which we live.

B. Multicultural and International Understanding

Students will understand the multicultural aspects and international dimensions of the societies and world in which we live.

C. Understanding of Literary and Artistic Expression

Students will develop their understanding of and appreciation of the various creative literary and artistic endeavors.

D. Understanding the Bases of Individual and Social Behavior

Students will develop their understanding of the nature of human behavior.

E. Understanding the Physical and Biological World

Students will develop their understanding of the natural environment in which we live and the forces that have shaped it.

III. Responsibilities of the Individual in Society

A. Citizenship Education

Students will develop their understanding of the political and policy making processes of the United States and of their role as citizens in a democratic society.

B. Social and Ethical Awareness

Students will develop their ability to recognize and assess ethical questions, and to make reasoned judgments about alternative solutions to those issues.

Learning Outcomes (SHP)

LEARNING OUTCOMES

A. Professional Competencies

Graduates achieve professional competencies as currently defined by their respective profession.

Objectives: SHP graduates will be able to:

1. Demonstrate appropriate content knowledge as required by either entry-level or post-professional practice
2. Demonstrate clinical, research, and/or technical skills necessary for successful performance in the chosen discipline

B. Professionalism

Graduates exhibit professional behaviors such as cultural sensitivity, integrity, respect, compassion, and altruism, and demonstrate excellence in delivery of service and a commitment to their profession.

Objectives: SHP graduates will be able to:

1. Exhibit professional behaviors in all interactions
2. Exhibit a commitment to their profession through professional membership or participation in professional activities, and by interrelating with other professionals
3. Identify and evaluate the impact of culture and diversity on health beliefs, practices, and actions
4. Apply and/or demonstrate leadership principles and strategies in organizational or professional settings

C. Communication

Graduates effectively communicate in oral, written, and technical formats.

Objectives: SHP graduates will be able to:

1. Express concepts in writing using proper grammar and stylistic guidelines
2. Appropriately document health information according to professional standards
3. Demonstrate critical thinking by synthesizing, organizing, presenting, and/or disseminating information following established guidelines at a level appropriate for the target audience
4. Adapt appropriate interactions and/or strategies in order to accommodate diverse audiences

D. Collaboration

Graduates collaborate with health care team members and other stakeholders to facilitate the attainment of common goals.

Objectives: Within their scope of practice, SHP graduates will be able to:

1. Identify roles and responsibilities of team members in the provision of patient/client/community care
2. Identify opportunities and/or participate with others to set and achieve goals

E. Ethics and Jurisprudence

Graduates identify, critically evaluate, and practice professional, ethical, and legal decision-making.

Objectives: Within the scope of their profession, SHP graduates will be able to:

1. Maintain and/or adhere to professional ethics and legal requirements
2. Articulate ethical and legal decision-making practices (process by which an ethical/legal decision was made)
3. Apply ethical and legal principles to identify breaches of professional ethics or legal requirements

F. Education

Graduates incorporate educational strategies into their roles.

Objectives: Within the scope of their profession, SHP graduates will be able to:

1. Identify relevant educational content for a target audience
2. Plan, implement, and/or evaluate an educational program appropriate for a target audience

G. Scholarship

Graduates apply methods of scientific inquiry and disseminate findings.

Objectives: SHP graduates will be able to:

1. Propose a problem/topic and appropriate methods to investigate it
2. Use systematic search techniques to find and critically appraise research and other sources of evidence
3. Summarize and disseminate findings to appropriate audiences

H. Problem Solving

Graduates identify, critically analyze, and solve a variety of challenges.

Objectives: SHP graduates will be able to:

1. Recognize and respond appropriately to various situations within their discipline regarding clinical, cultural, psychosocial, quality improvement, and/or administrative problems
2. Design and/or implement solutions using best evidence and/or practice guidelines
3. Assess outcomes

I. Information Management

Graduates effectively access, manage, and use scientific, health care, and/or patient/client information while respecting the ownership and privacy of sources.

Objectives: SHP graduates will be able to:

1. Identify and access sources of evidence/information to inform the decision-making process for scholarship or patient care
2. Analyze evidence/information for quality, economic, legal, and social implications
3. Demonstrate proficiency in information privacy regulations, e.g. HIPPA and PHI
4. Adapt to changing technology in their field

J. Safety

SHP graduates create a safe practice environment for themselves and their patients.

Objectives: Within their scope of practice, SHP graduates will be able to:

1. Recognize medical, behavioral, and public health emergencies
2. Demonstrate skills to create safe environments and respond to health emergencies

Academic Programs Available (SHP)

ACADEMIC PROGRAMS AVAILABLE

Rutgers School of Health Professions (SHP) offers programs at the associate, bachelor's, master's, and doctoral levels and in locations in northern, central, and southern New Jersey. Depending on the program of study, courses are offered in the fall, spring, and summer, with the option of an in-person, online, or a hybrid format. The online course delivery method allows 24/7 access to course content. Mode of instruction is asynchronous, although some courses offer live videoconferencing that is recorded for future reference. All students, regardless of program, are required to have access to internet services, along with web-browsing, email, word processing, and statistical analysis capabilities. The university does not provide these services, but does provide all matriculants with an email address and access to its network, including the Rutgers Virtual Library with full-text research databases and the student Banner web system.

Clinical Laboratory and Medical Imaging Sciences

- Clinical Laboratory Science, MLS, B.S., Certificate
- Clinical Laboratory Science, M.S., Certificate
- Clinical Laboratory Science, Doctorate (DCLS)
- Cardiac Sonography, B.S., Certificate
- Diagnostic Cytopathology, M.S./Entry-level and Post-professional
- Diagnostic Medical Sonography, B.S., Certificate
- Radiologist Assistant, M.S.

Clinical and Preventive Nutrition Sciences

- Clinical Nutrition, M.S. For Aspiring Dietitians
- Clinical Nutrition, M.S. For Registered Dietitian Nutritionist
- Clinical Nutrition, For Aspiring Public Health Dietitians, M.P.H., Certificate
- Clinical Nutrition, Master of Science Clinical Nutrition to Doctorate of Clinical Nutrition Dual Enrollment Program
- Clinical Nutrition, Doctorate

Health Informatics

- Health Information Management, B.S., Undergraduate Certificate
- Health Information Management, M.S.
- Clinical Research Management, M.S. - Biopharma Educational Initiative
- Health Informatics, M.S.
- Health Informatics, Doctorate
- Healthcare Informatics, Graduate Certificate
- Medical Coding, Certificate

Interdisciplinary Studies

- Health Sciences, B.S.
- Health Care Management, M.S.
- Health Care Management, M.S., Gerontology Track
- Health Science Careers

Physician Assistant Studies and Practice

- Physician Assistant, M.S., M.S./M.P.H.

Psychiatric Rehabilitation and Counseling Professions

- Occupational Therapy Assistant, A.S.
- Occupational Therapy Assistant, B.S.
- Post MS Certificate in Professional Counseling for GSAPP Graduates
- Psychiatric Rehabilitation, B.S.
- Psychiatric Rehabilitation and Psychology, B.S.
- Rehabilitation Counseling, Clinical Mental Health Counseling Track, M.S., Graduate Certificate
- Psychiatric Rehabilitation Counseling, Ph.D.
- Psychiatric Rehabilitation Counseling, Ph.D., Counselor Education and Supervision Professions Track

Rehabilitation and Movement Sciences

- Speech Language Pathology, M.S.
- Occupational Therapy, Doctorate
- Physical Therapy, Doctorate

For further information, please visit our website.

Faculty Listing (SHP)

FACULTY LISTING

Please visit the Faculty website.

Chair:

Professors:

Rebecca A. Brody, M.S., Ph.D., Medicine and Dentistry (UMDNJ)

Laura D. Byham-Gray, M.S., Delaware; Ph.D., New York University

Jose G. Centeno, B.S., Guelph (Canada); M.A., Hofstra; Ph.D., CUNY

Barbara G. Demarco, Ph.D., Medicine and Dentistry (UMDNJ)

Judy E. Deutsch, B.A., Stanford; M.S., P.T., California (South); P.T., Ph.D., New York University

Jeffrey Jerome DiGiovanni,

Gerard Fluet, B.S., Temple; M.P.T., Miami; D.P.T., P.T., Ph.D., Medicine and Dentistry (UMDNJ)

Nadine A. Fydryszewski, M.S., Seton Hall; Ph.D., Medicine and Dentistry (UMDNJ)

Ni Gao, M.S.W., Syracuse; Ph.D., Medicine and Dentistry (UMDNJ)

Kenneth J. Gill, M.S., Marquette; M.Phil., Ph.D., Columbia

Albert J. Heuer, M.B.A., Fairleigh Dickinson; C.t.f., Medicine and Dentistry (UMDNJ); Ph.D., Seton Hall

Sandra L. Kaplan, B.S., Connecticut; M.S., Ohio State; Ph.D., New York University; D.P.T., Institute of Health Professions (MGH)

Nancy R. Kirsch, B.S., Temple; M.A., Montclair; P.T., Ph.D., Medicine and Dentistry (UMDNJ); D.P.T., Massachusetts

Dinesh P. Mital, Ph.D., SUNY (Stony Brook)

Janice D. Oursler, Ph.D., St. John's

James Scott Parrott, Ph.D., Chicago

Diane L. Rigassio Radler, M.S., Ph.D., Medicine and Dentistry (UMDNJ)

Pamela M Rothpletz-Puglia, E.D.D., Columbia

Shankar Srinivasan, Ph.D., Saskatchewan

Jane Ziegler, B.S., Ohio (Columbus); D.C.N., Medicine and Dentistry (UMDNJ)

Associate Professors:

Nora M. Barrett, M.S.W., New York University

Frederick D. Coffman, B.S., California State; Ph.D., California (Riverside)

Tracy Estelle-Kathryn Davis, Ph.D., Kentucky

Celeste Anne Domsch, B.A., Valparaiso; M.A., Texas (Austin); Ph.D., Vanderbilt

Patricia A. Fay, B.S., Boston; M.P.H., Hunter; D.P.T., Institute of Health Professions (MGH)

Joy Jia, Ph.D., Virginia (Curry School of Education)

Deborah A. Josko, A.A.S., Brookdale; B.S., M.S., Georgian Court; Ph.D., Medicine and Dentistry (UMDNJ)

Christina D Kang-Yi, Ph.D., Columbia; M.S.W., Pennsylvania (School of Social Policy and Practice)

David M. Kietrys, B.S., Delaware; M.S., Hahnemann; P.T., Ph.D., Temple

Weili Lu, Ph.D., Tulsa

Andrew Lynch, B.S., D.P.T., D.P., Delaware

Michael Majsak, M.S., Duke; Ed.D., Columbia

Matt Mcquillan, B.S., St. John's; B.S., Rutgers; M.S., Medicine and Dentistry (UMDNJ); D.M.S., Southern Illinois; A.B.D., Drew

Shashi Mehta, Ph.D., Texas

Antonina Mitrofanova, Ph.D., New York University

Marianne Hidalgo Mortera, B.A., Capital; M.A., Ph.D., New York University

Ann A. Murphy, M.A., William and Mary; Ph.D., Rutgers

Marie Koval Nardone, M.S., Duke; E.D.D., Delaware

Claire B. O'Connell, B.S., Nasson; B.S., Rutgers; M.P.H., Medicine and Dentistry (UMDNJ)/Rutgers; Dr.P.H., Rutgers

Susan Pitzel, B.S., SUNY (Stony Brook); M.S., Seton Hall; D.P.T., Medicine and Dentistry (UMDNJ)

Qinyin Qiu, B.S., Hangzhou Electrical Institute of Technology (China); M.S., California; Ph.D., New Jersey Institute of Technology

Shristi Rawal, Ph.D., Connecticut

Suchismita Ray, Ph.D., Rutgers

Lois E. Rockson, M.A.E.D., Seton Hall; M.P.H., Medicine and Dentistry (UMDNJ)/Rutgers/New Jersey Institute of Technology; Ph.D., New Jersey Institute of Technology, Rutgers

Joachim Sackey, M.Phil., School of Allied Health Sciences (Ghana); M.S., Ph.D., Tufts

Hamed Samavat, Ph.D., M.Sc., R.D.N., L.D.N., Minnesota (Twin Cities)

Vaishali Singhal, D.M.D., Medicine and Dentistry (UMDNJ)

Jennifer A. Tomesko, D.C.N., Medicine and Dentistry (UMDNJ); B.S., Delaware; M.S., Indiana (Pennsylvania)

Nima Toosizadeh,

Kristen Victorino, B.S., James Madison; M.S., Emerson; Ph.D., CUNY (Graduate Center)

William Waynor, M.S., Medicine and Dentistry (UMDNJ); Ph.D., Rutgers

Ryan Douglas White, M.S., M.P.H., Medicine and Dentistry (UMDNJ); Ph.D., Rutgers

Anthony S. Zazzarino, M.A., Monmouth; Ph.D., Walden

Michelle R. Zechner, M.S.W., Pittsburgh; Ph.D., Rutgers

Rena S. Zelig, D.C.N., Rutgers; M.S., Medicine and Dentistry (UMDNJ)

Assistant Professors:

Rhea Banerjee, B.Sc., M.Sc., Madras (India); M.Ed.; Ph.D., Penn State

Thomas J. Bartholomew, Ph.D., Rider

Peter M. Basto, M.S., Medicine and Dentistry (UMDNJ); Ph.D., Rutgers

Tiffany Lynn Benaroya, O.T.D., California (South)

Jennifer R. Bridenbaugh, M.S., Medicine and Dentistry (UMDNJ)

Allison Mae Brown, B.A., Vermont; M.A., New York University; Ph.D./P.T., Temple

Maria Caban Alizondo,

Alyssa Marie Carbajal, B.S., Monmouth; M.S., Rutgers; D.Sc.P.A.S., Pharmacy and Health (Massachusetts)

Lorena L. Carlo, B.S., M.B.A., European School of Political and Social Sciences (France); M.S., Utah; Ph.D., Columbia

Young Hwa Chang, B.A., California (Berkeley); ME.d., Harvard; M.S., Institute of Health Professions (MGH); Ph.D., Columbia

Paul Zone Chiou, B.S., California (Irvine); M.P.H., Massachusetts; Dr.P.H., Loma Linda

Stephanie Cochrane, B.S., Winston Salem State; M.S., Rutgers; Ed.D., Liberty

Thea Cogan-Drew, B.A., Vermont; M.A., Ohio; M.M.S., Yale; D.Sc.P.A.S., Pharmacy and Health (Massachusetts)

Ashley Conklin, B.S., M.P.T., D.P.T., Scranton; D.H.S., Indianapolis

Aaron Ray Dallman, B.M., Appalachia State; M.S., Ph.D., North Carolina (Chapel Hill)

Jean-Francois Daneault, B.Sc., M.Sc., Quebec (Montreal); Ph.D., McGill

Aubrey Danielle Daniels, B.A., Seton Hall; M.S., M.P., Pennsylvania; Ph.D., Penn State

Elizabeth Di Prospero, M.D., Robert Wood Johnson

Joni N. Dolce, M.S., Medicine and Dentistry (UMDNJ); Ph.D., Rutgers

Melissa B. Eiseman, B.A., Boston; M.M.S., Arcadia; D.M.Sc., A.T. Still

Sunhee Jang Eissenstat, B.A., M.A., Korea (Seoul); Ph.D., Penn State

Richard A. Ferraro, M.P.T., Staten Island; P.T., Ph.D., Seton Hall

Dana M. Fleming, M.S.P.T., Springfield College; D.P.T., Temple

Frank Richard Giannelli, B.A., Lafayette; M.S., Medicine and Dentistry (UMDNJ); Ph.D., Rutgers

Suril Gohel, Ph.D., Rutgers

Jessica Rebelo Moreira Gomes, B.S., Massachusetts (Amherst); M.S., Medicine and Dentistry (UMDNJ); D.H.S., Bridgeport

Thomas Jason Hunt, A.A.S., Mercy College; B.B.A., Cleary; M.B.A., Davenport; Ph.D., Indiana Institute of Technology

Nadina Jose, M.D., Santos Tomas (Philippines)

Jennifer Mary Joseph, B.S., Rutgers; M.S., Medicine and Dentistry (UMDNJ); D.H.Sc., A.T. Still

Priyadarshini Kachroo,

Kenneth T. Kinter, M.A., Monmouth

Dennise B. Krencicki, B.A., Boston; M.A., Columbia; D.P.T., Medicine and Dentistry (UMDNJ)

Derek S. Malenczak, B.A., Rutgers; M.S., Medicine and Dentistry (UMDNJ); Ph.D., Rutgers

Steven M. Marionneaux, B.S., Louisiana; M.S., Medicine and Dentistry (UMDNJ); Ph.D., Rutgers

Nkechi Mbadugha, M.S., Rutgers; D.M.Sc., A.T. Still

Nancy Mingelgreen, B.S., Pennsylvania; D.P.T., Medicine and Dentistry (UMDNJ)

Tameika D. Minor, Ph.D., Southern Illinois

Rahul Mittal,

Garth S. Nanni, B.A., Ramapo; B.S., Medicine and Dentistry (UMDNJ); M.S., Ph.D., Rutgers

Natalia Noce, B.A., D.Sc., O.T.D.., Washington

Zhaomeng Niu,

Jigna Patel, B.Sc., McGill; M.H.S., Washington (St. Louis); Ph.D., Rutgers

Bhagavathi Ramamurthy, Ph.D., Penn State

Janet D. Reid-Hector, M.S., New York University; E.D.D., Columbia

Soha Saleh, M.S., Ph.D., New Jersey Institute of Technology

Dasantila Sherifi, Ph.D., Walden

Adrienne Simonds, B.S., M.P.T., Scranton; Ph.D., P.T., Nova Southeastern

Barbara Ann Tafuto, M.S., Buffalo; Ph.D., Rutgers

Anita Van Wingerden, B.A., Dickinson; M.S.P.T., Medicine and Dentistry (UMDNJ); D.P.T., Institute of Health Professions (MGH)

Erich Laserna Vidal, B.S., Seton Hall; M.S., Medicine and Dentistry (UMDNJ); D.H.Sc., A.T. Still

Mark Benjamin Vorensky,

Riddhi Jagdishbhai Vyas, M.S., Stevens Institute of Technology; Ph.D., Rutgers

Nathan Paul Wages,

Caroline Elizabeth Welch, O.T.D., O.T.R./L.

Matthew J. Wright, B.S., M.S., Connecticut; M.S., Medicine and Dentistry (UMDNJ); Ph.D., Concordia (Chicago)

Dipali Sloane Yeh, M.S., Seton Hall

Adjunct Assistant Professors:

Shelley Lorraine DePinto,

Sheryl L. Geisler, M.S., Medicine and Dentistry (UMDNJ)

Instructors:

Elizabeth Abadiotakis,

Kaitlin Elizabeth Deitz,

Karly Turner,

Rema Vinod, B.S., Rutgers; M.B.B.S., Govt. Medical College (India)

Adjunct Instructors:

Beth Nechama Balavram,

Vishal Dalal,

Raquel C. Barreto,

Corey Anne Irons, M.S., Medicine and Dentistry (UMDNJ)

Kerry A. Kleinfeldt,

Carla Pardee,

Sarah C. Patel, B.A., Rutgers; M.B.A., M.S., Philadelphia; D.Sc.P.A.S., Pharmacy and Health (Massachusetts)

Dana M. Richmond,

Elizabeth Irene Schmidt,

Julie Tang, M.S., Medicine and Dentistry (UMDNJ)

Jaymes Andrew Testa,

Lecturers:

Amy Banko, B.A., Kean; B.S., M.S., Rutgers

Emilie Banz, B.A./B.S.; Kean; M.S., Rutgers

Ernest Bunuan, M.O.T., Worcester State College

Krista Donough,

Stephanie G. Hubbell, B.A., San Diego State; M.S., Emerson

Lue Ann Librera, M.A., Montclair

Keara Marie McNair, B.S., M.S.,

Carolyne Ghaly Messiah,

Danielle Nanni, B.S., Felician College; M.S., California

Stanley T. Ort, B.H.S., Nova Southeastern; M.S., Rutgers

Lisa Palladino Kim, M.S., Medicine and Dentistry (UMDNJ); Ed.D., Drexel

Patrice Paolella,

Kelly Peña, B.S., Marymount Manhattan College; M.S., Wisconsin-Madison

Raquel Perez, A.S., Hostos; B.S., M.S., Rutgers; Dr.P.H., Loma Linda

Ruth Perez, B.S., Medicine and Dentistry (UMDNJ); M.S., Johns Hopkins

Dawn Lynette Reinhardt-Wood, M.A., Kean

Matthew Lee Rubinstein, B.A., Texas (Austin); B.S., Texas (San Antonio); M.S., Rutgers

Jennifer S. Sperduto, M.S., Medicine and Dentistry (UMDNJ)

Erika J. Stevens, B.A., Vermont; M.A., Case Western Reserve; M.A., Temple

Brittany Lynn Stone, B.A., Rowan; M.S., Medicine and Dentistry (UMDNJ)

Samantha M. Taylor,

For a directory listing of SHP faculty, please visit the website.

Office of Enrollment Management and Student Services (SHP)

OFFICE OF ENROLLMENT MANAGEMENT AND STUDENT SERVICES

The Office of Enrollment Management and Student Services is your premier resource for navigating your educational journey at the School of Health Professions. We support prospective students exploring our 35+ programs and current students seeking guidance on registration, academic planning, and career development.

Our dedicated team offers personalized assistance to help you achieve your academic and professional goals. We have a convenient Welcome Center on the Newark campus and regular office hours in Piscataway. Additionally, we provide academic success resources, including tutoring and success workshops, to help you excel in your studies. Visit us in person at 65 Bergen Street, Suite 147, Newark, NJ 07107, weekdays from 9:00 a.m. to 5:00 p.m. You can also reach us by phone at 973-972-5454 or email at shpadm@shp.rutgers.edu.

We are excited to support you on your journey to success.

-Bianca Thompson-Owen, Associate Dean for Enrollment Management, Student Success and Student Affairs

Admissions (SHP)

Admissions

Welcome to the Office of Admissions.

The Office of Admissions provides applicants with valuable information and the necessary tools and resources to guide them through the process of becoming a student at Rutgers School of Health Professions (SHP). Applications may be submitted well in advance of a program's admit semester. Please note that applications will be reviewed once they are fully complete and the program director begins the review process.

Selection of applicants for admissions is a competitive process that is the responsibility of the program faculty admissions committee. The university places no restrictions on prospective applicants because of their color, creed, race, sex, age, marital status, or national origin. The university recognizes the value of diversity and is committed to providing appropriate support to its student body.

For information on how to apply to any SHP program, visit the admissions website.

Contact Information

Contact Information

You're invited to visit the Office of Admissions Welcome Center at:

School of Health Professions
Rutgers, The State University of New Jersey
65 Bergen Street, Suite 147
Newark, NJ 07107

Our office hours are weekdays from 9:00 a.m. to 5:00 p.m. We can also be reached via hpadm@shp.rutgers.edu or by phone at 973-972-5454.

Admissions (SHP)

Undergraduate Application Process

Undergraduate Application Process

- The undergraduate application is accessible and may be completed online. Applicants applying to the BS in Occupational Therapy Assistant program, must apply via the OTACAS portal.
- To apply for the first time, you will be guided through a process that begins with setting up a new account and password. If you already have an application account, please return to the login screen for your application.
- You will be required to select a program. To submit your online application, it must be fully completed, the application fee must be paid, and your official transcript must be requested to be sent to Liaison. Incomplete applications, including those missing payment or transcript requests, cannot be processed.
- The undergraduate program application fee is $72.

For more information regarding our undergraduate admissions process, please visit our website.

Admissions (SHP)

Graduate Application Process

Graduate Application Process

Those interested in applying for a School of Health Professions (SHP) graduate program must do so via the AHCAS portal. A nonrefundable fee of $72.00 is required. The following programs are an exception; instead, applicants must apply via each program's common application: Doctor of Physical Therapy, Doctor of Occupational Therapy, Master of Science in Physician Assistant, and Master of Science in Speech-Language Pathology.

Please review the admissions requirements for your specific program before creating or logging into your account. Program information can be found on our website. It is also helpful to have all of the required documents before you apply.

For more information about SHP programs, please visit our website.

Admissions (SHP)

International Application Process

International Application Process

Rutgers Global International Student and Scholar Services - Rutgers Health specializes in assisting international applicants with securing the necessary visas and resources for admission and matriculation into one of our programs. Please visit International Student and Scholar Services website or call 973-972-6138.

Applicants who have earned a degree from a non-U.S. accredited institution must provide international transcript evaluation records (courses and grades) from an accepted evaluation agency such as World Evaluation Services (WES) or similar evaluation agencies listed on the NACES members list. They must also take the Test of English as a Foreign Language (TOEFL) and achieve a minimum score of 550 or higher or take the International English Language Testing System (IELTS) and achieve 6.5 or higher.

Admissions (SHP)

Undergraduate Transfer Admissions

Undergraduate Transfer Admissions

Transfer Student

The Office of Enrollment Management provides transfer counseling services in addition to providing information on the various health-related programs available at the School of Health Professions.

Rutgers School of Health Professions (SHP) is affiliated with several two- and four-year colleges to ensure that students seamlessly transition to SHP through academic advising, transfer evaluating, on-site transfer days, and other support services.

Transfer Credit

Transfer credit evaluations are based on NJ Transfer guidelines. Transfer credits are accepted from accredited institutions. Transfer credit evaluations can be performed before matriculation to SHP.

Contact the Office of Enrollment Management to meet with an SHP admission counselor to learn more about our school, explore different career options, and have your transcript(s) evaluated.

Transfer Evaluations

Based on the various articulation agreements across the state of New Jersey, many of your general education and prerequisite credits may be eligible for transfer. We will accept a maximum of 60-64 general education credits (based on the requirements for program of study).

Transfer evaluations are initiated by the Office of Enrollment Management once a student has been accepted for admissions. Please visit SHP Core Curriculum Requirements.

Please visit the admissions page to learn more about our undergraduate programs and application requirements.

Contact us at 973-972-5454 or shpadm@shp.rutgers.edu

Registrar (SHP)

Registrar

Welcome to the Office of the Registrar at Rutgers School of Health Professions.

Our services include, but are not limited to:

- Preserving student academic records and releasing transcripts
- Verifying student status
- Degree conferral and issuing diplomas
- Coordination of course enrollment and student registration
- Providing tuition and fee information

Registrar (SHP)

Contact Information

Contact Information

Visit the Registrar's Office via our Welcome Center at:

The Stanley S. Bergen Building
65 Bergen Street
Room 147
Newark, NJ 07107

Our office hours are weekdays from 8:30 a.m. to 4:30 p.m. We can also be reached through email, or by phone at 973-972-5454.

Registrar (SHP)

Academic Calendar

Academic Calendar

Please visit the School of Health Professions website to access the School of Health Professions Academic Calendar.

Registrar (SHP)

Registrar Forms

Registrar Forms

To access registration forms, please visit our website.

Registrar (SHP)

Tuition and Fees

Tuition and Fees

Tuition and fees are set by the university.

Please visit the website for the most recent information.

Also check the tuition and scholarships page on the School of Health Professions website.

Registrar (SHP)

Financial Aid

Financial Aid

For financial aid information, please visit our website.

Registrar (SHP)

Refunds and Withdrawals

Refunds and Withdrawals

For the most up-to-date information regarding withdrawal dates, please see the School of Health Professions (SHP) website.

Nonattendance or notification to the instructor/program director does not constitute formal withdrawal. Students wishing to officially withdraw from a course or courses must submit a Program Withdrawal and Course Withdrawal form, which can be found online on the School of Health Professions website.

The official date of withdrawal is the date on which the completed form is filed, NOT the date of last attendance.

Please note: The Program Withdrawal and Course Withdrawal form will be forwarded to the student's program for approval. Once approved and returned to Enrollment Services, the withdrawal will be processed and refund granted if applicable.

Further, if the student withdraws from ALL courses, reducing to zero credits, he or she will also need to indicate a status: Leave of Absence, Maintaining Matriculation, or Official Withdrawal from the School. This requires completing and submitting the proper form. The form may be found at the registrar's website.

Registrar (SHP)

Veterans and Enrollment Certification

Veterans and Enrollment Certification

Please reach out to enrollment services via email with any questions regarding veterans and enrollment certification.

Registrar (SHP)

Non-Matriculated Students

Non-Matriculated Students

For information on applying for non-matriculation status, please visit the Center for Advanced & Continuing Education page on the School of Health Professions website.

Student Affairs (SHP)

Student Affairs

Welcome to the Office of Student Affairs.

The Office of Student Affairs serves all Rutgers University School of Health Professions (SHP) students, offering student success programs, support services, and learning experiences designed to enhance the overall student experience while attending SHP as well as after graduation. SHP is dedicated to supporting and challenging students to achieve their full potential by enriching student learning through leadership, service, and engagement.

Student Affairs (SHP)

Contact Information

Contact Information

Visit the Office of Student Affairs via our Welcome Center at:

The Stanley S. Bergen Building
65 Bergen Street
Room 147
Newark, NJ 07107

Our office hours are weekdays from 8:30 a.m. to 4:30 p.m. We can also be reached through email, or by phone at 973-972-5454.

Student Affairs (SHP)

New Student Compliance Training

New Student Compliance Training

All new School of Health Professions (SHP) students are required to complete several compliance trainings before the beginning of their first classes:

- SHP Academic Integrity Modules (in Canvas)
- SHP Online Welcome Session (in Canvas)
- RU Learning (HIPAA Training)
- Do R Part Training

Information regarding these trainings may be found on our SHP - New Student - Services and Information page here.

Student Affairs (SHP)

Student Health and Wellness Services

Student Health and Wellness Services

Student Health Services - Rutgers School of Health Professions provides health services to students on its various campuses through Student Health Centers. All students who pay tuition directly to Rutgers SHP in full-time day programs located on the Newark and New Brunswick/Piscataway campuses are required to pay the health service fee and may receive services from the campus health centers. Services may differ for students enrolled in joint programs.

Student Wellness Program - The Student Wellness Program (SWP) is a free and confidential counseling service which helps students deal effectively with stressors and pressures related to school, as well as personal problems that may affect their well-being, their home lives, and/or their academic performance.

Personal Insurance Referral assistance is available to students not enrolled in on-campus matriculation or distance/hybrid students residing outside of New Jersey. Information regarding student health and wellness services may be found here.

Student Affairs (SHP)

Scholarships

Scholarships

Scholarships are available for both newly entering matriculated students as well as continuing matriculated students. To be eligible for these scholarships, students must have demonstrated high ethical standards in their coursework and have shown consistent dedication to the subject matter. Students who have breached the Honor Code, Academic Integrity, or displayed any other "acts of misconduct" will not be considered for scholarships.

For further information on the various available scholarships, please visit our website.

Student Affairs (SHP)

Student Organizations

Student Organizations

Students have the opportunity to create their own student organization, apply to become a student leader for a student organization, or join a current student organization and be involved in fun/informative events, charitable fundraisers, and other student activities. If you have any questions about student organizations or if you would like to get involved with the SHP Student Government Association, please email.

Please visit our website for further information on our student organizations.

Student Affairs (SHP)

Military and Veterans Information

Military and Veterans Information

Our mission is to provide information and assistance to student veterans and community residents for any benefits available from the Department of Veterans Affairs (DVA). If you are a veteran, dependent of a deceased or disabled veteran, or active duty military member, you may be eligible to receive monthly educational assistance from the Veterans Administration while enrolled at the School of Health Professions.

Two of the best resources for our military members and veterans are NJVET2VET and Rutgers Office of Veteran and Military Programs and Services.

For further information regarding our military and veterans program, please visit our website.

Educational Opportunity Fund (EOF) (SHP)

Education Opportunity Fund (EOF)

The Educational Opportunity Fund program focuses on low-income, first-generation students who want to pursue careers within the health professions. It provides a supportive environment through a combination of academic "intrusive advising," workshops, and academic support services.

Educational Opportunity Fund (EOF) (SHP)

Contact Information

Contact Information

Visit the Educational Opportunity Fund Office via our Welcome Center at:

65 Bergen Street
Suite 147
Newark, NJ 07107

Our office hours are weekdays from 8:30 a.m. to 4:30 p.m. For questions, contact the Office of Enrollment Management at 973-972-5454.

Educational Opportunity Fund (EOF) (SHP)

Requirements for EOF

Requirements for EOF

SCHOOL OF HEALTH PROFESSIONS REQUIREMENTS:

1. Must demonstrate an educationally and economically disadvantaged background.
2. Must be a New Jersey resident 12 consecutive months prior to receiving the award.
3. Must apply and be accepted to a participating New Jersey college or university.
4. Must meet the academic criteria as set by the institution of choice.
5. Must file a Free Application for Federal Student Aid (FAFSA) or the New Jersey Alternative Financial Aid Application. The Rutgers school code to be used on your FAFSA is: *002629*.
6. Gross income must fall within the criteria shown on our website. For further information please visit our website.

Educational Opportunity Fund (EOF) (SHP)

Services and Support

Services and Support

- Orientation sessions
- Academic, personal, and career advisement
- Tutoring services
- Academic skills workshops
- Student leadership development
- Financial aid assistance
- Professional development retreat
- Textbook loans

Academic Success Center (SHP)

Academic Success Center

Enrollment Management Academic Success Center

The Enrollment Management Academic Success Center (EMASC) provides academic support and mentorship to the diverse population of Rutgers School of Health Professions (SHP). We assist SHP students with understanding key course concepts through the use of peer-led discussions. Additionally, EMASC supports students and creates an engaging environment that increases writing proficiency. All services are free of charge and are provided using three platforms: in-person, Zoom (web conferencing), and phone conferencing.

Mission

The Enrollment Management Academic Success Center's mission is to enhance student learning and support academic programs in the Rutgers School of Health Professions community. Our goal is to assist SHP students on their journeys to become engaged, driven, and confident experts in the field of health professions.

Code of Ethics (CHARMS)

Collaboration - advisers, programs, mentors, tutors, and students are expected to collaborate with one another during sessions to meet predetermined goals and deadlines.
Honesty - tutors, advisers, and mentors are to provide honest and constructive feedback to students.
Academic Integrity - all students are to ensure that the work they are submitting is theirs.
Respect - academic advisement sessions will build respectful and collaborative relationships with students at all times.
Mentorship - advisers will provide meaningful access to mentorship for students.
Success - SHP is committed to the academic success of all students.

Contact Information

Contact Information

Visit the Enrollment Management Academic Success Center office via our Welcome Center at:

65 Bergen Street
Suite 147
Newark, NJ 07107

Our office hours are weekdays from 8:30 a.m. to 4:30 p.m. For questions, contact the Office of Enrollment Management at 973-972-5454 or email.

Academic Success Center (SHP)

Services Offered through Academic Success

Services Offered through Academic Success

For information regarding the services we provide, please visit our website.

Clinical Laboratory and Medical Imaging Sciences (SHP)

CLINICAL LABORATORY AND MEDICAL IMAGING SCIENCES

Medical Laboratory Science, B.S., Certificate

Clinical Laboratory Science, M.S., Certificate

Clinical Laboratory Science, Doctorate (DCLS)

Cardiac Sonography, B.S., Certificate

Diagnostic Medical Sonography, B.S., Certificate

Diagnostic Cytopathology, M.S./Entry-level and Post-Professional

Radiologist Assistant, M.S.

Clinical Laboratory and Medical Imaging Sciences Faculty

Medical Laboratory Science B.S., Certificate (SHP)

Medical Laboratory Science B.S., Certificate

Medical Laboratory Science Profession

Medical laboratory scientists use their biomedical expertise to:

- provide information to physicians to help diagnose cancer, diabetes, kidney disease, leukemia, drug overdoses, and many other conditions;
- identify pathogens, determine their susceptibility to various drugs, and detect their drug-resistance mutations;
- prepare stem cells, red blood cells, and platelets for safe transfusion;
- use microscopy to identify abnormal cells and infectious agents in medical specimens;
- analyze DNA for mutations associated with genetic diseases; and
- monitor drug therapy to ensure patient safety.

Medical laboratory scientists have career opportunities in hospitals, physician offices, veterinary, and national and regional testing laboratories; biotechnology, pharmaceutical, chemical, and cosmetic industries; local, state, or federal health agencies; research and teaching institutions; advanced degrees in medicine and dentistry; and master's and doctoral degrees in clinical laboratory science and biomedical sciences.

Medical Laboratory Science B.S., Certificate (SHP)

Degree Options

Degree Options

- Bachelor of Science (in Clinical Laboratory Sciences)
- Bachelor of Science Solo Degree
- Second Bachelor of Science (in Clinical Laboratory Sciences)
- Certificate

Medical Laboratory Science B.S., Certificate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Students may attend classes on a full-time or part-time basis. Part-time students must complete the program within eight semesters of initial enrollment, including summer semesters.

Medical Laboratory Science B.S., Certificate (SHP)

Program Description

Program Description

The medical laboratory science program is a university-based program in New Jersey offered by Rutgers School of Health Professions (SHP). The curriculum consists of 45 credits of professional coursework and is 15 months (four semesters) in duration. A minimum of 88 to 90 credits of preprofessional basic science and general education

course requirements are completed before entering the program. The program is primarily designed for students seeking their first baccalaureate degree. However, other options are available to individuals who already possess a baccalaureate degree or equivalent.

There are three options for students interested in applying to the program:

Option 1: Joint Bachelor of Science in Clinical Laboratory Sciences offered by Rutgers SHP and 13 collaborating colleges and universities for students seeking a first baccalaureate degree (see list of).

Option 2: Bachelor of Science in Clinical Laboratory Sciences offered solely by Rutgers SHP for students who already have a baccalaureate degree in biology or a related science from an accredited U.S. or international college or university, and the prerequisite coursework.

Option 3: Solo degree in Clinical Laboratory Sciences offered solely by Rutgers SHP for students who already have an associate degree (minimum of 60 credits) in biology or related science from an accredited U.S. or international college or university, and the prerequisite coursework.

Option 4: Certificate in medical laboratory science for students with an international degree from a non-accredited college or university equivalent to a baccalaureate degree in the United States.

Classes begin annually in the summer semester. Class size varies, with approximately 50 students enrolled per year. The curriculum consists of classroom and online lectures/ seminars and on-campus student laboratory experiences. These sessions provide the foundation for subsequent supervised hands-on clinical practice in off-campus clinical laboratories of affiliated hospitals. Additional experiences are provided in molecular diagnostics, data analysis and statistics, research, laboratory management, and educational theory. Program graduates are eligible for the national certifying examination in the Medical Laboratory Scientist category given by the American Society for Clinical Pathology (ASCP) Board of Certification (BOC).

Students must provide their own transportation to off-campus events and affiliated clinical sites. Regular attendance and participation in scheduled activities is expected.

Medical Laboratory Science B.S., Certificate (SHP)

Accreditation

Accreditation

The Medical Laboratory Science Program is fully accredited by:

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

5600 North River Road, Suite 720

Rosemont, Illinois, 60018-5119

Please visit the NAACLS website.

State Authorization and Professional Licensing Requirements:
Licensure is required in only 11 states in the U.S. To the best of our knowledge, the Rutgers School of Health Professions Medical Laboratory Science Program – B.S. in Clinical Laboratory Sciences meets the professional licensing requirements of the following 11 states: CA, FL, GA, HI, LA, MT, ND, NV, NY, TN, and WV.

Status:
Recent Review Accreditation Date: October 2020
Expiration Date: May 2030

Program Director and Location

Program Director and Location

Ruth Perez, M.S., MLS (ASCP)CM
E: ramirez@shp.rutgers.edu
P: 908-889-2493

Primary Campus Location: Newark

Program Learning Goals

Program Learning Goals

The mission of the Medical Laboratory Science program is to educate students who will function competently, creatively, responsibly, and collaboratively in a dynamic health care environment.

The educational goals of the Medical Laboratory Science Program are:

1. to prepare competent scientists to function in the clinical laboratory science field at the baccalaureate level;
2. to provide the student with a broad-based background to serve as a foundation for future growth and development;
3. to prepare graduates to adapt to a changing health care environment.

The curriculum covers all the major areas of clinical lab science with additional experiences provided in laboratory management, statistical analysis and laboratory method evaluation, research methods, and molecular diagnostics.

Program Learning Outcomes

Program Learning Outcomes

Graduates of the Rutgers School of Health Professions Medical Laboratory Science program will demonstrate the following competencies:

- Produce accurate test data through performance of analytical procedures, calculations, and use and monitoring of clinical laboratory instruments.
- Accurately collect and process clinical laboratory specimens.
- Confirm and verify results through an in-depth knowledge of techniques, principles, normal and abnormal physiology, interpretation, and correlation of test data with physiology and quality assurance results.
- Interpret and integrate laboratory data across various disciplines of clinical laboratory science.
- Solve problems by analyzing test data to determine sources of error as technical, instrumental, or physiological, synthesize alternatives, and determine corrective action.
- Evaluate results of quality control and quality assurance programs and implement appropriate corrective actions.
- Participate in developing and establishing preventive and corrective maintenance of equipment.
- Perform and report method evaluation studies of clinical laboratory procedures, taking into account technical criteria as well as space, personnel, and budgetary considerations.
- Participate in developing and evaluating procedures for collecting, processing, and analyzing biological samples.
- Possess general knowledge of critical pathways, interpretive algorithms, and clinical decision-making in the delivery of laboratory services.

Medical Laboratory Science B.S., Certificate (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click on the Admissions Criteria tab.

Medical Laboratory Science B.S., Certificate (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Medical Laboratory Science B.S., Certificate (SHP)

Academic Affiliates

Academic Affiliates

- Bloomfield College of Montclair State University
- Caldwell University
- Fairleigh Dickinson University
- Felician University
- Georgian Court University
- Kean University
- Monmouth University
- New Jersey City University
- New Jersey Institute of Technology
- Ramapo College
- Rutgers University-Newark College of Arts and Sciences
- Saint Elizabeth University
- Saint Peter's University

Medical Laboratory Science B.S., Certificate (SHP)

Clinical Affiliates

Clinical Affiliates

- Accurate Diagnostics Labs, South Plainfield, NJ
- Atlantic Consolidated Laboratory, Morris Plains, NJ
- Bayshore Community Hospital, Holmdel, NJ
- CentraState Medical Center, Freehold, NJ
- Chilton Medical Center, Pompton Plains, NJ
- Clara Maass Medical Center, Belleville, NJ
- Cooperman Barnabas Medical Center, Livingston, NJ
- Englewood Hospital & Medical Center, Englewood, NJ
- Hackensack University Medical Center, Hackensack, NJ
- Holy Name Medical Center, Teaneck, NJ
- Hudson Regional Hospital, Secaucus, NJ
- Hunterdon Healthcare System, Flemington, NJ
- Jersey City Medical Center, Jersey City, NJ
- Lab Corp, Inc., Raritan, NJ
- Memorial Sloan Kettering Cancer Center, NY
- Morristown Medical Center, Morristown, NJ
- Newark Beth Israel Medical Center, Newark, NJ
- New York Presbyterian Hospital, NYC, NY
- New York University – Langone Health, NYC, NY
- Overlook Medical Center, Summit, NJ

- Quest Diagnostics, Teterboro, NJ
- Robert Wood Johnson – University Hospital, New Brunswick, NJ
- Robert Wood Johnson – University Hospital, Somerset, NJ
- Saint Joseph's Regional Medical Center, Paterson, NJ
- Saint Mary's Hospital, Passaic, NJ
- Saint Michael's Medical Center, Newark, NJ
- Saint Peter's University Hospital, New Brunswick, NJ
- Silver Lake Hospital, Newark, NJ
- Summit Medical Group, Berkeley Heights, NJ
- Trinitas Hospital, Elizabeth, NJ
- University Hospital, Newark, NJ
- VA New Jersey Health Care System, East Orange, NJ

M.S. in Clinical Laboratory Science Program, (SHP)

M.S. in Clinical Laboratory Science Program (SHP)

Medical Laboratory Science Profession

Medical laboratory science professionals are vital members of the inter-professional health care team. They evaluate and interpret results, integrate data, problem solve, and monitor test quality to provide accurate laboratory test information essential for patient diagnosis and treatment. They consult with members of the health care team regarding test utilization and test results critical to the medical decision process. They promote safe, effective, efficient, equitable, timely, and patient-centered clinical laboratory services. Advanced degrees in medical laboratory science expand knowledge and skills and prepare medical laboratory science professionals for career advancement in laboratory management and administration, consultation, new test development, and research. Medical laboratory scientists are an integral part of clinical pathology. Employment opportunities include management and supervisory positions in medical centers and hospital laboratories, reference laboratories, biomedical corporations, research, and academic institutions.

Degree Options

Degree Options

- Master of Science in Clinical Laboratory Science
- Graduate Certificate in Clinical Laboratory Science

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Full-time and part-time options are available:

- Full time: enroll for a minimum of 9 credits (three courses) per semester
- Part time: enroll for 6 credits (two courses) per semester or a total of 12 credits per year

The majority of students enroll part time and typically complete the program in two to three years. Students must complete the program within four years (8 semesters) of enrollment.

M.S. in Clinical Laboratory Science Program, (SHP)

Program Description

Program Description

Clinical Laboratory Science Master of Science Program

The clinical laboratory science program is 30 credits, offered online, and designed for certified (BOC-ASCP) medical laboratory professionals seeking to advance their knowledge, skills, and develop new proficiencies needed to meet the challenges of a changing profession and health care system. The program prepares students for managerial and leadership roles in clinical laboratory services and the health care industry by expanding skills in:

- Advanced clinical laboratory science
- Management/leadership/strategic planning/finance
- Quality assurance/quality improvement
- Informatics - health professions education
- Research

Program Structure

- 30 credits beyond the baccalaureate degree
- All courses are web-based (online)
- Full- and part-time options
- No GREs required
- Non-thesis master's degree

While learning valuable new advanced clinical laboratory science skills, students have the opportunity to interact on a one-to-one basis with faculty and colleagues from all over the country and internationally through various online asynchronous and synchronous delivery modes and technologies.

Distinguishing Features Include:

- Flexibility of anytime, anywhere education.
- Convenience of entirely online course offerings.

- Wealth of faculty expertise in clinical laboratory sciences.
- National and international guest lecturers who are experts in the field.
- Growing network of successful alumni.
- Career ladder and advanced education opportunities in the doctoral program (DCLS).
- Highly regarded university reputation.

Graduate Certificate in Clinical Laboratory Science

The graduate certificate in clinical laboratory science is an online, 12-credit professional course of study for medical laboratory professionals who hold a baccalaureate degree and are certified (BOC-ASCP). It is designed for practicing professionals who want to advance their knowledge and skills in the clinical laboratory sciences and develop new proficiencies needed to meet the challenges of a changing profession and health care system. If students are not ready to commit to the master's degree program but wish to advance their knowledge in clinical laboratory science, the graduate certificate in clinical laboratory science is an excellent option.

Advantages of completing the graduate certificate in CLS:

- Short course of study provides an excellent way to gain additional knowledge in CLS.
- Determine if online courses are an effective mode of learning.
- Credits completed in the graduate certificate in CLS may be applied to the Rutgers MS-CLS or DCLS programs.

Program Structure

- 12 credits - four courses
- All courses are web-based (online)

While learning valuable new advanced clinical laboratory science skills, students have the opportunity to interact on a one-to-one basis with faculty and colleagues from all over the country and internationally through various online asynchronous and synchronous delivery modes and technologies.

Distinguishing features include:

- Flexibility of anytime, anywhere education.
- Convenience of entirely online course offerings.
- Wealth of faculty expertise in clinical laboratory science.
- National and international guest lecturers who are experts in the field.
- Career ladder and advanced education opportunities in the master's program (MS-CLS) and doctoral program (DCLS).
- Highly regarded university reputation.

Students accepted into the certificate program enroll as non-matriculated students. Completion of the graduate certificate in CLS does not guarantee acceptance into other degree programs offered by the Department of Clinical Laboratory and Medical Imaging Sciences or other programs offered by Rutgers.

Program Director and Location

Program Director and Location

Deborah Josko, Ph.D., MLT (ASCP)M, SM
E: daj100@rutgers.edu

Primary Campus Location: Online, web-based program

M.S. in Clinical Laboratory Science Program, (SHP)

Program Learning Goals

Program Learning Goals

The goal of the program is to advance knowledge through an in-depth study of the disciplines of clinical laboratory science related to improvement of quality and delivery of laboratory services critical to clinician decision-making and patient care. This includes advanced knowledge in clinical chemistry, hematology and hemostasis, clinical microbiology, infectious disease, immunology, transplantation, transfusion services, emerging trends in clinical laboratory science, education, health policy, models to improve clinical laboratory services, critical analysis, and development of skills in evidence-based practice and research.

M.S. in Clinical Laboratory Science Program, (SHP)

Program Learning Outcomes

Program Learning Outcomes

These learning outcomes meet the National Academy of Sciences' (Institute of Medicine) core competencies for health care professionals, namely, the ability to provide patient-centered care, work in interdisciplinary teams, employ evidence-based practice, apply quality improvement, and utilize informatics. (Institute of Medicine. *Health Professions Education: A Bridge to Quality*. Washington, DC: National Academies Press, 2003).

The graduate of the Rutgers School of Health Professions M.S. in CLS Program will be able to:

1. Critically review, appraise, and synthesize the health sciences literature.
2. Identify and systematically investigate research questions pertinent to clinical laboratory practice.
3. Synthesize new concepts, models, and theories through the appropriate application of empirical knowledge and the scientific method to help resolve clinical laboratory and health sciences issues or problems.
4. Apply the advanced knowledge and technical skills needed to serve as active contributors and leaders in the clinical laboratory science profession.
5. Apply current knowledge to evaluate or design more effective ways to deliver clinical laboratory and health-related services.

6. Use a variety of information technologies to address both theoretical and practical problems, enhance communication, and disseminate knowledge to applicable audiences and interest groups.
7. Demonstrate proficiency in both oral and written communication, using both scholarly and technical formats.
8. Work collaboratively with others to advance the scientific bases of knowledge in clinical laboratory science via ongoing scholarship.
9. Integrate basic principles of ethics and cultural sensitivity within all interpersonal and professional activities.

M.S. in Clinical Laboratory Science Program, (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements for the master's degree, please visit the M.S. in Clinical Laboratory Science page on the School of Health Professions website. Click the Admissions Criteria tab.

For information on admissions requirements for the graduate certificate program, please visit the Graduate Certificate in Clinical Laboratory Science page on the School of Health Professions website. Click the Admissions Criteria tab.

M.S. in Clinical Laboratory Science Program, (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit the Requirements for Graduation and Course Descriptions page on the School of Health Professions website.

Clinical Laboratory Science, Doctorate (SHP)

Clinical Laboratory Science, Doctorate (DCLS)

Program Director and Location

Nadine A. Fydryszewski, PhD MLS(ASCP)cm

E : fydrysna@shp.rutgers.edu

Primary Campus Location: Web-based

Medical Laboratory Science Profession - Advanced Practice Doctorate

The doctorate in clinical laboratory science (DCLS) is an advanced practice degree designed for the certified medical laboratory scientist with an interest in advancing theoretical and clinical knowledge, practice, and research. Medical laboratory scientists holding a doctorate in clinical laboratory science (DCLS) are vital members of the health care team.

The program prepares certified medical laboratory scientists as advanced practice health care practitioners dedicated to increasing the value of diagnostics through consultation as members of interprofessional health care teams and conducting outcomes and quality research focused on evidence of the impact of diagnostics on health care outcomes. Graduates are prepared to be effective leaders in many facets of the clinical laboratory science profession, particularly in advanced practice roles contributing to the interprofessional health care team as:

- Experts in clinical laboratory testing.
- Partners with clinical pathology to serve as consultants in clinical rounding, patient care, and providing information to improve clinical diagnosis.
- Consult with clinicians regarding lab test ordering and interpretation.
- Consult with patients on understanding lab tests.
- Develop patient-centered test algorithms, reflex testing.
- Participate in interprofessional health care team conferences, clinical rounds.
- Conduct outcomes studies that benefit patients, patient safety, and the institution.
- Promoters of quality health care through appropriate and cost-effective utilization of clinical laboratory services, and advocates of patient safety by contributing to the reduction of medical errors.

Clinical Laboratory Science, Doctorate (SHP)

Degree Options

Degree Options

The Doctorate in Clinical Laboratory Science (DCLS) program can be taken on a part-time or full-time basis, and generally takes approximately 4.5 years to complete on a part-time basis, and approximately 3.5 years to complete on a full-time basis depending on semester credit loads.

Clinical Laboratory Science, Doctorate (SHP)

Program Description

Program Description

The Doctorate in Clinical Laboratory Science (DCLS) program is an advanced practice doctoral degree for certified Medical Laboratory Scientists. The program prepares certified medical laboratory scientists as advanced healthcare practitioners dedicated to increasing the value of diagnostics through consultation on interprofessional healthcare teams, promoting evidence-based practice and conducting outcomes and quality research focused on evidence of the impact of diagnostics on healthcare outcomes. The DCLS emphasizes interprofessional collaboration and evidence-based practice through courses, an advanced clinical practice residency, and a practice-based research project

The curriculum is designed to meet the needs of the practicing MLS professional pursuing an advanced degree and continues professional develop with experiences as a working MLS. The program is 80 credits. All advanced theoretical courses are offered online and require a time commitment of 9-12 hours per week with online and off-line work. Pre-clinical practice residency-advanced theoretical courses in the Part-time plan is 2 courses per semester (6 credits), and the full-time plan is 3 courses a semester (9 credits).

Clinical Laboratory Science, Doctorate (SHP)

DCLS Clinical Practice Residency Year

DCLS Clinical Practice Residency Year

The program culminates with a full time Clinical Practice Residency – one-year, full time, 3 consecutive semesters (Summer, Fall, Spring) **at an affiliated clinical site** (Monday-Friday, full time. This is hybrid with on-site clinical practice and online weekly didactic webinars.

Rutgers offered the first Doctorate in Clinical Laboratory Science (DCLS) and graduated the first DCLS in the nation. Our graduates are advanced practitioners with expert knowledge, skills and are critical thinkers. They are prepared to be effective leaders in many facets of the clinical laboratory science profession, particularly in advanced practice roles. They contribute to the interprofessional health care team as an expert in clinical laboratory testing, consulting with clinicians regarding laboratory test ordering and interpretation, and with patients on understanding laboratory tests. They participate on inter-professional healthcare team conferences, on clinical rounds and conduct outcomes studies that benefit patients, patient safety, and the institution. They are promoters of quality health care through appropriate and cost-effective utilization of clinical laboratory services, and advocates of patient safety.

Clinical Laboratory Science, Doctorate (SHP)

DCLS Program Mission and Goals

DCLS Program Mission and Goals

The mission of the Doctor of Clinical Laboratory Science Program is to improve people's lives in New Jersey and beyond, through quality education, innovative research and scholarship, superior service, and improving the quality and delivery of clinical laboratory services.

The goal of the Doctor of Clinical Laboratory Science program is to prepare caring, collaborative, and competent doctoral educated advanced practitioners in clinical laboratory science dedicated to increasing patient safety and the value of clinical laboratory services through consulting, collaborating on the interprofessional team, optimizing test utilization and diagnostic processes, and conducting and applying evidence-based translational research. The program

- Provides an in-depth study of clinical laboratory science and evidence-based practice through advanced level coursework and a clinical practice residency to prepare graduates to assume the role of an advanced-level clinical laboratory science practitioner.
- Prepares graduates with knowledge and skills to design, conduct, and analyze clinical laboratory science outcomes and quality research, focused on evidence of the impact of diagnostics on healthcare outcomes.

- Develops experts in evidence-based clinical laboratory science practice using clinical reasoning, critical thinking and scientific inquiry.
- Fosters professional leadership, service, and scholarly efforts.

Clinical Laboratory Science, Doctorate (SHP)

Program Learning Outcomes

Program Learning Outcomes

Upon completion of the program, graduates will be prepared to:

1. Provide patient-centered, customized consultation services on appropriate test selection and interpretation for the purpose of collaborative clinical decision making among the interprofessional health care team and for the patient.
2. Monitor laboratory data, test utilization, and diagnostic testing processes in individual patients and populations using informatics and analytics to reduce diagnostic errors, improve efficiency, and reduce costs.
3. Conduct research and apply evidence to demonstrate clinical utility of laboratory tests and algorithms and to improve the quality, efficiency, and safety of the overall diagnostic testing process.
4. Educate health care providers, patients, their families, and the general public about the indications, best evidence, patient preparation, and interpretation of clinical laboratory testing, including home self-testing.
5. Direct laboratory operations to comply with all state and federal laws and regulations, as well as guidelines determined by professional boards of licensure, and certification/accreditation agencies.
6. Participate in health policy decision making at all institutional levels using best evidence.
7. Demonstrate exemplary professional and ethical behaviors in practice, education, and scholarly activities.

Clinical Laboratory Science, Doctorate (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website and click the Admission Tab.

Clinical Laboratory Science, Doctorate (SHP)

Requirements for Graduation

Requirements for Graduation

For requirements for graduation and course descriptions please visit our website and click the Curriculum Tab.

DCLS Full-Time

Semester

1. PRE-RESIDENCY *COURSES STUDENTS MUST TAKE BEFORE BEGINNING THEIR RESIDENCY PROGRAM.*	COURSE #	COURSE TITLE	CREDITS
	BPHE5510	Overview of Disease Processes and Treatment	3
	BPHE7510	Clinical Pharmacology	3
	CLSC5112	Molecular Diagnostics	3
	CLSC5123	Advanced Hematology	3
	CLSC5124	Advanced Hemostasis	3
	CLSC5133	Transfusion Practice	3
	CLSC5134	Advanced Clinical Immunology	3
	CLSC5140	Advanced Topics in Clinical Chemistry	3
	CLSC5213	Clinical Laboratory Data Analysis	3
	CLSC6000	Principles of Translational and Outcomes Research in Clinical Laboratory Science	3
	CLSC6112	Advanced Topics in Molecular Diagnostics	3
	CLSC6214	Clinical Laboratory Utilization in Quality Health Care Delivery	3
	CLSC6215	Healthcare Regulations & Laboratory Management	3
	CLSC6274	Infectious Disease	3
	CLSC7191	DCLS Seminar I	3
	CLSC7290	Clinical & Laboratory Diagnosis Correlation	3
	IDST6121	Data Analysis & Interpretation I	3
	IDST6400	Systematic Review and Meta Analysis	3

2. RESIDENCY *COURSES STUDENTS MUST TAKE TO COMPLETE THEIR RESIDENCY PROGRAM.*	COURSE #	COURSE TITLE	CREDITS	
	CLSC7189	DCLS Research Project I	3	
	CLSC7192	DCLS Seminar II	1	
	CLSC7193	DCLS Seminar III	1	
	CLSC7194	DCLS Seminar IV	1	
	CLSC7199	DCLS Clinical Practice Residency I	4	
	CLSC7289	DCLS Research Project II	3	
	CLSC7299	DCLS Clinical Practice Residency II	5	
	CLSC7389	DCLS Research Project III	3	
	CLSC7399	DCLS Clinical Practice Residency III	5	

3. ELECTIVES *OPTIONAL - MAY BE TAKEN IN ADDITION TO THE REQUIRED 80 CREDITS.*	COURSE #	COURSE TITLE	CREDITS
	CLSC7489	DCLS Project Advisement	(credits vary; 1-3)

	CURRICULUM TOTAL: 80	

Clinical Laboratory Science, Doctorate (SHP)

Course Descriptions

Course Descriptions

Pre-Residency

BPHE5510 ***Overview of Disease Processes and Treatment (3)***
This course provides information about systems physiology and pathophysiology, as well as the epidemiology, etiology, risk factors, pathogenesis, prognosis and treatment of disease, particularly pharmacotherapeutics. Topics

covered include cardiopulmonary diseases, infectious diseases, gastroenterology, urology, endocrine and oncology. Lab and specific diagnostic tests will be reviewed.
Prerequisites: A primer on basic anatomy and physiology.

BPHE7510 ***Clinical Pharmacology (3)***
This course focuses on the clinical application of pharmacology in the management of patients, including frequently prescribed drugs in the health care practice. The basic principles of pharmacodynamics and pharmacokinetics, along with pertinent physiology and information on dosing schedules, therapeutic effects, and adverse reactions are presented. The course content provides web-based discussions, journal review assignments, and case studies/ discussion.
Prerequisites: BPHE 5510 Overview of Disease Process and Treatment or similar course.

CLSC5112 ***Molecular Diagnostics (3)***
The course provides foundation knowledge in molecular biology, genetics, and the molecular basis of selected human diseases. An in-depth review of the theory of molecular techniques such as nucleic acid hybridization, amplification, sequencing, and genotyping is covered. In addition, the application of these techniques in the diagnosis, monitoring, therapeutic decision-making, and prediction of genetic, hematopathologic, infectious, and malignant diseases at the nucleic acid level is discussed. Additional topics include molecular diagnostic laboratory practices and ethical issues.
Prerequisites: Baccalaureate degree with coursework in biological sciences and chemistry; previous coursework in molecular biology recommended, but not required.

CLSC5123 ***Advanced Hematology (3)***
This course provides an in-depth study of the physiology and regulation of the hematopoietic system, and the genetic, molecular and cellular mechanisms underlying the pathophysiology of selected anemias, leukemias and lymphomas. Utilization of appropriate laboratory tests for screening, diagnosis, monitoring and determining prognosis will be discussed and applied through clinical scenarios and case studies. Review of current scientific literature and advanced laboratory practice issues will also be covered. Prerequisites include BS degree with previous course work in Hematology and/or work experience in a hematology clinical laboratory. Web Based.
Prerequisites: Bachelor's degree with previous course work in Hematology and/or work experience in a hematology clinical laboratory; coursework in molecular biology or molecular diagnostics is recommended.

CLSC5124 ***Advanced Hemostasis (3)***
This course provides an in-depth study of the physiology and regulation of hemostasis, and the genetic, molecular and cellular mechanisms underlying the pathophysiology of selected disorders of hemostasis. Utilization of appropriate laboratory tests for screening, diagnosis, and monitoring therapy will be discussed and applied through clinical scenarios and case studies. Review of current scientific literature and advanced laboratory practice issues will also be covered.
Prerequisites: Bachelor's degree with previous course work and/or experience in hematology or hemostasis.

CLSC5133 ***Transfusion Practice (3)***
The course provides a foundation of knowledge in theory, practice applications, regulations, quality, and compliance in Blood Banking and transfusion services. In addition, the course provides an overview of donor blood collection, processing, testing and storage as well as current understanding of cellular therapy in the hospital transfusion service. Theory of blood group systems, complex antibody and compatibility problems, requirements for transfusion support, adverse effects of transfusion, and blood utilization will be discussed. Additional topics include

hematopoietic progenitor cells and HLA transplantation, and case studies may be incorporated to apply learning in practice.
Prerequisites: Baccalaureate degree, plus previous work experience in immunohematology - blood banking.

CLSC5134 ***Advanced Clinical Immunology (3)***
Course covers immunologic concepts of cells and humoral products of the immune system, the in-vivo and in-vitro interactions and antigen-antibody reactions. These basic concepts will be correlated to clinical applications as they relate to laboratory testing manifestations of disease, such as autoimmunity, hypersensitivity, transplantation, tumor immunology and immunodeficiency.
Prerequisites: Bachelor's degree including previous coursework and/or experience in clinical immunology.

CLSC5140 ***Advanced Topics in Clinical Chemistry (3)***
Medical laboratory scientists working in clinical chemistry are challenged with multifaceted responsibilities involving advanced scientific knowledge, techniques, administrative skills, and interaction with other clinical departments of the health care system. The medical laboratory scientist working in chemistry is responsible for both the diagnostic services as well as management aspects of the clinical chemistry department. This course is designed to provide updates in advanced topics in clinical chemistry to enhance scientific/technical skills and management skills for laboratory professionals working and/or managing a clinical chemistry department. Issues concerning specific advanced topics in clinical chemistry that will be discussed include but are not limited to: updates on cardiac and tumor markers, kidney function assessment (eGFR, etc.), automation and POCT, diabetes, monoclonal proteins, vitamin D deficiency, therapeutic drug monitoring (TDM), toxicology, laboratory error, and advanced case studies in clinical chemistry.
Prerequisites: Bachelor's degree with course work in clinical chemistry and/or work experience in a clinical chemistry laboratory.

CLSC5213 ***Clinical Laboratory Data Analysis (3)***
This course provides a foundation for participation in planning, application, and evaluation of a program of laboratory medicine quality management and improvement. Assignments will apply theoretical concepts to clinical laboratory data analysis situation.
Prerequisites: Baccalaureate degree with previous course work in statistics and work experience in a clinical laboratory required.

CLSC6000 ***Principles of Transitional and Outcomes Research in Clinical Laboratory Science (3)***
This course focuses on methods and techniques for expanding the scientific knowledge base of research, with an emphasis on translational and outcomes research related to the biomedical, clinical laboratory medicine and health sciences fields. The need for translational and outcomes research in clinical laboratory science and multidisciplinary aspects of this type of research will be explored. Students will be required to write a final paper in a grant proposal format on a specific topic related to clinical laboratory science/medicine or an approved topic related to their proposed graduate project.
Prerequisites: Matriculated students in a Rutgers, SHP, Department of Clinical Laboratory and Medical Imaging Sciences program or, with permission, students in a Rutgers graduate program.

CLSC6112 Advanced Topics in Molecular Diagnostics (3)
This course is designed to provide in-depth updates in selected topics in molecular diagnostics to enhance the scientific and technical knowledge of clinical laboratory professionals. Topics to be discussed include but are not limited to: advanced methods in sequencing and automation, pharmacogenomics and personalized medicine,

proteonomics, consumer directed testing, and case studies in molecular oncology, hematopathology, genetics, and infectious diseases. Review of current scientific literature and advanced laboratory practice issues will also be covered.
Prerequisites: Baccalaureate degree, completion of CLSC 5112 Molecular Diagnostics.

CLSC6214 ***Clinical Laboratory Utilization in Quality Health Care Delivery (3)***
This course provides an analysis of the economic, social, regulatory, and professional issues affecting the delivery of cost-effective, quality clinical laboratory services and the appropriate use of laboratory services in clinical decision making. The course includes an examination of patient safety and what that means to laboratorians, In addition, the course includes an examination of alternative laboratory service delivery models and mechanisms that promote cost efficiency, appropriate utilization, quality and patient access, and demonstrate the value of the clinical laboratory and clinical laboratory practitioners in quality healthcare delivery. The use of practice guidelines, critical or clinical pathways, algorithms and reflex testing, direct access testing, evidenced-based practice, and outcomes measurements, as well as initiatives to change the practice of laboratory services in all phases (pre-analytical, analytical and post analytical) will be covered.
Prerequisites: Bachelor's degree plus education or experience in clinical laboratory science.

CLSC6215 ***Healthcare Regulations & Laboratory Management (3)***
A dynamic health care environment requires clinical laboratory practitioners to understand management and regulatory issues encompassing the practice of clinical laboratory science. Implementing quality management policies and regulations require knowledgeable practitioners who can develop creative management practices when confronted with challenges such as fiscal and regulatory constraints and staffing issues. This course will explore the unique applications of management concepts and policies and regulatory issues in clinical laboratory services through interactive exercises. The course will provide an introduction to basic management concepts, laboratory finance and human resource management. Regulatory issues including CLIA 88, Medicare/Medicaid Reimbursement, compliance, coding and accreditation will be explored in depth. Participants will gain an understanding of the complexities of the numerous regulations and gain insight into implementation strategies to address the criteria.
Prerequisites: Baccalaureate degree, plus previous work experience in a clinical laboratory.
Additional Requirements: Students may be required to interact with department supervisor and/or lab administrator, pathologist, physicians, or other healthcare professionals to explore some discussion questions.

CLSC6274 ***Infectious Disease (3)***
This course will explore the major agents of infectious disease in a systems approach. It will provide a knowledge base of the interdisciplinary aspects of infectious disease for expanded roles for clinical laboratory professionals as members of the health care team. Emphasis will be on bacterial agents, with a brief overview of non-bacterial agents (parasites, fungi, viruses). The course will introduce the commonly encountered infectious disease agents, including epidemiology, clinical presentation, pathophysiology, medical laboratory diagnosis, continued monitoring, interdisciplinary aspects of the disease state related to medical laboratory parameters, and treatment options.
Prerequisites: Baccalaureate degree, with course work in Clinical Microbiology and/or work experience in a clinical microbiology laboratory.
Additional Requirements: Students may be required to interact with department supervisors and/or lab administrators, pathologists, physicians, or other healthcare professionals to explore some discussion questions.

CLSC7191 ***DCLS Seminar I (3)***

CLSC 7191 DCLS Seminar I is the first course in a four-course series, offered the semester prior to beginning DCLS Clinical Practice Residency. The goal is to prepare the DCLS student for clinical residency and advanced DCLS practice. Through participation in formal presentations, discussions, and diagnostic consultation simulation activities on a variety of topics and issues including, ethical issues in healthcare practice, principles of trans-cultural healthcare, physical assessment, health informatics, communication techniques for interaction with healthcare colleagues and patients, and educational methodologies and presentation skills, the student learns to provide consultative services in both oral and written format to patients, clinicians, and healthcare providers related to quality utilization of laboratory services, including pre-analytic issues of laboratory testing and post-analytic interpretation. The course includes a capstone project with analysis of a utilization review data set synchronized with the CLSC 7290 Clinical and Laboratory Diagnosis Correlation course.

Prerequisites: Matriculated in the Doctorate in Clinical Laboratory Science Program (DCLS)

Taken the last semester before beginning the DCLS clinical residency. Consult with the program director to confirm eligibility to enroll.

CLSC7290 ***Clinical & Laboratory Diagnosis Correlation (3)***

A comprehensive exploration and analysis of clinical laboratory screening, diagnosis, and monitoring utilizing a case-based approach and active problem-solving skills that simulates the activities of clinical residency aligning with the four Diagnostics Consultation Model (DCM)© settings. Students participate in cases individually and as a team, with active problem-solving, collegial interaction, and provide formal presentations based on assigned cases in all clinical laboratory science disciplines, and a course capstone analysis of a utilization review sample data with written report and PowerPoint presentation. Emphasis is on correlation to medical diagnosis, therapy, prevention, and treatment guidelines. All aspects of laboratory services, from test selection to cost effective utilization and patient monitoring, will be explored to enhance consultative skills in preparation for interprofessional experiences in the DCM© settings. Students will be introduced to health services delivery processes within affiliated clinical facilities and health information systems for advancing treatment and testing guidelines and health outcomes assessment.

Prerequisites: Matriculated in the Doctorate in Clinical Laboratory Science Program (DCLS). Taken the last semester before beginning the DCLS clinical residency

Completion of all pre-clinical residency courses. Consult with the program director to confirm eligibility to enroll.

IDST6121 ***Data Analysis & Interpretation I (3)***

Covers the selection, application, and interpretation of basic statistical tests and procedures used in the health sciences and methods for effective data communication and presentation. Topics include descriptive statistics, statistical inference, procedures associated with basic linear modeling, and nonparametric statistics.

Because this is a statistics course designed for both academic and professional health science degrees, the goal is to provide you with (a) an introductory exposure to statistical concept and theory (non-mathematical) within the context of healthcare examples, (b) a working knowledge of statistical procedures common in the academic and health-profession research, and (c) experience with a common statistical software package (IBM SPSS). The amount of time you can expect to spend on the coursework will vary depending on your exposure to statistics prior to this class and whether you have any exposure to SPSS (or other statistical software). Based on the experience of previous students, you should expect to spend approximately 10-12 hours a week on the course if you have some statistics experience (e.g., with your job or a strong undergraduate statistics course) and already have some exposure to SPSS or other statistical software. If you are new to both statistics and statistical software, it is probably best to plan to spend closer to 20 hours per week on coursework—especially in the first several weeks while you

are finding your footing with SPSS. If this is your first statistics class (or the first statistics class you have had in some time), you are advised to weigh carefully the time commitment you will need to make to this class (in conjunction with family and work commitments). If you are in a full time professional position and/or have a busy family schedule, you are advised against taking this class in conjunction with another highly demanding academic class.
Prerequisites: Enrollment in IDST6121 is open to all graduates students (matriculants and non-matriculants). Enrollment of BS-level students requires permission of the instructor.

IDST6400 ***Systemic Review and Meta Analysis (3)***
Provides foundation skills in research-oriented bibliographic inquiry, with an emphasis on evidence-based review and synthesis of applicable literature. Principles of effective scientific communication are also addressed, including how to plan, organize and write structured systematic review articles. (Web-based 135 - 180 hours directed study...individual time spent will vary).
Prerequisites: Prerequisites vary by program (please contact your program director, track coordinator or advisor). In general, it is assumed that you have completed graduate-level coursework in research methods and basic statistics (IDST 6121 or equivalent and IDST 6200 or equivalent).
For students in the MSHS and MHS programs, this course normally is prerequisite to your capstone project course (IDST6980 or IDST6989). For some programs, the research and writing you do here should provide the foundation for your subsequent project activity.

Residency

CLSC7189 ***DCLS Research Project I (3)***
DCLS Research Project is a three-course series (CLSC 7189, CLSC 7289, CLSC 7389) taken consecutively from the first semester of the clinical residency year, providing the opportunity for development of a prospectively planned and approved translational/outcomes research project which is advisor-guided, student-directed, and designed to support and enhance students' abilities to apply their graduate learning experiences and achieve tangible outcomes. The Project course series includes all aspects of the translational/outcomes research project, including the planning, implementation, conduct, data entry, analysis, interpretation of results, preparation, and presentation of the research project, both oral and written. The project focuses on direct, tangible outcomes applicable to CLS professional competencies and any aspects of clinical laboratory science where quality gaps exist. The project is conducted during the clinical practice year at the assigned DCLS clinical practice affiliate site. The goal of CLSC 7189 DCLS Research Project I is advisor-guided, student-directed research project planning and approval, including a formal written research project proposal, preliminary literature review, IRB submission/approval, and other activities required to begin project work at the university and clinical affiliate site.
Prerequisites: Enrollment as a matriculated students in the DCLS program. Completion of all required pre-clinical practice DCLS courses.

CLSC7192 ***DCLS Seminar II (1)***
DCLS Seminar is a four-course series. CLSC 7192 is the second course in the series, taken the first semester of the DCLS clinical residency, and provides a mentored experience focused on refining oral presentation and consultative skills. Learning activities include participation in formal scholarly presentations and informal discussion on a variety of clinical laboratory science research topics and issues, critical review of the current literature, presenting on Grand Rounds cases, and participation as a member of the ASCLS Consumer Response Team. Students will plan and present formal presentations in a scholarly forum based on cases of interest from their clinical practice/residency experiences, literature review, consumer response experiences, and updates on their research.

Prerequisites: Matriculation in the Doctorate in Clinical Laboratory Science Program (DCLS). Completion of all DCLS pre-clinical residency courses and CLSC 7191. Approval for enrollment by the DCLS program director. Fulfillment of residency requirements as outlined in "Section 18 Clinical Residency Requirements" in the DCLS Policy Manual.

CLSC7193 ***DCLS Seminar III (1)***
DCLS Seminar is a four course series. CLSC 7193 is the third course in the series which provides a mentored experience focused on refining oral presentation and consultative skills. Learning activities include participation in formal scholarly presentations and informal discussion on a variety of clinical laboratory science research topics and issues, critical review of the current literature, presenting on Grand Rounds cases, and participation as a member of the ASCLS Consumer Response Team. Students will plan and present formal presentations in a scholarly forum based on cases of interest from their clinical practicum experiences, literature review, consumer response experiences, and updates on their research.
Prerequisites: Matriculated in the Doctorate in Clinical Laboratory Science Program (DCLS). Completion of all DCLS pre-clinical residency courses and CLSC 7192. Taken the second semester in DCLS clinical residency year.

CLSC7194 ***DCLS Seminar IV (1)***
DCLS Seminar is a four course series. CLSC 7194 is the fourth course in the series which provides a mentored experience focused on refining oral presentation and consultative skills. Learning activities include participation in formal scholarly presentations and informal discussion on a variety of clinical laboratory science research topics and issues, critical review of the current literature, presenting on Grand Rounds cases, and participation as a member of the ASCLS Consumer Response Team. Students will plan and present formal presentations in a scholarly forum based on cases of interest from their clinical practicum experiences, literature review, consumer response experiences, and updates on their research.
Prerequisites: Matriculated in the Doctorate in Clinical Laboratory Science Program (DCLS). Completion of all DCLS pre-clinical residency courses and CLSC 7193. Taken the third semester in DCLS clinical residency year. Consult with the program director to confirm eligibility to enroll.

CLSC7199 ***DCLS Clinical Practice Residency I (4)***
The DCLS Clinical Practice Residency Core is a three-course series, taken consecutively from the first semester of the clinical residency year, providing an in-depth, mentored specialty clinical practice experience. Students complete a one year clinical residency at an affiliated institution. The supervised clinical residency provides opportunities for students to integrate knowledge and research findings in a practice setting, to develop skills in clinical and management areas, education, research applications, and to interface with other professionals in the healthcare environment. The clinical residency includes: daily grand rounds with the interprofessional healthcare team, participation in interprofessional patient-care conferences, interaction with pathologists, clinicians, patients, medical laboratory scientists, other healthcare professionals, and hospital administrators. Experiences also include clinical laboratory science services at community outreach sites as available, and clinical laboratory administrative functions. This structured clinical practice is enhanced with additional experiences individualized for the student and the clinical institution based on identified goals and needs. Through the three course series, the student will develop competence within the specified practice areas, achieving advanced practice skills. CLSC 7199 DCLS Clinical Practice Residency I is the first course in the series, offered in summer term, which provides the foundation experiential learning experiences to begin applying advanced knowledge and skills in laboratory diagnosis consultation and interprofessional collaboration directed to quality, cost effective patient care.
Prerequisites: Matriculation in the Doctorate in Clinical Laboratory Science Program (DCLS). Completion of all DCLS pre-residency required courses. Approval for enrollment by the DCLS program director. Fulfilment of residency requirements

as outlined in "Section 18 Clinical Residency Requirements" in the DCLS Policy Manual.
Additional Requirements: Interaction with lab administrators, pathologist, clinicians and other healthcare professionals to explore select discussion question and assignment topics may be required.

CLSC7289 ***DCLS Research Project II (3)***
DCLS Research Project is a three-course series (CLSC 7189, CLSC 7289, CLSC 7389) taken consecutively from the first semester of the clinical residency year, providing the opportunity for development of a prospectively planned and approved translational/outcomes research project which is advisor-guided, student-directed, and designed to support and enhance students' abilities to apply their graduate learning experiences and achieve tangible outcomes. The Project course series includes all aspects of the translational/outcomes research project, including the planning, implementation, conduct, data entry, analysis, interpretation of results, preparation, and presentation of the research project, both oral and written. The project focuses on direct, tangible outcomes applicable to CLS professional competencies and any aspects of clinical laboratory science where quality gaps exist. The project is conducted during the clinical practice year at the assigned DCLS clinical practice affiliate site. The goal of CLSC 7289 DCLS Research Project II is advisor-guided, student-directed research including conducting research, collection of all pertinent data needed to address the proposed hypotheses, preliminary analysis of data, development of a written report and oral presentation of preliminary findings.
Prerequisites: Enrollment as a matriculated students in the DCLS program. Completion of CLSC 7189 DCLS Research Project I.

CLSC7299 ***DCLS Clinical Practice Residency II (5)***
The DCLS Clinical Practice Residency Core is a three course series which provides an in-depth, mentored specialty clinical practice experience. Students complete a one year clinical residency at an affiliated institution. The supervised clinical residency provides opportunities for students to integrate knowledge and research findings in a practice setting, to develop skills in clinical and management areas, education, research applications, and to interface with other professionals in the healthcare environment. The clinical residency includes: daily grand rounds with the inter-professional healthcare team, participation in inter-professional patient-care conferences, interaction with pathologists, clinicians, patients, medical laboratory scientists, other healthcare professionals, and hospital administrators. Experiences also include clinical laboratory science services at community outreach sites as available, and clinical laboratory administrative functions. This structured clinical practice is enhanced with additional experiences individualized for the student and the clinical institution based on identified goals and needs. Through the three course series, the student will develop competence within the specified practice areas achieving advanced practice skills. CLSC 7299 DCLS Clinical Practice Residency II is the second course in the series, offered in Fall term, which provides the continued experiential learning experiences to further apply advanced knowledge and skills in laboratory diagnosis consultation and interprofessional collaboration directed to quality, cost effective patient care.
Prerequisites: Matriculated in the Doctorate in Clinical Laboratory Science Program (DCLS). Completion of CLSC 7199 DCLS Clinical Practice Residency I. Students must be approved for enrollment by the DCLS program director. Residency requirements as outlined in "Section 18 Clinical Residency Requirements" in the DCLS Policy Manual.
Additional Requirements: Interaction with lab administrators, pathologist, clinicians and other healthcare professionals to explore select discussion question and assignment topics may be required.

CLSC7389 ***DCLS Research Project III (3)***
DCLS Research Project is a three-course series (CLSC 7189, CLSC 7289, CLSC 7389) taken consecutively from the first semester of the clinical residency year, providing the opportunity for development of a prospectively planned and approved translational/outcomes research project which is advisor-guided, student-directed, and designed

to support and enhance students' abilities to apply their graduate learning experiences and achieve tangible outcomes. The Project course series includes all aspects of the translational/outcomes research project, including the planning, implementation, conduct, data entry, analysis, interpretation of results, preparation, and presentation of the research project, both oral and written. The project focuses on direct, tangible outcomes applicable to CLS professional competencies and any aspects of clinical laboratory science where quality gaps exist. The project is conducted during the clinical practice year at the assigned DCLS clinical practice affiliate site. The goal of CLSC 7389 DCLS Research Project III is advisor-guided, student-directed research project including final analysis of all pertinent data gathered to address the hypotheses posed in the research proposal. The course outcome is development of a manuscript for publication submission including the research question, method, findings/results, discussion, and conclusion.
Prerequisites: Enrollment as a matriculated students in the DCLS program. Completion of CLSC 7189 and CLSC 7289 (DCLS Research Project I and II).

CLSC7399 *DCLS Clinical Practice Residency III (5)*
The DCLS Clinical Practice Residency Core is a three course series which provides an in-depth, mentored specialty clinical practice experience. Students complete a one year clinical residency at an affiliated institution. The supervised clinical residency provides opportunities for students to integrate knowledge and research findings in a practice setting, to develop skills in clinical and management areas, education, research applications, and to interface with other professionals in the healthcare environment. The clinical residency includes: daily grand rounds with the inter-professional healthcare team, participation in inter-professional patient-care conferences, interaction with pathologists, clinicians, patients, medical laboratory scientists, other healthcare professionals, and hospital administrators. Experiences also include clinical laboratory science services at community outreach sites as available, and clinical laboratory administrative functions. This structured clinical practice is enhanced with additional experiences individualized for the student and the clinical institution based on identified goals and needs. Through the three course series, the student will develop competence within the specified practice areas achieving advanced practice skills. CLSC 7399 DCLS Clinical Practice Residency III is the third course in the series, offered in Spring term, which provides the continued experiential learning experiences to further apply advanced knowledge and skills in laboratory diagnosis consultation and interprofessional collaboration directed to quality, cost effective patient care.
Prerequisites: Matriculated in the Doctorate in Clinical Laboratory Science Program (DCLS). Completion of CLSC 7299. Students must be approved for enrollment by the DCLS program director. Residency requirements as outlined in "Section 18 Clinical Residency Requirements" in the DCLS Policy Manual.
Additional Requirements: Interaction with lab administrators, pathologist, clinicians and other healthcare professionals to explore select discussion question and assignment topics may be required.

Electives

CLSC7489 *DCLS Research Project Advisement*
CLSC 7489 is a research course which is advisor-guided, student-directed for DCLS students that provides the advisement structure needed to refine and/or continue to develop the proposal or any other aspect of the research project. DCLS students actively working on their research project with their Research Chair and/or any other member of the Research Committee must maintain active enrollment in applicable coursework each semester while in the research phase. Each student enrolls in the research project courses CLSC 7189 Research Project I, CLSC 7289 Research Project II and CLSC 7389 Research Project III only once. If a student has not completed the course requirements by the end of the drop/add period of the semester immediately following the semester of Research Project enrollment, the student, if continuing to work on the research project with any member of the

Research Committee, must enroll in a suitable and repeatable by-advisement course such as CLSC 7489 DCLS Research Project Advisement for the following semester. Members of a student's Research Committee are discouraged from working with and are not required to work with students in the research project not currently and actively enrolled in a DCLS course.

CLSC 7489 is either a one (1), two (2) or three (3) credit course, in which students can enroll more than once, as needed. The student's research advisor in collaboration with the student determines whether the student will enroll in the one (1), two (2) or three (3) credit option. An online structure is available for CLSC 7489 for the student's research advisor and students. The research advisor and student enrolled in CLSC 7489 collaborate in determining the specific instructional mode for the course.
Prerequisites: Only students matriculated in the DCLS program can enroll in CLSC7489. In addition, the student must discussed enrollment in the course for a given semester with their research advisor and obtained the research advisor's approval.

Clinical Laboratory Science, Doctorate (SHP)

Department of Clinical Laboratory and Medical Imagining Science Faculty

Department of Clinical Laboratory and Medical Imagining Science Faculty

SHP Faculty Listing

Our Faculty

Cardiac Sonography B.S., Certificate (SHP)

Cardiac Sonography B.S., Certificate (SHP)

Cardiac Sonography Profession

Cardiac sonography (also known as echocardiography or vascular sonography) is the use of ultrasound imaging to view the cardiovascular anatomy in a noninvasive and pain-free examination. This safe and convenient method of diagnosis allows the physician to assess the function of the heart and vasculature in a dynamic way. Cardiac sonographers are specially trained professionals who are an integral part of the cardiovascular medical management team in today's health care environment. They use sophisticated equipment that acquires two-dimensional images of the cardiovascular anatomy and Doppler spectral tracings of blood flow to provide an accurate assessment of the patient's condition. Cardiac sonographers are one of the first lines of testing towards diagnosis of cardiovascular conditions and help the physician to guide the patient to the correct path of treatment.

Cardiac Sonography B.S., Certificate (SHP)

Degree Options

Degree Options

- Bachelor of Science (in Medical Imaging Sciences)

- Second Bachelor of Science (in Medical Imaging Sciences)
- Solo Bachelor of Science (in Medical Imaging Sciences)
- Joint Bachelor of Science in Medical Imaging Sciences with academic partner schools
- Certificate

Cardiac Sonography B.S., Certificate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

The cardiac sonography is offered as a full-time only program. The mode of teaching is traditional classroom-based education with some web-enhanced courses.

Cardiac Sonography B.S., Certificate (SHP)

Program Descriptions

Program Description

The cardiac sonography program is an 18-month (five-semester) program that covers both didactic and clinical instruction in noninvasive cardiovascular sonography and diagnostic testing. The course of study includes Applied Anatomy and Physiology, Pathophysiology, Ultrasound Physics, Instrumentation, and Applied Cardiovascular Sonography. Clinical training is provided in active noninvasive cardiovascular departments that are equipped with the most advanced ultrasound equipment. The Rutgers cardiac sonography program is offered as a university certificate, bachelor of science (B.S.) degree (with joint partners), or as a second B.S. degree.

Cardiac Sonography B.S., Certificate (SHP)

Accreditation

Accreditation

The cardiac sonography program is fully accredited by:

Commission for the Accreditation of Allied Health Education Program (CAAHEP)

1361 Park Street
Clearwater, FL 33756
P: 727-210-2350
Please visit the CAAHEP website.

Joint Review Commission on Education in Diagnostic Medical Sonography (JRC-DMS)

Rutgers University

6021 University Boulevard
Suite 500
Ellicott City, MD 21043
Please visit the Joint Review Commission on Education in Diagnostic Medical Sonography website.

Gerry Magat, Executive Director
E: magat@jrcdms.org

Status:
Recent Review Accreditation Date: May 2023
Expiration Date: May 2028

Cardiac Sonography B.S., Certificate (SHP)

Program Director and Location

Program Director and Location

Stanley Ort, MS

E: stanley.ort@rutgers.edu
P: 908-889-2521

Primary Campus Location: Newark

Cardiac Sonography B.S., Certificate (SHP)

Program Learning Goals

Program Learning Goals

The goal of the Rutgers School of Health Professions cardiac sonography program is to prepare competent entry-level cardiovascular sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the adult echocardiography concentration.

Cardiac Sonography B.S., Certificate (SHP)

Program Learning Outcomes

Program Learning Outcomes

Prior to graduation, Rutgers School of Health Professions cardiovascular sonography program students will demonstrate the following competencies:

- Obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results;

- Perform appropriate procedures and record anatomic, pathologic, and/or physiologic data for interpretation by a physician;
- Record, analyze, and process diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician;
- Exercise discretion and judgment in the performance of sonographic and/or related diagnostic services; Demonstrate appropriate communication skills with patients and colleagues;
- Act in a professional and ethical manner;
- Facilitate communication and education to elicit patient cooperation and understanding of expectations and respond to questions regarding the sonographic examination.

Cardiac Sonography B.S., Certificate (SHP)

Admissions Requirements

Admissions Requirements

For information regarding admissions requirements for the bachelor's degree in cardiac sonography, please visit the School of Health Professions website. Click the Admissions Criteria tab.

For information regarding admissions requirements for the certificate in cardiac sonography, please visit the School of Health Professions website. Click the Admissions Criteria tab.

Cardiac Sonography B.S., Certificate (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit the Requirements for Graduation and Course Descriptions website on the School of Health Professions website.

Cardiac Sonography B.S., Certificate (SHP)

Academic Affiliates

Academic Affiliates

- College of St. Elizabeth
- Caldwell University
- Fairleigh Dickinson University
- Felician University
- Georgian Court University
- New Jersey City University
- Ramapo College
- Rutgers University-Newark College of Arts and Sciences

Cardiac Sonography B.S., Certificate (SHP)

Clinical Affiliates

Clinical Affiliates

- Community Medical Center
- East Orange Veterans' Administration Hospital
- Hackensack University Medical Center
- Jersey City Medical Center
- Newark Beth Israel Medical Center
- Monmouth Medical Center
- Robert Wood Johnson University Hospital New Brunswick
- Robert Wood Johnson University Hospital Hamilton
- Robert Wood Johnson University Hospital Somerset
- RWJ Cooperman Saint Barnabas Medical Center
- Saint Peter's University Hospital
- University Hospital - Newark

Diagnostic Medical Sonography B.S., Certificate (SHP)

Diagnostic Medical Sonography B.S., Certificate

Diagnostic Medical Sonography Profession

"The profession of diagnostic medical sonography includes general sonography, cardiac sonography, vascular technology, and various subspecialties. The profession requires judgment and the ability to provide appropriate health care services. General sonographers, cardiac sonographers, and vascular technologists are highly skilled professionals qualified by education to provide patient services using diagnostic techniques under the supervision of a licensed Doctor of Medicine or Osteopathy. The general sonographer, cardiac sonographer, and vascular sonographer may provide this service in a variety of medical settings where the physician is responsible for the use and interpretation of appropriate procedure."

*Taken from the Essentials and Guidelines from Diagnostic Medical Sonography Programs accredited by the Commission on Accreditation of Allied Health Education Programs.

General sonographers, cardiac sonographers, and vascular sonographers assist physicians in gathering data necessary to reach diagnostic decisions.

Diagnostic Medical Sonography B.S., Certificate (SHP)

Degree Options

Degree Options

1. Solo Bachelor of Science in Diagnostic Medical Sonography - Medical Imaging Sciences

2. 2nd Bachelor of Science in Diagnostic Medical Sonography - Medical Imaging Sciences
3. Joint Degree with Academic Affiliates Bachelor of Science in Diagnostic Medical Sonography - Medical Imaging Sciences
4. Certificate in Diagnostic Medical Sonography - Medical Imaging Sciences

Diagnostic Medical Sonography B.S., Certificate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

This program is only available on a full-time basis, primarily during the day.

Diagnostic Medical Sonography B.S., Certificate (SHP)

Program Description

Program Description

The diagnostic medical sonography program (DMSP) is a full-time, 15-month program starting in September that covers both clinical and didactic instruction in abdominal, obstetrical, gynecological, and neonatal neurosonography ultrasound. The course of study includes Applied Anatomy and Physiology, Pathophysiology, Ultrasound Physics, Instrumentation, and Applied Sonography. Clinical education is provided in active radiology and perinatal testing departments equipped with the most advanced ultrasound equipment. The DMSP offers various options based on an applicant's prior educational history. We offer a bachelor of science (B.S.) degree in medical imaging with partner institutions, a second B.S. option for those who hold a bachelor of arts (B.A.) or B.S. degree, and a solo bachelor of science (B.S.) degree. We also offer a certificate program and post-certificate B.S. completion program. The professional curriculum is the same for all options. Graduates of the program will be eligible for examination by the American Registry of Diagnostic Medical Sonographers.

Diagnostic Medical Sonography B.S., Certificate (SHP)

Accreditation

Accreditation

Commission on Accreditation of Allied Health Education Program

25400 US Highway 19 N.
Suite 158
Clearwater, FL 33763
Please visit the CAAHEP website.

Joint Review Commission on Education in Diagnostic Medical Sonography (JRC-DMS)

Rutgers University

6021 University Boulevard
Suite 500
Ellicott City, MD 21043
Please visit the JRC-DMS website.

Gerry Magat, Executive Director
magat@jrcdms.org

Status:
Re-accredited: September 2014
Next accreditation: 2024

Diagnostic Medical Sonography B.S., Certificate (SHP)

Program Director and Location

Program Director and Location

Garth Nanni
email nannigs@shp.rutgers.edu
P: 973-972-3431

Primary Campus Location: Newark

Diagnostic Medical Sonography B.S., Certificate (SHP)

Program Learning Goals

Program Learning Goals

The program's goal is to produce graduates competent in knowledge and techniques in general diagnostic medical sonography that can meet entry-level occupational demand.

Diagnostic Medical Sonography B.S., Certificate (SHP)

Program Learning Outcomes

Program Learning Outcomes

- Obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results.
- Identify and describe sonographic features for normal, abnormal, and congenital variations/pathologies in abdominal, obstetrical, gynecological, and small parts sonography as well as have awareness of normal and abnormal vascular and cardiac sonography.
- Explain principles of diagnostic ultrasound physics.
- Perform appropriate procedures and record anatomic, pathologic, and/or physiologic data for interpretation by a physician.

- Record, analyze, and process diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician.
- Exercise discretion and judgment in the performance of sonographic and/or other noninvasive diagnostic services.
- Demonstrate appropriate communication skills with patients and colleagues.
- Exhibit professional and ethical behaviors in the delivery of patient services commensurate with the expectations of the medical professions.
- Provide patient education related to medical ultrasound and/or other diagnostic vascular techniques, and promote principles of good health.
- Develop and cultivate the confidence and responsibility needed to perform as a competent sonographer.
- Understand and recognize the importance of adaptability.
- Implement and perform diagnostic procedures adhering to acceptable departmental, institutional, governmental, and professional standards.
- Encompass strategies that assure professional development at a level of clinical practice consistent with acceptable standards.
- Establish values and attitudes congruent with professional standards and ethics.
- Demonstrate awareness of and operate within the diagnostic medical sonographer's scope of practice.

Diagnostic Medical Sonography B.S., Certificate (SHP)

Admissions Requirements

Admissions Requirements

For information regarding admissions requirements for the bachelor's degree in diagnostic medical sonography, please visit our website. Click the Admissions Criteria tab.

For information regarding admissions requirements for the certificate in diagnostic medical sonography, please visit our website. Click the Admissions Criteria tab.

Diagnostic Medical Sonography B.S., Certificate (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Diagnostic Medical Sonography B.S., Certificate (SHP)

Academic Affiliates

Academic Affiliates

- College of Saint Elizabeth
- Fairleigh Dickinson University

- Felician University
- Georgian Court College
- New Jersey City University
- Ramapo College
- Rutgers University-Newark

Diagnostic Medical Sonography B.S., Certificate (SHP)

Clinical Affiliates

Clinical Affiliates

(Subject to Change)

1. Atlantic Health Systems (AHS) – Morristown Medical Center
2. Atlantic Health Systems (AHS) – Overlook Medical Center
3. Center for Vein Restoration
4. CentraState Medical Center
5. Englewood Health
6. HMH – Bayshore Community Hospital
7. HMH – Hackensack University Medical Center
8. HMH – Jersey Shore University Medical Center
9. HMH – Ocean University Medical Center
10. HMH – Mountainside Hospital
11. Holy Name Medical Center
12. Memorial Sloan Kettering Cancer Center
13. New Jersey Perinatal Associates
14. Pascack Valley Medical Center
15. Penn Medicine Princeton Medical Center
16. RWJ Barnabas Health – Ambulatory Care Center
17. RWJ Barnabas Health – Cooperman Barnabas Medical Center
18. RWJ Barnabas Health – Clara Maass Medical Center
19. RWJ Barnabas Health – University Hospital Hamilton
20. RWJ Barnabas Health – Jersey City Medical Center
21. RWJ Barnabas Health – Monmouth Medical Center
22. RWJ Barnabas Health – Newark Beth Israel
23. RWJ Barnabas Health – Robert Wood Johnson University Hospital
24. RWJ Barnabas Health – University Hospital Somerset, NJ
25. Saint Clare's Denville Hospital
26. Saint Clare's Dover Hospital
27. Saint Peter's University Hospital
28. Summit Health
29. University Hospital, Newark, NJ
30. University Radiology Group

Diagnostic Cytopathology, M.S./Entry Level and Post-Professional (SHP)

Diagnostic Cytopathology, M.S./Entry Level and Post Professional (SHP)

Advanced Practice Diagnostic Cytologist Profession

Advanced practice diagnostic cytologists perform diagnostic cytology by microscopically examining cells removed from all body sites to determine if a malignancy, precancerous lesion, or benign disease, such as an infection or inflammatory condition, is present. They assess acceptability of specimens collected at bedside by fine needle aspiration, use image analysis to screen specimens, and digital pathology to document their findings. They also use high-complexity technologies for detection and characterization of cancers and pathogens by examining DNA, RNA, and other cellular components using immunochemistry, flow cytometry, digital image analysis, fluorescence-in-situ hybridization, polymerase chain reaction, and other molecular methods. They demonstrate attention to detail, decision-making ability, and excellent communication skills. They apply principles of evidence-based practice; engage in research, scholarship, and continuous learning; and uphold the highest levels of ethical and professional values.

Advanced practice diagnostic cytologists are integral in providing anatomic pathology services; they work closely with pathologists, other laboratory professionals, and clinicians in hospital and reference laboratories, cancer centers, as well as in biopharma corporations, and research and academic institutions.

Diagnostic Cytopathology, M.S./Entry Level and Post-Professional (SHP)

Degree Options

Degree Options

- Master of Science in Diagnostic Cytopathology (Entry-Level and Post Professional)

Diagnostic Cytopathology, M.S./Entry Level and Post-Professional (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

A part-time option is available only for certified and practicing cytotechnologists enrolled in the post-professional option; they must complete the program within five years (10 semesters) of enrollment. All other students must attend full time.

Diagnostic Cytopathology, M.S./Entry Level and Post-Professional (SHP)

Program Description

Program Description

The master of science (M.S.) in diagnostic cytopathology entry-level program is the only accredited diagnostic cytologist educational program in New Jersey. The curriculum consists of 43 credits taken over four semesters. Lectures and seminars are conducted on campus and online. Student laboratory sessions are conducted on campus. Supervised clinical practice is provided at affiliated clinical sites in hospitals and reference laboratories.

The entry-level program is designed for individuals with a bachelor of science (B.S.) degree in biology, chemistry, and health-related sciences.

Program graduates are eligible for certification as a Cytologist (CT and SCT) and in Molecular Biology (MB) by the American Society for Clinical Pathology (ASCP).

The post-professional program is for practicing cytotechnologists with a B.S. degree, graduates of a CAAHEP-approved U.S. educational program in cytotechnology, and certification as a Cytotechnologist from the American Society for Clinical Pathology CT(ASCP). The curriculum consists of 35 credits and is delivered online.

Accreditation

Accreditation

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Cytotechnology Programs Review Committee of the American Society of Cytopathology:

400 West 9th Street
Suite 201
Wilmington, DE 19801
P: 302-429-8802
W: Here
W: About Accreditation

Contact:
Sandra Hitchens, CPRC Coordinator

Status:
Accredited; re-accreditation process until 2025

Program Director and Location

Program Director and Location

Lois E. Rockson, Ph.D., M.P.H., M.A.Ed., SCT (ASCP)
E: ocksole@shp.rutgers.edu
P: 908-889-2424/2425

Primary Campus Location: Newark

Diagnostic Cytopathology, M.S./Entry Level and Post-Professional (SHP)

Program Learning Goals

Program Learning Goals

The goals of the master of science (M.S.) diagnostic cytopathology program are to prepare competent advanced practice diagnostic cytologists who will function in traditional and expanded roles in diagnostic cytology and the health care system; to provide students with a broad-based background to serve as a foundation for future growth and development; and to prepare graduates to adapt to a changing health care environment.

The curriculum is designed to prepare graduates for entry-level and advanced practice in scientific/technical areas, supervision/management, education, and research. It is also designed to socialize the student to the attitudes and values of the profession; to provide an overview of the legal, ethical, economic, political, and social aspects of the profession and health care delivery system in general; and to instill a commitment to lifelong learning. The curriculum is also designed to develop generic skills in effective communication, problem solving, and self-directed learning

Diagnostic Cytopathology, M.S./Entry Level and Post-Professional (SHP)

Program Learning Outcomes

Program Learning Outcomes

These learning outcomes meet the Institute of Medicine's core competencies for health care professionals, namely, the ability to provide patient-centered care, work in interdisciplinary teams, employ evidence-based practice, apply quality improvement, and utilize informatics. (Institute of Medicine. *Health Professions Education: A Bridge to Quality.* Washington, D.C.: National Academies Press, 2003)

The graduate of the Rutgers master of science in diagnostic cytopathology program will be able to:

1. Perform diagnostic cytology on gynecologic, nongynecologic, and fine needle aspiration specimens to identify and determine specimen adequacy; cellular constituents within normal limits; inflammatory, premalignant, and malignant cellular changes; and effects of therapy.

2. Use Rapid Onsite Evaluation (ROSE) to assess acceptability of specimens collected by fine needle aspiration, perform locator-guided screening for gynecologic samples, and use digital pathology to document findings.
3. Perform high-complexity methods for detection and characterization of cancers and pathogens by examining DNA, RNA, and other cellular components using immunochemistry, flow cytometry, digital image analysis, fluorescence-in-situ hybridization, polymerase chain reaction, other molecular methods, and emerging diagnostics.
4. Apply principles and practices of quality assurance/improvement, method evaluation, management, regulatory compliance, critical thinking, and problem solving to cytology laboratory services to reduce diagnostic errors, improve efficiency and timeliness, and decrease costs.
5. Critically review, appraise, and synthesize the cytology and health sciences literature.
6. Identify and systematically investigate research questions to promote evidence-based cytology practice.
7. Use a variety of information technologies to address both theoretical and practical problems, enhance communication, and disseminate knowledge to applicable audiences and interest groups.
8. Demonstrate proficiency in both oral and written communication, using both scholarly and technical formats, to work effectively in interprofessional teams.
9. Participate in cytology and other health care professional organizations and the cytology community-at-large through patient advocacy, volunteerism, education, and research.
10. Demonstrate appropriate professional relationships with diverse groups of patients, peers, other health care professionals, faculty, and the public.
11. Comply with professional codes of ethics and display ethical behavior in practice, education, professional, and scholarly activities.

Diagnostic Cytopathology, M.S./Entry Level and Post-Professional (SHP)

Admissions

Admissions

For information on admissions requirements, please visit the M.S. in Diagnostic Cytopathology page on the School of Health Professions website. Click on the Admissions Criteria tab.

Diagnostic Cytopathology, M.S./Entry Level and Post-Professional (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Diagnostic Cytopathology, M.S./Entry Level and Post-Professional (SHP)

Clinical Affiliates

Clinical Affiliates

- AHS/Morristown Medical Center
- Bioreference Laboratory
- Caremount Medical/Optum
- CBL Labs, Ryebrook, New York
- Cell Netix Labs
- Cooperman Barnabas Medical Center
- Doctor's Pathology Service
- Hackensack Meridian-Jersey Shore Medical Center
- Laboratory Corporation of America
- New York Presbyterian
- Newark Beth Israel Medical Center
- Northwell Health
- Quest Diagnostics
- Robert Wood Johnson-Somerset Medical Center
- Robert Wood Johnson University Hospital
- St. Joseph's Medical Center
- St. Michael's Medical Center
- University Hospital - Newark

Radiologist Assistant, M.S. (SHP)

Radiologist Assistant, M.S.

Radiologist Assistants (RAs) are advanced-level radiologic technologists who extend the capacity of the radiologist in the diagnostic imaging environment. RAs perform patient assessment, management, and selected radiology procedures under the supervision of a radiologist. They contribute to improving workflow, enhancing patient care, and increasing diagnostic accuracy through advanced clinical education and experience.

RAs play a critical role in the radiology team, supporting efficiency, safety, and continuity of care by ensuring accurate imaging, patient preparation, and communication of findings. With training grounded in radiologic sciences, anatomy, pathology, and patient management, RAs serve as physician extenders in medical imaging. They contribute to preliminary observations, perform fluoroscopic and non-invasive procedures, and help optimize the use of imaging technology.

Graduates of the RA program are prepared for career advancement in hospital systems, outpatient imaging centers, interventional radiology departments, academic institutions, and private radiology practices. The role of the RA continues to evolve as healthcare delivery demands increase, and RA professionals are key to enhancing radiology service delivery in a patient-centered and collaborative care model.

Radiologist Assistant, M.S. (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

The Radiologist Assistant program is offered as a full-time program only to ensure students gain the comprehensive knowledge and clinical experience required for advanced practice. The program is delivered primarily in an online format, allowing for flexibility in didactic instruction, combined with **m**andatory in-person laboratory sessions to develop essential hands-on skills. This hybrid model supports both academic rigor and practical application, preparing students to meet the demands of the RA profession.

Radiologist Assistant, M.S. (SHP)

Program Description

Program Description

The Radiologist Assistant (RA) program is a 24-month, 46-credit graduate program designed to prepare certified radiologic technologists (radiographers) for advanced clinical practice under the direction of radiologists. Delivered in a hybrid format, the program blends the convenience of online instruction with four required campus visits, where students participate in four-day immersive lab sessions focused on procedural skills and hands-on training.

The curriculum equips students with advanced knowledge in patient assessment, radiologic procedures, imaging pathology, advanced radiation safety, pharmacology and image evaluation, fostering both technical proficiency and clinical decision-making skills. Students benefit from a collaborative learning environment that draws on the collective experience of peers across various imaging disciplines.

A critical component of the program is clinical education, which is conducted under the supervision of board-certified radiologist preceptors. These preceptors oversee and guide RA students in patient care, procedural performance, and preliminary image review. While aspects of clinical instruction may be delegated to other qualified healthcare professionals, the supervising radiologist retains full responsibility for the student's training and scope of activities. Preceptors provide direct mentorship, ensuring students meet program requirements through structured clinical experiences, performance evaluations, and continuous skill development.

Upon completion of the program, graduates are eligible to apply for the ARRT certification and registration as a Registered Radiologist Assistant (R.R.A.), and are prepared to contribute to patient care, workflow optimization, and diagnostic excellence in diverse medical settings.

Radiologist Assistant, M.S. (SHP)

Accreditation

Accreditation

ARRT Radiologist Assistant Program Recognition

1255 Northland Drive
St. Paul, MN 55120-1155

651.687.0048 ext.3184

The Master of Science Radiologist Assistant program at Rutgers, the State University of New Jersey is accredited and meets the minimum requirements set forth by the American Registry of Radiologic Technologists (ARRT) and is in compliance until January 31st, 2026.

Radiologist Assistant, M.S. (SHP)

Program Director and Location

Program Director and Location

Raquel Perez DrPH., R.R,A., (R) (M) (BS) (ARRT)

perezbra@shp.rutgers.edu

P: 973-972-6504

Primary Campus Location: Newark

Radiologist Assistant, M.S. (SHP)

Program Learning Goals

Program Learning Goals

The Radiologist Assistant (RA) program is designed to prepare graduates with the advanced knowledge, clinical proficiency, and professional competencies required to function effectively as part of the radiology healthcare team.

Radiologist Assistant, M.S. (SHP)

Program Learning Outcomes

Program Learning Outcomes

Graduates of the Radiologist Assistant program will be able to:

1. **Perform advanced radiologic procedures and clinical activities**
    - Demonstrate proficiency in patient assessment, clinical decision-making, and execution of radiologic procedures under the supervision of a radiologist.
    - Apply evidence-based practices to optimize diagnostic image quality and ensure patient safety.
    - Accurately document clinical findings and preliminary observations to support radiologist interpretation.
    - Adapt procedural techniques to a wide range of patient needs, conditions, and imaging environments.
2. **Engage in professional development and contribute to the advancement of the profession**
    - Participate in continuing education and lifelong learning to stay current with emerging technologies, procedures, and regulations.

- Contribute to quality improvement initiatives, peer education, and clinical research within the imaging department.
- Serve as a mentor and resource for radiologic technologists and student trainees.
- Advocate for the RA profession through involvement in professional organizations, outreach, and interdisciplinary collaboration.

3. **Influence the quality and effectiveness of health-care delivery**

- Enhance patient care outcomes by supporting radiologists in efficient workflow, timely image review, and accurate procedural execution.
- Collaborate with multidisciplinary teams to improve care coordination and patient experience.
- Identify opportunities to streamline imaging services while maintaining diagnostic accuracy and patient-centered care.
- Apply health systems knowledge to recommend improvements in clinical practice and policy.

4. **Uphold educational and professional standards recognized by the discipline**

- Meet or exceed competencies established by the ARRT and other regulatory bodies for the Registered Radiologist Assistant credential.
- Demonstrate mastery of graduate-level radiologic sciences through coursework, clinical practicum, and performance assessments.
- Adhere to institutional, accreditation, and legal standards governing advanced imaging practice.

5. **Exemplify ethical practice and professional integrity**

- Make clinical decisions rooted in ethical reasoning, patient dignity, and professional codes of conduct.
- Protect patient confidentiality and uphold legal responsibilities in documentation, communication, and informed consent.
- Recognize and manage conflicts of interest, scope-of-practice boundaries, and interprofessional relationships with accountability.
- Model professionalism, cultural sensitivity, and respect in all clinical and academic interactions.

Radiologist Assistant, M.S. (SHP)

Admissions Requirements

Admissions Requirements

Applicants to the Radiologist Assistant program must meet the following criteria to be considered for admission:

Eligibility Requirements

- Be a graduate of an accredited radiography program and hold current certification from the American Registry of Radiologic Technologists (ARRT).
- Hold a bachelor's degree from a regionally accredited institution with a minimum cumulative GPA of 3.0 or higher; official transcripts must be submitted.

- Provide a letter from a current or former employer verifying a minimum of two years of full-time employment as a radiographer.
- Submit three letters of recommendation, two of which must be from board-certified radiologists familiar with the applicant's clinical performance.
- Submit a personal statement outlining professional goals, motivation for becoming an RA, and alignment with the program mission.
- Provide proof of current Basic Cardiac Life Support (BCLS) certification.
- Submit a notarized copy of current ARRT certification and applicable state licensure.
- Identify a board-certified radiologist willing to serve as a clinical preceptor and submit a completed Preceptorship Agreement.
- Provide the preceptor's ABR certification, state medical license, and current curriculum vitae (CV).

Additional Required Forms

- Recommendation Form
- Personal Statement
- Mentoring Radiologist Agreement

International Applicants

International applicants must meet the same criteria as U.S. applicants. In addition:

- All foreign academic credentials must be evaluated for U.S. equivalency by a recognized member of AICE, CED, or NACES.
- Applicants must hold an ARRT-recognized Radiography credential prior to entering the program.
- A minimum of two years of clinical experience in radiography is required at the time of application.

Radiologist Assistant, M.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Clinical Laboratory and Medical Imaging Sciences Faculty (SHP)

Clinical Laboratory and Medical Imaging Sciences Faculty

For a listing of the Department of Clinical Laboratory and Medical Imaging Sciences' faculty, please visit our website.

Clinical and Preventative Nutrition Sciences (SHP)

CLINICAL AND PREVENTIVE NUTRITION SCIENCES

Clinical Nutrition, M.S. for Aspiring Dietitians

Clinical Nutrition, M.S. for Registered Dietitian Nutritionist

Clinical Nutrition, Master of Science Clinical Nutrition to Doctorate of Clinical Nutrition Dual Enrollment Program

Clinical Nutrition, Doctorate

Clinical and Preventive Nutrition Sciences Faculty

Clinical Nutrition, M.S. for Aspiring Dietitians (SHP)

Clinical Nutrition, M.S. for Aspiring Dietitians

Nutrition and Dietetics Professions

- Our program is designed to meet the evolving demands of the profession, whether you are completing an undergraduate degree in nutrition or changing your career.
- The completion of our program equips you with the skills and knowledge that result in earning a M.S. degree and a verification statement to sit for the registration examination for dietitians.
- RDs are food and nutrition experts who have met the Commission on Dietetics Registration's (CDR) criteria to earn the RD credential. RDs work in a wide variety of employment settings, including health care, business and industry, community/public health, education, research, government agencies, private practice, and more.
- According to the U.S. Bureau of Labor Statistics, the need for dietitians and nutritionists is projected to grow 7 percent through 2032, much faster than the average growth for all occupations.
- More RDs will be needed to care for patients with various medical conditions and to help people improve their overall health.

Clinical Nutrition, M.S. for Aspiring Dietitians (SHP)

Degree Options

Degree Options

- Master of Science in Clinical Nutrition - For Aspiring Dietitians

Clinical Nutrition, M.S. for Aspiring Dietitians (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

The program offers a full-time only option.

Clinical Nutrition, M.S. for Aspiring Dietitians (SHP)

Program Description

Program Description

The clinical nutrition pre-professional master's program is dedicated to the pursuit of excellence in nutrition and dietetics in clinical practice, research, and community outreach. We prepare students through a combination of distance education, face-to-face learning, and innovative supervised experiential learning (SEL) to become registered dietitians providing patient and client-centered, interprofessional, and evidence-based nutrition care. It is a 42-credit program spanning 16 continuous months, integrating 11 credits of supervised experiential learning (SEL). Experiences include hospitals, long-term care, rehab, health and wellness, and ambulatory settings such as dialysis, diabetes, eating disorders, oncology, pediatrics, sports nutrition, weight management, and more. As part of our hybrid program, students come to our Newark campus during the months of March, June, and December for three-day workshops. There are two tracks for clinical work: New Jersey or a remote track for those more than 100 miles from campus. Upon graduation, students are eligible to take the Commission on Dietetics Registration's credentialing exam. Graduates from any bachelor's degree program can apply as long as our prerequisite course requirements are met. Those courses can be found on our program website under the admissions tab. Study materials and end-of-program workshop to help prepare you for the RDN Exam, which has resulted in an exceptional pass rate on the RDN exam!

Clinical Nutrition, M.S. for Aspiring Dietitians (SHP)

Accreditation

Accreditation

Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics:

120 S. Riverside Plaza
Suite 2190
Chicago, IL 60606
P: (800)877-1600 ext.5400
acend@eatright.org
www.eatright.org/ACEND

Status:
Program accredited through 6/30/2029

Clinical Nutrition, M.S. for Aspiring Dietitians (SHP)

Program Director and Location

Program Director and Location

Jennifer Tomesko, D.C.N. RD CNSC
tomeskje@shp.rutgers.edu
P: 973-972-8667

Primary Campus Location: Hybrid program, Distance-based courses

Clinical Nutrition, M.S. for Aspiring Dietitians (SHP)

Program Learning Goals

Program Learning Goals

Goal 1: Prepare graduates to be competent, entry-level registered dietitian nutritionists (RDNs) who will meet the employment needs of New Jersey, the nation, and international communities.

Goal 2: Prepare graduates to be able to utilize and apply evidence-based and evidence-informed research in professional practice.

Clinical Nutrition, M.S. for Aspiring Dietitians (SHP)

Program Learning Outcomes

Program Learning Outcomes

Outcomes for Goal 1:

- At least 80% of program graduates complete program/degree requirements within 2 years (150% of the program length).
- Of graduates who seek employment, 70% are employed in nutrition and dietetics or related fields within 12 months of graduation.
- During their first year of employment, program graduates will be ranked by at least 80% of employers who respond to our employer survey as "satisfactory" or better in professional knowledge and skills as compared to the expected competency of entry-level dietitian nutritionists (RDNs).
- At least 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- At least 90% of program graduates who respond to the alumni survey will indicate that they collaborate inter-professionally in client/patient-centered care activities.

Outcomes for Goal 2:

- At least 85% of program graduates who respond to the alumni survey will indicate that they routinely use current evidence-based and informed research findings in professional practice.
- At least 75% of program graduates who respond to the alumni survey will indicate that they apply the evidenced-based and informed research process to make decisions in professional practice.

Clinical Nutrition, M.S. for Aspiring Dietitians (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our program website.

Click the Admissions Criteria tab.

Clinical Nutrition, M.S. for Aspiring Dietitians (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

M.S. For Registered Dietitian Nutritionist (SHP)

CLINICAL NUTRITION, M.S. FOR REGISTERED DIETITIAN NUTRITIONIST

Clinical Nutrition and Dietetics Professions

Dietetics represents the art and science of applying the principles of food and nutrition in health and disease with the goal of improving nutrition outcomes.

It is a growing profession with many career possibilities in areas of health care, industry, education, research, and community and public health. Whichever option you choose, you'll share your knowledge of food and nutrition to help maintain the health of people.

M.S. For Registered Dietitian Nutritionist (SHP)

Degree Options

Degree Options

- Master of Science in Clinical Nutrition - For Registered Dietitian Nutritionist

M.S. For Registered Dietitian Nutritionist (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

The master of science in clinical nutrition (M.S.C.N.) program can be completed on a part- or full-time basis. If completed on a part-time basis, it generally takes approximately three years to complete, depending on semester credit loads.

M.S. For Registered Dietitian Nutritionist (SHP)

Program Description

Program Description

The master of science in clinical nutrition (M.S.C.N.) is a 30-credit, hybrid, clinically focused, graduate degree program designed exclusively for the registered dietitian nutritionist (RDN).

Our program prepares graduates with the advanced knowledge, expanded skills, and intellectual maturity necessary to become progressive, innovative, and interprofessional practitioners and leaders in the dynamic health care environment. The program utilizes an online learning environment and virtual face-to-face meetings.

Students are prepared with the critical thinking and scientific skills needed for advanced-level clinical practice, management, and leadership positions. Our program instills an appreciation for interprofessional collaboration and education, and provides opportunities to achieve expanded roles in health promotion, disease prevention, and intervention for a 21st-century multicultural society.

M.S. For Registered Dietitian Nutritionist (SHP)

Program Director and Location

Program Director and Location

Rena Zelig, DCN, RDN, CDCES, CSG
zeligre@shp.rutgers.edu

Primary Campus Location: Online, Hybrid program

M.S. For Registered Dietitian Nutritionist (SHP)

Program Learning Goals

Program Learning Goals

Master of Science in Clinical Nutrition (M.S.C.N.) Mission Statement

The M.S.C.N. is dedicated to the pursuit of excellence through an individualized, advanced-level, clinically focused graduate degree program. The program instills an appreciation of lifelong learning, professional leadership, and service. It prepares graduates with the advanced knowledge, expanded skills, and intellectual maturity necessary to become progressive, innovative, and interprofessional practitioners and leaders in the dynamic health care environment.

M.S.C.N. Goal Statements

- Advances knowledge and expands skills necessary to execute the role of innovative and progressive dietetics practitioners.
- Provides an outcome-oriented, student-centered approach to graduate education.
- Promotes collaboration and interdisciplinary education through advanced-level courses.
- Analyze clinical nutrition/dietetics research in the support of Evidence-Based Practice.
- Advocates professional leadership and service.

M.S. For Registered Dietitian Nutritionist (SHP)

Program Learning Outcomes

Program Learning Outcomes

Upon the completion of the program, graduates will be prepared to:

- Provide medical nutrition therapy utilizing the nutrition care process model inclusive of standardized language for nutrition diagnosing, assessment, care planning, and monitoring of medically complex patients with acute, chronic, and terminal illnesses.
- Collaborate with health care team members in the interdisciplinary and interprofessional management of specialized nutrition modalities, conditions, and illnesses.
- Establish nutrition practices for health promotion, disease prevention and management independently or in collaboration with health care provider organizations.
- Become intelligent, critical consumers of research and scholarly work, able to incorporate the current scientific knowledge and emerging trends in science into practice.
- Utilize effective management, leadership, and information technology skills to guide dietetics practice into the future.
- Interpret and apply evidence-based research literature in clinical practice.
- Design, implement, and evaluate health and medical nutrition therapy interventions in a multicultural society.
- Assume roles as competent clinical practitioners.
- Become lifelong learners, using self-assessment and continuing education to persistently advance individual knowledge and skills.
- Comply with the Code of Ethics of the Academy of Nutrition and Dietetics and display ethical behavior in practice, education, and scholarly activities.

M.S. For Registered Dietitian Nutritionist (SHP)

Admissions Requirements

Admissions Requirements

Admissions Requirements

This Program is currently not accepting new students.
For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

M.S. For Registered Dietitian Nutritionist (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Clinical Nutrition, Master of Science Clinical Nutrition to Doctorate of Clinical Nutrition Dual Enrollment Program (SHP)

Clinical Nutrition, Master of Science Clinical Nutrition to Doctorate of Clinical Nutrition Dual Enrollment Program

Clinical Nutrition and Dietetics Professions

Dietetics represents the art and science of applying the principles of food and nutrition in health and disease with the goal of improving nutrition outcomes. It's a growing profession with many career possibilities in areas of health care, industry, education, research, community, and public health. Whichever option you choose, you'll share your knowledge of food and nutrition to help maintain the health of people.

Clinical Nutrition, Master of Science Clinical Nutrition to Doctorate of Clinical Nutrition Dual Enrollment Program (SHP)

Degree Options

Degree Options

Degree Options

- Master of Science in Clinical Nutrition (MSCN) to Doctor of Clinical Nutrition (DCN) Dual Degree

Clinical Nutrition, Master of Science Clinical Nutrition to Doctorate of Clinical Nutrition Dual Enrollment Program (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

The program can be taken on a full-time or part-time basis. The master of science in clinical nutrition to doctor of clinical nutrition program generally takes approximately five years to complete on a part-time basis, depending on semester credit loads.

Clinical Nutrition, Master of Science Clinical Nutrition to Doctorate of Clinical Nutrition Dual Enrollment Program (SHP)

Program Description

Program Description

The expedited course sequence is designed to accelerate the completion of courses and both degrees within 5.5 years.

Our dual-degree program instills an appreciation for advanced clinical practice and research. Students complete a 350-hour mentored clinical nutrition advanced practice residency individualized to meet their professional goals and geographic resources. The residency is preceded by academic courses in a hybrid learning environment supplemented by virtual face-to-face meetings; there are a limited number of campus visits for hybrid courses. The residency is an approved advanced-practice residency by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Clinical Nutrition, Master of Science Clinical Nutrition to Doctorate of Clinical Nutrition Dual Enrollment Program (SHP)

Program Director and Location

Program Director and Location

Jane Ziegler, D.C.N., RDN, LDN
E: ziegleja@shp.rutgers.edu
P: 973-972-9487

Primary Campus Location: Hybrid, web-based

Clinical Nutrition, Master of Science Clinical Nutrition to Doctorate of Clinical Nutrition Dual Enrollment Program (SHP)

Learning Goals

Program Learning Goals

Provides an in-depth study of clinical nutrition and evidence-based practice through coursework and an advanced clinical nutrition practice residency that prepares graduates to become advanced-level dietetics practitioners.

Prepares graduates to design, conduct, and analyze practice-based research in diverse settings.

Develops experts in evidence-based nutrition practice using clinical reasoning and scientific inquiry.

Fosters professional leadership, service, and scholarly efforts.

Program Learning Outcomes

Program Learning Outcomes

Upon the completion of the program, graduates will be prepared to:

- Practice as an advanced dietetics practitioner for individuals, communities, and/ or clinical populations with expert-level competency in assessment, diagnosis, implementation, and evaluation of clinical nutrition care plans using the Nutrition Care Process model, standardized language, and evidence-based practice guidelines.
- Conduct a comprehensive nutrition-focused physical examination and interpret results relative to nutritional well-being using nutritional diagnostic reasoning and standardized language.
- Incorporate knowledge of body composition and nutritional physiology to guide clinical decision-making in the assessment of healthy and medically complex patients with acute, chronic, and terminal illnesses.
- Assimilate knowledge of drug-nutrient and drug-dietary supplement interactions and associated pharmacokinetics and pharmacodynamics in patient care.
- Apply a global perspective to professional practice by incorporating scientific, clinical, and cultural implications of food and nutrition into clinical practice.
- Apply critical thinking skills in communication, information management, problem solving, and resource utilization to foster professional autonomy in clinical practice.
- Collaborate with other members of the health care team, industry, and academia as the nutrition expert.
- Mentor and teach clinical nutrition practice to students and colleagues across diverse health care arenas.
- Analyze current nutritional interventions using an evidence-based approach.
- Become lifelong learners, using self-assessment and continuing education to continuously advance individual knowledge and skills.
- Comply with the Code of Ethics of the Academy of Nutrition and Dietetics and display ethical behavior in practice, education, and scholarly activities.
- Demonstrate competence in the interpretation and critique of scientific health care literature using an evidence analysis approach; apply and integrate findings into practice settings.
- Design, conduct, analyze, and author papers on clinical nutrition research.
- Present and defend research findings to professional audiences and develop a manuscript worthy of publication to a peer-reviewed journal.

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Clinical Nutrition, Master of Science Clinical Nutrition to Doctorate of Clinical Nutrition Dual Enrollment Program (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Clinical Nutrition, Doctorate (SHP)

Clinical Nutrition, Doctorate

Clinical Nutrition and Dietetics Professions

Dietetics represents the art and science of applying the principles of food and nutrition in health and disease with the goal of improving nutrition outcomes. It's a growing profession with many career possibilities in areas of health care, industry, education, research, and community and public health. Whichever option you choose, you'll share your knowledge of food and nutrition to help maintain the health of people.

Clinical Nutrition, Doctorate (SHP)

Degree Options

Degree Options

- Doctor of Clinical Nutrition (D.C.N.)

Clinical Nutrition, Doctorate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

The program can be taken on a full-time or part-time basis. The doctor of clinical nutrition (D.C.N.) program generally takes approximately five years to complete on a part-time basis, depending on semester credit loads.

Clinical Nutrition, Doctorate (SHP)

Program Description

Program Description

The doctor of clinical nutrition (D.C.N.) is the first advanced-practice clinical doctorate program in the United States and globally exclusively for registered dietitian nutritionists (RDN). The D.C.N. is designed for the RDN with an interest in advancing clinical learning, practice, and research beyond the master's degree. The 50-credit program is offered in an online learning environment supplemented by virtual face-to-face meetings. Some courses utilize a hybrid format that includes a campus visit. The program enhances knowledge and skills through an in-depth study of clinical nutrition, emerging trends in dietetics, evidence-based nutrition interventions, education and policy, as well as critical analysis and application of research and practice in the clinical setting. The research experience includes the design and conduct of pilot and practice-based research studies. Students complete a 350-hour advanced-practice clinical residency design based on individual interests and goals. The residency is an approved advanced-practice residency by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). There are a limited number of campus visits for hybrid courses.

Clinical Nutrition, Doctorate (SHP)

Program Director and Location

Program Director and Location

Jane Ziegler, D.C.N., RDN, LDN
ziegleja@shp.rutgers.edu
P: 973-972-9487

Primary Campus Location: Online, Hybrid program

Clinical Nutrition, Doctorate (SHP)

Program Learning Goals

Program Learning Goals

The doctor of clinical nutrition (D.C.N.) degree program is dedicated to the pursuit of excellence through a clinically focused dietetics advanced-practice doctorate program. Our graduates are innovative, autonomous, advanced dietetics practitioners and researchers with expert level knowledge and skills, critical thinking proficiency, and aptitude in scientific inquiry. The D.C.N. emphasizes interprofessional collaboration and evidence-based practice through courses, an advanced clinical practice residency, and a practice-based research project.

D.C.N. Goal Statements

- Provides an in-depth study of clinical nutrition and evidence-based practice through cutting-edge coursework and a clinical practice residency to prepare graduates to assume the role of an advanced-level dietetics practitioner.
- Prepares graduates to be able to design, conduct, and analyze clinical nutrition research in diverse settings.

- Develops experts in evidence-based nutrition practice using clinical reasoning and scientific inquiry.
- Fosters professional leadership, service, and scholarly efforts.

Clinical Nutrition, Doctorate (SHP)

Program Learning Outcomes

Program Learning Outcomes

Upon completion of the clinical nutrition doctorate program, graduates will be prepared to:

- Practice as an advanced dietetics practitioner for individuals, communities, and/or clinical populations with expert-level competency in assessment, diagnosis, implementation, and evaluation of clinical nutrition care plans using the nutrition care process model, standardized language, and evidence-based practice guidelines.
- Conduct a comprehensive nutrition-focused physical examination and interpret results relative to nutritional well-being using nutritional diagnostic reasoning and standardized language.
- Incorporate knowledge of body composition and nutritional physiology to guide clinical decision-making in the assessment of healthy and medically complex patients with acute, chronic, and terminal illnesses.
- Assimilate knowledge of drug-nutrient and drug-dietary supplement interactions and associated pharmacokinetics and pharmacodynamics in patient care.
- Apply a global perspective to professional practice by incorporating scientific, clinical, and cultural implications of food and nutrition into clinical practice.
- Apply critical thinking skills in communication, information management, problem solving, and resource utilization to foster professional autonomy in clinical practice.
- Collaborate with other members of the health care team, industry, and academia as the nutrition expert.
- Mentor and teach clinical nutrition practice to students and colleagues across diverse health care arenas.
- Analyze current nutritional interventions using an evidence-based approach.
- Become lifelong learners, using self-assessment and continuing education to continuously advance individual knowledge and skills.
- Comply with the Code of Ethics of the Academy of Nutrition and Dietetics and display ethical behavior in practice, education, and scholarly activities.
- Demonstrate competence in the interpretation and critique of scientific health care literature using an evidence analysis approach; apply and integrate findings into practice settings.
- Design, conduct, analyze, and author papers on clinical nutrition research.
- Present and defend research findings to professional audiences and develop a manuscript worthy of publication to a peer-reviewed journal.

Clinical Nutrition, Doctorate (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Clinical Nutrition, Doctorate (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Clinical and Preventive Nutrition Sciences Faculty (SHP)

Clinical and Preventive Nutrition Sciences Faculty

For a listing of the Department of Clinical and Preventive Nutrition Sciences' faculty, please visit our website.

Health Informatics (SHP)

HEALTH INFORMATICS

AI in Health Care Certificate

Health Information Management B.S., Undergraduate Certificate

Clinical Research Management - Biopharma Educational Initiative, M.S., Certificate

Health Informatics, M.S.

Health Information Management, M.S.

Health Informatics, Doctorate

Healthcare Informatics, Graduate Certificate

Medical Coding, Certificate

Health Informatics Faculty

AI in Health Care Certificate (SHP)

HEALTHCARE INFORMATICS, GRADUATE CERTIFICATE

Healthcare Informatics Professions

Biomedical informatics is an applied science, and is inherently intertwined with the contents of clinical and biomedical sciences and with computer and information sciences. Biomedical informatics is the study of biomedical, health care, and clinical information: its structure, its communication, and its use. Since all aspects of science and society have become increasingly information intensive, the need to understand, to apply, and to create new methods for analyzing, managing, and acquiring information has never been greater. Nowhere is this need more acute than in biomedical, clinical, health care, and pharmaceutical industries where health care planners, managers, scientists, and practitioners routinely confront conflicting sources of knowledge and burgeoning numbers of data.

AI in Health Care Certificate (SHP)

Degree Options

Degree Options

- Certificate in Healthcare Informatics

AI in Health Care Certificate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Both full-time and part-time students are admitted into the program. Full-time students can expect to finish the certificate program within one year while part-time students can finish in one to two years.

AI in Health Care Certificate (SHP)

Program Descriptions

Program Description

The healthcare informatics certificate program is designed to quickly build up competencies in the field of biomedical informatics especially for those seeking a career change or advancement. Upon successful completion of a minimum of 18 credits in the program, the student is eligible to receive a certificate in healthcare informatics from Rutgers School of Health Professions. A student must take a minimum of 9 credits from a group of core courses and 9 credits from a group of specialization courses.

The curriculum contents and guided projects under this option can be tailored to meet a student's specific area of interest or requirements. Permission to take courses is contingent upon fulfillment of the specific course prerequisites and approval of the program director. Those students who wish to continue on to the master of

science program in biomedical informatics can do so at any time during their tenure in the certificate program by forwarding the necessary application material to the program director. Further details can be obtained by consulting with the program director.

AI in Health Care Certificate (SHP)

Program Director and Location

Program Director and Location

Shankar Srinivasan, Ph.D.
srinivsh@shp.rutgers.edu
P: 973-972-4279

Primary Campus Location: Piscataway, Online

AI in Health Care Certificate (SHP)

Program Learning Goals

Program Learning Goals

The certificate in healthcare informatics program is designed for health care professionals who do not wish to pursue a graduate degree yet have a need to enhance their understanding of health informatics and improve their knowledge and skills in relation to the use of the various tools and methods of health informatics.

AI in Health Care Certificate (SHP)

Program Learning Outcomes

Program Learning Outcomes

Upon completion of the healthcare informatics graduate certificate program, graduates will be able to:

- Use computers and information-handling tools for a wide range of professional activities;
- Identify information needs in one's own work environment, select appropriate off-the-shelf technological solutions, and make modifications necessary to accomplish both generic and health specialty-related activities; and
- Make strategic decisions about institutional policies and investments in: patient care and treatment systems, patient management systems, human resources and cost management systems, and professional education and training systems.

AI in Health Care Certificate (SHP)

Admissions Requirements

Admissions Requirements

For information or admissions requirements, please visit our website. Click the Admissions Criteria tab.

AI in Health Care Certificate (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Health Information Management B.S., Undergraduate Certificate (SHP)

HEALTH INFORMATION MANAGEMENT, B.S., UNDERGRADUATE CERTIFICATE

Health Information Management Profession

The health information manager is a member of the health care team and is the professional responsible for management of health information systems consistent with medical, administrative, ethical, and legal requirements.

Health information professionals acquire, analyze, and protect data in both electronic and traditional methods to provide information critical to the health care industry. In addition to collecting many kinds of data from a variety of sources, they monitor the integrity of the information, ensure appropriate access to health records, and manage use of this data.

Career opportunities in health information now extend well beyond the health information department and the acute care facility. Professionals with technical expertise, problem-solving skills, knowledge of clinical medicine, and superior communication skills are needed to ensure quality health care documentation, protecting patient confidentiality, and developing and maintaining the electronic health record. The need for accurate and up-to-date health records is not confined to health care facilities. These professionals are employed by managed care organizations, insurance companies, law firms, physician offices, consulting firms, software companies, and the pharmaceutical industry.

Health Information Management B.S., Undergraduate Certificate (SHP)

Degree Options

Degree Options

- Bachelor of Science (Joint and Solo)
- Second Bachelor of Science
- Certificate

Health Information Management B.S., Undergraduate Certificate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Students may complete this program on a full-time or part-time basis.

Health Information Management B.S., Undergraduate Certificate (SHP)

Program Description

Program Description

The health information management program (HIM) provides a broad professional education that is based on the baccalaureate competencies developed by the American Health Information Management Association (AHIMA). The curriculum prepares the graduate to successfully achieve the Registered Health Information Administrator (RHIA), a nationally recognized credential in the HIM and health care field.

General education requirements for the HIM program include 59 credits of courses in the humanities, social sciences, science and mathematics, health, concentration courses, and free electives. These courses are completed through an affiliate or at a regionally accredited college or university prior to admission.

Students holding an associate of science or arts (A.S./A.A.) or higher degree and students who have completed all or most of the required general elective credits may apply directly to Rutgers School of Health Professions (SHP). The undergraduate must have completed the core and breadth courses prior to continuing into the professional phase of the degree at Rutgers. The HIM program is also a joint-degree program between Rutgers School of Health Professions and several affiliate colleges/universities. Entering first-time freshman may select any affiliate to complete two years of preprofessional coursework. Transfer students with some of their general education courses completed may apply to any affiliates for completion of their general education requirement who generally will transfer in up to half of their required courses.

The professional component includes didactic, laboratory, and professional practice experiences. Major course requirements include 61 credits in HIM courses to be completed online at Rutgers. No more than one-half of the major courses may be transferred into the HIM program.

HIM courses at Rutgers are taught online. The professional practice experience (PPE) is required for graduation and must be scheduled during the daytime hours to allow adequate supervision at the PPE site. This Management Affiliation consists of 40 hours of practice on site at a contracted facility as well as 100 hours of online modular education.

Joint-degree students will complete 120 credits at Rutgers and the partner institution in order to be awarded the degree. Solo-degree students, second-degree students, and postbaccalaureate certificate students will have met the requirements to be admitted directly to SHP.

Whether in hospitals, ambulatory care, or alternate settings where health information is developed, maintained, and applied, the HIM graduate will be able to manage health information systems consistent with the medical, administrative, ethical, and legal requirements of the health care delivery system.

At the conclusion of the educational experience, the graduates will demonstrate high ethical standards regarding the personal and aggregate use of health information.

Health Information Management B.S., Undergraduate Certificate (SHP)

Accreditation

Accreditation

Commission on Accreditation of Health Informatics and Information Management Education
(CAHIIM)

233 N. Michigan Avenue
Chicago, IL. 60601
Website

Contact:
Angela Kennedy, Ed.D., M.B.A., RHIA

Status:
Maintain Accreditation 2029-2030

Health Information Management B.S., Undergraduate Certificate (SHP)

Program Director and Location

Program Director and Location

Dasantila Sherifi, Ph.D., M.B.A., RHIA
dasantila.sherifi@rutgers.edu
P: 973-972-4356

Primary Campus Location: RWJMS Research Tower, Piscataway

Online, web-based program

Health Information Management B.S., Undergraduate Certificate (SHP)

Program Learning Goals

Program Learning Goals

- To prepare competent registered health information administrators for employment in all types of health care facilities.
- To prepare graduates to meet the needs of the health care industry.
- To provide students with a balanced curriculum in liberal arts and professional courses.
- To provide knowledgeable well-trained professionals in the health information professions.
- To enhance faculty development and encourage professional growth in order to provide up-to-date curriculum throughout the program.

Health Information Management B.S., Undergraduate Certificate (SHP)

Program Learning Outcomes

Program Learning Outcomes

At the conclusion of the professional courses in the health information management (HIM) program, the student will demonstrate knowledge and competency as established by the American Health Information Management Association. These are the following domains with a representative sample of learning outcomes:

I. Data Structure, Content, and Information Governance

I.1. Compare diverse stakeholder perspectives through the delivery of health care services.
I.2. Analyze strategies for the management of information.
I.3. Evaluate policies and strategies to achieve data integrity.
I.4. Recommend compliance of health record content across the health system.
I.5. Utilize classification systems, clinical vocabularies, and nomenclatures.
I.6. Evaluate data dictionaries and data sets for compliance with governance standards.

II. Information Protection: Access, Use, Disclosure, Privacy, and Security

II.1. Recommend privacy strategies for health information.
II.2. Recommend security strategies for health information.
II.3. Analyze compliance requirements throughout the health information life cycle.

III. Informatics, Analytics, and Data Use

III.1. Examine health informatics concepts for the management of health information.
III.2. Analyze technologies for health information management.
III.3. Interpret statistics for health services.
III.4. Examine health care findings with data visualizations.
III.5. Compare research methodologies pertaining to health care.
III.6. Manage data within a database management system.
III.7. Identify standards for exchange of health information.

IV. Revenue Cycle Management

IV.1. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.
IV.2. Manage components of the revenue cycle.
IV.3. Evaluate compliance with regulatory requirements and reimbursement methodologies.

V. Health Law and Compliance

V.1. Comply with legal processes impacting health information.
V.2. Evaluate compliance with external forces.
V.3. Analyze components of risk management as related to a health organization.
V.4. Analyze the impact of policy on health care.

VI. Organizational Management and Leadership

VI.1. Facilitate fundamental leadership skills.
VI.2. Assess the impact of organizational change.
VI.3. Analyze human resource strategies for organizational best practices.
VI.4. Leverage data-driven performance improvement techniques for decision-making.
VI.5. Verify financial management processes.
VI.6. Examine behaviors that embrace cultural diversity.
VI.7. Assess ethical standards of practice.
VI.8. Facilitate consumer engagement activities.
VI.9. Facilitate training needs for a health care organization.
VI.10. Compare project management methodologies to meet intended outcomes.

Health Information Management B.S., Undergraduate Certificate (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements for the bachelor's degree in health information management, please visit our website. Click the Admissions Criteria tab.

For information on admissions requirements for the certificate in health information management, please visit our website. Click the Admissions Criteria tab.

Health Information Management B.S., Undergraduate Certificate (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Health Information Management B.S., Undergraduate Certificate (SHP)

Academic Affiliates

Academic Affiliates

- Fairleigh Dickinson University
- Georgian Court University
- Kean University
- New Jersey City University
- Saint Peter's University

Clinical Affiliates

Clinical Affiliates

Example Clinical Affiliates:

- Atlantic Health Systems
- CarePoint Health
- Cornerstone Behavioral Health Hospital
- Englewood Hospital
- Hackensack Meridian Health
- Hackensack Mountainside Hospital
- Holy Name Hospital
- Penn Medicine Princeton Health
- RWJ Barnabas Health
- St. Joseph's Regional Medical Center
- St. Peter's University Hospital
- Summit Regional Medical Group
- Trinitas Regional Medical Center

Clinical Research Management - Biopharma Educational Initiative, M.S. (SHP)

CLINICAL RESEARCH MANAGEMENT, M.S. - BIOPHARMA EDUCATIONAL INITIATIVE

Clinical Research Management Profession

Clinical research professionals are involved in the writing, executing, and monitoring of human subject research on drugs, biologics, and medical devices. They are employed by biopharmaceutical companies, regulatory agencies, contract research organizations, and academia and ensure compliance with all regulatory, ethical, and legal guidelines.

Clinical Research Management - Biopharma Educational Initiative, M.S. (SHP)

Degree Options

Degree Options

- Master of Science in Clinical Research Management
    - Clinical Research Management track
    - Academic Clinical Research Management track
    - Drug Safety and Pharmacovigilance track

For current information regarding the specializations, please refer to the program's website.

Clinical Research Management - Biopharma Educational Initiative, M.S. (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Students may attend on a part-time or full-time basis. Additionally, some students may decide to enroll in individual courses on a non-matriculated basis to achieve knowledge in one particular area or to make efficient course selections as they decide which track or certificate is appropriate. Students may be permitted to take up to 12 credits as a non-matriculant.

Clinical Research Management - Biopharma Educational Initiative, M.S. (SHP)

Program Description

Program Description

The master of science in clinical research management (M.S.C.R.M.) is a 36-credit multi-disciplinary curriculum offered in a hybrid model by the Rutgers School of Health Professions. It builds a broad and well-rounded foundation for the clinical research professional through synchronous and asynchronous curriculum to support their journey towards achieving career advancement.

Our elective courses allow students to explore areas which will build on the introductory and reinforcing concepts covered in the core courses and will lead to a mastery of specific concepts.

Students may select one of three specialized areas or tracks:

- Clinical Research Management

- Academic Clinical Research Management
- Drug Safety and Pharmacovigilance

For current information regarding the specializations, please refer to the program's website.

The program culminates in a systematic literature review graduate project, mentored fieldwork experience (if qualified) or experiential training.

Clinical Research Management - Biopharma Educational Initiative, M.S. (SHP)

Program Director and Location

Program Director and Location

Barbara Tafuto, PhD MLS
email
P: 973-972-6482

Primary Campus Location: Hybrid, web-based program, mostly on-line

Clinical Research Management - Biopharma Educational Initiative, M.S. (SHP)

Program Learning Goals

Program Learning Goals

The overall goal of this master's degree program is to prepare competent individuals to work in the biopharmaceutical industries, regulatory agencies, contract research organizations, or academia, with the primary objective of assisting with the execution and reporting of clinical drug and device trials commensurate with clinical, legal, ethical, and regulatory guidelines. This is performed through a competency-based framework covering the following domains: Scientific Concepts and Research Design, Ethical and Participant Safety Considerations, Medicine Development and Regulation, Clinical Trial Operations, Study and Site Management, Data Management and Informatics, Leadership and Professionalism, and Communication and Teamwork.

Clinical Research Management - Biopharma Educational Initiative, M.S. (SHP)

Program Learning Outcomes

Program Learning Outcomes

The goals and objectives of the program vary depending on track selected. See definitions followed by specific Program Learning Outcomes below:

Clinical Research Management Track
The core program covers the theory and practice of research methods, statistics, regulatory and legal frameworks for clinical investigation, drug development, clinical research operations, project management, leadership skills, disease process, and regulatory writing. Students take additional courses defining their area of specialization in

patient engagement, advertising and labeling, medical devices, international regulatory affairs, medical affairs, or clinical data management. This track is designed for the clinical researcher who has some experience working in the pharmaceutical industry or academic medical center. However, novice individuals may also consider this option.

Upon completion of the MS Clinical Research management program, student should be able to:

- Design a clinical and translational study incorporating, sample size, placebo response, statistical significance, blinding, minimizing bias, randomization, safety management as well as concepts surrounding multiple analyses and multiple treatment arms and endpoints.
- Conduct informed consent, maintain privacy, and apply principles of human subject protections at all stages in drug and device development. Describe how historical events with regards to subject protection informed changes in the code of federal regulations and other regulatory documents.
- Plan and implement trial related activities in accordance with regulatory and legislative guidance to ensure safety, efficacy and quality in a clinical trial.
- Apply Good Clinical Practice with regards to study conduct and management, safety profile management, and the control and handling of investigational products to national and global trials.
- Construct appropriate communications as they pertain to IRB application, FDA and global regulatory agencies, budget negotiations, and other filing opportunities.
- Explain and interpret the flow of study data through electronic data capture programs, and participate in data correction and queries.
- Implement leadership and project management strategies to solving ethical and professional conflicts associated with the conduct of clinical research.

Academic Clinical Research Management Track
This track is especially designed for students with no clinical research or pharmaceutical experience who would like to participate in clinical research at an Academic Medical Center (AMC) functioning as a study coordinator. It covers the theory and application of research methods, basic statistics, regulatory and legal governances over clinical trials and the conduct of clinical research performed at research intensive institutions. Pathophysiology and pharmacological outcomes as well as project management, prepare the novice practitioner to become a Clinical Research Coordinator specializing in clinical operations at AMCs.

Upon completion of the MS Clinical Research Management-Academic Clinical Research program students will be able to:

- Design a clinical and translational study incorporating, sample size, placebo response, statistical significance, blinding, minimizing bias, randomization, safety management as well as concepts surrounding multiple analyses and multiple treatment arms and endpoints.
- Apply an understanding of the history of ethical and cultural issues, informed consent, inclusion and exclusion criteria in regard to human subject protection and privacy as well as safety as it relates to the drug development process.
- Implement regulatory and legislative guidance and regulations that ensure safety, efficacy and quality for regulatory authority approval for the marketing authorization for a medical product.
- Identify red flags indicating ADRs may be present.
- Conduct consenting processes across a variety of research participants.
- Identify and explain the specific procedural, financial and regulatory documentation including IRBS, clinical trial agreements, and regulatory inspections of site personnel related to the conduct of a clinical trial.

- Describe how data sets the stage as a critical role in a clinical trial including electronic data capture, the importance of information technology in data collection, capture, management, and queries.
- Identify and implement the project management that are associated with the conduct of clinical research and project strategy.
- Develop a patient recruitment plan.

Drug Safety and Pharmacovigilance Track
This track focuses on drug safety basics and regulations, risk management, and signal detection, as well as the core elements of theory and practice of research methods, regulatory requirements of clinical investigations, disease process and pharmacology. It is designed for the drug safety professional who has minimal knowledge in the pharmacovigilance area.

Upon completion of the MS Clinical Research Management-Drug Safety and Pharmacovigilance program students will be able to:

- Design a clinical and translational study incorporating, sample size, placebo response, statistical significance, blinding, minimizing bias, randomization safety management, as well as concepts surrounding multiple analyses and multiple treatment arms and endpoints.
- Utilize the principles of pharmacoepidemiology, pharmacogenomics and other drug safety science to analyze potential safety issues and understand the patient population and the risks in the drug development process.
- Summarize the specific drug safety function and processes in line with regulatory and legislative framework that ensures safety and quality though the various phases that must be followed in order for the regulatory authority to approve the marketing authorization for a medical product.
- Implement drug safety and pharmacovigilance operations as it relates to US and EMA rules, regulations and initiatives governing both safety reporting (ICSR and aggregate reports) and processing data from clinical trials, and post-marketing environments including CIOMS and ICH guidelines.
- Develop and maintain Pharmacovigilance System Master Files, Safety Management Plans and Safety Data Exchange Agreements across clinical study programs and post marketing activities.
- Identify the data sources, data capture, data assessment (seriousness; labeledness/expectedness and causality), data management practices, database tools and MedDRA dictionary for narrative preparation and analysis of clinical and post-marketing safety data.
- Perform risk identification (signal detection) and characterize identified risks, potential risks based on signal analysis to develop a risk management plan.
- Analyze data obtained from the different Risk Management Tools such as RMPS and REMS.
- Identify and implement the practice of leadership and project management through the role of key drug safety professionals with the drug safety function associated with the conduct of clinical research, product strategy and responding to regulatory authority inquiries.
- Discuss the various elements of communication for a cohesive quality management system including effectively preparing and conducting audits and inspections across the site and sponsor, health authorities and contract research organizations as well as within the site through the understanding of multidisciplinary teamwork skills necessary for collecting and querying safety data in a clinical trial.

Admissions Requirements

Admissions Requirements

For information on admissions requirements for the master's degree, please visit our website. Click the Admissions Criteria tab.

Clinical Research Management - Biopharma Educational Initiative, M.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Health Informatics, M.S. (SHP)

HEALTH INFORMATICS, M.S.

Health Informatics Professions

Health informatics is an interdisciplinary science that involves both the conceptual and practical tools from diverse disciplines for the understanding, invention, generation, and propagation of biological and medical information--to solve complex problems in prevention and treatment of diseases, health care, health sciences and pharmaceutical research, education, clinical/medical decision-making, and delivery of health care. As such, health informatics is an essential element of 21st-century health and biological sciences.

A few examples of health informatics applications include:

- Reducing diagnostic uncertainties and improving clinical decision-making by using computing techniques and information technologies.
- Designing interactive consultation systems to treat patients more efficiently and cost effectively by using national databases.
- Developing transportable software systems for image reconstruction and for 3-D visualization and analysis of medical imaging data.
- Analyzing health care datasets for use in clinical or biomedical research.
- Designing large databases of digitized medical images for use in medical decision- making, teleradiology, or teleconsultation.
- Designing and managing clinical, pharmacy, radiology, laboratory, or hospital information systems.

Health Informatics, M.S. (SHP)

Degree Options

Degree Options

- Master of Science in Health Informatics

Health Informatics, M.S. (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Both categories of students are admitted in the program. Full-time students may complete the master of science degree in 18 months, but will usually require two years. Part-time students may take three to five years to complete the degree.

Health Informatics, M.S. (SHP)

Program Description

Program Description

The master of science program in health informatics began in 1993. The student body is a diverse group of health professionals; however, admission is not limited to medical and health-related professionals.

All students complete at least 36 credits as specified in the Requirements for Graduation.

Students successfully completing the program are granted the master of science degree in health informatics.

To meet the needs of busy professionals, we offer students the flexibility in time and place for study. Both the postgraduate certificate in healthcare informatics and the master of science in health informatics are available in both in-class and online modes. For the online version of the program, all the required courses are made available as web-based courses and the thesis/project guidance will be offered through interactions with instructors by multimedia resources and electronic communications.

Health Informatics, M.S. (SHP)

Program Director and Location

Program Director and Location

Shankar Srinivasan, Ph.D.
email
P: 973-972-4279

Primary Campus Location: Piscataway, Online

Health Informatics, M.S. (SHP)

Program Learning Goals

Program Learning Goals

The principal goal of the master of science in health informatics program is to enable a student to apply informatics theories, methods, and processes for the generation, storage, retrieval, and communication of health care data.

Health Informatics, M.S. (SHP)

Program Learning Outcomes

Program Learning Outcomes

Upon completion of the master of science in health informatics program, graduates will be able to:

- Analyze information requirements for clinical decision-making, health sciences education and training, and hospital/health care management.
- Demonstrate competency in health care data analytics by using theories and methods of data structure, algorithms, and programming.
- Participate in the planning, implementation, and quality assurance aspects of electronic health records.
- Design, develop, and implement computer-based teaching and learning systems to improve effectiveness of health sciences education and training.
- Manage health care and medical information systems and technologies including electronic health records.
- Utilize cost-benefit/cost-effectiveness analysis methodologies.
- Utilize concepts and tools of artificial intelligence, expert systems, and probabilistic models to improve decision-making.
- Evaluate and improve the effectiveness of clinical, educational, and/or management information systems.

Health Informatics, M.S. (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Health Informatics, M.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Health Information Management, M.S. (SHP)

HEALTH INFORMATION MANAGEMENT, M.S.

Health Information Management Profession

The health information professional is a member of the health care management team responsible for managing health data and health information systems with the ultimate goal of supporting clinical, administrative, financial, and compliance activities, general operations, and decision-making process. Health information professionals acquire, analyze, and protect health data, monitor and assure their integrity, and manage access and use of health data in compliance with regulatory requirements.

Career opportunities for health information professionals with a master's degree in health information management (HIM) include but are not limited to: information governance, revenue cycle management, data analytics, health care compliance, health data privacy and security, clinical informatics, informatics research, data integrity analyst, and more. Graduates of this program may pursue career growth opportunities in hospitals, other health care settings, as well as in health data management related services. Graduates may also teach in health information management programs and prepare to further their education toward a doctoral degree.

Health Information Management, M.S. (SHP)

Degree Options

Degree Options

- Master of Science in Health Information Management

Health Information Management, M.S. (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Students may complete this program on a full-time or part-time basis.

Health Information Management, M.S. (SHP)

Program Description

Program Description

The master of science in health information management (MSHIM) is a 36-credit online program consisting of 33 credits of core courses plus 3 credits from elective courses. The curriculum has been carefully designed based on the guidelines set forth by the American Health Information Management Association and incorporates competencies pertaining to health data content and structure, information governance, information protection, informatics, data analytics, revenue and financial aspects, compliance, and leadership. The program culminates with Special Topics in HIM, a course that focuses on practice-oriented problems and research. Program may be completed full-time or part-time.

Health Information Management, M.S. (SHP)

Accreditation

Accreditation

The Masters Degree Health Information Management Program is in Candidacy Status, pending accreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Health Information Management, M.S. (SHP)

Program Director and Location

Program Director and Location

Dasantila Sherifi, Ph.D., M.B.A., RHIA
email
P: 973-972-4356

Primary Campus Location: Online, web-based

Health Information Management, M.S. (SHP)

Program Learning Goals

Program Learning Goals

1. To provide the graduate with skills that are transferable to various roles in related employment fields.
2. To educate students in concepts that include a higher understanding of the applications and uses of informatics in the health care sector.
3. To educate students in concepts that include a higher understanding of concepts in leadership and information management.

4. To educate students in concepts that include a higher understanding of concepts and applications in health care finance and revenue cycle management.
5. To provide educational content that incorporates the competencies of the accrediting agency (CAHIIM) necessary to prepare students for gaining the professional credential if desired.
6. To ensure through educational content that the schoolwide Learning Outcomes of the Rutgers School of Health Professions are met.

Health Information Management, M.S. (SHP)

Program Learning Outcomes

Program Learning Outcomes

The Rutgers School of Health Professions requires that students achieve professional competencies, professionalism, communication, collaboration, ethics and jurisprudence, education, scholarship, problem solving, information management, and safety. Professional competencies for master of science in health information management (MSHIM) students include the following domains:

- Data content, structure, and standards; information governance
- Information protection: access, disclosure, archival, privacy, and security
- Informatics, analytics, and data use
- Revenue management
- Leadership

Upon completion of the program, the graduates will be able to:

1. Analyze data management practices and recommend strategies for effective and efficient management of health information.
2. Recommend privacy and security strategies for health information.
3. Manage data within database systems and support system integration for greater use of health data.
4. Interpret terminologies and classification systems and construct examples of data mapping.
5. Analyze health information systems, implement new systems, and identify opportunities for system optimization.
6. Perform data analysis and present data visually to support health care operations.
7. Manage components of the revenue cycle and recommend financial management processes.
8. Recommend strategies for detecting and preventing health care fraud.
9. Evaluate performance improvement and risk management activities, and develop strategies for compliance with legal and regulatory requirements.
10. Assess health data utilization to improve population health and public health.
11. Recommend strategies that promote positive organizational change and embrace diversity.
12. Determine workforce needs and workforce training needs.
13. Lead and engage key stakeholders in health informatics and information governance initiatives and projects.
14. Assess consumer engagement with their health information.
15. Evaluate the impact of policy in health care.

16. Leverage health data to support research activities in health care.

Health Information Management, M.S. (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Health Information Management, M.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Health Informatics, Doctorate (SHP)

HEALTH INFORMATICS, DOCTORATE

Health Informatics Profession

Health informatics refers to the study of information processing as it relates to health care. It is concerned with the organization, storage, and structuring of vast quantities of health-related data. In the broader sense it is the process of data-driven knowledge, and then using that knowledge to develop algorithms, models, and systems for use in health care delivery and pharmaceutical and clinical research. Examples of health informatics applications include Clinical Decision Support Systems (CDSS), specialized software ranging from information retrieval systems, electronic prescribing linked to electronic health records systems, to more sophisticated decision support tools using artificial intelligence and machine learning techniques into drug kinetics, patient risk stratification, and the like.

Health Informatics, Doctorate (SHP)

Degree Options

Degree Options

- Doctorate in Health Informatics

Health Informatics, Doctorate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Students can complete the program on two different plans: a three courses per semester plan or a two courses per semester plan. Students in the three courses per semester cohort will be required to take 18 credits each year with possible graduation in three years, while those in the two courses per semester cohort will be required to take 12 credits each year for the first three years, and 18 credits in the last year with possible graduation in four years.

Health Informatics, Doctorate (SHP)

Program Description

Program Description

The doctor of health informatics (D.H.I.) program emphasizes the use of informatics concepts, techniques, and implementations for applications in both clinical and public health care settings. It is a practice degree in the field of health informatics with a focus on the application of the available data that may be used to support executive decisions in the field of health care. The program curriculum provides ample opportunities to learn and practice use of state-of-the-art analytical techniques and industrial strength software for graduates to analyze, evaluate, and implement the next generation of health informatics systems and services. Overall, the doctor of health informatics degree program prepares individuals for informatics leadership positions such as CIOs, managers, directors, and university faculty. The D.H.I. program is offered as both completely on campus (Rutgers University, Piscataway campus) and as a completely online program using state-of-the-art learning technologies, course management systems, and videoconferencing sessions.

Health Informatics, Doctorate (SHP)

Program Director and Location

Program Director and Location

Shankar Srinivasan, Ph.D.
srinivsh@shp.rutgers.edu
P: 973-972-4279

Primary Campus Location: Piscataway, Online, web-based

Health Informatics, Doctorate (SHP)

Program Learning Goals

Program Learning Goals

Overall, it is the goal of the doctorate of health informatics program to enable its graduates to:

- Leverage health informatics concepts and techniques across several core areas, including information management, pharmaceutical and hospital processes and statistics, data analytics, and clinical decision-making.
- Develop, implement, and evaluate informatics algorithms and technologies for improving health care delivery and management.
- Perform a health outcomes or system development project toward solving a research or methodological gap in the field of clinical informatics, pharmacoinformatics, or health information management.
- Communicate project findings effectively in both oral and written forms in the form of conference posters/ presentations and peer-reviewed journal publications.

Health Informatics, Doctorate (SHP)

Program Learning Outcomes

Program Learning Outcomes

Graduates of the doctorate of health informatics program are expected to meet the following student learning outcomes:

- Study and evaluate the impact of informatics concepts, systems, and implementations on human health and welfare.
- Describe the structure, roles, and capabilities of information systems in various biomedical and health care management systems.
- Demonstrate competency in health informatics by using theories and methods of data structures, algorithms, and programming.
- Review current implementations of computers in diverse clinical areas, and evaluate direct data acquisition and entry by health care professionals.
- Describe and discuss the various regulations, systems, and organizations for health information privacy, security, and confidentiality.
- Apply good practice to ensure the design, implementation, and adoption of health information technologies and systems appropriately mitigating the risk of inadvertent harm to patients and organizations.
- Exhibit professionalism in the coursework, projects, and interactions within and outside of the program.
- Demonstrate an ability to effectively articulate the context, the significance, or impact of their research findings on a research project topic suitable for presentation at a technical conference or seminar.
- Create a project proposal that is ready for submission to a grant funding agency.
- Identify a research topic in an area of specialization in the doctorate program and formulate it as a PICO structure.

- Demonstrate graduate-level critical thinking skills in performing a systematic review by carefully analyzing and interpreting research information, and by successfully supporting their literature research thesis on paper.
- Prepare the systematic review paper for publication in a peer-reviewed journal using a research documentation format specified by the journal.
- Design and implement a suitable organizational-level program or decision-making system for solving a health informatics problem.
- Evaluate and report on the performance of a suitable organizational-level program or decision-making system for solving a health informatics problem with clear explanations as to its logic, syntax, and operations.
- Discuss the federal laws, regulations, and standards that govern health information privacy, confidentiality, and security.
- Upon completion of the doctoral project courses, the students will provide, as per the department formatting guidelines, a comprehensive written synthesis of the graduate project itself as well as an analysis of project outcomes, process, and recommendations for the future.

Health Informatics, Doctorate (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Health Informatics, Doctorate (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

AI in Health Care Certificate (SHP)

HEALTHCARE INFORMATICS, GRADUATE CERTIFICATE

Healthcare Informatics Professions

Biomedical informatics is an applied science, and is inherently intertwined with the contents of clinical and biomedical sciences and with computer and information sciences. Biomedical informatics is the study of biomedical, health care, and clinical information: its structure, its communication, and its use. Since all aspects of science and society have become increasingly information intensive, the need to understand, to apply, and to create new

methods for analyzing, managing, and acquiring information has never been greater. Nowhere is this need more acute than in biomedical, clinical, health care, and pharmaceutical industries where health care planners, managers, scientists, and practitioners routinely confront conflicting sources of knowledge and burgeoning numbers of data.

AI in Health Care Certificate (SHP)

Degree Options

Degree Options

- Certificate in Healthcare Informatics

AI in Health Care Certificate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Both full-time and part-time students are admitted into the program. Full-time students can expect to finish the certificate program within one year while part-time students can finish in one to two years.

AI in Health Care Certificate (SHP)

Program Descriptions

Program Description

The healthcare informatics certificate program is designed to quickly build up competencies in the field of biomedical informatics especially for those seeking a career change or advancement. Upon successful completion of a minimum of 18 credits in the program, the student is eligible to receive a certificate in healthcare informatics from Rutgers School of Health Professions. A student must take a minimum of 9 credits from a group of core courses and 9 credits from a group of specialization courses.

The curriculum contents and guided projects under this option can be tailored to meet a student's specific area of interest or requirements. Permission to take courses is contingent upon fulfillment of the specific course prerequisites and approval of the program director. Those students who wish to continue on to the master of science program in biomedical informatics can do so at any time during their tenure in the certificate program by forwarding the necessary application material to the program director. Further details can be obtained by consulting with the program director.

AI in Health Care Certificate (SHP)

Program Director and Location

Program Director and Location

Shankar Srinivasan, Ph.D.
srinivsh@shp.rutgers.edu
P: 973-972-4279

Primary Campus Location: Piscataway, Online

Program Learning Goals

Program Learning Goals

The certificate in healthcare informatics program is designed for health care professionals who do not wish to pursue a graduate degree yet have a need to enhance their understanding of health informatics and improve their knowledge and skills in relation to the use of the various tools and methods of health informatics.

Program Learning Outcomes

Program Learning Outcomes

Upon completion of the healthcare informatics graduate certificate program, graduates will be able to:

- Use computers and information-handling tools for a wide range of professional activities;
- Identify information needs in one's own work environment, select appropriate off-the-shelf technological solutions, and make modifications necessary to accomplish both generic and health specialty-related activities; and
- Make strategic decisions about institutional policies and investments in: patient care and treatment systems, patient management systems, human resources and cost management systems, and professional education and training systems.

Admissions Requirements

Admissions Requirements

For information or admissions requirements, please visit our website. Click the Admissions Criteria tab.

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Medical Coding, Certificate (SHP)

MEDICAL CODING, CERTIFICATE

Health Information Management Professions

Health information management (HIM) is commonly described as the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. It's a combination of business, science, and information technology. Health information management professionals work in various health care settings with diverse job titles.

Our online health information management programs will prepare you for the business side of health care. You'll learn informatics, quality assurance, compliance, medical coding, and management.

Medical Coding, Certificate (SHP)

Degree Options

Degree Options

- Medical Coding Certificate

Medical Coding, Certificate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

The program offers a part-time only option.

Medical Coding, Certificate (SHP)

Program Descriptions

Program Description

The 21-credit, online medical coding certificate program prepares students with the skills to classify medical data from inpatient, outpatient, and physician office records.

Changes in reimbursement methods and an increased demand to report coded data to insurance companies has made coding a skill in high demand in all health care settings. Coded data is also critical to medical research, medical and allied health education, as well as planning and monitoring public health. The current shortage of qualified coders has resulted in many perks on the job that may including flexible hours, sign-on bonuses, and the potential to work from home. In addition, consulting and travel opportunities are abundant.

Medical Coding, Certificate (SHP)

Program Director and Location

Program Director and Location

Dasantila Sherifi, Ph.D., M.B.A., RHIA
dasantila.sherifi@rutgers.edu
P: 973-972-4356

Primary Campus Location: RWJMS Research Tower, Piscataway; Online, web-based

Medical Coding, Certificate (SHP)

Program Learning Goals

Program Learning Goals

- To prepare competent coding professionals for employment in all types of health care facilities.
- To prepare students to meet the needs of the industry, which has a workforce shortage in this area of expertise.
- To educate students in the content areas essential for attaining the credential of Certified Coding Specialist (CCS) or Certified Coding Associate (CCA) offered by the American Health Information Management Association (AHIMA).
- To provide a specialty certification for students currently enrolled in the bachelor of science in health information management program.

Medical Coding, Certificate (SHP)

Program Learning Outcomes

Program Learning Outcomes

At the conclusion of the medical coding certificate program the student will be able to:

- Evaluate medical documentation to determine codable diagnoses and procedures in accordance with established coding guidelines.
- Apply appropriate codes from ICD-10-CM, ICD-10-PCS, and CPT-4 coding schemes to various health encounter scenarios in medical documents using coding manuals and encoder software.
- Evaluate reimbursement methodologies for correctness of assignment.
- Perform analysis of reimbursement methodologies through case mix analysis.

- Audit coded data to determine accuracy and correct deficiencies.

Medical Coding, Certificate (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Medical Coding, Certificate (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Health Informatics Faculty (SHP)

Health Informatics Faculty

For a listing of the Department of Health Informatics' faculty, please visit our website.

Interdisciplinary Studies (SHP)

INTERDISCIPLINARY STUDIES

Health Sciences, B.S.

Certificate in Applied Gerontology with a Digital Certificate Option

Health Care Management, M.S. (no longer admitting students)

Health Care Management, M.S., Gerontology Track (no longer admitting students)

Health Science Careers

Interdisciplinary Studies Faculty

Health Sciences, B.S. (SHP)

HEALTH SCIENCES, B.S.

The Bachelor of Health Sciences is designed for students with roughly 60 credits who have an interest in becoming a healthcare professional or are already a member of the healthcare team with an associates degree. It provides a strong foundation in health science courses which will allow the future graduate to advance professionally towards physical therapy, occupational therapy, clinical nutrition, or advance in their current health care field. Students can choose between a Pre-Physical Therapy, Pre-Occupational Therapy, Pre-Nutrition curriculum, or a customized track catering to health professionals who desire advanced healthcare operations and leadership courses while completing their BS degree. Students will be introduced to health professions, health systems, ethical decision making, pathophysiology, and interprofessional practice competencies, as well as more specific discipline related courses. Additionally, there are opportunities to observe and participate in mock interprofessional collaborative practice events, high fidelity simulation, and student run clinics.

Degree Options

Degree Options

Bachelor of Science (in Health Sciences) offers four tracks:

- Pre-Physical Therapy (PT) Track
- Pre-Occupational Therapy (OT) Track
- Pre-Nutrition Track
- Customized Track for Degree Completion

Full-time and Part-Time Status

Full-Time and Part-Time Status

The BSHS is a full-time hybrid program with part-time options.

Program Description

Program Description

The BSHS is a hybrid program designed for students who have already completed 60 undergraduate credits and who wish to follow disciplined related tracks or pathways into graduate programs in physical therapy, occupational therapy, or clinical nutrition. The program also provides a customized track (degree completion track) for healthcare professionals with an associate's degree who want to earn the bachelor's degree.

The BSHS degree is a nonclinical degree, which will help prepare the graduate for a career in health-related professions. The curriculum also prepares the graduates to be leaders in an ever-changing modern heath care world. The general education, basic sciences, and liberal arts courses, as required by the SHP core curriculum, will be evaluated for transfer credit from the student's previous academic coursework. SHP provides all health-related courses, including the interdisciplinary core of courses. Upon completion of the program, the student receives a bachelor of science degree awarded by Rutgers SHP.

The BSHS partners with several county colleges as well as other 4-year institutions to provide the general education, basic sciences, and liberal arts courses. SHP provides all the health-related courses, including the interdisciplinary core of courses.

The BSHS program allows students to enroll in individual courses as a nonmatriculant. Rutgers SHP permits individuals to take up to 12 credits as a nonmatriculant. Please visit the program website here.

Health Sciences, B.S. (SHP)

Program Director and Location

Program Director and Location

Vaishali Singhal, D.M.D., Ph.D., M.S.
singhava@shp.rutgers.edu
P: 908-889-2434

Primary Campus Location: Online, web-based, and the Busch Campus in Piscataway

Health Sciences, B.S. (SHP)

Program Learning Goals

Program Goals

The BSHS will:

- Provide exposure to the roles and responsibilities of healthcare professionals.
- Provide the opportunity to develop professional behaviors such as cultural sensitivity, ethics, respect, compassion, and altruism.

- Promote collaboration with future health care team members and other stakeholders to facilitate the attainment of common goals.
- Utilize teaching methods to promote scientific inquiry and dissemination of findings.
- Promote application of basic scientific concepts to the development of patient care plans for each of the highlighted professions.
- Prepare students for graduate education in a healthcare field.

Health Sciences, B.S. (SHP)

Student Learning Outcomes

Student Learning Outcomes

- Discuss the structure and function of healthcare delivery in the US (Health systems/organizations)
- Compare and contrast proposed solutions to address challenges in the delivery of care to diverse populations (Health systems/organizations)
- Compare and contrast factors which may undermine the quality of care provided by healthcare organizations and strategies which can be used to address such issues. (Health systems/organizations)
- Apply concepts related to effective financial management of healthcare organizations to help ensure their long-term viability (Health systems/organizations)
- Identify the roles and responsibilities of different healthcare professionals (IPE)
- Explain Interprofessional Education Collaborative (IPEC) competencies (IPE)
- Describe commonly seen diseases in preparation for a future career as a healthcare provider (Clinical)
- Utilize tools and knowledge from biology, neuroscience, engineering, and computer science to understand biomechanics and its application to improving physical health and wellness (Clinical)
- Explain Digestion, absorption, and metabolism of protein, carbohydrates, fat, vitamins and minerals and their contribution to maintaining health (Clinical)
- Create an interdisciplinary patient plan for treatment (Clinical)
- Identify laboratory and test results indicating a need for necessary precautions and contraindications to therapy (Clinical)
- Examine how data structures and systems protect privacy as it pertains to electronic health records. (Legal)
- Analyze legal, ethical, and policy issues that affect the delivery of health care in the U.S. (Legal)
- Interpret privacy rules governing research and personal health data (Legal)
- Analyze and interpret research in health sciences and explain how the new knowledge may influence clinical practice (Research)
- Explain the flow of healthcare data from collection, interpretation, to dissemination (Research)

Health Sciences, B.S. (SHP)

Admissions Requirements

Admissions Requirements

General Requirements

- Minimum of 60 credits of general education and pre-requisite courses

- Minimum GPA 3.0
- Official transcripts from all academic institutions attended
- In a maximum of 500 words, please tell us your educational and career goals. We are especially interested to learn why you have chosen the Bachelor of Science in Health Sciences, and why you believe you are a good fit for this program. The essay is completed as part of the online application.
- **Completed application.**

Pre-Physical Therapy (PT) Track

Requirements

Anatomy & Physiology 1 and 2 * (lab must be in-person)
General Biology 1 & 2 (lab must be in-person)
General Chemistry 1 & 2 (lab must be in-person)
General Physics 1 & 2 (lab must be in-person)
Social Behavioral Sciences (6 credits)
Statistics (may be taken at SHP)

*May be taken as part of the BSHS if not completed prior to entering the BSHS.

Pre-Occupational Therapy (OT) Track

Requirements

Anatomy & Physiology 1 and 2 (lab must be in person) *
General Psychology
Developmental Psychology **
Abnormal Psychology Sciences **
Statistics (may be taken at SHP)

* May be taken as part of the BSHS.
**May be taken concurrently while enrolled in the BSHS.

Pre-Nutrition Track

Requirements

Anatomy & Physiology 1 and 2 (Can be completed at Rutgers SHP as part of the BSHS)
General Chemistry 1 & 2 **
General Biology 1 & 2 **
Microbiology **
Biochemistry **
Organic Chemistry 1 **

** with or without labs
Anatomy and Physiology I and II and Medical Terminology may be completed while enrolled in the BSHS.

Degree Completion Track

Requirements

A.S. degree in a health profession **or** approximately 60 Undergraduate credits

Health Sciences, B.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Health Sciences, B.S. (SHP)

Academic Affiliates

Academic Affiliates

- County Colleges
- Other 4-year institutions in NJ

Certificate in Applied Gerontology with a Digital Certificate Option (SHP)

Certificate in Applied Gerontology with a Digital Certificate Option

As the aging population increases, so too does the need for well-trained health professionals, service providers, planners and policy workers who understand the unique issues of the older adult.

In our fully online certificate program, students gain a strong foundation in specialized courses in aging and health, social policies affecting older adults, and healthcare operations. Our graduates make an impact working directly with older adults, influencing elder health care policy and challenging stereotypes related to the aging population.

Certificate in Applied Gerontology with a Digital Certificate Option (SHP)

Degree Options

Degree Options

This **15-credit online Graduate Certificate** in Applied Gerontology is shorter than the master's program and is designed for working health care professionals who want to develop or expand their skill set to work with the aging population.

Certificate in Applied Gerontology with a Digital Certificate Option (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

This Certificate in Applied Gerontology provides full-time and part-time options

Program Description

Program Description

This is a 15-credit online certificate. The student completes three courses specific to gerontology and two elective courses related to healthcare operations and leadership. Topics include an introduction to gerontology, social and health care policy for the older adult and perspectives on death and dying. These courses will allow the student to gain a deeper understanding of health care areas specific to the older adult. The courses in the certificate allow the health care manager to deepen and broaden skills in areas that affect the older adult. After completion of the certificate, the student will also receive a digital micro-credential in gerontology.

Program Director and Location

Program Director and Location

Vaishali Singhal, D.M.D., Ph.D., M.S.
email singhava@shp.rutgers.edu
P: 908-889-2434

Primary Campus Location: Online, web-based

Certificate Director

Tracy Davis, Ph.D.
E: ted58@shp.rutgers.edu

Program Learning Goals

Program Learning Goals

- Prepare health care professionals with the value-added skills to help lead their organizations toward long-term success.
- Enhance the career and educational opportunities of professionals, including preparing students to work with increasing population of older adults.
- Provide health professionals with a strong background in aging studies research to enable those working with older adults to understand, investigate, and apply evidence-based research to their health care career.

Student Learning Outcomes

Student Learning Outcomes

- Describe the psychological, social, and biological processes that occur with aging;
- Analyze diverse and complex aging issues and outcomes such as elder care and social and healthcare policy for older adults, families, and society from an interdisciplinary perspective;
- Explain major concepts, theories, and approaches to research in the study of the aging process, including the knowledge of an interdisciplinary approach and the use of multi methods in the study of the aging process;
- Evaluate how the aging population can influence social policy when applied in the public and private sector;
- Identify methods of effective communication with older adults and professionals in the field of aging;
- Evaluate the need for adaptive devices to maximize functional abilities in the the older population;
- Utilize the principles of evidence-based practice when providing service to older adult;

Certificate in Applied Gerontology with a Digital Certificate Option (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Certificate in Applied Gerontology with a Digital Certificate Option (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Health Care Management, M.S. (SHP)

HEALTH CARE MANAGEMENT, M.S.

Program is ending students are no long being admitted to this program.

Health Care Management Profession

Health care is a very complex industry with many distinct types of stakeholders including, but not limited to, patients, clinicians, third-party payers, as well as public and private oversight and regulatory agencies. This, coupled with an array of legislative changes, quality initiatives, and resource limitations, pose distinct challenges to health care managers and leaders and the organizations in which they function. The Rutgers School of Health Professions

(SHP) master of science in health care management (M.S.H.M.) program targets specific competencies needed by managers and leaders, enabling them to effectively address environmental challenges and help health care organizations thrive and succeed; and it is ranked as a Top School for Online Learning in Healthcare Management.

Health Care Management, M.S. (SHP)

Degree Options

Degree Options

- Master of Science in Health Care Management
    - Aging Track
    - Behavioral Health Track
    - Healthcare Informatics Track
    - Management and Leadership Track

Health Care Management, M.S. (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

The master of science in health care management (M.S.H.M.) is geared toward students who are currently employed in the health care industry seeking to expand their skills. Generally, M.S.H.M. students register for 6 credits each fall and spring semester. It typically takes students two to four years to complete the program.

Health Care Management, M.S. (SHP)

Program Description

Program Description

The master of science in health care management (M.S.H.M.) program is a 36-credit, online program specifically designed for those with established careers in health care seeking to expand their management and leadership skills and overall career opportunities. The program offers an array of specialized courses in health care management and administration such as: management and leadership, strategic planning, quality assurance, current issues and trends, financial management, health sciences research, law and ethics, as well as other related coursework.

The M.S.H.M. prepares health care professionals to meet the demands of changing health services systems and oversight organizations. In general, the program consists of 18 credits of core coursework, 9 credits of specialization coursework, and a 6-credit Graduate Project. The program culminates in a faculty-guided, self-directed Graduate Project designed to address a health science issue or a problem of interest to the student. It is prospectively planned and an approved research, educational, administrative, or community service activity designed to support and enhance the student's ability to apply their graduate experience and achieve tangible outcomes. Students develop their program plan in consultation with their adviser. The Graduate Project requirement can be completed off-campus.

The curriculum is intended for those working in health care, seeking to obtain their M.S.H.M. on a full-time or part-time basis.

Health Care Management, M.S. (SHP)

Program Director and Location

Program Director and Location

Janet D. Reid-Hector, Ed.D.
reidhejd@shp.rutgers.edu
P: 973-972-3239

Primary Campus Location: Online, web-based

Health Care Management, M.S. (SHP)

Program Learning Goals

Program Learning Goals

The health care management master's program prepares health care professionals with the value-added skills to help lead their organizations toward long-term success.

Health Care Management, M.S. (SHP)

Program Learning Outcomes

Program Learning Outcomes

The health care management master's program learning outcomes are aligned with the schoolwide outcomes, specifically focusing on:

- Demonstrate an understanding of the evolution and key elements of U.S. health care system, roles of major organizations and stakeholders, and key legislation.
- Compare and contrast the major features of leadership styles, and how they apply to health care organizations to promote long-term success.
- Evaluate and apply strategies for effectively interfacing with organizational leaders and managing the day-to-day operations of health care organizations to help them succeed.
- Interpret key legislation, and how that legislation impacts health care organizations, their employees, and the communities they serve.
- Compare and contrast bioethical principles and give examples as to how they apply to health care stakeholders.
- Describe the key elements of strategic planning and demonstrate the ability to apply them in simulated cases.

- Compare and contrast the various types of financial statements and demonstrate the ability to interpret them to depict the financial condition of a health care organization.
- Create, analyze, and reconcile a business operational and capital budget.
- Demonstrate an understanding of key principles for recruiting, retaining, training, and optimizing the performance of employees within health care organizations.
- Interpret key legislation related to employee relations, hiring, termination, and terms of employment.
- Analyze and apply key strategies and tools in quality assurance and give examples as to how they can be applied to optimize health care organizational outcomes.
- Compare and contrast research study designs; analyze the strengths and weaknesses of each design and how they can be applied to answer research questions and investigate hypotheses.
- Demonstrate proper techniques for gathering, formatting, storing, and analyzing data to help optimize organizational performance or investigate research questions and hypotheses.

Competency in these areas will be demonstrated by students in the form of selected outcomes, which include their academic performance in courses within the curriculum, which are related to each of these subjects, as well as the integration, synthesis, and application of these subjects within their capstone project known as Graduate Project. Other metrics used to evaluate the attainment of these goals and objectives will be student, course, and graduate survey results.

Health Care Management, M.S. (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit the Graduate Degree Programs page on the School of Health Professions website. Click the Admissions Criteria tab.

Health Care Management, M.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit the Requirements for Graduation and Course Descriptions page on the School of Health Professions website.

Health Care Management, M.S., Gerontology Track (SHP)

HEALTH CARE MANAGEMENT, M.S., GERONTOLOGY TRACK

Program is ending students are no long being admitted to this program.

The demand for professionals with expertise in long-term care is growing rapidly due to the increasing number of older adults among us. It is estimated that by 2050 there will be 27 million Americans who require long-term care. With a degree in health care management with a focus on aging, an individual can expect to work in long-term care settings (e.g, nursing home, assisted living facilities, or continuing care retirement communities), hospice, hospitals, or a variety of other health care settings in a leadership position. Graduates will be in a position to direct and oversee operational aspects in health care settings including personnel and labor assessment, training, human resources, and regulatory, license, and organizational/facility policies and procedures. Graduates will be positioned to manage the care of the older adult population and direct others to provide high-quality care to our growing aging population.

Health Care Management, M.S., Gerontology Track (SHP)

Degree Options

Degree Options

- Master of Science in Health Care Management - Gerontology Track
- Certificate

Health Care Management, M.S., Gerontology Track (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

The master of science in health care management (M.S.H.M.) is geared toward students who are currently employed in the health care industry seeking to expand their skills. Generally, M.S.H.M. students register for 6 credits each fall and spring semester. It typically takes students two to four years to complete the program.

Health Care Management, M.S., Gerontology Track (SHP)

Program Description

Program Description

The gerontology track allows students focused on working with the aging population to gain a health care management experience. Five core courses include topics such as health care management and leadership as well as financial management in health care. The student also completes five courses specific to gerontology. Topics include social and health care policy for the older adult and long-term care administration. These courses will allow the student to gain a deeper understanding of health care areas specific to the older adult. The courses in the track allow the health care manager to deepen and broaden skills in areas that affect the older adult. The final two courses in the curriculum are related to the curriculum project. The project will enable the student to apply concepts and theories covered in the program courses.

Health Care Management, M.S., Gerontology Track (SHP)

Program Director and Location

Program Director and Location

Janet D. Reid-Hector, Ed.D.
email
P: 973-972-3239

Primary Campus Location: Online, web-based

Health Care Management, M.S., Gerontology Track (SHP)

Program Learning Goals

Program Learning Goals

- Prepare health care professionals with the value-added skills to help lead their organizations toward long-term success.
- Enhance the career and educational opportunities of professionals, including preparing students to work with increasing population of older adults.
- Provide health professionals with a strong background in aging studies research to enable those working with older adults to understand, investigate, and apply evidence-based research to their health care career.

Health Care Management, M.S., Gerontology Track (SHP)

Program Learning Outcomes

Program Learning Outcomes

- Optimize overall quality outcomes in health care;
- Achieve professional competencies as currently defined by health care organizations and professional associations including: strategic planning, health care finance, management and leadership, legal and ethical considerations, as well as other similar competencies;
- Effectively communicate in oral, written, and technical formats;
- Communicate and collaborate with health care team members and other stakeholders to attain a common goal; and
- Effectively access, store, evaluate, and apply scientific, health care, and patient/client information, while respecting the ownership and privacy of sources, to help solve real-world challenges of health care organizations.

Health Care Management, M.S., Gerontology Track (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit the Graduate Degree Programs page on the School of Health Professions website. Click the Admissions Criteria tab.

Health Care Management, M.S., Gerontology Track (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit the Requirements for Graduation and Course Descriptions page on the School of Health Professions website.

Health Science Careers (SHP)

HEALTH SCIENCE CAREERS

Exploring Careers in Health Sciences

People considering careers in health sciences typically tend to think primarily of doctors and nurses. There is also the sonographer, the nutritionist, the cytotechnologist, the mental health counselor, and the health information manager, among dozens of other health professionals, who provide diagnostic and therapeutic services. All of these specialized and highly skilled professionals are an essential part of any health care team.

To encourage high school students to investigate specialties in the health field, Rutgers School of Health Professions (SHP) has partnered with New Jersey high schools to offer exploratory programs in health sciences and health care for sophomores, juniors and seniors. At the same time, they can **earn up to 15 college credits**.

Health Science Careers (SHP)

Degree Options

Degree Options

- Students can earn college credit(s) by examination while in high school.

Health Science Careers (SHP)

Program Director and Location

Program Director and Location

Barbara H. DeMarco, Ph.D.
barbara.gladson.demarco@rutgers.edu
P: 973-972-2375

Primary Campus Location: Rutgers School of Health Professions

65 Bergen Street
Newark, NJ 07107-1709

Health Science Careers (SHP)

Who Can Participate in This Program

Who Can Participate in This Program

In order to participate in the Rutgers Health Science Careers program, a high school must already be a participant in the program and have a current Memorandum of Understanding in place. If the institution is not currently a participant, please forward the school's contact information to Bianca Thompson-Owen (thompsbm@shp.rutgers.edu).

Health Science Careers (SHP)

Mission

Mission

The mission of the Rutgers School of Health Professions (SHP) Health Science Careers (HSC) program is to provide high school students with "School to Careers" preparation for multiple health careers through a core curriculum emphasizing science and the application of knowledge to professional practice, while enrolled in high school. The intent of the HSC program is to encourage entry into health careers.

Health Science Careers (SHP)

The Goals of the Program

The Goals of the Program

- Expose high school students to health professions by providing foundational knowledge about health careers;
- Promote the concept of the health care team as essential to patient well-being;
- Provide students with a strong foundation in science, communication, and knowledge of the health care system;

- Provide college credit(s) by examination to students who qualify;
- Enhance quality "high school to college articulation"; and
- Assist in the long-range creation of a diverse health care work force.

Health Science Careers (SHP)

Program Overview

Program Overview

The Health Science Careers (HSC) program offers college credit(s) by examination in health care, medical communications, and related sciences during the junior and senior years of high school. This broad-based exposure to health sciences along with a clinical (shadowing) experience encourages students to consider health professions as a future career choice. The program provides a supportive environment for the student to sharpen their problem-solving and critical thinking skills as they experience the rigors of a post-high school curriculum.

The HSC program is versatile and can easily fit into the high school curriculum. The high schools choose a minimum of one course to a maximum of five courses out of the nine courses currently offered, providing students the potential of earning up to 15 college credits. Students begin with "Healthcare Systems and Interprofessional Practice. The courses are offered to selected 11th and 12th graders, although the Healthcare Systems and Interprofessional Practice may also be offered to 10th graders.

Students who successfully pass the courses with a C or better are eligible to take a content-specific standardized online exam to earn college credit. Passing the exam will earn the student an A, B+, B, C+, or C. However students have a right to refuse these grades if the request is received before the grade becomes part of the permanent record. Once the grades have been entered on the transcript it cannot be removed. Also note that colleges may or may not accept these credits.

Health Science Careers (SHP)

Courses Offered by the Rutgers HSC Include

Courses Offered by the Rutgers HSC Include

Anatomy and Physiology One and Two (4 credits)
Anatomy and Physiology is the study of the structure and function of the human body. These courses follow a sequential development of the major body systems in an organized and structured curriculum. The courses are designed to give the students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs will include slide work, dissection of various animals, and studies of the human skeleton. The courses will also use computer-simulated dissection.

Emergency and Clinical Care (2 credits)
Emergency and Clinical Care is a course that describes how to respond to emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to an emergency. The

intent of the course is to help the student feel more confident in his or her ability to act appropriately in the event of an emergency. Students are prepared to 1) obtain a patient medical history; 2) take and record vital signs relative to medical/dental treatment; and 3) acquire cardiopulmonary resuscitation certification.

The goal of this course is to provide students with the training needed to respond to community emergencies. First aid topics such as bleeding, shock, bandaging, burns, head and spinal injuries, chest, abdominal and pelvic injuries, bone, joint, and muscle injuries, splinting, medical emergencies, environmental emergencies, and traumatic injuries will be addressed. Students must complete the BLS Health Care Provider course through the AHA or similar through the American Red Cross.

Health Care Organizations and Interprofessional Practice (3 credits)
This course provides students with an overview of the health care delivery system, as well as a detailed look at healthcare careers and the interprofessional nature of practice. Students will also be introduced to team-based competencies and collaborative care models. The course looks at an overview of the healthcare industry and the issues that confront it. Segments of the course investigate the changing roles of the components of the system as well as the technical, economic, political, and social forces responsible for those changes.

Medical Terminology (3 credits)
Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures, and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate, and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition, and use of terms to all areas of medical science. The course includes terms related to anatomy of the human body, health and disease, and the use of language in processing medical/dental records and claim forms.

Scientific Principals of Nutrition (3 credits)
Scientific Principles of Nutrition outlines the relationship of diet, lifestyle, and the prevention of disease. An overview of the digestion, absorption, and metabolism of protein, carbohydrates, fat, vitamins, and minerals is provided. Nutrition needs at various stages of the life span are stressed. Applying the science of nutrition to your life including needs for fitness and physical activity, evaluating nutrition claims, food labeling, and other consumer concerns are emphasized.

Fundamentals of Health and Wellness (3 credits)
This course provides a comprehensive overview of health and wellness. The impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. The course will explore topics to nutrition, physical fitness, stress management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on self-responsibility.

Principles of Scientific Inquiry (3 credits)
TThis course provides an overview of the various methods used in scientific inquiry, including descriptive research, case studies, causal-comparative analysis, and experimental designs. Emphasis will be placed on problem definition via bibliographic inquiry, and the critical interpretation and use of research literature.

Interdisciplinary Studies Faculty (SHP)

Interdisciplinary Studies Faculty

For a listing of the Department of Interdisciplinary Studies' faculty, please visit the Faculty page on the School of Health Professions website.

Physician Assistant Studies and Practice (SHP)

PHYSICIAN ASSISTANT STUDIES AND PRACTICE

Physician Assistant, M.S., M.S./M.P.H.

Physician Assistant Studies and Practices Faculty

Physician Assistant, M.S., M.S./M.P.H. (SHP)

PHYSICIAN ASSISTANT, M.S., M.S./M.P.H.

Physician Assistant Profession

Physician assistants (PAs) are medical professionals who diagnose illness, develop and manage treatment plans, prescribe medications, and often serve as a patient's principal health care provider. With thousands of hours of medical training, PAs are versatile and collaborative.

PAs practice in every state and in every medical setting and specialty, improving health care access and quality.

Learn more about the PA profession at the American Academy of PAs (AAPA) website.

Degree Options

Degree Options

- Master of Science
- Articulated Bachelor of Arts/Master of Science or Bachelor of Science/Master of Science--a 3+3 program offered in affiliation with our college partners
- Master of Science/Master of Public Health

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Full-time students attend the program for three years and part-time students attend the program for four years. The part-time curriculum splits the first year of the full-time curriculum into two years. Full-time students and part-time students take their classes together; part-time students are just taking fewer classes at a time. After those two years, part-time students must attend the program full-time for the following two years.

Physician Assistant, M.S., M.S./M.P.H. (SHP)

Program Description

Program Description

The School of Health Professions' nationally ranked physician assistant (PA) program builds a strong foundation in the medical sciences and offers tremendous opportunities for a wide range of clinical rotations in medical and surgical specialties. The 33-month PA program provides students with an opportunity to develop their analytical skills, which is particularly important in today's health care environment where PAs are delegated increasing levels of responsibility. Guided by a diversified faculty who are educators, clinicians, and scientists, our students become not only technically competent but well-prepared to deliver high-quality humanistic patient care to a diverse population.

There are two routes of entry into the PA program. In the traditional route of entry, students apply through CASPA, a centralized application system. Traditional applicants must earn a bachelor's degree prior to the start of the program. The CASPA application opens at the end of April every year, and our deadline for complete and verified applications is September 1.

The majority of students follow the traditional curriculum, resulting in a Master of Science (M.S.) with a focus in Physician Assistant Studies. An alternative option is to pursue a dual degree with the School of Public Health: the master of science/master of public health (M.S./M.P.H.). Applicants who are interested in this path must apply to the PA program and the M.P.H. program separately and gain admission to both programs. The M.P.H. program uses SOPHAS, a centralized application system. Applicants should contact the M.P.H. program to determine if they are required to submit GRE scores. This is a four-year program. Students who are accepted into this dual-degree track would attend the PA program and the M.P.H. program concurrently as part-time students during the first two years of enrollment. During the third and fourth years, these students attend the PA program full time while they complete their clinical rotations/fieldwork for both the M.S. and M.P.H. degrees.

The bachelor of arts or bachelor of science/master of science (B.A./M.S. or B.S./M.S.) 3+3 program is another alternate route of entry. This is not a direct entry from high school. The first three years are spent as an undergraduate at one of our partner schools, and the last three years are spent in graduate school in the PA program. Students who attend one of our partner schools can apply to the 3+3 program in the spring of their sophomore year. The Admissions Committee provides 3+3 applicants with their decision prior to the start of the applicant's junior year. Those who are accepted into the 3+3 program have the following contingencies: they must maintain a minimum grade-point average of 3.2, complete all degree requirements for the undergraduate major by

the end of junior year, and complete all of the PA program's prerequisite course requirements by the end of junior year. Interested students must apply to an undergraduate program at one of our partner schools and then apply to the 3+3 program in their sophomore year. Prospective applicants should refer to the program website for the most up-to-date information regarding program partnerships.

It is important to visit the program website to confirm deadlines and admissions requirements.

Physician Assistant, M.S., M.S./M.P.H. (SHP)

Accreditation

Accreditation

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
12000 Findley Road
Suite 150
Johns Creek, Georgia 30097
P: 770-476-1224
Please visit the ARC-PA website.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Rutgers University Physician Assistant program sponsored by Rutgers University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Physician Assistant, M.S., M.S./M.P.H. (SHP)

Program Director and Location

Program Director and Location

Lori P. Palfreyman, DHSc, PA-C
palfrelp@shp.rutgers.edu
P: 732-235-4445

Primary Campus Location: Piscataway

Physician Assistant, M.S., M.S./M.P.H. (SHP)

Program Learning Goals and Outcomes

Program Learning Goals and Outcomes

Provide broad-based, high-quality education to graduate PAs who are well-prepared to work in a variety of settings.

The intense curriculum includes 114 credits across three years, with a full year of clinically-focused basic science preparation. Clinical rotations are offered in nine disciplines: Internal Medicine, Surgery, Pediatrics, Obstetrics/Gynecology, Emergency Medicine, Intensive Care Medicine, Psychiatry, Ambulatory/Family Medicine, and a Medical Sub-specialty. In addition, students choose two electives.
Graduates of the Program work in all types of settings, including inpatient units, emergency departments, rural health clinics, federally qualified health centers, community health centers, freestanding surgical centers, solo physician practices, single specialty physician practices, and multi-specialty physician practices.

Goal #1: Graduates of the program will successfully pass the PANCE with a first-time pass rate and ultimate pass rate above the national mean.

Outcome: The Class of 2023 achieved a first-time pass rate of 90% and an ultimate pass rate of 98%. The National Exam rates for 2023 include a first-time pass rate of 92% and an ultimate pass rate of 95%.

Foster humanistic care with an emphasis on beneficence.
The Program includes a threaded humanities curriculum, including opportunities for self-reflection. Students evaluate clinical sites on their ability to develop skills in providing humanistic care.

Goal #2: Greater than 90% of clinical sites surveyed by students will provide them with the opportunity to develop their skills in delivering humanistic care.

Outcome: 95% percent of clinical sites were evaluated by the Class of 2022 as either Strongly Agree or Agree with the statement: The clerkship provided me with an opportunity to develop my skills in providing humanistic patient care.

Promote a culture of diversity.
The student body includes diverse individuals from across the country representing various ethnic and racial groups. The Program consistently continues to focus recruitment efforts on identifying applicants from underrepresented groups.

Goal #3: The percentage of students of color will exceed the national mean for each cohort as reported by PAEA.1

1. Physician Assistant Education Association, By the Numbers: Student Report 4: Data from the 2019 Matriculating Student and End of Program Surveys, Washington, DC: PAEA; 2020. doi: 10.17538/SR2020.0004

Outcome: The percentage of students of color for the past five cohorts is listed below and compared to the national mean:

- Class of 2022: 42%; National Mean: 17.1%
- Class of 2023: 39%; National Mean: data 23.1%

- Class of 2024: 44%; National Mean: data not yet available
- Class of 2025: 56%; National Mean: data not yet available
- Class of 2026: 52%; National Mean: data not yet available

Foster the value of service to the community and the profession
Students are required to participate in a wide range of community service activities, and many surpass the minimum requirements. Program faculty demonstrate the importance of community service and to the profession in various capacities on the local, state, and national levels.

Goal #4: Students will have completed at least 35 hours of community service by program completion.

Outcome: The Class of 2023 completed over 1600 hours of community service, ranging from 35 to 60 hours and a mean of 40 hours

Physician Assistant, M.S., M.S./M.P.H. (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions tab.

Physician Assistant, M.S., M.S./M.P.H. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Physician Assistant Studies and Practices Faculty (SHP)

Physician Assistant Studies and Practices Faculty

For a listing of the Department of Physician Assistant Studies and Practice's faculty, please visit the faculty page on the School of Health Professions website.

Psychiatric Rehabilitation and Counseling Professions (SHP)

PSYCHIATRIC REHABILITATION AND COUNSELING PROFESSIONS

Occupational Therapy Assistant, A.S.

Occupational Therapy Assistant, B.S.

Psychiatric Rehabilitation and Psychology, B.S.

Psychiatric Rehabilitation, B.S.

Rehabilitation Counseling, Clinical Mental Health Counseling Track, M.S.

Post Master's Certificate in Professional Counseling for Current and Former MAP GSAPP Students

Psychiatric Rehabilitation Counseling, Ph.D.

Psychiatric Rehabilitation and Counseling Professions Faculty

Occupational Therapy Assistant, B.S. (SHP)

OCCUPATIONAL THERAPY ASSISTANT, B.S.

Occupational Therapy Assistant Profession

The occupational therapy profession was established in 1917, and in 1958 the American Occupational Therapy Association's leadership recognized the role of the occupational therapy assistant (OTA). OTAs work in collaboration and under the supervision of occupational therapists in health care, educational, and community settings to help develop, restore, or enhance occupational performance of persons who are challenged by disability, trauma, and/or the aging process. There are employment opportunities for OTAs in hospitals, rehabilitation centers, long-term care facilities, community mental health centers, and public and private schools. Occupational therapy assistants must receive supervision from occupational therapists to deliver occupational therapy services.

The responsibilities of the occupational therapy assistant include:

- Contributing to the process of evaluating a client by gathering information and administering selected assessments.
- Assisting with the development of client-centered intervention plans.
- Providing occupational therapy interventions to individuals and groups.
- Documenting occupational therapy services provided.

Occupational Therapy Assistant, B.S. (SHP)

Degree Options

Degree Options

- Bachelor of Science in Occupational Therapy Assistant.

Occupational Therapy Assistant, B.S. (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Full Time Status: 60 credits completed at Rutgers including academic and fieldwork education that are completed on a full time 5 semester enrollment.

Occupational Therapy Assistant, B.S. (SHP)

Program Description

Program Description

The 120-credit bachelor of science degree program in occupational therapy assistant is offered by Rutgers School of Health Professions. Students complete at least 60 general education credits at a college of their choice as prerequisite to the 60 credits of professional coursework at Rutgers, on the Piscataway campus. Admission to the professional phase of the occupational therapy assistant program at Rutgers is competitive; completion of the preprofessional curriculum does not guarantee admission.

Supervised fieldwork education is provided by Rutgers clinical partners in health care, educational, and other community settings.

The professional coursework supports the program's mission emphasizing human occupation and adaptation, the process of becoming an occupational therapy (OT) professional, and the required competencies and contextual influences of OT practice.

The program uses web-enhanced design for most courses and one course is conducted exclusively by web-based instruction requiring:

- Ability to perform basic operations of the computer
- Ability to connect, access, and browse the internet using a high-speed connection
- Use of software applications such as Microsoft Word and PowerPoint
- Ability to use online communication tools
- Software installation for security and virus protection

The occupational therapy assistant program at Rutgers, The State University of New Jersey, is seeking initial accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929.

ACOTE's telephone number c/o AOTA is 301-652-AOTA. Please visit the ACOTE website for more information.

Occupational Therapy Assistant, B.S. (SHP)

Fieldwork

Fieldwork

Academic Fieldwork

Each student is assigned to a fieldwork site for each Level I and Level II experience by the academic fieldwork coordinator considering the curriculum sequence and student learning needs. A Memorandum of Understanding between Rutgers School of Health Professions and the clinical facility must be in place before a student can complete fieldwork at the facility. The fieldwork sites are located primarily in New Jersey. Arrangements for Level II fieldwork placements in other states can be made as requested by students in accordance with state authorization.

Level I Fieldwork

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of the clients. Level I fieldwork is integral to this program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.

Level II Fieldwork

Each of the two Level II fieldwork opportunities in the occupational therapy assistant (OTA) program is an in-depth experience that requires students to demonstrate entry-level competence in delivering OT services under the direct supervision of an OT or an OTA under the supervision of an OT. Each Level II fieldwork is a minimum of eight weeks in duration.

Occupational Therapy Assistant, B.S. (SHP)

Accreditation

Accreditation

Accreditation: The B.S. OTA program is seeking initial accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE)- 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, (301) 652-6611, accred@aota.org.

Occupational Therapy Assistant, B.S. (SHP)

Program Director and Location

Program Director and Location

Elizabeth Abadiotakis, OTD, OTR/L
E: ea626@shp.rutgers.edu
P: 908-889-2474

The OTA program is located on the Rutgers Busch campus at 675 Hoes Lane West, Piscataway, NJ 07076.

Occupational Therapy Assistant, B.S. (SHP)

Program Learning Goals

Program Learning Goals

The Occupational Therapy Assistant (OTA) Program is committed to preparing Occupational Therapy Assistants as professionals who will contribute to the health and well-being of individuals, groups, and populations in New Jersey and beyond. The OTA program prepares students to serve people of all ages who experience illness, disease, disability, disadvantages, trauma and challenging life circumstances, to adapt by participating in meaningful occupations. The Bachelor of Science curriculum prepares the OTA for advanced practice as a dynamic and inter-professional team member to respond to the challenges within health care, educational, and other community systems.

The OTA program is dedicated to the pursuit of excellence in undergraduate education in collaboration with other New Jersey colleges, industry partners, and fieldwork educators. The program faculty contributes to scholarship that supports healthcare education and occupational therapy practice. The program faculty and students envision participating in service to underserved persons as part of the educational program.

Occupational Therapy Assistant, B.S. (SHP)

Program Learning Outcomes

Program Learning Outcomes

Upon completion of the occupational therapy assistant program the graduate will:

- Become a Certified Occupational Therapy Assistant (COTA) by successfully passing the certification exam administered by the National Board for Certification in OT (NBCOT) within six months of graduation.
- Demonstrate the roles and responsibilities of the OTA as defined by the American Occupational Therapy Association (AOTA), consistent with state licensure regulations for an OTA (New Jersey or elsewhere).
- Communicate effectively in an understandable and professional manner with clients, families, colleagues, and the public.
- Produce clear and understandable documentation according to the requirements of the facility, federal and state laws, regulatory and payer requirements, and AOTA documents.
- Deliver occupational therapy services under the supervision of an occupational therapist in accordance with the AOTA Practice Framework.
- Contribute to the delivery of high-quality, cost-effective, and integrated care as a team member in health, education, and community setting.
- Participate as an occupational therapy professional in local, state, and national organizations.

Occupational Therapy Assistant, B.S. (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit the B.S. in Occupational Therapy Assistant page on the School of Health Professions website. Click the Admissions Criteria tab.

Occupational Therapy Assistant, B.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit the Requirements for Graduation and Course Descriptions page on the School of Health Professions website.

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

PSYCHIATRIC REHABILITATION AND PSYCHOLOGY, B.S.

Psychiatric Rehabilitation Professions

Psychiatric rehabilitation promotes recovery, community integration, and improved quality of life for persons who have been diagnosed with any mental health condition that seriously impairs functioning. Psychiatric rehabilitation practitioners help individuals develop skills and access resources needed to increase their capacity to be successful in the living, working, learning, and social environments of their choice.

As New Jersey and other states continue to downsize state psychiatric institutions and redirect public mental health funding to community-based alternatives, employment opportunities for program graduates continue to expand. The knowledge and skills of the psychiatric rehabilitation practitioner qualify her or him to conduct rehabilitation assessments and provide supportive counseling, case management services, and vocational rehabilitation interventions. The practitioner is also prepared to facilitate individual and group skills training sessions, as well as illness management and support groups.

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

Degree Options

Degree Options

- Bachelor of Science in Psychiatric Rehabilitation and Psychology - Dual Major Program

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Full-time and part-time courses of study are available for both programs, including day and evening classes and online classes. Classes are taken during fall, spring, and summer semesters.

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

Program Description

Program Description

Bachelor of Science in Psychiatric Rehabilitation and Psychology

The dual-major program in psychiatric rehabilitation and psychology is a joint-degree program with Rutgers-Newark College of Arts and Sciences, Kean University, Georgian Court University, and Felician University. This unique program offers a dual major in psychiatric rehabilitation and psychology and provides educational and clinical preparation for professional roles in psychiatric rehabilitation and community mental health settings. Graduates are employed by programs that provide services to individuals living with serious mental illnesses. These include assertive community treatment (PACT) teams, case management programs, partial care programs, supported employment programs, and supported housing programs. Students are prepared to pursue a variety of graduate degree options, including rehabilitation counseling, social work, psychology, and related fields.

Students enter the program during their sophomore or junior year at the partner school where they fulfill their psychology and general education requirements. At the School of Health Professions (SHP), they complete a 21-credit core in psychiatric rehabilitation, a 12-credit practicum sequence, and 12 credits of electives in upper-level psychiatric rehabilitation courses, for a total of 120 credits.

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

Program Learning Goals

Program Learning Goals

The overall goal of both psychiatric rehabilitation bachelor's degree programs is to prepare competent individuals to work in the psychiatric rehabilitation field, with the primary objective of working with individuals who have psychiatric disabilities to achieve their goals and needs in their living, learning, working, and social environment of choice, in accord with clinical, legal, ethical, and regulatory guidelines. Additionally, this program is designed to prepare students to pursue graduate coursework in rehabilitation counseling, social work, psychology, or other related fields of study.

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

Program Director and Location

Program Director and Location

Peter M. Basto, Phd, CPRP
E: peter.m.basto@rutgers.edu
P: 908-889-2550

Primary Campus Locations: Piscataway, Online, web-based

Most courses are offered in the traditional classroom setting. Some courses are web-based or web-enhanced.

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

Program Learning Outcomes

Program Learning Outcomes

- Identify and assess psychiatric rehabilitation service modalities.
- Create wellness and recovery plans to assist in managing symptoms and functional deficits of serious mental illness.
- Describe community resources including housing, entitlements, and other essential resources.
- Adapt treatment and rehabilitation efforts for individuals based on personal history, developmental factors, and current medical and psychiatric history.
- Utilize communication techniques in a professional capacity with individuals, families, team members, and people in the community.
- Plan and facilitate rehabilitation groups.
- Provide psychiatric rehabilitation interventions to promote skill development and resource acquisition.
- Work effectively as part of an interdisciplinary team to provide wellness and recovery focused rehabilitation services.
- Describe and utilize evidence based psychiatric rehabilitation practices.
- Describe and utilize intervention strategies that target specialized populations such as persons with co-occurring disorders.

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit the B.S. in Psychiatric Rehabilitation and Psychology page on the School of Health Professions website. Click the Admissions Criteria tab.

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit the Requirements for Graduation and Course Descriptions page on the School of Health Professions website.

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

Academic Affiliates

Academic Affiliates

Felician University
262 South Main Street
Lodi, NJ 07644
P: 201-355-1465
E: admissions@felician.edu

Georgian Court University
900 Lakewood Avenue
Lakewood, NJ 08701
P: 800-458-8422
E: admissions@georgian.edu

Kean University
1000 Morris Avenue
Union, NJ 07083
P: 908-737-7100
E: admitme@kean.edu

Rutgers-Newark College of Arts and Sciences
Office of Admissions
140 University Avenue
Englehard Hall, Room 101
Newark, NJ 07102
P: 973-353-5205
E: newarkadmissions@ugadm.rutgers.edu

Psychiatric Rehabilitation and Psychology, B.S. (SHP)

Clinical Affiliates

Clinical Affiliates

- Bridgeway Behavioral Health Services
- Catholic Charities

- Collaborative Support Programs of NJ
- Project Live Inc.
- Triple C Housing
- Volunteers of America

Psychiatric Rehabilitation, B.S. (SHP)

PSYCHIATRIC REHABILITATION, B.S.

Psychiatric Rehabilitation, B.S. (SHP)

Degree Options

Degree Options

Bachelor of Science in Psychiatric Rehabilitation.

Psychiatric Rehabilitation, B.S. (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Full-time and part-time courses of study are available for both programs, including day and evening and online classes. Classes are taken during fall, spring, and summer semesters.

Psychiatric Rehabilitation, B.S. (SHP)

Program Description

Program Description

The B.S. in Psychiatric Rehabilitation (solo degree) is a degree completion program geared towards students with an Associate degree in human services, health professions, or the arts and sciences (students without a degree who have obtained 60 college credits may also apply). Students obtain their general education courses from their Associate degree program and complete their Bachelor's degree credits at SHP.

Through intensive coursework and field experience, students learn the skills to help people with serious mental health conditions to live independently. Graduates are prepared to practice psychiatric rehabilitation in both group and individualized settings, helping people gain access to resources needed to successfully integrate into the community.

Psychiatric Rehabilitation, B.S. (SHP)

Program Learning Goals

Program Learning Goals

The overall goal of both psychiatric rehabilitation bachelor's degree programs is to prepare competent individuals to work in the psychiatric rehabilitation field, with the primary objective of working with individuals who have a serious mental health condition to achieve their goals and needs in their living, learning, working, and social environment of choice, in accord with clinical, legal, ethical, and regulatory guidelines. Additionally, this program is designed to prepare students to pursue graduate coursework in rehabilitation counseling, social work, psychology, or other related fields of study.

Psychiatric Rehabilitation, B.S. (SHP)

Program Director and Location

Program Director and Location

Peter M. Basto, Phd, CPRP
E: peter.m.basto@rutgers.edu
P: 908-889-2550

Primary Campus Locations: Piscataway, Online, web-based

Most courses are offered in the traditional classroom setting. Some courses are web-based or web-enhanced.

Psychiatric Rehabilitation, B.S. (SHP)

Program Learning Outcomes

Program Learning Outcomes

- Identify and assess psychiatric rehabilitation service modalities.
- Create wellness and recovery plans to assist in managing symptoms and functional deficits of serious mental illness.
- Describe community resources including housing, entitlements, and other essential resources.
- Adapt treatment and rehabilitation efforts for individuals based on personal history, developmental factors, and current medical and psychiatric history.
- Utilize communication techniques in a professional capacity with individuals, families, team members, and people in the community.
- Plan and facilitate rehabilitation groups.
- Provide psychiatric rehabilitation interventions to promote skill development and resource acquisition.
- Work effectively as part of an interdisciplinary team to provide wellness and recovery-focused rehabilitation services.
- Describe and utilize evidence-based psychiatric rehabilitation practices.
- Describe and utilize intervention strategies that target specialized populations such as persons with co-occurring disorders.

- Complete documentation requirements that meet state and federal insurance regulations.

Psychiatric Rehabilitation, B.S. (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Psychiatric Rehabilitation, B.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Psychiatric Rehabilitation, B.S. (SHP)

Academic Affiliates

Academic Affiliates

The BS in Psychiatric Rehabilitation program is designed to be taken entirely at the Rutgers-SHP.

Psychiatric Rehabilitation, B.S. (SHP)

Clinical Affiliates

Clinical Affiliates

- Bridgeway Rehabilitation Services
- Catholic Charities
- Collaborative Support Programs of NJ
- Project Live Inc.
- Triple C Housing
- Volunteers of America

Rehabilitation Counseling, Clinical Mental Health Counseling Track, M.S. (SHP)

REHABILITATION COUNSELING, CLINICAL MENTAL HEALTH COUNSELING TRACK, M.S.

The Counseling Profession: Clinical Mental Health and Rehabilitation Counseling

Master's-level counselors find employment in many settings including community agencies, state and federal government agencies, the insurance industry, and private practice. They provide individual or group counseling and frequently work with families of individuals seeking services. Counseling is one profession with several specializations. This degree provides students with specializations in both clinical mental health counseling and rehabilitation counseling.

Mental health counselors help people manage or overcome mental and emotional disorders and problems with relationships. Examples of what mental health counselors do include encouraging clients to discuss their experiences and process reactions to them to adjust to changes in life, guiding clients through the process of making decisions about their future, counseling clients about developing strategies and skills to change their behavior or cope with difficult situations, and coordinating services with other professionals such as psychiatrists. While some disorders can be overcome, many others need to be managed. Mental health counselors work with clients to develop strategies and skills to minimize the effects of their disorders or illnesses including developing and implementing strategies to encourage wellness.

Rehabilitation counselors are counselors who possess the specialized knowledge, skills, and attitudes needed to collaborate in a professional counseling relationship with people who have disabilities to achieve their personal, psychological, social, and career goals. Currently, there is high demand in New Jersey, the surrounding regions, and nationally for master's-level rehabilitation counselors.

Degree Options

Degree Options

- Master of Science in Rehabilitation Counseling - Clinical Mental Health Counseling Track

Rehabilitation Counseling, Clinical Mental Health Counseling Track, M.S. (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Students may complete the degree in two years on a full-time basis or three years with a combination of full-time and part-time attendance. Students who wish to take two courses each semester may complete the degree in three and a half to four years. All degree options require attendance in the summer semester as certain required courses are offered only in the summer.

Program Description

Program Description

The master of science in rehabilitation counseling, clinical mental health counseling track is designed to enhance the career advancement of experienced people already working in the human services field, as well as prepare people to enter the field. Our program emphasizes approaches based on cognitive behavioral counseling, focusing on helping clients to understand harmful thoughts, feelings, and beliefs and replace them with positive, life-enhancing ones, as well as teaching clients to eliminate unwanted behaviors and replace them with more productive ones. The program also focuses on the use of evidence-based and promising practices for counseling and service delivery, in particular, those designed to provide counseling and other services for individuals with severe mental illness.

Completion of the degree requires 60 credits. Students complete a common core of 13 counseling courses (39 credits). This coursework provides students with a solid foundation in content areas such as theories of counseling, techniques and methods for counseling individuals and groups, human growth and development and the impact of disabilities, and ethical and legal standards of the profession. Additionally, all students complete a practicum of at least 100 hours including 40 hours of direct service and an internship of at least 600 hours including 240 hours of direct service. These clinical experiences total 9 credits. Students also take four courses (12 credits) in the area of clinical mental health counseling.

Accreditation

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) in Clinical Mental Health Counseling pending re-accreditation review.

Program Director and Location

Program Director and Location

Janice D. Oursler
E: ourslejd@shp.rutgers.edu

Primary Campus Locations: Piscataway, Camden

Rehabilitation Counseling, Clinical Mental Health Counseling Track, M.S. (SHP)

Program Learning Goals

Program Learning Goals

The mission of the master of science (M.S.) in rehabilitation counseling, clinical mental health counseling track is to educate individuals to be socially responsible counseling professionals who will work competently, creatively, and collaboratively with and within the community in an environment of diversity so that persons in the community, including those with psychiatric and other disabilities, are empowered to pursue personally important goals, including career with success and satisfaction. To accomplish the mission of the program and to prepare program graduates to work in a variety of settings including community agencies, government agencies, and other community-based services, we seek to provide students with a broad knowledge of the counseling field including theory, research, ethical practices and decision-making, a well-developed set of interpersonal and counseling skills as applied to the helping relationship, and specialized knowledge of working with the community in an environment of diversity and of counseling individuals with psychiatric and other disabilities in the community. The curriculum is designed to educate students in the knowledge base of the field, including current research combined with supervised clinical experience in counseling to practice that knowledge base. At the conclusion of degree studies, program graduates are expected to have the skill set of an entry-level counseling professional.

Rehabilitation Counseling, Clinical Mental Health Counseling Track, M.S. (SHP)

Program Learning Outcomes

Program Learning Outcomes

As part of the program's self-evaluation process, we collect information on student learning outcomes. Outcomes are defined by program faculty and are related to specific School of Health Professions (SHP) student learning outcomes as well as outcomes related to accreditation standards. Student learning outcomes to be evaluated are updated per SHP standards and changes in accreditation standards. Examples of current learning outcomes are below:

- Student completes an internship in an approved agency in the community for a minimum of 600 hours including 240 hours of direct service.
- Student demonstrates ability to conduct an intake interview and document information from the interview.

- Student selects counseling interventions based on client concerns and evaluates effectiveness.
- Student organizes and leads a group based on psychiatric rehabilitation principles.
- Student adheres to professional and ethical standards.

Rehabilitation Counseling, Clinical Mental Health Counseling Track, M.S. (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Rehabilitation Counseling, Clinical Mental Health Counseling Track, M.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Rehabilitation Counseling, Clinical Mental Health Counseling Track, M.S. (SHP)

Clinical Affiliates

Clinical Affiliates

The master of science in rehabilitation counseling, clinical mental health counseling track maintains clinical affiliations with over 100 agencies in New Jersey and the surrounding region. Affiliations include state and federal government agencies that provide mental health and rehabilitation services, community mental health agencies, and community rehabilitation provider agencies.

Post Masters Certificate in Professional Counseling for Current and Former MAP GSAPP Students (SHP)

POST MASTERS CERTIFICATE IN PROFESSIONAL COUNSELING FOR CURRENT AND FORMER MAP GSAPP STUDENTS

Post Masters Certificate in Professional Counseling for Current and Former MAP GSAPP Students (SHP)

Degree Options

Degree Options

- Post MS Certificate in Professional Counseling for GSAPP

Post Masters Certificate in Professional Counseling for Current and Former MAP GSAPP Students (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Program is completed on a part-time basis.

Post Masters Certificate in Professional Counseling for Current and Former MAP GSAPP Students (SHP)

Program Description

Program Description

The Program aims to admit qualified candidates possessing a master's degree in professional counseling, applied psychology or related field, in need of additional credits towards licensure in New Jersey as a Licensed Professional Counselor (LPC). This certificate is designed for GSAPP Masters in Applied Psychology (MAP) graduates who need an additional 18 credits beyond their 42-credit master's degree to become eligible for the LPC.

Post Masters Certificate in Professional Counseling for Current and Former MAP GSAPP Students (SHP)

Program Director and Location

Program Director and Location

Janice D. Oursler
E: ourslejd@shp.rutgers.edu

Primary Campus Locations: Piscataway and online.

Post Masters Certificate in Professional Counseling for Current and Former MAP GSAPP Students (SHP)

Program Learning Goals

Program Learning Goals

1. Apply theories and principles of group counseling and relevant research literature to group practice.
2. Develop assessment strategies based on relevant client characteristics such as age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations.
3. Conduct evaluations and write reports based on test results using general principles and methods of case conceptualization, and assessment.
4. Demonstrate the use of counseling techniques to present evaluation results to clients and incorporate results in planning with the client.
5. Complete an assessment about the client's perspective on making changes related to career and readiness for employment and interpret it to the client.
6. Using the American Counseling Association (ACA) Code of Ethics and other relevant Codes, apply ethical decision-making principles to practical problems.

7. Discuss major counseling-related legislation including those concerning the rights of people with disabilities.
8. Present an overview of the organizational structure of the community service systems including the relationship among public, not-for-profit, and private, for-profit services.
9. Demonstrate the skills required for effective group leadership by preparing and implementing group sessions in a laboratory situation. This includes developing plans for recruiting, screening, and selecting members and applying approaches for various populations such as persons with disabilities and other special populations and types of groups such as psychoeducational and skills groups.
10. Recognize and state legal and ethical issues in designing and facilitating groups and work with families including issues related to informed client consent, choice, empowerment, and documentation.

Program Learning Outcomes

Program Learning Outcomes

- Upon completion, students will have the knowledge and skill set of an entry level professional counselor.

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit the Certificates page on the School of Health Professions website. Click the Admissions Criteria tab.

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit the Requirements for Graduation and Course Descriptions page on the School of Health Professions website.

Academic Affiliates

Academic Affiliates

This is a joint certificate with MAP GSAPP.

Clinical Affiliates

Clinical Affiliates

Clinical affiliates for certificate students will be provided by GSAPP.

Psychiatric Rehabilitation Counseling, Ph.D. (SHP)

PSYCHIATRIC REHABILITATION COUNSELING, PH.D.

Psychiatric Rehabilitation Professions

The overall goal of the doctoral degree in psychiatric rehabilitation (PsyR) counseling is to prepare competent educators, scholars, researchers, and leaders in psychiatric rehabilitation to work in academia, research institutes, state- and county-level mental health divisions, community mental health agencies, and managed care industries with the primary objectives of educating, researching, evaluating, and advocating for effective interventions, services, and supports for individuals living with psychiatric conditions.

Counselor Education and Supervision Track

The goal of the counselor education and supervision track is to prepare graduates to work as educators in graduate-level counseling and other programs, clinicians, clinical supervisors, researchers, and leaders and advocates within the counseling field. This track will prepare graduates to positively impact general counseling services and those specific to individuals with psychiatric conditions by fostering the development, implementation, and evaluation of evidence-based and promising approaches, teaching future counselors, and providing clinical supervision. The curriculum is designed so that doctoral students will: 1) develop advanced counseling expertise in working with people with psychiatric conditions; 2) establish collaborative relationships with faculty in the areas of counseling and clinical supervision, teaching, research, professional writing, and service to the profession and the public; 3) contribute to and promote scholarly research related to counseling; and 4) actively participate in professional counseling organization(s) as part of developing leadership and advocacy skills.

Degree Options

Degree Options

- Ph.D. Psychiatric Rehabilitation Counseling
- Ph.D. Psychiatric Rehabilitation Counseling- Counselor Education and Supervision Track

Full-Time and Part-Time Status

Full-Time and Part-Time Status

The program is designed to accommodate the working professional; as such it is available three semesters per year (fall, spring, summer) on a part-time basis. Classes are typically offered, in person on the Busch Campus in Piscataway, NJ, on weekday evenings, from Monday to Thursday.

Psychiatric Rehabilitation Counseling, Ph.D. (SHP)

Program Description

Program Description

The **psychiatric rehabilitation counseling Ph.D**. curriculum consists of 76 credits from the areas of research, psychiatric rehabilitation methods, and teaching. Written and oral communication skills are stressed. In addition, there is a strong emphasis on practical applications of knowledge and skills in seminars, independent studies, and original research. Students are required to carry out research projects both individually and as a member of a team.

Transfer credits from other graduate studies will be considered. In addition, with faculty approval, students may develop portfolios to receive credit for specific areas of professional expertise. Students are required to sit for a qualifying examination after completing a minimum of 36 core credits and prior to entering candidacy for the doctorate.

A sample of courses specific to the doctoral program include:

- PSRT5311 Statistical Methods
- PSRT5321 Applied Research
- PSRT6015 General Linear Model
- PSRT6211 Seminar in Qualitative Methods of Inquiry
- PSRT6301 Advanced Doctoral Seminar

The **counselor education and supervision track** consists of 64 credits taken in the areas of counseling practice and clinical supervision, research, teaching, leadership and advocacy, practicum, and counseling individuals with psychiatric conditions. These credits must be taken after the completion of a master's degree from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) or equivalent program. Additional credits (by advisement) may be required to fulfill CACREP requirements.

A sample of courses for the PhD in Psychiatric Rehabilitation Counseling include:

- PSRT5311 Statistical Methods
- PSRT5321 Applied Research
- PSRT6015 General Linear Model
- PSRT6120 Advanced Theories of Counseling
- PSRT6211 Seminar in Qualitative Methods of Inquiry
- PSRT6301 Advanced Doctoral Seminar

- PSRT6305 Seminar in Counselor Leadership and Advocacy
- PSRT7000 Teaching in Counselor Education

Psychiatric Rehabilitation Counseling, Ph.D. (SHP)

Program Director and Location

Assistant Program Director and Location

Anthony Zazzarino, PhD, LPC, ACS
E: asz28@shp.rutgers.edu

Primary Campus Locations: Piscataway

Psychiatric Rehabilitation Counseling, Ph.D. (SHP)

Program Learning Goals

Program Learning Goals

Ph.D. in Psychiatric Rehabilitation

The psychiatric rehabilitation (PsyR) program trains doctoral-level professionals who will contribute to the PsyR knowledge base; design and lead innovative, effective, and efficient services; and educate and train current staff and new professionals in the field and the classroom with the overall goal of improved services and supports for people with serious psychiatric conditions.

Students earning the Ph.D. in psychiatric rehabilitation are expected to be leaders in the field. As such they will have a comprehensive understanding of PsyR goals, values, and principles as well as services. In addition, they will have basic knowledge of research methods covering the areas of statistics, psychometrics, applied and formal research, and program evaluation. Finally, through guided rigorous study and dissertation research, they will be an expert in one or more aspects of the field.

Counselor Education and Supervision Track

The mission of the psychiatric rehabilitation (PsyR) program in counselor education and supervision is to prepare counselor educators, clinical supervisors, researchers, and leaders and advocates within the counseling field. This track specializes in counseling approaches and techniques for individuals with psychiatric conditions.

Students earning the PsyR in the counselor education and supervision track are expected to be leaders in the field. As such they will have a comprehensive understanding of counseling, counselor education, and clinical supervision. In addition, they will have basic knowledge of research methods covering the areas of statistics, psychometrics, applied and formal research, and program evaluation. Finally, through guided rigorous study and dissertation research, they will be an expert in one or more aspects of the field.

Psychiatric Rehabilitation Counseling, Ph.D. (SHP)

Program Learning Outcomes

Program Learning Outcomes

Students of the psychiatric rehabilitation (PsyR) Ph.D. program will be able to:

- Identify and describe the core goals, values, and principles of PsyR;
- Identify evidence-based practices;
- Design and conduct an original research study that contributes to the PsyR knowledge base and utilizes appropriate univariate and multivariate qualitative or quantitative statistical techniques; and
- Articulate a coherent teaching philosophy and develop and deliver a teaching curriculum that incorporates effective teaching strategies based in higher education learning theory;
- Apply the core goals, values, and principles of psychiatric rehabilitation and counseling to all research, scholarship, and educational endeavors;
- Collaborate with others to advance the research and scholarship;
- Critically review, appraise, and synthesize relevant published literature;
- Communicate competently through oral, written, and electronic methods.

Students of the counselor education and supervision track will be able to:

1. Fulfill leadership roles in the counseling field, advocating for the discipline and the individuals served by the discipline.
2. Plan, conduct, and defend original research that creates or tests new concepts, hypotheses, models, and/or theories that contribute to the advancement of the counseling field.
3. Utilize effective teaching techniques to convey knowledge in counseling and counselor education.
4. Apply the core goals, values, and principles of psychiatric rehabilitation and counseling to all research, scholarship, education, and clinical endeavors.
5. Collaborate with others to advance the scientific bases of knowledge in counseling and counselor education via ongoing research and scholarship.
6. Critically review, appraise, and synthesize relevant published literature related to counseling and counselor education.
7. Communicate competently through oral, written, and electronic methods.
8. Integrate the principles of ethics and cultural sensitivity and competence, related to counseling and counselor education, within all interpersonal and professional activities.

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit the Ph.D. in Psychiatric Rehabilitation page on the School of Health Professions website. Click the Admissions Criteria tab.

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit the Requirements for Graduation and Course Descriptions page on the School of Health Professions website.

Psychiatric Rehabilitation and Counseling Professions Faculty (SHP)

Psychiatric Rehabilitation and Counseling Professions Faculty

For a listing of the Department of Psychiatric Rehabilitation and Counseling Professions' faculty, please visit the Faculty page on the School of Health Professions website.

Rehabilitation and Movement Sciences (SHP)

REHABILITATION AND MOVEMENT SCIENCES

Speech-Language Pathology, M.S.

Occupational Therapy, Doctorate

Physical Therapy, Doctorate

Rehabilitation and Movement Sciences Faculty

Speech-Language Pathology, M.S. (SHP)

SPEECH-LANGUAGE PATHOLOGY, M.S.

Speech Language Pathology Profession

Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders across the life span. SLPs also provide aural rehabilitation for individuals who are deaf or have a hearing impairment. Augmentative and alternative communication (AAC) systems for individuals with severe expressive and/or language comprehension disorders are managed by SLPs.

SLPs work with the full range of human communication and swallowing disorders in individuals of all ages. SLPs:

- Evaluate and diagnose speech, language, communication, and swallowing disorders.
- Treat speech, language, communication, and swallowing disorders.

- Provide training and education to family/caregivers and other professionals.
- Work collaboratively with professionals from many other disciplines (ASHA, 2020).

Speech-Language Pathology, M.S. (SHP)

Degree Options

Degree Options

- Master of Science in Speech-Language Pathology

Speech-Language Pathology, M.S. (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

This program is only available on a full-time basis with courses offered during the day.

Speech-Language Pathology, M.S. (SHP)

Program Description

Program Description

The Master of Science in Speech-Language Pathology (M.S.S.L.P.) holds its classes in the Stanley S. Bergen Building in Newark, on the campus of Rutgers Health. This program is a 65-credit, entry-level program that prepares students to prevent, evaluate, diagnose, and treat speech, language communication, and swallowing disorders.

This program, which is completed over five consecutive semesters (two years), emphasizes service delivery for multi-ethnic, socially diverse populations--including dialectal speakers of English and bilingual/multilingual individuals--with speech, language, communication, and swallowing disorders within an interdisciplinary health care context. All students receive didactic content and clinical experiences with multi-ethnic, socially diverse populations. Eligible students who meet additional requirements will have the option of completing the Bilingual Competency Recognition (BCR). Additional requirements for BCR include: (1) proficiency testing by MS-SLP faculty; and (2) completion of one of the external clinical practica with bilingual clients. With a curricular emphasis on interprofessional services for communicatively impaired ethnically diverse populations, our M.S.S.L.P. program is expected to train students to work with both child and adult caseloads in our complex multidisciplinary healthcare settings serving multi-ethnic communities.

This program prepares students to provide contemporary speech, language, and communicative services to a diverse clinical population within the context of interprofessional practice. There will be three practica experiences at the Rutgers University Speech-Language Pathology Clinic and two full-time practica in an off-campus clinical setting. The off-campus clinical experiences will be offered in a variety of clinical settings (e.g., public/private school, hospital, skilled nursing facilities, early intervention program, etc.).

Speech-Language Pathology, M.S. (SHP)

Accreditation Status

Accreditation Status

The Master of Science in Speech-Language Pathology program at Rutgers University is a Candidate for:

Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association:

2200 Research Boulevard
#310
Rockville, MD, 20850
P:800-498-2071 or 301-296-5700

Status:
This is a "pre-accreditation" status with the CAA awarded to developing or emerging programs for a maximum period of five years.

Speech-Language Pathology, M.S. (SHP)

Program Director and Location

Program Director and Location

Celeste Anne Domsch, Ph.D.
E: celeste.domsch@rutgers.edu
P: 973-972-2234

Primary Campus Location: Newark

Speech-Language Pathology, M.S. (SHP)

Program Learning Goals and Learning Outcomes

Program Learning Goals and Learning Outcomes

The speech-language pathology (SLP) program at Rutgers University has three major program goals:

Program Goal 1: Excellence in academic education and clinical preparation. The academic and clinical curriculum is based on state-of-the-art scientific information and clinical procedures.

Objectives:

1. Infuse the curriculum with content regarding multiculturally diverse populations, particularly dialectal and bilingual/multilingual influences on speech, language, and communication skills.

2. Ensure the curriculum contains information regarding interprofessional education and that students have opportunities for interprofessional practice in the clinical setting.
3. Incorporate contemporary principles of clinical practice in the assessment and management of speech, language, communication, and swallowing disorders within a medical setting.
4. Prepare students for American Speech-Language-Hearing Association certification, professional New Jersey state licensure, and the New Jersey Department of Education speech-language specialist certification.

Program Goal 2: Excellence in faculty and student scholarship. Academic and clinical faculty are dedicated to professional scholarship and increasing student participation in scholarship.

Objectives:

1. Produce faculty scholarship to promote the national ranking of the program.
2. Actively engage students in clinically relevant research and problem solving.
3. Foster student scholarship through implementation of evidence-based practice in clinical and professional venues.

Program Goal 3: Expand community visibility and clinical opportunities. The SLP program at Rutgers University is committed to addressing the clinical needs in speech, language, communication, and swallowing in the Newark, New Jersey, community and beyond.

Objectives:

1. Offer affordable, accessible, and quality clinical services to the Newark community and beyond.
2. Provide continuing education opportunities to practicing clinicians.
3. Engage community members in program development and educational strategies.

Speech-Language Pathology, M.S. (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit the M.S. in Speech-Language Pathology page on the School of Health Professions website. Click the Admissions Criteria tab.

Speech-Language Pathology, M.S. (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit the Requirements for Graduation and Course Descriptions page on the School of Health Professions website.

Occupational Therapy, Doctorate (SHP)

OCCUPATIONAL THERAPY, DOCTORATE

Occupational Therapy Profession

Occupational therapists help people of all ages participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Occupational therapy helps people function in all of their environments (e.g., home, work, school, and community) and addresses the physical, psychological, and cognitive aspects of their well-being through engagement in occupation (everyday activities). Common occupational therapy interventions include helping children with disabilities to participate fully in school and develop social skills, helping people recovering from injury to regain function through retraining and/or adaptations, and providing supports for older adults experiencing physical and cognitive changes.

Occupational therapy services typically include:

- an individual evaluation, during which the client, family, and occupational therapist determine the person's goals;
- customized intervention to improve the person's ability to perform daily activities and reach their goals; and
- an outcomes evaluation to ensure that the goals are being met and/or to modify the intervention plan based on the patient's needs and skills (AOTA, 2019).

Occupational Therapy, Doctorate (SHP)

Degree Options

Degree Options

- Occupational Therapy Doctorate

Occupational Therapy, Doctorate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

This program is only available on a full-time basis with courses offered during the day.

Occupational Therapy, Doctorate (SHP)

Program Description

Program Description

The occupational therapy doctoral degree (OTD) is a full-time, in-person, 109-credit, 8 semester, entry-level doctoral program that is preparing students to assist clients who are limited by physical, cognitive, psychosocial, developmental, and environmental conditions, to maximize their independence and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. They will pursue practice in acute and subacute healthcare facilities, the school system, early intervention programs, private practice, community-based practice, telehealth, community settings and the criminal justice system.

We are striving to incorporate innovative health care concepts needed to meet contemporary and predicted health care needs, those of interprofessional/interdisciplinary training, and meeting the needs of a diverse population as well as diverse health care settings. This program will prepare students with high quality instruction for contemporary and predicted health care in the basic medical sciences, psychology, sociology, patient assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitative technologies, ergonomics, environmental health, special education, health education and promotion, and professional standards and ethics. In addition, we will prepare students to conduct clinical research and will provide exemplary training in working within interdisciplinary teams, with multiculturally diverse populations, for engaging in global health, and for community-based practice. Fieldwork will be integrated throughout the curriculum (for a total of 32 weeks plus the doctoral experiential, which is 14 weeks). International fieldwork placements and doctoral experiential opportunities will be available. This is not a Ph.D. program; no dissertation is required. The purpose of a clinical doctorate program is to focus on preparing practitioners with advanced clinical and leadership skills.

In concert with the values and mission of Rutgers, School of Health Professions, OTD program, and the state of health care, our core program goals serve to anchor our courses, clinical fieldwork experiences, service and community-based learning and research. Attention is given to occupation-based practice and expanding practice that will link our faculty's programs of research, teaching, and service.

Program Director and Location

Program Director and Location

Aaron R. Dallman, PhD, OTR/L
E: ad1764@shp.rutgers.edu
P: 973-972-9255

Primary Campus Location: Newark

Occupational Therapy, Doctorate (SHP)

Program Learning Goals

Program Learning Goals

The occupational therapy doctorate program prepares students for advanced practice within six broad themes of study:

Ethics, Justice, and Care

- Be culturally responsive by providing individualized, high-quality, and customized services in a diverse set of health care and community-based settings to serve clients with the highest integrity.
- Evaluate the protection of human rights and dignity, equal access to occupation, and prevention of occupational deprivation.

Occupations, Occupation-Based Practice, and Occupational Engagement

- Directly address the use of occupation in facilitating change, growth, adaptation, and occupational participation toward the goals of health, wellness, and improved quality of life.
- Utilize everyday occupations that address daily activities that people do on a regular basis while engaged in diverse life pursuits and social roles.

Leadership, Advocacy, and Collaboration

- Seek leadership positions to influence changing policies, environments, and complex health care systems.
- Engage with other health care professionals to actualize optimal interprofessional care, thereby improving patient care, reducing costs, and maximizing independence and quality of life for our clients.

Community-Based and Contextual Practice

- Excel in working with clients and within a care system to demonstrate effective outcome, improving their ability to participate in their families, their communities, and society.
- Expand practice to include marginalized unserved populations within contextually appropriate settings.

Rigorous Inquiry, Scholarship, and Innovation

- Value evidence-based, effective practice-based, client-centered, and cost-effective care.
- Recognize the importance of continued value for both qualitative and quantitative clinical research to improve care to clients, and therapeutic processes appropriate for contemporary and future practice.
- Given the complexity of occupational engagement, best practices requires a deep base of knowledge that helps each student develop a professional identity as an occupational therapist.
- Prepared to assist clients who are limited by physical, cognitive, psychosocial, developmental, and environmental conditions to maximize their engagement in occupation and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents.

Program Learning Outcomes

Program Learning Outcomes

By the end of the occupational therapy doctorate program curriculum students will be able to:

- demonstrate knowledge of human development and human behavior throughout their life span;
- demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services;
- apply quantitative statistics and qualitative analysis to interpret tests, measurements, and other data for the purpose of establishing and/or delivering evidence-based practice;
- use technology to support performance, participation, health, and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology;
- develop occupation-based intervention plans on the basis of the stated needs of the client and the evaluation process in collaboration with the client and others;
- select and provide direct occupational therapy interventions and procedures to ensure safety, health, and performance in activities of daily living, education, work, play, rest, sleep, leisure, and social participation;
- administer therapeutic use of occupation, exercises, and activities;
- design and implement group interventions based on principles of group development;
- conduct training in self-care, self-management, health management and maintenance, home management, and community and work integration;
- provide compensation for lack of physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions;
- develop intervention strategies to remediate and/or compensate for cognitive deficits;
- evaluate and adapt processes or environments applying ergonomic principles and principles of environmental modification;
- design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being;
- design, fabricate, apply, and train in orthotic devices used to enhance occupational performance;
- train in the use of prosthetic devices;
- train to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices;
- provide management of feeding, eating, and swallowing to enable performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and swallowing assessment and management) and train others in the precautions and techniques while considering client and contextual factors;
- demonstrate safe and effective application of superficial thermal and mechanical modalities to manage pain and improve occupational performance;
- apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, and significant others;

- select and teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance;
- use scholarly literature to make evidence-based decisions;
- design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analytics; and
- write scholarly reports appropriate for presentation or for publication in a peer-reviewed journal.

Occupational Therapy, Doctorate (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Occupational Therapy, Doctorate (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Physical Therapy, Doctorate (SHP)

PHYSICAL THERAPY, DOCTORATE

Physical Therapy Profession

Physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications in the preservation, development, and restoration of optimal physical function.

Physical therapists in the United States:

- Diagnose and manage movement dysfunction and enhance physical and functional abilities.
- Prevent the onset and progression of impairments, functional and participation limitations, or changes in physical function and health status resulting from injury, disease, or other causes.
- Restore, maintain, and promote overall fitness, health, and optimal quality of life.
- Engage in basic science and clinical research to optimize interventions and client and patient outcomes.
- Provide education to students, clinicians, consumers, and health policy makers.

As essential participants in the health care delivery system, physical therapists assume leadership roles in rehabilitation services, prevention and health maintenance programs, academia, research, and professional and community organizations. They also play important roles in developing health care policy and appropriate standards for the various elements of physical therapist practice to ensure availability, accessibility, and excellence

in the delivery of physical therapy services. Practice settings include, but are not limited to: hospitals, rehabilitation centers, extended care centers, industry, schools, private practices, academic programs, and research laboratories. As clinicians, physical therapists engage in an examination process that includes taking a comprehensive history, conducting a systems review, and administering tests and measures to identify potential and existing problems.

To establish diagnoses and prognoses, physical therapists perform evaluations that synthesize the examination data. Physical therapists provide interventions (the interactions and procedures used in prevention, treatment, and instruction of patients/clients), conduct reexaminations, modify interventions and environmental factors as necessary to achieve anticipated goals and desired outcomes, and develop and implement discharge plans. Physical therapy includes the services provided by physical therapists and those rendered under physical therapist direction and supervision (American Physical Therapy Association). Physical therapists continue to be in demand throughout the United States. Employment opportunities are available in a variety of health care settings, educational settings and geographic locations. (Adapted from the *Guide to Physical Therapist Practice*,3.0 APTA, 2014).

Physical Therapy, Doctorate (SHP)

Degree Options

Degree Options

- Doctor of Physical Therapy

Physical Therapy, Doctorate (SHP)

Full-Time and Part-Time Status

Full-Time and Part-Time Status

Students are accepted only for full-time study. Full-time students are accepted for entrance into the program beginning in December and ending in the early spring. Students start classes at the end of August. Students normally complete the degree requirements in two and-a-half years.

Physical Therapy, Doctorate (SHP)

Program Description

Program Description

Our highly ranked entry-level Doctor of Physical Therapy (DPT) program is a 2.5 year, full-time, year- round degree program that prepares students for excellence in physical therapy. The long-established Doctor of Physical Therapy program, centrally located on the Rutgers Biomedical and Health Sciences campus in Newark, NJ, has been continuously accredited by the Commission on Accreditation in Physical Therapy Education since 1980. Our DPT program continues to build on its vast array of clinical sites, fostering strong relationships with clinical facilities throughout the United States and internationally where students can complete their clinical rotations. Our program aligns with SHP's Center for Rehabilitation Excellence on the RBHS-Newark Campus provides students with outstanding opportunities for research and interprofessional collaboration.

Faculty are national and international leaders in the field of physical therapy. They are committed to offering students opportunities for scholarship, research, and professional leadership. Scholarly work by faculty and students is regularly accepted for dissemination at national and international conferences, and by top journals in our faculty members fields of expertise.

The curriculum, with a focus on interprofessional education and quality care, ensures students have a strong foundation in clinical care and evidence-based practice. Interprofessional education is woven into the curriculum, pairing classroom learning with hand-on simulation with a wide variety of health care practitioners. Learning opportunities include students providing supervised services through a student-run free clinic. Students assist faculty in research performed in the department labs and nearby clinical venues. We have relationships with over 900 clinical facilities throughout the United States where students can complete their clinical rotations. Graduates of the Rutgers DPT program are sought after for residency programs and clinical practice in every practice venue.

Applicants to the DPT program must have a minimum of a bachelor's degree. The entry-level curriculum prepares students to take the licensing exam and, upon successful completion, enter the physical therapy profession as a clinician capable of practicing in an autonomous and ethical manner. Graduates have skills in differential diagnosis and advanced clinical and patient management practices. They understand and apply research presented in various formats in clinical decision-making and practice and are expected to help lead the profession in the changes needed for effective practice in the 21st century. The program also offers a joint DPT/PhD program in collaboration with the Rutgers School of Graduate Studies. The physical therapy department has a rich tradition of academic excellence in education, research, patient care, and community service. Our program has been accredited by the Commission on Accreditation in Physical Therapy Education since 1980.

Physical Therapy, Doctorate (SHP)

Mission and Vision for Doctor of Physical Therapy Program

Mission and Vision for Doctor of Physical Therapy Program

Mission for the Doctor of Physical Therapy Program

The Doctoral Program in Physical Therapy, in alignment with the mission of The Rutgers School of Health Professions, graduates entry-level physical therapists who are prepared to engage in contemporary practice as movement specialists. The faculty and students embody the core values of the physical therapy profession and are committed to evidence-informed practice, education, scholarship, and service.

Vision for the Doctor of Physical Therapy Program

The Vision of the Rutgers Department of Rehabilitation and Movement Science DPT Program is the education of entry-level physical therapists who will be leaders and collaborators in clinical practice, education, scholarship, and service. Graduates will be skilled movement specialists who use clinical and scientific evidence to achieve optimal client activities and participation to promote wellness and health equity in communities. The DPT program shall be an integral and valued component of RBHS, recognized as one of the nation's premier physical therapy academic programs.

Physical Therapy, Doctorate (SHP)

Accreditation

Accreditation

The Doctor of Physical Therapy Program, in the School of Health Professions, at Rutgers, The State University of New Jersey is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The program has been continuously accredited since its inception. It was recently re-accredited with a commendation, through Dec. 31, 2030.

Contact information for CAPTE:
3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22305-3085
Telephone: 703-706-3245
Email: accreditation@apta.org
Website: Here

The process for an individual to file a complaint with CAPTE for any accredited physical therapy education program is available on the CAPTE website. CAPTE considers complaints about programs that are accredited, and complaints about CAPTE itself.

Program Director and Location

Program Director and Location

Michael J. Majsak, PT, EdD
Associate Professor and Program Director
Doctor of Physical Therapy Program
Department of Rehabilitation and Movement Sciences
School of Health Professions, Room 720C
Rutgers, The State University of New Jersey
65 Bergen Street
Newark, New Jersey 07101--1709
Email: michael.majsak@rutgers.edu
Phone: (973) 972-0475
Fax: (973) 972-3717
(He, Him, His)

Primary Campus Locations: Newark

Program Learning Goals

Program Learning Goals

Graduates of the Doctor of Physical Therapy (DPT) program will:

1. Demonstrate critical reflection and competence as movement specialists who guide safe and effective patient-centered management across the lifespan.
2. Demonstrate responsible practice guided by ethical, legal, and regulatory principles.
3. Apply evidence-based practice (EBP) principles and clinical reasoning to address issues of client examination, intervention, and prevention, informing clinical decisions and consumer education.
4. Demonstrate skills as licensed practitioners, community leaders, and collaborators in promoting health equity through movement and advocating for diverse populations.
5. Demonstrate skills to maintain currency in practice through reflection and self-evaluation.

Physical Therapy, Doctorate (SHP)

Program Learning Outcomes

Program Learning Outcomes

Graduates of the Rutgers DPT program will be:

A. Movement Specialists
Demonstrate competence as movement specialists who deliver safe and effective patient-centered management across the lifespan.

Measurable Outcomes

1. Consistently and accurately identify movement system problems, value standardized measures and collaborate with patients for shared decision-making in patient management.
2. Execute analysis of movement and tasks (or movement analysis of task) and use for decision making and intervention plan.
3. Provide interventions and plans of care for the optimization of movement, participation, activity and roles of patient across a lifespan.

B. Evidence Informed
Apply and synthesize evidence-based practice principles and clinical reasoning to answer research and clinical questions for examination, intervention, prevention and education.

Measurable Outcomes

1. Maintain currency with the literature.
2. Use best evidence to support clinical decisions addressing patient participation, activity, roles and body structure and function.

3. Use individual and collective patient outcomes to inform clinical decision-making, shared-informed decision-making, and future clinical questions.

C. Professional Leaders Practitioners in Community and Society
Graduates will be practitioners and leaders promoting health equity through movement and advocating for diverse populations

Measurable Outcomes

1. Demonstrate societal engagement through participation in community health and wellness opportunities such as community clinics, screening programs, educational presentations.
2. Provide education and a voice to the benefits of physical activity, movement and exercise to diverse patient populations.
3. Provide educational opportunities to physical therapists and other health care professionals about quality and equitable care via advocacy, in-services, conferences and continuing education.
4. Demonstrate responsible practice guided by awareness of current ethical, legal and regulatory principles and self-evaluate as a basis of lifelong learning and professional growth.

Physical Therapy, Doctorate (SHP)

Admissions Requirements

Admissions Requirements

For information on admissions requirements, please visit our website. Click the Admissions Criteria tab.

Physical Therapy, Doctorate (SHP)

Requirements for Graduation and Course Descriptions

Requirements for Graduation and Course Descriptions

For a listing of our requirements for graduation and course descriptions, please visit our website.

Physical Therapy, Doctorate (SHP)

Academic Affiliates

Academic Affiliates

The Doctor of Physical Therapy (DPT) program partners with a number of undergraduate schools to offer specific collaborative pathways to the program:

- Fairleigh Dickinson University
- Felician College
- Montclair State University

- New Jersey Institute of Technology (NJIT)
- Ramapo College of New Jersey
- Rutgers School of Arts and Sciences, Department of Kinesiology and Health (New Brunswick, Newark)
- St. Peter's College
- William Paterson University
- Yeshiva University (NY)

Rehabilitation and Movement Sciences Faculty (SHP)

Rehabilitation and Movement Sciences Faculty

For a listing of the Department of Rehabilitation and Movement Sciences' faculty, please visit the Faculty page on the School of Health Professions website.

School of Health Professions Academic Policies (SHP)

School of Health Professions Academic Policies

For a listing of our academic policies, please visit the Academic Policies page on the School of Health Professions website.

Academic Policies and Procedures (SHP)

ACADEMIC POLICIES AND PROCEDURES

Note: See the **University Policies and Procedures** section in the Rutgers Main catalog for university-wide academic policies and procedures.

School of Health Professions Policies and Procedures

Students, faculty, academic programs, and administration of the School of Health Professions (SHP) are guided and governed by academic policies, which can be accessed at the website below. Students are expected to familiarize themselves with the policies.

For a listing of our policies and procedures, please visit the School of Health Professions Student Handbook.

Disclaimer: Any of the SHP policies on this site may be changed at any time without prior notice. In addition, policies may be interpreted and applied by SHP to promote fairness and academic excellence, based on the circumstances of each individual situation.

About the School of Nursing (SON-U)

ABOUT THE SCHOOL OF NURSING

Please visit the School of Nursing website for more information.

School of Nursing Mission, Vision, and Goals

History of the School

Accreditation

Locations

Diversity

School of Nursing Mission, Vision, and Philosophy (SON-U)

School of Nursing Mission, Vision, and Philosophy

MISSION

Leading the advancement of nursing science, nursing education, health equity for diverse populations, and the translation of science into quality clinical and population-based healthcare.

VISION

Rutgers School of Nursing is a global leader in nursing education, research, and scholarship and an innovator in advancing healthcare that contributes to improved quality of life, health outcomes, and health equity for all individuals, communities, and populations. We are recognized for our holistic approach to equitable, person-centered, and community-involved healthcare.

PHILOSOPHY

The faculty has a set of beliefs regarding the metaparadigm concepts of the discipline: nursing, humans, the environment, health, as well as education. These beliefs, as well as those regarding education and care quality, provide the foundation for the organizing framework for the Rutgers School of Nursing undergraduate and graduate curricula and underpin our graduates' reputation as resilient, skilled practitioners and researchers who contribute to high-quality, safe, equitable, holistic and person-centered care. This philosophy is consistent with our mission and vision statement.

Nursing

Nursing is the professional discipline of caring based on evidence drawn from nursing science, nursing standards of practice, and the Code of Ethics. It is both a science and an art. The profession, discipline, and science of nursing build the capacity of individuals, families, communities, and populations for health and well-being throughout the life course.

- **Nursing science** is a distinctive discipline that integrates knowledge from social and physical sciences but also generates its own body of knowledge through research and scholarship. It encompasses paradigms, frameworks, and theories that describe, explain, and predict phenomena related to the core concepts

of nursing, such as person, health, environment, and nursing itself. Nursing science advances healthcare by developing and testing evidence-based practices and continuously improving patient care and health outcomes.

- **The art of nursing** is human connectedness manifested through compassionate concern and openness, which enables the nurse to become aware of the unique values, interests, priorities, and needs of individuals, families, communities, and populations.
- **Nursing ethics** focus on the moral principles guiding nursing science and practice, encompassing practices such as respect for autonomy, beneficence, justice, and nonmaleficence.
- **The practice of nursing** is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. Nurses practice in a variety of settings, from primary health promotion to the provision of supportive and palliative care.

The nurse uses the knowledge from both the science and the art of nursing to practice person-centered, evidence-informed individual and population care to promote the health and well-being of individuals, families, and communities and to lessen the burden of disease and mortality associated with social inequalities. Practicing in a society characterized by increasing social and cultural diversity requires that nurses collaborate with other professions, respect cultural differences, and recognize the right of choice regarding healthcare decisions.

Nurses use a broad range of health and information technology and skills in enabling individuals, communities, and populations. These skills include assessing and triaging acute, chronic, and wellness needs; care planning, monitoring, and coaching; providing self-management support; educating and supporting caregivers; and coordinating among medical, community, and social resources. Nursing has an active and enduring leadership role in improving the health of the public and ensuring accessible, safe, quality primary, secondary, and tertiary care for all. To achieve these goals, nurses must be advocates and champions for quality, social justice, and health equity by influencing and promoting change across health, social, economic, and political systems.

Human Beings

Human beings are individuals, families, and communities or populations. Human beings are biological, psychosocial, cultural, and spiritual beings with the capacity for growth. They are affected by their environments and possess the ability to change or adapt to these environments.

- **Biological**. Human development is shaped by genetic endowment; conditions in utero; and experiences at home, in the neighborhood, at work, and in the broader society throughout the life course. Nurses promote and support biophysical health by addressing biological factors that affect health, recognizing that these biological factors are influenced by genetics, prenatal conditions, and environmental exposures at home, in the neighborhood, at work, and in the broader society.
- **Psychosocial**. Nurses integrate the psychosocial component of an individual's/community's experience by recognizing how historical experiences of sociocultural groups and present life conditions shape a person's worldview and interactions. Nurses consider the timing of life transitions and events, understanding that these factors influence development and life potential in unique ways.
- **Cultural**. Nurses help build human capacity for self-empowerment, self-advocacy, and autonomy by respecting a person's unique background and experiences and by providing care with cultural humility to accommodate differences, negotiating with the established social hierarchy and advocating on their behalf for public policy.

- **Spiritual**. Nursing actions are informed by the spiritual as well as secular values and practices of human groups and social realities affecting their circumstances in the broader society.

Nursing advocacy requires an understanding of the worldviews of health professionals, organizations, and the dominant society. When nurses advocate for patient/client/community empowerment, self-advocacy, and autonomy, they exhibit respect for these differences.

Environment

Nurses assist individuals, families, communities, and populations to draw on their resources from their physical, social, and cultural contexts of human life — all of which are intimately linked and can promote or diminish health — to create healing, establish equitable environments, and maximize human and community potential.

- The physical environment comprises geographic location, climactic, temporal, and situated resources; technology and technological resources; and the built environment, all of which affect the quality of life, access to services, safety, and the population's health.
- The social environment encompasses the interpersonal elements, societal structures, and policies that refer to human-designed structural arrangements and policies in society that divide groups of people, which may affect their status and position within the social hierarchy as well as their well-being and opportunities in life.
- Cultural environment is the constellation of the values, meanings, beliefs, philosophy, spirituality, and morality that evolve from prolonged experience within specific environmental contexts. An understanding of the cultural context is fundamental to the provision of culturally and linguistically appropriate care.

Health

Health is a multidimensional and complex phenomenon influenced by biological, developmental, cognitive, behavioral, political, economic, environmental, spiritual, social, and cultural factors.

- Health is a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.

- Optimal health enhances one's capacity, while poor health may diminish capacity.
- Humans biologically incorporate their social and physical worlds; thus, health status is determined by the structural inequalities that create variant exposure, susceptibility, and resistance of individuals through their life course.
- Health disparities is defined in Healthy People 2020 and 2030 as "*…a particular type of health difference that is closely linked with economic, social, or environmental disadvantage. Health disparities adversely affect groups of people who have systematically experienced greater social or economic obstacles to health.*"
- Health inequities are reflected in differences in length of life, quality of life, rates of disease, disability, death, severity of disease, and access to treatment. Health equity is achieved when every person has the opportunity to attain his or her full health potential and no one is disadvantaged from achieving this potential because of social position or other socially determined circumstances.
- Advocacy, empowerment, and transformative partnerships are needed to promote health equity. Achieving health equity and social justice entail the development and implementation of social policies and programs that support healthy environments, safe neighborhoods, and broad access to quality health services.

- Quality improvement of programs and services are inherent in effective capacity building.

Education

Nursing education is grounded in liberal arts; behavioral, biological, and social sciences; humanities is the foundation for nursing education, a humanistic practice-based discipline. Learning and education are interactive and transformational processes. Education is a lifelong pursuit aimed at developing the optimum potential of the learner. Education should include empowerment to practice at the highest level of nursing, as well as the use and generation of research-based evidence. Educating students to practice and conduct research in increasingly complex and diverse settings requires not only theoretical and clinical expertise but also an atmosphere of caring, support, cultural humility, and mutual respect based on innovative and novel learning models inclusive of interprofessional learning experiences.

Rutgers University School of Nursing is committed to creating and cultivating an environment that is equitable, diverse, and actively anti-racist and anti-biased in our institutional practices, settings, curricula, and daily interactions. Nursing faculty are responsible for creating and maintaining a learning environment that fosters free, respectful, and open interaction and stands against racism and hate in all its forms. Educational practices — rooted in philosophy, empirics, and learning theory — foster the integration of varied learning strategies that support critical and creative thinking. Educational delivery at all levels must incorporate learning strategies to facilitate all learning styles, evidence-based clinical knowledge, and research with effective communication and leadership skills. Excellence in scholarly activity, service, and best-practices are nursing education's hallmarks.

Clinical Practice

Clinical practice in nursing embodies the roles of care provider, leader, and scholar, demonstrated through autonomy, advocacy, interprofessional collaboration, accountability, and a commitment to quality, evidence-based care. Competencies in clinical practice span the 10 domains of nursing, emphasizing quality, patient-centered care, professional and leadership development, and systems and technology integration. To achieve these goals, nurses must form effective partnerships and relationships within their organizations and the broader healthcare system, ensuring holistic, high-quality patient care that respects patient autonomy.

History of the School (SON-U)

History of the School

Rutgers School of Nursing

As one of the nation's largest, most comprehensive nursing schools, Rutgers, The State University of New Jersey, School of Nursing is a global leader in nursing education, research, and scholarship and an innovator in advancing healthcare that contributes to improved quality of life, health outcomes, and health equity for all individuals, communities, and populations. We are recognized for our holistic approach to equitable, person-centered, and community-involved healthcare. Rutgers School of Nursing's doctor of nursing practice (D.N.P.) program was ranked #4 and the master of science in nursing (M.S.N.) program #17 in the nation by the *U.S. News & World Report* (2025 rankings).

The school includes more than 1,600 undergraduate and graduate students, more than 14,600 alumni, over 100 full-time faculty, and 120 staff members at campus locations in Blackwood, Newark, and New Brunswick. The school has strong distance education offerings that include full online degrees and hybrid programs.

Rutgers School of Nursing, as we know it today, was formed as the result of the 2014 integration of Rutgers University's College of Nursing and the former University of Medicine and Dentistry of New Jersey's (UMDNJ) School of Nursing. See the Historical page on the School of Nursing website for more on the Rutgers School of Nursing history.

Accreditation (SON-U)

Accreditation

Commission on Collegiate Nursing Education
The baccalaureate degree in nursing, master's degree in nursing, doctor of nursing practice, and postgraduate APRN certificate program at Rutgers School of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001; 202-887-6791.

Accreditation Commission for Midwifery Education
The nurse midwifery program at Rutgers School of Nursing is accredited by the Accreditation Commission for Midwifery Education, **2000 Duke Street, Suite 300, Alexandria, Virginia 22314; Tel: (703) 835-4565, support@theacme.org**.

Council on Accreditation of Nurse Anesthesia Education Programs
The nurse anesthesia program at Rutgers School of Nursing is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs **of the American Association of Nurse Anesthetists**
222 South Prospect Avenue
Park Ridge, Illinois 60068-4001
Phone: 847-692-7050
Fax: 847-692-6968

New Jersey Board of Nursing
The nursing program is accredited by the New Jersey Board of Nursing, PO Box 45010, 124 Halsey Street, 6th Floor, Newark, NJ 07101; 973-504-6430. **Boards of Nursing (BONs) are state governmental agencies that are responsible for the regulation of nursing practice.**

Complaints regarding the programs and practice of the Rutgers School of Nursing may be sent to the New Jersey Board of Nursing.

DEPARTMENT OF LAW AND PUBLIC SAFETY
DIVISION OF CONSUMER AFFAIRS
NEW JERSEY BOARD OF NURSING

124 Halsey St
6th Floor
P.O. BOX 45010
Newark, NJ 07101

Customer Service Hotline
(973) 504-6430
Website: Here

Locations (SON-U)

Locations

Newark

- Ackerson Hall - 180 University Avenue
- Stanley S. Bergen Building - 65 Bergen Street

New Brunswick

- School of Nursing - 110 Paterson Street
- Additional classrooms and offices at 120 Albany Street (Tower 2, 3rd and 4th Floors)

Blackwood (Camden County College)

- Jefferson Hall - Suite 114, 200 College Drive

Diversity (SON-U)

Diversity

Rutgers, The State University of New Jersey, is committed to diversity, equity, and inclusion. Rutgers boasts a diverse, multinational student body, with more than 70,000 students from all 50 states and more than 120 countries. For the 20th consecutive year, Rutgers-Newark has been ranked among the top in the "Most Diverse National University" ranking by *U.S. News & World Report: America's Best Colleges.*

Rutgers School of Nursing is no different. In fact, it is considered one of the more diverse nursing schools in the country: 70 percent of *both* the school's undergraduate students and graduate students describe themselves as ethnic or racial minority. Rutgers School of Nursing recognizes the value of diversity and is committed to developing a diverse and culturally competent faculty, staff, and student body. The school promotes and advocates diversity, inclusiveness, and equity as vital elements to achieve our mission and vision. Visit the School of Nursing website for more about Equity and Belonging at Rutgers School of Nursing.

Academic Programs Available (SON-U)

ACADEMIC PROGRAMS AVAILABLE

Rutgers School of Nursing offers a range of degrees and certificates.

Baccalaureate Programs
Bachelor of Science (B.S.) in Nursing

- Traditional Baccalaureate
- Second-Degree Baccalaureate
- R.N. to B.S. in Nursing

Post-baccalaureate Certificate Program

- School Nurse Certificate

Master's Programs
Master of Science in Nursing (M.S.N.) Degrees

- Nurse-Midwifery
- Nursing Informatics **
- Nursing Leadership

Doctor of Nursing Practice (D.N.P.) Programs
Post-baccalaureate D.N.P. Degrees

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner **
- Family Nurse Practitioner
- Family Nurse Practitioner in Emergency Care
- Nurse Anesthesia
- Nurse-Midwifery
- Nursing Leadership
- Pediatric Primary Care Nurse Practitioner
- Dual Primary/Acute Care Pediatric Nurse Practitioner
- Psychiatric/Mental Health Nurse Practitioner
- Women's Health/Gender-Related Nurse Practitioner **
- Dual Women's Health/Nurse Midwifery

Post-Master's D.N.P. Degree Programs

- Practice Focus
- Nursing Leadership

Post-Master's Certificate Programs
Certificates

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner **
- Family Nurse Practitioner
- Family Nurse Practitioner in Emergency Care
- Nurse-Midwifery
- Pediatric Acute Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner

Doctor of Philosophy (Ph.D.) Program
Degree

- Nursing Science

** Admission paused for the Fall 2025 admit cycle

Admission to the School of Nursing (SON-U)

ADMISSION TO THE SCHOOL OF NURSING

The Rutgers School of Nursing does not discriminate in admissions or access to its programs and activities on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, disability, age, marital status, veteran's status, or any other category covered by law. Applications for admission to the School of Nursing programs are encouraged from qualified applicants.

How to Apply

When to Apply

Admission Criteria

Transfer Credit and Students

Notification of Action

How to Apply (SON-U)

How to Apply

UNDERGRADUATE PROGRAMS

Traditional 4-year Nursing (Newark/New Brunswick), Traditional BS in Nursing (Blackwood and Camden County College Partnership), Second-Degree B.S. in Nursing, R.N. to B.S. in Nursing, and School Nurse Certificate.

The Rutgers University-New Brunswick Visitors Center is located at 100 Sutphen Road, Piscataway, NJ 08854 , and is open Monday through Friday from 8:30 a.m. to 5:00 p.m.

The new student undergraduate application is available online on the Undergraduate Admissions website for the traditional, second degree B.S. in nursing, R.N. to B.S. in nursing, and school nurse certificate programs.

The mailing address is:

University Enrollment Services Admissions Processing
Rutgers, The State University of New Jersey
65 Davidson Road, Room 308
Piscataway, NJ 08854-8097

The telephone number is:
Rutgers–New Brunswick: 848-445-4636 (INFO)

Reenrollment

Prior Rutgers University students who seek admission to the ***Traditional BS in Nursing (Blackwood and Camden County College Partnership),*** Second-Degree B.S. in nursing,R.N. to B.S. in Nursing, and School Nurse Certificate should submit the Reenrollment Application (not the new student application) online and adhere to the following requirements on the Application for Re-Enrollment page on the School of Nursing website.

GRADUATE PROGRAMS

M.S.N., Post-Master's, and D.N.P.

Applications for graduate students are available online on the Graduate and Professional Admissions website.

While electronic submissions are preferred, the mailing address for applicant credentials and transcripts is

Rutgers, The State University of New Jersey
School of Nursing - Office of Admissions and Recruitment
SSB - Room 601
65 Bergen St.
Newark, NJ 07107

The telephone number is:
973-972-3067

Ph.D.

Applications for Ph.D. students are available online.

The mailing address is:

Graduate and Professional Admissions
56 Bevier Road, Annex 1
Piscataway, NJ 08854
They can also be sent electronically (by the institution) to:
e-transcripts@gradadm.rutgers.edu

732-932-8231 fax

When to Apply (SON-U)

When to Apply

UNDERGRADUATE STUDENTS

Applicants should refer to the undergraduate admissions website for specific information regarding application procedures. For the Traditional B.S. in Nursing (Newark/New Brunswick), prospective students who submit a completed application by the regular decision date of December 1 will receive full admission consideration. Applications received after the regular decision date will receive consideration on a rolling basis as long as space is available.

Traditional B.S. in Nursing (Newark/New Brunswick)
November 1 (Early Action) for fall semester
December 1 (Regular Decision) for fall semester

Traditional B.S. in Nursing (Blackwood and Camden County College Partnership)
February 1 for summer semester

Second-Degree B.S. in Nursing
February 1 for summer semester
October 1 for spring semester

R.N. to B.S. in Nursing
May 1 for fall semester
October 1 for spring semester

School Nurse Certificate
February 1 for summer semester

GRADUATE STUDENTS

Applicants should refer to the graduate admissions website for specific information regarding application procedures and application deadlines.

For more information on graduate admissions requirements, please visit the Graduate Admissions website or the School of Nursing website.

Admission Criteria (SON-U)

ADMISSION CRITERIA

Undergraduate Program Admission

Undergraduate Program Admission

Traditional Program (Newark and New Brunswick)

Admission to Rutgers School of Nursing is open for the fall semester of each year for high school students enrolling in the traditional baccalaureate nursing program. The baccalaureate nursing program is a four-year academic program leading to a bachelor of science (B.S.) degree with a major in nursing degree for students applying directly from high school.

In general, the School of Nursing will expect a student who is applying directly from high school to have completed the following courses:

- English: four years
- Foreign Language: none required
- Mathematics: three years, including algebra I, geometry, algebra II
- Science: one year each of biology and chemistry
- Other Courses: seven other academic courses
- Total: 16 academic courses

Please note that these are the minimum requirements for your file to be reviewed for admission. Additional coursework in other areas of study, as well as a balance of other activities will also be considered during the review process.

The admissions review will look at the type of coursework that has been completed in high school. Above and beyond the basic requirements for graduation, they will look for college preparatory courses that challenge you as a student. Students who pursue additional coursework in the core curricular areas will give themselves a better opportunity for admissions consideration because they will have completed more coursework. Courses in Advanced Placement subjects, honors programs, and other areas of study that demonstrate a student's ability to manage intensive course credit loads will be taken into account. College coursework completed while in high school will be considered as well, however, this will not be a significant determining factor in acceptance.

Extracurricular activities will be considered. We are interested in students who have challenged themselves academically, socially, and culturally and who have been able to balance the responsibilities that are inherent in each area.

The average standardized test score for admission consideration depends on the competitiveness of the applicant pool. There is no singular score that is recognized as a median. However, as with anything else, the higher the score, the better your chances. The university will accept a combination of the highest scores you received. As of 2026, Rutgers University remains test-optional.

These elements of the entire admissions application, from transcript to standardized test scores to extracurricular activities to personal statements, are taken into consideration to determine admission into the program.

For more information on first year admission credentials and procedures, please visit Undergraduate Admissions website.

Traditional BS in Nursing (Blackwood and Camden County College Partnership)

Students applying to the program must have either an associate of science degree or 60 undergraduate prerequisite credits required for the bachelor of science degree in nursing.

Applicants with a preferred grade-point average (GPA) of at least 3.3 out of 4.0 will be given full consideration during the application process. Individuals who are interested in the program but do not meet the preferred GPA are still encouraged to apply. The School of Nursing requires specific prerequisites to be completed before one is accepted into the program. Visit the Blackwood program overview for more information and contact details.

Second-Degree Baccalaureate Program (Newark and New Brunswick)

Admission to the second-degree program is open for the summer and spring semester of each year. The program is designed for students who already possess a bachelor's degree in another field.

The School of Nursing requires specific prerequisites to be completed before one is accepted into the program.

Degree Requirement:

- Bachelor's degree in an area other than nursing from a regionally accredited college or university
- First degree GPA of 3.3 or higher on a 4.0 scale

Prerequisite Courses:

The following courses and labs may be completed online and can be from multiple two- or four-year regionally accredited colleges.

- Anatomy and Physiology I and II: 4 credits each w/labs (8 credits total)
- Organic Biochemistry or General Chemistry II (3 credits)
- Microbiology w/lab (4 credits)
- Nutrition (a course focusing on nutrients and their functions in the human body throughout the life cycle.) (3 credits)
- Life Span: A Holistic Approach or Developmental Psychology (The course must cover the entire human lifespan, Newborn to Elderly) (3 credits)
- Statistics (A descriptive and inferential statistics course) (3 credits)
- General Psychology (3 credits)
- Introduction to Sociology (3 credits)

Prerequisite Guidelines:

- All science prerequisite courses must be completed within 10 years of applying to the program. There is no time limit for non-science prerequisite courses.
- A grade of C+ or higher is required for Life Span/Developmental Psychology and Nutrition; a grade of C or higher is required for all other prerequisite courses.
- Science grades weigh heavily in the admission decision.
- Nursing courses completed at another nursing school are not accepted.
- Please note, a history of numerous course failures, repeated courses, withdrawals, and dismissal from another nursing program may influence the admission decision. While not required, addressing extraordinary circumstances related to previous academic performance in a personal statement is highly recommended.
- All science prerequisite courses (4) must be completed (with grades) prior to application submission. No exceptions.
- It is strongly recommended all prerequisite courses are completed prior to applying, but applicants who have two non-science courses "in-progress" at the time of application will be considered. Proof of enrollment for all courses "in progress" must be provided at the time of application.
- For newly admitted students, updated official transcripts indicating successful completion of all "in progress" degrees/coursework is required before starting the program. Failure to provide proper documentation which complies with the stated admission criteria will result in the offer of admission being rescinded.

- We accept a score of 50 or higher on the CLEP exams for Introductory Psychology and Introductory Sociology only

R.N. to B.S. in Nursing

The R.N. to B.S. in Nursing program admits new students for the spring and fall semester. To learn more about admission to the RN to B.S. in Nursing program please travel here. Program admission criteria are as listed:

- Graduate from an accredited NLNAC/ACEN college with an associate degree in nursing or diploma nursing program. (Students currently enrolled in an associate degree or diploma nursing program who expect to complete the program and pass the NCLEX after the application deadline are encouraged to apply.)

- GPA of 3.2 or higher (Students are selected on a competitive basis, therefore the GPA required for an actual offer of admission may be higher depending on the applicant pool.)

- Current New Jersey registered nursing license. (The final official school transcript stating the degree was earned and copy of a New Jersey registered nursing license is required to start and/or continue the program.)

School Nurse Certificate

Admission to the post-baccalaureate certificate program is open for the summer semester. The certificate program is designed for professional registered nurses who wish to be certified in school nursing in the state of New Jersey. Certification is offered as a postbaccalaureate program for registered nurses with a B.A., B.S., or B.S.N.. Program requirements:

- Current license as a registered professional nurse in New Jersey.
- Baccalaureate degree from a regionally accredited college or university.
- GPA of 3.0 or higher (Students are selected on a competitive basis, therefore the GPA required for an actual offer of admission may be higher.)

Admission Criteria (SON-U)

Graduate Program Admission

Graduate Program Admission

Master's of Science in Nursing Program

Admission criteria for the various master's programs may be accessed on the Master of Science in Nursing webpage.

Post-Baccalaureate D.N.P. Program

Admission criteria for the various post-baccalaureate D.N.P. programs may be accessed on the Post-Baccalaureate DNP webpage.

Post-Master's D.N.P. Program

Admission criteria for the various post-master's D.N.P. programs may be accessed on the Post-Master's DNP webpage.

Post-Master's Certificate Programs
Admission criteria for the various post-master's certificate programs may be accessed on the Post-Master's Certificate Programs webpage.

Non-Degree Nursing Program (for graduate students)
Admission criteria for the graduate non-degree nursing program may be accessed on the Non-Degree Program webpage

Admission Criteria (SON-U)

Ph.D. Program Admission

Ph.D. Program Admission

Ph.D. in Nursing Program

Admission criteria for the Ph.D. in nursing program may be accessed on the Ph.D. in Nursing Admissions webpage.

Admission Criteria (SON-U)

International Applicants

International Applicants

Undergraduate Program Requirements

If you're applying as an international student, here are the key steps to prepare your application. From demonstrating proof of English proficiency to transcript evaluation, we're here to support you every step of the way. **We welcome international students to apply to the following programs:**

- Traditional Bachelor of Science in Nursing (Newark and New Brunswick)
- Bachelor of Science in Nursing 2+2 in Blackwood (Camden County College Partnership)
- Second-Degree Bachelor of Science in Nursing

English Proficiency Examination Requirements

If your secondary education was completed outside the U.S. **in a country where English is not the primary language**, you must submit scores from an **approved English proficiency exam**, regardless of your residency status.

Learn more about accepted exams and score requirements.

Transcript Evaluation

The following programs **do not require** an international transcript evaluation:

- Traditional Bachelor of Science in Nursing (Newark and New Brunswick)

The following transfer programs **require** an international transcript evaluation

- Bachelor of Science in Nursing 2+2 in Blackwood (Camden County College Partnership)
- Second-Degree Bachelor of Science in Nursing

Please have your international college transcripts evaluated by a NACES-approved translation service such as World Education Services (WES).

Evaluations provide:

- Verified transcript authenticity
- U.S. degree and GPA equivalency
- Faster admissions processing

Learn more about transcript evaluation.

Connect with Rutgers Resources:

Undergraduate Admissions is your go-to resource for:

- The Form I-20 process for first-year international students

Explore more about the I-20 process.

Graduate Program Requirements

The admissions process for international graduate nursing students is under review and not accepting applications at this time.

Transfer Credit and Students (SON-U)

Transfer Credit and Students

TRANSFER CREDIT, UNDERGRADUATE PROGRAM

Transfer credit (definition): Undergraduate credits earned at another accredited institution may be accepted in transfer, in accordance with the curricular requirements of the degree program. Transfer credits are added to the student's transcript, and the student will graduate with the minimum number of credits required for program completion.

Overview

- In general, credit is granted for courses taken at accredited colleges and institutions if they are 100-level (freshman level) or higher and a minimum grade of C has been earned. Transfer credits will be reviewed for equivalency to Rutgers University or a School of Nursing courses.
- **Students in the RN to BS, Second Degree, Blackwood 2+2, and School Nurse Certificate Programs**: Students who transfer from other institutions or who, while matriculated at the School of Nursing, receive approval to take courses at other institutions (refer to the School of Nursing Student Forms) may receive degree credit for academic courses with a grade of C or better.
- **Students in the RN to BS, Second Degree, Blackwood 2+2, and School Nurse Certificate Programs**: Transfer or matriculated students at the School of Nursing who are approved to take the nursing major courses (Nutrition, Life Span, and Developmental Psychology) at another academic institution will only receive credit with a grade of C+ or better.
- United States colleges must be accredited by one of the major regional accrediting authorities recognized by the Council for Higher Education Accreditation (chea.org) for coursework to transfer to Rutgers. They are Middle States (MSCHE), New England (NEASC-CIHE), North Central (NCA-HLC), Southern (SACS), and Western (ACCJW-WASC).
- The School of Nursing does not transfer credit for courses passed by examination at other institutions.
- Courses that were not offered in a traditional classroom format (for example, independent studies, internships, fieldwork, etc.) are typically not awarded transfer credit.
- Extension, professional, military, and technical training and continuing education courses typically have informal or no prerequisites and are designed to provide discrete, targeted knowledge rather than being a part of a broader liberal arts curriculum. As such, many of these courses are not awarded credit in the School of Nursing unless they are clearly equivalent to courses offered by the School of Nursing.

- Massive Open Online Courses (MOOCs), including those taught through Coursera, are not transferable to the School of Nursing.

Transfer credits and grades from institutions other than Rutgers University are not included in the cumulative grade-point average.

College Level Examination Program

Rutgers School of Nursing participates in the College Level Examination Program (CLEP), which is administered by the College Entrance Examination Board. Students in RN to BS, Second Degree, and School Nurse Certificate Programs may transfer in CLEP credits. CLEP credits for students in the Traditional Program are assessed on a case-by-case basis.

Students may earn a maximum of 12 credits for the General Examination, provided they score at or above the 50th percentile. Candidates for admission will be granted degree credit for CLEP Subject Examinations approved by the school, provided they achieve a score at or above the 50th percentile. For further information, contact the College Entrance Examination Board, Princeton, NJ 08541 (609-921-9000). Students considering CLEP exams for any undergraduate program should consult the program director for further guidance.

Program-specific policies follow.

Traditional 4-Year

Nursing prerequisites and nursing courses must be taken at the Rutgers School of Nursing. Once students begin matriculation at the Rutgers School of Nursing, they are expected to complete the remainder of their work at Rutgers University. There are, however, several other ways that students may earn non-nursing course credit toward the degree requirements. Students may be awarded credits through Advanced Placement examinations, International Baccalaureate, College Level Examination, and (in select cases) proficiency examinations. Credit may also be earned through transfer. Credits earned through these methods are not computed in the cumulative grade-point average.

Advanced Placement

High school seniors who have taken advanced courses may take the College Board Advanced Placement Examinations administered by the College Board. Advanced placement and/or degree credit is awarded for scores of 4 or 5. Students who earn the required Advanced Placement scores will be awarded the appropriate college credits regardless of placement test score.

Blackwood 2+2

Students may transfer in up to 60 undergraduate prerequisite and general education credits. Students may also transfer in an additional six credits towards their Anthropology and World Literature requirements.

A detailed description of the program's admission criteria/requirements is listed on the School of Nursing website.

RN to BS

The Rutgers School of Nursing RN to BS in nursing program is for registered nurses with a diploma or associate degree in nursing. This program requires 121 credits to graduate. However, students can transfer up to 33 credits of general education (English, humanities, social sciences), 18 credits of sciences, and 40 credits for nursing courses (including 34 credits transferred in for NCLEX pass and six credits of lower division nursing courses).

Students are required to complete 30 credits at Rutgers University to meet the residency requirement. Please note that transfer credits will not be accepted for the RN to BS core nursing (705) courses.

Registered Nurses (RNs) who hold a baccalaureate degree in a non-nursing field may receive credit for general education courses without the need for direct course equivalencies, with the exception of required prerequisites such as Introduction to Psychology, English Composition I, and English Composition II.

Proficiency examinations are available for select nursing courses. Each proficiency exam may only be attempted once. If a student does not pass the exam, they are required to enroll in and complete the corresponding course. Successful completion of proficiency examinations is determined according to the Rutgers School of Nursing's grading policy and standardized testing benchmarks. Please note that an administrative fee is assessed for each proficiency exam.

Second Degree in Nursing

Students who have earned a baccalaureate degree from an accredited institution of higher education are granted credit for general education courses (direct course equivalencies are not required). A detailed description of the program's admission criteria/requirements is listed on the School of Nursing website. Students will receive transfer credits for prerequisite requirements.

School Nurse Certificate

The Rutgers School of Nursing accepts transfer credit and College Level Examination Program (CLEP) credit to meet the Introduction to Educational Psychology program requirement. The school also accepts transfer credit for Community Health Nursing and Health Assessment, if not completed prior to admission. See the School Nurse Certificate Program for more information.

TRANSFER CREDIT, ADVANCED NURSING PRACTICE PROGRAM

Transfer credit (definition): Graduate credits earned at another accredited institution may be accepted in transfer, in accordance with the curricular requirements of the degree program. Transfer credits are added to the student's transcript, and the student will graduate with the minimum number of credits required for program completion.

The School will consider applications for transfer credit for matriculated students based on the following criteria:

a. Course documents support comparable graduate coursework at an accredited college or university.

b. The student earned a B or better in the course(s) being transferred.

c. The course(s) was/were not taken more than 7 years before the transfer request. Please note, advanced pathophysiology, advanced pharmacology, and advanced health assessment must have been completed less than 5 years before admission.

d. The maximum number of credits that can be transferred is 12 credits.

e. Credits transferred for a course will not exceed the number of credits for the course offered at Rutgers School of Nursing.

f. Credits transferred for the course will not exceed the number of credits granted by the outside school.

g. Clinical theory and practicum courses are not transferrable.

The Request for Transfer Credit form, official transcript(s) with final grade posted, and supporting documents (syllabus including course description/objectives and content outline) must be submitted to the student's Specialty/ Program Director for review before admission. Once a student has matriculated into the program, courses cannot be taken at an outside school/university and transferred in.

Notification of Action (SON-U)

NOTIFICATION OF ACTION

Undergraduate

Applicants may verify receipt and track the status of their application on the university's secure website for undergraduate students. Final admissions decision notification is also managed through the integrated university system.

Reenrollment

Applicants who apply through reenrollment are notified electronically via email.

Graduate

Applicants may verify receipt and track the status of their application on the university's secure website for graduate applicants. Final admissions decision notification is also managed through the integrated university system.

Financial Aid (SON-U)

FINANCIAL AID

Rutgers School of Nursing recognizes that students may need financial aid to help them complete their education. Eligible students may obtain scholarships, grants, loans, student employment, and tuition payment plans to support their academic goals.

Additional information about opportunities is available at:

- Scholarships
- Education Opportunity Fund (EOF) Program
- Financial Aid Contacts

Academic Policies and Procedures (SON-U)

ACADEMIC POLICIES AND PROCEDURES

Note: See the University Policies and Procedures section in the Rutgers Main catalog for university-wide academic policies and procedures.

Student Responsibility to Keep Informed

The Rutgers School of Nursing online catalog is the student's official guideline for information, policies, and procedures governing academic programs. Students should refer to the catalog and become familiar with its contents.

In addition to the contents of this catalog, students are responsible for keeping informed of policies and procedures announced by the School of Nursing (Catalog & Academic Policy). Furthermore, students are responsible for regularly checking their university issued email accounts. In certain circumstances, however, official communications are mailed to the student's home address by U.S. mail. The student is responsible to keep the registrar informed of a current permanent mailing address.

Curriculum changes in existing programs may be under development. Consequently, students should be aware that the information in this catalog may be revised, and should consult with academic advisers and school websites for current information on the status of all programs.

University-wide policies begin with the section on Rutgers, The State University of New Jersey, Academic Integrity Policy and continue through the section on Patent Policy.

Schoolwide Policies

- Classroom and Clinical Attendance
- Communicable Disease Policy
- Grade Grievance Policy
- Policy on Access to Non-Public Institutional Data
- Professional Attire/Clinical Uniforms (pending revision)
- Religious Accommodation
- Scholastic Standing
- Student Essential Functions
- Student Standards of Conduct
- Technical Standards
- Time Limit for Degrees
- Undergraduate and Graduate Student Recruitment and Admission Process

School of Nursing - Undergraduate Policies

- Undergraduate Academic Advisement

- Undergraduate Academic Progression Policies
    - Traditional Baccalaureate Progression Policy
    - Second-Degree Baccalaureate Progression Policy
    - 2+2 Blackwood Baccalaureate Progression Policy
    - RN-to-BS Progression Policy
    - School Nurse Certificate Program Progression Policy
- Undergraduate Exam Policy
- Undergraduate Testing Guidelines
- Undergraduate IPE Requirements
- Undergraduate Grades and Records
- Undergraduate Transfer Credit

School of Nursing - Graduate Policies

- Graduate Academic Advisement
- Graduate Academic Progression
- Graduate Grades and Records
- Graduate Transfer Credit
- Nurse Anesthesia Program Policies

School of Nursing Student Standards of Conduct

Technical Standards for the Rutgers School of Nursing

Academic/Scholastic Standing

Academic Advising

Time Limit for Degrees

Grades and Records

Attendance and Examinations

Communicable Disease Policy

School of Nursing Student Standards of Conducts (SON-U)

School of Nursing Student Standards of Conducts

1. **Policy Statement**

To ensure a dynamic and respectful learning environment for both undergraduate and graduate students in the School of Nursing community, faculty have adopted these Standards of Conduct. The Rutgers School of Nursing Standards of Student Conduct sets specific expectations for Rutgers School of Nursing student behavior, the process for addressing allegations of student misconduct, and the possible consequences for students who violate the policy.

2. **Reasons for Policy**

To provide guidelines on expected norms for the classroom, laboratory, and clinical settings.

3. **Who Should Review This Policy**

All members of the Rutgers School of Nursing community

4. **Resources and Related Documents:**

- Rutgers University Code of Student Conduct 10.2.11
- Rutgers University Academic Integrity Policy 10.2.13
- Rutgers University Alcohol and Other Drugs Policy for Students 10.2.14
- Health Insurance Portability and Accountability Act (HIPPA) of 1996
- American Nurses Association, Code of Ethics for Nurses
- New Jersey Board of Nursing Regulations
- Rutgers School of Nursing Dress Code Policy (Baccalaureate Division)
- Rutgers School of Nursing Policies

5. **The Policy**

Every student is expected to adhere to the University Code of Conduct; this policy provides additional guidelines for Rutgers School of Nursing students.

General

- **Use of Electronic Devices:** Use of electronic devices should not be disruptive to others. Electronic devices include, but are not limited to mobile phones, laptop computers, tablets, laser pointers, Bluetooth devices, and music players.
- **Illegal Substances:** The possession, production, distribution, and/or use of illegal substances is prohibited at Rutgers University and within the nursing profession. The misuse of controlled substances will not be tolerated.
- **Substance Use:** Students are expected to maintain a safe practice environment for patients, colleagues, faculty, and staff. Attending classes or clinicals under the influence is prohibited.
- **Time and Attendance:** Students are expected to be on time and to attend all School of Nursing functions: class, clinical, and other agreed upon commitments.
- **Professional Language/Respectful Communication:** It is important to use respectful and professional language when interacting with faculty, staff, peers, patients, and others. Profanity and other disrespectful language will not be tolerated in the professional environment or via electronic communication medium including social media.

- **Civility in Professional Relationships/Bullying:** Civility is to be exercised in all professional, academic, electronic, and therapeutic relationships and communications. Disagreements should be handled directly with the other party and reported to an appropriate third party if mediation is necessary.
- **Treatment of SON Facilities and Equipment:** Students are expected to be respectful of all School of Nursing facilities and property. It is the responsibility of all in the community to ensure that facilities are well-maintained and that property is not abused or stolen.
- **Academic Integrity:** All students are expected to adhere to the Rutgers University academic integrity policy, including statements related to the use of artificial intelligence (AI). All work is expected to be original or properly attributed. Cheating or sharing of any information appearing on an exam is a violation of the academic integrity policy.

In-Class

- **In-Class Behavior:** While in class, students are expected to be respectful of the faculty and fellow students. Distractions caused by private conversations, electronic devices, etc. take away from the learning experience of others.

Clinical Settings

- **Confidentiality and Patient Privacy:** Patient privacy is governed by HIPAA. Information about patients and/or their circumstances should not be discussed outside of the clinical setting and should not appear on social media sites.

Professional Attire

- **Baccalaureate Nursing:** Students should follow the Rutgers School of Nursing Dress Code policy.
- **Advanced Nursing Practice:** Students are expected to dress appropriately. Students may wear a laboratory coat over professional attire. However, students should comply with the dress code of the clinical site, when specified. Students should have their Rutgers identification badges at all times. Specific clinical site identification may be worn, when required by the clinical site.

Patient Safety: Students who recognize that they have made a clinical error are obligated to report the situation to their instructor immediately and to take necessary measures to ensure subsequent patient safety.

A report of student misconduct or infringement with regard to this Code may initiate a grievance process that could lead to dismissal and, if appropriate, may be reported to the New Jersey State Board on Nursing. Violation of federal, state and local laws will be reported to law enforcement officers. These standards of conduct shall not diminish or remove the applicability of University-wide policies and procedures, and where in conflict, University-wide policies shall take precedence.

Technical Standards for the Rutgers School of Nursing (SON-G)

Technical Standards for the Rutgers School of Nursing

1. **Policy Statement**

This policy identifies the set of technical standards that specify the nonacademic attributes, abilities, and skills candidates must demonstrate for admission, retention, progression, and graduation in the School of Nursing. This policy also defines the procedures to be followed in the event that a student does not meet those defined standards.

2. **Reasons for Policy**

Admission to the School of Nursing is conditional on the candidate's ability to achieve and meet these technical standards in conjunction with the academic standards, with or without reasonable accommodation, and depends on a process that examines and values the pertinent skills, attitudes, and attributes of each candidate on a case-by-case basis. The School of Nursing adheres to the highest ethical and professional standards of the nursing profession. In doing so, the School of Nursing reserves the right to deny admission to candidates or to dismiss candidates who, upon completion of the interactive process, cannot meet these technical and/or academic standards or who would be deemed to pose a threat to patients and others in the educational and clinical environment.

3. **Who Should Review This Policy**

All applicants to the School of Nursing and School of Nursing students participating in educational programs.

4. **Resources and Related Documents:**

- Office of Disabilities, New Brunswick and Rutgers Health
- School of Nursing Disabilities Services
- Temporary Conditions Website
- RBHS Office of Disability Services (ODS): 973-972-5396 or odsrbhs@rbhs.rutgers.edu
- ODS website

5. **Definitions**

- **Candidate:** refers to applicants to the Rutgers School of Nursing as well as current nursing students (graduate or undergraduate).
- **Temporary Conditions.** Temporary conditions or injuries do not last long (typically 6 months or less), are not chronic, and have little or no outstanding or lasting effects. Although temporary conditions generally do not qualify as a disability under federal or state laws, the University does recognize that temporary conditions and injuries can be problematic and may adversely affect a student's ability to fully participate in class.

6. **The Policy**

Under all circumstances, a candidate must be able to perform in an independent manner. The use of an intermediary in the clinical setting is ordinarily not permitted and may not be used as a substitute for a candidate's judgment or intellectual acumen. The use of an intermediary would be considered only when it does not alter an essential element or function of these technical and/or academic standards.

Technical Standards

A candidate for any School of Nursing degree must possess abilities and skills, which include those that are observational, communicational, dexterity/motor, intellectual-conceptual (integrative and quantitative), behavioral, and social. The School of Nursing adheres to the following technical standards which are required of all

candidates for the undergraduate or graduate degrees in nursing for admission, progression, and graduation, with or without reasonable accommodation. The attainment of knowledge mandates that the candidate participates in course activities, laboratories, and experiential rotations as defined by the School of Nursing policies. All courses in the curriculum must be successfully completed. In order to acquire the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care, students for the undergraduate and graduate degrees in nursing must have abilities and skills in the following five areas:

Observation

Candidates must have the ability to observe and evaluate in classroom settings, small group teaching exercises, one-on-one evaluations, patient care settings, nursing practice, and clinic sites.

Candidates must be able to:

- Acquire information from demonstrations and experiences in nursing courses such as lecture, group, and physical demonstrations
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
- Identify information presented in images from paper, slides, videos and transparencies
- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication

Candidates must also be able to:

- Use and interpret information from assessment techniques/maneuvers such as those involved in assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.
- Use and interpret information related to physiologic phenomena generated from diagnostic tools (i.e., sphygmomanometer, otoscope, ophthalmoscope) during a comprehensive examination of a client or patient

Communication

A candidate must be able to communicate effectively and efficiently; observe patients to elicit information; describe or detect changes in mood, activity, and posture; perceive nonverbal communications; and establish a therapeutic relationship. A candidate must be able to respectfully communicate effectively, efficiently, and sensitively (using English and/or a functional equivalent) in clinical and classroom settings with patients, their families, faculty, peers, and all other members of the health care team in both immediate and recorded modes. Communication includes speech, reading, and writing or the functional equivalent.

Dexterity/Motor

Candidates must be able to perform nursing skills requiring the use of gross and fine motor skills. Candidates must have sufficient motor function to elicit information from patients by palpation, percussion, auscultation, and other basic diagnostic procedures or assessment techniques. Candidates must be able to execute motor movements reasonably required to provide nursing care and emergency response to patients, such as IV insertion, venous blood draw, urinary catheter insertion, airway management, cardiopulmonary resuscitation, and application of pressure to control bleeding. Candidates must also be able to assist and/or participate in various lifting activities. All actions

included in this section require the coordination of gross and fine muscular movements, equilibrium, and use of the senses of touch and vision or the functional equivalent. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates are required to measure, calculate, reason, analyze, integrate, synthesize and retain complex information. In addition, candidates must be able to recall and apply information from course materials, lectures, current literature, and journals, as well as clinical nursing practice sites. Necessary abilities include critical thinking and reasoning, problem-solving, measurement, and mathematical calculation to provide optimal nursing care.

Behavioral-Social

Candidates must act ethically with integrity and demonstrate compassion and concern for others. Candidates are expected to exhibit professionalism, personal accountability, motivation, and interpersonal skills, including accepting and applying feedback and respecting boundaries, and caring for all individuals in a respectful and effective manner regardless of sex, gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Candidates must have appropriate hygiene and a professional appearance. Candidates must possess the emotional health required to fully utilize their intellectual abilities, exercise good judgment, work as effective members of a healthcare team, and function successfully under emotionally, intellectually, and physically demanding workloads within the classroom and clinical settings. This requires the ability to take responsibility for one's actions and emotional stability in stressful situations, with long hours and personal fatigue, dissatisfied patients, and tired colleagues. Candidates must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical environment.

Candidates are expected to maintain the highest ethical standards in their behavior and are expected to meet the ethical standards set forth by the nursing profession. Candidates must be able to develop skills necessary to recognize when they may need the support or assistance of other health care professionals and seek help when needed. Candidates must be able to develop professional relationships with patients, patients' families and/or caregivers, and other health care providers to provide effective nursing care while maintaining patient confidentiality. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and educational process.

Reasonable Accommodations

The University provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements as outlined in the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments ACT (ADAAA) of 2008, and the Rehabilitation Act of 1973.

A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that enables a qualified student with a disability to have an equal opportunity to participate in all Rutgers University student activities. To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. The ADA, the ADAAA and Section 504 all define disability as (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such a condition.

These technical standards are not intended to deter any candidate for whom reasonable accommodation would allow the fulfillment of the complete curriculum. The School of Nursing will provide reasonable accommodations, according to university policies and procedures, to otherwise qualified applicants and matriculated candidates with disabilities unless: (a) such accommodations impose undue hardship to the institution; (b) direct threats of substantial harm to the health and safety of others due to the disability cannot be eliminated by any reasonable accommodations available; or (c) such accommodations fundamentally alter the educational program or academic standards.

If a student is in need of reasonable accommodations to meet the Technical Standards outlined in this policy, they should contact the appropriate Office of Disability Services at the campus where they are enrolled.

Change in Ability

If, while matriculated, a student's ability to meet the program's technical standards, with or without accommodations, comes into question, a thorough and comprehensive review will be conducted to determine the student's fitness to continue in the program. This review may include an independent evaluation and/or testing by a health care provider designated by the School**. In circumstances where a determination has been made that a student may not be able to meet the technical standards with or without reasonable accommodations, the student will be referred to an ad-hoc Technical Standards Advisory Committee. It is the responsibility of the ad-hoc Technical Standards Advisory Committee to determine whether the student can or cannot meet the described standards utilizing reasonable accommodations. The recommendations of this Committee shall guide the student's program in determining whether a student should be referred to the Academic Review Board for dismissal. Students who are no longer able to meet the technical standards of their program even with reasonable accommodations will be dismissed.

***Students may request an evaluation and/or testing by their own provider at their own expense.

Entry to Baccalaureate Nursing Practice and Advanced Nursing Practice Divisions

Student Technical Standards Policy For Admission And Matriculation

Student attestation

By submitting this document, I hereby certify that I am able to meet, with or without accommodations, the technical standards, which are required for admission, matriculation, and completion of the School of Nursing program. If I require any accommodation to perform these functions, I agree to request accommodation, if needed, by promptly following the established policies and procedures set forth by the university.

If my circumstances change related to these technical standards, I will promptly notify the Office of Administration and Student Services at the Rutgers School of Nursing and/or the Office of Disability Services.

Please print name: _____

Signature _____ **Date:**_____

Academic Advising (SON-G)

Academic Advising

ENTRY TO BACCALAUREATE PRACTICE DIVISION AND SCHOOL NURSE POSTBACCALAUREATE CERTIFICATE PROGRAM

1. **Guideline Statement:** Academic advising assists students with recognizing and achieving their educational goals, developing an academic plan to meet their educational and professional goals, and understanding and interpreting the requirements and academic options within the School of Nursing. This guideline identifies who serves as academic advisors for students in the Entry Level Baccalaureate Division.
2. **Reasons for Guideline:** To provide an overview of the academic advisement processes.
3. **Who Should Review This Guideline:** All Rutgers School of Nursing Undergraduate students, faculty, and administration.
4. **The Guideline:**

Traditional Program

The School of Nursing's Advising Center provides academic advisement for freshman and sophomore students. The Advising Center serves as a pillar of support to guide students through their academic journey. Through partnerships with their adviser, students will learn the skills to navigate the complexities of a rigorous nursing program. The Advising Center assists students to progress through their general education and prerequisite courses successfully. Advising is an integral part of the student experience and helps students advance in the nursing major.

During the junior and senior years, the academic program directors provide academic advisement to assist students to successfully progress through the nursing major and provide students with direction to reach their individual career goals.

Educational Opportunity Fund (EOF) Program

Students participating in the Educational Opportunity Fund (EOF) Program receive tailored academic counseling from their assigned EOF counselors throughout their journey at the School of Nursing. These counselors closely collaborate with the Advising Center, ensuring that their guidance aligns with the nursing curriculum, thereby maintaining consistency and coherence in the advisement process. Additionally, junior and senior EOF students are encouraged to seek additional advisement and support from their program directors and academic deans.

Blackwood 2 + 2 Program

The Assistant Dean at the Blackwood Campus provides students with academic advisement to successfully progress through the nursing major and direction to reach their individual career goals.

Second Degree Program

Second-degree Program Director provides students with academic advisement to successfully progress through the nursing major and direction to reach their individual career goals.

R.N. to B.S. in Nursing Program

The Director for the R.N. to B.S. program serves as the academic adviser. Students should contact their academic adviser prior to course registration for any academic questions or guidance to ensure successful program completion.

Postbaccalaureate Certificate Program: School Nurse Certificate

The Director for the School Nurse Program serves as the academic adviser for enrolled students. Students should contact the Program Director for any academic questions or guidance to ensure successful program completion.

ACADEMIC ADVISING, ADVANCED NURSING PRACTICE DIVISION

1. **Policy Statement:** Academic advising assists students with recognizing and achieving their educational goals, developing an academic plan to meet their educational and professional goals, and understanding and interpreting the requirements and academic options within the School of Nursing. This policy identifies who serves as academic advisors for students in the Advanced Nursing Practice Division.
2. **Reasons for Policy:** To provide an overview of the academic advisement processes.
3. **Who Should Review This Policy:** All Rutgers School of Nursing Masters, Post-Masters Certificate, and DNP students, faculty, and administration.
4. **The Policy**

Matriculated Students

Graduate Program/Specialty Directors or their designees serve as academic advisers to students enrolled in their specialty programs. Students will be introduced to/informed of their assigned Program/Specialty Director/Advisor upon or shortly after admission. In subsequent semesters, students are encouraged to contact their academic advisor before course registration each semester to discuss any academic questions and receive guidance to ensure successful program completion.

Newly Admitted Students

Prior to registration in first-semester courses, students will meet with their Program/Specialty Director to discuss their plan of study and course sequence. Until that advisement meeting is held and communicated to the respective Student Affairs and academic departments by the Program/Specialty Director, a registration hold will be placed on the students' record.

Non-degree/Non-matriculated Students

Academic advisement for students who wish to take graduate courses without enrolling in a degree program will be provided by one of the Division of Advanced Nursing Practice Divisional Deans or their designee.

Grades and Records (SON-U)

GRADES AND RECORDS

Grade Symbols

Grades represent the quality of the student's performance, measured against standards of knowledge, skill, and understanding, as evaluated by the faculty member. Grades are reported to the university registrar at the end of each semester by the following symbols:

Grade	Definition	Numerical Equivalent
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
D	Poor	1.0
F	Failing	0.0

Grade Conversions

The School of Nursing employs the grading system that is currently in force within the university. The faculty has approved the use of the following grade conversions:

A	89.5-100
B+	84.5-89.49
B	79.5-84.49
C+	74.5-79.49
C	69.5-74.49
D	59.5-69.49
F	0-59.49

Note:

Undergraduate nursing students are required to receive a grade of C+ or better in all nursing courses.

Graduate nursing students are required to receive a grade of B or better in all nursing courses. Graduate students should refer to the Division of Advanced Nursing Practice Handbook for detailed grade descriptions and requirements.

Other Grade Symbols

Other Grade Symbols

Baccalaureate Programs

Undergraduate Grade Symbols

Symbol	Definition
T (Temporary)	Grades of TB+, TB, TC+, TC, TD, and TF are used for all incomplete and temporary grades. Temporary grades are given at the discretion of the instructor when coursework requirements have not been properly completed, e.g., major assignments or examinations. The letter following the T represents the grade the instructor would assign if the outstanding work were to remain uncompleted. This temporary grade becomes permanent if the work is not completed as required and notice is not received from the instructor to convert the temporary grade to a permanent one. The permanent grade may not be poorer than the assigned letter grade. Fall semester T grades must be completed by the first week of the spring semester, and spring and summer T grades must be completed by the first week of the fall semester.
X (Examination Not Taken)	Assigned only when the instructor believes a student might have passed the course had the final examination been taken. The student must arrange with the instructor to take a deferred examination. If the student fails to take a deferred examination within two weeks of the close of the semester or the time specified by the instructor in cases of extreme hardship, the X becomes an F. (A TX will become a TF at the end of such deferred examination period.)
XF (Disciplinary Failure)	A grade of XF may be assigned to a student found responsible for a serious violation of academic integrity as part of the sanction for the violation (see Academic Integrity Policy 10.2.13. Section II.B.2.).
W (Withdrawal)	Assigned in the following cases: (1) when a student officially drops a course between the end of the change-of-registration period and the withdrawal period (please refer to Academic Calendar for the appropriate campus: Newark Registrar and New Brunswick Registrar). A School of Nursing undergraduate student may withdraw from the same required School of Nursing course or required natural science course only once.
NG (No Grade)	Where no grade is assigned on the final grade roster, the registrar shall assign an NG (No Grade Given). The NG has no immediate effect on a student's GPA; however, if the situation is not resolved within the following semester, the NG converts to an F and the GPA will be recalculated accordingly.
P/NC (Pass/ No Credit)	A nonnumerical grade of Pass (equivalent to grades of A, B+, B, C+, and C) or No Credit (equivalent to grades of D and F) is assigned to any student who has registered for a course on that basis. No more than one course may be taken on a Pass/No Credit basis. This option may be used for general electives only. A student must request the Pass/No Credit option (please refer to the Undergraduate Program Forms on the School of Nursing website). This request must be made at the time of registration. This option may not be changed once the course officially begins. Degree credit is given for a grade of Pass. Neither Pass nor No Credit grades are included in the grade-point average.

TX (Semester Work Incomplete and Examination Not Taken).	To be used when the circumstances are such that both the T and X are applicable.
TZ	The TZ grade may be assigned only when a student is unable to finish coursework due to a verifiable emergency. The student and faculty are urged to reach an agreement as soon as possible as to how the course can be completed. The TZ will have no immediate effect on a student's GPA. However, if the situation is not resolved within the following semester, the TZ will convert to an F, and the GPA will be recalculated accordingly.

Advanced Nursing Practice Programs

Symbol	Definition
I (Incomplete)	A grade of I may be assigned only when a student is unable to finish a non-DNP Project course due to an unanticipated event. It is at the discretion of the course faculty member whether the request will be granted. The student and faculty member are urged to reach an agreement as soon as possible outlining how the course will be completed. The "I" will have no immediate effect on a student's GPA. If the incomplete grade is not resolved by the end of the following semester (more specifically the end of the Add/Drop period of the subsequent semester), the "I" will convert to the grade earned in the absence of the completed work (which may be an F) and GPA is recalculated accordingly. Please see additional information about I grades under Incomplete and In-Progress grades.
IP (In-Progress)	A grade of IP may be assigned to allow a student currently enrolled in a DNP Project course to provide the student a time-limited opportunity to complete DNP Project course requirements (e.g., awaiting DNP proposal approval from their chair/faculty, IRB approval, and delays with project implementation, data collection, analysis, or dissemination). The student and faculty member are urged to reach an agreement as soon as possible regarding how and when the course will be completed. The IP will have no immediate effect on a student's GPA. If the situation is not resolved within a 12-month period (regardless of enrollment status) the IP converts to the grade earned in the absence of the completed work (which may be an F) and the GPA is recalculated accordingly. Please refer to the Division of Advanced Nursing Practice Handbook for additional information.
IN (Terminal Incomplete)	A non-numerical grade of "IN" is assigned to a DNP Project course when a student has failed to complete outstanding coursework within the 12-month time period permitted to resolve an In-progress ("IP") grade. The "IN" grade will not affect a student's grade point average (GPA). Students who earn an "IN" and wish to continue to the program must repeat the course for which the grade was earned. Please note, an "IN" grade can only be awarded for the same course once.
P/F (Pass/Fail)	A non-numerical grade of "P" (equivalent to grades of A, B+, B, C+) or "F" (equivalent to grades of C, D, and F). Degree credit is given for a grade of Pass. Neither Pass nor Fail grades are included in the grade point average.
SA/US (Satisfactory/ Unsatisfactory)	A non-numerical grade of "SA" (equivalent to grades of A, B+, B, C+) or "US" (equivalent to grades of C, D and F) is assigned to any student registered for the Project Continuation course based on the extent to which the student has met deliverables in the Project Continuation Agreement Form. Degree credit is given for a grade of Satisfactory. Neither "SA" nor "US" grades are included in the grade point average.
NG (Not Graded)	A non-numerical grade submitted for Maintaining Matriculation.

W (Withdrawn without Evaluation)	A non-numerical grade of "W" may be used when a student has withdrawn from an individual course or from the School of Nursing. In no case shall the assignment of "W" be allowed when withdrawal from the School of Nursing is dated in the last two full weeks of instruction in any term. A "W" may be assigned for a course dropped after the course Withdrawal Schedule deadlines only when there are documented extenuating circumstances and authorized by the Divisional Dean. Students are allowed to withdraw from the Program/University up until the last Reading Day before final exams begin.

Grades and Records (SON-U)

Credit Prefixes

Credit Prefixes

Baccalaureate Programs

Symbol	Definition
E	No credit toward the degree is earned for the course, although the student is responsible for all coursework and must take the final examination. A grade is assigned but is not computed in the student's average,
J	Credits are earned toward the degree, but the grade is not computed in the cumulative grade-point average.
K	Credits are not earned toward the degree, but the grade is computed in the cumulative grade-point average.
P/NC	Course taken on a Pass/No Credit basis.
R	Course has been repeated, and the original grade was D or F.

Grades and Records (SON-U)

Semester Grade Reports

Semester Grade Reports

At the end of each semester, grades and unofficial transcripts are available through myRutgers.

At course midsemester, undergraduate and graduate students in jeopardy of unsatisfactory performance in a nursing course must receive a written or electronic notification from the course faculty or course leader/ coordinator.

Grades and Records (SON-U)

Warning Notices/Progress Reports

Warning Notices/Progress Reports

Baccalaureate Programs

A midsemester academic warning is assigned to any undergraduate student for reasons including, but not limited to, an average nursing course grade of less than C+ (75 percent); unsatisfactory, unsafe, unethical clinical performance; and/or poor attendance.

Following a midsemester academic warning, it is the responsibility of the student to contact the faculty who issued the warning and develop an action plan. In the event the warning is for unsatisfactory clinical performance, the course leader/coordinator will be notified and review the action plan. Educational Opportunity Fund (EOF) students must also contact their EOF adviser.

Absence of a midsemester warning does not guarantee a student will pass the clinical and/or didactic portion of a course. Students are responsible for monitoring their own progress in the course to ensure they are performing at a satisfactory level.

Advanced Nursing Practice Programs

A midsemester academic warning is assigned to any graduate student for reasons including, but not limited to, an average nursing course grade of less than B (79.5 - 84.49 percent); unsatisfactory, unsafe, unethical clinical performance; and/or poor attendance.

Following a midsemester academic warning, it is the responsibility of the student to contact the faculty who issued the warning and develop an action plan. In the event the warning is for unsatisfactory clinical performance, the course leader/coordinator and Specialty/Program Director will be notified to develop and review the remediation plan.

Students are responsible for monitoring their own progress in the course to ensure they are performing at a satisfactory level. Absence of a midsemester warning does not guarantee a student will pass the clinical and/or didactic portion of a course.

Grades and Records (SON-U)

Student Complaints about Grades

Student Complaints about Grades

See the Entry to Baccalaureate Nursing Practice and Advanced Nursing Practice Divisions, Grade Grievance Policy.

Grades and Records (SON-U)

Double Major

Double Major

Baccalaureate Programs

Major: Due to the rigor of the nursing program, combined with the scheduling of courses and clinicals, very few nursing students pursue a second major. Nonetheless, below are the university's guidelines for a double major.

As a general rule, a major consists of at least 30 credits of coursework in a discipline, but specific requirements are set by the department. If a student elects to seek a second major, the requirements stipulated for each major program must be satisfied. The requirements for each major are established by the appropriate academic department and are subject to modification. Students interested in a second major are urged to consult with the appropriate department chair or program director concerning current requirements for the major, necessary prerequisites, and the acceptability of any transfer credits.

Please note, in order to maintain good academic standing in the nursing program, students must abide by the program of study identified by the faculty to achieve satisfactory progression toward their nursing degree. The primary degree in nursing takes preference over meeting the requirements of the second major.

Once a decision is made to pursue a second major, it is the student's responsibility to file a Declaration of Major/ Minor form in the department that offers the major. The double major is recorded on the student's transcript but only one bachelor's degree is conferred upon graduation.

Grades and Records (SON-U)

Minor

Minor

Baccalaureate Programs

Minor: Minor programs are not required for graduation. In general, a minor consists of 18 to 21 credits of coursework in a discipline, but more specific requirements may be imposed by the department or program area. Students must consult the department for full details, complete and submit the Declaration of Major/Minor form on the School of Nursing website.

Students should consult with their academic advisor if they have questions about pursuing a minor or second major.

Academic/Scholastic Standing (SON-U)

Academic/Scholastic Standing

1. **Policy Statement:** This policy describes the academic and scholastic conditions that are considered to calculate GPA, Academic progress, and Dean's List. This policy also examines satisfactory grades.

2. **Reasons for Policy:** Students should become familiar with the academic regulations of Rutgers School of Nursing, particularly with regard to scholastic standing requirements.

3. **Who Should Review This Policy:** All Rutgers School of Nursing students, faculty, and administration.

4. **Resources and Related Documents:**

- Rutgers University Student Scholastic Standing and Graduation Policy 10.2.5
- Grades and Symbols Policy 10.2.2
- Advanced Nursing Practice Division Graduate Program Academic Progression Policy ANP 2024-007

- Entry to Baccalaureate Practice Division: Undergraduate Program Academic Progression Policies (there is one policy for each of the programs: Traditional Program, Second-Degree, 2+2 Blackwood, RN to BS in Nursing, and School Nurse Certificate Program) EBP 2024-007
- Rutgers University Code of Student Conduct 10.2.11
- Rutgers University Academic Integrity Policy 10.2.13
- Rutgers School of Nursing Standards of Conduct
- Entry to Baccalaureate Nursing Practice Division, Undergraduate Program Academic Progression Policy
- Advanced Nursing Practice Division, Graduate Program Academic Progression Policy

5. **Definitions**

- **Nursing Prerequisite**: A required course that must be taken before the 300-level or higher nursing coursework.
- **Term GPA** refers to a student's semester GPA for the active semester (fall, spring, summer).
- **Cumulative GPA** refers to a student's overall GPA for all coursework completed at Rutgers University.

6. **The Policy**

It is the responsibility of each student to become familiar with the academic regulations of Rutgers School of Nursing, particularly concerning scholastic standing requirements.

Academic/Scholastic Standing (SON-U)

Cumulative Grade-Point Average

Cumulative Grade-Point Average

The cumulative grade-point average is computed by multiplying the grade received in each course taken for credit (and to be included in the average) by the number of credits the course is worth to obtain the grade points earned in that course. The grade points earned in all such courses are then added together and the sum divided by the total credits of those courses.

- Grade (Numerical Equivalent) x Credits = Grade Points
- Total Grade Points/Total Credits = Cumulative Grade-Point Average

Adjusted Cumulative Grade-Point Average (Baccalaureate Traditional Program Students Only): If warranted, first-year students' first-semester grades may be omitted from the cumulative grade-point average. All credits earned in the first semester are applicable to the degree requirements. This average is known as the adjusted cumulative grade-point average. A student who elects to have these grades omitted should contact their academic advisor/program director. This must be requested and submitted by the end of the second semester of the first year; the adjusted cumulative GPA must be approved by the undergraduate associate dean. This rule is not applicable to transfer, second-degree, or registered nurse students.

Academic/Scholastic Standing (SON-U)

Academic Progress

Academic Progress

Students are expected to follow the sequence of courses specified in the School of Nursing curriculum. Failure to follow the approved curriculum may result in a withdrawal from the program. Students may be allowed to depart from the curriculum based on placement exams, scholastic standing actions, disciplinary actions, technical errors, and/or extenuating circumstances. However, students must receive prior approval from the academic dean before deviating from the curriculum.

Academic/Scholastic Standing (SON-U)

Dean's List

Dean’s List (Undergraduate Nursing Students)

At the end of each semester, the Division of Entry to Baccalaureate Practice Dean’s Office compiles an honor list of students whose scholastic average for the semester was 3.5 or better. Only students taking 12 or more graded credits are considered for the Dean's List.

Academic/Scholastic Standing (SON-U)

Satisfactory Grades

Satisfactory Grades (Undergraduate Nursing Students)

Progression through Curriculum for Undergraduate Students: Progression through the curriculum is based on satisfactory completion of required nursing courses and prerequisite courses. Satisfactory achievement is interpreted by Rutgers School of Nursing as a grade of C+ or better in all nursing courses (705). A grade of C, D, or F in required nursing courses will not be accepted as meeting the requirements for graduation from the School of Nursing.

For general education requirements, prerequisites, or supporting science courses, satisfactory achievement is interpreted by Rutgers University as a grade of C or better. A grade of D or F in any prerequisite or supporting science course will not be accepted as meeting the requirements for graduation from the School of Nursing.

Completion of Prerequisite Courses: Any course that is a prerequisite for a required nursing course must be satisfactorily completed before the first day of the semester in which the required course is offered. Temporary grades or incomplete grades are not considered satisfactory completion of a prerequisite.

Repeating Courses: A Rutgers University transcript records all courses taken at Rutgers University and the outcome (grade or withdrawal). Students may not repeat, for degree credit, courses bearing the same or equivalent course numbers if they achieved the required satisfactory passing grade.

If a student elects to repeat a course with a passing grade, the second grade will not be computed into the cumulative grade-point average and the student will receive E credit.

Prerequisite Overrides: The School of Nursing determines what course(s) a student must take, prior to, or in conjunction with a specific course.

Satisfactory Grades (Graduate Students)

Graduate students should refer to the Division of Advanced Nursing Practice Handbook for additional information regarding:

- Progression through Curriculum
- Completion of Prerequisite Courses
- Repeating Courses

Academic/Scholastic Standing (SON-U)

Unsatisfactory Academic Performance

Unsatisfactory Academic Performance

Undergraduate/Graduate: The Academic Progression Policy describes the academic conditions that are considered unsatisfactory and jeopardize a student's scholastic standing at Rutgers School of Nursing. Unsatisfactory academic performance may result in probation or dismissal. For more information, see:

- **Undergraduate:** Entry to Baccalaureate Nursing Practice Division, Undergraduate Program Academic Progression Policy can be found on the Catalog & Academic Policy page of the School of Nursing website. There are progression policies for each of the Baccalaureate programs.
- **Graduate**: Advanced Nursing Practice Division, Graduate Program Academic Progression Policy

Midterm/Mid-semester Warning

Undergraduate: At course mid-semester, students in jeopardy of unsatisfactory performance in a nursing course may receive written or electronic notification from the course faculty or course leader/coordinator. A mid-semester academic warning is assigned to any student for reasons including, but not limited to, an average nursing course grade less than “C+”; unsatisfactory, unsafe, unethical clinical performance; and/or poor attendance.

Following a mid-semester academic warning, the student is responsible for contacting the faculty who issued the warning to develop an action plan within five business days. In the event the warning is for unsatisfactory clinical performance, the Program Director/Academic Dean will be notified to develop and review the remediation/action plan. Educational Opportunity Fund (EOF) students must also contact their EOF adviser. Students are responsible for monitoring their progress in the course to ensure they are performing at a satisfactory level. The absence of a mid-semester warning does not guarantee a student will pass the clinical and/or didactic portion of a course(s).

Graduate: At course mid-semester, students in jeopardy of unsatisfactory performance in a nursing course may receive written or electronic notification from the course faculty or course leader/coordinator. A mid-semester academic warning is assigned to any student for reasons including, but not limited to, an average nursing course grade less than “B”; unsatisfactory, unsafe, unethical clinical performance; and/or poor attendance.

Following a mid-semester academic warning, the student is responsible for contacting the faculty who issued the warning to develop an action plan. In the event the warning is for unsatisfactory clinical performance, the Specialty/ Program Director will be notified to develop and review the remediation/action plan. Students are responsible for monitoring their progress in the course to ensure they are performing at a satisfactory level. The absence of a mid-semester warning does not guarantee a student will pass the clinical and/or didactic portion of a course(s).

Academic Dismissal Appeals

A student may appeal academic dismissal. These appeals go directly to the Dean of the School of Nursing. Anyone wishing to appeal a dismissal must submit a letter in writing, within 10 school days (days on which the university is open for business) of receipt of the decision for dismissal. The appeal letter must state the basis for the appeal and must be consistent with the following grounds: (1) technical error, (2) new information, or (3) extenuating circumstances. The Dean, whose decision is final, shall render a decision within 10 school days of receiving the appeal. During the dismissal appeal process, the student may remain active within the university to ensure access to email and other resources pending dismissal. All letters of appeal should be forwarded to the Senior Executive Assistant to the Dean.

Academic/Scholastic Standing (SON-U)

Reentry after a Dismissal

Reentry After a Dismissal (Baccalaureate Program Only)

Reentry to any of the Baccalaureate Programs after dismissal will be addressed and decided on a case-by-case basis.

For more information, see Academic/Scholastic Standing policy online, which includes resources and links to related documents.

Time Limit for Degrees (SON-U)

Time Limit for Degrees

1. **Policy Statement:** To communicate the amount of time students have to complete their degree program.
2. **Reasons for Policy:** To ensure clarity around timelines to complete degrees.
3. **Who Should Review This Policy:** All School of Nursing faculty, instructors, students and staff.
4. **Definitions:** None
5. **The Policy:**

Baccalaureate Programs

Traditional Program and R.N. to B.S. in Nursing Program

The time limit for completion of degree requirements is seven years. Two additional semesters, one semester at a time, may be added with the permission of Rutgers School of Nursing.

Second-Degree Program

The time limit for completion of degree requirements for the full-time program is two years or six semesters. Additional time to complete the degree may be added with the permission of the Entry to Baccalaureate Nursing Division Administration/Committee.

Blackwood 2 +2 Nursing Program

The time limit for completion of degree requirements is four years. Two additional semesters, one semester at a time, may be added with the permission of Rutgers School of Nursing.

Should a student withdraw or take a leave of absence, the date by which the degree must be completed does not change. In other words, the leave of absence is included in (i.e., counts towards) the time limit.

Graduate Programs

Advanced Nursing Practice students are expected to be continuously registered every semester (fall, spring, summer) from the date of matriculation. The time limit for completion of degree requirements:

- B.S. to M.S.N. degree must be completed within five years
- M.S.N. to D.N.P. degree must be completed within five years
- B.S. to D.N.P. degree must be completed within six years
- Post-Master's certificate programs must be completed within four years

Additional time to complete the degree may be added with the permission of the Advanced Nursing Programs Committee.

The Ph.D. in nursing degree must be completed:

- Full-time students: within seven years
- Part-time students: within eight years

Additional information for Ph.D. in nursing students:

- Any approved leave of absence does not count toward the time limit
- An extension of time (EOT) request for up to one year may be granted upon review and approval of both the Ph.D. in Nursing Program and the School of Graduate Studies.
- Students must follow the policies of the School of Graduate Studies.

Attendance and Examinations (SON-U)

Attendance and Examinations

Attendance and Examinations (SON-U)

Attendance

Classroom and Clinical Attendance

1. **Policy Statement:** This policy sets expectations for classroom and clinical attendance as well as make-up procedures.
2. **Reasons for Policy:** To provide guidelines for course and clinical attendance and the process for the completion of missed coursework requirements.
3. **Who Should Review This Policy:** All School of Nursing faculty, instructors, students and staff.
4. **Resources and Related Documents:** Rutgers University Course Attendance Policy, 10.2.7
5. **Definitions, Pre-licensure Programs (Baccalaureate)**

- **Tardy**: Arrival within 15 minutes after the start of the class or clinical.
- **Absence**: A class or clinical absence is defined as any of the following:
    - Failure to attend a class or clinical meeting.
    - Arrival more than 15 minutes after the start of a class or clinical meeting.
    - Three instances of tardiness equates to a class or clinical absence.

- **Excused absence**: The recognized grounds for an excused absence are:
    - Illness (proof of illness may be required, such as doctor's notice or evidence of test result)
    - Personal emergency or obligations claimed by the student and recognized as valid
    - Bereavement
    - Participation in recognized curricular or extra-curricular activities
    - Recognized religious holidays (see Rutgers listing of religious observances)
    - Severe inclement weather causing dangerous traveling conditions. Note: Should classes be canceled by the University due to inclement weather, clinical classes are also canceled.
    - Jury duty

- **Off-campus Clinical:** Clinical experiences hosted off-site at a site appropriate for each clinical course including but not limited to hospitals, long-term care facilities, rehabilitation facilities, and mental health facilities.
- **On-campus Clinical:** Clinical experiences hosted on-campus including but not limited to lab and simulation activities.
- **Community Clinical:** Clinical experiences hosted in community settings including but not limited schools, community centers, and health fairs.

6. **The Policy (Entry to Baccalaureate Practice)**

Clinical absences

This policy pertains to off-campus clinicals, on-campus clinicals and community clinicals.

Students are required to be present for all clinical experiences; they are expected to be present for the entire experience, beginning to end.

Students must personally notify the clinical faculty/preceptor and/or clinical site in which they are placed if absence from a clinical day is necessary. Specifics of this notification process will be supplied by the clinical faculty.

One unexcused absence will result in a clinical warning. More than one unexcused clinical absence will result in a clinical failure.

A student whose clinical absences total more than 15% of the total number of clinical hours in a single course, over a single semester, will be given a mandatory failure (F) for the clinical component of the course, which will result in a failure for the course.

Exceptions: Even though students are expected to be present for all clinical experiences, they may not attend clinical if sick, including but not limited to fever, respiratory illness, and/or gastrointestinal illness.

Make-up All clinical absences, regardless of the reason for the absence, must be made up.

The Division of Simulation and Clinical Learning will provide one (1) clinical make-up day for each clinical course in the undergraduate nursing curriculum. During this make-up day, a Division faculty will facilitate an on-campus clinical experience to meet course objectives. The clinical make-up day will be scheduled during final exam week. Therefore, the date and time will not be available until the final exam schedule is released.

The course lead will make arrangements for the second make-up day.

Should an instructor be absent, an alternative clinical experience will be arranged at the discretion of the course lead.

Faculty will verify that the student successfully completed the entire clinical make-up session. If the student does not complete the entire clinical make-up session on the scheduled date, the student will be given a mandatory failure for the clinical component of the course, which results in a course failure.

Classroom absences

It is expected that all students attend classes. It is the right of individual faculty to set their own classroom expectations.

7. **The Policy (Advanced Nursing Practice)**

Clinical absences

This policy pertains to clinical practicum experience and on-campus clinical activities. Students are expected to attend every session of a clinical practicum. Should an absence occur for any reason including inclement weather, the student must make up the missed experience. The specific nature of the make-up assignment is at the discretion of the faculty member or preceptor. However, students must complete the required practicum hours for the clinical course. Arrangements for making up clinical time are based on the availability of the clinical site, faculty, specific learner needs, and student availability.

Students must personally notify the clinical faculty/preceptor and/or clinical site in which they are placed if absence from a clinical day is necessary. Specifics of this notification process will be supplied by the clinical faculty. Students who miss more than one clinical day may be subject to a clinical warning and required to be evaluated by the program director, assistant dean, and/or associate dean.

Classroom absences

It is expected that all students attend classes. See the course syllabus for the course-specific policy on class absences.

Attendance and Examinations (SON-U)

Examinations

Undergraduate Examination Policy, Entry to Baccalaureate Practice

1. **Policy Statement:** To provide guidelines on the timing of regularly scheduled examinations and final exams; on the administration of deferred exams and for handling official exam conflicts.

2. **Reasons for Policy:** To define exam scheduling conflicts, reduce exam conflicts, and ensure final exams are not administered early.
3. **Who Should Review This Policy:** All undergraduate School of Nursing faculty, instructors, and students.
4. **Resources and Related Documents:** Rutgers Final Exam Policies
5. **Definitions:** None
6. **The Policy**

Examinations administered at Rutgers School of Nursing comply with the university policy on examinations.

Deferred examinations from the fall semester must be taken within two weeks before the beginning of the spring semester. Deferred examinations from the spring semester must be taken within two weeks after the close of the spring semester. In case of extreme hardship, the time may be extended through the summer but must be completed no later than two weeks before the beginning of the fall semester.

Final Examinations

All final exams are scheduled by the university.

- Exam periods will be three hours in length and will be scheduled according to the final exam schedule at Rutgers University-Newark or Rutgers University-New Brunswick.
- A student shall be said to have an exam conflict if that student has:
    - A student shall be said to have an exam conflict if that student has more than two exams beginning in a 25-hour period or two exams scheduled for the same exam period.
    - Guidance on resolving exam conflicts can be found in the Rutgers University Final Exam Policies.
- If the course faculty requests verification of the absence from an examination, the student must provide it. Course faculty should accept printouts of the university final exam schedule that show a conflict in accordance with the above definitions.
- The University has restrictions on exams and assignments due during the last two weeks of classes. Specifically, quizzes/tests worth less than 20% of the final grade are allowed during this period. Faculty may assign papers and projects due during the last two weeks of the semester, but Faculty must provide instructions and materials needed for the assignments, papers, and projects worth 20% or more of the final grade at least three weeks before their due dates.
- The University requires that final exams be given during the official final exam period.
- Additional restrictions on exams during the final exam period, as well as make-up exams can be found in the Final Exam Policies.

UNDERGRADUATE GUIDELINES FOR IN-PERSON TESTING

The following guidelines will be in effect during all in-person exams for this course:

- For computer-based exams, students must download the software to their personal computer prior to testing.
- All students must bring a Rutgers ID to every exam to confirm their identity. Students whose identity cannot be verified may be refused.
- Students must be on time for scheduled exams. Exams have a scheduled start time; students who are late will not have additional time added to the exam end time.

- If unable to take the exam on the scheduled date, the student MUST inform the faculty as soon as possible, ideally prior to the exam. A makeup exam will be arranged. Make-up exams may be of a different format and have fewer or more questions than the regular examination.
- Recognized grounds for an excused absence are:
    - Illness (proof of illness may be required, such as doctor's notice or evidence of test result)
    - Personal emergency or obligations claimed by the student and recognized as valid
    - Bereavement
    - Recognized religious holidays (see Rutgers listing of religious observances)
    - Severe inclement weather causing dangerous traveling conditions. Note: Should classes be canceled by the University due to inclement weather, clinical classes are also canceled.
    - Jury duty
- Students may be assigned seats for the exam.
- With the exception of a computer, all electronic devices (cell phones, earbuds, smart watches, smart pens, or other electronic devices) must be turned off and left with bags at the front/side of the classroom.
- Scrap paper and calculators, if needed, will be provided by faculty and collected at the end of the exam.
- Students are expected to be silent for the duration of the exam. No talking is permitted once the exam has started and while the exam is in session.
- Only water in a clear plastic bottle with no label, is allowed in the classroom during exams.
- Sunglasses, hats, hoods, and other head coverings are not permitted during exams (unless required for religious reasons).
- Students must verify that their exam has been submitted before leaving the room.
- Students must not take a screenshot/copy any exam content, or post or discuss questions on the internet and social media websites.
- Upon exam completion, students are asked not to congregate outside of the testing area out of respect for students who are still testing.
- Cheating on an examination is a serious violation of academic integrity and will result in the student being referred to the Academic Integrity Officer.

Communicable Disease Policy (SON-U)

Communicable Disease Policy

1. **Guideline Statement:** The aim of these guidelines is to reduce the risk of pathogen transmission between students and patients.

2. **Reasons for Guideline:** To ensure that students minimize their risk of acquiring an infection during clinical experiences and to protect patients from contracting communicable illnesses from students.

3. **Who Should Review This Guideline:** All School of Nursing faculty, instructors, students, and staff.

4. **Resources and Related Documents:**

- Rutgers School of Nursing Student Technical Standards Policy for Admission and Matriculation
- Rutgers School of Nursing Information on Disability Services Webpage

- Temporary Conditions Website
- RBHS Office of Disability Services (ODS): 973-972-5396 or odsrbhs@rbhs.rutgers.edu
- ODS website
- Information on postexposure prophylaxis can be found on the CDC website
- Students and faculty need to be familiar with communicable disease prevention, immunization, and health requirements of the clinical agencies where students undertake rotations.

5. **Definitions:** Infectious/communicable diseases exposure: unprotected contact or encounter with a person with an infectious/communicable disease. The dynamics of the exposure will factor into the level of transmission risk.

6. **The Guideline:** Infectious/communicable diseases are common in healthcare settings. As such, during clinical rotations, Rutgers School of Nursing (RSON) students may have contact with patients, other students and faculty, and healthcare team members who have communicable bloodborne, airborne, and/or contact-transmitted infections. This contact may result in the student transmitting or acquiring an infectious disease.

To protect the health and safety of students, as well as that of patients and healthcare team members, the RSON requires:

- The completion of the clinical clearance process well before starting clinical rotations. Note: A student with a communicable/infectious disease pursuing academic study that requires clinical rotations should be aware that the RSON cannot guarantee placement at affiliate clinical sites for clinical rotations. Students participating in clinical rotations are subject to the requirements and approval of the clinical site. Please see the school's Student Technical Standards Policy for Admission and Matriculation for more information.
- The completion of occupational infectious disease transmission and prevention training prior to initiating patient care.
- Compliance with the infectious/communicable disease policy and protocols, including post-exposure treatment and follow-up, at all clinical agencies where rotations occur.
- Compliance with the use of standard precautions in all patient care situations.
- **Students exposed to an infectious disease during a clinical must follow the agency's guidelines to which they are assigned for clinical rotations.** Most clinical contracts between RSON and clinical agencies state that the agency must provide emergency care for students in case of illness or accident. However, the student may be responsible for paying any medical expenses.
- **Any exposure incident that takes place either in a clinical agency or in the simulation lab must also be reported following University procedure.** See the Rutgers Student or Public Incident Alert form.

Guideline key points:

1. All infectious disease exposures need to be evaluated as soon as possible following the clinical site agency's policies.
2. A report must be filed with the clinical agency following the agency's policies
3. A report must be filed with Rutgers University.
4. At the initial post-exposure evaluation, follow-up needs to be arranged based on the type and degree of exposure.

Baccalaureate Programs (SON-U)

BACCALAUREATE PROGRAMS

Program Outcomes

Traditional Program Curriculum - New Brunswick

Traditional Program Curriculum - Newark

Traditional Program Curriculum - Blackwood

Second-Degree Program Curriculum

R.N. to B.S. in Nursing Program Curriculum

Program Outcomes (SON-U)

Program Outcomes

Outcomes

The School of Nursing baccalaureate graduate is prepared to:

- Integrate theory, liberal learning, and nursing knowledge into generalist practice.
- Provide person-centered care that is holistic, compassionate, coordinated, and reflective of individual's preferences, values, needs and social influences using best evidence for nursing practice.
- Provide care for individuals, families, and communities across the healthcare continuum to promote wellness, prevent illness, and manage disease through traditional and non-traditional partnerships to improve equitable health outcomes.
- Engage in scholarly inquiry and apply research and evidence-based practice , to improve health and transform healthcare.
- Use principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- Collaborate with care team members, patients, families, communities, and other stakeholders to optimize care, enhance, the healthcare experience and improve outcomes.
- Coordinate resources within complex systems of healthcare to provide safe, hiqh quality, cost-effective, and equitable care for diverse populations.
- Utilize informatics and healthcare technologies to gather data, support decision-making, and inform the delivery of high-quality, safe, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
- Cultivate professional identity founded on accountability, collaboration and altruism to reflect nursing characteristics and values that foster ethical decision-making and promote social justice.
- Engage in professional development, self-care practices, and lifelong learning to support the acquisition of nursing expertise and leadership skills.

Expectations for student learning outcomes are clearly articulated in each course and contribute to the achievement of the overall program outcomes.

Traditional Program Curriculum - New Brunswick (SON-U)

Traditional Program Curriculum - New Brunswick

Students in the traditional baccalaureate program in New Brunswick seeking the bachelor of science (B.S.) in nursing degree must complete 122 credits.

Graduates who successfully complete the program will be eligible to register to take the NCLEX-RN licensure exam in the state of New Jersey and in other states.

First Year

Fall (15 Credits)

- 77:705:101 - Academic and Professional Development Seminar* (2)
- 01:355:101 - College Writing I (3)
- 01:119:127 - Anatomy and Physiology: Health Science I** (4)
- Anthropology/Cultural Studies (3)
- General Elective (3)

Spring (13 Credits)

- Writing (3)****
- 01:830:101 - General Psychology (3)
- 01:119:128 - Anatomy and Physiology: Health Science II** (4)
- Humanities (3)

Second Year

Fall (16 Credits)

- 01:119:131 - Microbiology for the Health Sciences (3)
- 01:119:132 - Microbiology for the Health Sciences Laboratory (1)
- 77:705:255 - Nutrition (3)
- 01:960:211 - Statistics I*** (3)
- Literature (3)
- General Elective (3)

Spring (15 Credits)

- 01:160:128 - Chemistry of Life (3)
- 77:705:229 - Life Span: A Holistic Approach (3)

- 77:705:306 - Health Assessment Across the Life Span (3)
- History/Political Science/Economics (3)
- General Elective (3)

Third Year

Fall (15 Credits)

- 77:705:205 - Sociocultural Dimensions of Health (3)
- 77:705:325 - Professional Nursing I (3)
- 77:705:335 - Nursing Care of Healthy Populations (6)
- 77:705:350 - Pathophysiology & Pharmacotherapuetics: An Integrated Approach I (3)

Spring (17 Credits)

- 77:705:326 - Professional Nursing II (2)
- 77:705:336 - Nursing Care of Adults and Older Adults with Common Health Conditions (6)
- 77:705:340 - Nursing Care of Childbearing Families (6)
- 77:705:351 - Pathophysiology & Pharmacotherapuetics: An Integrated Approach II (3)

Fourth Year

Fall (15 Credits)

- 77:705:412 - Nursing Care of the Infant, Child, and Adolescent (6)
- 77:705:427 - Professional Nursing III (3)
- 77:705:428 - Nursing Care of Adults and Older Adults with Complex Health Conditions (6)

Spring (16 Credits)

- 77:705:414 - Nursing Care of Individuals/ Populations with Acute and Chronic Mental Health Conditions (6)
- 77:705:418 - Population Health (3)
- 77:705:455 - Transition to Professional Practice (4)
- Nursing Elective (3)

  Notes:
  *required of all first-year students
  **restricted to School of Nursing students
  ***or equivalent inferential statistics course
- ****Writing course options are:
- o 355:201 Research in Disciplines
- 355:202 – Technical Writing Essentials
  - o 355:203 – Business Writing Essentials
  - o 355:302 – Scientific and Technical Writing
  - o 355:303 – Writing for Business and Professions
  - o 355:315 – Grant Writing

- 355:342 – Science Writing
- 355:352 – Writing as a Naturalist

Traditional Program Curriculum - Newark (SON-U)

Traditional Program Curriculum - Newark

Students in the traditional baccalaureate program in Newark seeking the bachelor of science (B.S.) in nursing degree must complete 122 credits.

Graduates who successfully complete the program will be eligible to register to take the NCLEX-RN licensure exam in the state of New Jersey and in other states.

First Year

Fall (15 Credits)

- 25:705:101 - Academic and Professional Development Seminar* (2)
- 21:355:101 - English Composition I (3)
- 21:120:141 - Anatomy and Physiology I** (4)
- Anthropology/Cultural Studies (3)
- General Elective (3)

Spring (16 Credits)

- 21:355:102 - English Composition II (3)
- 21:830:102 - Principles of Psychology II (3)
- 21:120:142 - Anatomy and Physiology II** (4)
- General Elective (3)
- Humanities (3)

Second Year

Fall (15 Credits)

- 25:705:229 - Life Span: A Holistic Approach (3)
- 25:705:255 - Nutrition (3)
- 21:640:211 - Statistics I*** (3)
- 21:160:108 - Organic Biochemistry (3)
- Literature (3)

Spring (13 Credits)

- 21:120:235 - Microbiology (4)
- 25:705:306 - Health Assessment Across the Life Span (3)
- History/Political Science/Economics (3)
- General Elective (3)

Third Year

Fall (15 Credits)

- 25:705:205 - Sociocultural Dimensions of Health (3)
- 25:705:325 - Professional Nursing I (3)
- 25:705:335 - Nursing Care of Healthy Populations (6)
- 25:705:350 - Pathophysiology & Pharmacotherapeutics: An Integrated Approach I (3)

Spring (17 Credits)

- 25:705:326 - Professional Nursing II (2)
- 25:705:336 - Nursing Care of Adults and Older Adults with Common Health Conditions (6)
- 25:705:340 - Nursing Care of Childbearing Families (6)
- 25:705:351 - Pathophysiology & Pharmacotherapeutics: An Integrated Approach II (3)

Fourth Year

Fall (15 Credits)

- 25:705:412 - Nursing Care of the Infant, Child, and Adolescent (6)
- 25:705:427 - Professional Nursing III (3)
- 25:705:428 - Nursing Care of Adults and Older Adults with Complex Health Conditions (6)

Spring (16 Credits)

- 25:705:414 - Nursing Care of Individuals/ Populations with Acute and Chronic Mental Health Conditions (6)
- 25:705:418 - Population Health (3)
- 25:705:455 - Transition to Professional Practice (4)
- Nursing Elective (3)

  Notes:
  *required of all first-year students
  ***or equivalent inferential statistics course

Traditional Program Curriculum - Blackwood (SON-U)

Traditional Program Curriculum - Blackwood

The 2+2 BS in Nursing program is a unique partnership with Camden County College, Blackwood Campus, allowing students from Camden County College or other community colleges to complete a Bachelor of Science (B.S.) in nursing degree after completing an associate's degree in science--prenursing track. The 2+2 students (Blackwood Campus students) are admitted as transfers in the summer before their junior year, having completed the liberal arts requirements of the traditional baccalaureate curriculum. However, they are given one year, from the time of admission, to complete the anthropology and world literature requirements.

Students applying to the program must have either an associate's of science degree or 60 undergraduate prerequisite credits from Camden County College or another accredited community college.
Graduates will be eligible to register to take the NCLEX-RN licensure exam in the state of New Jersey and in other states.

Camden County College

Courses Required for Admission into the Program

- ENG-101 - English Composition I
- ENG-102 - English Composition II
- BIO-211 - Anatomy and Physiology I
- BIO-212 - Anatomy and Physiology II
- PSY-109 - Developmental Psychology
- BIO-221 - Microbiology
- CHM-101 - Chemistry I
- CHM-102 - Chemistry II
- FNS-107 - Nutrition for Health Care Professional
- MTH-111 - Elements of Statistics I*
- History, Political Science, Economics Elective
- PHL-232 - Biomedical Ethics
- General Elective
- General Elective
- General Elective

Other Courses Required for Graduation from the Program

- ANT-101 - Introduction to Anthropology
- Literature Elective

Rutgers

Summer Session (8 Credits) - "Summer Bridge Semester"

- 77:705:201 - Academic & Professional Development for the 2 + 2 Student (2)
- 77:705:205 - Sociocultural Dimensions of Health (3)
- 77:705:306 - Health Assessment Across the LIfe Span (3)

Junior Year Fall (12 Credits)

- 77:705:325 - Professional Nursing 1 (3)
- 77:705:335 - Nursing Care of Healthy Populations (6)
- 77:705:350 - Pathophysiology & Pharmacotherapeutics: An Integrated Approach I (3)

Junior Year Spring (17 Credits)

- 77:705:326 - Professional Nursing II (2)

- 77:705:336 - Nursing Care of Adults & Older Adults with Common Health Conditions (6)
- 77:705:340 - Nursing Care of Child Bearing Families (6)
- 77:705:351 - Pathophysiology & Pharmacotherapeutics: An Integrated Approach II (3)

Senior Year Fall (15 Credits)

- 77:705:412 - Nursing Care of Infants, Children, & Adolescents (6)
- 77:705:427 - Professional Nursing III (3)
- 77:705:428 - Nursing Care of Adults & Older Adults with Complex Health Conditions (6)

Senior Year Spring (16 Credits)

- 77:705:414 - Nursing Care of Individuals/Populations with Acute & Chronic Mental Health Conditions (6)
- 77:705:418 - Population Health (3)
- 77:705:455 - Transition to Professional Practice (4)
- Nursing Elective (3)

Second-Degree Program Curriculum (SON-U)

Second-Degree Program Curriculum

Rutgers School of Nursing offers an opportunity for students who have already earned a bachelor's degree in another field to pursue a second bachelor's degree. Students in the second-degree program seeking the bachelor of science (B.S.) in nursing degree must complete 63 credits.

Graduates who successfully complete the program will be eligible to register to take the NCLEX-RN licensure exam in the state of New Jersey and in other states.

Required Prerequisite Courses (see notes, below)

Admission to the second-degree baccalaureate program requires the completion of these prerequisite courses:

- Anatomy and Physiology I* (4 credits with lab)
- Anatomy and Physiology II* (4 credits with lab)
- Microbiology* (4 credits with lab)
- Organic Biochemistry OR General Chemistry II* (3 credits)
- General Psychology (3 credits)
- Introduction to Sociology (3 credits)
- Statistics (3 credits) (descriptive and inferential statistics)
- Life Span: A Holistic Approach (3 credits) or Developmental Psychology (3 credits) (covering the entire life span: newborn to elderly)
- Nutrition (3 credits)

First Semester (15 Credits)

- 25:705:306 - Health Assessment Across the Life Span (3)

- 25:705:325 - Professional Nursing I (3)
- 25:705:335 - Nursing Care of Healthy Populations (6)
- 25:705:350 - Pathophysiology & Pharmacotherapeutics: An Integrated Approach I (3)

Second Semester (15 Credits)

- 25:705:326 - Professional Nursing II (2)
- 25:705:336 - Nursing Care of Adults and Older Adults with Common Health Conditions (6)
- 25:705:340 - Nursing Care of Childbearing Families (6)
- 25:705:351 - Pathophysiology & Pharmacotherapeutics: An Integrated Approach II (3)

Third Semester (15 Credits)

- 25:705:412 - Nursing Care of the Infant, Child, and Adolescent (6)
- 25:705:427 - Professional Nursing III (3)
- 25:705:428 - Nursing Care of Adults and Older Adults with Complex Health Conditions (6)

Fourth Semester (16 Credits)

- 25:705:414 - Nursing Care of Individuals/ Populations with Acute and Chronic Mental Health Conditions (6)
- 25:705:418 - Population Health (3)
- 25:705:455 - Transition to Professional Practice (4)
- Nursing Elective (3)

Notes:

- All science prerequisite courses must be completed within 10 years of applying to the program. There is no time limit for non-science prerequisite courses.
- A grade of C+ or higher is required for Life Span/Developmental Psychology and Nutrition; a grade of C or higher is required for all other prerequisite courses.
- Science grades weigh heavily in the admission decision.
- Nursing courses completed at another nursing school are not accepted.
- Please note, a history of numerous course failures, repeated courses, withdrawals, and dismissal from another nursing program may influence the admission decision. While not required, addressing extraordinary circumstances related to previous academic performance in a personal statement is highly recommended.
- All science prerequisite courses (four) must be completed (with grades) prior to application submission. No exceptions.
- It is strongly recommended all prerequisite courses are completed prior to applying, but applicants who have two non-science courses "in-progress" at the time of application submission will be considered. Proof of enrollment for any course "in progress" must be provided with the application and an updated official transcript indicating the "in progress" course(s) were successfully completed is required before beginning the program.

R.N. to B.S. in Nursing Program Curriculum (SON-U)

R.N. to B.S. in Nursing Program Curriculum

Students in the R.N. to B.S. in nursing program must complete 121 credits. Students with an associate degree or diploma in nursing and licensed registered nurses may apply previous nursing, nursing science, and general education credits toward the 121 credits.

General education courses*:
These courses may be transferred or taken at any point in the curriculum (33 credits).

- 01:355:101 - College Writing I (3) OR 21:355:101 - English Composition I (3)
- 01:355:201 - Research in the Disciplines (3) OR 21:355:102 - English Composition II (3)
- 01:920:101 - Introduction to Sociology (3) OR 21:920:201 - Introduction to Sociology (3)
- Introduction to Psychology (3) (01:830:101) or Principles of Psychology II (21:830:102) (3)
- Anthropology/Cultural Studies (3)
- History/Political Science/Economics (3)
- Humanities (3)
- Literature (3)
- General Electives (9) (total of 3 courses required)

The following courses may be transferred or taken at Rutgers University. These courses must be taken before any 300-level nursing courses (18 credits).

Nursing science courses:

- 01:119:127 - Anatomy and Physiology: Health Sciences (4) OR
  21:120:141 - Anatomy and Physiology I (4)
- 01:119:128 - Anatomy and Physiology: Health Sciences (4) OR
  21:120:142 - Anatomy and Physiology II (4)
- 01:119:131 - Microbiology for the Health Sciences (3) and 01:119:132 - Microbiology for the Health Sciences Laboratory (1) OR
  21:120:235 - Microbiology (4)
- 01:160:128 - Chemistry of Life (3) OR Organic BioChemistry 21:160:108 (3)
  01:960:211 - Statistics I (3) OR
  21:640:211 - Statistics (3)

Registered nurses can achieve up to 40 credits for the following courses from nursing credits transferred from their basic nursing program, School of Nursing proficiency examinations, or baccalaureate/graduate courses at Rutgers University:

- 34 NCLEX proficiency credits awarded to students that graduated with their associate degree or diploma in nursing and have successfully passed the NCLEX examination.

- Proficiency by taking or challenging two of the following courses to complete the 40-credit requirement:
- 25:705:229 or 77:705:229 - Life Span: A Holistic Approach (3)* or Developmental Psychology (must cover the the entire lifespan birth to elderly)
- 25:705:255 or 77:705:255 - Nutrition (3) **OR 11:709:255 - Nutrition and Health (3)**

The following courses must be taken at Rutgers University and are included in the 30-credit residency requirement. This course plan includes 12 credits of graduate-level courses that can be applied to a graduate program.

- 77:705:250 - Scholarly Writing for the Professional Nurse (2)
- 77:705:328 - Introduction to Quality & Safety in Healthcare (3)
- 77:705:330 - Health Assessment & Clinical Reasoning (3)
- 77:705:355 - Integration of Pathophysiology & Pharmacotherapuetics for Clinical Nursing (4)
- 77:705:447 - Community and Public Health Nursing (3)
- 77:705:450 - RN-BS Practicum (3)
- NURS 6930 - Information Technology for Evidence Based Practice***(grad level course) (3)
- CLDR 6400 - Leadership Across the Continuum***(grad level course) (3)
- NURS 6060 - Clinical Inquiry for Evidence Based Practice***(grad level course)(3)
- NURS 6040 - Determinants of Health***(grad level course) (3)

Notes:
*CLEP examinations may be available to meet some of these Rutgers University general education and basic nursing requirements.
**For students who do not have 40 nursing credits to transfer into the program, Rutgers School of Nursing offers proficiency examinations to earn credit for these credits.
***Graduate level course

Transcripts are evaluated upon acceptance to determine which courses may be accepted as transfer credit.

Postbaccalaureate Certificate Program (SON-G)

POSTBACCALAUREATE CERTIFICATE PROGRAM

School Nurse Certificate Program Curriculum

School Nurse Certificate Program Curriculum (SON-G)

School Nurse Certificate Program Curriculum

Rutgers School of Nursing offers a school nurse certificate program for professional registered nurses with a baccalaureate degree who wish to be certified in school nursing (instructional certificate) in the state of New Jersey.

Students in the school nurse certificate program must complete 22 credits with a practicum of 75 hours. The certificate program is an online program, but requires 75 clinical hours and student teaching in a school setting during the practicum.

Foundational/Prerequisite Courses (7 Credits)

- 77:705:447 - Community and Public Health Nursing (4)
- 77:705:306 - Health Assessment Across the Life Span (3)

Core Courses (15 Credits)

- 05:300:306 - Educational Psychology: Principles of Classroom Learning (3)
- 77:705:470 - Foundations in Health Education (3)
- 77:705:480 - School Health Nursing (6)
- 77:705:481 - School Health Nursing Practicum (3) (includes 75 hours clinical/ student teaching)

For additional information and program updates, see the School Nurse Certificate page on the School of Nursing website.

Master of Science in Nursing Programs (SON-G)

MASTER OF SCIENCE IN NURSING PROGRAMS

Program Outcomes

Informatics Curriculum

Master of Science Nurse-Midwifery

Master of Science Nursing Leadership Curriculum

Master of Science Program Outcomes (SON-G)

Master of Science Program Outcomes

Outcomes

The School of Nursing master's graduate is prepared to:

- Demonstrate the application and translation of nursing knowledge and ways of knowing from related arts and sciences in the design, delivery, and evaluation of person-centered, population-focused care.
- Apply evidence-based strategies within diverse populations and systems to promote holistic, evidence-based, person-centered care that is based on a scientific body of knowledge and maximizes health outcomes.
- Evaluate epidemiologic, ethical, and resource management principles surrounding public policy and engage in collaborative activities with traditional and non-traditional partnerships with diverse stakeholders to promote equitable individual, community, population, and planetary health outcomes.

- Apply and disseminate evidence-based practice derived from the scholarship and discipline of advanced nursing practice to optimize patient care and improve outcomes in diverse health settings and populations.
- Design, foster, and advocate for emerging principles of safety and improvement science using data to enhance quality and minimize risk of harm to improve patient, provider, population, and organizational effectiveness.
- Model the use of effective communication and collaboration strategies to strengthen the interprofessional team to improve health outcomes.
- Apply strategies of systems-based practice to coordinate and lead approaches that improve health outcomes for diverse populations and sustain system effectiveness.
- Analyze and apply information technologies, documentation, data transmission standards, and data models for efficient clinical and administrative communication and decision making aimed at delivery of safe, high-quality outcomes.
- Develop a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment which is reflective of nursing's characteristics and values.
- Contribute to activities that foster resiliency and flexibility that lead to lifelong growth as a person, practitioner, and leader in conjunction with the development of a professional voice used to advocate for and mentor within healthcare.

Expectations for student learning outcomes are clearly articulated in each course and contribute to the achievement of overall program outcomes.

Informatics Curriculum (SON-G)

Informatics Curriculum

The nursing informatics master's degree program (MSN) is online. Upon program completion, graduates are eligible to take the Informatics Nursing Certification Examination through American Nurses Credentialing Center (ANCC).

Curriculum

The coursework for the 37-credit informatics MSN program can be completed entirely online. An additional 225 clinical hours in person with an approved preceptor in New Jersey are required.

The following are the required courses for the program:

Core Courses

- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6780 - Healthcare Economics & Business Practices (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)

Specialty Courses

- NINF 5110 - Concepts of Nursing Informatics (3)
- NINF 5205 - Nursing Databases Design, Development, and Applications (3)
- NINF 5210 - Information Systems Principles (3)

- NINF 5301 - Nursing Systems Development Lifecycle (4) (45 practicum hours)
- NINF 5302 - Consumers Health Care Informatics (3)
- NINF 5303 - Informatics Project and Change Management (3)
- NINF 5305 - Nursing Informatics Practicum (3) (90 practicum hours)
- NINF 5405 - Advanced Practice in Nursing Informatics (3) (90 practicum hours)
- NINF 5415 - Seminar on Issues in Nursing Informatics (3)

Master of Science Nurse-Midwifery (SON-G)

Master of Science Nurse-Midwifery

The Post-Baccalaureate Master of Science in Nursing (MSN) Nurse-Midwifery Program is based at the Rutgers Health Campus in Newark, NJ. This program of study prepares students to be independent providers of full-scope health care across the lifespan including primary care; sexual, reproductive, and gynecologic health care; care during pregnancy, labor and birth, and the postpartum period; and care for the healthy neonate. The nurse-midwifery curriculum provides a combination of theory and practicum experiences. The School of Nursing offers students the opportunity to learn from experienced and nationally recognized faculty who are all actively engaged in teaching and clinical practice.

Curriculum

This program is 50 credits with 945 precepted practicum hours and is designed to be completed through a part-time (3 year) plan of study.

The following are the required courses for this program:

Core Courses

- ADHA 5107 Advanced Health Assessment (3)
- NURS 5104 Advanced Pathophysiology (3)
- NURS 5105 Advanced Clinical Pharmcology (3)

DNP Core Courses

- NURS 6060 Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6780 Healthcare Economics & Business Practices (3)
- NURS 6930 Information Technology for Evidence-Based Practice (3)

Specialty courses

- NMID 7000 Foundations of Midwifery Care (2)
- WHNM 7100 Gynecological, Sexual, and Reproductive Health (6) (160 clinical hours)
- NMID 7200 Ultrasound for Midwives (1)
- WHNM 7300 Antepartum and Postpartum Care (6) (160 clinical hours)
- WHNM 7500 Primary Care Theory for Midwives and Women's Health Nurse Practitioners (3)
- NMID 7400 Intrapartum and Postpartum Care (6) (220 clinical hours)
- NMID 7600 Fetal Assessment and Neonatal Care (3) (45 clinical hours)

- WHNM 7700 Advanced Clinical Midwifery Integration (4) (360 clinical hours)
- NMID 7800 Comprehensive Review (1)

Master of Science Nursing Leadership Curriculum (SON-G)

Nursing Leadership Curriculum

The master's in nursing leadership program builds upon the foundation of baccalaureate education. This program is designed to incorporate the ongoing changes in the health care system. The Essentials of the Master's Education in Nursing (AACN), Quality and Safety in Education for Nurses (QSEN), and the American Organization of Nursing Leadership (AONL) competencies are embedded in this program. Students completing this program are prepared to take the leadership certification exam offered through the American Nurses Credentialing Center (ANCC) or AONL. The program is a hybrid program (primarily online with one or two face-to-face classes per course). This program offers a blend of synchronous and asynchronous remote courses. The practicum courses are assigned and require 500 hours of mentored practicum experience by program completion.

Curriculum

The master's in leadership program is 42 credits with minimum 510 mentored hours required. These practicum hours are integrated in both theory and practicum courses.

The following are the required courses for this program:

Core Courses

- NURS 6040 - Determinants of Health (3)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6780 - Healthcare Economics & Business Practices (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6980 - Epidemiology and Population Health (3)

Supplemental Courses

- CLDR 6510 - Managing Human Capital (3)
- Elective (3)

Specialty Courses

- CLDR 6400 - Leadership Across the Continuum Theory (3) (35 clinical hours)
- CLDR 6410 - Leadership Across the Continuum Practicum (3) (135 clinical hours)
- CLDR 6420 - Organizational Complexity Theory (3) (35 clinical hours)
- CLDR 6430 - Organizational Complexity Practicum (3) (135 clinical hours)
- CLDR 6440 - Quality and Safety in Health Care Theory (3) (35 clinical hours)
- CLDR 6450 - Quality and Safety in Health Care Practicum (3) (135 clinical hours)

Postbaccalaureate Doctor of Nursing Practice (D.N.P.) Programs (SON-G)

POSTBACCALAUREATE DOCTOR OF NURSING PRACTICE (D.N.P.) PROGRAMS

DNP Program Outcomes

DNP Adult-Gerontology Acute Care Nurse Practitioner Curriculum

DNP Adult-Gerontology Primary Care Nurse Practitioner Curriculum

DNP Family Nurse Practitioner Curriculum

DNP Family Nurse Practitioner in Emergency Care Curriculum

DNP Nursing Leadership Curriculum

DNP Nurse Anesthesia Curriculum

DNP Pediatric Primary Care Nurse Practitioner Curriculum

Dual Primary/Acute Care Pediatric Nurse Practitioner Curriculum

Psychiatric/Mental Health Nurse Practitioner Curriculum

DNP Nurse-Midwifery Curriculum

Women's Health/Gender-Related Curriculum

Dual Women's Health/Nurse-Midwifery Curriculum

DNP Program Outcomes (SON-G)

DNP Program Outcomes

Outcomes

The School of Nursing D.N.P. graduate is prepared to:

- Integrate scientific underpinnings at the highest level for advanced nursing practice.
- Lead organizations and systems to enhance quality and safety to improve patient, population, and organizational outcomes.
- Lead strategic initiatives to influence public policy and promote value in health care, and improve patient experience and population health.

- Synthesize, implement, evaluate, and disseminate best evidence for advanced nursing practice to optimize organizational and health outcomes.
- Analyze, appraise, and utilize information technology to improve and transform health care delivery at the individual and population level.
- Develop, implement, evaluate, and disseminate interdisciplinary models of care that enhance patient and population health outcomes.
- Incorporate epidemiologic principles in evidence-based practice and improvement of population health outcomes.
- Develop, intervene, and evaluate health care and fiscal policy impact on the health of diverse populations.
- Influence individual, population, and organizational outcomes through D.N.P.-level professional practice and leadership.

Expectations for student learning outcomes are clearly articulated in each course and contribute to the achievement of overall program outcomes.

DNP Adult-Gerontology Acute Care Nurse Practitioner Curriculum (SON-G)

DNP Adult-Gerontology Acute Care Nurse Practitioner Curriculum

The post-baccalaureate doctor of nursing practice (DNP) adult-gerontology acute care nurse practitioner (AGACNP) program prepares students to provide direct patient care to adults with complex, acute illnesses in collaboration with other members of the health care team. Graduates will be eligible for certification through the American Nurses Credentialing Association (ANCC) as an Adult-Gerontology Acute Care Nurse Practitioner in the state of New Jersey. You must have a minimum of two years of acute care experience.

Curriculum: The post-baccalaureate DNP adult-gerontology acute care nurse practitioner program is 75 credits with 752 precepted practicum hours.

The following are the required courses for this program:

Core Courses

- NURS 5104 - Advanced Pathophysiology (3)
- NURS 5105 - Advanced Clinical Pharmacology (3)
- ADHA 5107 - Advanced Health Assessment (3)

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6040 - Determinants of Health (3)
- NURS 6780 - Health Care Economics and Business Practices (3)

- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6980 - Epidemiology and Population Health (3)
- CLDR 6440 - Quality & Safety in Healthcare Theory (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)*
- NURS 6031 - DNP Project Implementation (2)*
- NURS 6032 - DNP Project Evaluation and Dissemination (2)*

Specialty Courses

- AGAC 5402 - Diagnostic Reasoning for the AGAC-NP(3)
- AGAC 6360 - Pathopharmacology (3)
- AGAC 6270 - Adult-Gerontology Acute Care Theory 1 (3)
- AGAC 6280 - Adult-Gerontology Acute Care Practicum 1 (3) (188 clinical hours)
- AGAC 6290 - Adult-Gerontology Acute Care Theory 2 (3)
- AGAC 6300 - Adult-Gerontology Acute Care Practicum 2 (3) (188 clinical hours)
- AGAC 6320 - Adult-Gerontology Acute Care Theory 3 (3)
- AGAC 6330 - Adult-Gerontology Acute Care Practicum 3 (3) (188 clinical hours)
- AGAC 6340 - Adult-Gerontology Acute Care Theory 4 (3)
- AGAC 6350 - Adult-Gerontology Acute Care Practicum 4 (3) (188 clinical hours)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

*A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Students, however, may be required to complete more than 1000 hours to meet minimum competency requirements for graduation and certification (when applicable).

DNP Adult-Gerontology Primary Care Nurse Practitioner Curriculum (SON-G)

DNP Adult-Gerontology Primary Care Nurse Practitioner Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) program is based at the Rutgers Biomedical and Health Sciences Campus in Newark, NJ. This program of study prepares nurses to assume the role of primary care provider for patients from adolescence to the elderly. The curriculum provides a combination of theory and practicum experiences. The School of Nursing offers students

the opportunity to learn from experienced and nationally recognized faculty who are actively engaged in teaching and clinical practice. Students receive mentoring and individualized attention from faculty throughout the program based on their needs.

Curriculum: The post-baccalaureate D.N.P. adult-gerontology primary care nurse practitioner program is 69 credits with 750 precepted practicum hours.

The following are the required courses for this program:

Core Courses

- NURS 5104 - Advanced Pathophysiology (3)
- NURS 5105 - Advanced Clinical Pharmacology (3)
- ADHA 5107 - Advanced Health Assessment (3)

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6040 - Determinants of Health (3)
- NURS 6780 - Health Care Economics and Business Practices (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6980 - Epidemiology and Population Health (3)
- CLDR 6440 - Quality & Safety in Healthcare Theory (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)
- NURS 6031 - DNP Project Implementation (2)
- NURS 6032 - DNP Project Evaluation and Dissemination (2)

Specialty Courses

- AGPC 6600 - Adult-Gerontology Primary Care Theory 1 (3)
- AGPC 6610 - Adult-Gerontology Primary Care Practicum 1 (3) (135 clinical hours)
- AGPC 6620 - Adult-Gerontology Primary Care Theory 2 (3)
- AGPC 6630 - Adult-Gerontology Primary Care Practicum 2 (3) (135 clinical hours)
- AGPC 6640 - Adult-Gerontology Primary Care Theory 3 (3)
- AGPC 6650 - Adult-Gerontology Primary Care Practicum 3 (3) (240 clinical hours)
- AGPC 6660 - Adult-Gerontology Primary Care Theory 4 (3)
- AGPC 6670 - Adult-Gerontology Primary Care Practicum 4 (3) (240 clinical hours)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Students, however, may be required to complete more than 1000 hours to meet minimum competency requirements for graduation and certification (when applicable).

DNP Family Nurse Practitioner Curriculum (SON-G)

DNP Family Nurse Practitioner Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Family Nurse Practitioner (FNP) Program is based at the Rutgers Biomedical and Health Sciences Campus in Newark, NJ. This program of study prepares nurses to assume the role of primary care provider for patients from birth until the end of life. The curriculum provides a combination of theory and practicum experiences. The School of Nursing offers students the opportunity to learn from experienced and nationally recognized faculty who are all actively engaged in teaching and clinical practice. Students receive mentoring and individualized attention from faculty throughout the program based on the student's needs.

Curriculum: The post-baccalaureate DNP family nurse practitioner program is 75 credits with 870 precepted practicum hours. The following are the required courses for this program:

Core Courses

- NURS 5104 - Advanced Pathophysiology (3)
- NURS 5105 - Advanced Clinical Pharmacology (3)
- ADHA 5107 - Advanced Health Assessment (3)

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6040 - Determinants of Health (3)
- NURS 6780 - Health Care Economics and Business Practices for Advanced Practice Nurses (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6980 - Epidemiology and Population Health (3)
- CLDR 6440 - Quality & Safety in Healthcare Theory (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)
- NURS 6031 - DNP Project Implementation (2)
- NURS 6032 - DNP Project Evaluation and Dissemination (2)

Specialty Courses

- AGPC 6600 - Adult-Gerontology Primary Care Theory 1 (3)
- AGPC 6610 - Adult-Gerontology Primary Care Practicum 1 (3) (135 clinical hours)
- AGPC 6620 - Adult-Gerontology Primary Care Theory 2 (3)

- AGPC 6630 - Adult-Gerontology Primary Care Practicum 2 (3) (135 clinical hours)
- AGPC 6640 - Adult-Gerontology Primary Care Theory 3 (3)
- AGPC 6650 - Adult-Gerontology Primary Care Practicum 3 (3) (240 clinical hours)
- AGPC 6660 - Adult-Gerontology Primary Care Theory 4 (3)
- AGPC 6670 - Adult-Gerontology Primary Care Practicum 4 (3) (240 clinical hours)
- FHNP 6750 - Family Centered Primary Care for Infants, Children, and Adolescents Theory (3)
- FHNP 6760 - Family Centered Primary Care for Infants, Children, and Adolescents Practicum (3) (120 clinical hours)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Students, however, may be required to complete more than 1000 hours to meet minimum competency requirements for graduation and certification (when applicable).

DNP Family Nurse Practitioner in Emergency Care Curriculum (SON-G)

DNP Family Nurse Practitioner in Emergency Care Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Family Nurse Practitioner in Emergency Care (FNP-EC) program is based at Rutgers Biomedical Health Sciences Campus in Newark, NJ. This program of study prepares nurses to assume the assessment and management of emergent and urgent care to patients across the lifespan. Graduates are also prepared in the role of primary care provider for patients from birth until the end of life. The curriculum provides a combination of theory and practicum experiences. The School of Nursing o◈ers students the opportunity to learn from experienced and nationally recognized faculty who are all actively engaged in teaching and clinical practice. Students receive mentoring and individualized attention from faculty throughout the program.

Curriculum: The program is 81 credits with 945 precepted practicum hours. The following are the required courses for this program:

Core Courses

- NURS 5104 - Advanced Pathophysiology (3)
- NURS 5105 - Advanced Clinical Pharmacology (3)
- ADHA 5107 - Advanced Health Assessment (3)

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)

- NURS 6040 - Determinants of Health (3)
- NURS 6780 - Health Care Economics and Business Practices (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6980 - Epidemiology and Population Health (3)
- CLDR 6440 - Quality & Safety in Healthcare Theory (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)
- NURS 6031 - DNP Project Implementation (2)
- NURS 6032 - DNP Project Evaluation and Dissemination (2)

Specialty Courses

- AGPC 6600 - Adult-Gerontology Primary Care Theory 1 (3)
- AGPC 6610 - Adult-Gerontology Primary Care Practicum 1 (3) (135 clinical hours)
- AGPC 6620 - Adult-Gerontology Primary Care Theory 2 (3)
- AGPC 6630 - Adult-Gerontology Primary Care Practicum 2 (3) (135 clinical hours)
- FHNP 6750 - Family Centered Primary Care for Infants, Children, and Adolescents Theory (3)
- FEAC 6510 - FNP in Emergency Acute Care Theory 1 (3)
- FEAC 6511 - FNP in Emergency Acute Care Practicum 1 (4) (225 clinical hours)
- FEAC 6512 - FNP in Emergency Acute Care Theory 2 (3)
- FEAC 6513 - FNP in Emergency Acute Care Practicum 2 (4) (225 clinical hours)
- FEAC 6514 - FNP in Emergency Acute Care Theory 3 (3)
- FEAC 6515 - FNP in Emergency Acute Care Practicum 3 (4) (225 clinical hours)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Students, however, may be required to complete more than 1000 hours to meet minimum competency requirements for graduation and certification (when applicable).

DNP Nursing Leadership Curriculum (SON-G)

DNP Nursing Leadership Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Nursing Leadership program is designed for those on a leadership trajectory across all settings. This program incorporates the ongoing changes in the healthcare system. The Essentials of the Doctoral Education for Advanced Nursing Practice (AACN), Quality and Safety in Education for Nurses (QSEN) and the American Organization of Nursing Leadership (AONL) competencies are embedded in this program. Students completing this program are prepared to take the leadership certification exam offered

through the American Nurses Credentialing Center (ANCC) or AONL. This program offers a blend of synchronous and asynchronous remote courses. The practicum courses are assigned and require 680 hours of mentored practicum experience by program completion. DNP Project experience hours are obtained through the development, implementation, and evaluation of the required DNP project.

Curriculum: The post-baccalaureate DNP leadership program is 60 credits with a minimum of 680 precepted practicum hours. This is when the student develops, implements, evaluates, and disseminates their DNP Project. Applications are accepted in both fall and spring semesters on a rolling basis.

The following are the required courses for the program:

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6040 - Determinants of Health (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6780 - Healthcare Economics & Business Practices (3)
- NURS 6980 - Epidemiology and Population Health (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)
- NURS 6031 - DNP Project Implementation (2)
- NURS 6032 - DNP Project Evaluation and Dissemination (2)

Supplemental Courses

- CLDR 6510 - Managing Human Capital (3)
- Elective (3)

Specialty Courses

- CLDR 6400 - Leadership Across the Continuum Theory (3) (35 clinical hours
- CLDR 6410 - Leadership Across the Continuum Practicum (3) (135 clinical hours)
- CLDR 6420 - Organizational Complexity Theory (3) (35 clinical hours)
- CLDR 6430 - Organizational Complexity Practicum (3) (135 clinical hours)
- CLDR 6440 - Quality and Safety in Health Care Theory (3) (35 clinical hours)
- CLDR 6450 - Quality and Safety in Health Care Practicum (3) (135 clinical hours)
- CLDR 6460 - Creating and Sustaining Quality Organizations Theory (3) (35 clinical hours)
- CLDR 6470 - Creating and Sustaining Quality Organizations Practicum (3) (135 clinical hours)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Students, however, may be required to complete more than 1000 hours to meet minimum competency requirements for graduation and certification (when applicable).

DNP Nurse Anesthesia Curriculum (SON-G)

DNP Nurse Anesthesia Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Nurse Anesthesia Program is based at the Rutgers Health Sciences Campus in Newark, NJ and is the only doctoral program for nurse anesthesia in the state. The DNP curriculum prepares our graduates for the full scope of nurse anesthesia practice in a variety of clinical settings. The 85-credit course of study is offered as a 36 Month Full Time Plan of Study. The curriculum is divided into an initial Didactic Phase for the first year followed by the gradual integration of the Clinical Specialty Phase, which continues to include a didactic course of study. Students will also complete DNP project experience hours focused on the development, implementation, evaluation, and dissemination of the DNP project. Final committee approval of the DNP project, in conjunction with successful completion of all specialty-specific requirements, deem the student eligible for a Doctor of Nursing Practice degree. Graduates are eligible to sit for the national certification examination offered through the NBCRNA.

Curriculum: The full-time program is 85 credits with 2800 precepted practicum hours. The following are the required courses for this program:

Core Courses

- NURS 5104 - Advanced Pathophysiology (3)
- NURS 5105 - Advanced Clinical Pharmacology (3)
- ADHA 5107 - Advanced Health Assessment (3)

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6780 - Health Care Economics and Business Practices (3)
- NURS 6980 - Epidemiology and Population Health (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)*
- NURS 6031 - DNP Project Implementation (2)*
- NURS 6032 - DNP Project Evaluation and Dissemination (2)*

Specialty Courses

- ANST 6001 - Physics/Technology/Equipment in Anesthesia (2)
- ANST 6002 - Advanced Physiology (3)
- ANST 6003 - Pharmacology of Anesthetics (3)

- ANST 6004 - Introduction to Anesthetic Management (2)
- ANST 6005 - Anesthesia and Coexisting Disease (3)
- ANST 6006 - Regional Anesthesia (2)
- ANST 6201 - Anesthesia Practicum 1 (1) (200 clinical hours)
- ANST 6007 - Pharmacology of Accessory Drugs (3)
- ANST 6008 - Cardiovascular/Thoracic Anesthesia (2)
- ANST 6009 - Pediatric Anesthesia (2)
- ANST 6010 - Obstetrical Anesthesia (2)
- ANST 6202 - Anesthesia Practicum 2 (1) (200 clinical hours)
- ANST 6011 - Neurosurgical Anesthesia (2)
- ANST 6012 - Anesthetic Management for Common Procedures Part 1 (2)
- ANST 6203 - Anesthesia Practicum 3 (3) (600 clinical hours)
- ANST 6013 - Anesthetic Management for Common Procedures Part 2 (3)
- ANST 6014 - Acute and Chronic Pain Management (1)
- ANST 6015 - Quality, Safety, and Access in Anesthesia (2)
- ANST 6204 - Anesthesia Practicum 4 (3) (600 clinical hours)
- ANST 6205 - Anesthesia Practicum 5 (3) (600 clinical hours)
- ANST 6016 - High Acuity/Complex Anesthetic Management (2)
- ANST 6206 - Anesthesia Practicum 6 (3) (600 clinical hours)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

*A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Although this program far exceeds this minimum, students are still required to complete a minimum number of DNP project experience hours to meet minimum competency requirements for graduation.

DNP Pediatric Primary Care Nurse Practitioner Curriculum (SON-U)

DNP Pediatric Primary Care Nurse Practitioner Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Pediatric Nurse Practitioner (PNP) Program is based at the Rutgers Biomedical and Health Sciences Campus in Newark, NJ and is one of the few programs in the state that prepares PNPs with DNP degrees. Graduates are eligible to take the national certification as a primary care PNP offered through the Pediatric Nursing Certification Board (PNCB).

Curriculum: The post-baccalaureate DNP PNP program is comprised of 74 credits with 765 precepted practicum hours.

The following are the required courses for this program**:**

Core Courses

- NURS 5104 - Advanced Pathophysiology (3)
- ADHA 5107 - Advanced Health Assessment (3)

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6040 - Determinants of Health (3)
- NURS 6780 - Health Care Economics and Business Practices for Advanced Practice Nurses (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6980 - Epidemiology and Population Health (3)
- CLDR 6440 - Quality & Safety Across the Continuum Theory (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)
- NURS 6031 - DNP Project Implementation (2)
- NURS 6032 - DNP Project Evaluation and Dissemination (2)

Specialty Courses

- PNP 5103 - Pediatric Advanced Physiology and Assessment (3)
- PNP 5105 - Pediatric Clinical Pharmacology (3)
- NMID 6407 - Nurse-Midwifery Theory V: Management of the Neonate and Breastfeeding (2)
- PNP 6560 - Primary Care of Children Theory 1: Health Promotion (3)
- PNP 6570 - Primary Care of Children Practicum 1 (3) (225 clinical hours)
- PNP 6540 - Primary Care of Children Theory 2: Common Mild/Episodic Illnesses (3)
- PNP 6550 - Primary Care of Children Practicum 2 (3) (180 clinical hours)
- PNP 6580 - Primary Care of Children Theory 3: Chronic Conditions (3)
- PNP 6590 - Primary Care of Children Practicum 3 (3) (180 clinical hours)
- PNP 6710 - Primary Care of Children Theory 4: Contemporary Issues (3)
- PNP 6720 - Primary Care of Children Practicum 4 (3) (180 clinical hours)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Students, however, may be required to complete more than 1000 hours to meet minimum competency requirements for graduation and certification (when applicable).

Dual Primary/Acute Care Pediatric Nurse Practitioner Curriculum (SON-G)

Dual Primary/Acute Care Pediatric Nurse Practitioner Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Dual certification Acute care/Primary Care Pediatric Nurse Practitioner (PNP) Program is based at the Rutgers Health Sciences Campus in Newark, NJ and is the only Dual certification option program in the state preparing doctoral prepared dually certified pediatric nurse practitioners. Graduates are eligible to sit for national certification as an acute care AND/OR primary care pediatric nurse practitioner offered through the Pediatric Nursing Certification Board. You must have a minimum of one-year acute care pediatric experience to apply to this program.

Curriculum: The post-baccalaureate DNP dual primary/acute care pediatric nurse practitioner program is comprised of 85 credits with 945 clinical hours devoted to precepted NP clinical practice. The program can be completed in eleven (11) semesters of graduate study and is a hybrid of online and in-classroom courses. The following are the required courses for this program:

Core Courses

- NURS 5104 - Advanced Pathophysiology (3)
- ADHA 5107 - Advanced Health Assessment (3)
- PNP 5103 - Pediatric Advanced Physiology and Assessment (3)
- PNP 5105 - Pediatric Clinical Pharmacology (3)

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- CLDR 6440 - Quality & Safety in Healthcare Theory (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6780 - Health Care Economics and Business Practices (3)
- NURS 6040 - Determinants of Health (3)
- NURS 6980 - Epidemiology and Population Health (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)
- NURS 6031 - DNP Project Implementation (2)
- NURS 6032 - DNP Project Evaluation and Dissemination (2)

Specialty Courses

- PNP 6560 - Primary Care of Children Theory 1: Health Promotion (3)
- PNP 6570 - Primary Care of Children Practicum 1 (3) (225 clinical hours)

- NMID 6407 - Nurse-Midwifery Theory V: Management of the Neonate and Breastfeeding (2)
- PNP 6540 - Primary Care of Children Theory 2: Common Mild/Episodic Illnesses (3)
- PNP 6550 - Primary Care of Children Practicum 2 (3) (180 clinical hours)
- PNP 5110 - Diagnostic Reasoning and Procedures for Pediatric Acute Care (3)
- PNP 6610 - Acute Care of Children Theory (3)
- PNP 6620 - Acute Care of Children Practicum (3) (180 clinical hours)
- PNP 6580 - Primary and Advanced Care of Children Theory 3: Chronic Conditions (3)
- PNP 6630 - Primary and Advanced Care of Children Practicum 3 (4) (180 clinical hours)
- PNP 6710 - Primary and Advanced Care of Children Theory 4: Contemporary Issues (3)
- PNP 6640 - Primary and Advanced Care of Children Practicum 4 (4) (180 clinical hours)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Students, however, may be required to complete more than 1000 hours to meet minimum competency requirements for graduation and certification (when applicable).

Psychiatric/Mental Health Nurse Practitioner Curriculum (SON-G)

Psychiatric-Mental Health Nurse Practitioner Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Psychiatric-Mental Health Nurse Practitioner Program is based at the Rutgers Biomedical and Health Sciences Campus in Newark, NJ, and is one of few programs in New Jersey preparing Post BS to DNPs in the area of Psychiatric- Mental Health across the life span. Graduates are eligible to take the national certification examination as a Psychiatric-Mental Health Nurse Practitioner American Nurses Credentialing Center (ANCC).

Curriculum: The Post-Baccalaureate DNP psychiatric-mental health nurse practitioner program is 78 credits with 752 precepted practicum hours. The following are the required courses for this program:

Core Courses

- NURS 5104 - Advanced Pathophysiology (3)
- NURS 5105 - Advanced Clinical Pharmacology (3)
- ADHA 5107 - Advanced Health Assessment (3)

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)

- NURS 6040 - Determinants of Health (3)
- NURS 6780 - Healthcare Economics and Business Practices (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6980 - Epidemiology and Population Health (3)
- CLDR 6440 - Quality & Safety in Healthcare Theory (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)
- NURS 6031 - DNP Project Implementation (2)
- NURS 6032 - DNP Project Evaluation and Dissemination (2)

Specialty Courses

- MHP 6090 - Principles of Psychopharmacology (3)
- MHP 6110 - Theoretical Foundations of Psychotherapy (3)
- MHP 6310 - Biopsychosocial Assessment and Differential Diagnosis in Advanced Practice Nursing (3)
- MHP 6140 - Human Behavior Theory 1: Care of the Adult and the Older Adult and Family (3)
- MHP 6150 - Human Behavior Practicum 1: Care of the Adult and the Older Adult and Family (3) (188 clinical hours)
- MHP 6160 - Human Behavior Theory 2: Care of the Adult and the Older Adult and Family (3)
- MHP 6170 - Human Behavior Practicum 2: Care of the Adult and the Older Adult and Family (3) (188 clinical hours)
- MHP 6180 - Human Behavior Theory 3: Care of the Child and Adolescent and Family (3)
- MHP 6190 - Human Behavior Practicum 3: Care of the Child and Adolescent and Family (3) (188 clinical hours)
- MHP 6210 - Human Behavior Theory 4: Care of the Specialty Populations (3)
- MHP 6220 - Human Behavior Practicum 4: Care of the Specialty Populations (3) (188 clinical hours)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Students, however, may be required to complete more than 1000 hours to meet minimum competency requirements for graduation and certification (when applicable).

DNP Nurse-Midwifery Curriculum (SON-G)

DNP Nurse-Midwifery Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Nurse-Midwifery Program is based at the Rutgers Health Campus in Newark, NJ. This program of study prepares students to be independent providers of full-scope health care across the lifespan including primary care; sexual, reproductive, and gynecologic health care;

care during pregnancy, labor and birth, and the postpartum period; and care for the healthy neonate. The nurse-midwifery curriculum provides a combination of theory and practicum experiences. The School of Nursing offers students the opportunity to learn from experienced and nationally recognized faculty who are all actively engaged in teaching and clinical practice.

Curriculum: The program course load is 77 credits with 945 precepted practicum hours. The program can be completed through a part-time (4-year) plan of study. The following are the required courses for this program:

Core Courses

- NURS 5104 - Advanced Pathophysiology (3)
- NURS 5105 - Advanced Clinical Pharmacology (3)
- ADHA 5107 - Advanced Health Assessment (3)

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6040 - Determinants of Health (3)
- NURS 6780 - Healthcare Economics and Business Practices (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6980 - Epidemiology and Population Health (3)
- CLDR 6440 - Quality & Safety in Healthcare Theory (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)
- NURS 6031 - DNP Project Implementation (2)
- NURS 6032 - DNP Project Evaluation and Dissemination (2)

Specialty Courses

- NMID 7000 - Foundations of Midwifery Care (2)
- WHNM 7100 - Gynecological, Sexual, and Reproductive Health (6) (160 clinical hours)
- NMID 7100 - Ultrasound for Midwives (1)
- WHNM 7300 - Antepartum and Postpartum Care (6) (160 clinical hours)
- WHNM 7500 - Primary Care Theory for Midwives and Women's Health Nurse Practitioners (3)
- NMID 7400 - Intrapartum and Postpartum Care (6) (220 clinical hours)
- NMID 7600 - Fetal Assessment and Neonatal Care (3) (45 clinical hours)
- WHNM 7700 - Advanced Clinical Midwifery Integration (4) (360 clinical hours)
- NMID 7800 - Comprehensive Review (1)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

Women's Health/Gender-Related Curriculum (SON-G)

Women's Health/Gender-Related Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Women's Health/Gender-Related Nurse Practitioner Program is based at the Rutgers Health campus in Newark, NJ. The Women's Health/Gender-Related Nurse Practitioner provides a combination of theory and practicum experiences that prepares graduates to be independent providers of full-scope health care within this specialty.

Curriculum: This program is 72-credits with a minimum of 755 direct patient care practicum hours.

The following are the required courses for this program:

Core Courses:

- NURS 5104 - Advanced Pathophysiology (3)
- NURS 5105 - Advanced Clinical Pharmacology (3)
- ADHA 5107 - Advanced Health Assessment (3)

DNP Core Courses:

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6040 - Determinants of Health (3)
- NURS 6780 - Healthcare Economics & Business Practices (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6980 - Epidemiology and Population Health (3)
- CLDR 6440 - Quality and Safety in Healthcare Theory (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation & Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development* (3)
- NURS 6031 - DNP Project Implementation* (2)
- NURS 6032 - DNP Project Evaluation and Dissemination* (2)

Specialty Courses:

- WHNM 7100 - Gynecological, Sexual, and Reproductive Health (6) (180 clinical hours)
- WHNM 7300 - Antepartum and Postpartum Care (6) 160)
- WHNM 7500 - Primary Care Theory for Midwives and Women's Health Nurse Practitioners (3)

- WHNM 7510 - Primary Care Practicum for Women's Health Nurse Practitioners (3) (135 clinical hours)
- WGNP 7600 - Specialty Care for Women's Health/Gender-Related Nurse Practitioners (5) (120 clinical hours)
- WGNP 7700 - Role Synthesis for Women's Health/Gender-Related Nurse Practitioners (3) (180 clinical hours)
- WGNP 7900 - Comprehensive Review for Women's Health/Gender-Related Nurse Practitioners (1)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP projec requirements set forth by the program.

*A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1,000. Students, however, may be required to complete more than 1,000 hours to meet minimum competency requirements for graduation and certification (when applicable).

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Students, however, may be required to complete more than 1000 hours to meet minimum competency requirements for graduation and certification (when applicable).

Dual Women's Health/Nurse-Midwifery Curriculum (SON-G)

Dual Women's Health/Nurse-Midwifery Curriculum

The Post-Baccalaureate Doctor of Nursing Practice (DNP) Dual Nurse-Midwifery/Women's Health Nurse Practitioner Program is based at the Rutgers Health Campus in Newark, NJ. This program of study prepares students to be independent providers of full-scope health care across the lifespan including primary care; sexual, reproductive, and gynecologic health care; care during pregnancy, labor and birth, and the postpartum period; and care for the healthy neonate. The dual nurse-midwifery/women's health curriculum provides a combination of theory and practicum experiences. The School of Nursing offers students the opportunity to learn from experienced and nationally recognized faculty who are all actively engaged in teaching and clinical practice.

Curriculum: Course load is 80 credits with 1080 precepted practicum hours. The following are the required courses for this program:

Core Courses

- NURS 5104 - Advanced Pathophysiology (3)
- NURS 5105 - Advanced Clinical Pharmacology (3)
- ADHA 5107 - Advanced Health Assessment (3)

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)

- NURS 6040 - Determinants of Health (3)
- NURS 6780 - Healthcare Economics and Business Practices (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6980 - Epidemiology and Population Health (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- CLDR 6440 - Quality & Safety in Healthcare Theory (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)
- NURS 6031 - DNP Project Implementation (2)
- NURS 6032 - DNP Project Evaluation ad Dissemination (2)

Specialty Courses

- NMID 7000 - Foundations of Midwifery Care (2)
- WHNM 7100 - Gynecological, Sexual, and Reproductive Health (6) (160 clinical hours)
- NMID 7200 - Ultrasound for Midwives (1)
- WHNM 7300 - Antepartum and Postpartum Care (6) (160 clinical hours)
- WHNM 7500 - Primary Care Theory for Midwives and Women's Health Nurse Practitioners (3)
- WHNM 7510 - Primary Care Practicum for Women's Health Nurse Practitioners (3) (135 clinical hours)
- NMID 7400 - Intrapartum and Postpartum Care (6) (220 clinical hours)
- NMID 7600 - Fetal Assessment and Neonatal Care (3) (45 clinical hours)
- WHNM 7700 - Advanced Clinical Midwifery Integration (4) (360 clinical hours)
- NMID 7800 - Comprehensive Review (1)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined clinical practicum and DNP project experience hours is 1000. Students, however, may be required to complete more than 1000 hours to meet minimum competency requirements for graduation and certification (when applicable).

Post-Master's Doctor of Nursing Practice (D.N.P.) Programs (SON-G)

POST-MASTER'S DOCTOR OF NURSING PRACTICE (D.N.P.) PROGRAMS

DNP Program Outcomes

Practice Focus Program

DNP Program Outcomes (SON-G)

DNP Program Outcomes

Outcomes

The School of Nursing D.N.P. graduate is prepared to:

- Integrate scientific underpinnings at the highest level for advanced nursing practice.
- Lead organizations and systems to enhance quality and safety to improve patient, population, and organizational outcomes.
- Lead strategic initiatives to influence public policy and promote value in health care, and improve patient experience and population health.
- Synthesize, implement, evaluate, and disseminate best evidence for advanced nursing practice to optimize organizational and health outcomes.
- Analyze, appraise, and utilize information technology to improve and transform health care delivery at the individual and population level.
- Develop, implement, evaluate, and disseminate interdisciplinary models of care that enhance patient and population health outcomes.
- Incorporate epidemiologic principles in evidence-based practice and improvement of population health outcomes.
- Develop, intervene, and evaluate health care and fiscal policy impact on the health of diverse populations.
- Influence individual, population, and organizational outcomes through D.N.P.-level professional practice and leadership.

Expectations for student learning outcomes are clearly articulated in each course and contribute to the achievement of overall program outcomes.

Practice Focus Program (SON-G)

Practice Focus Program Curriculum

The Post–Master's Doctor of Nursing Practice (DNP) with a practice focus is for masters-prepared nurses who have an advanced nursing specialty or role and are seeking a doctoral degree. The program prepares nurses with the skills to lead clinical practice and guide clinical policy to attain the highest levels of excellence in practice. The Program is designed to accommodate full-time practice. Students meet for two remote synchronous weekend classes per semester. The remaining classes are taught asynchronous over a 15-week semester. Class times for weekend courses vary by course. Additional individual or class meetings will be determined by course faculty. The weekend schedule for the whole program is released upon orientation.

Curriculum: The 36-credit program can be completed in eight consecutive semesters. The following are the required courses for this program:

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6040 - Determinants of Health (3)
- NURS 6780 - Healthcare Economics and Business Practices (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3)
- NURS 6980 - Epidemiology and Population Health (3)
- CLDR 6440 - Quality and Safety in Healthcare Theory (2)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)*
- NURS 6031 - DNP Project Implementation (2)*
- NURS 6032 - DNP Project Evaluation and Dissemination (2)*

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

*A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined practicum and DNP project experience hours is 1000. A gap analysis will be completed by the specialty director upon admission to determine how many hours are required.

Leadership Curriculum (SON-G)

Leadership Curriculum

The Post-Master's Doctor of Nursing Practice (DNP) Nursing Leadership program is designed for nurses on a leadership trajectory across all settings. This program incorporates the ongoing changes in the healthcare system. The Essentials of the Doctoral Education for Advanced Nursing Practice (AACN), Quality and Safety Education for Nurses (QSEN) and the American Organization for Nursing Leadership (AONL) competencies are embedded across the program. Graduates are prepared to take the leadership certification exam offered through the American Nurses Credentialing Center (ANCC) or AONL. The target population for this program are masters-prepared nurses who aim to attain the highest levels of excellence. The Program is designed to accommodate full-time practice. Students meet for two remote weekend classes per semester. Classes are asynchronous over a 15 week semester. Class times for weekend courses vary by course. Additional individual or class meetings will be determined by course faculty. The weekend schedule for the whole program is released upon admission.

Curriculum: The post-master's D.N.P. leadership program is 42 credits. Applications are accepted in both fall and spring semesters on a rolling basis.

The following are the required courses for this program:

DNP Core Courses

- NURS 6010 - Clinical Scholarship (2)
- NURS 6060 - Clinical Inquiry for Evidence-Based Practice (3)
- NURS 6930 - Information Technology for Evidence-Based Practice (3)
- NURS 6980 - Epidemiology and Population Health (3)
- NURS 6020 - Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
- NURS 6780 - Healthcare Economics and Business Practices (3)
- NURS 6940 - Evidence Translation and Implementation Science (3)
- NURS 6030 - DNP Project Planning and Proposal Development (3)*
- NURS 6031 - DNP Project Implementation (2)*
- NURS 6032 - DNP Project Evaluation and Dissemination (2)*

Supplemental Courses

- CLDR 6510 - Managing Human Capital (3)
- CLDR 6400 - Leadership Across the Continuum Theory (3) (35 project hours)
- CLDR 6420 - Organizational Complexity Theory (3) (35 project hours)
- CLDR 6440 - Quality and Safety in Health Care Theory (3) (35 project hours)
- CLDR 6460 - Creating and Sustaining Quality Organizations Theory (3) (35 project hours)

In addition to the successful completion of the above course requirements, all DNP students must meet all the DNP project requirements set forth by the program.

*A student who does not complete their DNP project during the project-related courses will be registered for a 1-credit project continuation course in subsequent semesters until the project is complete.

The minimum number of combined practicum and DNP project experience hours is 1000. A gap analysis will be completed by the specialty director upon admission to determine how many hours are required.

Post-Master's Certificate Programs (SON-G)

POST-MASTER'S CERTIFICATE PROGRAMS

Post-Master's Certificate Program Outcomes

Post-Master's Certificate Adult-Gerontology Acute Care Nurse Practitioner Curriculum

Post-Master's Certificate Adult-Gerontology Primary Care Nurse Practitioner Curriculum

Post-Master's Certificate Family Nurse Practitioner Curriculum

Post-Master's Certificate Family Nurse Practitioner in Emergency Care Curriculum

Post-Master's Certificate Nurse Midwifery Curriculum

Post-Master's Certificate Pediatric Primary Care Nurse Practitioner Curriculum

Post-Master's Certificate Program Outcomes (SON-G)

Post-Master's Certificate Program Outcomes

Outcomes

The post-master's certificate graduate is prepared to:

- Deliver and/or direct evidence-based, person-centered and population-focused care which builds upon previous and expands on nursing and advanced practice nursing knowledge and is responsive to the social and cultural context of people's lives.
- Demonstrate application of current research/best-practices to develop, deliver, and evaluate care to improve health and reduce health disparities across the lifespan and continuum of care.
- Provide culturally-responsive care to diverse patients, families, and communities with a greater understanding of the complex physiologic processes and social determinants that impact health.
- Collaborate with interprofessional teams to improve patient care and health outcomes.
- Demonstrate advanced practice nursing competencies in the education and support of patients and families regarding health promotion, disease prevention, self- and collaborative management of disease and a dignified end-of-life.
- Promote sustainable practice, health policy, and scholarly activities surrounding the health and health care of patients, families, and communities.
- Apply concepts of organizational and systems leadership to the advanced practice role.
- Advocate for health equity and the reduction of health disparities.

Expectations for student learning outcomes are clearly articulated in each course and contribute to the achievement of the overall program outcomes.

Post-Master's Certificate Adult-Gerontology Acute Care Nurse Practitioner Curriculum (SON-G)

Post-Master's Certificate Adult-Gerontology Acute Care Nurse Practitioner Curriculum

The post-master's certificate in adult-gerontology acute care nurse practitioner program is 30 credits with a minimum of 752 clinical hours.

Graduates will be eligible to sit for certification through the American Nurses Credentialing Center or American

Association of Critical Care Nurses as an adult-gerontology acute care nurse practitioner.

Specialty Courses

- AGAC 5402 - Diagnostic Reasoning for the AGAC NP (3)
- AGAC 6360 - Pathopharmacology (3)
- AGAC 6270 - Adult-Gerontology Acute Care Theory 1 (3)
- AGAC 6280 - Adult-Gerontology Acute Care Practicum 1 (3) (188 clinical hours)
- AGAC 6290 - Adult-Gerontology Acute Care Theory 2 (3)
- AGAC 6300 - Adult-Gerontology Acute Care Practicum 2 (3) (188 clinical hours)
- AGAC 6320 - Adult-Gerontology Acute Care Theory 3 (3)
- AGAC 6330 - Adult-Gerontology Acute Care Practicum 3 (3) (188 clinical hours)
- AGAC 6340 - Adult-Gerontology Acute Care Theory 4 (3)
- AGAC 6350 - Adult-Gerontology Acute Care Practicum 4 (3) (188 clinical hours)

Applicants must have a minimum of two years of current experience in an acute care setting.

Post-Master's Certificate Adult-Gerontology Primary Care Nurse Practitioner Curriculum (SON-G)

Post-Master's Certificate Adult-Gerontology Primary Care Nurse Practitioner Curriculum

The post-master's certificate in adult-gerontology primary care nurse practitioner program is 24 credits with a minimum of 750 clinical hours.

Graduates will be eligible to sit for certification through the American Nurses Credentialing Center or American Academy of Nurse Practitioners as an adult-gerontology primary care nurse practitioner.

Specialty Courses

- AGPC 6600 - Adult-Gerontology Primary Care Theory 1 (3)
- AGPC 6610 - Adult-Gerontology Primary Care Practicum 1 (3) (135 clinical hours)
- AGPC 6620 - Adult-Gerontology Primary Care Theory 2 (3)
- AGPC 6630 - Adult-Gerontology Primary Care Practicum 2 (3) (135 clinical hours)
- AGPC 6640 - Adult-Gerontology Primary Care Theory 3 (3)
- AGPC 6650 - Adult-Gerontology Primary Care Practicum 3 (3) (240 clinical hours)
- AGPC 6660 - Adult-Gerontology Primary Care Theory 4 (3)
- AGPC 6670 - Adult-Gerontology Primary Care Practicum 4 (3) (240 clinical hours)

Post-Master's Certificate Family Nurse Practitioner Curriculum (SON-G)

Post-Master's Certificate Family Nurse Practitioner Curriculum

The post-master's certificate in family nurse practitioner program is 30 credits with a minimum of 870 clinical hours.

Graduates will be eligible to sit for certification through the American Nurses Credentialing Center or American Academy of Nurse Practitioners as a family nurse practitioner.

Specialty Courses

- AGPC 6600 - Adult-Gerontology Primary Care Theory 1 (3)
- AGPC 6610 - Adult-Gerontology Primary Care Practicum 1 (3) (135 clinical hours)
- AGPC 6620 - Adult-Gerontology Primary Care Theory 2 (3)
- AGPC 6630 - Adult-Gerontology Primary Care Practicum 2 (3) (135 clinical hours)
- FHNP 6750 - Family Centered Primary Care for Infants, Children, and Adolescents Theory (3)
- FHNP 6760 - Family Centered Primary Care for Infants, Children, and Adolescents Practicum (3) (120 clinical hours)
- AGPC 6640 - Adult-Gerontology Primary Care Theory 3 (3)
- AGPC 6650 - Adult-Gerontology Primary Care Practicum 3 (3) (240 clinical hours)
- AGPC 6660 - Adult-Gerontology Primary Care Theory 4 (3)
- AGPC 6670 - Adult-Gerontology Primary Care Practicum 4 (3) (240 clinical hours)

Post-Master's Certificate Family Nurse Practitioner in Emergency Care Curriculum (SON-G)

Post-Master's Certificate Family Nurse Practitioner in Emergency Care Curriculum

The post-master's certificate in family nurse practitioner in emergency care program is 36 credits with a minimum of 945 clinical hours. Graduates will be eligible to apply for certification through the American Academy of Nurse Practitioners as an emergency nurse practitioner. After successfully obtaining adult or family nurse practitioner certification, graduates can apply for emergency nurse practitioner certification from the American Academy of Nurse Practitioners.

Specialty Courses

- AGPC 6600 - Adult-Gerontology Primary Care Theory 1 (3)
- AGPC 6610 - Adult-Gerontology Primary Care Practicum 1 (3) (135 clinical hours)
- AGPC 6620 - Adult-Gerontology Primary Care Theory 2 (3)
- AGPC 6630 - Adult-Gerontology Primary Care Practicum 2 (3) (135 clinical hours)

- FEAC 6510 - FNP in Emergency Acute Care Theory 1 (3)
- FHNP 6750 - Family Centered Primary Care for Infants, Children, and Adolescents Theory (3)
- FEAC 6511 - FNP in Emergency Acute Care Practicum 1 (3) (225 clinical hours)
- FEAC 6512 - FNP in Emergency Acute Care Theory 2 (3)
- FEAC 6513 - FNP in Emergency Acute Care Practicum 2 (3) (225 clinical hours)
- FEAC 6514 - FNP in Emergency Acute Care Theory 3 (3)
- FEAC 6515 - FNP in Emergency Acute Care Practicum 3 (3) (225 clinical hours)

Post-Master's Certificate Nurse-Midwifery Curriculum (SON-G)

Post-Master's Certificate Nurse-Midwifery Curriculum

The post-master's certificate in nurse-midwifery is 32 credits with a minimum of 945 clinical hours.

Graduates will be eligible to sit for certification through the American Midwifery Certification Board as a Certified Nurse Midwife.

Specialty Courses

- NMID 7000 - Foundations of Midwifery Care (2)
- WHNM 7100 - Gynecological, Sexual and Reproductive Health (6) (160 clinical hours)
- NMID 7200 - Ultrasound for Midwives (1)
- WHNM 7300 - Antepartum and Postpartum Care (6) (160 clinical hours)
- WHNM 7500 - Primary Care Theory for Midwives and Women's Health Nurse Practitioners (3)
- NMID 7400 - Intrapartum and Postpartum Care (6) (220 clinical hours)
- NMID 7600 - Fetal Assessment and Neonatal Care (3) (45 hours)
- WHNM 7700 - Advanced Clinical Midwifery Integration (4) (360 clinical hours)
- NMID 7800 - Comprehensive Review (1)

Post-Master's Certificate Pediatric Primary Care Nurse Practitioner Curriculum (SON-G)

Post-Master's Certificates Pediatric Primary Care Nurse Practitioner Curriculum

The post-master's certificate in pediatric primary care nurse practitioner program is 32 credits with a minimum of 765 clinical hours.

Graduates will be eligible to sit for certification through Pediatric Nursing Certification Board as a primary care pediatric nurse practitioner.

Specialty Courses

- PNP 5105 - Pediatric Clinical Pharmacology (3)
- PNP 5103 - Pediatric Advanced Physiology and Assessment (3)
- NMID 6407 - Nurse-Midwifery Theory 5: Management of the Neonate and Breastfeeding (2)
- PNP 6560 - Primary Care of Children Theory 1: Health Promotion (3)
- PNP 6570 - Primary Care of Children Practicum 1 (3) (225 clinical hours)
- PNP 6540 - Primary Care of Children Theory 2: Common Mild/Episodic Illnesses (3)
- PNP 6550 - Primary Care of Children Practicum 2 (3) (180 clinical hours)
- PNP 6580 - Primary Care of Children Theory 3: Chronic Conditions (3)
- PNP 6590 - Primary Care of Children Practicum 3 (3) (180 clinical hours)
- PNP 6710 - Primary Care of Children Theory 4: Contemporary Issues (3)
- PNP 6720 - Primary Care of Children Practicum 4 (3) (180 clinical hours)

Post-Master's Certificate Pediatric Acute Care Nurse Practitioner Curriculum (SON-G)

Post-Master's Certificate Pediatric Acute Care Nurse Practitioner Curriculum

The post-master's certificate in pediatric acute care nurse practitioner program is for currently practicing primary care pediatric nurse practitioners who wish to attain the pediatric acute care certification. It is a 22-credit program with a minimum of 540 clinical hours.

Graduates will be eligible to sit for certification through Pediatric Nursing Certification Board as an acute care pediatric nurse practitioner.

Specialty Courses

- PNP 5105 - Pediatric Clinical Pharmacology (3)
- PNP 5110 - Diagnostic Reasoning and Procedures for Pediatric Acute Care (3)
- NMID 6407 - Nurse-Midwifery Theory 5: Management of the Neonate and Breastfeeding (2)
- PNP 6610 - Acute Care of Children Theory (3)
- PNP 6620 - Acute Care of Children Practicum (3) (180 clinical hours)
- PNP 6630 - Advanced Care of Children Practicum 3: Chronic Conditions (4) (180 clinical hours)
- PNP 6640 - Advanced Care of Children Practicum 4: Contemporary Issues (4) (180 clinical hours)

Applicants must have a minimum of one year of current experience as a pediatric nurse practitioner.

Doctoral (Ph.D.) Programs (SON-G)

DOCTORAL (PH.D.) PROGRAMS

Ph.D. in Nursing Science

For further information about the Ph.D. in nursing science please visit the program webpage.

Simulation and Clinical Learning (SON-U)

Simulation and Clinical Learning

The Division of Simulation and Clinical Learning provides undergraduate and graduate students with realistic, evidence-based patient care experiences that develop clinical reasoning, critical decision-making, team-building, and technical skills using state-of-the art equipment, high-fidelity patient simulators, and trained personnel who act as standardized patients. Simulations are treated as on-campus clinicals taught by faculty with expertise in simulation standards of best practice and experiential learning. The Division operates four simulation centers on three campuses:

- Newark: Ackerson Hall, 180 University Avenue & Stanley S. Bergen Building, 65 Bergen Street.
- New Brunswick: 120 Albany Street, Tower 2, Third and Fourth Floors.
- Blackwood: Jefferson Hall, Suite 114, 200 College Drive (Camden County College)

Administrative Team:

- Christine Repsha, PhD, RN, FNP-BC, CHSE, Associate Dean of Simulation and Clinical Learning
- Vanessa Vega, MBA, Project Manager

More information is available at: Here.

Courses (SON-U)

COURSES

Baccalaureate and Postbaccalaureate Certificate Program Courses

M.S. in Nursing and D.N.P. Courses

Ph.D. in Nursing Science Courses

Baccalaureate and Post-baccalaureate Certificate Program Courses (SON-U)

BACCALAUREATE AND POST-BACCALAUREATE CERTIFICATE PROGRAM COURSES

Traditional Program Courses

Traditional Program Courses

Nursing courses offered on the Newark campus are coded with a "25", whereas courses offered on the New Brunswick and Blackwood campuses are preceded by a "77."

For example, Sociocultural Dimensions of Health offered in Newark is coded as 25:705:205, but in New Brunswick or Blackwood the same course has the following code: 77:705:205. Below that course is listed simply as 705:205.

705:101 Academic and Professional Development Seminar (2) This course provides opportunity for students to learn and adopt methods to promote their success as a nursing student in the university, both academically and personally. The focus is on development of practical knowledge and skills to assist students in meeting this goal. This course will also introduce the principles of scholarly writing and the fundamentals of effective written communication. The structure, technique, and process of scholarly writing will be covered. Required of first-year students.

705:201 Academic & Professional Development for the 2 + 2 Student (2) In this course, students will learn the expectations of a baccalaureate nursing program including an emphasis on academic performance standards, academic writing, study skills, test-taking skills, and development into the role of the professional nurse. Students will develop a strong academic framework while interacting with the Rutgers School of Nursing community.

705:205 Sociocultural Dimensions of Health (3) This course examines the impact of social determinants and culture on health equity. Students will explore cultural, social, economic, racial/ethnic, and religious factors influencing health outcomes, and the role of health policy in promoting health and preventing illness. By the end of the course, students will be able to describe the effects of social determinants on health equity, analyze health disparities, and apply strategies and policies to promote equitable health outcomes.

705:229 Life Span: A Holistic Approach (3) This course focuses on the patterns of growth and development of individuals and families from conception through the lifespan. By the end of this course, students will be able to apply developmental theories and discuss the impact of sociocultural and environmental conditions on development.
Pre- or corequisite: 21:830:102 or 01:830:101

705:255 Nutrition (3) This course will further students' understanding of the role of nutrition in health promotion and common health conditions. Students will explore the relationship between diet and disease and learn how to make dietary modifications to optimize health and wellness. By the end of the course, students will be able to propose dietary adjustments based on their understanding of nutrition and health conditions.

705:306 Health Assessment across the Life Span (3) This course focuses on health assessment of individuals and families. Through classroom and lab instruction, students will begin to develop clinical judgment in interpreting health assessment findings. Students will conduct a comprehensive health assessment in a simulated lab environment.
Prerequisites: 01:119:127-128 or 21:120:141-142; 01:119:131-132 ; 01:160:128 or 21:160:108, 01:830:101 or 21:830:102, 705:229, 705:255; required course in descriptive/inferential statistics.
Corequisites: 120:235

705:325 Professional Nursing I (3) This course introduces students to the heritage and multi-faceted role of nursing. Students will be introduced to the role of the professional nurse as provider, leader, change agent, scholar, and member of the healthcare team informed by legal and ethical standards. By the end of the course, students will integrate the values of professional nursing, articulate the elements of professional collaboration, and apply evidence-based practice in supporting quality outcomes.
Prerequisites: 01:119:127-128 or 21:120:141-142; 01:119:131-132 or 21:120:235; 01:160:128 or 21:160:108, 01:830:101 or 21:830:102; 705:229, 255; required course in descriptive/inferential statistics.
Corequisites: 705:205, 335, 350.

705:326 Professional Nursing II (2) This course focuses on applying the knowledge, attitudes and skills needed by professional nurses to assume the role of leader in ways that continually improve nursing care and advance the profession. Students will acquire the knowledge and skills needed to critically appraise research findings. By course completion, students will engage in identifying clinical issues, gathering the best evidence, determining gaps in care, and making informed recommendations for practice improvement.
Prerequisites: 705:306, 325, 335, 350.
Corequisites: 705:336, 340, 351.

705:335 Nursing Care of Healthy Populations (6) This course focuses on assessing and promoting wellness through primary and secondary prevention for individuals, families, and communities. Students will use the nursing process and clinical reasoning to identify strengths and potential health problems while exploring approaches to maximize health. By the end of the course, students will be able to demonstrate a basic proficiency inessential nursing skills and apply the nursing process in both simulated and clinical environments.
Prerequisites: 01:119:127-128 or 21:120:141-142; 01:119:131-132 or 21:120:235; 01:160:128 or 21:160:108, 01:830:101 or 21:830:102; 705:229, 255; 705:306; required course in descriptive/inferential statistics.
Corequisites: 705:205, 325, 350.

705:336 Nursing Care of Adults and Older Adults with Common Health Conditions (6) This course focuses on the care of culturally diverse adults and older adults with common health conditions. Through classroom instruction and clinical experiences, students will gain the knowledge, attitudes, and skills needed to develop clinical reasoning/ judgment pertinent to health promotion, risk reduction, disease prevention, and symptom management. By course completion, students will demonstrate the multi-faceted role of the professional nurse in delivering high-quality, equitable, evidence-based, compassionate care to adults and older adults, their families, and communities.
Prerequisites: 705:306, 325, 335, 350.
Corequisites: 705:326, 340, 351.

705:340 Nursing Care of Childbearing Families (6) This course focuses on the care of diverse childbearing families. Through classroom instruction and hands-on clinical experiences students will develop the essential knowledge, attitudes, and skills needed to provide equitable evidence-based care to improve reproductive health outcomes.

By course completion, students will demonstrate the multi-faceted role of the professional nurse and apply clinical reasoning and judgment to deliver high-quality, compassionate care to childbearing families and their communities.
Prerequisites: 705:306, 325, 335, 350.
Corequisites: 705:326, 336, 351.

705:350 Pathophysiology & Pharmacotherapeutics: An Integrated Approach I (3) This course will apply knowledge from anatomy, physiology, microbiology, and chemistry to understand pathophysiology & pharmacotherapeutics in nursing practice. Students' major focus will be on pathophysiology with an introduction to pharmacology and basic dosage calculation. By the end of the course students will explain the pathogenesis, etiology, clinical manifestations, and diagnosis of common disease and their related pharmacological interventions.
Prerequisites: 01:119:127-128 or 21:120:141-142; 01:119:131-132 or 21:120:235; 01:160:128 or 21:160:108, 01:830:101 or 21:830:102; 705:229, 255, 306; required course in descriptive/inferential statistics.
Corequisites: 705:205, 325, 335

705:351 Pathophysiology & Pharmacotherapeutics : An Integrated Approach II (3) This course explores concepts of pathophysiology and pharmacology as applied to nursing practice. Students will build on prior knowledge from Pathophysiology and Pharmacotherapeutics: An Integrated Approach I, focusing on the use of pharmacological interventions to promote health across the lifespan. By the end of the course, students will apply knowledge of pharmacological interventions in the treatment of diseases, with a focus on safe and effective medication administration
Prerequisites: 705:306, 325, 335, 350.
Corequisites: 705:326, 336, 340.

705:412 Nursing Care of Infants, Children, and Adolescents (6) This course focuses on the care of culturally diverse infants, children, and adolescent populations and their families. Through classroom instruction and clinical experiences, students will develop the essential knowledge, attitudes, and skills needed to provide equitable evidence-based care to influence the health of infants, children and adolescents. By course completion, students will demonstrate the multi-faceted role of the professional nurse and apply clinical reasoning and judgment to deliver high-quality, compassionate care.
Prerequisites: 705:326, 336, 340, 351.
Corequisites: 705:427, 428.

705:414 Nursing Care of Individuals/Populations with Acute and Chronic Mental Health Conditions (6) This course focuses on the care of culturally diverse individuals, families, and communities dealing with acute and chronic mental health and psychiatric conditions. Through classroom instruction and clinical experiences, students will develop the essential knowledge, attitudes, and skills needed to provide equitable, evidence-based care to improve health outcomes. By course completion, students will demonstrate the multi-faceted role of the professional nurse and apply clinical reasoning and judgment to deliver high-quality, compassionate mental health and psychiatric care.
Prerequisites: 705:412, 427, 428
Corequisites: 705:418, 455, 460

705:418 Population Health (3) This course synthesizes previous knowledge, attitudes, and skills to address the population health of diverse individuals and communities across the life span and settings. Students will examine health outcomes of select populations and recommend evidence-based interventions to improve equitable health outcomes. By the end of the course, students will learn to advocate for policies and programs critical to improve the

health of targeted populations.
Prerequisites: 705:412, 427, 428
Corequisites: 705:414, 455, 460

705:427 Professional Nursing III (3) This course focuses on the integration of knowledge, attitudes, and skills needed by professional nurse leaders to continually improve nursing care and advance the profession across practice, academic, and policy arenas. Students will integrate leadership into their professional identity as a care provider, advocate, and change agent. By course completion students will examine data, policy, and other evidence in making recommendations to achieve health equity.
Prerequisites: 705:326, 336, 340, 351.
Corequisites: 705:412, 428

705:428 Nursing Care of Adults and Older Adults with Complex Health Conditions (6) This course focuses on the care of culturally diverse adults and older adults with complex health conditions. Through classroom instruction and clinical experiences students will develop the essential knowledge, attitudes, and skills needed to provide equitable evidence-based care. By course completion, students will demonstrate the multi-faceted role of the professional nurse and apply clinical reasoning and judgment to deliver high-quality, compassionate care to adults and older adults with complex health conditions, their families, and their communities.
Prerequisites: 705:326, 336, 340, 351.
Corequisites: 705:412, 427

705:455 Transition to Professional Practice (4) This course transitions nursing students to professional practice through classroom and clinical immersion. Nursing students will demonstrate the role of the professional nurse in providing equitable, evidence-based, quality care within healthcare systems. By course completion, students will demonstrate the multi-faceted role of the professional nurse as care provider, leader, change agent, and member of the health care team to ensure patient-centered, quality outcomes across diverse patient populations.
Prerequisites: 705:412, 427, 428.
Corequisites: 705:414, 418, 460.

NURSING ELECTIVE: SPECIAL TOPICS (3)

705:465 Introduction to Perioperative Nursing (3) This course provides students with essential knowledge of pre-, intra- and post-operative nursing care of the client in surgical settings. Emphasis is placed on the role of the perioperative nurse as a leader, educator, client advocate and member of the surgical team. The use of evidence-based guidelines and technology in clinical judgement to improve quality, safety and client outcomes will be explored. This course may include simulated learning and in[1]person clinical observation experiences. This course is open to Level 4 students only or by special permission.

705:463 Victimology & Forensic Nursing (3) This course provides students with a broad overview of victimology, focusing upon the physical, psychological, and psychosocial impact of victimization on individuals, families, and communities. Topics including forensic nursing, domestic violence, sexual assault, violent crimes, child abuse, elder abuse, and human trafficking/exploitation will be discussed. Students will explore the role of professional nurses in identifying and caring for those who have been victimized. This course is open to Level 4 nursing students only (Levels I, II, and III must already be completed).

705:464 Introduction to Wound Care (3) This course will provide the student with a basic understanding of the various types of wounds encountered in clinical practice. The course focuses on the pathophysiology of common types of wounds, the wound healing process and the use of various treatment modalities. This course will also provide for hands- on skills lab to familiarize students to the use of various wound care products.

705:461 Complementary and Alternative Therapies (3) This course explores common integrative, complementary, and alternative therapies used in relation to health and wellness. Integrative and complementary/alternative therapies for specific health conditions across the lifespan will be identified and their impact on health and healthcare will be determined. Available resources and organizations that enhance collaboration with healthcare members will be emphasized.

705:462 Intro to Quality and Safety in Healthcare (3) This course focuses on the introduction of various principles, theories, and models of quality, safety, and processes improvement for nurses. Students will identify practices and processes that promote quality and safety to reduce risk of harm and improve outcomes. The student will describe nursing's influence on patient safety and healthcare outcomes and their impact on organizational performance inclusive of quality improvement strategies. Students will examine gaps in quality and safety measurement and identify areas for potential research and/or education.

705: 470 Foundations in Health Education (3) This course focuses on current educational practices including history of education; educational theories, objectives, or policies; and teaching and evaluation strategies. Strategies for teaching children, adolescents, and adults will be presented. Students will develop, present, and critique health education plans for individuals, groups, and/or communities.
Prerequisites: 705:412, 427, 428.
Corequisites: 705:414, 418, 455.

Note: If you withdraw from a course that has one or more corequisites, you must withdraw from both the course and the corequisite course(s).

Baccalaureate and Post-baccalaureate Certificate Program Courses (SON-U)

Nursing Electives

Nursing Electives

Nursing courses offered on the Newark campus are coded with a "25", whereas courses offered on the New Brunswick and Blackwood campuses are preceded by a "77."

For example, Sociocultural Dimensions of Health offered in Newark is coded as 25:705:205, but in New Brunswick or Blackwood the same course has the following code: 77:705:205.

705:241 Sophomore Honors Seminar (1.5) Provides experiences that will open student's minds to the opportunities and intellectual resources inherent in the discipline, nursing research, and research-based practice. Focus is on unfolding a dialogue between the student's potential and personal vision and interests. Nursing honors students only.

705:393, 394 Honors Colloquium I,II (1.5,1.5) Provides students with the opportunity to conduct an integrated review of the literature in an area of interest with close mentorship of faculty. Nursing honors students only.

705:400 Independent Study (BA) Opportunity for independent study in nursing in an area of interest to be carried out under the supervision of an instructor and with the approval of the assistant dean of the undergraduate program. Students must arrange for a project supervisor within the School of Nursing prior to registering for the course. Prerequisite: Open only to junior and senior nursing students, and others by special permission.

705:470 Foundations in Health Education (3) Focuses on current educational practices including history of education; educational theories, objectives, or policies; and teaching and evaluation strategies. Strategies for teaching children, adolescents, and adults will be presented. Students will develop, present, and critique health education plans for individuals, groups, and/or communities.

705:490 Nursing Informatics (3) Focuses on the analysis and development of computer programs for nursing. Topics include computer systems, information systems, computer-based education, decision-making with computers, and artificial intelligence. Students will develop computer literacy skills and computer applications in nursing practice.

705:495,496 Senior Honors Project (3,3) Provides students with the opportunity to conduct a research project in an area of interest with close mentorship of faculty. Projects may include quantitative or qualitative research methods. Nursing honors students only.

705:302 Healthcare Delivery in Out-of-Hospital Settings (3) This hybrid course is designed to examine the theoretical concepts impacting the practice of nursing and health care delivery in out-of-hospital (OOH) settings, (such as long-term care, rehabilitation/subacute nursing centers; assisted living communities; community health/ambulatory care settings; hospices; and mental health treatment facilities) through seminar and service learning opportunities. Core theoretical concepts include application of the Nurse of the Future Core Competencies©, population health, and their influence on nursing practice in OOH settings. Students will learn through investigation of exemplars, field experiences, and analysis of patient care situations.

Baccalaureate and Post-baccalaureate Certificate Program Courses (SON-U)

School of Arts and Sciences-Newark Courses

School of Arts and Sciences-Newark Courses

21:120:141-142 Anatomy and Physiology I, II (4,4) Examination of integrated structure and function of the human body from the aspect of levels of organization. Emphasis is on homeostatic mechanisms. Lec. 3 hrs., lab. 3 hrs. Prerequisite: Open to School of Nursing students. Also open to School of Arts and Sciences-Newark students who have completed 21:120:101-102 with a grade of C or better.

21:120:235 Microbiology (4) Fundamentals of microbiology, including the distinguishing characteristics of the various groups of microbial cells; microbial control, including physical and chemical agents and chemotherapeutic agents; applications in personal and public health and in industry; mechanisms of disease production and host resistance; prevention and control of disease. May not be used for credit toward the biology, botany, or zoology major.
Prerequisites: 21:120:141-142.

21:160:108 Organic Biochemistry (3) Emphasis on biochemical aspects of organic chemistry.
Prerequisite: Nursing students only. This course is not suitable for science or premedicine majors.

21:355:101 English Composition (3) English Composition 101 is the first writing course required of all nontransfer students and is usually taken in a student's first semester. Designed to introduce students to academic discourse, this course provides instruction in reading and thinking critically and in writing analytically in response to primarily nonfiction readings. Through a series of sequenced assignments, emphasis is placed on writing as a process, which includes drafting, revising, and editing writings. Instruction is provided in recognizing and assessing the argumentative and rhetorical strategies of other writers and in students effectively constructing well-informed, sophisticated, and logical essays, while maintaining an individual voice and synthesizing increasingly complex academic essays.
Prerequisite: Open to students on the basis of placement test only.

21:355:102 English Composition (3) English Composition 102 is the second course in the sequence of writing courses required of nontransfer students and must be taken immediately following the successful completion of English Composition 101. This course builds on the critical reading, thinking, and writing skills developed in 101 and further prepares students for the types of intellectual inquiry as well as critical analysis and writing required in upper-level courses offered at the university. Students engage increasingly complex texts of different genres and from a variety of disciplinary orientations. Emphasis continues to be placed on writing as a process as students are required to conduct and to critically evaluate research as well as to maintain an independent voice as they negotiate multiple primary and secondary sources.

21:640:211 Statistics I (3) Principles, methods, and application of statistical methodology; includes frequency distributions, measures of central tendency and dispersion, simple probability, sampling, regression and correlation analysis, curve fitting, and tests of significance. Applications to natural and social sciences. Prerequisite: Math placement above 21:640:106, 107, 108, 109, or successful completion, with a grade of C or better, of one of the following courses: 21:640:106, 107, 108, 109, or any other higher-level mathematics course.

21:830:102 Principles of Psychology II (3) Scientific study of human behavior, including development, personality, social influences, abnormal behavior, and therapy. Note: 21:830:101 and 102 may be taken simultaneously or in either order.

Baccalaureate and Post-baccalaureate Certificate Program Courses (SON-U)

School of Arts and Sciences-New Brunswick Courses

School of Arts and Sciences-New Brunswick Courses

01:119:127-128 Anatomy and Physiology: Health Sciences (4,4) Structure and function of human organ systems. Some microanatomy and biochemical aspects of physiology included. Lec. 3 hrs., lab 3 hrs. For nursing, pharmacy, and other professional students.

01:119:131 Microbiology for the Health Sciences (3) Introduction to microbes with emphasis on the nature and behavior of microorganisms, the interrelationships between microbes and the human host in health and disease, and the principles of prevention and control of infectious disease. Lec. 3 hrs. Not open to students who have taken 01:447:390. Not for biological science majors. For nursing, pharmacy, and other professional students.
Prerequisites: 01:119:127-128.
Corequisite: 01:119:132.

01:119:132 Microbiology for the Health Sciences Laboratory (1) Laboratory to accompany

01:119:131. Lab 3 hrs.
Prerequisites: 01:119:127-128.
Pre- or corequisite: 01:119:131.

01:160:128 Chemistry of Life (3) Topics chosen from fields of organic chemistry and biochemistry, including proteins, DNA, RNA, and chemical origins of life. Emphasis given to nature of chemical and biochemical discoveries and the social responsibility of scientists. Does not make a sequence with 01:160:161.

01:355:101 Expository Writing I (3) Expository Writing 101 provides students with the analytical and writing skills necessary to compose essays throughout their entire academic career. It ensures students' ability to compose an analytical essay comprised of a thesis and textual support in a clear and organized manner. Prerequisites: 01:355:100, 01:356:156, or placement. May not be used for credit toward the English major or minor.

01:355:201 Research in the Disciplines (3) Research in the Disciplines promotes further development of competence in reading, thinking, and writing, with emphasis on the intellectual and practical skills required for the research paper. May not be used for English major or minor credit.

01:960:211 Statistics I (3) Principles and methods of statistics, including frequency distributions, measures of central tendency and dispersion, simple probability, sampling, regression and correlation analysis, curve fitting, chi-square analysis, test of significance. Prerequisite: 01:640:115 or permission of department. See Level II Statistics restrictions. Credit not given for more than one of 01:960:201, 211, and 285, nor for more than one of 01:960:212, 384, and 401.

01:830:101 General Psychology (3) Survey of main areas of contemporary psychology: the nature of psychology as a science, principles of learning, the brain and behavior, sensation and perception, cognitive processes, motivation and emotion, personality and development, stress and health, adjustment and behavior disorders, and social behavior

Second-Degree Program Courses

Second-Degree Program Courses

25:705:306 ***Health Assessment Across the Life Span (3)***
This course focuses on the knowledge, attitudes, and skills needed by professional nurses to conduct a comprehensive physical and behavioral health assessment using a life span approach, and incorporating ethical, social, and cultural dimensions. Students will incorporate health promotion strategies for teaching and learning needs of individuals. Health assessment skills are practiced in the simulation learning environment.
Prerequisites: 01:119:127-128 or 21:120:141-142; 01:119:131-132 or 21:120:235; 01:160:128 or 21:160:108, 01:830:101 or 21:830:102; 705:229; 705:255; required course in descriptive/inferential statistics.
Corequisites:25:705:325, 335, 350.

25:705:325 ***Professional Nursing I (3)***
This course introduces students to the rich heritage of nursing and the knowledge, attitudes, and skills needed by professional nurses to be effective members of the health care team. Emphasis is placed on the development of therapeutic and written communication skills necessary to advocate in the nurse/client relationship and with members of the health care team. This course also introduces students to the concept of evidence-based practice

and its relevance to their practice as professional nurses. It is designed to facilitate an understanding of the meaning and significance of evidence-based nursing practice and an appreciation of how theory and research shape that practice and enhance the quality of care provided.
Prerequisites: 01:119:127-128 or 21:120:141-142; 01:119:131-132 or 21:120:235; 01:160:128 or 21:160:108, 01:830:101 or 21:830:102; 705:205, 229, 255; required course in descriptive/inferential statistics.
Corequisites: 25:705:306 335, 350.

25:705:326 ***Professional Nursing II (2)***
This course focuses on applying the knowledge, attitudes and skills needed by professional nurses to assume the role of leader in ways that continually improve nursing care and advance the profession. This course will explore contemporary issues in healthcare and the impact on practice, policy, education, and research. Emphasis is placed on the use of nursing informatics, health literacy and the competencies needed by nurses to guide scholarly inquiry. Students will acquire the knowledge and skills essential to identify research questions, conduct structured literature and database searches, begin to critically appraise research findings and practice guidelines, and utilize electronic clinical decision support resources (up-to-date) associated with improved outcomes.
Prerequisites: 25:705:306, 325, 335, 350.
Corequisites: 25:705:336, 340, 351.

25:705:335 ***Nursing Care of Healthy Populations (6)***
This course focuses on the knowledge, attitudes, and skills needed by professional nurses to provide evidence-based primary and secondary prevention to healthy individuals, families, and communities. Nursing process and clinical reasoning concepts will be introduced to optimize physical and behavioral health outcomes across the life span. Nursing skills are practiced in the simulated learning environment and in various health care and community settings.
Prerequisites: 01:119:127-128 or 21:120:141-142; 01:119:131-132 or 21:120:235; 01:160:128 or 21:160:108; 01:830:101 or 21:830:102; 705:205, 229, 255; required course in descriptive/inferential statistics.
Corequisites: 25:705:306,325, 350.

25:705:336 ***Nursing Care of Adults and Older Adults with Common Health Conditions (6)***
This course focuses on the knowledge, attitudes, and skills needed by professional nurses to provide care to culturally diverse adults and older adults. Emphasis is placed on clinical reasoning/judgments pertinent to health promotion, risk reduction, and disease prevention and symptom management, incorporating evidence-based practice to common physical and behavioral health conditions. Factors influencing the health of adult and older adult populations will be identified and disparities in outcomes will be discussed. The nurse's role as a leader, patient advocate, change agent, educator, and member of the interprofessional health care team will be discussed. This course will include clinical experiences in simulation and a variety of health care settings.
Prerequisites: 705:306, 325, 335, 350.
Corequisites: 25:705:326, 340, 351.

25:705:340 ***Nursing Care of Childbearing Families (6)***
This course focuses on the knowledge, attitudes, and skills needed by professional nurses to provide care to diverse childbearing families. Physical and behavioral factors influencing the reproductive health of families, communities, and populations will be identified and disparities in outcomes will be discussed. Evidence-based practice, professional standards of care, the nursing process, and knowledge from nursing and related disciplines will be presented as the foundation for providing comprehensive, safe, quality nursing care to childbearing families. The perinatal nurse's role as a leader, patient advocate, change agent, educator, and member of the interprofessional

health care team will be discussed. This course will include clinical experiences in simulation and a variety of health care settings.
Prerequisites: 705:306, 325, 335, 350. Corequisites: 705:326, 336, 351.

25:705:350 ***Pathophysiology & Pharmacotherapeutics: An Integrated Approach I (3)***
Pathophysiology & Pharmacotherapeutics: An Integrated Approach I is the first component of a two-semester sequence that explores concepts of pathophysiology and pharmacology as applied to nursing practice. This major focus is on common disease conditions across the lifespan with an emphasis on adult populations. Content builds on basic anatomy and physiology, microbiology, and chemistry knowledge acquired through prerequisite courses. The pathophysiologic basis for common human health alterations and associated clinical manifestations are discussed. Therapeutic pharmacological interventions and fundamentals of medication dosage calculations are introduced. Major drug classifications are discussed in relation to administration methods, pharmacologic effects, drug toxicity, and relevant nursing interventions.
Prerequisites: 01:119:127-128 or 21:120:141-142; 01:119:131-132 or 21:120:235; 01:160:128 or 21:160:108, 01:830:101 or 21:830:102; 705:229, 255; required course in descriptive/inferential statistics.
Corequisites: 705:306, 325, 335.

25:705:351 ***Pathophysiology & Pharmacotherapeutics : An Integrated Approach II (3)***
Pathophysiology & Pharmacotherapeutics: An Integrated Approach II is the second component of a two-semester sequence that explores concepts of pathophysiology and pharmacology as applied to nursing practice. Content is focused on the use of pharmacological interventions for the treatment of disease across the lifespan. A wide spectrum of pharmacologic agents is appraised with an emphasis on the nurse's role in safe and therapeutically effective medication administration. Cultural, ethical, legal, and political influences on medication adherence are examined. A focused review of underlying pathophysiologic processes and disease manifestation, patient risk factors, and therapeutic nursing interventions aimed at improving client outcomes completes the content for this course.
Prerequisites: 705:306, 325, 335, 350. Corequisites: 705:326, 336, 340.

25:705:412 ***Nursing Care of Infants, Children and Adolescents (6)***
This course focuses on the knowledge, attitudes, and skills needed by professional nurses to provide evidence-based care to culturally diverse infant, child, and adolescent populations and their families. Emphasis is placed on clinical reasoning/judgments pertinent to health promotion, risk reduction, and disease prevention, and symptom management of acute and chronic physical and behavioral health conditions. Factors influencing the health of infants, children, and adolescents will be identified and disparities in outcomes will be discussed. The nurse's role as a leader, patient advocate, change agent, educator, and member of the interprofessional health care team will be discussed. The course will include clinical experiences in simulation and a variety of health care settings.
Prerequisites: 705:326, 336, 340, 351.
Corequisites: 705:427, 428.

25:705:414 ***Nursing Care of Individuals/Populations with Acute and Chronic Mental Health Conditions (6)***
This course focuses on the knowledge, attitudes, and skills needed by professional nurses to provide care to culturally diverse individuals, families, and communities dealing with acute and chronic mental health and psychiatric conditions. Emphasis on clinical reasoning/judgments pertinent to health promotion, risk reduction, and disease prevention and management of acute and chronic mental health and psychiatric conditions. Factors influencing mental health will be identified and disparities in outcomes will be discussed. The nurse's role as a leader, patient advocate, change agent, educator, and member of the interprofessional health care team will be discussed.

The course will include clinical experiences in simulation and a variety of health care and community settings.
Prerequisites: 705:412, 427, 428.
Corequisites: 25:705:418, 455, 460.

25:705:418 ***Population Health (3)***
This course synthesizes previous knowledge and skills to address population health of diverse individuals and communities across the life span and settings. The goal is to shift the focus from acute, individual care to a broader health promotion, disease prevention framework focused on populations. Emphasis is on the identification of social determinants that impact the health of individuals, families, and communities. Students are challenged to explore how engagement of nursing professionals can impact the health of populations through analysis of culturally competent care, to address social determinants and health disparities. The utility of the collection and interpretation of meaningful use data to identify care gaps to promote quality and safe care are discussed.
Prerequisites: 705:412, 427, 428.
Corequisites: 705:414, 455, 460.

25:705:427 ***Professional Nursing III (3)***
This course challenges students to explore the role of nurse leader in ways that continually improves nursing care and advance the profession across practice, academic, and policy arenas. Approaches to develop health policy that is grounded in sound evidence will be discussed and serve as tools for future nurse leaders and nurse scientists. A strong emphasis is the responsibility of the nurse to ensure high quality, safe, and cost-effective, value-based care across all settings and for individuals and populations across the life span.
Prerequisites: 705:325, 336, 340, 351.
Corequisites: 705:412, 428.

25:705:428 ***Nursing Care of Adults and Older Adults with Complex Health Conditions (6)***
This course focuses on the knowledge, attitudes, and skills needed by professional nurses to provide care to culturally diverse adults and older adults. Emphasis is placed on clinical reasoning/judgments pertinent to health promotion, risk reduction, and disease prevention and symptom management, incorporating evidence-based practice to complex health conditions. Factors influencing the physical and behavioral health of adult and older adult populations will be identified and disparities in outcomes will be discussed. The nurse's role as a leader, patient advocate, change agent, educator, and member of the interprofessional health care team will be discussed. This course will include clinical experiences in simulation and a variety of health care and community settings.
Prerequisites: 705:326, 336, 340, 351.
Corequisites: 705:412, 427.

25:705:455 ***Transition to Professional Practice (4)***
This course focuses on the knowledge, attitudes, and skills needed by the student nurse to effectively transition to professional practice, providing and managing safe and effective care within health care systems. Emphasis is placed on the synthesis of various leadership roles and responsibilities expected of the novice professional nurse, such as care provider, care coordinator, manager, change agent, and member of interprofessional teams working collaboratively to ensure continuity of care to support culturally competent, safe, and effective care to individuals, families, groups, and communities. Theoretical perspectives will help guide students to cope with change, conflict, prioritization, delegation, and time management. This course will include a clinical component along with a seminar.
Prerequisites: 705:412, 427, 428. Corequisites: 705:414, 418, 460.

25:705:460 ***Nursing Elective: Special Topics (3)***

NURSING ELECTIVE: SPECIAL TOPICS

Introduction to Perioperative Nursing **(New course number *705:465* as of Spring 2025)**
This course provides students with essential knowledge of pre-, intra- and post-operative nursing care of the client in surgical settings. Emphasis is placed on the role of the perioperative nurse as a leader, educator, client advocate and member of the surgical team. The use of evidence-based guidelines and technology in clinical judgement to improve quality, safety and client outcomes will be explored. This course may include simulated learning and in-person clinical observation experiences. This course is open to Level 4 students only or by special permission.

Victimology & Forensic Nursing **(New course number *705:463* as of Spring 2025)**
This course provides students with a broad overview of victimology, focusing upon the physical, psychological, and psychosocial impact of victimization on individuals, families, and communities. Topics including forensic nursing, domestic violence, sexual assault, violent crimes, child abuse, elder abuse, and human trafficking/exploitation will be discussed. Students will explore the role of professional nurses in identifying and caring for those who have been victimized. This course is open to Level 4 nursing students only (Levels I, II, and III must already be completed).

Introduction to Wound Care **(New course number *705:464* as of Spring 2025)**
This course will provide the student with a basic understanding of the various types of wounds encountered in clinical practice. The course focuses on the pathophysiology of common types of wounds, the wound healing process and the use of various treatment modalities. This course will also provide for hands- on skills lab to familiarize students to the use of various wound care products.

Complementary and Alternative Therapies
This course explores common integrative, complementary, and alternative therapies used in relation to health and wellness. Integrative and complementary/alternative therapies for specific health conditions across the lifespan will be identified and their impact on health and healthcare will be determined. Available resources and organizations that enhance collaboration with healthcare members will be emphasized.

Intro to Quality and Safety in Healthcare **(New course number *705:462* as of Spring 2025)**
This course focuses on the introduction of various principles, theories, and models of quality, safety, and processes improvement for nurses. Students will identify practices and processes that promote quality and safety to reduce risk of harm and improve outcomes. The student will describe nursing's influence on patient safety and healthcare outcomes and their impact on organizational performance inclusive of quality improvement strategies. Students will examine gaps in quality and safety measurement and identify areas for potential research and/or education.

***Foundations in Health Education* (*705:470*)**
Focuses on current educational practices including history of education; educational theories, objectives, or policies; and teaching and evaluation strategies. Strategies for teaching children, adolescents, and adults will be presented. Students will develop, present, and critique health education plans for individuals, groups, and/or communities.
Prerequisites: 705:412, 427, 428. Corequisites: 705:414, 418, 455.
Note: If you withdraw from a course that has one or more corequisite(s), you must withdraw from both the course and the corequisite course(s).

R.N. to B.S. in Nursing Courses

R.N. to B.S. in Nursing Courses

77:705:250 ***Scholarly Writing for the Professional Nurse (2)***
This course focuses on skills and concepts of scholarly writing for the professional nurse to develop critical thinking and writing style using stages of the writing process. Students will learn to identify, appraise, summarize and synthesize relevant sources using American Psychological Association (APA) format. They will demonstrate how to use library research, internet search engines, scholarly journals, and other relevant resources to write a scholarly paper.
Prerequisites: English Composition I and II.

77:705:328 ***Introduction to Quality & Safety in Healthcare (3)***
This course focuses on the introduction of various principles, theories, and models of quality, safety and processes improvement for nurses. Students will identify practices and processes that promote quality and safety to reduce risk of harm and improve outcomes. The student will describe nursing's influence on patient safety and health care outcomes and their impact on organizational performance inclusive of quality improvement strategies. Students will examine gaps in quality and safety measurement and identify areas for potential research and/or education.
Prerequisite: None.

77:705:330 ***Health Assessment and Clinical Reasoning (3)***
This course focuses on nursing assessment skills, clinical reasoning and judgement as applied to individuals and families across the lifespan. Students will use critical thinking to recognize and identify actual and potential health problems from clinical data, health history and physical assessment. Students will apply the nursing process to guide clinical decision making and nursing interventions to promote safe health outcomes. Opportunities to apply learned concepts to patient care activities will be facilitated using case-based learning and simulated clinical activities.
Prerequisites: Anatomy & Physiology I; Anatomy & Physiology II.

77:705:355 ***Integration of Pathophysiology & Pharmacotherapeutics for Clinical Nursing (4)***
This course builds upon the knowledge and skills of the practicing nurse to apply and integrate pathophysiological and pharmacological concepts to clients in clinical settings. Content focuses on the pathophysiology of acute and chronic diseases and pharmacological interventions for disease prevention and treatment across the lifespan. Underlying pathophysiologic processes, disease manifestation, risk factors, and therapeutic nursing interventions to improve diverse client outcomes are explored. A wide spectrum of pharmacologic agents with an emphasis on the nurse's role in safe and therapeutic medication administration are examined in the context of cultural, ethical, and legal influence of medication access and adherence. ***Prerequisites: Anatomy & Physiology I / Anatomy & Physiology II.***

77:705:447 ***Community Health and Public Health Nursing (3)***
Provides R.N. students with an introduction to community health nursing practice, including the standards of practice for community health nursing, with an emphasis on community assessment, prevention, program planning and evaluation, community empowerment, and caring for high-risk aggregates and vulnerable populations. Students will learn the theoretical basis underlying analysis of health patterns of communities and develop an understanding of the role of the professional nurse in promoting the health of communities.
Prerequisites: None.

77:705:450 ***RN-BS Practicum (3)***
Contact Hours: 45 practicum hours
This course builds on previous nursing knowledge, skills, and experiences to explore leadership and professional role development in the community setting. Evidence-based theories and clinical judgement models will be applied to recognize and analyze cues, prioritize hypotheses, generate solutions, act, and evaluate outcomes. Students will be responsible for completing the necessary practicum hours during the semester under the direct supervision of a community partner and nursing faculty. Students will examine professional nursing roles, participate in interdisciplinary activities, and plan and implement a health promotion project in collaboration with a community partner.
Prerequisites: 77:705:447.

School Nurse Certificate Program Courses

School Nurse Certificate Program Courses

05:300:306 ***Educational Psychology: Principles of Classroom Learning (3)***
Surveys areas of psychology most relevant to education. How children think, learn, and remember; influence of motivation; and principles of measurement.

77:705:470 ***Foundations of Health Education (3)***
Focuses on current educational practices including history of education; educational theories, objectives, or policies; and teaching and evaluation strategies. Strategies for teaching children, adolescents, and adults will be presented. Students will develop, present, and critique health education plans for individuals, groups, and/or communities.

77:705:480 ***School Health Nursing (3)***
Focuses on the specialized practice of the school nurse within the nursing and education professions. The comprehensive school health program, including health services, health education, and a healthy school environment, will be described. The role of the school nurse as a service provider, health advocate, health educator, case finder/manager, and collaborator with families, educators, and the health care delivery system to promote the health and well-being of students and the school community will be evaluated. New Jersey state mandates and laws governing school health and nursing services will be explored in depth.
Prerequisites/Corequisites: 77:705:470, 05:300:306.

77:705:481 ***School Health Nursing Practicum (3)***
Focuses on the application of knowledge of nursing and education theories and related state mandates and laws for the care of children in the K-12 school setting. Emphasis is placed on the promotion of health and wellness in the school-aged child, as well as providing nursing services to children with acute and chronic health problems and those with special needs. Students will work under the supervision of a certified school nurse and a teacher of health. The student will participate in the roles and activities of the school nurse and participate in planning and implementing health education classes with experienced teachers. Students will meet weekly with preceptors in the field throughout the semester to complete 75 practicum hours and be observed in the field by nursing faculty. Participation in weekly seminars online throughout the semester is also required.
Prerequisites: 77:705:470, 05:300:306. Pre/Corequisite: 77:705:480.

M.S. in Nursing and D.N.P. Courses (SON-G)

M.S. IN NURSING AND D.N.P. COURSES

Core Courses

Core Courses

ADHA 5107 Advanced Health Assessment (3)
Building upon basic health assessment skills, this course is designed to provide a core of physical assessment competencies necessary for the nurse in advanced practice. An advanced health assessment includes a comprehensive health history and physical examination related to current health patterns across the life span of the patient within the context of the family. The purpose of an advanced health assessment is to provide an opportunity for the student to develop a comprehensive understanding of the patient to determine appropriate and effective health care. It is intended that the knowledge and skills will be reinforced throughout the curriculum as the student prepares for a direct patient care role.
Prerequisite: NURS 5104.

CLDR 6400 Leadership Across the Continuum Theory (3)
This course focuses on the theories, behaviors, strategies, and tools related to transformational leadership. Students will critically analyze theories and evidence relevant to the influence of transformational leadership on health care policy, organizational performance, staff performance, and patient safety and outcomes. Students will evaluate strategies for leading and influencing change across diverse cultures and settings using innovation and evidence to influence practice. Healthcare policy, power, and politics, and the role of the leader will be analyzed through a social justice lens. Mechanisms for asserting power and influence will be explored, with effective integration of the interdisciplinary team and team dynamics. Synthesizing theories and evidence, students will formulate a leadership implementation plan.
Corequisite: CLDR 6410 (for Leadership students only). Co-requisite may be waived for Post-Master's DNP students.

CLDR 6440 Quality & Safety in Healthcare Theory (3)
This course focuses on various principles, theories, and models of quality, safety and processes improvement for advanced nursing practice and leadership. Students will evaluate practices and processes that promote quality and safety to reduce risk of harm and improve outcomes. The student will identify appropriate data metrics, analyze root cause, appraise internal and external factors, communicate a culture of safety, demonstrate resiliency, and promote a just culture. The student will critically analyze nursing's influence on patient safety and health care outcomes and their impact on organizational performance inclusive of the selection, measurement methods, and application and reporting methods. Students will synthesize gaps in quality and safety measurement and identify areas for potential research and/or education.
Corequisite: CLDR 6450 (Leadership students only). This co-requisite may be waived for Post-Master's DNP students.

NURS 5104 Advanced Pathophysiology (3)
This course focuses on the pathophysiology of common disease conditions affecting human beings across the life span. Content builds on basic anatomy and physiology, microbiology, and chemistry. The pathophysiologic bases of common human health alterations and associated clinical manifestations are discussed.

NURS 5105 Advanced Clinical Pharmacology (3)
This course builds upon the student's knowledge of clinical pharmacology and is designed to meet the needs of nurses in advanced practice who are eligible for prescriptive privileges. Pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of drug classes based on human body systems are explored and content will focus on the pharmacological management of self-limited, episodic complaints, and stable chronic disease states across the life span that are commonly managed by advanced practice nurses. This course will examine patterns within which collaborative and autonomous roles and responsibilities of the advanced practice nurse will be performed.
Prerequisite: NURS 5104.

NURS 6010 Clinical Scholarship (2)
This course develops the analytical writing and critical thinking skills of students to enable effective communication for knowledge dissemination in health care leadership and delivery. The course explores the scholarly writing process and general principles of effective clinical scholarship. Students are provided with an opportunity to utilize informational technology for clinical scholarship, critically appraise scholarly writing, and compose an original scholarly work.

NURS 6020 Management and Analysis of Health Data for the Doctor of Nursing Practice (3)
This course provides students the opportunity to manage a variety of data sets to answer quantitative, qualitative, and economic questions at the clinical and population levels. The course applies different approaches to data analysis including descriptive and inferential statistics, theme and content analysis, cost effectiveness, and utility analysis. Students will learn how to use a statistical software package to organize and clean data, create and transform variables, and analyze quantitative and economic data using appropriate statistical tests. The interpretation and reporting of results will be emphasized.

NURS 6030 DNP Project Planning and Proposal Development (3)
This course focuses on the development of the DNP Project. The project is based upon selection and implementation of evidence-based interventions supported through informatics and technological advances and measurement of outcomes in a selected project site(s). The goal of the project is to change practice and develop health care policies that result in improvement in practice/systems outcomes and/or cost savings. The course discusses the steps in the program planning process, and the project proposal will be written. Students will apply scientific inquiry, critical thinking, and strategic planning skills as related to project management in the development of the proposal. Final approval of the project proposal by the DNP team is required for completion of the course. Upon final approval of the proposal, the project will move to the IRB phase.
Prerequisites: NURS 6010, NURS 6020, NURS 6033 (or Leadership or Anesthesia Quality & Safety course), NURS 6060, NURS 6930, NURS 6940, NURS 6980 Pre-Assignment: Completion, submission, and approval of the following by the specialty director for DNP Projects (or designee): 1) DNP Team Signature Page, 2) Site Agreement, and 3) Project Question Development Tool prior to enrollment.

NURS 6040 Determinants of Health (3)
This course focuses on analyzing determinants of health and their effects on population and individual health outcomes through the complex interactions between the biological, physical, and social environments, using the highest level of scientific evidence. The course will use evidence-based knowledge to provide foundational content to optimize advanced nursing practice including leadership and service with diverse populations within global, national, state, and local contexts. Students will examine ethical implications as well as social and economic influences in key populations in geographically diverse communities. The range of personal, social, economic, and environmental factors that influence health status are known as determinants of health.

NURS 6060 Clinical Inquiry for Evidence-Based Practice (3)
In this course, students are introduced to the process of clinical inquiry that informs evidence-based nursing practice, quality improvement, and research. The course provides an overview of practice-focused inquiry including approaches to nursing research and methods of knowledge generation and synthesis. Students will critically appraise scientific literature within the health sciences in relation to research design, methods, and clinical application. Students will build foundational skills to conduct a scholarly inquiry in an area of clinical interest.

NURS 6780 Health Care Economics and Business Practices (3)
This course explores economic and business practices. The course examines the impact of economic principles on health care including application to the advanced nursing practice role. Students will be equipped with a general understanding of economics and business management linking them to cost, quality, and outcomes. Topics may include, but are not limited to, health care reform, cost effectiveness analysis, fair market value, general budgeting concepts, business planning, and Return on Investment (ROI).

NURS 6930 Information Technology for Evidence-Based Practice (3)
This course explores information technology, data management, and other health care technology to support evidence-based decisions in nursing and health care. The course emphasizes critical appraisal of standards for documentation, modeling, and transmission of high-quality, reliable data for use in clinical care, health care administration, and quality improvement.

NURS 6940 Evidence Translation and Implementation Science (3)
This course focuses on critiquing the theoretical development of knowledge translation and the science of evidence implementation. The course highlights the integration of systems, innovation, and other relevant theories used to support the application of knowledge translation. Linear vs. nonlinear models and frameworks will be contrasted. Students will apply knowledge translation theories to real-world clinical problems.
Prerequisites: NURS 6010, NURS 6060.

NURS 6980 Epidemiology and Population Health (3)
This course introduces the principles and methods of epidemiology including patterns of illness in populations and research designs for investigating the etiology of disease and their application in advanced nursing practice. The course focuses on understanding the burden of disease as a global health problem, methods of control and prevention, ethical issues, and the development and evaluation of health programs and their relationship to policy, planning, practice, and leadership in advanced nursing practice. Students are introduced to quantitative measures to determine risk, association, and procedures for standardization of rates.

NURS 6031 DNP Project Implementation (2)
This course contributes to the mentored experience dedicated to the DNP project. The course provides students the opportunity to reflect on best practices associated with leading the implementation of a project, including engagement of key stakeholders, addressing barriers, and use of rapid-cycle quality improvement strategies to achieve project outcomes. Students will implement an evidence-based project in collaboration with an approved facility and DNP team members. Students will have the opportunity to reflect on the influence of the project on clinical practice, policy, economics, systems of care, safety, culture, and future research.
Prerequisites: NURS 6030 and all site/IRB approvals.

NURS 6032 DNP Project Evaluation and Dissemination (2)
This course continues to provide students with the support and direction needed to evaluate and disseminate an evidence-based project in collaboration with an approved facility and DNP team members. The course reviews

dissemination of findings from the project in a variety of methods including poster presentations, oral presentations, and publications. Students will have the opportunity to disseminate the findings from their project.
Prerequisite: NURS 6031.

Specialty Courses

Specialty Courses

Adult-Gerontology Acute Care Nurse Practitioner

(Course sequencing: AGAC 5402 and AGAC 6360; AGAC 6270 and 6280, AGAC 6290 and 6300; AGAC 6320 and 6330; AGAC 6340 and 6350)

AGAC 5402 Diagnostic Reasoning (3)
This course is designed to provide the AGAC NP student with methods of diagnostic reasoning. It will build upon the scientific threads of the program inclusive of pharmacology, pathology, and health assessment to generate a differential diagnosis using a systematic approach. This course offers students opportunities to practice effective communication, documentation, and critical analysis to deliver high-quality care using clinical reasoning skills for the future role as an advanced practice nurse.
Prerequisites: NURS 5104, NURS 5105, ADHA 5107.

AGAC 6270 Adult-Gerontology Acute Care Theory 1 (3)
This is the first in the series of four Adult-Gerontology Acute Care (AGAC) courses and builds upon the scientific knowledge acquired in the previous Doctor of Nursing Practice (DNP) core and AGAC NP 1 courses. The course will provide advanced knowledge relevant to the management of acute and chronic problems of acutely-ill adult-gerontological clients. The student will be prepared to participate in supervised AGAC NP practice in the high acuity hospital environment in the corequisite practicum course. Continued focus will be maintained on the assessment, management and documentation of common acute health care issues encountered in adult gerontology populations. Advanced knowledge necessary for interpretation of laboratory data as well as other diagnostic studies including EKG diagnosis and radiologic interpretations will be reinforced. The course content will focus on the application of knowledge essential to advanced practice nursing with a specific emphasis on health promotion, hypertension, and renal and endocrine systems.
Prerequisites: AGAC 5402, 6360. Corequisite: AGAC 6280.

AGAC 6280 Adult-Gerontology Acute Care Practicum 1 (3)
This course will provide an advanced knowledge relevant to nursing of acute and chronic management of acutely ill adult clients. The course will focus on the application of knowledge in the clinical area, essential to acute care advanced practice of nursing.
Prerequisites: AGAC 5402, AGAC 6360. Corequisite: AGAC 6270.

AGAC 6290 Adult-Gerontology Acute Care Theory 2 (3)
This is the second in the series of four Adult-Gerontology Acute Care (AGAC) courses and builds upon the scientific knowledge acquired in the previous Doctor of Nursing Practice (DNP) core and AGAC 1 courses. The course will provide an advanced knowledge relevant to the management of acute and chronic problems of acutely-ill adult-gerontological clients. The student will be prepared to continue supervised AGAC NP practice in the high-acuity

hospital environment in the corequisite practicum course. Continued focus will be maintained on the assessment, management and documentation of common acute health care issues encountered in adult-gerontology populations. Advanced knowledge necessary for interpretation of laboratory data as well as other diagnostic studies including EKG diagnosis and radiologic interpretations will be reinforced. The course content will focus on the application of knowledge essential to advanced practice nursing with a specific emphasis on immunosuppressant states and cardiac, gastroenterology, and surgical care.
Prerequisites: AGAC 6270, 6280. Corequisite: AGAC 6300.

AGAC 6300 Adult-Gerontology Acute Care Practicum 2 (3)
This practicum focuses on the application of knowledge essential to advanced practice nursing with acute and critically ill patients. The focus of this course is on designing and managing interventional strategies for care of acute and critically ill patients utilizing algorithms and implementing outcome measures.
Prerequisites: AGAC 6270, 6280. Corequisite: AGAC 6290.

AGAC 6320 Adult-Gerontology Acute Care Theory 3 (3)
This is the third in the series of four Adult-Gerontology Acute Care (AGAC) courses and builds upon the scientific knowledge acquired in the previous Doctor of Nursing Practice (DNP) core and AGAC 1 and 2 courses. The course will provide an advanced knowledge relevant to the management of acute and chronic problems of acutely-ill adult-gerontological clients. The student will be prepared to continue supervised AGAC practice in the high-acuity hospital environment in the co-requisite practicum course. Continued focus will be maintained on the assessment and management of common acute health care issues encountered in adult-gerontology clients. Advanced knowledge necessary for interpretation of laboratory data as well as other diagnostic studies including EKG diagnosis and radiologic interpretations will be reinforced. The course content will focus on the application of knowledge essential to advanced practice nursing with a specific emphasis on pulmonary disease, neurological disorders, hematological conditions, and infectious diseases.
Prerequisites: AGAC 6290, 6300. Corequisite: AGAC 6330.

AGAC 6330 Adult-Gerontology Acute Care Practicum 3 (3)
This course will provide a practical experience designed to assist the student to develop clinical expertise in caring for acute and critically ill adult-gerontology clients in a variety of acute care settings.
Prerequisites: AGAC 6290, 6300. Corequisite: AGAC 6320.

AGAC 6340 Adult-Gerontology Acute Care Theory 4 (3)
This is the fourth in the series of four Adult Gerontology Acute Care (AGAC) courses and builds upon the scientific knowledge acquired in the previous doctor of nursing practice (DNP) core and AGAC 1, 2, and 3 courses. The course will provide an advanced knowledge relevant to the management of acute and chronic problems of acutely ill adult-gerontological clients. The student will be prepared to continue supervised AGAC practice in the high-acuity hospital environment in the corequisite practicum course. Continued focus will be maintained on the assessment and management of common acute health care issues encountered in adult-gerontology clients. Advanced knowledge necessary for interpretation of laboratory data as well as other diagnostic studies including EKG diagnosis and radiologic interpretations will be reinforced. The course content will focus on the application of knowledge essential to advanced practice nursing with a specific emphasis on management of psychiatric disorders, end of life issues, and common emergencies seen in practice.
Prerequisites: AGAC 6320, 6330. Corequisite: AGAC 6350.

AGAC 6350 Adult-Gerontology Acute Care Practicum 4 (3)
This course will provide a culminating practical experience designed to assist the student to develop clinical expertise in caring for acute and critically ill clients in a variety of critical care settings. The course will focus on the application of knowledge essential to advanced practice nursing.
Prerequisites: AGAC 6320, 6330. Corequisite: AGAC 6340.

AGAC 6360 Pathopharmacology (3)
This course focuses on the disruptions of physiological systems that immediately or ultimately produce disease states and on the use of pharmaceutical agents to prevent or ameliorate those disruptions across the life span. A solid foundation in the concepts of pharmacologic therapy incorporates biology, physiology, pathophysiology, and chemistry are the foundations of advanced nursing practice. Patient- and population-specific factors that affect the likelihood of success of a particular pharmaceutical agent therapy or that increase the danger from untoward effects from pharmaceutical agents are integrated throughout the course. By examining the evidence-based practice information and by understanding how pharmaceutical agents "work," the student will be able to more fully understand the disease and treatment. This course will focus on the major diseases that affect diverse populations. The student will apply previously acquired knowledge in human anatomy and physiology and pharmacology as well as other basic sciences.
Prerequisites: NURS 5104, 5105; ADHA 5107.

Adult-Gerontology Primary Care Nurse Practitioner

(Course sequencing: AGPC 6600 and 6610; AGPC 6620 and 6630; AGPC 6640 and 6650; AGPC 6660 and 6670)

AGPC 6600 Adult-Gerontology Primary Care Theory 1 (3)
This is the first of four courses in the AGPC series. This course begins with an introduction to wellness care, health supervision, illness prevention, and screening practices for the adolescent, adult, and geriatric populations. The course addresses the most common cardiovascular, HEENT, endocrine,neurological, mental health, and gynecological issues seen in primary care settings. The focus of this series of courses is the application of clinical decision-making skills needed by the primary care provider in the delivery of comprehensive health care throughout the adult life span including young adults, adults, and older adults. The course emphasizes evidence-informed practice, health promotion, disease prevention, and management that is based on age, gender, culture, ethnicity, and psychosocial issues.
Prerequisites: NURS 5104, 5105; ADHA 5107. Corequisite: AGPC 6610.

AGPC 6610 Adult-Gerontology Primary Care Practicum 1 (3)
This is the first of four practicum courses. The purpose of this course is to introduce the student to commonly seen patient presentations and illnesses in the young adult, adult, and geriatric populations. The course will begin with an overview of preventive care and health promotion. In this introductory course, there will be heavy emphasis on the utilization of skills related to taking a history, performing an assessment, and formulating differential diagnoses of culturally diverse patients. Students will examine theories and evidence-based research findings pertinent to the delivery of care to healthy, acute, and chronically-ill young adult, adult, and geriatric populations.
Prerequisites: NURS 5104, 5105; ADHA 5107. Corequisite: AGPC 6600.

AGPC 6620 Adult-Gerontology Primary Care Theory 2 (3)
This course is the second of four courses in the AGPC series. This course addresses the management of acute problems of the cardiac, respiratory, gastroenterological, dermatological, neurological, and musculoskeletal systems, mental health, and genitourinary and sexual health/STIs commonly seen in primary care settings while

simultaneously exploring the management of patients with chronic diseases in these body systems. The focus of this series of courses is the application of clinical decision-making skills needed by the primary care provider in the delivery of comprehensive health care throughout the adult lifespan including young adults, adults, and older adults. The course emphasizes evidence-informed practice, health promotion, disease prevention, and management that is based on age, gender, culture, ethnicity, and psychosocial issues.
Prerequisites: AGPC 6600, 6610. Corequisite: AGPC 6630.

AGPC 6630 Adult-Gerontology Primary Care Practicum 2 (3)
This is the second of four practicum courses in the AGPC series. This course focuses on the application of knowledge essential to advanced practice nursing with young adults, adult, and elderly clients. Students will learn to provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, and disease management. This course emphasizes history taking, assessment, and an introduction to formulation of differential diagnoses for commonly seen patient presentations and illnesses. This course will provide the opportunity to implement knowledge obtained in Adult-Gerontology Primary Care Theory and Practicum 1. Students will examine theories and evidence-based research findings pertinent to the delivery of care to healthy, acute, and chronically ill young adult, adult, and geriatric populations.
Prerequisites: AGPC 6600, 6610. Corequisite: AGPC 6620.

AGPC 6640 Adult-Gerontology Primary Care Theory 3 (3)
This course is the third of four courses in the AGPC series. Content within this course will include the management of patients with chronic and progressive endocrine, rheumatological, gastroenterological, neurological, and autoimmune disorders, and genetics and genetic syndromes. The course also focuses on special topics pertaining to men and women's health concerns. Special topics in this course include child, domestic, and elder abuse, and the management of the patient presenting with an emergency in the primary care setting. The focus of this series of courses is the application of clinical decision-making skills needed by the primary care provider in the delivery of comprehensive health care throughout the adult lifespan including young adults, adults, and older adults. The course emphasizes evidence-informed practice, health promotion, disease prevention, and management that is based on age, gender, culture, ethnicity, and psychosocial issues.
Prerequisites: AGPC 6620, 6630. Corequisite: AGPC 6650.

AGPC 6650 Adult-Gerontology Primary Care Practicum 3 (3)
This is the third of four practicum courses in the AGPC series. The purpose of this course is to follow a systems approach to further refine skills in differential diagnoses and identification of less commonly seen acute and chronic illnesses in the young adult, adult, and geriatric population. This course will focus on history taking, assessment, diagnosis, and management of culturally diverse patients. Students will examine theories and evidence-based research findings pertinent to the delivery of care to healthy, acute, and chronically ill young adult, adult, and geriatric populations.
Prerequisites: AGPC 6620, 6630. Corequisite: AGPC 6640.

AGPC 6660 Adult-Gerontology Primary Care Theory 4 (3)
This course is the last of four courses in the AGPC series. This course synthesizes knowledge from the previous AGPC courses and promotes the application of utilizing advanced practice nursing assessment skills, formulating an appropriate diagnosis, and developing an appropriate plan of care using evidence-based guidelines. This course also explores many special topics including the management of patients with infectious disease processes, hematological and oncological illnesses, pain management and palliative care, and autoimmune disorders. The course addresses special population concerns including LGBTQI health disparities and access and provision of care

to veterans and the homeless. This course culminates with a review of the professional role, and responsibilities of the APN with the transition to care. The focus of this series of courses is the application of clinical decision-making skills needed by the primary care provider in the delivery of comprehensive health care throughout the adult lifespan including young adults, adults, and older adults. The course emphasizes evidence-informed practice, health promotion, disease prevention, and management that is based on age, gender, culture, ethnicity, and psychosocial issues.
Prerequisites: AGPC 6640, 6650. Corequisite: AGPC 6670.

AGPC 6670 Adult-Gerontology Primary Care Practicum 4 (3)
This course is the last of four practicum courses in the AGPC series. The purpose of this course is to follow a systems approach to further refine skills in differential diagnoses and identification of less commonly seen acute and chronic illnesses in the young adult, adult, and geriatric populations. This course will focus on history taking, assessment, diagnosis, and management of culturally diverse patients. Students will examine theories and evidence-based research findings pertinent to the delivery of care to healthy, acute, and chronically ill young adult, adult, and geriatric populations.
Prerequisites: AGPC 6640, 6650. Corequisite: AGPC 6660.

Nurse Anesthesia

(Course Sequencing: ANST 6002; ANST 6001, 6003; ANST 6004, 6005, 6006, 6201; ANST 6007, 6008, 6009, 6010, 6202; ANST 6011, 6012, 6203; ANST 6013, 6014, 6015, 6204; ANST 6205; ANST 6016, 6206.)

ANST 6001 Physics/Technology/Equipment in Anesthesia (2)
This course offers a comprehensive study of the principles of physics applicable to anesthesia practice, and the technology and equipment commonly used. Patient and provider wellness is stressed with emphasis on operating room environmental conditions, including pollution, electrical, fire, laser, and radiation safety. Low-, medium-, and high-fidelity simulation labs and case discussions will complement traditional teaching methods.

ANST 6002 Advanced Physiology (3)
This course is a comprehensive study of the anatomy and physiology of organ systems with an emphasis on the integrative and control mechanisms of the body. Topics to be discussed will include: cellular physiology, neurophysiology, muscle function, and mechanisms of homeostasis, as well as a detailed study of the cardiac, pulmonary, autonomic nervous, endocrine, renal, hepatobiliary, and gastrointestinal systems.
Prerequisite: NURS 5104.

ANST 6003 Pharmacology of Anesthetics (3)
This course is a comprehensive study of the pharmacokinetics and pharmacodynamics of anesthetic agents across the life span. Specific topics include pharmacokinetics (absorption, distribution, metabolism, and excretion) of intravenous and inhalation anesthetics; pharmacodynamics (mechanism of action) of injectable and inhalation drugs; pharmacology of opioids, barbiturate, and nonbarbiturate induction agents, benzodiazepines, antiemetics, and neuromuscular blocking agents and their use in anesthetic practice. Variables such as age, genetic variation, and health status which can influence individual variability and altered drug response will be explored.
Prerequisites: NURS 5105, ANST 6001.

ANST 6004 Introduction to Anesthetic Management (2)
This course presents the scientific foundation for, and techniques of, administration of anesthesia. The provision of individualized, culturally competent, safe, and effective anesthesia care to patients throughout the life span

is explored. Topics covered include characteristics of general, regional, and sedation anesthesia; the induction of general anesthesia; principles and techniques of airway management and ventilation; fluid and electrolyte management and resuscitation; monitoring standards; and the formulation of an evidence-supported anesthetic management plan. There is a focus on pulmonary physiology, pathophysiology, and pulmonary alterations during general anesthesia. Complications of anesthesia and their prevention and management are also discussed. Low- and medium-fidelity simulation labs and case discussions will compliment traditional teaching methods.
Prerequisites: ANST 6001, 6002, 6003.

ANST 6005 Anesthesia and Coexisting Disease (3)
This course is an in-depth analysis of the pathophysiology of body systems relevant to the science and practice of anesthesia. These topics in human pathophysiology, which emphasize the changes in physiological parameters occurring during the disease process, will be presented along with clinical correlations in order to integrate them into anesthesia practice. Specific topics to be examined and integrated into the anesthetic framework will be anesthetic management of the patient with altered physiologic systems including pulmonary, cardiovascular, neurological, endocrine, renal, hepatobiliary, as well as potential pathology of the general/GYN surgical patient and hematologic pathology. Anesthetic considerations and accommodations appropriate to each pathology will be explored.
Prerequisites: ANST 6001, 6002, 6003.

ANST 6006 Regional Anesthesia (2)
This course offers a comprehensive study of the anatomy, physiology, and pharmacology of regional anesthesia. Topics covered include local anesthetics and additive drugs; spinal, epidural, and peripheral nerve blocks; equipment and administration techniques; radiologic and ultrasound guidance; and indications, contraindications, and management of complications of regional anesthesia. Hands-on workshops; low-, medium-, and high-fidelity simulation labs; and case discussions will complement traditional teaching methods.
Prerequisites: ANST 6001, 6002, 6003.

ANST 6007 Pharmacology of Accessory Drugs (3)
This course expands upon prerequisite pharmacology courses and provides a comprehensive study of drugs commonly used in conjunction with anesthetic agents. Interactions with anesthetics, altered pharmacokinetics and pharmacodynamics due to surgery and anesthesia, and indications unique to the perioperative setting are studied. Drugs commonly administered during anesthesia, and those used to counteract the adverse effects of anesthetics are explored. Topics will include analgesics, sedatives, antihypertensives, antiarrhythmics, vasopressors, bronchodilators, autonomic nervous system agonists and antagonists, anticoagulants, psychiatric drugs, chemotherapeutics, antibiotics, immunosuppressants, anti-inflammatory agents, hormones, and homeopathic remedies.
Prerequisites: ANST 6003, 6004, 6005, 6006, 6201.

ANST 6008 Cardiovascular/Thoracic Anesthesia (2)
This advanced course expands on prerequisite coursework, and focuses on the principles and techniques of anesthesia administration for cardiac, vascular, and thoracic procedures. The anesthetic challenges that are presented by these procedures and the comorbidities associated with the specific patient population are comprehensively addressed. Topics covered include cardiovascular physiology, pathophysiology, and pharmacology; alterations of cardiovascular physiology during anesthesia; invasive monitoring techniques;

advanced hemodynamic management; and anesthetic implications of cardiac and thoracic surgery. Medium-and high-fidelity simulation labs and case discussions will complement traditional teaching methods.
Prerequisites: ANST 6001, 6002, 6003.

ANST 6009 Pediatric Anesthesia (2)
The anatomic, physiologic, and psychosocial characteristics that distinguish the pediatric patient from the adult patient are explored, with a focus on how those differences influence anesthetic care. Common and unusual pathological conditions associated with the pediatric population from the premature infant to the adolescent are discussed with a system-based approach. Best evidence is applied in discussions of the anesthetic management of surgical and diagnostic procedures including common outpatient procedures and high-acuity surgeries. Congenital deformities, syndromes, and genetic disorders are studied. Techniques for the administration of local, regional, and general anesthesia for the pediatric patient are evaluated. Hands-on workshops, medium- and high-fidelity simulation labs, and case discussions complement traditional teaching methods.
Prerequisites: ANST 6001, 60002, 6003.

ANST 6010 Obstetrical Anesthesia (2)
This course builds upon knowledge gained in prerequisite courses with application of that knowledge to a comprehensive study of the anesthetic management of the obstetrical patient. The anatomical, physiological, and psychosocial changes of pregnancy, uretero placental and fetal physiology, and their impact upon anesthetic management are comprehensively studied. Research evidence and data are translated in planning safe and effective anesthetic care for the parturient and fetus undergoing elective or emergent surgery and in the provision of labor analgesia. Pathological conditions and complications associated with pregnancy and their implications for anesthetic management are analyzed. The psychosocial needs of both the parturient and the family are considered in discussing the provision of culturally competent and ethical care. Hands-on workshops, medium- and high-fidelity simulation labs, and case discussions will complement traditional teaching methods.
Prerequisites: ANST 6001, 6002, 6003.

ANST 6011 Neurosurgical Anesthesia (2)
This course offers a comprehensive study of the anatomy, physiology, and pharmacology of the central and peripheral nervous systems, augmenting the scientific knowledge necessary for the provision of safe and effective neurosurgical anesthesia. Topics covered include neuropathology and its influence on anesthetic management, pharmacology of drugs commonly used in neuro anesthesia, neuro monitoring modalities, evidence-based recommendations for the anesthetic management of elective and emergent neuro surgical procedures, and management of complications associated with neuro anesthesia. Low-, medium-, and high-fidelity simulation labs and case discussions will complement traditional teaching methods.
Prerequisites: ANST 6001, 6002, 6003, 6005, 6007.

ANST 6012 Anesthetic Management for Common Procedures Part 1 (2)
This course expands on the foundation built in previous courses and focuses on anesthesia administration for common procedures such as ophthalmology, otolaryngology, gastrointestinal, orthopedic, minimally invasive, and ambulatory procedures for patients throughout the life span. Class discussion will include the anesthetic implications associated with these procedures, associated complications, and comorbidities commonly seen in these patient populations across the life span. Reading assignments, lectures, case presentations, and journal club discussions will focus on the student's ability to synthesize, evaluate, and redesign anesthetic management plans which are evidence-supported and incorporate current best-practice recommendations.
Prerequisites: ANST 6001, 6002, 6003, 6005, 6007.

ANST 6013 Anesthetic Management for Common Procedures Part 2 (2)
This course expands on the foundation built in previous courses and focuses on anesthesia administration for complicated ENT, urological, renal, hepatic, endocrine, geriatric, burn, and trauma procedures for patients throughout the life span. Class discussion will include the anesthetic implications associated with these procedures, associated complications, and comorbidities commonly seen in this patient population. Reading assignments, lectures, case presentations, and journal club discussions will focus on the student's ability to synthesize, evaluate, and redesign anesthetic management plans which are evidence-supported and incorporate current best-practice recommendations.
Prerequisites: ANST 6001, 6002, 6003, 6005, 6007, 6012.

ANST 6014 Acute and Chronic Pain Management (1)
This course builds upon the prerequisite courses as it augments the scientific knowledge base necessary for the advanced practice nurse anesthetist to effectively manage acute and chronic pain. Topics covered include anatomy, physiology, and neurochemistry of pain processing, epidemiologic data, clinical evaluation and assessment of pain, taxonomy and classification, common chronic pain syndromes, perioperative pain, cancer pain, and the psychosocial aspect of pain. Therapeutic interventions such as pharmacologic therapy, chronic pain diagnostic procedures, interventional regional anesthetic blocks, neurolytic procedures, and alternative and nontraditional therapies are described as a part of a multidisciplinary, patient-centered approach to pain management across the life span. Teaching methods include case studies and simulated patient scenarios.
Prerequisites: ANST 6001, 6002, 6003, 6005, 6007, 6012.

ANST 6015 Quality, Safety, and Access in Anesthesia (2)
This advanced course analyzes methods of measuring quality, patient safety strategies, and programs associated with improved patient care outcomes with a focus on anesthesia care. Health care errors and the impact of errors on the patient, family, anesthetists, and health care delivery systems are explored. Utilization of crew resource management, positive deviance, and communication techniques will be stressed. The student will be prepared to assume a leadership role in promoting quality and safety in nurse anesthesia practice. Interdisciplinary professional collaboration and simulation learning will be incorporated in the teaching methodology.
Prerequisites: ANST 6001, 6002, 6003, 6005, 6007, 6012.

ANST 6016 High Acuity/Complex Anesthetic Management (3)
This advanced course addresses the anesthetic management of critically ill patients and complex surgical procedures with relatively high morbidity and mortality rates across the life span. The optimization of medical conditions and reduction of risks are emphasized. Best-practice recommendations will be highlighted in the anticipation of associated intraoperative and postoperative complications, their prevention, diagnosis, and treatment. Topics discussed include blunt and penetrating trauma, massive transfusion protocols, emergency surgery for patients with uncompensated life-threatening medical conditions, and end of life issues. An interdisciplinary team approach to critical events in which each provider contributes within their full scope of practice is promoted. The effect of critical situations on the psychological and physical well being of health care providers is explored.
Prerequisite: ANST 6013.

ANST 6201 Anesthesia Practicum 1 (1)
Evidence-based practice and the translation of scientific knowledge to safe nurse anesthesia practice will be emphasized in this first of six courses in the clinical anesthesia practicum. By graduation, the student will advance from novice to proficient in evidence-based, culturally competent, safe, and effective advanced nursing practice

in the anesthesia specialty. This first practicum course provides a participatory introduction to nurse anesthesia practice and affords the opportunity for initial development of applicable technical, organizational, critical thinking, and problem-solving skills. It complements concurrent didactic anesthesia courses by allowing students to better apply complex or abstract concepts. With the constant support and direction of a qualified anesthesia provider as preceptor, the student will synthesize evidence-based and patient-specific anesthetic management plans, implement care, monitor patient response, evaluate outcomes, and revise management plans as indicated.
Prerequisites: ADHA 5107, ANST 6001, 6002, 6003. Corequisites: ANST 6004.

ANST 6202 Anesthesia Practicum 2 (1)
This is the second of six courses in the clinical anesthesia practicum in which the student will advance by graduation from novice to proficient in evidence-based, culturally competent, safe, and effective advanced nursing practice in the anesthesia specialty. This second clinical course provides continued and increasingly autonomous nurse anesthesia practice and affords the opportunity for further development of applicable technical, organizational, critical thinking, and problem-solving skills. The practicum emphasizes evidence-based practice and the translation of scientific knowledge to safe nurse anesthesia practice. It complements concurrent didactic anesthesia courses by allowing students to better apply complex or abstract concepts. With the constant support and direction of a qualified anesthesia provider as preceptor, the student will synthesize increasingly comprehensive, evidence-based, and patient-specific anesthetic management plans and assume increasing responsibility for the implementation of care, monitoring of patient response, evaluation of outcomes, and revision of management plans as indicated.
Prerequisite: ANST 6201.

ANST 6203 Anesthesia Practicum 3 (3)
This is the third of six courses in the clinical anesthesia practicum in which the student will advance by graduation from novice to proficient in evidence-based, culturally competent, safe, and effective advanced nursing practice in the anesthesia specialty. This third clinical course provides a continued and increasingly autonomous nurse anesthesia practice and affords the opportunity further development of applicable technical, organizational, critical thinking, and problem-solving skills. The practicum emphasizes evidence-based practice and the translation of scientific knowledge to safe nurse anesthesia practice. It builds upon previous and concurrent didactic anesthesia courses by allowing students to better apply complex or abstract concepts. With the support and direction of a qualified anesthesia provider as preceptor, the student will synthesize increasingly comprehensive, evidence-based, and patient-specific anesthetic management plans and assume increasing responsibility for the implementation of care, monitoring of patient response, evaluation of outcomes, and revision of management plans as indicated. Clinical rotations that afford experiences in specialty areas of anesthesia practice such as cardiovascular, neurosurgical, obstetric, pediatric, emergency, and trauma anesthesia are offered during the full-time anesthesia practicum through graduation and may be included in this course.
Prerequisite: ANST 6202.

ANST 6204 Anesthesia Practicum 4 (3)
This is the fourth of six courses in the clinical anesthesia practicum during which the student will advance by graduation from novice to proficient in evidence-based, culturally competent, safe, and effective advanced nursing practice in the anesthesia specialty. This fourth clinical course provides a continued and increasingly autonomous nurse anesthesia practice and affords the opportunity for further development of applicable technical, organizational, critical thinking, and problem-solving skills. The practicum emphasizes evidence-based practice and the translation of scientific knowledge to safe nurse anesthesia practice. It builds upon previous and concurrent didactic anesthesia courses by allowing students to better apply complex or abstract concepts. With the support

and direction of a qualified anesthesia provider as preceptor, the student will synthesize increasingly comprehensive, evidence-based and patient-specific anesthetic management plans and assume increasing responsibility for the implementation of care, monitoring of patient response, evaluation of outcomes, and revision of management plans as indicated. Clinical rotations that afford experience in specialty areas of anesthesia practice such as cardiovascular, neurosurgical, obstetric, pediatric, emergency, and trauma anesthesia are offered during the full-time anesthesia practicum through graduation and may be included in this course.
Prerequisites: ANST 6005, 6006, 6008, 6009, 6010, 6011, 6203.

ANST 6205 Anesthesia Practicum 5 (3)
This is the fifth of six courses in the clinical anesthesia practicum during which the student will advance by graduation from novice to proficient in evidence-based, culturally competent, safe, and effective advanced nursing practice in the anesthesia specialty. This fifth clinical course provides a continued and increasingly autonomous nurse anesthesia practice and affords the opportunity for refinement of applicable technical, organizational, critical thinking, and problem-solving skills. The practicum emphasizes evidence-based practice and the translation of scientific knowledge to safe nurse anesthesia practice. It builds upon previous and concurrent courses as students translate scientific knowledge into autonomous advanced nursing practice. With the support and direction of a qualified anesthesia provider as preceptor, the student will synthesize increasingly comprehensive, evidence-based, and patient-specific anesthetic management plans and assume increasing responsibility for the implementation of care, monitoring of patient response, evaluation of outcomes, and revision of management plans as indicated. Clinical rotations that afford experience in specialty areas of anesthesia practice such as cardiovascular, neurosurgical, obstetric, pediatric, emergency, and trauma anesthesia are offered during the full-time anesthesia practicum through graduation and may be included in this course.
Prerequisites: ANST 6014, 6015, 6204.

ANST 6206 Anesthesia Practicum 6 (3)
This is the last of six courses in the clinical anesthesia practicum during which the student will advance by graduation from novice to proficient in evidence-based, culturally competent, safe, and effective advanced nursing practice in the anesthesia specialty. This final clinical course provides maximally responsible nurse anesthesia practice and affords the opportunity for further refinement of applicable technical, organizational, critical thinking, and problem-solving skills. The practicum emphasizes evidence-based practice and the translation of scientific knowledge to safe nurse anesthesia practice. It builds upon previous and concurrent courses as students translate scientific knowledge into autonomous advanced nursing practice. With the support and direction of a qualified anesthesia provider as preceptor, the student will synthesize increasingly comprehensive, evidence-based, and patient-specific anesthetic management plans, and assume increasing autonomous responsibility for the implementation of care, monitoring of patient response, evaluation of outcomes, and revision of management plans as indicated. Clinical rotations that afford advanced experiences in specialty areas of anesthesia practice may be included in this course.
Prerequisite: ANST 6205.

Nurse-Midwifery

(Course Sequencing: NMID 7000; WHNM 7100; WHNM 7300 and NMID 7200; WHNM 7500; NMID 7400 and 7600; WHNM 7700 and NMID 7800)

Women's Health Nurse Practitioner (teachout Spring 2025)

(Course Sequencing: WHNM 6109, WHNM 6207 and 6208; WHNM 6307 and 6308; WHNM 6107 and 6108; WHNP 6507 and 6508)

Women's Health/Gender-Related Nurse Practitioner

(Course Sequencing: WHNM 7100; WHNM 7300; WHNM 7500 and 7510; WGNP 7600; WGNP 7700 and 7900).

Dual Women's Health/Nurse-Midwifery

(Course Sequencing: NMID 7000; WHNM 7100; WHNM 7300 and NMID 7200; WHNM 7500 and 7510; NMID 7400 and 7600; WHNM 7700 and NMID 7800)

WHNM 6207 Women's Health/Nurse-Midwifery Theory 1: Gynecological Care (3)
The focus of this course is the delivery of primary gynecological health care from menarche through the climacteric. Content will focus on women seeking gynecologic screening, contraception, and/or treatment of acute and chronic gynecologic problems. Principles of pharmacology, pathophysiology, gynecological health promotion, and cultural issues are integrated throughout the course. Ethical and social issues surrounding reproductive choices for women will be addressed. Standards of care, competencies and risk management principles as set forth by the American College of Nurse-Midwives (ACNM), Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN), and National Association of Nurse Practitioners in Women's Health (NPWH) are presented.
Prerequisites: NURS 5104, 5105; ADHA 5107. Corequisite: WHNM 6208.

WHNM 6208 Women's Health/Nurse-Midwifery Practicum 1: Gynecological Care (3)
The focus of this course is the clinical provision of primary gynecological health care from menarche through the climacteric. Students will be expected to conduct routine gynecologic screening, provide contraception counseling, and identify and treat acute and chronic gynecologic problems. The goal is for the student to develop sound diagnostic and management skills, apply evidence-based pharmacological and non-pharmacological therapies, and incorporate legal and ethical principles in decision-making as a gynecological care provider. Competencies and risk management principles as set forth by the American College of Nurse-Midwives (ACNM), Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN), and National Association of Nurse Practitioners in Women's Health (NPWH) are presented. Prerequisites: NURS 5104, 5105; ADHA 5107.
Corequisite: WHNM 6207. *Corequisite requirements may be waived for non-Nurse-Midwifery, Women's Health, and Dual Women's Health/Nurse Midwifery students.

WHNM 6307 Women's Health/Nurse-Midwifery Theory 2: Childbearing (3)
This course examines pregnancy as a physiological process that is affected by variety of factors, including culture, socioeconomic backgrounds, and heath disparities. Emphasis is on management and support of the normal childbearing process. Risk assessment of the pregnant woman is discussed, including genetics, early identification of deviations from normal, and high-risk behaviors. The use of technology applicable to prenatal care is examined. Evidence-based management of pharmacological and non-pharmacological therapies is presented. Ethical, legal, and political issues relevant to prenatal well-being are considered. Standards of care, competencies and risk management principles as set forth by the American College of Nurse-Midwives (ACNM), the Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN), and National Association of Nurse Practitioners in

Women's Health (NPWH) are presented.
Prerequisites: WHNM 6207, WHNM 6208.
Corequisite: WMNM 6308.

WHNM 6308 Women's Health/Nurse-Midwifery Practicum 2: Childbearing (3)
This course provides clinical experience in the management and support of pregnancy as a physiological process that is affected by a variety of factors including culture, socioeconomic backgrounds, and heath disparities with an emphasis on the normal childbearing process. Students will be expected to conduct risk assessment including genetics, high-risk behaviors, and early identification of deviations from normal; manage technology applicable to prenatal care; and use evidence-based management of pharmacological and non-pharmacological therapies. Ethical, legal, and political issues relevant to prenatal well-being will be applied in the clinical setting based on the standards of care, competencies, and risk management principles as set forth by the American College of Nurse-Midwives(ACNM), Association of Women's Health, Obstetric ,and Neonatal Nurses (AWHONN), and National Association of Nurse Practitioners in Women's Health (NPWH).
Prerequisites: WHNM 6207, WHNM 6208.
Corequisite: WHNM 6307.

WHNM 6107 Women's Health/Nurse-Midwifery Theory 3: Primary Care (3)
The focus of this course is the integration of health promotion, health maintenance, and the diagnosis and treatment of common acute and chronic illnesses of women across the life span. The student will develop sound diagnostic and management skills incorporating legal and ethical principles in decision-making as a primary care provider to women in diverse settings. Standards of care, competencies, and risk management principles as set forth by the American College of Nurse-Midwives (ACNM), Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN), and National Association of Nurse Practitioners in Women's Health (NPWH) are presented.
Prerequisites: WHNM 6307, WHNM 6308.
Corequisite: WHNM 6108.

WHNM 6108 Women's Health/Nurse-Midwifery Practicum 3: Primary Care (3)
The focus of this course is the clinical integration of health promotion, health maintenance, and the diagnosis and treatment of common, acute, and chronic illnesses of women across the life span. The goal is for the student to develop sound diagnostic and management skills, incorporating legal and ethical principles in decision-making as a primary care provider to women in diverse settings per standards of care. Competencies and risk management principles as set forth by the American College of Nurse-Midwives (ACNM), the Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN), and the National Association of Nurse Practitioners in Women's Health (NPWH) are presented.
Prerequisites: WHNM 6307, WHNM 6308.
Corequisite: WHNM 6107.

WHNM 6109 Mental Health, Intimate Partner Violence, and Addictive Behaviors in Women (3)
This course provides the advanced practice nurse and midwifery student with a foundation for the recognition and management of intimate partner violence, substance use disorder, and common deviations in mental health in women. The goal is to provide advanced practice and midwifery students with the information needed for prevention, early identification, assessment, appropriate interventions, and resource referrals for clients and families at risk. Students will learn diagnostic and management regimens for common problems related to individual

lifestyle choices. Standards of care, competencies and risk management principles as set forth by the American College of Nurse-Midwives (ACNM), Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN), and National Association of Nurse Practitioners in Women's Health (NPWH) are presented.

NMID 6406 Nurse Midwifery Theory 4: Intrapartum and Postpartum (3)
Students will synthesize knowledge and evidence-based theory from nursing, social/behavioral, and basic sciences into the nurse-midwifery management of the intrapartum through postpartum period. Standards of care, competencies, and risk management principles as set forth by the American College of Nurse-Midwives (ACNM) are presented.
Prerequisites: WHNM 6107, WHNM 6108.
Corequisites: NMID 6407, 6408.

NMID 6407 Nurse Midwifery Theory 5: Neonate and Breastfeeding (2)
Students will synthesize knowledge and evidence-based theory from nursing, social/behavioral, and basic sciences into the nurse-midwifery management of the neonate and family. Standards of care, competencies, and risk management principles as set forth by the American College of Nurse-Midwives (ACNM) are presented.
Prerequisites: WHNM 6107, WHNM 6108.
Corequisites: NMID 6406, 6408. *Prerequisites and corequisites are waived for Pediatric Nurse Practitioner Students.

NMID 6408 ***Nurse Midwifery Practicum 4: Intrapartum, Postpartum, and Neonatology (5)***
Students will synthesize knowledge and evidence-based theory from nursing, social/behavioral, and basic sciences into the nurse-midwifery management of the intrapartum, postpartum, and neonatal periods. Supervised clinical experiences with nurse-midwifery preceptors provide the student with labor, birth, postpartum and neonatal care opportunities to practice the cognitive and psychomotor skills necessary to meet the standards of care, competencies, and risk management principles as set forth by the American College of Nurse-Midwives (ACNM).
Prerequisites: WHNM 6107, WHNM 6108. Corequisites: NMID 6406, NMID 6407.

NMID 6507 Integrated Nurse Midwifery Theory and Practicum 7 (5)
This course is a synthesis of all learning within the nurse-midwifery curriculum, emphasizing refinement of skills and management. Knowledge, skills, and clinical judgments necessary to integrate management decisions, including sound rationale and evidence-based practice within an ordered priority, are utilized to encourage development of competence and safety through intensive clinical practice, case studies, seminar topics, and written examination. Student directed in-depth discussion of multifaceted women's health issues will be included. Students are encouraged to explore such professional issues as autonomy, accountability, and scholarship. Students will acquire knowledge of the nurse-midwife's role in the creation of joint protocols, research, community, and professional service. This course will include a focus on the historical and current development of the role and responsibilities of the nurse-midwife. Trends in nurse-midwifery education, the standards of clinical practice, credentialing, essential documents of the ACNM, and changing patterns of health care as reflected in national and state legislation are explored. Supervised clinical practice with expert nurse-midwives and nurse practitioners provides the student with opportunities to investigate the inter-relationships among social, economic, legal, political factors, and health care delivery systems according to the standards of care, competencies, and risk management principles as set forth by the American College of Nurse-Midwives (ACNM).
Prerequisites: NMID 6406, 6407, 6408.

NMID 7000 Foundations of Midwifery Care (2)
This foundational course introduces students to the profession of midwifery. In this course, students will explore the history of midwifery and critical issues affecting the profession. The role and responsibilities of the midwife, regulation of the profession, clinical ethics, and contemporary organizational, social, economic, legal, and political issues affecting midwifery will be discussed. This course serves to strengthen students' identification with the midwifery profession and understanding of health care quality assurance and improvement, evaluation of evidence-based knowledge, professional service, and leadership and to facilitate role acquisition as a midwife.

NMID 7200 Ultrasound for Midwives (1)
This course presents learners with the knowledge to perform sonographic assessment of the female reproductive system and the fetus in the first, second and third trimesters of pregnancy. Content includes protocols for midwife-focused sonography including obtaining pertinent clinical history and correlating laboratory results with ultrasound findings. Skills needed to optimize utilization of the ultrasound system are introduced and reinforced alongside the clinical content of the course. Risk management principles and interprofessional collaboration are incorporated throughout. Successful completion of this course will prepare students for the American Registry for Diagnostic Medical Sonography (ARDMS) Midwife Sonography Exam. ***Prerequisite: WHNM 7100 Corequisite: WHNM 7300***

NMID 7400 Intrapartum and Postpartum Care (6)
This course presents the theoretical basis for and provides students with the opportunity to gain clinical proficiency in intrapartum, immediate postpartum midwifery care. Synthesis and application of multidisciplinary theory and research are used to inform safe, evidence-based, and culturally and ethically appropriate care in labor, birth, and the immediate postpartum period. Normal physiologic and developmental processes in the absence of intervention and support for the laboring person form the foundation of the course. Prevention, assessment, and management of intrapartum complications and emergencies such as shoulder dystocia and postpartum hemorrhage are discussed and demonstrated. An emphasis is placed on addressing structural and social determinants of health and associated health inequities in intrapartum care. The development and evaluation of evidence-based approaches to care, risk management principles, and interprofessional collaboration are incorporated throughout.
Prerequisite: WHNM 7500. Corequisite: NMID 7600.

NMID 7600 Fetal Assessment and Neonatal Care (3)
This course presents the theoretical basis and provides students with the opportunity to develop the necessary skills and competencies for assessment of the developing fetus and care for the well neonate from birth through the first 28 days of life. Content will include placental physiology, embryology, fetal anatomy, physiology, and development, indicators of fetal well-being, transition to extrauterine life, health assessment, routine neonatal care, infant feeding, and health promotion. Students will critically appraise, synthesize, and apply multidisciplinary evidence-based theory and research for fetal evaluation and neonatal care. Indications and methods for fetal assessment including ultrasound and fetal heart rate monitoring will be presented along with clinical implications. Screening for and collaborative management of common fetal and neonatal abnormalities are also studied. Students will apply theoretical content to provide safe, evidence-based, and culturally and ethically appropriate care. An emphasis is placed on shared decision making and family-centered care that is respectful of diverse backgrounds and identities and integration of the neonate into the family unit.
Prerequisite: WHNM 7500.
Corequisite: NMID 7400.

NMID 7800 Comprehensive Review (1)
This course will provide study strategies and a guided review of primary, preconception, sexual and reproductive, gynecological, antepartum, intrapartum, postpartum, and neonatal care. Students will demonstrate a sufficient knowledge base in these areas through completion of a comprehensive written examination. By the end of the course, the student is prepared to sit for the American Midwifery Certification Board examination.
Prerequisites: NMID 7400; NMID 7600.
Corequisite: WHNM 7700.

WHNM 6507 Integrated Women's Health/Nurse Midwifery Theory and Practicum 7 (6)
This course is a synthesis of all the course material within the nurse-midwifery and women's health nurse practitioner curricula. It prepares the student for the fully integrated practice of this dual health care provider role including primary care, childbearing, and gynecologic care of women across the life span. Additionally, the student will refine their clinical management skills of the woman and neonate during labor, birth, and the postpartum period. The knowledge, skills, and clinical judgements necessary to integrate management decisions, including sound rationale and evidence-based practice are utilized to encourage development of competence and safety. Emphasis is placed on the collaborative management of identified health problems to achieve desired patient outcomes and operationalize the role of the advanced practice nurse. Students will explore professional issues including, but not limited to autonomy, accountability, scholarship, creation of joint protocols, research, community, and professional service. The historical, current, and future development of the role and responsibilities of the nurse-midwife/women's health nurse practitioner will be discussed. Supervised clinical practice with experienced nurse midwives and nurse practitioners will provide the student with opportunities to investigate the complex relationships between social, economic, legal, and political factors and health care delivery systems. This course will assimilate the standards of care, competencies and risk management principles as set forth by the American College of Nurse-Midwives (ACNM), National Association of Nurse Practitioners in Women's Health (NPWH), and Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN).
Prerequisites: NMID 6406, 6407, 6408.

WHNP 6507 Women's Health Theory 4: Integration of Role (3)
This course is a synthesis of all the course material within the nurse-midwifery and women's health nurse practitioner curricula. It prepares the student for the fully integrated practice of this dual healthcare provider role including primary care, childbearing, and gynecologic care of women across the lifespan. Additionally, the student will refine their clinical management skills of the woman and neonate during labor, birth, and the postpartum period. The knowledge, skills, and clinical judgements necessary to integrate management decisions, including sound rationale and evidence-based practice are utilized to encourage development of competence and safety. Emphasis is placed on the collaborative management of identified health problems to achieve desired patient outcomes and operationalize the role of the advanced practice nurse. Students will explore professional issues including, but not limited to autonomy, accountability, scholarship, creation of joint protocols, research, community, and professional service. The historical, current, and future development of the role and responsibilities of the nurse-midwife women's health nurse practitioner will be discussed. Supervised clinical practice with experienced nurse midwives and nurse practitioners will provide the student with opportunities to investigate the complex relationships between social, economic, legal, and political factors and health care delivery systems. This course will assimilate the standards of care, competencies and risk management principles as set forth by the American College of Nurse-Midwives (ACNM), National Association of Nurse Practitioners in Women's Health (NPWH), and

Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN).
Prerequisites: WHNM 6107, 6108.
Corequisite: WHNM 6508.

WHNM 7100 Gynecological, Sexual, and Reproductive Health (6)
This course presents the theoretical basis for and provides students with the opportunity to develop the necessary skills and competencies to practice as midwives and women's health nurse practitioners in gynecological, sexual and reproductive health and healthcare. Synthesis and application of professional standards, multidisciplinary theory and research are used to inform safe, evidence-based, and culturally and ethically appropriate gynecological, sexual and reproductive health care. A wellness approach to health forms the foundation of the course which includes screening for and the assessment and management of common acute and chronic gynecologic, urogynecologic, chest/breast, and sexual and reproductive conditions of people from adolescence through the lifespan. Human sexuality, gender identity, menarche, fertility and infertility, hormonal and non-hormonal contraceptive care, preconception counseling, options counseling, termination of pregnancy, and the effects of menopause on health are discussed. An emphasis is placed on addressing related structural and social determinants of health and associated health inequities and strategies to reduce disparities. The development and evaluation and application of evidence-based approaches to care, risk management principles, and interprofessional collaboration are incorporated throughout.
Prerequisite: NURS 5104; NURS 5105; ADHA 5107; NMID 7000. This prerequisite is waived for WHNP/WGNP students.

WHNM 7300 Antepartum and Postpartum Care (6)
This course presents the theoretical basis for and provides students with the opportunity to develop the necessary skills and competencies to practice as midwives and women's health nurse practitioners in antepartum and postpartum care. Synthesis and application of multidisciplinary theory and research are used to inform safe, evidence-based, and culturally and ethically appropriate care in the antepartum and postpartum periods. Normal physiologic and developmental processes form the foundation of the course. Content incorporates knowledge of placental physiology, embryology, fetal development, and indicators of fetal well-being. This course includes support and treatment of spontaneous abortion, promotion of normal pregnancy and screening for and prevention, assessment, and management of pregnancy and postpartum related conditions and deviations from normal including emergencies. An emphasis is placed on addressing related structural and social determinants of health and associated health inequities and strategies to reduce disparities. The development and evaluation of evidence-based approaches to care, risk management principles, and interprofessional collaboration are incorporated throughout.
Prerequisite: WHNM 7100. Corequisite: NMID 7200.

WHNM 7500 Primary Care Theory for Midwives and Women's Health Nurse Practitioners (3)
This course presents the theoretical basis for primary care. Synthesis and application of multidisciplinary theory and research are used to inform safe, evidence-based, and culturally and ethically appropriate care. A wellness approach forms the foundation of the course, which also addresses screening, prevention, and the assessment and management of common acute and chronic illnesses from adolescence through the lifespan. Screening and appropriate response to situations of abuse, violence or neglect are addressed. An emphasis is placed on addressing structural and social determinants of health and associated health inequities in care and strategies to reduce disparities utilizing a public health perspective. The development and evaluation of evidence-based approaches to care, risk management principles, and interprofessional collaboration are incorporated throughout.
Prerequisite: WHNM 7300. Corequisite: WHNM 7510.

WHNM 7510 Primary Care Practicum for Women's Health Nurse Practitioners (3)
This course provides students with the opportunity to gain the necessary primary care competencies and skills to practice as a women's health nurse practitioner. Students will integrate theoretical content into the provision of safe, evidence-based, and culturally and ethically appropriate care. Normal physiologic and developmental processes form the foundation of the course. Health promotion and the prevention, assessment, and management of common acute and chronic conditions are foundational. An emphasis is placed on addressing structural and social determinants of health and associated health inequities in care and strategies to reduce disparities from a public health perspective. The application of evidence-based practice, person-centered care, shared decision-making, risk management principles, and interprofessional collaboration are incorporated throughout.
Prerequisite: WHNM 7300.
Corequisite: WHNM 7500.

WHNM 7700 Advanced Clinical Midwifery Integration (4)
This final course in this program prepares the student for the integrated practice of the certified nurse-midwife. Students will gain advanced clinical practicum experience across the full scope of midwifery practice in both inpatient and ambulatory care settings. Students will immerse themselves in the clinical practices to which they are assigned, working in collaboration with other health care providers. By the completion of the practicum component of this course, students will have demonstrated competence and safety in clinical practice and leadership at the level appropriate for a beginning practitioner. By the end of the course, the student is prepared to assume the role of a beginning practitioner as a midwife.
Prerequisites: NMID 7400; NMID 7600.
Corequisite: NMID 7800. *This corequisite is for MSN and DNP Nurse-Midwifery Students only.

WHNP 6508 Women's Health Practicum 4: Integration of Role (3)
This clinical course prepares the student for the fully-integrated practice of women's health including primary care, childbearing, and gynecological care of women across the lifespan. Students assume the professional advanced practice role by applying critical thinking, diagnostic reasoning skills and evidence-based practice to identify and treat illness and promote health. Emphasis is placed on collaborative management of identified health problems to achieve desired patient outcomes and operationalize the role of the women's health nurse practitioner. Students will be expected to develop sound diagnostic and management skills incorporating legal and ethical principles in decision making as a primary care provider to women in diverse settings. Standards of care, competencies and risk management principles as set forth by the National Association of Nurse Practitioners in Women's Health (NPWH) and Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN) are incorporated.
Prerequisites: WHNM 6107, 6108.
Corequisite: WHNM 6507.

WGNP 7600 Specialty Care for Women's Health/Gender-Related Nurse Practitioners (5)
This integrated theory and practicum course advances the professional identity of the women's health/gender-related nurse practitioner by exploring specialty areas within this role. The course expands upon previously learned content to focus on specialty areas such as LGBTQIA+ health and healthcare, transgender health/gender-affirming care, reproductive endocrinology and infertility, adolescent sexual health, male sexual and reproductive health, reproductive cancer care, intimate partner violence and abuse, commonly encountered psychiatric-mental health conditions, and substance use disorders. Synthesis and application of multidisciplinary theory and research are applied to inform and provide safe, ethical, evidence-based, and culturally appropriate care. This course serves

to deepen an understanding of the diverse roles of the women's health/gender-related nurse practitioner while facilitating a transition to the professional practice through evaluation of evidence-based practice guidelines, service, and leadership. ***Prerequisite: WHNM 7500; WHNM 7510.***

WGNP 7700 Role Synthesis for Women's Health/Gender-Related Nurse Practitioners (3)
This practicum immersion allows students to demonstrate knowledge application, critical analysis, skills, and clinical proficiency as a women's health/gender-related nurse practitioner and facilitate role transition. It is a culmination of previously learned content and experiences in gynecology, antepartum, postpartum, primary, and specialty care from adolescence throughout the lifespan. Focusing on clinical competency in core areas of women's health/ gender-related nurse practitioner practice, students will gain advanced clinical experiences and critically appraise, synthesize, and apply multidisciplinary theory, research, standards of care, national practice guidelines, and screening tools to inform and provide safe, evidence-based, and culturally and ethically appropriate care. The development and evaluation of evidence-based approaches to care, risk reduction and management strategies, and interprofessional collaboration are incorporated throughout. Upon completion of the practicum immersion, students will demonstrate competent and safe clinical practice and professional leadership for a beginning practitioner.
Prerequisite: WGNP 7600.
Corequisite: WGNP 7900.

WGNP 7900 Comprehensive Review for Women's Health/Gender-Related Nurse Practitioners (1)
This didactic course will provide study strategies and guided review of previously learned content surrounding gynecology, sexual and reproductive, preconception, antepartum, postpartum, primary, and specialty care from adolescence through the lifespan. By the end of the course, students will demonstrate sufficient knowledge in these areas through completion of a comprehensive examination and be prepared to sit for the WHNP National Certification Corporation Board examination.
Prerequisite: WGNP 7600.
Corequisite: WGNP 7700.

Pediatric Primary Care Nurse Practitioner

(Course Sequencing: PNP 5103 and 5105, PNP 6560 and 6570 and NMID 6407; PNP 6540 and 6550; PNP 6580 and 6590; PNP 6710 and 6720).

Dual Primary/Acute Care Pediatric Nurse Practitioner

(Course Sequencing: PNP 5103, 5105 and 5110, PNP 6560, 6570, and NMID 6407, PNP 6540 and 6550, PNP 6610 and 6620, PNP 6580 and 6630, PNP 6710 and 6640)

PNP 5105 Pediatric Clinical Pharmacology (3)
This course focuses on pediatric pharmacotherapeutics with an emphasis on pharmacokinetics, pharmacodynamics, administration, and education. Prescribing practices, client education, and the developmental aspects of pediatric pharmacokinetics and administration will be emphasized.

PNP 5103 Advanced Pediatric Physiology and Assessment (3)
This pediatric-focused course complements previously learned material from Advanced Pathophysiology and Health Assessment to enhance and supplement the knowledge and skills of the pediatric advanced practice nurse. This course explores biological and physiological deviations related to embryology, genetics, congenital anomalies,

adaptation to extrauterine life, immunology, and the physiology of puberty. Diagnostic screening, testing, and assessment principles of common genetic health conditions will be reviewed. Specific assessment techniques and communication skills for age- and developmentally-appropriate physical examinations and normal and variations of normal will be discussed.
Prerequisites: ADHA 5107, NURS 5104.

PNP 6560 Primary Care of Children 1: Health Promotion (3)
This course prepares students to integrate developmental theory and evidence based practice into primary care to patients and families across the pediatric lifespan. The course explores specific strategies to provide culturally sensitive health promotion, anticipatory guidance, illness, and injury prevention. Students are introduced to and apply recommendations for preventive pediatric healthcare.
Prerequisites: NURS 5104, ADHA 5107, PNP 5105, PNP 5103.
Corequisite: PNP 6570, NMID 6407.

PNP 6570 Primary Care of Children Practicum 1 (3)
This course prepares students to apply knowledge attained in Primary Care of Children Theory 1: Health Promotion in a supervised clinical setting. The course focuses on the application of specific strategies for culturally sensitive health promotion, anticipatory guidance, and illness and injury prevention. Students will integrate developmental theory and evidence-based practice into primary care across the pediatric lifespan.
Prerequisites: NURS 5104, ADHA 5107, PNP 5105, PNP 5103.
Corequisite: PNP 6560, NMID 6407.

PNP 6540 Primary Care of Children 2: Common Mild/Episodic Illnesses (3)
This course builds upon the knowledge and skills acquired in the foundational theory and practicum courses to recognize and manage episodic illnesses across the pediatric lifespan in the primary care setting. The course emphasizes the development of clinical judgment necessary for the design and implementation of comprehensive treatment and management plans. Students explore evidence based clinical practice guidelines and develop management plans for patients during sick visits.
Prerequisites: PNP 6560, 6570.
Corequisite: PNP 6550.

PNP 6550 Primary Care of Children Practicum 2 (3)
This course provides an opportunity for students to apply knowledge attained in Primary Care of Children Theory 2: Common Mild/Episodic Illnesses in a supervised clinical setting. The course focuses on recognition and management of mild, episodic illnesses of patients and families in primary care and other diverse settings. Students will integrate foundational developmental theory and evidence based practice into the culturally sensitive, family-centered care of mildly ill patients across the pediatric lifespan.
Prerequisites: PNP 6560, 6570, NMID 6407.
Corequisite: PNP 6540.

PNP 6580 Primary and Advanced Care of Children Theory 3: Chronic Conditions (3)
This course builds upon the knowledge and skills acquired in the pre-requisite theory and practicum courses to manage chronic health conditions across the pediatric lifespan. This course encourages application of the clinical judgement required to design and implement comprehensive treatment and management plans in coordination with specialty providers for patients with stable chronic health problems and during acute exacerbations. Students explore evidence-based clinical practice guidelines to develop management plans for patients with chronic health

conditions.
Prerequisites: PNP 6540, 6550.
Corequisite: PNP 6590 (PNP Primary Care students) OR PNP 6630 (PNP Dual Primary/Acute Care students).

PNP 6590 Primary Care of Children Practicum 3 (3)
This course provides an opportunity for students to apply knowledge attained in Advanced Care of Children Theory 3: Chronic Conditions in a supervised clinical setting. The course focuses on the application of specific strategies to provide culturally sensitive care to patients and families with chronic health conditions in a variety of settings. Students will integrate developmental theory and evidence based practice and work as part of a collaborative team to provide care to patients and families across the pediatric lifespan.
Prerequisites: PNP 6540, 6550.
Corequisite: PNP 6580 (PNP Primary Care students) OR PNP 6540 (PNP Dual Primary/Acute Care students).

PNP 6710 Primary and Advanced Care of Children Theory 4: Contemporary Issues (3)
This course builds upon information from the pre-requisite theory and practicum courses and incorporates principles of prevention and management of multiple co morbid conditions including social and environmental challenges across the pediatric lifespan. This course emphasizes effective interprofessional strategies to promote the optimal health of children considering select contemporary issues in preparation for novice clinical practice. Students synthesize knowledge related to health policies, current trends, and ethical and legal principles relative to advanced pediatric care. ***Prerequisites: PNP 6580 and 6590 (PNP Primary Care students) OR PNP 6530 (PNP Dual Primary/Acute Care students).***
Corequisite: PNP 6720 (PNP Primary Care students) OR PNP 6640 (PNP Dual Primary/Acute Care students).

PNP 6720 Primary Care of Children Practicum 4 (3)
This course provides an opportunity to apply knowledge attained in the pre requisite and co-requisite theory and practicum courses in a supervised clinical setting. The course emphasizes care of patients with complex health conditions and families across the pediatric life span. The course focuses on the application of specific strategies to provide culturally sensitive care to address complex health conditions and concerns. Students will integrate developmental theory and evidence-based practice to provide comprehensive and competent care to patients and their families across the health care spectrum as part of an interdisciplinary team.
Prerequisites: PNP 6580, 6590.
Corequisite: PNP 6710.

PNP 5110 Diagnostic Reasoning and Procedures for Pediatric Acute Care (3)
This course will focus on the indications, interpretation, and evaluation of diagnostic tests and procedures for acute and chronically ill pediatric patients. Procedural requirements, contraindications, and complications are discussed. This laboratory course incorporates simulation experiences and performance evaluation to assess competencies. Competency and understanding of the clinical application of specific skills will be stressed. ***Prerequisites: NURS 5104, ADHA 5107, PNP 5103, PNP 5105. This course is available as an elective to graduate students who meet the prerequisite requirements.***

PNP 6610 Acute Care of Children Theory (3)
This course provides advanced knowledge of common complex acute, critical, and chronic conditions to prepare students to provide restorative care for the pediatric patient. Content addresses comprehensive diagnosis, evaluation, and management of complex acute, critical, and chronic health problems along with principles of diagnostic and treatment modalities.

Prerequisites: PNP 6540, PNP 6550.
Corequisite: PNP 6620. Corequisite requirements may be waived for interested students (FNP, FNP-ER, adult acute care PC-PNP) not enrolled in the dual primary/acute care PNP program may enroll in this theory course with permission from the PNP programs specialty director.

PNP 6620 Acute Care of Children Practicum (3)
This course fosters clinical competence and emphasizes the integration of assessment, critical thinking, and evidence-based practice to develop differential diagnoses and management plans for high acuity and complex pediatric acute, critical, and chronic care conditions. Management of complex acute, critical, and chronic health conditions will be accomplished through clinical experiences under the direction of faculty and clinical preceptors. Clinical placements may include a variety of acute and chronic care settings including, but not limited to intensive care units, inpatient units, emergency departments, intermediate care settings, and outpatient specialty care settings.
Prerequisites: PNP 6540, PNP 6550, PNP 5110.
Corequisite: PNP 6610.

PNP 6630 Advanced Care of Children Practicum 3 (4)
This course provides an opportunity for students to apply knowledge attained in Advanced Care of Children Theory 3 in a supervised clinical setting. The integration of advanced assessment, critical thinking, and evidence-based practice to develop differential diagnoses and management plans for complex pediatric conditions. Advanced clinical skills and management of varied health conditions will be accomplished through clinical experiences under the direction of faculty and clinical preceptors. Clinical placements may include a variety of acute and chronic care settings including, but not limited to pediatric intensive care units, inpatient units, emergency departments, intermediate care settings, specialty care settings, and/or community-based clinics.
Prerequisites: PNP 6610, PNP 6620.
Corequisite: PNP 6580. This corequisite may be waived for students in the post master's certificate program.

PNP 6640 Advanced Care of Children Practicum 4 (4)
This course provides an opportunity to apply knowledge attained in contemporary issues in a supervised clinical setting. The course focuses on advanced pediatric care of infants, children, and adolescents with complex health conditions in a variety of inpatient and outpatient clinical settings. ***Prerequisites: PNP 6580, PNP 6630.***
Corequisite: PNP 6710. This corequisite may be waived for students in the post master's certificate program.

Family Nurse Practitioner

(Course Sequencing: AGPC 6600 and 6610; AGPC 6620 and 6630; FHNP 6750 and 6760; AGPC 6640 and 6650; AGPC 6660 and 6670)

See the Adult-Gerontology Primary Care Nurse Practitioner section for a description of the AGPC courses.

FHNP 6750 Family-Centered Primary Care for Infants, Children, and Adolescents Theory (3)
This course will provide a theoretical foundation for advanced practice nursing students who deliver primary care to infants, children, and adolescents as part of the family setting. Students will incorporate the principles of growth and development into their use of evidence-based practice guidelines. Differential diagnoses for common episodic and chronic conditions encountered during infancy, childhood, and adolescence will be considered. Well-child care, health promotion, and illness prevention education and counseling strategies sensitive to a culturally

diverse practice will be discussed. ***Prerequisites: NURS 5104, NURS 5105, ADHA 5107, AGPC 6620 and 6630. *These prerequisites may be waived for FNP in emergency care students. Corequisite: FHNP 6760. The corequisite is not applicable for FNP in emergency care students.***

FHNP 6760 Family-Centered Primary Care for Infants, Children, and Adolescents Practicum (3)
In this course, advanced practice nursing students will deliver primary care to infants, children, and adolescents as part of the family setting. Building upon concepts learned in prior courses, students will adapt assessment and management techniques to children. Students will utilize current evidence-based practice guidelines to guide practice strategies for well-child surveillance, health promotion, illness prevention, and treatment of common episodic and chronic conditions encountered during infancy, childhood, and adolescence. Health education, communication, and counseling strategies will be delivered in the context of pediatric primary care within a culturally diverse environment.
Prerequisites: AGPC 6620 and 6630.
Corequisite: FHNP 6750.

Family Nurse Practitioner/Emergency Care

(Course Sequencing: AGPC 6600 and 6610; AGPC 6620 and 6630; FHNP 6750; FEAC 6510 and 6511, FEAC 6512 and 6513, FEAC 6514 and 6515)

See the Adult-Gerontology Primary Care Nurse Practitioner section for a description of the AGPC courses.

See the Family Nurse Practitioner section for a description of the FHNP courses.

FEAC 6510 FNP in Emergency Acute Care Theory 1 (3)
This course provides emergency nurse practitioner students with knowledge related to the management of emergency patients across the life span focusing on gender and ethnic similarities and differences. Students will learn the theoretical foundation for various diagnostic and screening procedures which include electrocardiograms, imaging, and laboratory testing. The course focuses on the role of pre-hospital care providers as it relates to the emergency nurse practitioner and concepts of fast track/express care. Students will identify triage systems and use evidence to make decisions regarding emergency patient acuity and discuss EMTALA regulations and various disaster planning and management models. Students will examine various quality improvement models to assist them in implementing change in the emergency department. Students will discuss provider patient communication unique to the emergency setting, barriers to patient compliance, and legal and ethical issues in the care of emergency patients which present with diverse experiences, perspectives, and backgrounds.
Prerequisites: AGPC 6620 and 6630, FHNP 6750.
Corequisite: FEAC 6511.

FEAC 6511 FNP in Emergency Acute Care Practicum 1 (4)
This course provides the emergency nurse practitioner student with opportunities to develop skills related to the care of the emergency patient. The course focuses on basic emergency skills such as wound closure, incision and drainage, airway management, and diagnostic testing and interpretation of radiographs, EKGs, and ultrasound. Students will participate in simulated scenarios to include communication exercises and complete clinical rotations in forensics, radiology, labor and delivery, orthopedics, pre-emergency care, toxicology, and fast rack express care. Students will learn medical decision-making and differential diagnosis in patient management. Students will be taught invasive line insertion procedures, blood/fluid electrolyte balance and acid base disorders, and other related

skills.
Prerequisites: AGPC 6620 and AGPC 6630, FHNP 6750.
Corequisite: FEAC 6510.

FEAC 6512 FNP in Emergency Acute Care Theory 2 (3)
This course provides the emergency nurse practitioner student with an expansive knowledge base to conduct medical screening, medical decision-making, and manage patients across the lifespan in the pre-emergency department, urgent care, and emergency department setting. The course offers an evidence-based systems approach to address common medical, surgical, and mental health emergencies to include HEENT, neurological/brain, thoracic/respiratory, cardiovascular, gastrointestinal, endocrine, integumentary, musculoskeletal, immunology/infectious disease/epidemiology, and environmental emergencies. Students will examine relevant theory and research related to pharmacological, non-pharmacological, and complementary and alternative medicine/interventions. The course will emphasize the impact of social issues and disparities in emergency care to vulnerable populations to include the elderly and sexual and gender minorities. Students will extend knowledge surrounding documentation in accordance with regulatory and institutional standards.
Prerequisites: FEAC 6510 and 6511.
Corequisite: FEAC 6513.

FEAC 6513 FNP in Emergency Acute Care Practicum 2 (4)
This course provides the emergency nurse practitioner student with the opportunity to manage the care of medical and surgical patients with acute emergencies and exacerbation of chronic diseases in the pre-hospital environment, urgent care, and emergency department setting. Students will be exposed to various emergency situations in an interprofessional simulated clinical environment. Students will apply previously learned skills and modify responses to meet the needs of the emergency patient. The course will focus on interprofessional communication with emphasis on patient and family needs from diverse backgrounds and developmental levels. Students will analyze the leadership role of the nurse practitioner and identify need for change and facilitate the change process.
Prerequisites: FEAC 6510 and 6511.
Corequisite: FEAC 6512.

FEAC 6514 FNP in Emergency Acute Care Theory 3 (3)
This course provides the emergency nurse practitioner student with an expansive knowledge base to conduct medical decision making using differential diagnoses to manage patients across the lifespan in the pre-hospital, urgent care, and emergency department setting. The course offers an evidence-based, systems approach to address common mental health, medical, surgical, obstetrical, genitourinary, and renal emergencies. Students will explore emergencies related to toxicology, environmental injuries, substance use, mental health, sexual assault, abuse, neglect, and violence. The course focuses on trauma-related emergencies to include burns, blasts, traumatic brain injury/concussion, traumatic amputation, and soft tissue injuries. Students will learn about pediatric medical emergencies and examine pain management, sedation administration, and end-of-life and/or palliative care including prescribing opioids in the emergency setting. Students will analyze transition in care to include criteria for admission, transfer, and/or discharge.
Prerequisites: FEAC 6512 and 6513.
Corequisite: FEAC 6515.

FEAC 6515 FNP in Emergency Acute Care Practicum 3 (4)
This course provides the emergency nurse practitioner student with the opportunity to manage the care of medical and surgical patients with acute emergencies and exacerbation of chronic diseases in the pre-hospital environment,

urgent care, and emergency department setting. The course focuses on chain of evidence and offers students an opportunity to collaborate with law enforcement related to management of patients who are victims of trauma, violence, assault, abuse, and neglect. Students are exposed to various medical, surgical, and mental health emergencies in an interprofessional simulated clinical environment. Students will explore disaster and mass causality incidents and strategies to identify and address change in the emergency setting. Students will analyze the role of the emergency nurse practitioner student related to legal and ethical issues, certification, continued development, and explore emergency provider occupational stress and strategies for self-care.
Prerequisites: FEAC 6512 and 6513.
Corequisite: FEAC 6514.

Nursing Leadership

Postbaccalaureate to DNP Nursing Leadership

(Course Sequencing: CLDR 6400 and 6410; CLDR 6420 and 6430; CLDR 6440 and 6450, CLDR 6460 and 6470)

Post-Master's to DNP Nursing Leadership

(Course Sequencing: CLDR 6400; CLDR 6420; CLDR 6440; CLDR 6460)

Postbaccalaureate to MSN Nursing Leadership

(Course Sequencing: CLDR 6400 and 6410; CLDR 6420 and 6430; CLDR 6440 and 6450)

CLDR 6400 Leadership across the Continuum Theory (3)
This course focuses on the theories, behaviors, strategies, and tools related to transformational leadership. Students will critically analyze theories and evidence relevant to the influence of transformational leadership on health care policy, organizational performance, staff performance, and patient safety and outcomes. Students will evaluate strategies for leading and influencing change across diverse cultures and settings using innovation and evidence to influence practice. Healthcare policy, power, and politics, and the role of the leader will be analyzed through a social justice lens. Mechanisms for asserting power and influence will be explored, with effective integration of the interdisciplinary team and team dynamics. Synthesizing theories and evidence, students will formulate a leadership implementation plan.
Corequisite: CLDR 6410 (for Leadership students only). Co-requisite may be waived for Post-Master's DNP students.

CLDR 6410 Leadership across the Continuum Practicum (3)
This practicum focuses on the application of theories and evidence-based knowledge essential to effective transformational leadership practices in health care organizations. The foci of this course are the assessment of leadership methods, organizational responses, and implementation and evaluation of a leadership plan. Based on self-assessments, students will also develop a personalized plan for the continuing development of their transformational leadership skills.
Corequisite: CLRD 6400.

CLDR 6420 Organizational Complexity Theory (3)
The focus of this course is to analyze health care organizations through the lens of organizational theories, systems thinking, and the science of complexity. Students will synthesis the tenets of systems and complexity science and evaluate their relationships to organizational inputs, processes, and output including patient and employee outcomes. The impact of internal and external forces on organizations will be analyzed, inclusive of organizational

ethics. Theory and evidence-based strategies to create and negotiate within high-performing complex organizations will be analyzed and evaluated.
Corequisite: CLDR 6430. This co-requisite may be waived for Post-Master's DNP students.

CLDR 6430 Organizational Complexity Practicum (3)
This practicum focuses on the application of theories and evidence-based knowledge related to complex organizations. Students will synthesize and apply organizational theories and evidence-based principles at a systems/organizational level as they work with an executive or leadership team.
Corequisite: CLDR 6420.

CLDR 6440 Quality and Safety in Health Care Theory (3)
This course focuses on various principles, theories, and models of quality, safety and processes improvement for advanced nursing practice and leadership. Students will evaluate practices and processes that promote quality and safety to reduce risk of harm and improve outcomes. The student will identify appropriate data metrics, analyze root cause, appraise internal and external factors, communicate a culture of safety, demonstrate resiliency, and promote a just culture. The student will critically analyze nursing's influence on patient safety and health care outcomes and their impact on organizational performance inclusive of the selection, measurement methods, and application and reporting methods. Students will synthesize gaps in quality and safety measurement and identify areas for potential research and/or education.
Corequisite: CLDR 6450 (Leadership students only). This co-requisite may be waived for Post-Master's DNP students.

CLDR 6450 Quality and Safety in Health Care Practicum (3)
This practicum will focus on the synthesis and translation of quality and safety theories, models, and principles at an organizational level. Working with the organization, the student will assess the organization's culture of safety; evaluate quality and safety plans, indicators selected, methodology utilized, and translation of the improvement into practice for adoption, adaption, or abandonment.
Corequisite: CLDR 6440.

CLDR 6460 Creating and Sustaining Quality Organizations Theory (3)
The focus of this course is to synthesize the theories, principles, and strategies built upon in the previous theory and practicum courses along with innovation and diffusion theories and relate them to an organizational evaluation of performance excellence. Students will evaluate factors contributing to creating and sustaining high performance organizations related to organizational governance, workforce engagement, capability and capacity, environmental factors, work process design, learning capacity, data application, and its cumulative impact on creating high performance quality organization. Internal and external predictors of success will be incorporated by viewing success through the eyes of the various stakeholders.
Prerequisites: CLDR 6400, CLDR 6410, CLDR 6420, CLDR 6430, CLDR 6440, CLDR 6450.
Corequisite: CLDR 6470. This co-requisite may be waived for Post-Master's DNP students.

CLDR 6470 Creating and Sustaining Quality Organizations Practicum (3)
This practicum focuses on the synthesis of theories and evidence-based knowledge obtained from previous courses and applied at an executive-level strategic planning project identified by the site. The project development and implementation are expected to evaluate its impact on cost, quality, and/or access to care depending on the scope of the evaluation.
Prerequisites: CLDR 6400, CLDR 6410, CLDR 6420, CLDR 6430, CLDR 6440, CLDR 6450.
Corequisite: CLDR 6460.

CLDR 6510 Managing Human Capital (3)
This course focuses on the ethical, legal, regulatory, and theory-based principles essential for effectively managing a health care workforce. Students will evaluate and synthesize theory and evidence-based strategies for creating a supportive and healthy work environment.

Psychiatric/Mental Health Nurse Practitioner

(Course Sequencing: MHP 6110, 6310; MHP 6090; MHP 6140 and 6150; MHP 6160 and 6170: MHP 6180 and 6190; MHP 6210 and 6220)

MHP 6090 Principles of Psychopharmacology (3)
This lifespan course covers basic neuropsychopharmacology, pharmacokinetics, and pharmacodynamics of various psychopharmacologic drugs. It includes the new area of pharmacogenetics as well as the core concepts of biological psychiatry. The course reviews anatomy and physiology of brain and neuron and basic principles of drug absorption, distribution, and metabolism for clients across the life span. Drug-receptor-neurotransmitter interactions, neurophysiological mechanisms involved in synaptic activity, and the distribution of specific neurotransmitter systems are a critical focus. Implications of genetics, ethnicity, gender, and medical illnesses on prescribing practices will be explored. The course will also examine special issues including polypharmacy and ethical-legal issues of prescribing for the psychiatric nurse practitioner.
Prerequisites: NURS 5104, 5105; ADHA 5107; MHP 6110, 6310.

MHP 6110 Theoretical Foundations of Psychotherapy (3)
This advanced practice psychiatric nursing course is designed to explore the theory and application of individual, family, and group psychotherapy across the life span. The course introduces students to psychotherapy concepts to begin to identify a personal theoretical orientation. Major schools of psychotherapy will be examined and evaluated for application across the life span with particular emphasis on evidence-based practices. The role of psychotherapy for the psychiatric mental health advanced practice nurse will be examined in relation to cultural, ethical, and legal issues across the life span.

MHP 6310 Biopsychosocial Assessment and Differential Diagnosis in Advanced Practice Nursing (3)
This course will examine the advanced concepts of assessment, psychopathology, and differential diagnosis in advanced practice psychiatric-mental health nursing. The Diagnostic and Statistical Manual (5th edition) will be utilized to formulate diagnoses and treatment formulations for psychiatric patients across the life span. The course will review the components and use of the comprehensive psychiatric evaluation as means to gather clinical data and information during a psychiatric interview. Various theoretical perspectives about the etiology of common psychiatric disorders will be reviewed. Factors related to epidemiology, genetics, gender, cultural, and ethnicity of psychiatric disorders across the lifespan will be analyzed. A strong emphasis is placed on proper assessment and identification of discrete aspects of cognition, affect, and behavior in the diagnosis and treatment planning of psychiatric illness.
Prerequisite: MHP 6110.

MHP 6140 Human Behavior Theory 1: Care of the Adult and the Older Adult and Family (3)
This course will focus on synthesized advanced practice knowledge relevant to the multidimensional assessment and interventions processes of the adult and older adult and their family. The examination of theoretical models, evidence-based practice, and research findings pertinent to neuroscience, psychopharmacology, and psychotherapeutic/psychosocial interventions are evaluated for best evidence-based practices. Students will examine clinical therapeutics, lifestyle modification, and complementary therapies as part of their clinical decision-

making. Knowledge needed for mental health assessment, differential diagnosis, and interventions with culturally diverse individuals is addressed. Diverse psychiatric settings and their patient population dynamics including presenting psychiatric and medical symptoms and interventions will be analyzed as part of the advanced practice role.
Prerequisites: NURS 5104, NURS 5105, ADHA 5107, MHP 6090, MHP 6110, MHP 6310.
Corequisite: MHP 6150.

MHP 6150 Human Behavior Practicum 1: Care of the Adult and the Older Adult and Family (3)
This practicum is designed to synthesize advanced practice knowledge relevant to persons with psychiatric illness and their families. Treatment models and evidence-based research findings related to the primary, secondary, and tertiary care through the adult life span will be considered in the clinical settings. Acute and chronic mental health changes will be evaluated focusing on hallucinations, delusions, metabolic states, mood changes, suicidality, and co-occurring medical issues. Clinical practicums will focus on the incorporation of advanced skills related to conducting psychiatric evaluations; determining differential diagnoses; developing clinical case formulations and treatment plans; delivering evidence-based supportive, brief, and short-term individual, group, and family psychotherapy; identifying and evaluating psychopharmacological agents; and implementing outcome measures with adults and the older adults and their families. Health care systems and policies will be explored such as consultation liaison and supportive community resources, which will impact treatment and recovery. Clinical supervision is a required component of the course and consists of a minimum of two hours weekly.
Prerequisites: NURS 5104, NURS 5105, ADHA 5107, MHP 6090, MHP 6110, MHP 6310.
Corequisite: MHP 6140.

MHP 6160 ***Human Behavior Theory 2 Care of the Adult and the Older Adult and Family (3)***
This course will focus on the multidimensional biopsychosocial management of adults and older adults within the framework of the family. The examination of theoretical models and evidence-based research findings pertinent to neuroscience, psychopharmacology, and psychotherapeutic/psychosocial interventions of adults and their families is evaluated for best evidence-based practices. Students will examine the adult and aging process as it relates to symptom development and treatment strategies. Crisis theory, psychological trauma, personality disorders, dementia, and substance use assessment and treatment will be highlighted across the adult and aging process. Legal and ethical implications of treatment for adults and the older adult will be incorporated in the advanced practice role.
Prerequisites: MHP 6140, 6150.
Corequisite: MHP 6170.

MHP 6170 Human Behavior Practicum 2: Care of the Adult and the Older Adult and Family (3)
This practicum is designed to synthesize advanced practice knowledge relevant to persons with psychiatric illness and their families. Treatment models and evidence-based research findings related to the interventions through the adult life span will be considered in the clinical settings. Acute and chronic mental health changes will be evaluated related to crisis and grief, anxiety, personality, sleep, addictions, sexual disorders, psychological trauma, dementias, and co-occurring medical issues. Endocrine, metabolic, and toxic states are explored in the formulation of differential diagnosis and implications for advanced practice. Clinical practicums will focus on the incorporation of advanced skills related to conducting psychiatric evaluations; determining differential diagnoses; developing clinical case formulations and treatment plans; delivering evidence-based supportive, brief, and short-term individual, group and family psychotherapy; identifying and evaluating psychopharmacological agents; and implementing outcome measures with adults and older adults and their families. Clinical supervision is a required

component of the course and consists of a minimum of two hours weekly.
Prerequisites: MHP 6140, 6150.
Corequisite: MHP 6160.

MHP 6180 Human Behavior Theory 3: Care of the Child and Adolescent and Family (3)
This course will provide the student with an opportunity to evaluate and apply evidenced-based approaches of health promotion, diagnosis, and management of psychiatric illness in the care of children and adolescents and their families. Theoretically-based treatment strategies based on evidence-based research will be analyzed and applied to clinical case studies. Theoretical models and research findings pertinent to neuroscience, psychopharmacology, and psychotherapeutic/psychosocial interventions of children and adolescents and their family will be evaluated. A review of evidence-based knowledge needed for assessing, diagnosing, and treatment planning among children and their family systems from culturally diverse backgrounds is addressed. Implications of ethical, legal issues, and health policy relative to advanced practice psychiatric nursing in the care and treatment of children and adolescent will be reviewed.
Prerequisites: MHP 6160, 6170.
Corequisite: MHP 6190.

MHP 6190 Human Behavior Practicum 3: Care of the Child and Adolescent and Family (3)
This practicum is designed to synthesize advanced practice knowledge relevant to children and adolescents and their families with psychiatric illness. Treatment models and evidence-based research findings related to the primary, secondary, and tertiary care through the childhood life span will be considered in the clinical settings. Acute and chronic mental health changes will be evaluated related to growth and development; neurodevelopmental disorders; psychotic, mood, and anxiety problems; elimination, feeding and eating problems; sleep, gender, disruptive problems, addictions, psychological trauma, and co-occurring medical issues. Endocrine, metabolic, and toxic states are explored in the formulation of differential diagnosis and implications for advanced practice. Clinical practicums will focus on the incorporation of advanced skills related to conducting psychiatric evaluations; determining differential diagnoses; developing clinical case formulations and treatment plans; delivering evidence-based supportive, brief, and short-term individual, group, and family psychotherapy; identifying and evaluating psychopharmacological agents; and implementing outcome measures with children and adolescents and their families. Legal and ethical issues related to treatment will be applied in the clinical settings. Clinical supervision is a required component of the course and consists of a minimum of two hours weekly.
Prerequisites: MHP 6160 and 6170.
Corequisite: MHP 6180.

MHP 6210 Human Behavior Theory 4: Care of the Specialty Populations (3)
This course is designed to synthesize theoretical knowledge and evidenced-based research for psychiatric-mental health specialty areas with a focus on life span issues. Treatment models and evidence-based research findings will be applied to case studies focusing on individuals experiencing psychological trauma, veteran's issues and their families, sex trafficking, homeless populations, interpersonal violence, end of life issues, gender issues, and forensic-related psychiatric problems. Case studies will provide opportunities to incorporate advanced skills related to determining differential diagnoses; developing clinical case formulations and treatment plans; discussing treatment model of short-term individual, group, and family psychotherapy; and identifying psychopharmacological agents. Legal and ethical issues related to various groups will be explored as part of case study approach. Systems issues and health policy impacting health care delivery will be incorporated.
Prerequisites: MHP 6180, 6190.
Corequisite: MHP 6210.

MHP 6220 Human Behavior Practicum 4: Care of Specialty Populations (3)
This practicum is designed to synthesize advanced practice knowledge relevant to psychiatric-mental health specialty areas with a focus on life span issues. Treatment models and evidence-based research findings will be applied to clinical areas with individuals experiencing psychological trauma, veteran's issues and their families, sex trafficking, homeless populations, interpersonal violence, end of life issues, gender issues, and forensic-related psychiatric problems. Clinical practicums will focus on the incorporation of advanced skills related to conducting psychiatric evaluations; determining differential diagnoses; developing clinical case formulations and treatment plans; delivering evidence-based supportive, brief, and short-term individual, group, and family psychotherapy; identifying and evaluating psychopharmacological agents; and implementing outcome measures for specific individuals and their families experiencing psychiatric illness. Legal and ethical issues related to various groups will be explored as part of the clinical experience. Students will explore health care policy and advocacy for specialty groups in the clinical experiences. Clinical supervision is a required component of the course and consists of a minimum of two hours weekly.
Prerequisites: MHP 6180, 6190.
Corequisite: MHP 6210.

Nursing Informatics

(Course Sequencing: NINF 5110; NINF 5301 and 5302; NINF 5303; NINF 5205 and 5210 and 5305; NINF 5405 and 5415.)

NINF 5110 Concepts of Nursing Informatics (3)
This course presents an overview of nursing informatics. Data, information, and knowledge used in making nursing decisions and implementing nursing actions related to the achievement of nursing outcomes are examined. Students examine the role of the informatics nurse specialist as it relates to the discipline of nursing.

NINF 5210 Information Systems Principles (3)
This course provides the students with the foundational principles of information systems. Topics include general systems concepts and the systems approach to organization; role of computer technology in information systems design; economics of information; importance of data as a major organizational resource; information resource management; overview of information systems components: software, hardware, people, data flows and functional subsystems and their relation to the whole system.

NINF 5205 Nursing Databases Design, Development, and Applications (3)
This course explores database design and development as applied to health, health care, and nursing. Topics include database theory, design, implementation, management, and models. General database applications are examined as well as applications specific to health, health care, and nursing. Students create a database applicable to nursing.

NINF 5301 Nursing Systems Developmental Lifecycle (4)
The course examines the practice of the informatics nurse specialist as it relates to the system developmental lifecycle processes in the health care domain. It focuses on the current and future applications that support informatics nurse specialist practice in the health care arena. Students analyze a nursing system from a lifecycle perspective.

NINF 5302 Consumers Healthcare Informatics (3)
This course focuses on the professional practice of the Informatics Nurse Specialist (INS) as it relates to consumer informatics and interactive information systems in the healthcare domain. Students analyze the evolving science of

consumer informatics and implications of interactive web-based systems on patient care delivery, health outcomes, and nursing practice. Ethical, legal, economics and cultural implications associated with consumer health informatics are examined. Based on the human-computer interaction perspective, students develop and evaluate an interactive web-based system applicable to healthcare.

NINF 5303 Informatics Project and Change Management (3)
This course is designed to leverage health care providers' expertise in facilitating both strategic planning and management of complex projects in health care organizations. This course will introduce the students to the basic principles of modern project management and is intended to introduce project management. It will assist nurse informatics specialists, analysts, developers, team leaders, and managers in developing an understanding of the purpose and benefits of project management by exposure to the concepts, practices, processes, tools, techniques, and resources used by the project manager during the project life cycle. This course will closely follow the framework of the Project Management Body of Knowledge with emphasis on its application to software and systems development projects.
Prerequisite: NINF 5301.

NINF 5305 Nursing Informatics Practicum (3)
This course provides students the opportunity to perform the role and function of a professional informatics nurse specialist in a health care setting. Students develop their own-field based projects or participate on an ongoing project as approved by course faculty. Students apply nursing informatics principles to enhance health care outcomes.
Prerequisite: NINF 5303. This prerequisite may be waived for non-Nursing Informatics majors.

NINF 5405 Advanced Practice in Nursing Informatics (3)
This course is the project course for the degree program. This course provides students the opportunity to perform advanced roles and functions as a professional informatics nurse specialist in a health care setting. Students may develop a more advanced component of their NINF 5305 (Nursing Informatics Practicum) field-based project or participate in a complex field-based project environment. Students advance the complexity of applying nursing informatics principles to enhance health care delivery and outcomes.
Prerequisite: NINF 5305.

NINF 5415 Seminar on Issues in Nursing Informatics (3) This course focuses on current and emerging issues affecting the professional practice of the informatics nurse specialist. It builds upon the student's previous knowledge of health care delivery systems and professional issues. Students analyze the impact of factors such as current and emerging regulations, legislation, health practice, health care delivery systems, and technology. Students complete a report on the specific impact of such factors on future informatics nurse specialist practice.

Elective Courses

Elective Courses

NMID 6999 Abortion Provision and Management for Advanced Practice Providers (3) This graduate level course presents the theoretical basis for and provides students with the opportunity to develop the necessary skills and competencies to practice as nurse-midwives and advanced practice nurses in early abortion care. Synthesis and application of professional standards, multidisciplinary theory and research are used to inform safe, evidence-

based, trauma-informed, and culturally and ethically appropriate health care. A reproductive justice approach forms the foundation of the course which includes person-centered, non-judgmental pregnancy options counseling and emphasis on reproductive autonomy and health equity. Various aspects of early abortion care including informed consent, options counseling, preliminary evaluation, medication and procedural abortion, aftercare, and complications are discussed. The development, evaluation, and application of evidence-based approaches to care, risk management principles, and interprofessional collaboration are incorporated throughout. ***Prerequisite: WHNM 7100 Gynecological, Sexual, and Reproductive Health or by permission of the instructor.***

NURS 5640 Comprehensive Systematic Review (3) The systematic review of quantitative and qualitative evidence provides the foundation for evidence-based practice in health care. The course covers two phases of the knowledge into action cycle: evidence synthesis and evidence transfer. Students will learn how to do quantitative systematic review, meta-analysis, qualitative systematic review, and meta-synthesis via hands-on use of data extraction, appraisal, synthesis, and citation management software to identify, appraise, and synthesize available research evidence relevant to a particular practice or policy question.
Prerequisite: NURS 6020 or permission from instructor.

NURS 5999 Workplace Dynamics (3) This course focuses on workplace dynamics. It allows students to understand the moving parts in today's diverse organizational environment. Students will become familiar with the principles of human capital and personnel management. Emphasis will be placed on theories of Emotional Intelligence, Emotional Social Intelligence, and communication strategies, which include performance appraisal and constructive criticism, diversity in the workplace, talent management, and succession planning. Students will be guided through identifying and analyzing how these concepts can be implemented in the workplace. This course is open to both School of Nursing graduate students as well as graduate students from other schools.

NURS 6981 Genetics and Genomics for Advanced Nursing Practice (3) This course provides a foundational understanding of genetic/genomic principles and concepts as a basis for informed advanced nursing practice. The course reviews the science of heredity and patterns of inheritance. The course provides input regarding major categories of genetic disease including mechanisms producing fetal, pediatric, and adult-onset genetic conditions. Methods of prevention, testing, diagnosis, early intervention, and management will be discussed. Ethical, legal, and social implications will be integrated throughout the course. The overall course goal is to provide a foundation of genetic/genomic knowledge and skills that can be applied to individuals, families, communities, and populations in a variety of settings.
Prerequisites: NURS 5104, ADHA 5107.

NURS 7000 Forensic Nurse Examiner (3) This advanced-level course is designed for graduate-level nursing students, including advanced practice nurses and nurse-midwives, in providing care to sexual assault victims. Students will explore forensic assessment, evidence collection, coordination of interagency and interdisciplinary responses of Sexual Assault Response Teams (SARTs), prioritizing the patient’s needs, and facilitating the unique roles and responsibilities of each team member. After successful completion of this course, the student is eligible to apply for FN-CSA licensure in NJ.

GLBH 6520 Global Health (3) This interdisciplinary course provides the essential background to understanding key political, cultural, social, environmental, and economic impacts on the health of global populations as well as on the development of global health policies. Global health policies will be examined within the broader context

of health and development. Using both qualitative and quantitative analytical methods, students will address the sociocultural, political, economic, environmental, and health systems contexts of health, determinants of health, and the effects of health status on globalization outcomes and global health policy.

GBLH 6530 Practicum Experience in Global Health (3) This 3-credit graduate nursing elective course is a guided practicum experience in which the student will experience health care delivery in a global setting. Accompanied by a standing faculty member in the School of Nursing, students will spend a minimum of 1 week abroad or 1 semester internship with an organization serving global communities and experience health service delivery in host country or organization. The facilities will include clinics, hospitals, and community- and faith-based organizations advocating for and providing services to international clientele. Students will have periods for reflection on their course readings and post conferences following their experiences working with these communities. This course is open to graduate students and senior undergraduate students in nursing or other health professions.
Prerequisites: GPA 3.0. Course faculty permission based upon personal interview, demonstrated interest in global health issues, ability to adapt to new cultures, travel, and sufficient enrollment in course. Global Health (GBLH 6520) elective course and Epidemiology in Population Health (NURS 6980 or a similar course) are recommended. This course is open to graduate students and senior undergraduate students in nursing or other health professions.

26:705:545 Design of Curriculum and Instruction (3) This course will focus on the design and application of principles of curriculum and instructional design in the classroom and clinical settings. Methods and strategies relative to the cognitive, affective, and psychomotor domains, which are appropriate to the learner, will be discussed. Curriculum design and learning environments will also be highlighted. D.N.P. students may take with permission. Requires cross-registration for D.N.P students. Discuss enrollment with your specialty/program director.

26:705:688 Practicum in the Professoriate Role (3) This course is required of Ph.D. students preparing for the professorial role. The course focuses on university teaching and the products of scholarship expected of faculty who intend a career in a research-oriented university. The course is individualized to the needs of each student. This course requires cross-registration for D.N.P. students. Discuss enrollment with your specialty/program director.

Please note, other core and specialty courses may be used as electives. Students should contact their specialty/program director for a list of elective course offerings for their specialty. Students must discuss all elective courses with their specialty/program director prior to registration for course(s).

Ph.D. in Nursing Science Courses (SON-G)

PH.D. IN NURSING SCIENCE COURSES

Ph.D. in Nursing Science

For the course listing for the Ph.D. in nursing science program, please visit the program webpage.

Clinical Placements and Learning (SON-U)

CLINICAL PLACEMENTS AND LEARNING

Clinical/Practicum Requirements

Professional Attire for the Clinical Setting

Clinical/Practicum Requirements (SON-U)

Clinical/Practicum Requirements

Clinical Requirements

Students must complete all requirements prior to beginning clinical courses. These requirements include health clearance, criminal background check, drug testing, American Heart Association BLS certification, HIPAA training (if applicable), RN license, (if applicable), and liability insurance coverage. Some clinical sites may have additional requirements. All requirements and directions about how to submit the requirements prior to participating in clinical courses can be found on the Clinical Placement Information webpage.

Clinical Placements and Preceptors

All clinical placements and preceptors must be approved by Rutgers School of Nursing. Clinical placement forms and directions can be found:

- Clinical Placement Form for Graduate Programs
- Clinical Placement Form for the R.N. to B.S. in Nursing Program
- Clinical Placement Form for School Nurse Certificate Program

Professional Attire for the Clinical Setting (SON-U)

Professional Attire for the Clinical Setting, Entry to Baccalaureate Practice

The official uniform consists of black scrub tops with the official embroidered school logo and student name (first name, last initial), black scrub pants, and the regulation uniform lab coat (also embroidered).

- Black long-sleeved t-shirts under the scrub top are permitted. Additional layered clothing is not to be worn with the uniform.
- Uniforms should fit comfortably without undergarments being visible.
- Uniforms should be kept clean and neat.
- **Socks**. Black or neutral-colored socks must be worn.
- **Shoes**. When the uniform is worn, black leather closed shoes or impervious sneakers must be worn.

Additional information about the uniform:

- The uniform, including lab coat, must be purchased as a complete set from the School of Nursing vendor.
- Uniforms are to be worn in clinical areas or at designated community events, such as health fairs. The uniform must be worn to all designated clinical experiences unless otherwise specified.

- **Community/Psychiatric Nursing Practice Settings**. For community health and community-based psychiatric settings, students may be asked to wear alternative clothing such as business or professional attire, including solid or dark pants, a white or colored top, and no open-toe shoes. Jeans are not permitted at a community or psychiatric clinical site.
- **Bring a stethoscope and a pen light!** Students are required to bring a stethoscope and pen light to clinical. Clinical faculty may ask students to come to clinical with other items in addition to the stethoscope and pen light.

Other guidelines related to dress and appearance:

The School of Nursing will defer to guidelines or policies related to dress and appearance at the clinical sites.

- **Jewelry**. Jewelry must be minimal (i.e., a wedding band, small post earrings, and a watch with a secondhand).
- **Body Jewelry/Tattoos**. Body jewelry and tattoos should comply with agency policy.
- **Cosmetics**. Perfumes, perfumed lotions, and aftershaves are prohibited because of potential allergic reactions or respiratory difficulties in patients.
- **Personal cleanliness and hygiene**. Personal cleanliness and hygiene, including oral hygiene, must always be maintained.
- **Hair and Nails**. Hair must be neat and clean. Men must be clean-shaven or have a neatly trimmed beard and/or mustache. Fingernails should be kept short. For cultural or religious purposes, hair may be covered with a solid-color scarf to match the color of the uniform.

Uniform Exceptions, for Religious or other reasons

- Exemptions to the uniform based on religious observation or other reasons should be discussed with the Program Director. For example, the black pants may be swapped for a black skirt. Other necessary modifications can be made where requested.
- Clothing worn in addition to the uniform as part of religious or customary dress, such as a turban, hijab, or other head covering, should be solid black to match the uniform.

Professional Attire for the Clinical Setting, Advanced Nursing Practice Division

Students are expected to dress appropriately. Students may wear a laboratory coat over professional attire. However, students should comply with the dress code of the clinical site, when specified. Students should have their Rutgers identification badges at all times. Specific clinical site identification may be worn, when required by the clinical site.

Student Life and Affairs (SON-U)

STUDENT LIFE AND AFFAIRS

Student Wellness and Resources

Student Government

Student Leadership and Opportunities

School of Nursing Alumni Association

Professional and Student Organizations

Student Wellness and Resources (SON-U)

Student Wellness and Resources

Rutgers School of Nursing Office of Student Affairs is available to support and guide students during their academic journey. Students are encouraged to contact the Office of Student Services with any questions or concerns and about available services. The school offers health services, counseling, and academic support resources. A detailed listing and contact information can be found on the student affairs webpage.

Student Government (SON-U)

Student Government

Student opportunities abound in the School of Nursing. Student government is an integral part of the university environment. The School of Nursing Student Senate serves as a liaison between the administration and the student body. Students participate in self-government at regularly scheduled meetings of the senate. Students also are members of faculty and administrative committees that deal with policy and procedural operations of the school and the university.

Student Leadership and Opportunities (SON-U)

Student Leadership and Opportunities

Rutgers School of Nursing offers leadership opportunities, including Student Senate and Peer Mentoring. In addition, a number of professional and student organizations (here) are open to students.

Students have many other opportunities to volunteer at community events, represent the school, serve on committees and network with the larger Rutgers community.

Honors Program

The Rutgers School of Nursing undergraduate honors program is available for traditional undergraduate students (Newark and New Brunswick campuses). The honors program is designed to encourage and prepare future nurse scientists and practice scholars. The honors program is a competitive, invitation-only program that immerses high-achieving undergraduate nursing students in cutting-edge scholarship. Once accepted, students will be paired with a faculty member currently engaged in research or scholarly activities, working together until they graduate. The

program consists of five semesters (beginning the spring semester of the sophomore year), culminating with a senior year project, which will be presented at the Senior Honors Research Symposium. See the website for more information (Honors Program - Rutgers Nursing).

School of Nursing Alumni Association (SON-U)

School of Nursing Alumni Association

The Rutgers School of Nursing Alumni Association (RSONAA) has been established to promote lifelong relationships among alumni, students, and faculty by fostering an environment that supports nursing excellence. Through avenues such as financial student scholarship, career mentoring programs, and continuing education, the Alumni Association continues to serve the interests of past and present Rutgers nurses.

Leveraging the resources and talents of our extensive alumni network, the RSONAA encourages alumni to stay connected to help increase the community's awareness of the role nursing plays in changing health systems and improving health outcomes.

Building on the early history of the College of Nursing Alumni Association, founded in 1957, and traditions of the UMDNJ School of Nursing Alumni Association, the Rutgers School of Nursing Alumni Association now stands as a bridge to not only the legacy of Rutgers Nursing but a catalyst in helping shape its future for the next generation of Rutgers nurses.

Professional and Student Organizations (SON-U)

Professional and Student Organizations

Students are also encouraged to participate in professional organizations and student associations such as Sigma Theta Tau International Honor Society of Nursing and Rutgers Student Nurses' Association.

Administration and Faculty (SON-U)

ADMINISTRATION AND FACULTY

Administration

Entry to Baccalaureate Faculty

Advanced Nursing Practice Faculty

Nursing Science Faculty

Administration (SON-U)

Administration

Senior Administration

Angela Starkweather, PhD, ACNP-BC, FAANP, FAAN, Dean and Professor

Susan Salmond, Ed.D., R.N., ANEF, FAAN; Executive Director of Accreditation and Special Projects and Professor

Kyle D. Warren, Ph.D., MAE; Senior Vice Dean, Administration and Student Affairs

Academic Associate Deans

Nadine Aktan, PhD, FNP-BC; Associate Dean Entry to Baccalaureate Practice and Clinical Professor

Charlotte Thomas-Hawkins, Ph.D., R.N., FAAN, FADLN; Associate Dean Nursing Science, Associate Professor and Director

Persephone Vargas, DNP, APN, ANP-BC, FNP-BC; Associate Dean of the Advanced Practice Division, Associate Professor

Associate Deans

Jeannette Manchester, DNP, MBA, RN; **Associate Dean for the Center for Educational Innovation and Quality and Associate Professor**

Wendy Budin, PhD, RN-BC, FAAN; **Associate Dean of Faculty Affairs and Development, Professor**

Tracy R. Vitale, DNP, RNC-OB, C-EFM, NE-BC, CNE, **Interim Associate Dean of Clinical Affairs, Associate Professor, Specialty Director for the DNP Project/DNP Project Courses**

Finance

Maria Peralta, M.B.A.; Chief Financial Officer

Michele Beckford, MPA, Senior Business Manager

Entry to Baccalaureate Faculty (SON-U)

Entry to Baccalaureate Faculty

Aktan, Nadine PhD, FNP-BC
Professor, Associate Dean Entry to Baccalaureate Practice Division
Academic teaching and academic leadership. Promotion of health equity. Primary care outcomes. Family Nurse Practitioner.

Faith Atte, PhD, RN
Assistant Professor, Clinical Educator
Mental Health, therapeutic communication, barriers to mental health services, caregiver burden

Caroline Bell, DNP, RN, CPNP, CPHON
Assistant Professor, Clinical Educator
Pediatric hematology, sickle cell, use of artificial intelligence in role play and simulation

Bohnarczyk, Nancy, EdD, RN, CNE
Clinical Associate Professor
New nurse transition, preceptor education, nursing education

Boney, Joseph, MSN, RN, NEA-BC
RBHS Lecturer
Mental health and addictions, long-term care and subacute care, nursing leadership, LGBTQIA+

Brienza-Arcilla, Diane, DNP, MSA, RN, CPH
Clinical Assistant Professor
Public health, community health, mental health

Bouton, Maryse, MSN, RN, CWCN
RBHS Lecturer
Community Health Nursing, Wound Care Certified, Population Health

Brown, Joset, EdD, RN
Clinical Associate Professor, Interim Program Director Traditional Newark and Second-Degree Programs
Emergency and trauma nursing, Medical surgical nursing, Graduate nurse or new nurse transition, Simulation

Budin, Wendy, PhD, RN-BC, FACCE, FAAN
Professor, Associate Dean of Faculty Affairs and Development
Health care of women and childbearing families, nursing education

Cannella, Barbara, PhD, RNC-OB, APN
Clinical Associate Professor
Health practices and health promotion during pregnancy, nursing leadership

Casey, Diane, DNP, APN, RN, FNP-BC, CEN NHDP-BC, DRCC, EMT
Clinical Instructor
Emergency and pre-hospital care, emergency management, mental health

Collin, Catherine, MSN, RN, ANP, CNE
RBHS Lecturer
Health assessment, geriatric nursing, adult health, medical-surgical nursing

D'Innocenzio, Carol, DNP, FNP-C
Assistant Professor
Chronic Illness, Self-Management, Health Promotion, Obesity/ specialty area adult health

Easley, Lisa, DNP, MSN, RNC-OB, CNEcl
Clinical Assistant Professor
Nursing leadership within clinical and educational settings; health and well-being of birthing persons and their families. Cultural competence in improving healthcare experiences and outcomes for diverse childbearing populations; Infant and maternal mortality rates.

Faulkner, Meghan, MSN, CPNP-AC
Clinical Instructor

Track Coordinator Pediatric Acute Care Nurse Practitioner Program
Pediatric critical and surgical care, Congenital heart disease, Simulation

Filippelli, Anthony, DNP, RN, CEN, NE-BC, NEA-BC
Clinical Instructor
Sepsis and sepsis recognition, trauma care, geriatric mental health, nurse leadership, emergency nursing

Gentry, Hollie, DNP, RN, WHNP-BC, CNE
Assistant Professor, Specialty Director for the Women's Health/Gender-Related Nurse Practitioner Program, health policy, nursing education, women's health

Gillooly, Diane, DNP, RN-BC, APN
Clinical Assistant Professor
Pediatrics, concussion, TBI

Grano, Catherine, PhD, RNC-OB, CSN-NJ
Clinical Instructor, Interim Director of the School Nurse Program, Maternity, School Nursing, Pediatrics, & Community Health

Lugo, Vanessa, MSN, RN, CNE
Clinical Instructor
Pediatrics, Maternal-Child Health, Summer Camp Nursing

Mahat, Ganga, EdD, RNBC
Clinical Professor
Focus of research interest in children and adolescents' health.

Manchester, Jeannette, DNP, MBA, RN
Associate Professor, Associate Dean for the Center for Educational Innovation and Quality
Continuing professional education for healthcare professionals, Interprofessional education, Instructional innovation, Curriculum design and delivery for online, hybrid, and in-person learning, Regulatory and policy education in clinical settings

Markiv, Yulia, MSN-Ed, RN, CNE
Leadership in nursing education, evidence-based teaching including alternative learning styles.

Moscarella, Daniela, DNP, RN, APN, CPNP-PC, CCRN
Clinical Assistant Professor
Pediatrics, pediatric mental and behavioral health, and CAM therapies.

Otto-Ryan, Angela, DNP, APN, CPNP-PC, CBC
Clinical Instructor
Pediatrics, Primary Care, Breastfeeding and Lactation Medicine, Community Health, Immigrant Health, Disparities in Healthcare, Social Determinants of Health

Pitts, Shelby, DNP, APN, RN, WHNP-BC
Assistant Professor, Assistant Dean, Entry Into Practice Division, and Program Director, RN to BS in Nursing Program
Women's health, maternal mortality and morbidity

Preuster, Christa, MSN, RN-BC, PMHCNS-BC
Clinical Instructor
Pediatrics, Child and Adolescent Mental Health, Community Health, Simulation, and Curriculum Development.

Sandiford, Dione, PhD, RN, CNE, CHSE
Assistant Professor, Clinical Learning Facilitator
Simulation and clinical learning, Mentorship of New Faculty

Sinacori, Barbara, PhD, RN, CNE
Assistant Professor, New Brunswick Campus Program Director for Entry to Baccalaureate Practice Division
Nursing Education, Curriculum design, DEUs, Resilience in nursing, Healthy aging, Complementary and Alternative therapies. Medical surgical nursing, Neuroscience nursing (TBI)

Slowinski, Dawn, PhD, MSN, RN, PHCNS-BC, CNEcl
Clinical Assistant Professor
Community Health, Research Methodology

Sulewski, Jordan, MSN, RN
Clinical Instructor
Emergency Care and Nursing Leadership.

Sweeney, Amy, Ed.D., MSN, RN, CNE
Assistant Professor, Assistant Dean, Entry to Baccalaureate Practice, Blackwood Campus
Transitional Challenges in Baccalaureate Nursing Education, Community and Public Health Nursing

Truex, Rita, MSN, RN
RBHS Lecturer
Community health nursing, population health, community partnerships and engagement, interprofessional education, health promotion, social determinants of health, and quality improvement.

White, Lisa, DNP, PMHMP-BC, MPH, MPA
Clinical Instructor
Reducing Stress and Promoting Resilience in Emergency Department Nurses; Supporting health care workers to adapt a healthy diet and lifestyle.

Yang, Kyeongra, PhD, MPH, RN, CNE
Associate Professor
Health-promoting behaviors, diabetes prevention and management, caregiving, population health

Advanced Nursing Practice Faculty (SON-U)

Advanced Nursing Practice Faculty

Ahmad, Suzan, PhD, MSN, RN, ACHIP
Assistant Professor, Specialty Director Nursing Informatics
Nursing informatics/ Clinical informatics, healthcare data standardization, coding systems, harmonization & mapping, & interoperability for building artificial intelligent systems, Clinical data ontology and clinical decision support, Implementation of Electronic Health Records and different clinical and administrative information systems in different healthcare settings.

Anderson, Maureen McCartney, DNP, APN/CRNA, FAANA
Assistant Professor, Assistant Program Director of Nurse Anesthesiology, Director of Simulation Nurse Anesthesiology
Simulation, professional advocacy, interdisciplinary collaboration

Anderson, Sharon, DNP, APN, NNP-BC, AGN-BC, CNE
Associate Professor
Newborn screening, inborn errors of metabolism, pediatric genetics, neonatology, pediatrics

Benenson, Irina, DNP, FNP-C
Associate Professor
Primary care, hypertension, diabetes, obesity

Blumenfeld, Julie, DNP, CNM, FACNM, FAAN
Clinical Assistant Professor, Program Director for Nurse Midwifery and the Dual Women's Health/Nurse Midwifery Program
Midwifery, Women's Health, preceptor education and health care policy

Cerussi, Nicole, DNP, APN, PMHNP-BC
Clinical Assistant Professor
Child and adolescent mental health, impact of social media on youth, substance use disorders, perimenopausal mental health, graduate PMHNP education.

Faulkner, Meghan, MSN, RN, CPNP-AC
Clinical Instructor, Track Coordinator Pediatric Acute Care Nurse Practitioner Program
Pediatric critical and surgical care, Congenital heart disease, Simulation

Herrman, Linda, PhD, AGACNP-BC, GNP-BC, ACHPN, FAANP
Associate Professor, Specialty Director Adult-Geriatric Acute Care Nurse Practitioner
Neuroscience, aging, health policy, palliative and supportive care, and mixed-reality technology.

Huang, Philip, DNP, CRNA/APN-A
Assistant Professor
Building and assessing competency through simulation, especially related to communication, teamwork and collaboration

Jenkins, Melinda, PhD, ANCC
Associate Professor
Family primary care, Nursing informatics, Community-based health technology

Kernan, William, EdD, MS, MPA, MCHES
Professor
Social epidemiology, determinants of health, cultural dimensions health, global health & malnutrition, population health, health education

Loveless, Thomas, PhD, MSN, CRNP
Clinical Associate Professor
Adult health, HIV, sexually transmitted infections, stigma in health care, health care engagement for vulnerable populations

McLaughlin, Michael, DNP, APN, CRNA
Assistant Professor, Assistant Program Director Nurse Anesthesia Program
Anesthesia, Neuro and pediatric anesthesia, Post anesthesia delirium in pediatric patients. Intubation and care of COVID-19 positive patients.

Mularz, Laura, DNP, MSN, APN, ACNS-BC, NE-BC, CRRN
Clinical Assistant Professor, Specialty Director Nursing Leadership Programs
Nursing Leadership

Pallaria, Thomas, DNP, MS, APN/CRNA
Assistant Professor, Anesthesiology Program Director
Perioperative delirium, post-operative nausea/vomiting, interdisciplinary collaboration, wellness in the anesthesia community, mentorship

Patusky, Kathleen, PhD, MA, RN, CNS
Associate Professor
Mental health, relatedness, sense of belonging, reciprocity, aging, nursing theory

Pilot, Stephen, DNP, APN/CRNA
Assistant Professor
Anesthesia, Cardiovascular/Thoracic Anesthesia", "Quality, Safety, and Access in Anesthesia", and "High Acuity Complex Anesthetic Management".

Prado, Kimberly, DNP, ANP-BC, AGPCNP-BC
Clinical Associate Professor
Cardiology, Dyslipidemia, Integrative Health, & Nutrition

Quinn, Margaret, DNP, APRN, CPNP-PC, CNE
Clinical Professor, Specialty Director Pediatric Primary Care and Acute Care Nurse Practitioner
Pediatrics, childhood obesity, vaccination safety

Robinson, Mamilda, DNP, APN, PMHNP-BC
Clinical Assistant Professor, Specialty Director Psychiatric & Mental Health Nurse Practitioner Program
Wellbeing and Resilience; Trauma and spectrum related disorders; Crisis Intervention; Perinatal Mental Health/ Perinatal Loss

Schafer, Robyn, PhD, CNM, CNE, IBCLC, FACNM
Assistant Professor
Midwifery, perinatal and reproductive health, shared decision-making, evidence-based practice, person-centered care, qualitative and mixed methods research

Schill, Karen, DNP, APN, FNP-BC, ENP-C, CEN, CFRN, NREMT-P
Clinical Assistant Professor, Specialty Director Family Nurse Practitioner in Emergency Care and Family Nurse Practitioner Programs
Emergency care, trauma, injury prevention, disaster preparedness, simulation, policy, mobile integrated health, mobile health, flight nursing, mentorship, education, pre-hospital education, emergency department and first responder well-being.

Vargas, Persephone, DNP, APN, ANP-BC, FNP-BC
Associate Professor, Associate Dean of the Advanced Practice Division, Specialty Director Adult-Geriatric Acute Care Nurse Practitioner
Filipino American Health Disparities, Asian Obesity, Cardiovascular Health, Nursing Education

Vitale, Tracy, DNP, RNC-OB, C-EFM, NE-BC, CNE
Associate Professor, Associate Dean of Clinical Affairs, Specialty Director for the DNP Project/DNP Project Courses
Leadership, mentoring, obstetrics, DNP projects, Clinical partnerships, IPE

Waszak, Daria, DNP, RN, CNE, COHN-S
Associate Professor, Executive Director, New Jersey Collaborating Center for Nursing
Workforce solutions, including nursing retention and a healthy and safe workforce, Nursing education, including forensics, climate health, and use of technology

Nursing Science Faculty (SON-U)

Nursing Science Faculty

Barberio, Judy, PhD, APN, ANP-BC, GNP-BC, PMGT-BC
Clinical Associate Professor
Pain management, addictions, palliative care, with geriatric and PLHIV; Research: Improving or maintaining function and Independence with complex chronic illness.

Birnbaum, Shira, PhD, RN
Associate Professor
Qualitative research methods, doctoral nursing education, educational theory

Btoush, Rula, PhD, RN
Associate Professor, PhD Program Director
Research, health disparities, health promotion, access to health care services

Chao, Ying-Yu, PhD, RN, GNP-BC
Clinical Associate Professor
Gerontology, health disparities, health promotion, help-seeking, mental health, cognitive impairment, caregiving

Chen, Helen, PhD, FNP
Assistant Professor
Virtual care, mHealth, health disparities, implementation of health information technology, diabetes health service research, self-management support, population health informatics.

Cox, Jill, PhD, RN, APN-c, CWOCN, FAAN
Clinical Professor
Wound, ostomy, continence advanced practice nurse; Research: Pressure injury risk detection in critically ill adults

Crincoli, Suzanne, PhD, RN
Assistant Professor
Nursing Leadership; Critical Care/Emergency Nursing - Topics of interest: Chronotype, Occupational fatigue, shift work, shift worker safety, work environment, organizational outcomes, nurse and patient safety

D'Alonzo, Karen, PhD, RN, APN-c, FAAN
Associate Professor
Health promotion, particularly exercise, prevention/management of obesity and cardiovascular risk reduction in diverse groups of women, immigrant health, community-based participatory research

de Cordova, Pamela, PhD, RN-BC
Associate Professor, Faculty Researcher for NJCCN
Nursing workforce, staffing, policy evaluations. nurse well-being and burnout

George, Login, PhD
Assistant Professor
Intersection of psycho-social processes and healthcare utilization to identify mechanisms that can be leveraged to improve patient outcomes.

Holly, Cheryl
EdD, RN, ANEF
Professor, Co-Director Northeast Institute for Evidence Synthesis and Translation
Acute delirium, Firearm prevention, Scoping review, Umbrella review, Systematic review

Holzemer, William, PhD, RN, FAAN
Distinguished Professor
Academic Nursing, HIV, Publishing

Iwu, Emilia, PhD, RN, APNC, FWACN, FAAN
Clinical Associate Professor, Assistant Dean for the Center for Global Health,
Global health/HIV nursing, adolescent HIV diagnosis disclosure and caregiving, emerging health workforce models in low and middle-income countries

Jadotte, Yuri, MD, PhD, MPH
Professor, Assistant Director of Education, Northeast Institute for Evidence Synthesis and Translation
Promoting well-being and preventing burnout in nursing students and practicing nurses

Jarrin Montaner, Olga, PhD, RN, FAAN
Associate Professor, Hunterdon Endowed Professor of Nursing Research
Gerontology, nursing outcomes, health services research, comparative effectiveness research, patient-centered outcomes research, community health, home health care, health disparities, health policy

Johansen, Mary, PhD, RN, NE-BC, FAAN
Clinical Professor
Health services research, conflict management, healthy work environments, healthcare workforce issues focusing on improving quality of care and patient outcomes, and standard of care.

Kim, Min Hee, PhD, MA, MSW
Assistant Professor
Modifiable structural drivers of health inequities (including neighborhood social and built environment factors and education), Dementia prevention, diagnosis and care, Home and Community-based long-term care and support, Causal inference, Policy analysis

Lin, Haiqun, PhD, MD
Professor, Director, Center for Health Equity and Systems Research
Quantitative inference regarding population vs. individual perspective in data that arise from health and nursing research, social behavior sciences, health disparity, mental health, and aging research.

Maynard, Frances, PhD, RN, FNP, MBE
Associate Professor
Clinical ethics, research ethics, palliative care

Nelson, John, PhD, CNS, CPNP, RN, FAAN
Associate Professor, François-Xavier Bagnoud Endowed Chair in Community and Family Centered Care
Pediatrics, adolescent/young adult healthcare, HIV, LGBTIA+, sexually transmitted STIs, social determinants, harm reduction

Qureshi, Rubab, MBBS, MD, PhD
Associate Professor
Social determinants of health, systematic review, sexual and gender minorities health, health inequities, cultural competence, immigrant health

Roach, Keesha, PhD, RN, FAAN
Assistant Professor
Complexities of acute and chronic pain in individuals with sickle cell disease, with a focus on neuropathic pain, self-

management strategies and neurocognitive dysfunction, and the importance of personalized, culturally sensitive approaches that address unique individual needs in urban and rural environments. Sickle Cell Disease, Pain science, Genomics, Epigenetics, Proteomics, Precision health, Global Health

Salmond, Susan, EdD, RN, ANEF, FAAN
Professor, Executive Director of Accreditation and Special Projects and Professor
Individual and organizational strategies to facilitate to decrease burnout, and advance well-being, and resilience in the nursing workforce. Population health and health disparities. Evidence synthesis with a focus on qualitative evidence synthesis, evidence transfer and evidence implementation.

Savage, Beth, PhD, RN, CPNP, CPON
Assistant Professor
Pediatric and Family-Centered Care, Childhood Cancer, Sickle Cell Disease, Health Equity, Pediatric Population Health

Shrader, Cho-Hee, PhD, MPH, MSN
Assistant Professor
Substance use and HIV-related outcomes among sexual and gender minorities, with a focus on achieving health equity among racially minoritized groups.

Starkweather, Angela, PhD, ACNP-BC, FAANP, FAAN
Professor, Dean
Pain and symptom management, self-management science, team science, implementation science, community-engaged participatory research, genomics, epigenetics, omics, precision health

Thomas-Hawkins, Charlotte, PhD, RN, FAAN, FADLN
Associate Professor, Associate Dean Nursing Science

Nephrology nursing workforce, patient safety, disparities in health care service use, and health policy

Zha, Peijia, PhD, MA
Associate Professor, Director, Center for Technology and Chronic Disease Self-Management
Social determinants of health, social epidemiology, statistical modeling, and program evaluation.

Nursing Science Faculty (SON-U)

Division of Simulation and Clinical Learning

Division of Simulation and Clinical Learning

Curley, Linda, DNP, FNP, CNE, CNE (cl), CHSOS, CHSE
Assistant Professor
Foundational courses in undergraduate nursing education, population health, equity, and health outcomes, patient safety and medical error prevention including sentinel events and root cause analysis, bridging the gap between simulation and clinical experiences, using interprofessional education to improve clinical judgement.

Curva, Rowena, PhD, APRN, FNP-C
Assistant Professor, Clinical Learning Facilitator
Simulation and clinical learning, emergency and trauma nursing, pediatrics, global health

Franco-Tantuico, Monina, PhD, MSN, BSMT, RN, CNE
RBHS Lecturer
Advancing nursing education through active learning and evidence-based strategies such as nursing simulations

Horan, Katherine, PhD, FNP-BC, CNE
Assistant Professor, Interim Director of Advanced Practice Simulation
Nursing Education, Building and assessing competency through simulation, especially related to communication, teamwork and collaboration
Transition to professional nursing practice.
Promoting well-being and preventing burnout in nursing students and practicing nurses.

Murphy, Glenn,
MSN, RN, CNE
Clinical Instructor, Clinical Learning Facilitator
Simulation and clinical learning, Bullying, Dosage calculations, pediatrics

Pajaro, Annie, DNP, RN
Assistant Professor
Simulation and clinical learning, student engagement and learning outcomes

Pianko, Ashley, DNP, RN, FNP-BC, NPD-BC, PCCN, NE-BC
Clinical Instructor, Clinical Learning Facilitator
Medical-surgical nursing, progressive care/step-down, and telemetry, System level Leadership, Palliative and end-of-life care.

Repsha, Christine, PhD, RN, FNP-BC, CHSE
Assistant Professor, Associate Dean of Simulation & Clinical Learning
Simulation and clinical learning, Transition to practice, Workforce health, Qualitative research

Thomas, Mary, PhD, RNc
Assistant Professor, Clinical Learning Facilitator
Simulation and Clinical Learning

Viray-Innes, Tita
MSMS, BSN, RN, CHSE
RBHS Lecturer, Clinical Learning Coordinator
Simulation-based Education

Centers (SON-U)

CENTERS

Center for Educational Research and Innovation

Research Centers

Center for Global Health

Center for Educational Research and Innovation (SON-U)

Division of Simulation and Clinical Learning

The Division of Simulation and Clinical Learning (DSCL) provides students with realistic patient care experiences that develop clinical reasoning, critical decision-making, team-building, and technical skills using state-of-the-art equipment.

The labs are designed to replicate patient care environments to provide hands-on clinical practice in safe and controlled settings with the goal of being ready for clinical practice. High-fidelity manikins and standardized patient actors play the role of patients. Current healthcare technology, such as patient monitors, medication dispensing units, and simulated electronic health records, contribute to the realism of lab experiences.

The undergraduate simulation centers are located at:

- Ackerson Hall, basement, on the Newark Campus
- 120 Albany Street (Tower 2 Floors 3 & 4) on the New Brunswick Campus
- Halpern Hall (Rooms 303, 304, and 305, on the third floor), Polk Hall (the sim lab does not have a room number), and Jefferson Hall (Room 110)

Center for Educational Innovation and Quality

The Center for Educational Innovation and Quality at Rutgers School of Nursing (CEIQ) is a leader in promoting teaching and learning excellence, advancing the science of nursing education, nurturing collaborations in interprofessional education, and providing continuing education opportunities for health care professionals.

CEIQ provides leadership for the **Center for Professional Development** (CPD). The CPD offers cutting-edge continuing education opportunities for registered and advanced practice nurses, nurse faculty, and other health care professionals to meet the demands of an increasingly complex, diverse, and dynamic health care environment.

Research Centers (SON-U)

Research Centers

Rutgers School of Nursing is home to a number of centers whose work is largely focused on research and scholarship related to health and healthcare. Together, they form a nexus for both interdisciplinary and multidisciplinary collaboration in scientific discovery and dissemination of findings to positively impact health care outcomes in the U.S. and beyond. Visit our website to find out more about the School of Nursing centers.

Center for Health Equity and Systems Research

François-Xavier Bagnoud Center

Northeast Institute for Evidence Synthesis and Translation

New Jersey Collaborating Center for Nursing

Center for Global Health (SON-U)

Center for Global Health

The mission of the Center for Global Health is to create new and enhance existing globally focused activities at the School of Nursing in the domains of research, education, and service learning. Our programs include the Global Nursing Research Collaborative, student service learning trips, visiting scholars, and globally focused lectures.

The Center for Global Health exists to bring Rutgers nursing to the world and the world to Rutgers nursing. To that end, our program is grounded by three pillars: research, education, and service learning.

Research Collaborative

Worldwide, 90% of health care is delivered by nurses, but very little research is conducted for or by nurses. Rutgers Global Nursing Research Collaborative seeks to fill this gap and establish a milieu where nurse scientists and graduate students in the global nursing community can work together to provide solutions to the problems faced in their communities.

The purpose of the Rutgers Global Nursing Research Collaborative is to create opportunities for collaboration, mentoring, and capacity-building for our global nursing workforce. Drawing on the strength and connections of Rutgers nursing faculty, the participants in the collaborative will work together to develop research questions on global health and nursing science questions and methodologies to answer them. The resulting multi-site studies will both answer these questions and develop the capacity of the nurse researchers implementing the research.

Education

Visiting Scholars

We look forward to working with visiting scholars. Programs of study and research are tailored to the scholars' needs. Costs for programs depend on length of time as well as the planned activities. Our Center for Professional Development also has programs that may be of interest and can be incorporated into the overall plan. Housing options will be explored with the scholar. The Global Office offers guidance to ensure your visit will be beneficial to you and your organization. Please email Emilia Iwu for more information.

Service Learning

Global Health Practicum Course. This 3-credit-hour graduate nursing elective course is a guided practicum experience in which the student will experience health care delivery in a global setting. Accompanied by a standing faculty member in the School of Nursing, students will spend a minimum of one week abroad and experience health care delivery in host country facilities, such as clinics and hospitals. Depending on the setting, students may live together as a group in supervised housing and take daily language and culture classes. Students will have periods for reflection on their course readings and post-conferences following their experiences working in the local community. This course is open to advanced undergraduate students as well. Locations include Tanzania and China.

About the School (SPH)

ABOUT THE SCHOOL OF PUBLIC HEALTH

The Rutgers School of Public Health provides an exceptional, high-quality education that is accessible, affordable, and designed to accommodate both working professionals and full-time students. The school offers six degrees: master of public health (M.P.H.); master of science (M.S.) in biostatistics; master of science (M.S.) in epidemiology; M.S. in health outcomes, policy, and economics (offered jointly with the Ernest Mario School of Pharmacy); doctor of philosophy (Ph.D.) in public health; and doctor of public health (Dr.P.H.) as well as a number of dual degrees and post-baccalaureate certificates. With educational opportunities offered in New Brunswick and Newark, the school is conveniently accessible across the state.

There are several concentrations, including biostatistics; environmental and occupational health; environmental health sciences; epidemiology; global public health; health outcomes, policy, and economics; health systems and policy; LGBTQ health; leadership, practice, and research; occupational and environmental medicine; occupational safety and health; pharmacoepidemiology; population aging; population mental health; public health nutrition; public health practice for health professionals; social and behavioral health sciences; social work and public health; and urban public health. (Concentration offerings vary by degree.) Students have opportunities to participate in leading public health research and can put their public health education into practice through participation in the school's community service projects. Numerous continuing education opportunities for public health professionals are also available.

Accreditation

Mission and Values

Diversity

Locations

Accreditation (SPH)

Accreditation

The Rutgers School of Public Health is accredited as a school of public health by the Council on Education for Public Health (CEPH), an independent agency recognized by the U.S. Department of Education to accredit schools of public health.

Mission and Values (SPH)

Mission and Values

Mission

The Rutgers School of Public Health seeks to advance health and well-being and prevent disease throughout New Jersey, the United States, and the world, by preparing students as public health leaders, scholars, and practitioners; conducting public health research and scholarship; engaging collaboratively with communities and populations; and actively advocating for policies, programs, and services through the lens of equity and social justice.

Vision

We envision a world in which all people have the opportunity to reach their full potential in terms of health and well-being and where solutions to public health challenges are rooted in population and individual strengths based on a commitment to equity and social justice.

Values

In fulfilling our mission, we are guided by strong values, including:

- Collaboration: productive and mutually beneficial partnerships within our school, across Rutgers University, and with government, businesses, nonprofit organizations, foundations, and individuals in the populations we serve.
- Creativity: state-of-the-art thinking, innovation, and discovery that improves public health approaches in the 21st century.
- Diversity: celebration of background, experience, and identity among our students, faculty, staff, and the populations we serve.
- Engagement: authentic partnerships with the communities and populations we serve.
- Equity: research, education, and community engagement that invoke the democratic process, equal opportunity, and social justice.
- Inclusion: incorporation of all voices and perspectives in all aspects of the school's endeavors.
- Integrity: ethical behavior, honesty, fairness, responsibility, and accountability.
- Measurability: metrics to assess progress and growth and the timely realignment of resources.
- Performance: high impact in all school activities.
- Respect: zero tolerance for any form of harassment and/or discrimination.

Diversity (SPH)

Diversity

The Rutgers School of Public Health recognizes the value of diversity and is committed to developing a more diverse and culturally competent faculty, staff, and student body. The school already benefits from a diverse new student population and staff. The school is routinely ranked among the top 15 schools of public health for diversity among new enrollments as well as for total enrollments.

Locations (SPH)

Locations

Education opportunities are offered in New Brunswick and Newark, making the Rutgers School of Public Health conveniently accessible from across the state.

New Brunswick
The largest of the Rutgers School of Public Health's locations is near Rutgers University-New Brunswick, the historic center of Rutgers University. This school location has facilities in Piscataway and New Brunswick. Piscataway, a suburban setting, has been voted as one of the best places to live by *Money* magazine. New Brunswick is a vibrant city with a thriving arts community and a busy downtown.

Newark
The Rutgers School of Public Health's Newark location is situated in New Jersey's largest city. This location is in close proximity to Rutgers University-Newark, New Jersey Medical School, Rutgers School of Dental Medicine, School of Health Professions, School of Nursing, and School of Graduate Studies. This location is also easily accessible by public transportation and is connected to Newark Penn Station.

Academic Programs Available (SPH)

ACADEMIC PROGRAMS AVAILABLE

The Rutgers School of Public Health offers master of public health (M.P.H.), master of science (M.S.) in biostatistics, master of science (M.S.) in epidemiology, M.S. in health outcomes, policy, and economics (offered jointly with the Ernest Mario School of Pharmacy), doctor of philosophy (Ph.D.), and doctor of public health (Dr.P.H.) degrees, as well as many dual degrees and post baccalaureate certificate programs through our two locations--New Brunswick and Newark. There are several concentration areas that provide students with extensive educational opportunities.

Degree Programs

Postbaccalaureate Certificate Programs

Degree Programs (SPH)

Degree Programs

Degree Program	Available Concentrations
Master of Public Health (M.P.H.)	In New Brunswick: • Biostatistics • Environmental Health Sciences • Epidemiology • Global Public Health • Health Systems and Policy • Occupational and Environmental Medicine • Occupational Safety and Health • Population Mental Health • Public Health Nutrition • Public Health Practice • Social and Behavioral Health Sciences • Social Work and Public Health In Newark: • Epidemiology • Global Public Health • LGBTQ Health • Public Health Nutrition • Urban Public Health Online: • Global Public Health • Population Aging • Public Health Practice A number of dual-degree opportunities are also available (see Dual-Degree Programs in the catalog).
Master of Science (M.S.) in Biostatistics	In New Brunswick: • Biostatistics
Master of Science (M.S.) in Epidemiology	In New Brunswick: • Epidemiology • Pharmacoepidemiology
Master of Science (M.S.) in Health Outcomes, Policy, and Economics	In New Brunswick: • Health Outcomes, Policy, and Economics (joint degree with Ernest Mario School of Pharmacy)

Doctor of Public Health (Dr.P.H.)	In New Brunswick and Newark: • Leadership, Practice, and Research
Doctor of Philosophy (Ph.D.)	In New Brunswick: • Biostatistics • Environmental and Occupational Health • Epidemiology • Health Systems and Policy • Social and Behavioral Health Sciences

Postbaccalaureate Certificate Programs (SPH)

Postbaccalaureate Certificate Programs

For certificate requirements and more information about each certificate's curriculum, please visit here.

Certificate Program	For...
Applied Biostatistics (New Brunswick)	Health department employees; clinicians; individuals working in the pharmaceutical industry who wish to have a stronger foundation in quantitative methods; and individuals in the public health workforce who want to hone their quantitative skills.
Clinical Epidemiology (New Brunswick and Newark)	Clinicians (physicians, pharmacists, physician assistants, dentists, and nurses); other clinical researchers; and those working in pharmaceutical and related industries.
Environmental and Occupational Health (New Brunswick)	Health department employees; clinicians; health and safety specialists; business leaders (or those pursuing an MBA); those working in the environmental and occupational health field; and those interested in learning about environmental and occupational health.
Epidemiology Methods (New Brunswick and Newark)	Public health students in disciplines other than epidemiology; individuals in the public health workforce who want to hone their epi-skills; and individuals working in the pharmaceutical industry who wish to have a stronger foundation in epidemiologic methods.
Essentials of Occupational Safety and Health Risks (New Brunswick)	Health and safety specialists; those with occupational safety and health responsibilities; and those interested in transitioning to occupational safety and health from another role.
Global Public Health (New Brunswick and Newark)	Clinicians; state and local health department employees; international agency, disaster, or immigrant relief workers; nongovernmental organization (NGO) workers; those working in the pharmaceutical industry; and those interested in learning about global public health.
Health Education (New Brunswick)	Public health students in disciplines other than social and behavioral health sciences; individuals who are interested in taking the Certified Health Education Specialist (CHES) exam; and individuals working in the public health workforce who wish to have a stronger foundation in health behavior change and program planning.
Health Outcomes, Policy, and Economics (New Brunswick)	Junior and mid-career professionals, biopharmaceutical industry workforce; and health or pharmaceuticals benefit providers. This certificate is offered jointly by the Rutgers School of Public Health and the Ernest Mario School of Pharmacy.
Health Policy (New Brunswick)	Medical and other health professional students; those working in the pharmaceutical industry; those working in local and state departments of health; and those working in health care settings seeking to better understand the structure and financing of the United States health system and the social and economic factors underlying population health.

LGBTQ Health (Newark)	Professionals from nonprofit organizations; state and local health department employees; health care professionals, such as clinicians; those working in private sector; those working with LGBTQ communities; and those interested in learning about LGBTQ health.
Maternal and Child Health (New Brunswick and Newark)	Public health and other health professional students; those working in the maternal and child health field; those working in local and state departments of health; and those working in health care settings serving the MCH population.
MD and Population Health (New Brunswick and Newark)	Students accepted into the Rutgers New Jersey Medical School interested in continuing their M.D. education while earning a Population Health Certificate; future health care leaders, such as physicians, who must address such problems as medical care for the poor and uninsured, global epidemics, and assessing health outcomes.
Pharmacoepidemiology (New Brunswick)	Students in public health, biostatistics, medicine, pharmacy who want to develop core competencies in pharmacoepidemiology; and students or professionals in the pharmaceutical, insurance, financial, or health care industries who are looking to obtain formal training in the basic concepts and applications of pharmacoepidemiology.
Population Aging (Online)	Public health students in disciplines other than population aging; professionals who plan to work or are already working in the health and helping professions (e.g., counselors, dentists, hospital administrators, nurses, nutritionists, occupational therapists, speech therapists, pharmacists, physical therapists, physicians, psychologists, social workers, etc.); and those who are interested in human rights, social justice, advocacy, equity, policy, and the law.
Population Health (New Brunswick and Newark)	Those who work in public health, but who have never had any formal public health training; those interested in a career in public health and expecting to use these credits toward an M.P.H. degree; and those with advanced degrees in related areas, such as medicine or nursing, who wish to enhance their professional knowledge of core public health concepts.
Public Health Nutrition (New Brunswick and Newark)	Health care professionals, such as clinicians; state and local health department employees; international agency or immigrant relief workers; nongovernmental organization (NGO) or civil society organization (CSO) workers; those working in the private sector (e.g., pharmaceutical industry); and those interested in learning about public health nutrition.
Suicide Prevention, Practice and Policy (Online)	Working professionals and students in healthcare: psychology, public health, social work, addiction, nursing, medicine; social and criminal justice: law, public policy, social policy, social welfare, criminology; organizational settings: corporations, the military, universities; media: journalism, mass communications, social media.

Sustainability, Health, and Healthcare (Online)	Healthcare professionals, such as clinicians, and those in state and local health departments; employees of non-profit organizations and community groups; those working in the private sector or in sustainability consulting related to the health sector; those interested in learning about sustainability and health as it relates to the environment. society, and economy.
United Nations and Global Public Health (New Brunswick)	Students interested in increasing their knowledge about the United Nations; and those working in the public health workforce or related field who want specialized training about the United Nations and in global health.
Urban Public Health (Newark)	Professionals from nonprofit organizations; state and local health department employees; health care professionals, such as clinicians; international agency, disaster, or immigrant relief workers; professionals working in the private sector; and professionals interested in learning about urban public health.

For certificate requirements and more information about each certificate's curriculum, please visit here.

Admission (SPH)

ADMISSION

Requirements

Application Procedures

Deadlines

International Applicants

Seat Deposit

Deferred Entrance

Application for Readmission

Requirements (SPH)

Requirements

The Rutgers School of Public Health does not discriminate in admissions or access to its programs and activities on the basis of race/color, ethnicity, national origin, religion/creed, disability, age, marital status, sex, sexual orientation, or veteran's status.

Applications for admission to Rutgers School of Public Health are encouraged from qualified college graduates with a baccalaureate degree (for master's programs) and a master's degree (for doctoral programs) who desire training in the disciplines of public health and who have realistic plans for utilizing what they learn. Most students are admitted in matriculated status in the master of public health (M.P.H.), master of science (M.S.), doctor of philosophy (Ph.D.), and doctor of public health (Dr.P.H.) degree programs.

Applicants are accepted to a specific concentration at one of our locations (Newark or New Brunswick). Upon receipt of an acceptance letter, students are required to send a nonrefundable seat deposit, which is applied to the first tuition bill when the student registers.

A smaller number, often those not meeting all of the admissions criteria, are admitted on conditional status. These students normally are permitted to take up to 12 credits of coursework and, if they achieve a cumulative grade-point average of 3.0 or better, to matriculate in the M.P.H. program. The school also accepts visiting students and certificate students for limited amounts of coursework.

Applications are administered through the Schools of Public Health Application Service (SOPHAS) except for students in an articulate degree, dual-degree, residency, or fellowship programs, as well as those having Rutgers faculty status, and students applying to a certificate program. If you fall into any of these categories, please contact the School of Public Health location of interest directly.

Requirements Quick Links

- For M.P.H., M.S., Dual Degree
- For Ph.D. Degree
- For Dr.P.H. Degree
- For Certificate Programs
- For International Applicants
- For Visiting Students

Application Procedures (SPH)

Application Procedures

Application Information

- **M.P.H., M.S., and doctoral applicants** must apply through the Schools of Public Health Application Service (SOPHAS) website.
- Applicants who are part of a **residency/fellowship program or have a Rutgers faculty appointment (doctoral trained) or those interested in applying for certificates, articulated degrees, or dual degrees** should contact the Office of Admissions at 732-235-4646 or admissions@sph.rutgers.edu to request an application.
- **Nondegree-seeking students,** such as visiting students, interested in taking up to two courses only and/or enrolling for a single semester should contact the Office of Admissions (admission@sph.rutgers.edu).

How SOPHAS Works:

Please visit here for more information about the process of using SOPHAS to submit your application.

Deadlines (SPH)

Deadlines

Application Deadlines

- M.P.H., M.S.- health outcomes, policy, and economics degree (HOPE), and certificate applicants for **spring deadline:** (to begin in January)
    - **Priority Deadline: October 15**
    - **Regular Deadline: December 1** (Applications will continue to be received after December 1 on a space-available basis.)
- M.P.H., M.S.- Biostatistics, M.S.- HOPE, and certificate applicants for **fall deadline:** (to begin in September)
    - Priority Deadline: **January 15** for consideration of any scholarship opportunities.
    - **Regular Deadline: May 1** (Applications will continue to be received after May 1 on a space-available basis.)
- Doctoral applicants for **fall deadline:** (to begin in September)
    - **December 1** (Doctoral applications are only accepted for fall.)

International Applicants (SPH)

International Applicants

The Rutgers Global International Student and Scholar Services (ISSS) attends to the specialized needs of Rutger Biomedical and Health Sciences international students and scholars and their dependents, including those in the Rutgers School of Public Health. These services include communication of relevant information and services to both students and staff and comprehensive advising in all appropriate areas of international education. The office acts as the university's designee in ensuring institutional compliance with all U.S. immigration regulations and procedures and is the university's liaison to the Departments of State and Homeland Security. Advising services are provided to departments seeking to hire or enroll foreign nationals under the F-1, J-1, H-1B, or 0-1 visa classifications as appropriate.

Services provided include: information workshops; orientation programs for new students and scholars; preparation, issuance, and/or filling of initial petitions; extension and transfer of immigration-related forms; preparation of dependent forms; status monitoring; insurance and other regulatory compliance; regular interaction with U.S. government agencies such as U.S. Citizenship and Immigration Services (USCIS), Department of Labor (DOL), Department of State (DOS), and Social Security Administration (SSA); and general advising to the university community at large.

If you have questions, please contact the Rutgers Global-International Student and Scholar Services (ISSS) here.

Seat Deposit (SPH)

Seat Deposit

Upon receipt of an acceptance letter, students are required to submit a nonrefundable $100 seat deposit to the admissions office, which will be applied to the first tuition bill after registration.

Deferred Entrance (SPH)

Deferred Entrance

Once an applicant has been accepted as a matriculated student, a deferment for up to two semesters may be requested. If deferment is sought beyond two semesters, the student's application will be reevaluated in competition with new applicants and it will be necessary to reapply (see Application for Readmission). To seek deferment, students must describe the reason(s) for the deferment request, in writing, to the Office of Admissions before the beginning of the semester in which they were to have enrolled.

Application for Readmission (SPH)

Application for Readmission

Within One Year: Students may apply for readmission to the school by completing and submitting an Application for Readmission form if reapplication is within one year after original offer of admission. This form is available from the Office of Admissions. Official transcripts of all graduate work completed at other graduate schools since the candidate's previous acceptance to the Rutgers School of Public Health must also be included with the form. A $135 readmission fee also must accompany the form. Official notification from the school pertaining to this readmission request will be sent upon review. There is no automatic readmission.

After One Year: Beyond one year, an applicant who wishes reconsideration will need to submit a new application.

Financial Aid (SPH)

FINANCIAL AID

The Rutgers School of Public Health realizes that many students need financial aid to help them complete their education. Financial aid is any grant, scholarship, loan, or paid employment offered for the express purpose of helping a student meet expenses related to education. Such aid is usually provided by or through federal and state agencies, foundations, corporations, and/or the university. Financial aid is awarded based on financial need, which is the difference between the cost of attending school and the student's ability to contribute to his or her education, as determined on the Free Application for Federal Student Aid (FAFSA).

Once a student has matriculated, financial aid funding is also contingent on the student making satisfactory academic progress. The Office of Financial Aid provides counseling and financial aid funding for students enrolled in the Rutgers School of Public Health. A matriculated student who is enrolled for **at least 4.5 credits** in a fall or spring semester in the Rutgers School of Public Health is eligible to apply for financial aid. The primary resource for students in the Rutgers School of Public Health is from the Federal Stafford Loan Program.

The Free Application for Federal Student Aid must be completed BEFORE any financial aid may be awarded. It is recommended that students complete the application here. Rutgers University school code is **00262900.** If seeking loans, students must also complete the Master Promissory Note and entrance counseling.

If you have any questions about applying for financial aid at the Rutgers School of Public Health, please contact the Office of Financial Aid at the phone numbers below or visit the website.

FINANCIAL AID OFFICES
New Brunswick: 732-235-4689
Newark: 973-972-4376

Academic Policies and Procedures (SPH)

ACADEMIC POLICIES AND PROCEDURES

Note: See the University Policies and Procedures section in the Rutgers Main catalog for university-wide academic policies and procedures.

School of Public Health Code of Professional Conduct and Honor Code

Registration

Tuition and Fees

Academic Progression Committee Decision Grievance

Academic Standing

Awarding Posthumous Degree

Duration of Study and Matriculation

Computer Requirements and Specifications

Dress Standards

Full-Time Status for Advanced Ph.D. in Public Health Students

Grade Grievance

Grading System

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Outside Employment for Ph.D. in Public Health Students

Student Obligations to the University

Personally Owned Communication/Recording Devices in the Classroom

Satisfactory Academic Progress

Student Health Insurance

Student Identification Card

Student Immunization

Student Principal Investigator Status with Rutgers IRB

Online Services and NetID

Academic Dishonesty: Definitions, Offenses, and Sanctions

School of Public Health Code of Professional Conduct and Honor Code (SPH)

SCHOOL OF PUBLIC HEALTH CODE OF PROFESSIONAL CONDUCT AND HONOR CODE

The Rutgers School of Public Health's Code of Professional Conduct and Honor Code sets forth general principles of integrity as well as expectations for behavior consistent with ethical study. All students who enroll with the Rutgers School of Public Health will be expected to abide by the Rutgers University Code of Student Conduct as well as the school's Code of Professional Conduct and Honor Code, throughout their course of study. Violations are a matter of grave concern and may be punishable with sanctions as severe as suspension or dismissal. The school's Code of Professional Conduct and Honor Code are companion policies to the Rutgers University policy titled "University Code of Student Conduct" and the Rutgers Biomedical and Health Sciences policy titled "Student Rights, Responsibilities, and Disciplinary Procedures."

Code of Professional Conduct

Enrollment at the Rutgers School of Public Health is a privilege and not a right. All students enrolled in the school are expected to behave in a professional manner as they pursue their courses, certificates, and degrees. As an institution dedicated to improving the health of diverse populations, the school expects students to treat all people with respect, regardless of their race, color, creed, religion, sex, sexual orientation, national origin, age, physical or mental disability, military status, or marital status. The school reserves the right to require withdrawal of any student whenever necessary to maintain standards of scholarship or professional conduct.

Honor Code

Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in their graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are their own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of their own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Registration (SPH)

REGISTRATION

Matriculated students register for courses through the RBHS online registration system on the School of Health. Students are expected to register for classes prior to the start of the semester. Late registration is held during the first two weeks of classes. A late registration fee will be charged to students who register after the start of the semester. See the Late Registration policy for more information.

A student admitted into a degree or certificate program at the Rutgers School of Public Health is expected to remain registered full time (9 or more credits), part time (1-8 credits), or on a leave of absence every fall and spring semester thereafter until he or she completes the program and earns the degree or certificate (up until the maximum time allowed for each degree or certificate).

The School's Official Course Schedule is published each semester before online registration opens. All students must have their registration approved by their academic adviser in order to be permitted to register. Students will be required to register using a registration pin number, which is issued by their adviser. All financial holds must be cleared by the end of any semester in order to register for the following semester.

Students who wish to take Rutgers School of Public Health courses and are matriculated at another Rutgers school (or at a non-Rutgers school) are required to complete a registration form signed by the appropriate officials from both their home school and from the Rutgers School of Public Health. Students matriculated at Rutgers School of Public Health must receive written permission from their adviser to take courses at other Rutgers schools as well as at non-Rutgers schools.

Add/Drop

Add/Drop

Courses or additional credits may be added and/or dropped according to the published course schedule. Late registration begins on the first day of the class. Courses dropped during the first two calendar weeks of classes of

the fall and spring semesters will not appear on a student's transcript. Courses may not be added after the end of the second week (there is a shortened late registration period for summer). The last day to add/drop a course is noted on the School of Public Health's Registration Calendar.

Course additions are not allowed after the end of the late registration period. Students may withdraw from a course during the late registration period, which extends to mid-semester. There is no academic penalty for withdrawing from a course during this time period. However, a grade of W (Official Withdrawal) will be noted on the official transcripts of students who drop courses during this withdrawal period. A grade of W means an approved withdrawal from a course.

A student who wishes to add or drop a course after the late registration period must complete and submit an Add/Drop form which is available on the school's website. The student and their academic adviser must sign the Add/Drop form. If the student is receiving financial aid, the Office of Financial Aid will also need to sign the form. Forms must be submitted to the Office of the Registrar in order for the student's registration to be updated. Students dropping to zero credits for the semester are considered withdrawn and must submit a Leave of Absence form if they are not planning to register for a semester. Students who wish to fully withdraw from the school must submit a Notification of Withdrawal form. Approved withdrawals take effect as of the date the student signs the form.

A student who stops attending a course and does not process a withdrawal with the Office of the Registrar prior to or on the last day of the withdrawal period is subject to a failing grade for the course.

In all cases of adding and/or dropping courses, it is the student's responsibility to complete the proper form in the allotted time.

Registration (SPH)

Academic Advisement

Academic Advisement

All students, except visiting students, admitted to the Rutgers School of Public Health are assigned an adviser. The degree program dictates the structure of a student's academic advising. Regardless of degree program, each student should meet with their adviser throughout the school year, but at least before the beginning of each semester to discuss and have their registration approved, as well as receive their registration pin number in order to be permitted to register.

Upon admission to a Certificate program, each student is assigned to an adviser, to whom questions regarding academic program, registration procedures, and related concerns should be addressed.

Upon admission to the M.P.H. program, each student is assigned to an academic support counselor, to whom questions regarding academic program, registration procedures, and related concerns should be addressed. M.P.H. students will also be assigned to a practicum faculty advisor who will counsel the student on academic and research matters including developing an applied practice experience and a practicum capstone research topic.

Upon admission to the M.S. program, each student is assigned to a faculty adviser, to whom questions regarding academic program, registration procedures, and related concerns should be addressed. The adviser will counsel the student on academic and research matters including developing a proposed curriculum and capstone / research topic.

Upon admission to the doctoral program, each student is notified of their faculty adviser. A student may change advisers with the approval of the executive director for doctoral studies. It is the responsibility of the student to seek continued advisement in planning and implementing their program. The adviser will counsel the student on academic and research matters including developing an individual development plan (IDP), developing a proposed curriculum, the doctoral qualifying exam, and proposing a thesis research committee.

If and when a student believes that concerns have not been adequately addressed with the faculty adviser, a conference with the department chair/concentration director is the appropriate next step.

Registration (SPH)

Academic Load and Overload

Academic Load and Overload

A student admitted into a degree or certificate program of the Rutgers School of Public Health is expected to remain registered full-time, part-time, or on a leave of absence every fall and spring semester. During fall and spring semesters, students may not exceed 12 credits without academic advisor approval. During summer semesters, students may not exceed 12 credits total (Summer I and II combined) or may not exceed 6 credits Summer I or Summer II, individually.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Registration (SPH)

Auditing a Course

Auditing a Course

Matriculated students may elect, with the permission of the instructor, to enroll in the course as an audit (without credit). Faculty and staff who are affiliated with Rutgers University are permitted to audit a course under limited circumstances. To audit a course, students must register for the course, request audit status, pay tuition, and the usual fees. Once a student is registered for the approved course as an audit, no changes will be made. When the course is completed, a grade of AU will be listed on the transcript. No other grade will be assigned. A student cannot take a course for a grade after auditing the course.

For students auditing a course due to unsatisfactory performance in a non-course degree requirement, the performance in the course will not count toward the GPA, but will be considered by the Academic Progression Committee in deliberations concerning academic standing.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Registration (SPH)

Course Cancellation

Course Cancellation

Rutgers School of Public Health does not guarantee offering all or any of the courses listed in this catalog. When there is inadequate registration for a course, it may be cancelled without notice. The Office of the Registrar will attempt to notify all students of course cancellation before the first meeting of the semester.

Registration (SPH)

Course Evaluation

Course Evaluation

Students will be asked to evaluate their instructors' teaching and course organization and content midway and at the conclusion of each course. These evaluations are anonymous; however, students may wish to identify themselves to permit follow-up and discussion.

The routine anonymous course evaluation forms are neither appropriate nor timely vehicles for comments regarding inappropriate behavior, e.g., racism, sexism, or sexual misconduct. Complaints about faculty or staff misconduct should be made following the Non-Academic Student Grievance Policy.

Registration (SPH)

Course Exemption

Course Exemption

Students may request exemption from a course based on work done previously by submitting an Application for Course Exemption form found on the school's website. The course must be a graduate-level course completed within seven years with a grade of B or better.

Students must submit a completed Application for Course Exemption form and supporting documents to the course instructor of the equivalent Rutgers School of Public Health course. Supporting documentation includes a copy of the course description from the bulletin/catalog of the school where the course was completed, the course syllabus, and a copy of an original transcript.

Students will be notified of approval from the Office of the Registrar. **An approved exemption from a course does not reduce the number of credits required for the degree.** Any required replacement courses will be indicated on the form. The Office of the Registrar will keep a copy of the form and course material in the student's permanent file.

Registration (SPH)

Deregistration

Deregistration

The School of Public Health expects students to plan both their academic careers and financial arrangements such that they are able to register prior to the beginning of the term and pay for all classes in accordance with University deadlines. The cancellation of a student's enrollment or registration for any period of time is referred to as deregistration. Deregistration is an administrative action taken when a student fails to fulfill a professional obligation or established administrative deadline while enrolled in the School of Public Health.

Registration (SPH)

Incomplete Grades

Incomplete Grades

This is a summary of the school's full Incomplete Grade policy. Students should refer to the full policy and the required forms on the school's website.

An Incomplete (INC) grade may be considered for students who have completed at least average, but preferably above average, work in a course and are unable to finish due to extenuating and unusual circumstances (e.g., illness). Incompletes are only available after the course withdrawal deadline and require that the student has completed a meaningful portion of the coursework.

To request an Incomplete, the student must contact both their instructor and the Office of Student Experiences, Public Health Practice, and Alumni Affairs. If the student is deemed eligible, a plan to complete the course must be created with the instructor and approved by the senior associate dean for academic affairs. The student must then submit a Request for Incomplete Grade form outlining the tasks and timeline for completion.

All coursework must be completed within one year. A Leave of Absence does not extend this deadline. Unresolved Incompletes convert to a grade of F. Appeals for extensions must be submitted at least four weeks before the one-year deadline and are considered only in cases of documented extenuating circumstances.

Please visit the School of Public Health's Academic Policies and Procedures webpage the full current policy.

Registration (SPH)

Independent Study

Independent Study

An independent study is an educational activity supervised by a Rutgers School of Public Health faculty member on a topic that is either (a) not offered in the school's curriculum, or (b) offered but which the student wishes to study in greater depth and/or breadth.

Students shall stand for an examination upon completion of independent study or shall provide written reports/ papers and other evidence (e.g., attendance records, logs, annotated bibliography) as requested by the faculty member responsible for evaluation. Each student should be prepared to show work equivalent to 60 hours per independent study credit awarded. (A regular 1-credit course requires approximately 15 hours of in-class and 45 hours of out-of-class work time.)

Independent study credits may normally not exceed 6 elective credits for a student's specific concentration. The signature of the department chair/concentration director is required to exceed the 6-credit maximum.

The Contract for Independent Study form will be reviewed and evaluated by the supervising faculty member and department chair/concentration director for appropriateness of content and will be signed, if approved. A copy of the signed form will be sent to the student, the supervising faculty member, and the department chair/ concentration director. The original will be sent to the Office of the Registrar who will register the student and place a copy of the contract in the student's file. Students interested in an independent study must have the form approved by an adviser to ensure that the project can be accepted as an elective. Forms are available on the school's website.

Registration (SPH)

Late Registration

Late Registration

The School of Public Health expects students to plan both their academic careers and financial arrangements such that they are able to register at the beginning of the semester and pay for all classes in accordance with university deadlines. Students who do not complete registration before the beginning of the semester may do so during the add/drop period.

For the fall and spring semesters, late registration is held during the first two weeks of classes. For 12-week summer sessions, late registration is held during the first week of class. For 6-week summer sessions, late registration is held during the first two days of classes. A late registration fee of $50 is assessed for registrations completed after the beginning of the semester.

All students must have their late registrations approved by an adviser in order to be permitted to register. Those students who plan to register late for an independent study must complete the Contract for Independent Study form prior to registration.

Please visit the School of Public Health's Academic Policies and Procedures webpage the full current policy.

Registration (SPH)

Credits Earned Prior to Leave of Absence

Credits Earned Prior to Leave of Absence

Students who reenter the Rutgers School of Public Health after an absence may apply all previous credits earned in the Rutgers School of Public Health within the previous seven years to their degree. Credits earned more than seven years earlier may be used only if approved by the department chair and the associate dean for academic affairs.

Registration (SPH)

Leave of Absence

Leave of Absence

Students who are not planning to register for one or more semesters and do not plan to withdraw from the Rutgers School of Public Health must petition for an approved Leave of Absence during the registration period that the leave of absence will become effective. Students must be in good academic standing to petition for an approved leave of absence. Requests by students on Academic Probation will be forwarded by the assistant dean for student experiences and alumni affairs to the Academic Progression Committee for approval.

This policy also applies to students enrolled in an approved dual-degree program with another Rutgers school or another university who, because of the requirements of the dual-degree program, are not registering at Rutgers School of Public Health for one or more semesters. Students in approved dual-degree programs apply for Student Scholar using the Leave of Absence form.

A student's petition for a leave must be approved by the assistant dean for student experiences and alumni affairs. A nonrefundable fee of $50 per semester is required to maintain status--exceptions are made for students enrolled in dual-degree programs. Students extending a leave beyond one semester must petition for the subsequent official leave and pay an additional $50 fee. Students may take up to two consecutive leaves of absence but must return for at least one semester before requesting another leave. The time period granted for a notification of absence is excluded from the overall time requirement to complete the degree program. Students may not take more leaves of absence than what is equivalent to the maximum timeframe allowed for their degree program. Exceptions for documented medical leaves beyond this limit may be considered on a case-by-case basis.

Upon returning from a leave of absence, students are required to meet with their academic advisor to develop a plan for completing their degree requirements within the remaining maximum timeframe allowed for their program. If a student does not return after taking a leave of absence they will be administratively withdrawn from the school.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Registration (SPH)

Maintaining Matriculation

Maintaining Matriculation

All matriculated students at the Rutgers School of Public Health must maintain continuous matriculation from the time of admission until the completion of all degree requirements. Typically, this is achieved by enrolling in courses in the fall and spring semesters. (Summer semesters are not required for campus-based programs.) Students who do not register for courses must register for Maintaining Matriculation or a Leave of Absence (which includes student scholar). For more information about a leave of absence, please see the Leave of Absence policy.

Maintaining matriculation

- reserves a student's place in the degree program as a continuing student;
- ensures that the student will continue to receive registration materials and any other mailings to enrolled students;
- allows access to university facilities and services, such as the library and health services; and
- enables application for student health insurance, if needed.

Registering for Maintaining Matriculation

To register for maintaining matriculation a student should submit a Request for Maintaining Matriculation form to their adviser for approval. This maintaining matriculation status requires the payment of a $35 fee for each semester this type of status is used.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy, including for eligibility requirements.

Registration (SPH)

Practice Experience

Practice Experience

The M.P.H. Applied Practice Experience is a required component of the M.P.H. degree. The M.P.H. Applied Practice Experience (PRAC 0715) is a zero (0) credit course that connects the skills and knowledge acquired in the classroom with the pragmatic application of the practice of public health. The Applied Practice Experience should provide the student with the opportunity to acquire, develop, and improve communication skills, project management skills, and problem-solving skills using public health methods, principles, and techniques. Moreover, it promotes hands-on public health practice, the exploration of career options, and generates contacts with other public health professionals.

The M.P.H. Practicum Capstone is a required component of the M.P.H. degree. The M.P.H. Practicum Capstone (PRAC 0716, PRAC 0717/PRAC 0718) is a carefully planned and supervised learning experience (3 credits). The capstone is meant to be the culminating product of a student's M.P.H. coursework in which students produce a written product that demonstrates mastery of foundational and concentration-specific competencies and is appropriate to the student's professional goals.

Visit the M.P.H. Practicum webpage for more information.

Registration (SPH)

Minimum Grade Requirement for Select Prerequisite Courses

Minimum Grade Requirement for Select Prerequisite Courses

A minimum grade requirement of B (3.0) may apply for select prerequisite courses in order to register for upper-level courses. Students who have completed the prerequisite course with the required minimum grade will be allowed to register for the upper-level course. If a student earns a grade of B- (2.75) in a prerequisite course, student must receive special permission from the course instructor and adviser to register for the upper-level course. If a student earns a grade less than B- (2.75), the student is required to retake the prerequisite course.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Registration (SPH)

Quantitative Skills Assessment

Quantitative Skills Assessment

Students must take and receive a passing score on the Quantitative Skills Assessment (QSA) before registering for Introduction to Biostatistics (PHCO 0504). Based upon performance on the QSA, each student will be advised if they need additional preparation prior to registering for the course. See the policy for information about the taking the QSA, the number of attempts allowed, procedure for students who fail the QSA and waivers for the QSA.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Registration (SPH)

Retaking Courses

Retaking Courses

Matriculated students at the School of Public Health are permitted to retake courses under limited circumstances. Courses must be retaken at the School of Public Health and a course may only be repeated once. The credit for a course that is retaken shall be applied towards the certificate or degree program once. Both course registrations shall appear on the transcript but only the second (not necessarily the higher) grade shall be calculated into the student's GPA. Tuition and usual fees will apply to retaken coursework.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Registration (SPH)

Transfer Credits

Transfer Credits

Credits earned by students at other accredited institutions of higher education may be eligible for transfer. The student's faculty adviser, the relevant School of Public Health course instructor, department chair, and the senior associate dean for academic affairs must approve the credit transfer, and the student is required to present additional information such as a syllabus or reading lists. Students may officially apply for transfer credits after their first semester at the school, but are encouraged to start discussions with their faculty adviser prior to or during their first semester.

Students interested in exploring transferring in previous coursework must review the Transfer of Credits policy. This policy outlines eligibility, the procedures for applying for transfer credits, the requirements for eligible transfer coursework, and the maximum number of transfer credits allowed per degree or certificate.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Registration (SPH)

Degree / Concentration Transfers

Degree/Concentration Transfers

Once an applicant accepts an admission offer from a concentration and enrolls, that student is considered to be a student at that location in that concentration. Please note that students may take courses at any of the school's locations without effecting any type of transfer.

Program Degree Transfers
If a student wishes to officially transfer to a different degree (M.P.H. to M.S. or M.S. to M.P.H.) within the Rutgers School of Public Health, they must make a request, by completing a Request for Program Degree Transfer form found on the school's website. This form must be submitted to the Office of Admissions. The relevant department chair/concentration director of the new program degree will review the student's original admission file as well as the student's school transcript in order to make a decision regarding the transfer request. Changes in doctoral degree program (Ph.D. to Dr.P.H. or Dr.P.H. to Ph.D.) are not permitted. Students should be made aware that all credits might not necessarily transfer from one degree program to another. A student can only be enrolled in one degree program of study at a time.

Concentration Transfers
If a student wishes to change their concentration, they must complete and submit a Request for Change of Concentration form to the receiving concentration. The department chair/concentration director of the receiving concentration will review the student's original admissions file as well as the student's school transcript in order to make a decision regarding the request. Requests for change in concentration may not be made until a student spends at least one semester in the concentration where they were originally accepted. A Request for Change of Concentration form is available on the school's website.

Registration (SPH)

Withdrawals

Withdrawals

Students who wish to withdraw voluntarily from the Rutgers School of Public Health prior to the completion of courses during a semester must submit their request for withdrawal by submitting the Notification of Withdrawal form. This withdrawal will become part of the student's permanent record. Once a withdrawal has been approved by the assistant dean for student experiences and alumni affairs, a copy will be forwarded to the Office of the Registrar for any corresponding registration and tuition adjustments, and the student will be notified in writing. Mere absence from classes does not reduce a student's financial obligation or prevent the assignment of a final grade. Students who stop attending classes without officially withdrawing from the course will be liable for all corresponding tuition and fees, and will receive grades of F (fail) at the end of the semester. Students who do not register or request an official leave of absence by the last date to register for courses will be administratively withdrawn from the school. Students may return the following semester, but will be required to reapply.

Refund Policy
All refunds for approved withdrawals follow the refund schedule established by the Rutgers School of Public Health. The refund dates throughout the withdrawal period and the corresponding amount of refund are noted on the School's Registration Calendar on the school's website. Refunds for withdrawals from courses and from the school follow the refund schedule as listed in the course narrative.

Registration (SPH)

Administrative Withdrawal

Administrative Withdrawal

Students may be administratively withdrawn from the Rutgers School of Public Health if they do not register, submit a Leave of Absence form, or submit a request for Maintaining Matriculation status. Additionally, students can be administratively withdrawn from the school for poor academic performance, or infractions to the honor code. If a student is separated because of academic performance, the student has the right to submit a written appeal of the dismissal decision by following the Academic Progression Committee Decision Grievance policy.

Registration (SPH)

Veterans

Veterans

At the School of Public Health, our mission is to provide information and assistance to student veterans and community residents for any benefits available from the Department of Veterans Affairs (DVA). If you are a veteran, dependent of a deceased or disabled veteran, or active duty military member, you may be eligible to receive educational assistance from the Veterans Administration (VA) while enrolled at the School of Public Health. The school's registrar is your VA certifying official; please contact the Office of the Registrar with any questions.

The Rutgers School of Public Health does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance.

Tuition and Fees (SPH)

TUITION AND FEES

Each semester tuition and fees are due and payable in full at the time of registration for nonmatriculated students. Matriculated student payments are due the first day of class or by the due date on their billing statement, unless the student selects to use the Rutgers University payment plan. Students shall be assessed either resident or nonresident tuition based upon their legal domicile as determined by school location. Residency for tuition purposes may be changed upon approval of application. Please click here to access the New Jersey Residency Policy, instructions, and the application.

Any tuition/fee payment not paid by the payment due date listed on the term bill will be subject to a late payment fee.

If your tuition bill has not been paid in full, or if you have not made arrangements to pay your bill by the due date on your billing statement, the billing office will place a financial hold on your student account. Financial holds may result in withholding of transcripts, grades, and/or degrees; barring of advancement to the next academic semester; and/or other administrative actions.

Students on a financial hold will be sent a notice to pay in full or make payment arrangements. Students that fail to bring their accounts current will have them turned over to a collection agency.

Please refer to the Student Accounting, Billing, and Cashier Services website for the most current information regarding this policy.

Financial Aid
Students seeking financial aid must go to the RBHS Financial Aid website and complete all the necessary steps to complete their financial aid profile.

Academic Progression Committee Decision Grievance (SPH)

ACADEMIC PROGRESSION COMMITTEE DECISION GRIEVANCE

The Academic Progression Committee reviews the academic standing of every student enrolled in a matriculated degree program at the School of Public Health after each Fall, Spring, and Summer semester. After review, the Committee may provide remediation recommendations, place a student on probation, or dismiss a student should they not maintain a minimum level of academic standing.

A student must submit a formal written appeal to the assistant dean for student experiences and alumni affairs if they feel a decision made by the Academic Progression Committee is unjust. A formal written complaint about a decision must be submitted no later than two (2) weeks from date of notification of the Academic Progression Committee decision. A letter noting the outcome of the decision shall be sent via email to the student, faculty member, department chair, and academic adviser within four (4) weeks of the receipt of an appeal. A copy of the decision shall also be held in the student's record.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Academic Standing (SPH)

ACADEMIC STANDING

Sound academic principles require that students be required to maintain a minimum level of academic standing. The standards of academic standing measure a student's performance in four areas: cumulative grade-point average (GPA), the number of credits earned bearing less than a B (3.0), performance in required courses, and completion of degree requirements within a maximum time allowance. The Academic Progression Committee evaluates each matriculated student's academic standing at the end of each term. Students who fail to maintain a minimum level of academic standing will be subject to probation, suspension, or dismissal in accordance with the policies of the school.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Awarding Posthumous Degree (SPH)

AWARDING POSTHUMOUS DEGREE

The Rutgers School of Public Health may grant requests for the posthumous awarding of a degree to its matriculated students (in the unfortunate event of the death of a student) during a term in which the student was enrolled at the Rutgers School of Public Health. The posthumous nature of the degree will be indicated on the student's transcript.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Duration of Study and Matriculation (SPH)

DURATION OF STUDY AND MATRICULATION

Matriculated students are those who have been formally admitted to the Rutgers School of Public Health in a single degree or certificate program or in a dual-degree program. Some students are accepted in nonmatriculated status and are permitted to take a maximum of 12 credits of coursework before seeking matriculation.

All requirements for the degrees must normally be completed according to the chart below. Exceptions are made for those students in dual-degree programs and students in Rutgers fellowship or clinical residency programs. A degree candidate in good standing, however, may request a leave of absence from the school by submitting a completed Leave of Absence form. The period granted for a leave of absence is not included in this maximum.

Program	Maximum Duration of Study
Certificate	2 Years
Master of Science in Biostatistics	4 Years
Master of Science in Epidemiology	5 Years
Master of Science in Health Outcomes, Policy, and Economics	5 Years
Master of Public Health	6 Years
Doctor of Philosophy	7 Years
Doctor of Public Health	7 Years

Computer Requirements and Specifications (SPH)

COMPUTER REQUIREMENTS AND SPECIFICATIONS

At minimum, all Rutgers School of Public Health certificate and degree program students are required to possess a personal laptop, no older than approximately two years.

Please visit the School of Public Health's Computing Requirements webpage for current and more detailed information about this policy.

Dress Standards (SPH)

DRESS STANDARDS

The Rutgers School of Public Health does not have specific dress regulations. However, students are expected to exercise discretion and decorum in their choice of clothing and personal hygiene. Furthermore, students are expected to adhere to any dress code policies established by the programs, practicum sites, and clinical affiliates in which they may be practicing.

Full-Time Status for Advanced Ph.D. in Public Health Students (SPH)

FULL-TIME STATUS FOR ADVANCED PHD IN PUBLIC HEALTH STUDENTS

A matriculated Ph.D. in Public Health student enrolled Fall 2018 and after is expected to remain registered full-time every fall and spring semester. Once a Ph.D. in Public Health student has passed their qualifying examination and is actively working on their dissertation research, they are considered to be an advanced Ph.D. in Public Health student.

An advanced Ph.D. in Public Health student is considered to be enrolled full-time in a semester when the student has registered for at least one (1) or more doctoral research credits in fall, spring or summer semesters. Enrollment is determined after the late registration period.

Federal and state aid programs have varying requirements of eligibility in terms of required enrollment. International students should consult with the Rutgers Office of Global Affairs regarding visa requirements in terms of required enrollment.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Grade Grievance (SPH)

GRADE GRIEVANCE

Any student enrolled in a Rutgers School of Public Health course is eligible to report a grievance about a course grade or a grade received for a particular piece of work in a course and advocate for an improved grade. Prior to formally appealing a grade, the student should attempt to resolve the matter through discussion with the instructor.

Should a grade complaint not be satisfactorily resolved between student and course instructor, the student must submit a formal written appeal of the grade to the assistant dean for student experiences and alumni affairs. A formal written complaint about a grade of work completed while the course is in progress must be submitted no later than two (2) weeks after notification of the grade. A formal written complaint about a final course grade must be submitted no later than two (2) weeks after grades are due for that semester.

A letter noting the outcome of the decision shall be sent via email to the student, course instructor, department chair/concentration director, and academic adviser. A copy of the decision shall also be held in the student's record. Should an appeal be granted, the Registrar shall update the grade on the student's transcript.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Grading System (SPH)

GRADING SYSTEM

A student receives a point grade in each course, except those evaluated on a pass/fail basis.

See the Academic Standing policy for more information about minimum cumulative grade-point average (GPA), the minimum number of credits earned bearing less than a B, and performance in required courses.

Letter Grades			**Other Grades**	
A =	4.00		AU =	Audit
A- =	3.75		INC* =	Incomplete
B+ =	3.50		P =	Pass
B =	3.00		F =	Fail
B- =	2.75		IP =	In Progress
C+ =	2.50		T =	Transfer Credit
C =	2.00		W =	Withdrawn
F =	0.00		NC =	No Credit/Not Graded
			R =	Course Repeated

*Course instructors may assign a grade of INC (Incomplete) if work required by the end of a course has not been completed due to extenuating circumstances.

Non-Academic Student Grievance (SPH)

NON-ACADEMIC STUDENT GRIEVANCE

Every student at the Rutgers School of Public Health is entitled to an educational environment where they feel welcome, safe, and supported while enrolled in an academic program. Any experience with a faculty member, staff member, or someone outside of the School or University that violates or disrupts that environment shall be reported.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Outside Employment for Ph.D. in Public Health Students (SPH)

OUTSIDE EMPLOYMENT FOR PHD IN PUBLIC HEALTH STUDENTS

All matriculated Ph.D. in Public health students are expected to be fully engaged in research with their academic adviser or another Rutgers School of Public Health faculty member that contributes to their doctoral research. In addition, matriculated Ph.D. in Public Health students enrolled Fall 2018 and after must be registered full-time every fall and spring semester, unless an exemption is requested and approved in advance.

Ph.D. in Public Health students (enrolled Fall 2021 and after) in receipt of funding support may only engage in additional part-time employment up to 10 hours weekly and on an annual basis (either within the University or outside the University) with prior approval from the executive director for doctoral studies, the department chair/ concentration director, the academic adviser and the Rutgers School of Graduate Studies. Students should not accept paid positions without this prior approval.

Advanced Ph.D. in Public Health students without funding are not restricted from part-time or full-time employment. However, all Ph.D. in Public Health students must maintain satisfactory academic progress. International students should consult with the Rutgers Office of Global Affairs regarding visa requirements in terms of employment.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Student Obligations to the University (SPH)

STUDENT OBLIGATIONS TO THE UNIVERSITY

Students having outstanding obligations to the university may have privileges of registration, transcripts, and receipt of a diploma revoked. Obligations may take the form of unpaid monies, unreturned or damaged books and equipment, parking fines, other charges for which a student may become legally indebted to the university, and failure to comply with disciplinary sanctions or administrative actions.

The Rutgers School of Public Health will place holds on registration, transcripts, and diplomas for any student having an outstanding obligation until the student resolves the obligation.

Personally Owned Communication / Recording Devices in the Classroom (SPH)

PERSONALLY OWNED COMMUNICATION/RECORDING DEVICES IN THE CLASSROOM

When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Satisfactory Academic Progress (SPH)

SATISFACTORY ACADEMIC PROGRESS

Sound academic principles require students maintain standards of satisfactory academic progress. In addition, federal regulations require the Rutgers School of Public Health to establish satisfactory academic progress standards for students who are awarded federal financial aid funds. These standards apply to all matriculated students, whether they are financial aid recipients or not. Students who fail to maintain satisfactory academic progress during any semester may be placed on probation or suspension or may be dismissed, in accordance with the policies of the school.

Financial aid recipients must meet both a "qualitative" and a "quantitative" standard to maintain eligibility for aid. The qualitative standard is determined by the student's cumulative grade point average (GPA) at a specific grade level. The quantitative standard is based on a student's completion rate, or the successful completion of a minimum number of credits of the total credits attempted for each term of attendance at the University.

If a determination is made that a student is not progressing satisfactorily, that student will be notified in writing by the appropriate party at each school and/or the RBHS Financial Aid Office. The student be placed on financial aid probation for one term and must succeed in reaching Satisfactory Academic Progress within that term to continue to receive financial aid for the following term.

Please review the School of Public Health's Academic Standing Policy for detailed information about the criteria for measuring a student's performance in the above three areas as well as other relevant information.

Student Health Insurance (SPH)

STUDENT HEALTH INSURANCE

Rutgers University requires full-time and all F&J Rutgers-sponsored visa students to waive or enroll in the Student Health Insurance Plan (SHIP) each semester before the deadline. Please visit University Health Plans to either waive or enroll.

Students who fail to waive before the deadline will be enrolled in the SHIP and will be responsible for paying the premium on the term bill. Paying the premium on the term bill is not enrolling in the health insurance plan, students should complete the enrollment form online before the deadline to finalize the process.

Students enrolled in online degree programs, as well as non-matriculated students registered for online courses only, are not eligible to enroll in the Student Health Insurance Plans.

Please visit the University's Student Health Insurance webpage for current and more detailed information about this policy.

Student Identification Card (SPH)

STUDENT IDENTIFICATION CARD

All students must have a Rutgers University identification card in their possession while on campus. Identification cards will be issued by ID Card Services to newly enrolled students after uploading a picture at the Online Photo Submission page here.

The student ID card:

- serves as your library card, and allows you to check out books and other resources from Rutgers University Libraries;
- provides access to financial aid checks from the cashier's office; and
- provides access to Rutgers School of Public Health locations during approved hours.

Student Immunization (SPH)

STUDENT IMMUNIZATION

Per University policy, all new and transfer students are required to comply the NJ State and University Immunization Requirements. The requirements and submission process may be found on the University's Student Immunization Website and in the Rutgers Immunization Portal.

Immunization requirements must be submitted in advance of matriculation. Noncompliance will impact enrollment.

Student Principal Investigator Status with Rutgers IRB (SPH)

STUDENT PRINCIPAL INVESTIGATOR STATUS WITH RUTGERS IRB

Ph.D. in Public Health students may serve as a Principal Investigator (PI) with the Rutgers Institutional Review Board (IRB). Ph.D. in Public health students will be granted PI status with the IRB once they have completed and passed the School of Graduate Studies Responsible Conduct of Research Training course. Additionally, Ph.D. in Public Health students are required to complete the Ethical Scientific Conduct Refresher course.

Ph.D. in Public Health students must obtain a full-time Rutgers School of Public health faculty member to serve as their adviser and co-investigator on the proposed human research. Prior to submitting to the IRB, Ph.D. in Public Health students must meet with their faculty adviser to discuss the proposed human research.

The IRB requires that all persons planning to conduct human subjects research must complete an online research ethics and compliance education program called Collaborative Institutional Training Initiative (CITI training). Proof of CITI training must be submitted with the application for IRB review.

Dr.P.H., M.P.H., M.S. and Certificate students are not eligible to serve as PI with the Rutgers IRB.

Please visit the School of Public Health's Academic Policies and Procedures webpage for the full current policy.

Online Services and NetID (SPH)

ONLINE SERVICES AND NETID

The School of Public Health's Office of Information Technology (OIT) services the technical needs of the Rutgers School of Public Health. The university provides each student with a free university email account.

Additionally, university policy requires that all students have a NetID. The NetID is Rutgers unique identifier, comprised of initials and a unique number (e.g., jqs23). The NetID is used to access many of the electronic services available to students at Rutgers, including online registration and email. It is the student's responsibility to activate and frequently monitor their Rutgers School of Public Health email account (@sph.rutgers.edu) for time-sensitive announcements, such as weather updates and course cancellations. Students may find additional information regarding activating a NetID here.

Problems related to a student's e-mail, NetID account, or other technical issues should be reported to the SPH OIT at sphcomputing@ca.rutgers.edu or 732-235-3231. When calling, please leave a name and contact number where you can be reached by a support specialist.

Accessing Canvas
Canvas is a highly interactive, online learning environment used at Rutgers to support courses, research, and collaborations. Students can access their courses through Canvas and log in with their Rutgers NetID and password. Canvas Support is available 24/7 by calling 833-648-4357 or sending an email to help@oit.rutgers.edu.

Academic Dishonesty: Definitions, Offenses, and Sanctions (SPH)

ACADEMIC DISHONESTY: DEFINITIONS, OFFENSES, AND SANCTIONS

Academic dishonesty is a serious offense and is therefore subject to an appropriate disciplinary action. Violations will be reviewed by a hearing body in accordance with the procedure stated in the Rutgers Biomedical and Health Sciences Student Rights, Responsibilities, and Disciplinary Procedures policy. This body, known as the Student Affairs Committee, will assess the nature and severity of the violation(s) and then recommend appropriate action to the dean of the Rutgers School of Public Health.

Definitions

Some ways in which academic honesty can be violated are discussed below. The comments and examples within each section provide explanations and illustrative material, but do not necessarily exhaust the scope of these violations.

1. Stealing: Stealing is defined here as taking something without right or permission, usually in a surreptitious way, e.g., to take another student's personal belongings, or to take equipment from a university building for personal use.

2. Fabrication: Fabrication is the falsification or invention of any information or citation in an academic exercise. Invented information may not be used in any laboratory experiment or other academic exercise without authorization from the instructor. It is improper, for example, to analyze one sample in an experiment and covertly invent data based on that single experiment for several more required analyses. The student must also acknowledge reliance upon the actual source from which cited information was obtained. A writer should not, for example, reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.

3. Plagiarism: Plagiarism is the representation of the works or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in the text or in a footnote. Acknowledgement is required when material from another source stored in print, electronic, or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a direct quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information that is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.

4. Denying Others Access to Information or Material: It is a violation of academic integrity to deny others access to scholarly resources or to deliberately impede the progress of another student or scholar. Examples of offenses

of this type include giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals or by deliberately misplacing or destroying reserve materials; or altering computer files that belong to another.

5. Cheating: Cheating is the use of inappropriate and unacknowledged materials, information, or study aids in any academic exercise. The use of books, notes, calculators, and conversation with others is restricted or forbidden in certain academic exercises. Their use in these cases constitutes cheating. Similarly, students must not request others (including commercial term paper companies) to conduct research or prepare any work for them, nor may they submit identical work or portions thereof for credit or honors more than once without prior approval of the instructor.

Offenses and Sanctions

The violations and suggested disciplinary actions cited below are merely illustrations of situations and are not to be considered all-inclusive. The description of these violations and sanctions is by no means binding. The dean will always make the final decision on any violation, which may or may not adhere to the guidelines set forth below. In all cases brought before the hearing body, there is the possibility that the charge(s) will be dismissed and no further action will be taken. Since adherence to a code of conduct can be seen as a function of socialization into the group whose norms are reflected in such a code, culpability may be assessed differentially for those with more and less experience as members of the academic community; thus, violations of academic integrity by advanced graduate students will presumably be penalized more severely than violations by first semester students. Examples are cited below for each level of violation. These examples, too, are illustrations and are not to be considered all-inclusive.

A. Level One Violations

Level one violations may occur because of inexperience or lack of knowledge of principles of academic integrity on the part of persons committing the violation. These violations are likely to involve a small fraction of the total coursework, are not extensive, and/or occur on a minor assignment.

Examples:

- Working with another student on a laboratory or other homework assignment when such work is prohibited.
- Failure to footnote or give proper acknowledgement in an extremely limited section of an assignment.

Recommended Sanctions: Sanctions for level one violations are listed below; one of these may be chosen in each case:

- Required attendance in a noncredit workshop or seminar on ethics or related subjects.
- An assigned paper or research project on a relevant topic.
- A make-up assignment at a more difficult level than the original assignment.
- A recommendation to the instructor that no credit be given for the original assignment.

Records: Records of students who commit level one offenses will be kept on file until graduation, at which point they will be removed.

B. Level Two Violations

Level two violations are characterized by dishonesty of a more serious character or which affects a more significant aspect or portion of the coursework.

Examples:

- Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors.
- Using data or interpretive material for a laboratory report without acknowledging the sources or the collaborators.

Recommended Sanctions: The recommended sanction for level two violations is academic dishonesty probation. In cases of academic dishonesty involving out-of-class assignments, the panel may recommend a failing grade for the assignment involved and the grade in the course will be determined in the normal manner. However, cheating on a take-home final examination would normally carry a recommended penalty that the faculty member fail the student in the course, as well as academic dishonesty probation. The student will remain on probation for the remainder of the semester in which the violation occurs; should the violation occur after the10th week of a semester, the sanction will be in force during the semester of enrollment before the awarding of the degree. The transcript will carry a notation of a disciplinary offense for a period not to exceed one semester. Notation of "academic dishonesty probation" will be placed on the student's transcript and will remain for the period in which the sanction is in force.

Records: Records of students who commit level two offenses will be kept on file until graduation or until a date specified in the sanction.

C. Level Three Violations

Level three violations are those that go beyond level one or two. Level three violations include dishonesty that affects a major or essential portion of work done to meet course requirements or that involves premeditation, or that is preceded by one or more violations at levels one and two.

Examples:

- Copying on hourlies or final examinations.
- Plagiarizing major portions of a written assignment.
- Acting to facilitate copying during an exam.
- Using prohibited materials, e.g., books, notes, or calculators during an examination.
- Conspiring before an exam to develop methods of exchanging information and implementation thereof.
- Altering examinations for the purposes of regrading.
- Acquiring or distributing an examination from unauthorized sources prior to the examination.
- Presenting the work of another as one's own.
- Using purchased term papers or other materials.
- Removing posted or reserved material, or preventing other students from having access to it.
- Fabricating data by inventing or deliberately altering material (this includes citing sources that are not, in fact, sources of borrowed material).
- Using unethical or improper means of acquiring data.

Recommended Sanctions: The sanction typically to be sought for all level three violations or repeated violations of level one and two offenses is a minimum of a one semester suspension from the university.

Records: Notation of "academic disciplinary suspension" will be placed on a student's transcript and remain for the designated period.

D. Level Four Violations

Level four violations represent the most serious breaches of academic integrity.

Examples:

- All academic infractions committed after return from suspension for a previous honesty violation.
- Infractions of academic honesty in ways similar to criminal activity (such as forging of a grade form, stealing an examination from a professor or from a university office or buying an examination, or falsifying a transcript to secure entry into the university or to change the record of work done at the university).
- Having a substitute take an examination or taking an examination for someone else.
- Fabrication of evidence, falsification of data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own in a senior thesis, within a master's thesis or doctoral dissertation, in scholarly articles submitted to referred journals, or in other work represented as one's own as a graduate student.
- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
- Willful violation of a canon of the ethical code of the profession for which a graduate student is preparing shall be considered a "heinous act" under the University Student Disciplinary Hearing Procedure and shall be prosecuted accordingly.

Recommended Sanctions: The typical sanction for all level four violations and a repeat infraction at level three is permanent expulsion from the Rutgers School of Public Health.

Records: Notation of "academic disciplinary separation" will be placed on a student's transcript and remain permanently.

Degree Requirements (SPH)

DEGREE REQUIREMENTS

Master of Public Health (M.P.H.)

Master of Science (M.S.) in Biostatistics

Master of Science (M.S.) in Epidemiology

Master of Science (M.S.) in Health Outcomes, Policy, and Economics

Doctor of Public Health (Dr.P.H.)

Doctor of Philosophy (Ph.D.)

Dual Degrees

Bachelor's/Master's

Master of Public Health (M.P.H.) (SPH)

Master of Public Health (M.P.H.)

The master of public health (M.P.H.) degree provides students with a clear understanding of the roles of the core disciplines in public health. It also provides students with sufficient knowledge of the theory and terminology used by these disciplines to allow effective participation in interdisciplinary public health efforts and with specialized skills in at least one public health discipline. The student's area of specialization should play an important role in his or her choice of concentration(s).

M.P.H. CURRICULUM SUMMARY

Students seeking the M.P.H. degree must complete 45 credits of academic work with a minimum GPA of least 3.0; earn no more than 9 credits bearing grades less than B, and complete the degree requirements within six years. This coursework is distributed as follows:

- 18 credits in core areas of public health: Students in all concentrations must take the following six courses: Health Systems and Policy, Introduction to Biostatistics, Introduction to Environmental Health, Principles and Methods of Epidemiology, Social and Behavioral Health Sciences in Public Health, and Leadership and Management Essentials for Public Health. Students must take a quantitative skills assessment before registering for the core course in biostatistics.
- 9-15 credits of courses required by the concentration. Please refer to the concentration's description for specific required courses for each concentration.
- 6-9 credits of elective courses. Please refer to the concentration's description for specific recommended electives for each concentration.
- 3 practicum capstone credits
- applied practice experience (0 credits)
- interprofessional education experience (0 credits)
- complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (0 credits)

ADDING CERTIFICATE OPTION

Students may complete one or more certificate programs alongside their M.P.H. degree to further enhance their skills and expertise in a specialized area. No more than 6 credits may be counted toward the curricular requirements for a degree and certificate program. Students who wish to request an internal certificate must complete and submit a Request for Internal Certificate form. The requested certificate program will review the student's original admissions file and the student's transcript.

OCCUPATIONAL AND ENVIRONMENTAL MEDICINE RESIDENCY PROGRAM

For physicians interested in occupational and environmental medicine, the Occupational and Environmental Medicine (OEM) Residency Program is a two-year postgraduate medical training program leading to eligibility for certification in occupational medicine by the American Board of Preventive Medicine. The Rutgers OEM program

is affiliated with both the Rutgers Robert Wood Johnson Medical School and the Rutgers School of Public Health. Residents complete the M.P.H. during this period. For further information contact the program coordinator: Rutgers Residency Program in Occupational and Environmental Medicine, 170 Frelinghuysen Road, Piscataway, NJ 08854 (848-445-6093).

PREVENTIVE MEDICINE RESIDENCY PROGRAM

For physicians interested in preventive medicine, the Preventive Medicine Residency Program is a two-year postgraduate medical training program leading to eligibility for certification by the American Board of Preventive Medicine. The program is coordinated by the Rutgers New Jersey Medical School on the Rutgers Health Sciences Campus at Newark. Residents complete the M.P.H. during this period. Grant stipend support may be available for qualified applicants. For further information contact the program coordinator: Preventive Medicine Residency Program, Department of Medicine, Division of General Medicine, New Jersey Medical School, Medical Science Building, Room F592, 185 South Orange Avenue, Newark, NJ 07103 (973-972-9384).

Master of Science (M.S.) in Biostatistics (SPH)

Master of Science (M.S.) in Biostatistics

The master of science (M.S.) degree in biostatistics is offered by the biostatistics concentration in New Brunswick. The objectives of the M.S. in biostatistics are: (1) to educate graduate students as biostatisticians at the master's level with the ability to collaborate and consult with researchers of other disciplines in the biomedical and public health sciences; (2) to meet the need for well-trained master's-level biostatisticians for the pharmaceutical industry, medical research institutions, and public health and other governmental organizations in New Jersey and nationwide; and (3) to identify and educate promising doctoral students in biostatistics.

The program is designed to provide qualified students with comprehensive knowledge and technical skills needed for planning and conducting statistical analysis for studies that are required for evidence-based medicine, epidemiology survey, and public health policy decisions. In addition, for those graduate students who may intend to continue their studies toward a Ph.D. in biostatistics, the M.S. in biostatistics program will equip them with the necessary training and preparation for further advanced studies and research. The biostatistics discipline emphasizes the concepts underlying the scientific method, and the applications in biomedical data collection, analysis, interpretation, and reporting of results. The study of biostatistics includes design and analysis of experimental studies, including clinical trials, and nonexperimental (observational) studies, theory of probability and statistics, and statistical computing. Applicants to the biostatistics concentration should have strong aptitude for quantitative thinking and interest in biomedical and public health applications. A practicum in consulting is required. Students are encouraged to work closely with faculty and to attend seminars concerning current problems and issues in empirical research.

M.S. IN BIOSTATISTICS CURRICULUM SUMMARY

Students seeking the M.S. in biostatistics degree must complete 30 credits of academic work with a minimum GPA of least 3.0; earn no more than 6 credits bearing grades less than B, and complete the degree requirements within four years. Students must also pass a qualifying examination and submit a research paper. The qualifying exam for the M.S. in biostatistics program is normally given twice each year. This coursework is distributed as follows:

- 6 credits in core areas of public health: Students take Public Health Foundations and Principles and Methods of Epidemiology
- 18 credits of courses required by the concentration
- 6 credits of elective courses
- research paper (thesis)

Master of Science (M.S.) in Epidemiology (SPH)

Master of Science (M.S.) in Epidemiology

The master of science (M.S.) degree in epidemiology is designed to equip students with comprehensive knowledge and skills in epidemiological research and methodology. The objectives of the M.S. in epidemiology are to: (1) prepare graduates to collaborate and consult as epidemiologists across various disciplines in the biomedical, clinical, and public health sectors; (2) address the increasing demand for master's-level epidemiologists in healthcare, governmental, and non-governmental organizations, as well as in the pharmaceutical and research industries; and (3) identify and mentor promising students for advanced doctoral training in epidemiology. Students can choose to concentrate their studies in either epidemiology or pharmacoepidemiology.

The epidemiology concentration provides students with in-depth training on how to evaluate strengths and limitations of health data for public health research and/or practice, analyze and interpret epidemiologic data to enhance current public health knowledge, and utilize epidemiologic techniques to quantitatively assess patterns and changes in disease occurrence. With this knowledge, graduates may pursue careers in multiple sectors as a research professional or continue their scholarship by pursuing a doctoral degree.

Pharmacoepidemiology, the study of the utilization and effects of medications and therapeutic products in large numbers of people, utilizes epidemiological methodologies in pharmaceutical research. The pharmacoepidemiology concentration provides students with in-depth training to bridge the gaps between epidemiology, pharmaceutical science, therapeutics, and population health with specialized coursework in pharmacoepidemiology research and real-world data.

M.S. IN EPIDEMIOLOGY CURRICULUM SUMMARY

Students seeking the M.S. in epidemiology degree must complete 36 credits of academic work with a minimum GPA of least 3.0; earn no more than 6 credits bearing grades less than B, and complete the degree requirements

within five years. Students must also complete a comprehensive mentored research project that deepens their understanding in epidemiological and statistical methods and participate in journal club to strengthen their ability to discuss and critique literature. The M.S. in epidemiology degree coursework is distributed as follows:

- 12 credits in core areas of public health
- 18 credits of courses required by the concentration (epidemiology or pharmacoepidemiology)
- 6 credits of MS research

Master of Science (M.S.) in Health Outcomes, Policy, and Economics (SPH)

Master of Science (M.S.) in Health Outcomes, Policy, and Economics

The master of science (M.S.) in health outcomes, policy, and economics is designed to offer students expertise in health economics and outcomes research. This M.S. degree program responds to industry needs and increased demand for trained professionals to conduct research in health economics/outcomes, cost effectiveness, and health policy. Its interdisciplinary curriculum draws on considerable expertise at Rutgers University in economics, data analysis, biostatistics, health policy, and clinical research, and emphasizes the role of pharmaceuticals in the provision of health care. Graduates will have an integrated and comprehensive grounding in health outcomes research, epidemiology, health policy, and practice in health care. This M.S. degree program is offered jointly by the School of Public Health and the Ernest Mario School of Pharmacy.

M.S. IN HEALTH OUTCOMES, POLICY, AND ECONOMICS CURRICULUM SUMMARY

Students seeking the M.S. in health outcomes, policy, and economics degree must complete 39 credits of academic work with a minimum GPA of least 3.0; earn no more than 6 credits bearing grades less than B, and complete the degree requirements within five years. This coursework is distributed as follows:

- 10 credits in core areas of public health (PHCO 0501: Health Systems and Policy [3 credits]; PHCO 0502: Principles and Methods of Epidemiology [3 credits]; PHCO 0504: Introduction to Biostatistics [3 credits]; and PHCO 0514 Public Health Foundations for MS-HOPE [1 credit])
- 12 credits of required courses in health outcomes
- 6 credits of required courses in health economics and policy
- 6 credits of elective courses
- 6 credits of a capstone project

Doctor of Public Health (Dr.P.H) (SPH)

Doctor of Public Health (Dr.P.H.)

The doctor of public health (Dr.P.H.) degree prepares mid- to senior-career public health professionals to gain knowledge and skills in leadership, practice, and research that will assist them in assuming positions of greater responsibility and helping to achieve public health impact at local, state, national and international levels.

DR.P.H. FORMAT

The Dr.P.H. in Leadership, Practice, and Research degree is a part-time hybrid program. Most courses are completed remotely online and are supplemented with executive format face-to-face meetings on campus in New Jersey. Students are required to attend executive sessions a maximum of five times during their first two years of study. Coursework is completed as a cohort. Students enroll in a minimum of six credits (two courses) each semester: fall; spring; and summer for the first two years. (Full-time study is not permitted.) During the spring and summer semesters of their second year, students complete an additional one to two credits to fulfill an applied practice experience. Students also complete a comprehensive qualifying exam (written and oral), as well as a dissertation.

DR.P.H. CURRICULUM SUMMARY

Students seeking the Dr.P.H. in Leadership, Practice and Research degree must complete a minimum of 48 credits of academic work with a minimum GPA of least 3.2 overall; earn no more than nine (9) credits bearing grades less than B; and complete the degree requirements within seven years. The coursework is distributed as follows:

- Leadership Courses (9 credits)
- Quantitative and Qualitative Methods Courses (15 credits)
- Policy and Practice Courses (12 credits)
- DrPH Applied Practice Experience (3 credits)
- DrPH Doctoral Research (9 credits)

Total: 48 credits*

*A student who does not have a Master of Public Health degree from a Council on Education for Public Health-accredited school or program of public health, will be required to complete the Post-Baccalaureate Certificate in Population Health coursework. The 15-credit Post-Baccalaureate Certificate in Population Health must be taken before starting the DrPH coursework. Transfer credits are not permitted.

QUALIFYING EXAMINATION

The qualifying examination evaluates the student's competence in public health leadership, practice, and research as it relates to the Dr.P.H. at the Rutgers School of Public Health and assesses the student¿s readiness to undertake a dissertation.

Once the student has completed their coursework (typically by the end of the second year), the student will sit for the qualifying examination (at the beginning of their third year). The qualifying examination comprises a written component and an oral component and will be assessed by the Dr.P.H. Qualifying Exam Committee. The Dr.P.H. Qualifying Exam Committee comprises three faculty members from the School of Public Health: the student's advisor and two additional faculty members established by the Dr.P.H. Program. Both the written and oral portions of the qualifying examination will focus on a specific topic in public health chosen by the student and approved by

the academic advisor and the Executive Director for Doctoral Studies, as well as on the application of the knowledge and skills the student has gained from their Dr.P.H. coursework. Each of the parts of the exam are graded on a pass/fail basis.

DISSERTATION & DEFENSE

To complete the Dr.P.H., the candidate must pursue appropriate dissertation research (PRAC 0740) and present the results in a dissertation. The Dr.P.H. dissertation is completed under the direction of a thesis advisor, and must be approved by a Dissertation Committee of (at least) three faculty members, one of which is an ''outside member." The candidate must submit a written dissertation proposal that presents the projected content of the dissertation within one year of passing the Qualifying Examination.

PUBLICATION OF DISSERTATION AND ACADEMIC DATA

To complete the Dr.P.H., the candidate must have their dissertation archived. The dissertation must, therefore, be prepared with the same care as if it were to appear in printed form. The abstract that must accompany the dissertation will be published in dissertation abstracts and, therefore, must be ready for publication when it is submitted to the Dean. Rutgers University Libraries and ProQuest LLC, of Ann Arbor, Michigan, will archive the dissertation and publish the abstract. Information concerning the preparation of the dissertation and abstract and the online publishing agreement details that the doctoral candidate must provide to ProQuest are available in the Office of Student Experiences and Alumni Affairs, Rutgers School of Public Health.

Doctor of Philosophy (Ph.D.) (SPH)

Doctor of Philosophy (Ph.D.)

The Rutgers School of Public Health and Rutgers School of Graduate Studies' rigorous Ph.D. in Public Health degree is designed to support public health professionals seeking a research-based graduate program. The Ph.D. degree requires a *minimum* of 72 credit hours for completion. Candidates for the Ph.D. in Public Health are required to enroll full time and are required to complete qualifying written and oral qualifying examinations, as well as complete and defend original dissertation research.

Through doctoral-level research, Ph.D. students will develop expertise on a single topic, design and implement a research project, integrate and interpret complex data, and complete a comprehensive dissertation. Students must plan this carefully. Although students will work closely with faculty advisers, students bear responsibility for developing research of publishable quality. The curriculum and academic progress of all doctoral students is monitored annually. Ph.D. students complete required and elective coursework during the first two years of full-time study. Ph.D. students then begin their dissertation research in the third year of full-time study.

The Rutgers School of Public Health has several Ph.D. fellowships annually and faculty also support Ph.D. students on extramural research funds. Scholarly "fit" with faculty research is an important criteria in our admissions decisions. A current summary of federally-funded research at the Rutgers School of Public Health made be found by using the NIH Research Portfolio Online Report Tools.

CONCENTRATIONS OFFERING THE PH.D. IN PUBLIC HEALTH DEGREE

- Biostatistics
- Environmental and Occupational Health

- Epidemiology
- Health Systems and Policy
- Social and Behavioral Health Sciences

PROGRAM REQUIREMENTS

Each student must participate in the Doctoral Colloquium each fall and spring semester, fulfill a teaching requirement, be immersed in research, pass a qualifying exam, and defend a dissertation. The curriculum must total a *minimum* of 72 credits, including a minimum of 24 credits of doctoral research. Each concentration has its own set of required specialization courses.

Satisfactory progress extends beyond GPA--students must meet three major milestones in a timely fashion. First, Ph.D. students are expected to advance to candidacy within three (3) years of admission to the doctoral program. Second, students should defend their dissertation proposal within one (1) year of advancing to candidacy. Third, a student's entire course of study, including coursework, qualifying exam, thesis research and defense, must be completed within seven (7) years of admission to the doctoral program.

PH.D. IN PUBLIC HEALTH CURRICULUM SUMMARY

The Ph.D. in Public Health degree requires a minimum of 72 credit hours, including a minimum of 24 credits of doctoral research. Candidates for the Ph.D. in Public Health degree are expected to enroll full-time and are required to be immersed in research, earn a teaching certificate (or complete HBSP 0725), participate in Doctoral Colloquium I and II, pass a qualifying examination (with written and oral components), as well as complete and defend original dissertation research.

- 9 CREDITS-Public Health Core Courses: Students in all concentrations must take the PhD in Public Health core courses.
- 39 CREDITS-Concentration and Elective Courses: Each concentration has developed its own set of required and elective courses. Students may visit the School of Public Health website, review the School Catalog, or meet with their Concentration Director to learn more about their specific concentration's curricula.
- 24 CREDITS-Doctoral Research: Includes one credit of Ethical Scientific Conduct (1611-5556) taken in the Spring semester of the first year of full-time study, three credits of Dissertation Proposal Seminar (RESH 0761) taken in the Spring semester of the second year of full-time study, and 20 credits of Doctoral Research (RESH 0760).

DOCTORAL COLLOQUIUM

PhD in Public Health students participate in Doctoral Colloquium I and II each Fall and Spring semester in Year I and Year 2, respectively. In Doctoral Colloquium I (RESH 0701), students gain knowledge and skills to prepare a comprehensive literature review which students are encouraged to submit for publication. In Doctoral Colloquium II (RESH 0702), students gain knowledge and skills to develop a high-quality grant application (e.g., F31) or equivalent to obtain mentored research training and funding while conducting dissertation research.

PHD SEMINAR

PhD in Public Health students participate in PhD Seminar (RESH 0730) each Fall and Spring semester they are enrolled at the Rutgers School of Public Health. The purpose of the PhD Seminar is to familiarize students with the major streams of research on pressing topics in public health, help students to complete the PhD program by building a community, and help students develop the skills necessary to become an engaged scholar and be competitive on the academic job market.

TEACHING REQUIREMENT

PhD in Public Health students must complete a teaching requirement. Students must complete the Doctoral Course for Teaching: HBSP 0725 - Effectively Teaching and Training Adults (3 credits) or Earn a Teaching Certificate from the Rutgers Teaching Assistant Program (TAP).

RESEARCH ACTIVITIES

All Ph.D. in Public Health students are expected to engage in research activities with School of Public Health faculty under the direction of their faculty adviser. This experience may vary by concentration and faculty adviser. At a minimum, students are expected to present as well as publish at least one first authored paper prior to their dissertation proposal defense.

QUALIFYING EXAMINATION

Each PhD in Public Health student must complete and pass a qualifying examination (written and oral) before being admitted to PhD candidacy. The qualifying examination evaluates the student's competence in their concentration and assesses the student's readiness to undertake a dissertation. The qualifying examination comprises a written component and an oral component and is scheduled annually, typically during the first week of June. Once the student has completed their coursework, the student will sit for the qualifying examination (at the end of the second year). Each concentration establishes the content and structure of the qualifying examination. The qualifying examination will be assessed by the student's Qualifying Exam Committee. A student's qualifying examination committee comprises four faculty members with expertise in the area; all of whom must be School of Public Health primary or secondary faculty members (typically three faculty from within the student's department and one external to the student's department but within the School of Public Health and no less than two primary faculty members). The Qualifying Exam Committee Chair must be a primary faculty member of the School of Public Health and a full member of the PhD in Public Health Graduate Program. The student's advisor cannot chair the Qualifying Exam Committee. The qualifying examination is assessed by faculty members. The qualifying examination may result in a pass, deferred pass with conditions, or a fail.

PUBLICATION OF DISSERTATION AND ACADEMIC DATA

After the granting of the doctorate, the Rutgers School of Graduate Studies in New Brunswick will have the dissertation microfilmed. The dissertation must, therefore, be prepared with the same care as if it were to appear in printed form. The abstract that must accompany the dissertation will be published in *Dissertation Abstracts* and, therefore, must be ready for publication when it is submitted to the dean. University Microfilms of Ann Arbor, Michigan, will microfilm the dissertation and publish the abstract. Information concerning the preparation of the dissertation and abstract and the agreement with University Microfilms that the candidate is to sign are available in the Office of the School of Graduate Studies, Rutgers University-New Brunswick.

Dual Degrees (SPH)

Dual Degrees

The Rutgers School of Public Health partners with other institutions to offer dual-degree programs for students interested in combining various fields and disciplines. Students working toward degrees in medicine, dental medicine, law, pharmacy, business, and more may integrate their degree programs with a public health degree.

Dual-degree students should note the following:

- Dual-degree students are required to meet the requisite public health credits specific to their chosen program.
- Applicants seeking admission to dual-degree studies must apply separately to each of the two collaborating schools and must meet the admissions requirements of both.
- Once both schools grant admission to their individual degree programs, the student may begin an integrated dual-degree program.
- Students considering the programs are strongly encouraged to apply to both schools as early as possible.

For application requirements, please visit: Here.

See the list of available dual-degree programs on this catalog page.

For more information about each dual-degree program, please visit: Here.

Bachelor's / Master's (SPH)

Bachelor's/Master's

The Rutgers School of Public Health offers B.A./M.P.H. and B.S./M.P.H. articulated degree programs for select, highly qualified undergraduate students with an interest in a public health career. These articulated degree programs give students the opportunity to earn their master of public health (M.P.H.) graduate degree in approximately four to six semesters after earning their undergraduate degree, depending on the curriculum schedule chosen.

The articulated degree programs allow accepted undergraduate students to take between 12 and 18 graduate core course credits at the School of Public Health while enrolled as an undergraduate. (The number of credits allowed depends on the articulated degree program.) Some or all of these graduate credits count toward both the undergraduate degree and the M.P.H. degree at the School of Public Health. However, these graduate credits may not be transferable to other graduate schools.

For each articulated degree program, interested students must apply to and be accepted into the Rutgers School of Public Health, per the requirements of the specific articulated degree program.

For how to apply and more information about each articulated degree, please visit: Here.

See the list of available articulated degree programs on this catalog page.

Certificate Programs (SPH)

CERTIFICATE PROGRAMS

For certificate requirements and more information about each certificate's curriculum, please visit: Here.

Certificate Program	For...
Applied Biostatistics (New Brunswick)	Health department employees; clinicians; individuals working in the pharmaceutical industry who wish to have a stronger foundation in quantitative methods; and individuals in the public health workforce who want to hone their quantitative skill.
Clinical Epidemiology (New Brunswick and Newark)	Clinicians (physicians, pharmacists, physician assistants, dentists, and nurses); other clinical researchers; and those working in pharmaceutical and related industries.
Environmental and Occupational Health (New Brunswick)	Health department employees; clinicians; health and safety specialists; business leaders (or those pursuing an MBA); those working in the environmental and occupational health field; and those interested in learning about environmental and occupational health.
Epidemiology Methods (New Brunswick and Newark)	Public health students in disciplines other than epidemiology; individuals in the public health workforce who want to hone their epi-skills; and individuals working in the pharmaceutical industry who wish to have a stronger foundation in epidemiologic methods.
Essentials of Occupational Safety and Health Risks (New Brunswick)	Health and safety specialists; those with occupational safety and health responsibilities; and those interested in transitioning to occupational safety and health from another role.
Global Public Health (New Brunswick and Newark)	Clinicians; state and local health department employees; international agency, disaster, or immigrant relief workers; nongovernmental organization (NGO) workers; those working in the pharmaceutical industry; and those interested in learning about global public health.
Health Education (New Brunswick)	Public health students in disciplines other than social and behavioral health sciences; individuals who are interested in taking the Certified Health Education Specialist (CHES) exam; and individuals working in the public health workforce who wish to have a stronger foundation in health behavior change and program planning.
Health Outcomes, Policy, and Economics (New Brunswick)	Junior and mid-career professionals, biopharmaceutical industry workforce; and health or pharmaceutical benefit providers. This certificate is offered jointly by the Rutgers School of Public Health and the Ernest Mario School of Pharmacy.
Health Policy (New Brunswick)	Medical and other health professional students; those working in the pharmaceutical industry; those working in local and state departments of health; and those working in health care settings seeking to better understand the structure and financing of the United States health system and the social and economic factors underlying population health

LGBTQ Health (Newark)	Professionals from nonprofit organizations; state and local health department employees; health care professionals, such as clinicians; those working in private sector; those working with LGBTQ communities; and those interested in learning about LGBTQ health.
Maternal and Child Health (New Brunswick and Newark)	Public health and other health professional students; those working in the maternal and child health field; those working in local and state departments of health; and those working in health care settings serving the MCH population.
MD and Population Health (New Brunswick and Newark)	Students accepted into the Rutgers New Jersey Medical School interested in continuing their M.D. education while earning a Population Health Certificate; future health care leaders, such as physicians, who must address such problems as medical care for the poor and uninsured, global epidemics, and assessing health outcomes.
Pharmacoepidemiology (New Brunswick)	Students in public health, biostatistics, medicine, pharmacy who want to develop core competencies in pharmacoepidemiology; and students or professionals in the pharmaceutical, insurance, financial, or health care industries who are looking to obtain formal training in the basic concepts and applications of pharmacoepidemiology.
Population Aging (Online)	Public health students in disciplines other than population aging; professionals who plan to work or are already working in the health and helping professions (e.g., counselors, dentists, hospital administrators, nurses, nutritionists, occupational therapists, speech therapists, pharmacists, physical therapists, physicians, psychologists, social workers, etc.); and those who are interested in human rights, social justice, advocacy, equity, policy, and the law.
Population Health (New Brunswick and Newark)	Those who work in public health, but who have never had any formal public health training; those interested in a career in public health and expecting to use these credits toward an M.P.H. degree; and those with advanced degrees in related areas, such as medicine or nursing, who wish to enhance their professional knowledge of core public health concepts.
Public Health Nutrition (New Brunswick and Newark)	Health care professionals, such as clinicians; state and local health department employees; international agency or immigrant relief workers; nongovernmental organization (NGO) or civil society organization (CSO) workers; those working in the private sector (e.g., pharmaceutical industry); and those interested in learning about public health nutrition.
Suicide Prevention, Practice and Policy (Online)	Working professionals and students in healthcare: psychology, public health, social work, addiction, nursing, medicine; social and criminal justice: law, public policy, social policy, social welfare, criminology; organizational settings: corporations, the military, universities; media: journalism, mass communications, social media.

Sustainability, Health, and Healthcare (Online)	Healthcare professionals, such as clinicians, and those in state and local health departments; employees of non-profit organizations and community groups; those working in the private sector or in sustainability consulting related to the health sector; those interested in learning about sustainability and health as it relates to the environment. society, and economy.
United Nations and Global Public Health (New Brunswick)	Students interested in increasing their knowledge about the United Nations; and those working in the public health workforce or related field who want specialized training about the United Nations and in global health.
Urban Public Health (Newark)	Professionals from nonprofit organizations; state and local health department employees; health care professionals, such as clinicians; international agency, disaster, or immigrant relief workers; professionals working in the private sector; and professionals interested in learning about urban public health.

For certificate requirements and more information about each certificate's curriculum, please visit: Here.

Master of Public Health (M.P.H.) Programs (SPH)

MASTER OF PUBLIC HEALTH (M.P.H.) PROGRAMS

Biostatistics

Environmental Health Sciences

Epidemiology

Global Public Health

Health Systems and Policy

LGBTQ Health

Occupational and Environmental Medicine

Occupational Safety and Health

Population Aging

Population Mental Health

Public Health Nutrition

Public Health Practice

Social and Behavioral Health Sciences

Social Work and Public Health

Urban Public Health

Biostatistics (M.P.H.) (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Biostatistics

Jason Roy, Ph.D., Department Chair and Concentration Director, Biostatistics

For more information about the M.P.H. in biostatistics degree, please visit: Here.

At the School of Public Health in New Brunswick

The M.P.H. in biostatistics degree will allow students to master a common set of measurable quantitative and analytic skills, as well as be able to develop and apply statistical reasoning and methods in addressing, analyzing, and solving problems in public health; health care; and biomedical, clinical and population-based research.

Graduates are eligible to sit for the Certified in Public Health Exam.

Biostatistics (M.P.H.) (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Biostatistics

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Biostatistics will be able to:

- MPH-BIST1: Apply basic probability theory and standard statistical methods to problems relevant to biomedical, clinical, and public health research
- MPH-BIST2: Use statistical computer packages to organize, analyze, and report collected data
- MPH-BIST3:Review and critique statistical methods and interpretations presented in published research studies, presentations, or reports
- MPH-BIST4: Integrate relevant scientific background to design experimental and observational studies in biomedical, clinical, and public health research
- MPH-BIST5: Communicate the results of statistical analyses both in writing and orally to investigators and lay community members.

Biostatistics (M.P.H.) (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Biostatistics

Students seeking the M.P.H. in biostatistics degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

PREREQUISITES

- 3 credits in college biology, human behavior, social or health science
- 3 credits in college calculus
- Demonstration of computer competence

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)*
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

**Note: Matriculated students enrolled in the MPH in Biostatistics degree program are waived from taking the Quantitative Skills Assessment.*

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisite: APE Learning Agreement and select PHCO and concentration courses]
- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]

Current students (enrolled prior to Summer 2022) who have not yet completed PRAC 0716 should complete PRAC 0717 and PRAC 0718; if these students complete PRAC 0716 with special permission, they are still expected to complete their Practicum Capstone over two semesters, unless they have special permission.

- PRAC 0717 - Practicum Capstone-Two Semester (1.5 credits; taken in first semester of two semester capstone) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]
- PRAC 0718 - Practicum Capstone-Two Semester (1.5 credits; taken in second semester of two semester capstone) [Prerequisite: Passing (P) Grade in PRAC 0717]

Students who enrolled prior to Summer 2022 are encouraged to complete PRAC 0717 and PRAC 0718; PRAC 0717 and PRAC 0718 are required for students who enroll Summer 2022 and after.

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715, PRAC 0716, PRAC 0717 and PRAC 0718.

CONCENTRATION REQUIRED COURSES (15 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- BIST 0535 - Biostatistical Computing
- BIST 0613 - Biostatistics Theory I
- BIST 0615 - Applied Categorical Data Analysis

-also-

Choose one of the following two:

- BIST 0551 - Applied Regression Analysis for Public Health Studies
- BIST 0610 - Advanced Regression Methods for Public Health Studies

-also-

Choose one of the following two:

- BIST 0627 - Applied Survival Data Analysis
- BIST 0650 - Applied Longitudinal Data Analysis

OTHER REQUIREMENTS (0 Credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

RECOMMENDED ELECTIVE COURSES (9 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty advisor approval. See school website for list of recommended electives.

Environmental Health Sciences (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Environmental Health Sciences

Derek Shendell, DEnv, MPH, AB Concentration Leader

For more information about the M.P.H. in environmental health sciences degree, please visit: Here.

At the School of Public Health in New Brunswick

The M.P.H. in environmental health sciences offers both a broad and a focused educational experience. From the core survey course to the specialized courses on air pollution and occupational health, there are extensive opportunities for both the specialist and the general student to master the complex body of knowledge that underlies environmental and occupational health. The concentration provides master's-level students with a solid foundation for expanding professional skills, for career advancement, and for pursuing doctoral-level training.

The existing courses cover most of the prominent topical areas of environmental health sciences. In a number of cases, there are sequences of related courses to assure that students develop some depth of knowledge in selected areas, while not sacrificing a generalist's approach to most of the knowledge in their field.

Graduates are eligible to sit for the Certified in Public Health Exam.

Environmental Health Sciences (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Environmental Health Sciences

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Environmental Health Sciences will be able to:

- MPH-EHS1: Describe the major environmental health problems facing the general public as well as among specific communities or susceptible, vulnerable sub-populations;
- MPH-EHS2: Explain the basic mechanism of toxicology and dose-response regarding toxicants;
- MPH-EHS3: Describe the federal and state regulatory programs relating to environmental (community) protection;
- MPH-EHS4: Develop a testable model of environmental exposures (one or more agents) and adverse health outcomes (causing injury, disability, other measure of morbidity or mortality); and
- MPH-EHS5: Specify current environmental risk assessment approaches and methods for a particular hazard or risk in a community.

Environmental Health Sciences (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Environmental Health Sciences

Students seeking the M.P.H. in environmental health sciences degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

PREREQUISITES

- 3 credits in college biology, human behavior, social or health science
- 3 credits in college calculus
- Demonstration of computer competence

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisites: APE Learning Agreement and select PHCO and concentration courses]

- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisites: Completion of APE and Practicum Capstone Learning Agreement]

Current students (enrolled prior to Summer 2022) who have not yet completed PRAC 0716 should complete PRAC 0717 and PRAC 0718; if these students complete PRAC 0716 with special permission, they are still expected to complete their Practicum Capstone over two semesters, unless they have special permission.

- PRAC 0717 - Practicum Capstone-Two Semester (1.5 credits; taken in first semester of two semester capstone) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]

- PRAC 0718 - Practicum Capstone-Two Semester (1.5 credits; taken in second semester of two semester capstone) [Prerequisite: Passing (P) Grade in PRAC 0717]

Students who enrolled prior to Summer 2022 are encouraged to complete PRAC 0717 and PRAC 0718; PRAC 0717 and PRAC 0718 are required for students who enroll Summer 2022 and after.

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715, PRAC 0716, PRAC 0717 and PRAC 0718.

CONCENTRATION REQUIRED COURSES (15 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- ENOH 0594 - Environmental and Occupational Toxicology
- ENOH 0656 - Environmental Risk Assessment
- ENOH 0695 - Environmental Exposure Measurement and Assessment

-also-

Choose two of the following six:

- ENOH 0560 - Public Health Biology and Physiology
- ENOH 0596 - Environmental Justice: Historical Perspectives and Justice Initiatives
- ENOH 0653 - Biomarkers
- ENOH 0693 - Principles of Occupational and Environmental Health
- EPID 0650 - Environmental and Occupational and Epidemiology
- EPID 0656 - Intermediate Epidemiologic Research Methods

OTHER REQUIREMENTS (0 credits)

- PRAC 0621 - Interprofessional Education Experience (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

RECOMMENDED ELECTIVE COURSES (9 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty advisor approval. See school website for list of recommended electives.

Epidemiology (M.P.H.) (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Epidemiology

Emily Barrett, Ph.D., Department Vice Chair and Concentration Director

For more information about the M.P.H. in epidemiology degree, please visit: Here.

At the School of Public Health in New Brunswick and Newark

The M.P.H. degree in epidemiology equips students to design, conduct, analyze, and interpret population health research while learning the basic principles of all public health disciplines. Upon completion, students will be able to: critique epidemiological literature; use epidemiological techniques to quantitatively assess patterns and changes in disease occurrence; formulate a hypothesis and determine an appropriate study design and analysis plan; design,

implement, and assess ordinary data collection systems for public health research; design and implement quality control methods during data entry and analysis; analyze and interpret epidemiological data, including national datasets; and present study findings to professional audiences.

Graduates are eligible to sit for the Certified in Public Health Exam.

Epidemiology (M.P.H.) (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Epidemiology

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Epidemiology will be able to:

- MPH-EPID1: Critique epidemiologic literature, assess its strengths and weaknesses, and determine if conclusion(s) are supported;
- MPH-EPID2: Use epidemiologic techniques to quantitatively assess patterns in disease occurrence;
- MPH-EPID3: Formulate a specific hypothesis and an appropriate study design and analysis plan;
- MPH-EPID4: Design, implement, and assess ordinary data collection systems for public health research;
- MPH-EPID5: Implement basic quality control methods during data analysis;
- MPH-EPID6: Appropriately analyze and interpret epidemiologic data, such as large national and state level datasets; and
- MPH-EPID7: Communicate and present study findings to professional audiences.

Epidemiology (M.P.H.) (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Epidemiology

Students seeking the M.P.H. in epidemiology degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health

- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisite: APE Learning Agreement and select PHCO and concentration courses]
- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]

Current students (enrolled prior to Summer 2022) who have not yet completed PRAC 0716 should complete PRAC 0717 and PRAC 0718; if these students complete PRAC 0716 with special permission, they are still expected to complete their Practicum Capstone over two semesters, unless they have special permission.

- PRAC 0717 - Practicum Capstone-Two Semester (1.5 credits; taken in first semester of two semester capstone) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]
- PRAC 0718 - Practicum Capstone-Two Semester (1.5 credits; taken in second semester of two semester capstone) [Prerequisite: Passing (P) Grade in PRAC 0717]

Students who enrolled prior to Summer 2022 are encouraged to complete PRAC 0717 and PRAC 0718; PRAC 0717 and PRAC 0718 are required for students who enroll Summer 2022 and after.

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715, PRAC 0716, PRAC 0717 and PRAC 0718.

REQUIRED METHODS COURSES (12 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- EPID 0656 - Intermediate Epidemiologic Research Methods
- EPID 0657 - Applied Methods in Epidemiologic Research
- BIST 0535 - Biostatistical Computing
- BIST 0551 - Applied Regression Analysis for Public Health Studies

-also-

REQUIRED METHODS-FOCUSED SELECTIVE (3 credits) -- Choose one of the following ten (these classes may also be used as electives):

- EPID 0621 - Survey Research in Epidemiology -or-
- EPID 0753 - Advanced Epidemiology Research Methods -or-
- BIST 0615 - Categorical Data Analysis -or-
- BIST 0627 - Applied Survival Data Analysis -or-
- EPID 0641 - GIS in Public Health -or-
- BIST 0650 - Applied Longitudinal Data Analysis -or-
- BIST 0660 - Clinical Trials: Design and Analysis of Medical Experiments -or-

- BIST 0663 - Statistical Learning in Biomedical Studies -or-
- HBSP 0726 - Intermediate Survey Methods

Note: Doctoral-level course requires special permission from the instructor.

-also-

REQUIRED CONTENT-FOCUSED SELECTIVE (3 credits) -- Choose one of the following eleven (these classes may also be used as electives):

- EPID 0552 - Infectious Disease Epidemiology - or -
- EPID 0563 - Introduction to Outcomes Research -or-
- EPID 0601 - Cancer Epidemiology-or-
- EPID 0607 - Reproductive and Perinatal Epidemiology - or-
- EPID 0650 - Environmental and Occupational Epidemiology -or-
- EPID 0652 - Epidemiology of Chronic Disease -or-
- EPID 0672 - Pharmacoepidemiology and Therapeutic Risk Management -or-
- EPID 0673 - Social Epidemiology -or-
- EPID 0676 - Intermediate Pharmacoepidemiology -or-
- EPID 0677 - Molecular Epidemiology: Integration of Biomarkers in Population-Based Research
- EPID 0678 - Analysis of Real-Word Pharmacoepidemiological Data

OTHER REQUIREMENTS (0 credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

RECOMMENDED ELECTIVE COURSES (6 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty adviser approval. See school website for list of recommended electives.

Global Public Health (SPH)

Global Public Health

Global Public Health (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Global Public Health

Vincent Silenzio, M.D., M.P.H., Concentration Director

For more information about the M.P.H. in global public health degree, please visit: Here.

Campus-based option: At the School of Public Health in New Brunswick
Fully online option: This option is 100% online and may be completed from anywhere.

The M.P.H. in global public health prepares students to address public health needs of urban and disadvantaged populations around the globe, while considering major determinants of health and obstacles to attaining global health. Students in the M.P.H. in global public health receive leadership skills required for work in the development, implementation, and maintenance of effective, culturally appropriate, and ethical public health programs and interventions.

Graduates are eligible to sit for the Certified in Public Health Exam.

Global Public Health (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Global Public Health

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Global Public Health will be able to:

- MPH-GPH1: Evaluate determinants of global public health based on one or more of the five major public health perspectives: systems and policies, epidemiology, biostatistics, environmental and occupational health, or health education and behavioral science;
- MPH-GPH2: Examine economic, educational, political, sociocultural, environmental, ecological, or biological conditions that represent obstacles to attaining global health;
- MPH-GPH3: Describe how management of global health programs is influenced by international organizational, regulatory, or ethical frameworks;
- MPH-GPH4: Explain the global standards for the protection of human subjects in diverse cultural settings;
- MPH-GPH5: Analyze causes of morbidity and/or mortality in major regions of the world and how they are affected by demographic, sociocultural, biological, or occupational and environmental factors; and
- MPH-GPH6: Apply global perspectives to public health education, research, or practice.

Global Public Health (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Global Public Health

Students seeking the M.P.H. in global public health degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisite: APE Learning Agreement and select PHCO and concentration courses]
- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715 and PRAC 0716.

CONCENTRATION COURSES (15 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- UGPH 0600 - Introduction to Global Public Health
- UGPH 0515 - Global Communicable and Noncommunicable Diseases
- HBSP 0600 - Health Behavior and Policy Research Design and Methods
- HBSP 0623 - Cross National Comparisons of Health Systems
- HBSP 0652 - Program Planning and Evaluation

OTHER REQUIREMENTS (0 credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (9 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty advisor approval. See school website for list of recommended electives.

Health Systems and Policy (SPH)

Health Systems and Policy

Health Systems and Policy (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Health Systems and Policy

Kevin Scroth, J.D., Interim Concentration Director

For more information about the M.P.H. in health systems and policy degree, please visit: Here.

At the School of Public Health in New Brunswick

The M.P.H. in health systems and policy degree provides students with an understanding of the organization and delivery of health care, the sources of payment for health care, and health policy and health system issues in the United States. Students are provided with the skills needed to understand health care politics and policy in the United States through examination of American political values, government structure and process, and the goals of relevant stakeholders; as well as how health organizations deliver care and methods used to manage them, and the constitutional and legal basis for the regulation of health.

Graduates are eligible to sit for the Certified in Public Health Exam.

Health Systems and Policy (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Health Systems and Policy

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Health Systems and Policy will be able to:

- MPH-HSAP1: Use social science theories or methodologies in the analysis of current health care issues, such as health or health care inequalities;
- MPH-HSAP2: Assess the role of social, cultural, political, legal, or economic factors in shaping health care delivery systems or public health policy;
- MPH-HSAP3: Apply research methods to address a public health issue;

- MPH-HSAP4: Analyze public health policies and practices recognizing legal and ethical implications for individuals and populations; and
- MPH-HSAP5: Evaluate the political, legal, social, or institutional contexts in which health policies are developed.

Health Systems and Policy (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Health Systems and Policy

Students seeking the M.P.H. in health systems and policy degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisites: APE Learning Agreement and select PHCO and concentration courses]
- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisites: Completion of APE and Practicum Capstone Learning Agreement]

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715 and PRAC 0716.

CONCENTRATION COURSES (15 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- HBSP 0600 - Health Behavior and Policy Research Design and Methods
- HSAP 0620 - Public Health Ethics and Law
- HBSP 0621 - Health Care Economics

-also-

Choose two of the following five:(these courses can also be used as electives):

- HBSP 0622 - Health Politics and Policy
- HBSP 0623 - Cross National Comparison of Health Systems
- HBSP 0624 - Population Health and Public Policy
- HBSP 0625 - Issues in Private and Public Health Insurance
- UGPH 0630 - Global Food Systems and Policy

OTHER REQUIREMENTS (0 Credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (9 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty advisor approval. See school website for list of recommended electives.

LGBTQ Health (SPH)

LGBTQ Health

LGBTQ Health (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in LGBTQ Health

Mackey Friedman, Ph.D., M.P.H., Concentration Director

For more information about the M.P.H. in LGBTQ Health degree, please visit: Here.

At the School of Public Health in Newark

The M.P.H. in LGBTQ health concentration will prepare students to conduct research and/or work in public health programs dedicated to improving the health of LGBTQ individuals and communities. The LGBTQ health concentration addresses the growing need for health and health-related practitioners who are trained in addressing the unique and often challenging health needs of LGBTQ individuals. Students will have innovative coursework and a practicum experience with leading LGBTQ health researchers. This is the first M.P.H. concentration in LGBTQ health to be offered by an accredited School of Public Health.

Graduates are eligible to sit for the Certified in Public Health Exam.

LGBTQ Health (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - LGBTQ Health

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in LGBTQ health will be able to:

- MPH-LGBTQ1: Describe the concept of gender, sex, gender identity, and sexual orientation as it is situated across public health, culture, history, legal, medicine, and the political context;
- MPH-LGBTQ2: Understand the origins, causes, and manifestations of health disparities among LGBTQ populations;
- MPH-LGBTQ3: Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities;
- MPH-LGBTQ4: Synthesize the existing literature to identify relevant health problems, policies, programs, or gaps in the research to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health;
- MPH-LGBTQ5: Design research for diverse LGBTQ populations that address identified relevant health problems; and
- MPH-LGBTQ6: Utilize intersectionality theory to describe how to improve advocacy techniques for populations with multiple marginalized identities.

LGBTQ Health (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - LGBTQ Health

Students seeking the M.P.H. in LGBTQ health degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)

- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisites: APE Learning Agreement and select PHCO and concentration course]
- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisites: Completion of the APE and Practicum Capstone Learning Agreement]

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715 and PRAC 0716.

CONCENTRATION COURSES (18 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- UGPH 0640 - LGBTQ Health: History and Context
- UGPH 0642 - LGBTQ Health and Health Disparities
- UGPH 0644 - Methods for Hard to Reach Populations
- UGPH 0646 - Transgender Health
- UGPH 0648 - Public Health Aspects of HIV Prevention and Care
- HBSP 0652 - Program Planning and Evaluation

OTHER REQUIREMENTS (0 Credits)
For Students Enrolled Fall 2018 and After

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (6 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty adviser approval. See school website for list of recommended electives.

Occupational and Environmental Medicine (SPH)

Occupational and Environmental Medicine

Overview

Overview

Master of Public Health (M.P.H.) in Occupational and Environmental Medicine

Michael Pratt, M.D., Concentration Leader

For more information about the M.P.H. in occupational and environmental medicine degree, please visit: Here.

At the School of Public Health in New Brunswick

The M.P.H. in occupational and environmental medicine (OEM) prepares public health students who are medical professionals to conduct research or work in public health programs in OEM. For physician trainees enrolled in the Rutgers OEM residency program, the specified concentration curriculum provides academic training necessary to qualify trainees to sit for the American Board of Preventive Medicine's board examination in Occupational Medicine. All OEM concentration students will learn about the relevant health problems, policies, programs, and regulations that contribute to worker health. M.P.H. graduates in this concentration will be the practitioners, leaders, and educators who advance the recognition, management, and prevention of illness and injury caused or influenced by agents or conditions in the home, community, and workplace environment.
Graduates are eligible to sit for the Certified in Public Health Exam.

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Occupational and Environmental Medicine

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Occupational and Environmental Medicine will be able to:

- MPH-OEM1: Apply knowledge about specific environmental toxicants and exposure prevention principles to mitigate the health impacts on workers;
- MPH-OEM2: Explain basic mechanisms of toxicology and dose-response regarding toxicants;
- MPH-OEM3: Leverage applicable occupational safety and health federal and state regulatory standards to purpose measures that mitigate illness and injury in individual workers and worker cohorts;
- MPH-OEM4: Recognize medical illnesses/conditions associated with occupational and environmental exposures; and
- MPH-OEM5: Interpret epidemiological data associated with occupationally related disorders.

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Occupational and Environmental Medicine

Students seeking the M.P.H. in occupational and environmental medicine degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credit hours unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisites: APE Learning Agreement, and select PHCO and concentration courses]
- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisites: Completion of the APE and Practicum Capstone Learning Agreement]

Current students (enrolled prior to Summer 2022) who have not yet completed PRAC 0716 should complete PRAC 0717 and PRAC 0718; if these students complete PRAC 0716 with special permission, they are still expected to complete their Practicum Capstone over two semesters, unless they have special permission. OEM Residents complete PRAC 0716.

- PRAC 0717 - Practicum Capstone-Two Semester (1.5 credits; taken in first semester of two semester capstone) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]
- PRAC 0718 - Practicum Capstone-Two Semester (1.5 credits; taken in second semester of two semester capstone) [Prerequisite: Passing (P) Grade in PRAC 0717]

Students who enrolled prior to Summer 2022 are encouraged to complete PRAC 0717 and PRAC 0718; PRAC 0717 and PRAC 0718 are required for students who enroll Summer 2022 and after.

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715, PRAC 0716, PRAC 0717 and PRAC 0718.

CONCENTRATION REQUIRED COURSES (15 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- ENOH 0594 - Environmental and Occupational Toxicology

- ENOH 0656 - Environmental Risk Assessment
- ENOH 0693 - Principles of Occupational and Environmental Health
- ENOH 0699 - Principles of Industrial Hygiene
- EPID 0650 - Environmental and Occupational Epidemiology

OTHER REQUIREMENTS (0 credits)

- PRAC 0621 - Interprofessional Education Experience (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (9 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty adviser approval. See school website for list of recommended electives.

Occupational and Environmental Medicine (SPH)

Curriculum (for Occupational and Environmental Medicine Residents)

Curriculum (for Occupational and Environmental Medicine Residents)

Master of Public Health (M.P.H.) Curriculum (43 credits) - Occupational and Environmental Medicine (for Occupational and Environmental Medicine residents)

Students seeking the M.P.H. in occupational and environmental medicine degree must complete 43 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credit hours unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisites: APE Learning Agreement, PHCO 0502, PHCO 0503 and PHCO 0504]

- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisites: APE Deliverables and Rubrics, Capstone Learning Agreement and PRAC 0715]

CONCENTRATION REQUIRED COURSES (22 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- ENOH 0567 - Seminar on Occupational Safety and Health (1 credit)
- ENOH 0594 - Environmental and Occupational Toxicology
- ENOH 0654 - Industrial Site Visits
- ENOH 0656 - Environmental Risk Assessment
- ENOH 0670 - Occupational Health Practice and Management (1 credit; required 3 times)
- ENOH 0693 - Principles of Occupational and Environmental Health
- ENOH 0699 - Principles of Industrial Hygiene
- EPID 0650 - Environmental and Occupational Epidemiology

OTHER REQUIREMENTS (0 Credits)

- PRAC 0621 - Interprofessional Education Experience (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Historical Tour (0 credits)
- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

Occupational Safety and Health (SPH)

Occupational Safety and Health

Occupational Safety and Health (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Occupational Safety and Health

Koshy Koshy, Ph.D., Concentration Leader

For more information about the M.P.H. in occupational safety and health degree, please visit: Here.

At the School of Public Health in New Brunswick

The M.P.H. in occupational safety and health degree will prepare students for a challenging career in reducing workplace risks. Every sector of our nation's and state's workforce relies on dedicated occupational safety and health professionals to keep workers safe from occupational hazards and natural and man-made disasters. This

program combines industry leading best practices with leadership from our distinguished faculty and experienced industry practitioners from around the New Jersey/New York region to create a unique program rooted in the fundamentals of public health and safety science.

Graduates are eligible to sit for the Certified in Public Health Exam.

Occupational Safety and Health (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Occupational Safety and Health

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Occupational Safety and Health will be able to:

- MPH-OSH1: Identify occupational safety and health issues in the workplace;
- MPH-OSH2: Explain basic mechanisms of toxicology and dose-response regarding toxicants;
- MPH-OSH3: Apply federal and state regulatory standards which are related to worker (occupational) safety and health protection;
- MPH-OSH4: Explain testable models to validate occupational exposures (one or more agents) and their adverse health outcomes (causing injury, disability, or other morbidity or mortality); and
- MPH-OSH5: Apply current quantitative risk assessment approaches and methods for specific occupational safety or other health hazards.

Occupational Safety and Health (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Occupational Safety and Health

Students seeking the M.P.H. in occupational safety and health degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)

- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisites: APE Learning Agreement and select PHCO and concentration courses]
- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisites: Completion of the APE and Practicum Capstone Learning Agreement]

Current students (enrolled prior to Summer 2022) who have not yet completed PRAC 0716 should complete PRAC 0717 and PRAC 0718; if these students complete PRAC 0716 with special permission, they are still expected to complete their Practicum Capstone over two semesters, unless they have special permission.

- PRAC 0717 - Practicum Capstone-Two Semester (1.5 credits; taken in first semester of two semester capstone) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]
- PRAC 0718 - Practicum Capstone-Two Semester (1.5 credits; taken in second semester of two semester capstone) [Prerequisite: Passing (P) Grade in PRAC 0717]

Students who enrolled prior to Summer 2022 are encouraged to complete PRAC 0717 and PRAC 0718; PRAC 0717 and PRAC 0718 are required for students who enroll Summer 2022 and after.

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715, PRAC 0717 and PRAC 0718.

CONCENTRATION COURSES (15 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- ENOH 0654 - Occupational Safety and Workplace Risk Mitigation
- ENOH 0656 - Environmental Risk Assessment
- ENOH 0693 - Principles of Occupational and Environmental Health
- ENOH 0695 - Environmental Exposure Measurement and Assessment
- ENOH 0699 - Principles of Industrial Hygiene

OTHER REQUIREMENTS (0 Credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (9 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty advisor approval. See school website for list of recommended electives.

Population Aging (SPH)

Population Aging

Population Aging (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Population Aging

Elissa Kozlov., Ph.D., Concentration Director

For more information about the M.P.H. in population aging degree, please visit: Here.

Beginning Fall 2024, the degree program will be fully online.

Graduates of the program will improve their understanding of the needs, interventions, and challenges of this population to ultimately devise and implement innovative public health and policy solutions that improve health outcomes among older adults. Graduates also will be able to better address older adults' physical and mental health, as well as, overall well-being.

Graduates are eligible to sit for the Certified in Public Health Exam.

Population Aging (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Population Aging

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Population Aging will be able to:

- MPH-POPA1:Explain the obstacles to, or facilitators of, improved older adult outcomes and population aging outcomes;
- MPH-POPA2: Compare the experience of aging in the United States with the experience of aging outside the United States;
- MPH-POPA3: Analyze interventions or policies to improve population aging outcomes (physical health, mental health, well-being, morbidity, mortality, etc.);
- MPH-POPA4: Analyze the effects of inequality at birth and adverse childhood experiences on population aging outcomes;

- MPH-POPA5: Analyze treatments and interventions to improve end-of-life outcomes; and
- MPH-POPA6: Use theories of aging in the analysis and evaluation of current health care issues.

Population Aging (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Population Aging

Students seeking the M.P.H. in population aging degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisite: APE Learning Agreement and select PHCO and concentration courses]
- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715 and PRAC 0716

CONCENTRATION COURSES (15 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- HBSP 0600 - Health Behavior and Policy Research Design and Methods
- HBSP 0602 - Long-Term Effects of Childhood Inequality and Early Life Adversity
- HBSP 0603 - Mental Health and Aging
- HBSP 0605 - Aging: Legal Challenges and Policy Opportunities
- IDST 5300 - Introduction to Gerontology

OTHER REQUIREMENTS (0 credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Student Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (9 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty advisor approval. See school website for list of recommended electives.

Population Mental Health (SPH)

Population Mental Health

Population Mental Health (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Population Mental Health

Paul Duberstein, Ph.D., Department Chair and Concentration Director

For more information about the M.P.H. in population mental health degree, please visit: Here.

At the School of Public Health in New Brunswick:

Students will be able to identify biological, psychological, structural, socioeconomic, and socio-cultural correlates of population mental health, as well as examine the relationship between stigma, mental health, and health inequity. Graduates will be able to positively impact mental health policy and provide multifaceted interventions and practices to improve mental health and achieve health equity.

Graduates are eligible to sit for the Certified in Public Health Exam.

Population Mental Health (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Population Mental Health

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Population Mental Health will be able to:

- MPH-PMH1: Examine the relationship between stigma, population mental health, and health inequity;
- MPH-PMH2: Identify biological, psychological, socioeconomic, structural, or sociocultural correlates of population mental health;
- MPH-PMH3: Evaluate the impact of population mental health burden;
- MPH-PMH4: Analyze the policy context and resource dependencies of the mental and behavioral health delivery systems in the U.S.; and
- MPH-PMH5: Evaluate interventions that promote population mental health or wellbeing.

Population Mental Health (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Population Mental Health

Students seeking the M.P.H. in population mental health degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 Credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisite: APE Learning Agreement and select PHCO and concentration courses]
- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715 and PRAC 0716.

CONCENTRATION COURSES (15 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommend electives.

- HBSP 0581 - Adult Psychopathology for Public Health

- HBSP 0582 - Alcohol Use, Society, and Health: A Public Health Perspective
- HBSP 0652 - Program Planning and Evaluation
- HBSP 0680 - Mental Health Services and Policies
- HBSP 0681 - Stigma and Mental Health

OTHER REQUIREMENTS (0 credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (9 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty advisor approval. See school website for list of recommended electives.

Public Health Nutrition (SPH)

Public Health Nutrition

Public Health Nutrition (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Public Health Nutrition

Marian Passannante, Ph.D., Concentration Director

For more information about the M.P.H. in public health nutrition degree, please visit: Here.

At the School of Public Health in New Brunswick and Newark

The M.P.H. in public health nutrition prepares students to improve the nutrition and health of populations locally and globally. Dietary risk factors are the number one contributor to the global burden of disease, contributing to undernutrition, overweight and obesity, as well as diet-related, noncommunicable diseases. Through innovative coursework and a practicum, the M.P.H. in public health nutrition concentration will train diverse and skilled students and professionals who will be able to assess the nutritional and dietary needs of communities and design and evaluate programs and policies aimed at addressing those needs. This concentration is offered in partnership with the Department of Clinical and Preventive Nutrition Sciences in the Rutgers School of Health Professionals.

Graduates are eligible to sit for the Certified in Public Health Exam.

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Public Health Nutrition

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Public Health Nutrition will be able to:

- MPH-PHNU1: Analyze local and global food systems;
- MPH-PHNU2: Assess the nutritional status of communities;
- MPH-PHNU3: Demonstrate the use of evidence-based research in practice to study the relationships between diet, nutrition, and health outcomes across the life span;
- MPH-PHNU4: Design an evaluation framework for a population-based nutrition intervention or program;
- MPH-PHNU5: Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for members of diverse populations; and
- MPH-PHNU6: Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health nutrition practice or policy.

Public Health Nutrition (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Public Health Nutrition

Students seeking the M.P.H. in public health nutrition degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) (Prerequisites: APE Learning Agreement and PHCO and concentration courses)
- PRAC 0716 - Practicum Capstone (3 credits) (Prerequisites: Completion of the APE and Practicum Capstone Learning Agreement)

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715 and PRAC 0716.

CONCENTRATION REQUIRED COURSES (18 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- UGPH 0630 - Global Food Systems and Policy
- UGPH 0670 - Global Food and Culture
- HBSP 0652 - Program Planning and Evaluation
- NUTR 5300 - Nutrition Across the Life Span
- NUTR 5513 - Global and Public Health Nutrition
- NUTR 6490 - Nutritional Epidemiology

OTHER REQUIREMENTS (0 Credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (6 credits)
Courses in public health nutrition as approved by adviser: 3 credits from approved list of courses at School of Public Health and 3 credits from approved list of courses at School of Health Professions. See school website for list of recommended electives.

Public Health Practice (SPH)

Public Health Practice

Public Health Practice (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Public Health Practice

For more information about the M.P.H. in public health practice degree, please visit: Here.

Campus-based option: At the School of Public Health in New Brunswick (with a few courses offered in the School's Newark location)
Fully online option: This option will be available starting in Spring 2025 and is 100% online and may be completed from anywhere.

This degree provides knowledge of program evaluation and epidemiological methods to allow effective participation in interdisciplinary public health efforts. This concentration trains current health professionals to develop a specialized skill set in understanding epidemiology to realize current disease patterns and impact health outcomes through program planning efforts, in-depth program evaluations, and appropriate communication of their findings.

Graduates are eligible to sit for the Certified in Public Health Exam.

Public Health Practice (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Public Health Practice

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Public Health Practice will be able to:

- MPH-PHP1: Critique epidemiologic literature, assess its strengths and weaknesses, and determine if conclusion(s) are supported;
- MPH-PHP2: Use epidemiologic techniques to quantitatively assess patterns in disease occurrence;
- MPH-PHP3: Interpret results of quantitative research methods in the analysis of health services data;
- MPH-PHP4: Develop objectives and a logic model for program evaluation; and
- MPH-PHP5: Prepare program evaluation or research findings for a professional audience.

Public Health Practice (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Public Health Practice

Students seeking the M.P.H. in public health practice degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CURRICULUM FOR CAMPUS-BASED OPTION

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisite: APE Learning Agreement and select PHCO and concentration courses]
- PRAC 0716 - Practicum Capstone (3 credits) [Prerequisite: Completion of the APE and Practicum Capstone Learning Agreement]

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715 and PRAC 0716.

METHODS COURSES (12 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- EPID 0656 - Intermediate Epidemiologic Research Methods
- HBSP 0600 - Health Behavior and Policy Research Design and Methods
- HBSP 0652 - Program Planning and Evaluation

Choose one of the following three (these courses can also be used as electives):

- BIST 0535 - Biostatistical Computing
- EPID 0621 - Survey Research Methods in Epidemiology
- UGPH 0605 - Qualitative Research

CONTENT-FOCUSED SELECTIVE COURSES (3 credits)

Choose one of the following (these classes may also be used as electives):

- EPID 0552 - Infectious Disease Epidemiology
- EPID 0563 - Introduction to Outcomes Research
- EPID 0601 - Cancer Epidemiology
- EPID 0607 - Reproductive and Perinatal Epidemiology
- EPID 0650 - Environmental and Occupational Epidemiology
- EPID 0652 - Epidemiology of Chronic Disease
- EPID 0672 - Pharmacoepidemiology and Therapeutic Risk Management
- EPID 0673 - Social Epidemiology

- EPID 0676 - Intermediate Pharmacoepidemiology

OTHER REQUIREMENTS (0 credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (6 credits)
Electives may be chosen from the above selective lists or, with approval of the academic advisor, from courses offered by other concentrations in the School of Public Health. An Independent Study may be done for up to 3-credits of electives, with approval of the academic advisor. See school website for list of recommended electives.

CURRICULUM FOR ONLINE OPTION (Starting in Spring 2025)

For more information about the curriculum for the online option for the M.P.H. in public health practice degree, please visit: Here.

Social and Behavioral Health Sciences (M.P.H.) (SPH)

Social and Behavioral Health Sciences

Overview

Overview

Master of Public Health (M.P.H.) in Social and Behavioral Health Sciences

Paul Duberstein, Ph.D., Department Chair and Concentration Director

For more information about the M.P.H. in social and behavioral health sciences degree, please visit: Here.

At the School of Public Health in New Brunswick

The M.P.H. degree in social and behavioral health sciences is designed to provide skills essential to the generic health educator as designated by the National Commission for Health Education Credentialing, Inc., and to provide foundation skills in behavioral science research. Completion of the M.P.H. can lead to certification as a Certified Health Education Specialist.

Graduates are eligible to sit for the Certified in Public Health Exam.

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Social and Behavioral Health Sciences

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.
Upon graduation, a student completing the M.P.H. curriculum in Social and Behavioral Health Sciences will be able to:

- MPH-SBHS1: Utilize health behavior theories or models for understanding health behaviors;
- MPH-SBHS2: Develop an evaluation plan, including process and impact evaluation approaches, for a population-based intervention, program, or issue;
- MPH-SBHS3: Apply research methods to address a public health issue;
- MPH-SBHS4: Develop or critique health education, health promotion, or health intervention materials, methods, or programs; and
- MPH-SBHS5: Utilize principles of health communication and risk communication in addressing public health issues or concerns.

Social and Behavioral Health Sciences (M.P.H.) (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 Credits) - Social and Behavioral Health Sciences

Students seeking the M.P.H. in social and behavioral health sciences degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) (Prerequisites: APE Learning Agreement and select PHCO and concentration courses)
- PRAC 0716 - Practicum Capstone (3 credits) (Prerequisites: Completion of the APE and Practicum Capstone Learning Agreement)

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715 and PRAC 0716.

CONCENTRATION COURSES (15 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- HBSP 0600 - Health Behavior and Policy Research Design and Methods
- HBSP 0652 - Program Planning and Evaluation
- HBSP 0653 - Modifying Health Behaviors: Theory and Practice
- HBSP 0654 - Health Communication/Risk Communication
- HBSP 0655 - Social Marketing

OTHER REQUIREMENTS (0 Credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (9 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty advisor approval. See school website for list of recommended electives.

Social Work and Public Health (SPH)

Social Work and Public Health

Social Work and Public Health (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Social Work and Public Health

Pamela Valera, Ph.D., M.S.W., Concentration Director

For more information about the M.P.H. in social work and public health degree, please visit: Here.

At the School of Public Health in New Brunswick and Newark

The M.P.H. in social work and public health prepares students to prevent, address, and resolve health problems at various levels, including the micro (individual/clinical), mezzo (family, organizational, or community), or macro (society or population) levels. Honing students' knowledge in urban health and social and behavioral sciences, graduates will become public health social workers that understand the intertwining individual, biological, social, economic, political, and environmental factors that critically influence treatment and health outcomes. This concentration is restricted to Master of Social Work (MSW)/MPH dual-degree students only.

Graduates are eligible to sit for the Certified in Public Health Exam.

Social Work and Public Health (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Social Work and Public Health

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Social Work and Public Health will be able to:

- MPH-SWPH1:Analyze the role of individual, biological, social, economic, political, and/or environmental factors that influence health status;
- MPH-SWPH2: Develop an evaluation plan, including process and impact evaluation approaches, for a population-based intervention, program, or issue;
- MPH-SWPH3: Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health;
- MPH-SWPH4: Critically evaluate and integrate various theories of human behavior regarding individuals/families and/or communities; and
- MPH-SWPH5: Analyze a racial, social, economic or environmental justice strategy of social welfare policy or program.

Social Work and Public Health (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Social Work and Public Health

Students seeking the M.P.H. in urban public health degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Social Work and Public Health students should consult with the concentration director for more information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) [Prerequisite: APE Learning Agreement and select PHCO and concentration courses]
- PRAC 0716 - Practicum Capstone (3 credits) (Prerequisites: Completion of the APE and Practicum Capstone Learning Agreement)

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715 and PRAC 0716.

CONCENTRATION COURSES (12 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- UGPH 0605 - Qualitative Research Methods
- UGPH 0680 - Urban Public Health
- HBSP 0652 - Program Planning and Evaluation

-also-

Choose one of the following two:

- EPID 0621 - Survey Research in Epidemiology
- HBSP 0600 - Health Behavior and Policy Research Design and Methods

SOCIAL WORK REQUIRED COURSES (12 CREDITS)
This MSW coursework is transferred into the MPH degree program if a student earns a 'B' or better in the courses.

- 19:910:501 Practice with Organizations and Communities
- 19:910:502 Human Behavior and the Social Environment
- 19:910:504 Social Welfare Policy and Services
- 19:910:506 Diversity & Oppression

OTHER REQUIREMENTS (0 Credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.
Social work and public health students must complete an Interprofessional Education activity hosted by the Rutgers School of Public Health.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

Urban Public Health (SPH)

Urban Public Health

Urban Public Health (SPH)

Overview

Overview

Master of Public Health (M.P.H.) in Urban Public Health

Leslie M. Kantor, Ph.D., M.P.H., Department Chair and Concentration Director

For more information about the M.P.H. in urban public health degree, please visit: Here.

At the School of Public Health in Newark

The M.P.H. in urban public health prepares students to advance the health and well-being in diverse, dynamic, and often marginalized, urban populations in New Jersey, the United States, and the world. With a focus on health disparities, students will examine how the characteristics of the urban environment can affect health and well-being. Through innovative coursework and a practicum, the M.P.H. in urban public health concentration will train diverse and skilled professionals who promote and protect the health of urban communities. The Rutgers School of Public Health is preparing the next generation of urban public health leaders and professionals who promote and protect the health of urban communities by understanding and applying the multiple, fluid, dynamic, intersectional identities of urban populations.

Graduates are eligible to sit for the Certified in Public Health Exam.

Urban Public Health (SPH)

Competencies

Competencies

Master of Public Health (M.P.H.) Competencies - Urban Public Health

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.P.H. curriculum in Urban Public Health will be able to:

- MPH-URPH1: Analyze the role of multiple factors (such as individual, biological, social, economic, political, and environmental factors) that influence the health status of urban populations;
- MPH-URPH2: Develop an evaluation plan, including process an impact evaluation approaches, for a population-based intervention, program, or issue;
- MPH0URPH3: Describe the health status and disparities in urban populations and communities using relevant research;
- MPH-URPH4: Propose a solution to address an urban public health issue in light of the characteristics, challenges and opportunities of urban communities;
- MPH-URPH5: Design a research proposal using qualitative, quantitative or mixed research methods.

Urban Public Health (SPH)

Curriculum

Curriculum

Master of Public Health (M.P.H.) Curriculum (45 credits) - Urban Public Health

Students seeking the M.P.H. in urban public health degree must complete 45 credits of academic work with a minimum GPA of at least 3.0; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within six years. Courses are 3 credits unless otherwise noted.

CORE COURSES (18 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0503 - Introduction to Environmental Health
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health
- PHCO 0513 - Leadership and Management Essentials for Public Health

PRACTICUM (3 credits)
Note: Students should review the Practice Experience webpage for information about Practicum.

- PRAC 0715 - Applied Practice Experience (0 credits) (Prerequisites: APE Learning Agreement and select PHCO and concentration courses)
- PRAC 0716 - Practicum Capstone (3 credits) (Prerequisites: Completion of APE and Practicum Capstone Learning)

Review the School's Registration Calendar for important MPH Practice Experience Registration dates specific to PRAC 0715 and PRAC 0716.

CONCENTRATION REQUIRED COURSES (15 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- UGPH 0605 - Qualitative Research Methods
- UGPH 0621 - Public Health and Health Disparities
- UGPH 0680 - Urban Public Health
- HBSP 0652 - Program Planning and Evaluation

-also-

Choose one of the following two:

- EPID 0621 - Survey Research in Epidemiology
- HBSP 0600 - Health Behavior and Policy Research Design and Methods

OTHER REQUIREMENTS (0 Credits)

- PRAC 0621 - Interprofessional Education (0 credits)

Students are required to register for and complete an Interprofessional Education activity prior to graduation.

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

RECOMMENDED ELECTIVE COURSES (9 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty adviser approval. See school website for list of recommended electives.

Master of Science (M.S.) Programs (SPH)

MASTER OF SCIENCE (M.S.) PROGRAMS

Biostatistics (General)

Epidemiology

Health Outcomes, Policy, and Economics

Biostatistics (General) (SPH)

Overview

Overview

Master of Science (M.S.) in Biostatistics

Jason Roy, Ph.D., Department Chair and Concentration Director

For more information about the M.S. in biostatistics degree, please visit: Here.

At the School of Public Health in New Brunswick:

Master of science (M.S.) in biostatistics students will have the comprehensive knowledge and technical skills needed for planning and conducting statistical analyses for studies that are required for evidence-based medicine, epidemiology survey, and public health policy decisions. The objectives of the M.S. in biostatistics program are: 1) to educate graduate students as biostatisticians at the master's level with the ability to collaborate and consult with researchers of other disciplines in the biomedical and public health sciences; 2) to meet the need for well-trained master's-level biostatisticians for the pharmaceutical industry, medical research institutions, and public health and other governmental organizations in New Jersey and nationwide; and 3) to identify and educate promising doctoral students in biostatistics. In addition, for those graduate students who may intend to continue their studies toward a Ph.D. in biostatistics, the M.S. in biostatistics program will equip them with the necessary training and preparation for further advanced studies and research.

Biostatistics (General) (SPH)

Competencies

Competencies

Master of Science (M.S.) Competencies - Biostatistics

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.S. curriculum in Biostatistics will be able to:

- MS-BIST1: Apply probability and statistical methods to design experimental and observational studies in biomedical, clinical, and public health research;
- MS-BIST2: Use probability and statistical theory to evaluate and identify appropriate methods of analysis;
- MS-BIST3: Conduct appropriate statistical analysis of data to solve medical and public health problems;
- MS-BIST4: Use a variety of statistical computer packages; and
- MS-BIST5: Communicate the results of statistical studies both in writing and orally to investigators and lay community members.

Biostatistics (General) (SPH)

Curriculum

Curriculum

Master of Science (M.S.) Curriculum (30 credits) - Biostatistics

Students seeking the M.S. in biostatistics degree must complete 30 credits of academic work, including a research paper, with a minimum GPA of at least 3.0; earn no more than 6 credits bearing grades less than B; and complete the degree requirements within four years. Courses are 3 credits unless otherwise noted.

PREREQUISITES

- 3 credits in college biology, human behavior, social or health science
- 3 credits in college calculus
- Demonstration of computer competence

CORE COURSES (6 credits)

- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0512 - Public Health Foundations

RESEARCH (0 credits)

- RESH 0600 - Master of Science Research

CONCENTRATION REQUIRED COURSES (18 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- BIST 0610 - Advanced Regression Methods for Public Health Studies
- BIST 0613 - Biostatistics Theory I
- BIST 0614 - Biostatistics Theory II
- BIST 0615 - Applied Categorical Data Analysis
- BIST 0625 - Fundamentals of Biostatistics

-also-
Choose one of the following two:

- BIST 0627 - Applied Survival Data Analysis
- BIST 0650 - Applied Longitudinal Data Analysis

RECOMMENDED ELECTIVE COURSES (6 credits)
Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty advisor approval. See school website for list of recommended electives.

OTHER REQUIREMENTS

- Research paper (as part of Master of Science Research)
- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

M.S. in Epidemiology

M.S. IN EPIDEMIOLOGY (EPIDEMIOLOGY)

Overview

Master of Science (M.S.) in Epidemiology

Emily Barrett, Ph.D., Department Vice Chair and Concentration Director

For more information about M.S. in epidemiology, please visit: Here.

At the School of Public Health in New Brunswick the M.S. in Epidemiology degree prepares students for public health, clinical practice, and population health research through comprehensive training in epidemiology theory, research methods, and analytical methods. Students can choose to concentrate their studies in either epidemiology or pharmacoepidemiology.

Competencies

Master of Science (M.S.) Competencies - Epidemiology

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.S. curriculum in Epidemiology will be able to:

- MS-EPID1: Identify and synthesize scientific literature on clinical and public health topics in order to generate hypotheses, conclusions, and recommendations;
- MS-EPID2: Select and implement epidemiologic techniques to quantitatively assess patterns in disease occurrence;
- MS-EPID3: Develop and test a specific hypothesis using an appropriate study design and analysis plan;
- MS-EPID4: Evaluate strengths and limitations of health data for public health research and/or practice;
- MS-EPID5: Design and implement data quality control and management methods during data collection and/or analysis;
- MS-EPID6: Appropriately analyze and interpret epidemiologic data to extend the current knowledge of public health research or practice; and
- MS-EPID7: Discuss study findings and their implications with professional audiences.

Curriculum

Master of Science (M.S.) Curriculum (36 credits) - Epidemiology

Students seeking the M.S. in epidemiology degree must complete 36 credits of academic work, including a research paper, with a minimum GPA of at least 3.0; earn no more than 6 credits bearing grades less than B; and complete the degree requirements within five years. Courses are 3 credits unless otherwise noted.

CORE COURSES (12 credits)

- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0512 - Public Health Foundations
- ENOH 0560 - Public Health Biology and Physiology

Note: students with a clinical background may be exempt from this 3-credit course, but are required to take an alternative 3-credit class.

REQUIRED METHODS COURSES (12 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives. Semesters when the required courses will be offered are noted for your course planning.

- EPID 0656 - Intermediate Epidemiologic Research Methods
- EPID 0657 - Applied Methods in Epidemiologic Research
- BIST 0535 - Biostatistical Computing
- BIST 0551 - Applied Regression Analysis for Public Health Studies

-also-

REQUIRED ADVANCED METHODS SELECTIVE (3 credits)
Choose one of the following six:

- EPID 0621 - Survey Research Methods in Epidemiology
- EPID 0753 - Advanced Epidemiologic Research Methods with Applications
  Note: Doctoral-level course requires special permission from the instructor.
- BIST 0615 - Applied Categorical Data Analysis
- BIST 0627 - Applied Survival Data Analysis
- BIST 0650 - Applied Longitudinal Data Analysis
- HBSP 0726 - Intermediate Survey Methods
  Note: Doctoral-level course requires special permission from the instructor.
- UGPH 0605 - Qualitative Research Methods

-also-

REQUIRED SUBDISCIPLINE SELECTIVE (3 credits)
Choose one of the following eleven:

- EPID 0550 - Public Health Surveillance
- EPID 0552 - Infectious Disease Epidemiology
- EPID 0563 - Introduction to Outcomes Research

- EPID 0601 - Cancer Epidemiology
- EPID 0607 - Reproductive and Perinatal Epidemiology
- EPID 0638 - TB: A View from the Trenches
- EPID 0650 - Environmental and Occupational Epidemiology
- EPID 0652 - Epidemiology of Chronic Diseases
- EPID 0672 - Pharmacoepidemiology and Therapeutic Risk Management
- EPID 0673 - Social Epidemiology
- EPID 0677 - Molecular Epidemiology: Integration of Biomarkers in Population-Based Research
- UGPH 0560 - Maternal and Child Health

Note: With permission of advisor, students may choose a second advanced methods course instead of a sub-discipline selective.

RESEARCH (6 credits)

- RESH 0620 - MS in Epidemiology Thesis Proposal Seminar
- RESH 0621 - MS in Epidemiology Research

OTHER REQUIREMENTS

- EPID 0602 - MS in Epidemiology Journal Club (0 credits; required 2 times)
  Students must attend a minimum of 4 meetings per semester in their last two semesters; students must attend after completing EPID 0656.
- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

Epidemiology (M.S.) (SPH)

M.S. in Epidemiology (Pharmacoepidemiology)

M.S. IN EPIDEMIOLOGY (PHARMACOEPIDEMIOLOGY)

Overview

Master of Science (M.S.) in Epidemiology, Pharmacoepidemiology Concentration

Emily Barrett, Ph.D., Department Vice Chair and Concentration Director

For more information about M.S. in epidemiology, please visit: Here.

At the School of Public Health in New Brunswick, the M.S. in Epidemiology-Pharmacoepidemiology degree prepares students for public health, clinical practice, and population health research through comprehensive training in epidemiology theory, research methods, and analytical methods. Students can choose to concentrate their studies in either epidemiology or pharmacoepidemiology.

Competencies

Master of Science (M.S.) Competencies - Epidemiology, Pharmacoepidemiology

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the M.S. curriculum in Epidemiology, Pharmacoepidemiology Concentration, will be able to:

- MS-PHEP1: Evaluate epidemiologic literature on pharmacoepidemiology topics in order to generate conclusions;
- MS-PHEP2: Select and implement pharmacoepidemiologic techniques to quantitatively assess patterns and changes in disease and treatment of disease;
- MS-PHEP3: Develop and test a specific hypothesis using an appropriate pharmacoepidemiologic study design and analysis plan;
- MS-PHEP4: Determine appropriate use and implement data systems in pharmacoepidemiologic research and/or practice;
- MS-PHEP4: Implement complex quality control methods during pharmacoepidemiologic data analysis; and
- MS-PHEP5: Appropriately analyze and interpret pharmacoepidemiologic data, including large national or international level datasets.

Curriculum

Master of Science (M.S.) Curriculum (36 credits) - Epidemiology, Pharmacoepidemiology Concentration

Students seeking the M.S. in epidemiology, pharmacoepidemiology concentration degree must complete 36 credits of academic work, including a research paper, with a minimum GPA of at least 3.0; earn no more than 6 credits bearing grades less than B; and complete the degree requirements within five years. Courses are 3 credits unless otherwise noted.

CORE COURSES (12 credits)

- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0512 - Public Health Foundations
- EPID 0672 - Pharmacoepidemiology & Therapeutic Risk Management

METHODS COURSES (12 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses.

- EPID 0656 - Intermediate Epidemiologic Research Methods

- EPID 0657 - Applied Methods in Epidemiologic Research
- BIST 0535 - Biostatistical Computing
- BIST 0551 - Applied Regression Analysis for Public Health Studies

CONCENTRATION REQUIRED COURSES (6 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses.

- EPID - 0676 Intermediate Pharmacoepidemiology
- EPID - 0678 Analysis of Real-World Pharmacoepidemiologic Data

REQUIRED MS EPIDEMIOLOGY RESEARCH (6 credits)

- EPID 0603 - PETS Pharmacoepidemiology Research Meetings (0 credits; required 2 times) Students must attend a minimum of 5 meetings per semester in their last two semesters; students are encouraged to attend after starting EPID 0672
- RESH 0620 - MS in Epidemiology Thesis Proposal Seminar
- RESH 0621 - MS in Epidemiology Research
- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research (For Students Enrolled Fall 2024 and After)

Health Outcomes, Policy, and Economics (SPH)

Overview

Overview

Master of Science (M.S.) in Health Outcomes, Policy, and Economics (M.S.-HOPE)

Chintan Dave, Ph.D., Academic Director for M.S.-HOPE and Zeba Khan, Ph.D., Interim Director of M.S.-HOPE

For more information about the M.S. in health outcomes, policy, and economics, please visit: Here.

At the School of Public Health in New Brunswick

The master of science (M.S.) in health outcomes, policy, and economics is sponsored jointly by Rutgers School of Public Health and Rutgers Ernest Mario School of Pharmacy and is intended primarily for those who are seeking a rigorous, multidisciplinary graduate program in health outcomes, policy, and economics. The curriculum includes coursework in health economics, biostatistics, and health care policy and financing, along with clinical research design. All students are required to complete a two-semester capstone project, and an independent research project guided by a capstone project committee, during their second year.

Health Outcomes, Policy, and Economics (SPH)

Competencies

Competencies

Master of Science (M.S.) Competencies - Health Outcomes, Policy, and Economics

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

- MS-HOPE1: Design, evaluate, interpret, and communicate the results of non-randomized, observational research for applications in health outcomes, health economics, and health policy research;
- MS-HOPE2: Evaluate the reliability, validity, and generalizability of individual biomedical research studies;
- MS-HOPE3: Synthesize evidence for health policy decision makers to facilitate translation of interventions, applications, or programs;
- MS-HOPE4: Use statistical and business software to analyze health outcomes, health care costs, health policy, and health economics; and
- MS-HOPE5: Work independently and as part of a team to conduct health outcome and economics research (HEOR) projects.

Health Outcomes, Policy, and Economics (SPH)

Curriculum

Curriculum

Master of Science (M.S.) Curriculum (40 credits) - Health Outcomes, Policy, and Economics

Students seeking the M.S. in health outcomes, policy, and economics degree must complete 40 credits of academic work with a minimum GPA of at least 3.0; earn no more than 6 credits bearing grades less than B; and complete the degree requirements within five years. Courses are 3 credits unless otherwise noted.

CORE COURSES (10 credits)

- PHCO 0501 - Health Systems and Policy
- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0504 - Introduction to Biostatistics (Prerequisite: Quantitative Skills Assessment)
- PHCO 0514 - Public Health Foundations for MS-HOPE (1 credit)

CAPSTONE (6 credits)

- HOPE 9511 - Capstone Project
- HOPE 9512 - Capstone Project II

CONCENTRATION REQUIRED COURSES (18 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- BIST 0535 - Biostatistical Computing
- BIST 0551 - Applied Regression Analysis for Public Health Studies
- EPID 0563 - Introduction to Outcomes Research
- EPID 0656 - Intermediate Epidemiologic Research Methods
- HOPE 9510 - Economic Modeling of Pharmaceuticals and Other Interventions (2 credits)
- HOPE 9516 - Outcome Research Operations (1 credit)

RECOMMENDED ELECTIVE COURSES (6 credits)

Students may choose elective courses from among other concentration courses, from courses within Rutgers School of Public Health, or other Rutgers graduate programs with faculty advisor approval. See HOPE website for list of recommended electives.

OTHER REQUIREMENTS

- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After

Doctor of Public Health (Dr.P.H.) Program (SPH)

DOCTOR OF PUBLIC HEALTH (DR.P.H.) PROGRAM

Leadership, Practice, and Research

Leadership, Practice, and Research (SPH)

Overview

Overview

Doctor of Public Health (Dr.P.H.) Degree in Leadership, Practice, and Research

Program Contact at the School of Public Health:
Panos Georgopoulos, PhD., Executive Director for Doctoral Studies

Online (synchronous and asynchronous) and in-person hybrid at the Rutgers School of Public Health in Newark and Piscataway, New Jersey.

For more information about the Dr.P.H. in leadership, practice, and research degree, please visit: Here.

The Dr.P.H. degree in leadership, practice, and research prepares mid- to senior-career public health professionals for gaining knowledge and skills in leadership, practice, and research that will assist them in assuming positions of greater responsibility, helping to achieve public health impact at local, state, national, and international levels.

Leadership, Practice, and Research (SPH)

Competencies

Competencies

Doctor of Public Health (Dr.P.H.) Competencies - Leadership, Practice, and Research

Upon graduation, a student completing the Dr.P.H. curriculum in Leadership, Practice, and Research will be able to:

Data and Analysis

- DrPH-LPR1: Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels;
- DrPH-LPR2: Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue;
- DrPH-LPR3: Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population's health;

Leadership, Management, and Governance

- DrPH-LPR4: Propose strategies for health improvement and elimination of health inequities by organizing partners, including researchers, practitioners, community leaders, and others;
- DrPH-LPR5: Communicate public health science to diverse audiences, including individuals at all levels of health literacy, for purposes of influencing behavior and policies;
- DrPH-LPR6: Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems;
- DrPH-LPR7: Create a strategic plan;
- DrPH-LPR8: Facilitate shared decision making through negotiation and consensus-building methods;
- DrPH-LPR9: Create organizational change strategies;
- DrPH-LPR10: Propose strategies to promote inclusion within public health programs, policies, and systems;
- DrPH-LPR11: Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency;
- DrPH-LPR12: Propose human, fiscal, and other resources to achieve a strategic goal;
- DrPH-LPR13: Cultivate new resources and revenue streams to achieve a strategic goal;

Policy an Programs

- DrPH-LPR14: Design a system-level intervention to address a public health issue;
- DrPH-LPR15: Integrate community-informed knowledge such as cultural values and practices in the design of public health policies and programs
- DrPH-LPR16: Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied parties' interests in policy development and analysis;
- DrPH-LPR17: Propose interprofessional and/or intersectoral team approaches to improving public health;

Education and Workforce Development

- DrPH-LPR18: Assess an audience's knowledge and learning needs;
- DrPH-LPR19: Deliver training or educational experiences that promote learning in academic, organizational, or community settings;
- DrPH-LPR20: Use best practice modalities in pedagogical practices;

Leadership, Research, and Practice Concentration

- DrPH-LPR21: Analyze principles for effective communication in traditional and social media and develop skills for effectively representing organizations in the media;
- DrPH-LPR22: Use statistical computing packages to organize, analyze, and report data;
- DrPH-LPR23: Generate appropriate methods of formative and summative evaluation in training or educational experiences;
- DrPH-LPR24: Design reliable and valid measurement instruments; and
- DrPH-LPR25: Create a measurable, equitable, community-centered advocacy campaign plan to advance a public health issue.

Leadership, Practice, and Research (SPH)

Curriculum

Curriculum

Doctor of Public Health (Dr. P.H.) Curriculum (48 credits) - Leadership, Practice, and Research

Students seeking the Dr.P.H. in Leadership, Practice, and Research degree must complete a minimum of 48 credits of academic work with a minimum GPA of at least 3.2 overall; earn no more than nine (9) credits bearing grades less than B; and complete the degree requirements within seven years. Courses are 3 credits unless otherwise noted.

REQUIRED LEADERSHIP COURSES (9 credits)

- UGPH 0711 - Leadership and Management I: Organizations Contributing to Public Health
- UGPH 0715 - Leadership and Management II: Organizations Contributing to Public Health
- UGPH 0723 - Leadership and Management III: Organizations Contributing to Public Health

REQUIRED QUANTITATIVE/QUALITATIVE METHODS COURSES (15 credits)

- BIST 0714 - Intermediate Biostatistics
- EPID 0721 - Using Public Health Surveillance to Assess Public Health Needs
- HBSP 0722 - Mixed Methods Research for Public Health
- UGPH 0716 - Evaluation and Evidence for Public Health
- HBSP 0726 - Intermediate Survey Research Methods

REQUIRED POLICY AND PRACTICE COURSES (12 credits)

- HBSP 0713 - Public Health Ethics and Law

- HBSP 0725 - Effectively Teaching and Training Adults
- UGPH 0712 - Creating Interventions for Impact
- UGPH 0724 - Policy, Power, and Advancing Public Health

QUALIFYING EXAM (0 credits) - written and oral

OTHER REQUIREMENTS (12 credits)

- PRAC 0730 - Dr.P.H. APPLIED PRACTICE EXPERIENCE (3 credits)
- PRAC 0740 - DR.P.H. DOCTORAL RESEARCH PROJECT [Integrative Learning Experience] (9 credits)
- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

Total: 48 credits*

**A student who does not have a Master of Public Health degree from a Council on Education for Public Health-accredited school or program of public health, will be required to complete the Post-Baccalaureate Certificate in Population Health coursework. The 15 credit Post-Baccalaureate Certificate in Population Health must be taken before starting the DrPH coursework. Transfer credits are not permitted.*

OTHER CURRICULUM REQUIREMENTS

Transferred courses will not be accepted unless the transferred courses were taken at a doctoral level, are equivalent to the required Dr.P.H. in leadership, practice, and research coursework, and meet the school's transfer credit policy. A student who does not have an M.P.H. degree from a Council on Education for Public Health-accredited school or program of public health will also need to complete the coursework equivalent to the Postbaccalaureate Certificate in Population Health. The Postbaccalaureate Certificate in Population Health (15 credits) must be taken before the Dr.P.H. coursework and must be completed prior to sitting for the Dr.P.H. qualifying exam.

Doctor of Philosophy (Ph.D.) Programs (SPH)

DOCTOR OF PHILOSOPHY (PH.D.) PROGRAMS

Biostatistics

Environmental and Occupational Health

Epidemiology

Health Systems and Policy

Social and Behavioral Health Sciences

Biostatistics (Ph.D.) (SPH)

Biostatistics

Biostatistics (Ph.D.) (SPH)

Overview

Overview

Doctor of Philosophy (Ph.D.) in Public Health - Biostatistics

Jason Roy, Ph.D., Department Chair and Concentration Director

For more information about the Ph.D. in public health - biostatistics degree, please visit: Here.

At the School of Public Health in New Brunswick

The Ph.D. in public health degree requires a minimum of 72 credits for completion. Candidates for the Ph.D. in public health are required to enroll full time, participate in Doctoral Colloquium each fall and spring semester (Year 1 and 2), attend PhD seminar each fall and spring semester (every year), fulfill a teaching requirement, be immersed in research, complete written and oral qualifying examinations, as well as complete and defend original dissertation research. Ph.D. in public health students complete required and elective coursework during the first year of two years full-time study and then begin their dissertation research in the third year of full-time study after successfully passing the qualifying examination.

Through doctoral-level research, Ph.D. in public health students will develop expertise on a single topic, design and implement a research project, integrate and interpret complex data, and complete a comprehensive dissertation. Students must plan this carefully. Although students will work closely with faculty advisers, students bear responsibility for developing research of publishable quality. The curriculum and academic progress of all doctoral students is monitored by the Research and Doctoral Studies Committee and the Academic Progression Committee.

The Ph.D. in public health - biostatistics degree is intended to give students in-depth understanding of statistical methods applied to biomedical and public health areas. Ph.D. in public health students will have the opportunity to learn how methods are developed and applied.

Biostatistics (Ph.D.) (SPH)

Competencies

Competencies

Doctor of Philosophy (Ph.D.) in Public Health Competencies - Biostatistics

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the Ph.D. in Public Health curriculum in Biostatistics will be able to:

- PhD-BIST1: Apply new and existing probability and statistical models to address biomedical, clinical, or public health research problems;

- PhD-BIST2: Use statistical computer packages to organize, analyze and report collected data; and
- PhD-BIST3: Communicate the results of statistical studies both orally and in writing to senior statisticians and other investigators.

Biostatistics (Ph.D.) (SPH)

Curriculum

Curriculum

Doctor of Philosophy (Ph.D.) in Public Health Curriculum - Biostatistics (72 credits)

Students seeking the Ph.D. in public health - biostatistics degree must complete a minimum of 72 credits of academic work with a minimum GPA of at least 3.2 overall and 3.2 in the set of required courses specified by their concentration; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within seven years. Courses are 3 credits unless otherwise noted.

MINIMUM REQUIREMENTS FOR ADMISSION

- Master's degree in a related field
- Courses in multivariable calculus and linear algebra
- Working knowledge of a programming language

PREREQUISITES (6 credits)
Prerequisites do not count toward the minimum 72-credit Ph.D. curriculum. MPH from a CEPH-accredited school or program meets prerequisite requirements. PHCO 0502 and PHCO 0504 must be completed before Year 1, fall semester (e.g., online summer before) if student does not have graduate-level coursework in these two areas.

- PHCO 0502 - Principles and Methods of Epidemiology (or equivalent)
- PHCO 0504 - Introduction to Biostatistics [Prerequisite: Quantitative Skills Assessment]1 (or equivalent)

PHD IN PUBLIC HEALTH CORE COURSES (9 credits)

- PHCO 0512 - Public Health Foundations *(If a student holds an M.P.H. from a CEPH-accredited school or program of public health, course is waived, but not the credits.)*
- ENOH 0701 - Public Health Research Ethics
- HBSP 0700 - Advances in Public Health Theories

REQUIRED CONCENTRATION COURSES (18 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- BIST 0700 - Advanced Theory of Biostatistics I [or 16:960:652 within Department of Statistics. Rutgers School of Arts and Sciences]
- BIST 0701 - Advanced Theory of Biostatistics II [or 16:960:652 within Department of Statistics, Rutgers School of Arts and Sciences]
- BIST 0720 - Advanced Biostatistical Computing

- BIST 0725 - Generalized Linear Models
- BIST 0727 - Survival Analysis
- BIST 0750 - Longitudinal Data Analysis

Recommended Electives (21 credits):

- BIST 0610 - Advanced Regression Methods for Public Health Studies
- BIST 0660 - Clinical Trials: Design and Analysis of Medical Experiments
- BIST 0663 - Statistical Learning in Biomedical Studies
- BIST 0688 - Statistical Methods in Genetics
- BIST 0690 - Advanced Topics in Biostatistics
- BIST 0721 - Advanced Bayesian Inference
- EPID 0653 - Advanced Epidemiologic Research Methods
- EPID 0656 - Intermediate Epidemiologic Research Methods

REQUIRED RESEARCH (24 credits)

- RESH 0701 - Doctoral Colloquium I (0 credits) Taken in fall and spring in Year 1
- RESH 0702 - Doctoral Colloquium II (0 credits) Taken in fall and spring in Year 2
- RESH 0760 - Doctoral Research (20 credits)
- RESH 0761 - Doctoral Research: Dissertation Proposal Seminar (3 credits) Taken in Year 2
- 1611-5556 - Ethical Scientific Conduct (1 credit) [Offered through School of Graduate Studies] Taken in spring in Year 1

OTHER DOCTORAL REQUIREMENTS (0 credits)

- Pass Qualifying Exam (written and oral) Typically completed at the end of Year 2
- RESH 0730 - Ph.D. Seminar (0 credits) Attend Ph.D. seminar once per month for fall and spring semesters, every year
- Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) (0 credits) or complete HBSP 0725 - Effectively Teaching and Training Adults (3 credits)
- Complete Ethical Scientific Conduct Refresher (0 credit) Taken in Year 5
- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

All Ph.D. students are expected to engage in research activities with their Faculty Advisor.

Notes: 1Only matriculated Ph.D. in Public Health-Biostatistics students are waived from taking the Quantitative Skills Assessment.

Overview

Overview

Doctor of Philosophy (Ph.D.) in Public Health - Environmental and Occupational Health

Helmut Zarbl, Ph.D., A.T.S., Chair

For more information about the Ph.D. in public health - environmental and occupational health degree, please visit: Here.

At the School of Public Health in New Brunswick

The Ph.D. in public health degree requires a minimum of 72 credits for completion. Candidates for the Ph.D. in public health are required to enroll full time, participate in Doctoral Colloquium each fall and spring semester (Year 1 and 2), attend Ph.D. seminar each fall and spring semester (every year), fulfill a teaching requirement, be immersed in research, complete written and oral qualifying examinations, as well as complete and defend original dissertation research. Ph.D. in public health students complete required and elective coursework during the first year of two years full-time study and then begin their dissertation research in the third year of full-time study after successfully passing the qualifying examination.

Through doctoral-level research, Ph.D. in public health students will develop expertise on a single topic, design and implement a research project, integrate and interpret complex data, and complete a comprehensive dissertation. Students must plan this carefully. Although students will work closely with faculty advisers, students bear responsibility for developing research of publishable quality. The curriculum and academic progress of all doctoral students is monitored by the Research and Doctoral Studies Committee and the Academic Progression Committee.

The Ph.D. in public health - environmental and occupational health degree is intended to give students in-depth understanding of environmental and occupational health. The environmental/occupational research performed by students in the doctoral program covers the spectrum from toxicologically oriented research to epidemiology, risk assessment, exposure assessment, and policy formation.

Environmental and Occupational Health (SPH)

Competencies

Competencies

Doctor of Philosophy (Ph.D.) Public Health Competencies - Environmental and Occupational Health

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the Ph.D. in Public Health curriculum in Environmental and Occupational Health will be able to:

- PhD-ENOH1: Conduct an environmental and occupational health literature review across the exposure-disease continuum, assess its strengths and weaknesses and identify knowledge gaps and future research directions;
- PhD-ENOH2: Design a testable hypothesis to investigate the environmental health effects of a toxicant, toxin, or hazard event;
- PhD-ENOH3: Develop and/or apply novel and cutting-edge research methods in the laboratory and/or in the field to obtain and analyze data to test research hypotheses;
- PhD-ENOH4: Assess and explain the connections of environmental justice and health disparities, such as racial and ethnic inequities;
- PhD-ENOH5: Communicate basic principles in environmental and occupational health sciences including toxicology, quantitative risk assessment, epidemiology, and exposure sciences to professional audiences;
- PhD-ENOH6: Demonstrate competency in teaching and/or presenting environmental and occupational health topics at the graduate level; and
- PhD-ENOH7: Demonstrate knowledge of the responsible conduct of research and conduct research following the rules and policies for ethical research.

Environmental and Occupational Health (SPH)

Curriculum

Curriculum

Doctor of Philosophy (Ph.D.) in Public Health Curriculum - Environmental and Occupational Health (72 credits)

Students seeking the Ph.D. in public health - environmental and occupational health degree must complete a minimum of 72 credits of academic work with a minimum GPA of at least 3.2 overall and 3.2 in the set of required courses specified by the concentration; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within seven years. Courses are 3 credits unless otherwise noted.

PREREQUISITES
Prerequisites do not count toward the minimum 72-credit Ph.D. curriculum. M.P.H. from a CEPH-accredited school or program meets prerequisite requirements. PHCO 0502 and PHCO 0504 must be completed before Year 1, fall semester (e.g., online summer before) if student does not have graduate-level coursework in these two areas.

- PHCO 0502 - Principles and Methods of Epidemiology (or equivalent)
- PHCO 0503 - Introduction to Environmental Health (if no prior public health experience)
- PHCO 0504 - Introduction to Biostatistics [Prerequisite: Quantitative Skills Assessment] (or equivalent)

PH.D. IN PUBLIC HEALTH CORE COURSES (9 credits)

- PHCO 0512 - Public Health Foundations (*If a student holds an M.P.H. from a CEPH-accredited school or program of public health, course is waived, but not the credits)*
- ENOH 0701 - Public Health Research Ethics

- HBSP 0700 - Advances in Public Health Theories

REQUIRED CONCENTRATION COURSES (30 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- ENOH 0756 - Environmental Risk Assessment
- ENOH 0794 - Environmental and Occupational Toxicology
- ENOH 0795 - Environmental Exposure Measurement and Assessment
- BIST 0535 - Biostatistical Computing
- BIST 0551 - Applied Regression Analysis for Public Health Studies1
- BIST 0615 - Applied Categorical Data Analysis
- EPID 0656 - Intermediate Epidemiologic Reseach Methods
- HBSP 0703 - Evaluation and Research Design for Public Health Interventions
- HBSP 0724 - Population Health and Public Policy
- HBSP 0726 - Intermediate Survey Research Methods

RECOMMENDED ELECTIVES COURSES (9 credits)
Selected with advisor approval

REQUIRED RESEARCH (24 credits)

- RESH 0701 - Doctoral Colloquium I (0 credits) Taken in fall and spring in Year 1
- RESH 0702 - Doctoral Colloquium II (0 credits) Taken in fall and spring in Year 2
- RESH 0760 - Doctoral Research (20 credits)
- RESH 0761 - Doctoral Research: Dissertation Proposal Seminar (3 credits) Taken in Year 2
- 1611-5556 - Ethical Scientific Conduct (1 credit) [Offered through School of Graduate Studies] Taken in spring in Year 1

OTHER REQUIREMENTS (0 credits)

- Pass Qualifying Exam (written and oral) Typically completed at the end of Year 2
- RESH 0730 - Ph.D. Seminar (0 credits) Attend Ph.D. seminar once per month for fall and spring semesters, every year
- Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) (0 credits) or complete HBSP 0725 - Effectively Teaching and Training Adults (3 credits)
- Complete Ethical Scientific Conduct Refresher (0 credit) Taken in Year 5
- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Student Enrolled Fall 2024 and After)

All PhD students are expected to engage in research activities with their faculty advisor.

Note: 1With Advisor approval, may substitute with BIST 0610 - Advanced Regression Methods for Public Health Studies

Epidemiology (Ph.D.) (SPH)

Epidemiology

Epidemiology (Ph.D.) (SPH)

Overview

Overview

Doctor of Philosophy (Ph.D.) in Public Health - Epidemiology

Emily Barrett, Ph.D., M.A., Vice Chair and Concentration Director

For more information about the Ph.D. in public health - epidemiology degree, please visit: Here.

At the School of Public Health in New Brunswick

The Ph.D. in public health degree requires a minimum of 72 credits for completion. Candidates for the Ph.D. in public health are required to enroll full time, participate in Doctoral Colloquium each fall and spring semester (Year 1 and 2), attend Ph.D. seminar each fall and spring semester (every year), fulfill a teaching requirement, be immersed in research, complete written and oral qualifying examinations, as well as complete and defend original dissertation research. Ph.D. in public health students complete required and elective coursework during the first year of two years full-time study and then begin their dissertation research in the third year of full-time study after successfully passing the qualifying examination.

Through doctoral-level research, Ph.D. in public health students will develop expertise on a single topic, design and implement a research project, integrate and interpret complex data, and complete a comprehensive dissertation. Students must plan this carefully. Although students will work closely with faculty advisers, students bear responsibility for developing research of publishable quality. The curriculum and academic progress of all doctoral students is monitored by the Research and Doctoral Studies Committee and the Academic Progression Committee.

The Ph.D. in public health - epidemiology degree offers students rigorous training in the concepts, methods and analytic approaches used in epidemiology to understand the distribution and causes of health in populations.

Epidemiology (Ph.D.) (SPH)

Competencies

Competencies

Doctor of Philosophy (Ph.D.) in Public Health Competencies - Epidemiology

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the Ph.D. in Public Health curriculum in Epidemiology will be able to:

- PhD-EPID1: Evaluate epidemiologic literature, assessing methodological approaches, strengths, weaknesses, and threats to validity;
- PhD-EPID2: Conduct independent epidemiologic literature reviews and summarize studies using qualitative or quantitative techniques;
- PhD-EPID3: Quantitatively analyze public health data sets using epidemiologic and biostatistical techniques;
- PhD-EPID4: Identify gaps in the epidemiologic literature and develop specific aims and hypotheses suitable for an epidemiologic research proposal;
- PhD-EPID5: Demonstrate understanding of epidemiological study designs and advanced epidemiological methods in order to develop an appropriate approach to address a specific study question
- PhD-EPID6: Conduct epidemiological studies using primary and/or secondary data and synthesize study findings;
- PhD-EPID7: Design reliable and valid measurement instruments;
- PhD-EPID8: present and defend study findings from original research to professional audiences;
- PhD-EPID9: Demonstrate competency in teaching epidemiologic research methods at the graduate level; and
- PhD-EPID10: Demonstrate knowledge of the responsible conduct of research and conduct research following the rules and policies for ethical research.

Epidemiology (Ph.D.) (SPH)

Curriculum

Curriculum

Doctor of Philosophy (Ph.D.) in Public Health Curriculum - Epidemiology (72 credits)

Students seeking the Ph.D. in public health-epidemiology degree must complete a minimum of 72 credits of academic work with a minimum GPA of at least 3.2 overall and a 3.2 in the set of required courses specified by the concentration; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within seven years. Courses are 3 credits unless otherwise noted.

PREREQUISITES
Prerequisites do not count toward the 72-credit Ph.D. curriculum. MPH from an accredited school or program meets prerequisite PHCO coursework requirements (not BIST 0535). PHCO 0502 and PHCO 0504 must be completed before Year 1, fall semester (e.g., online summer before) if student does not have graduate-level coursework in these two areas.

- PHCO 0502 - Principles and Methods of Epidemiology (or equivalent)
- PHCO 0504 - Introduction to Biostatistics [Prerequisite: Quantitative Skills Assessment] (or equivalent)
- BIST 0535 - Biostatistical Computing (or equivalent)

PH.D. IN PUBLIC HEALTH CORE COURSES (9 credits)

- PHCO 0512 - Public Health Foundations (*If a student holds an M.P.H. from a CEPH-accredited school or program of public health, course is waived, but not the credits.)*
- ENOH 0701 - Public Health Research Ethics
- HBSP 0700 - Advances in Public Health Theories

REQUIRED CONCENTRATION COURSES (30 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

Biology of Disease (3 credits)

- ENOH 0560 - Public Health Biology and Physiology -OR- ENOH 0594 - Environmental and Occupational Toxicology *can be waived by the Academic Advisor for students with a biology or clinical background, but not the credits*

Methods (27 credits)

- EPID 0656 - Intermediate Epidemiologic Research Methods
- EPID 0657 - Applied Methods in Epidemiologic Research
- EPID 0702 - Epidemiology Journal Club-PhD (0.5 credit; required 6 times). If a student took EPID 0700, this former course is accepted but the student should also discuss with their Academic Advisor
- EPID 0753 - Advanced Epidemiologic Research Methods with Applications
- BIST 0551 - Applied Regression Analysis for Public Health -OR- BIST 0610 - Advanced Regression Methods for Public Health Studies
- BIST 0615 - Categorical Data Analysis
- BIST 0627 - Applied Survival Data Analysis -OR- BIST 0727 - Survival Analysis
- BIST 0650 - Applied Longitudinal Data Analysis -OR- BIST 0750 - Longitudinal Data Analysis
- HBSP 0726 - Intermediate Survey Research Methods

RECOMMENDED ELECTIVES COURSES (9 credits; 6 credits must be doctoral level)

- EPID 0552 - Infectious Disease Epidemiology
- EPID 0563 - Introduction to Outcomes Research
- EPID 0569 - GIS for Public Health and Epidemiology
- EPID 0591 - Topics in Comparative Effectiveness Research in Health Care
- EPID 0601 - Cancer Epidemiology
- EPID 0607 - Reproductive and Perinatal Epidemiology
- EPID 0650 - Environmental and Occupational Epidemiology
- EPID 0672 - Pharmacoepidemiology and Therapeutic Risk Management
- EPID 0673 - Social Epidemiology
- EPID 0676 - Intermediate Pharmacoepidemiology
- EPID 0752 - Epidemiology of Chronic Diseases
- EPID 0770 - Advanced Seminar in Epidemiology I
- EPID 0771 - Advanced Seminar in Epidemiology II

- BIST 0655 - Biocomputing II
- BIST 0660 - Clinical Trials: Design and Analysis of Medical Experiments
- BIST 0688 - Statistical Methods in Genetics
- BIST 9688 - Data Mining
- BIST 9655 - Nonparametric Statistics
- ENOH 9627 - Advanced Multivariate Methods for Environmental Health Issues
- HSAP 0617 - Health Services Research and Evaluation
- UGPH 0605 - Qualitative Research Methods
- UGPH 0744 - Methods for Research among Hidden Populations

REQUIRED RESEARCH (24 credits)

- RESH 0701 - Doctoral Colloquium I (0 credits) Taken in fall and spring in Year 1
- RESH 0702 - Doctoral Colloquium II (0 credits) Taken in fall and spring in Year 2
- RESH 0760 - Doctoral Research (20 credits)
- RESH 0761 - Doctoral Research: Dissertation Proposal Seminar (3 credits) Taken in Spring in Year 2
- 1611-5556 - Ethical Scientific Conduct (1 credit) [Offered through School of Graduate Studies] Taken in spring in Year 1

OTHER REQUIREMENTS (0 credits)

- Pass Qualifying Exam (written and oral) Typically completed at the end of Year 2
- RESH 0730 - Ph.D. Seminar (0 credits) Attend Ph.D. seminar once per month for fall and spring semesters, every year
- Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) (0 credits) or complete HBSP 0725 - Effectively Teaching and Training Adults (3 credits)
- Complete Ethical Scientific Conduct Refresher (0 credit) Taken in Year 5
- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Student Enrolled Fall 2024 and After)

All PhD students are expected to engage in research activities with their Faculty Advisor.

Health Systems Policy (SPH)

Health Systems Policy

Health Systems Policy (SPH)

Overview

Overview

Doctor of Philosophy (Ph.D.) in Public Health - Health Systems and Policy

Kevin Schroth, J.D., Interim Concentration Director

For more information about the Ph.D. in public health - health systems and policy, please visit: Here.

At the School of Public Health in New Brunswick:

The Ph.D. in public health degree requires a minimum of 72 credits for completion. Candidates for the Ph.D. in public health are required to enroll full time, participate in Doctoral Colloquium each fall and spring semester (Year 1 and 2), attend Ph.D. seminar each fall and spring semester (every year), fulfill a teaching requirement, be immersed in research, complete written and oral qualifying examinations, as well as complete and defend original dissertation research. Ph.D. in public health students complete required and elective coursework during the first year of two years full-time study and then begin their dissertation research in the third year of full-time study after successfully passing the qualifying examination.

Through doctoral-level research, Ph.D. in public health students will develop expertise on a single topic, design and implement a research project, integrate and interpret complex data, and complete a comprehensive dissertation. Students must plan this carefully. Although students will work closely with faculty advisers, students bear responsibility for developing research of publishable quality. The curriculum and academic progress of all doctoral students is monitored by the Research and Doctoral Studies Committee and the Academic Progression Committee.

The Ph.D. in public health - health systems and policy offers doctoral studies specializing in health systems research and policy analysis. The program is designed to provide qualified and motivated students with the analytical and quantitative skills, institutional knowledge, and research experience necessary to become independent and creative scholars.

Health Systems Policy (SPH)

Competencies

Competencies

Doctor of Philosophy (Ph.D.) in Public Health Competencies - Health Systems and Policy

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.
Upon graduation, a student completing the Ph.D. in Public Health - curriculum in Health Systems and Policy curriculum will be able to:

- PhD-HSAP1: Review and interpret scientific literature in health systems and policy;
- PhD-HSAP2: Apply social science theories and methods to the analyses of key issues in health systems and policy;
- PhD-HSAP3: Apply appropriate statistical techniques and software to the analyses of data sets;
- PhD-HSAP4: Analyze a contemporary health policy issue; and
- PhD-HSAP5: Evaluate ethical concerns in public health policy and administration.

Health Systems Policy (SPH)

Curriculum

Curriculum

Doctor of Philosophy (Ph.D.) in Public Health Curriculum - Health Systems and Policy (72 Credits)

Students seeking the Ph.D. in Public Health - Health Systems and Policy degree must complete a minimum of 72 credits of academic work with a minimum GPA of at least 3.2 overall and 3.2 in the set of required courses specified by their concentration; earn no more than 9 credits bearing grades less than B; and complete the degree requirements within seven years. Courses are 3 credits unless otherwise noted.

PREREQUISITES
Prerequisites do not count toward the minimum 72-credit Ph.D. curriculum. M.P.H. from a CEPH-accredited school or program meets prerequisites requirements. PHCO 0502 and PHCO 0504 must be completed before Year 1, fall semester (e.g., online summer before) if student does not have graduate-level coursework in these two areas.

- PHCO 0501 - Health Systems and Policy (or equivalent)
- PHCO 0502 - Principles and Methods of Epidemiology (or equivalent)
- PHCO 0504 - Introduction to Biostatistics [Prerequisite: Quantitative Skills Assessment] (or equivalent)

PHD IN PUBLIC HEALTH CORE COURSES (9 credits)

- PHCO 0512 - Public Health Foundations *If a student holds an M.P.H. from a CEPH-accredited school or program of public health, course is waived, but not the credits*
- ENOH 0701 - Public Health Research Ethics
- HBSP 0700 - Advances in Public Health Theories

REQUIRED CONCENTRATION COURSES (33 credits)
Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- HBSP 0621 - Health Care Economics
- HBSP 0624 - Issues in Private and Public Health Insurance
- HBSP 0701 - Grant Writing for Public Health, Behavioral and Biomedical Research
- HBSP 0703 - Evaluation and Research Design for Public Health Interventions
- HBSP 0723 - Health Politics and Policy
- HBSP 0724 - Population Health and Public Policy
- HBSP 0726 - Intermediate Survey Research Methods
- BIST 0535 - Biostatistical Computing
- BIST 0551 - Applied Regression Analysis for Public Health Studies1
- BIST 0615 - Categorical Data Analysis
- EPID 0656 - Intermediate Epidemiological Research Methods

RECOMMENDED ELECTIVES COURSES (6 credits)
Selected with advisor approval

REQUIRED RESEARCH (24 credits)

- RESH 0701 - Doctoral Colloquium I (0 credits) Taken in fall and spring in Year 1
- RESH 0702 - Doctoral Colloquium II (0 credits) Taken in fall and spring in Year 2
- RESH 0760 - Doctoral Research (20 credits)
- RESH 0761 - Doctoral Research: Dissertation Proposal Seminar (3 credits) Taken in Spring in Year 2
- 1611-5556 - Ethical Scientific Conduct (1 credit) [Offered through School of Graduate Studies] Taken in spring in Year 1

OTHER DOCTORAL REQUIREMENTS (0 credits)

- Pass Qualifying Exam (written and oral) Typically completed at the end of Year 2
- RESH 0730 - Ph.D. Seminar (0 credits) Attend Ph.D. seminar once per month for fall and spring semesters, every year
- Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) (0 credits) or complete HBSP 0725 - Effectively Teaching and Training Adults (3 credits)
- Complete Ethical Scientific Conduct Refresher (0 credit) Taken in Year 5
- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

All PhD students are expected to engage in research activities with their faculty advisor

Notes: 1With Advisor approval, may substitute with BIST 0610 - Advanced Regression Methods for Public Health Studies

Social and Behavioral Health Sciences (Ph.D.) (SPH)

Social and Behavioral Health Sciences

Social and Behavioral Health Sciences (Ph.D.) (SPH)

Overview

Overview

Doctor of Philosophy (Ph.D.) in Public Health - Social and Behavioral Health Sciences

Paul Duberstein, Ph.D., Department Chair and Concentration Director

For more information about the Ph.D. in public health - social and behavioral health sciences degree, please visit: Here.

At the School of Public Health in New Brunswick

The Ph.D. in public health degree requires a minimum of 72 credits for completion. Candidates for the Ph.D. in public health are required to enroll full time, participate in Doctoral Colloquium each fall and spring semester (Year 1 and 2), attend PhD seminar each fall and spring semester (every year), fulfill a teaching requirement, be immersed in research, complete written and oral qualifying examinations, as well as complete and defend original dissertation

research. Ph.D. in public health students complete required and elective coursework during the first year of two years full-time study and then begin their dissertation research in the third year of full-time study after successfully passing the qualifying examination.

Through doctoral-level research, Ph.D. in public health students will develop expertise on a single topic, design and implement a research project, integrate and interpret complex data, and complete a comprehensive dissertation. Students must plan this carefully. Although students will work closely with faculty advisers, students bear responsibility for developing research of publishable quality. The curriculum and academic progress of all doctoral students is monitored by the Research and Doctoral Studies Committee and the Academic Progression Committee.

The Ph.D. in public health - social and behavioral health sciences degree offers students rigorous training in the concepts, methods and analytic approaches used in the behavioral sciences to design and conduct research studies related to health behavior.

Social and Behavioral Health Sciences (Ph.D.) (SPH)

Competencies

Competencies

Doctor of Philosophy (Ph.D.) in Public Health Competencies - Social and Behavioral Health Sciences

Each concentration identifies competencies for each degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a particular degree.

Upon graduation, a student completing the Ph.D. in Public Health curriculum in Social and Behavioral Health Sciences will be able to:

- PhD-SBHS1: Design and conduct research investigations related to health behavior;
- PhD-SBHS2: Apply univariate and multivariable analytic techniques to understand health behaviors;
- PhD-SBHS3: Demonstrate ability to critically analyze and interpret the scientific literature;
- PhD-SBHS4: Develop grant writing skills to establish a program of funded research;
- PhD-SBHS5: Demonstrate proficiency in individual or organizational models of behavior change; and
- PhD-SBHS6: Construct conceptual or empirical models describing the behavior of individuals or households regarding their health status.

Social and Behavioral Health Sciences (Ph.D.) (SPH)

Curriculum

Curriculum

Doctor of Philosophy (Ph.D.) in Public Health Curriculum - Social and Behavioral Health Sciences (72 Credits)

Students seeking the Ph.D. in public health - social and behavioral health sciences degree must complete a minimum of 72 credits of academic work with a minimum GPA of at least 3.2 overall and 3.2 in the set of required courses specified by the concentration; earn no more than 9 credit bearing grades less than B; and complete the degree requirements within seven years. Courses are 3 credits unless otherwise noted.

PREREQUISITES

Prerequisites do not count toward the minimum 72-credit Ph.D. curriculum. M.P.H. from a CEPH-accredited school or program meets prerequisite requirements. PHCO 0502 and PHCO 0504 must be completed before Year 1, fall semester (e.g., online summer before) if student does not have graduate-level coursework in these two areas.

- PHCO 0502 - Principles and Methods of Epidemiology
- PHCO 0504 - Introduction to Biostatistics [Prerequisite: Quantitative Skills Assessment] (or equivalent)
- PHCO 0505 - Social and Behavioral Health Sciences in Public Health (or equivalent)

P.H.D. IN PUBLIC HEALTH CORE COURSES (9 credits)

- PHCO 0512 - Public Health Foundations. If a student holds an M.P.H. from a CEPH-accredited school or program of public health, course is waived, but not the credits
- ENOH 0701 - Public Health Research Ethics
- HBSP 0700 - Advances in Public Health Theories

REQUIRED CONCENTRATION COURSES (27 credits)

Note: Students should review the Course Descriptions in the School Catalog for specific information about prerequisites required for required courses and recommended electives.

- HBSP 0654 - Health Communication/Risk Communication
- HBSP 0701 - Grant Writing for Public Health, Behavioral, and Biomedical Research
- HBSP 0703 - Evaluation and Research Design for Public Health Interventions
- HBSP 0724 - Population Health and Public Policy
- HBSP 0726 - Intermediate Survey Research Methods
- BIST 0535 - Biostatistical Computing
- BIST 0551 - Applied Regression Analysis for Public Health Studies1
- BIST 0615 - Categorical Data Analysis
- EPID 0656 - Intermediate Epidemiologic Methods

RECOMMENDED ELECTIVE COURSES (12 credits)

- Behavioral Science Electives (6 credits): Selected with advisor approval
- Analytical Electives (6 credits): Selected with advisor approval

REQUIRED RESEARCH (24 credits)

- RESH 0701 - Doctoral Colloquium I (0 credits) Taken in fall and spring in Year 1
- RESH 0702 - Doctoral Colloquium II (0 credits) Taken in fall and spring in Year 2
- RESH 0760 - Doctoral Research (20 credits)
- RESH 0761 - Doctoral Research: Dissertation Proposal Seminar (3 credits) Taken in Year 2

- 1611-5556 - Ethical Scientific Conduct (1 credit) [Offered through School of Graduate Studies] Taken in spring in Year 1

OTHER REQUIREMENTS (0 credits)

- Pass Qualifying Exam (written and oral) Typically completed at the end of Year 2
- RESH 0730 - Ph.D. Seminar (0 credits) Attend Ph.D. seminar once per month for fall and spring semesters, every year
- Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) (0 credits) or complete HBSP 0725 - Effectively Teaching and Training Adults (3 credits)
- Complete Ethical Scientific Conduct Refresher (0 credit) Taken in Year 5
- Complete Collaborative Institutional Training Initiative (CITI) online training on Human Subject Research Protections (For Students Enrolled Fall 2024 and After)

All PhD students are expected to engage in research activities with their Faculty Advisor.

Notes: 1With Advisor approval, may substitute with BIST 0610 - Advanced Regression Methods for Public Health Studies.

Bachelor's/Master's Programs (SPH)

BACHELOR'S/MASTER'S PROGRAMS

The Rutgers School of Public Health offers B.A./M.P.H. and B.S./M.P.H. articulated degree programs for select, highly qualified undergraduate students with an interest in a public health career. These articulated degree programs give students the opportunity to earn their master of public health (M.P.H.) graduate degree in approximately four-to-six semesters after earning their undergraduate degree, depending on the curriculum schedule chosen and full-time or part-time status.

The articulated degree programs allow accepted undergraduate students to take up to 18 graduate course credits at the Rutgers School of Public Health while enrolled as an undergraduate. (The number of credits allowed depends on the articulated degree program.) Some or all of these graduate credits may count toward both the undergraduate degree and the M.P.H. degree at the School of Public Health. However, these graduate credits cannot be transferred to other graduate schools.

For each articulated degree program, interested students must apply to and be accepted into the Rutgers School of Public Health, per the requirements of the specific articulated degree program.

For how to apply and more information about each articulated degree, please visit here.

Dual-Degree Programs (SPH)

DUAL-DEGREE PROGRAMS

The Rutgers School of Public Health offers several dual-degree programs with schools across Rutgers, as well as other universities. These dual-degree programs give students the opportunity to earn two graduate degrees in a shorter time frame then earning them individually.

For each dual-degree program, interested students must apply to and be accepted into each school separately in order to be eligible for the specific dual degree. Dual-degree students must fulfill degree requirements for both programs. Advisers from the respective schools will assist students with mapping curriculum.

For application requirements, please visit: Here.

For more information about each dual degree, please visit: Here.

Dual Degree	Partner School
M.D./M.P.H. (Doctor of Medicine/Master of Public Health)	With Rutgers Robert Wood Johnson Medical School in New Brunswick and Rutgers New Jersey Medical School in Newark
Pharm.D./M.P.H. (Doctor of Pharmacy/M.P.H.)	With Rutgers Ernest Mario School of Pharmacy
Psy.D./M.P.H. (Doctor of Psychology/M.P.H.)	With Rutgers Graduate School of Applied and Professional Psychology
M.B.A./M.P.H. (Master of Business Administration/M.P.H.)	With Rutgers Business School-Newark and New Brunswick
M.B.S./M.P.H. (Master of Biomedical Science/M.P.H.)	With Rutgers School of Graduate Studies in Newark
M.P.P./M.P.H. (Master of Public Policy/M.P.H.)	With Rutgers Edward J. Bloustein School of Planning and Public Policy
M.S.in Clinical Nutrition/M.P.H (Master of Science-Clinical Nutrition/M.P.H.)	With Rutgers School of Health Professions
M.S. in Physician Assistant/M.P.H. (Master of Science in Physician Assistant/ M.P.H.)	With Rutgers School of Health Professions
M.S.W./M.P.H. (Master of Social Work/M.P.H.)	With Rutgers School of Social Work
DI Graduate Certificate/M.P.H. (Dietetic Internship Graduate Certificate/M.P.H.)	With Rutgers School of Health Professions

Courses (SPH)

COURSES

Biostatistics Courses

Environmental and Occupational Health Courses

Epidemiology Courses

Health Behavior, Society, and Policy Courses

Health Outcomes, Policy, and Economics Courses

Interdisciplinary Studies Courses

International Programs Courses

Nutrition Courses

Practicum Experience Courses

Public Health Core Courses

Public Health Electives

Research Courses

Urban-Global Public Health Courses

Biostatistics Courses (SPH)

Biostatistics Courses

BIST 0535 ***Biostatistical Computing (3)***
This course provides students with the ability to conduct statistical analysis using statistical software SAS and R. The primary subject is using the SAS programming language to solve a variety of database and statistical problems, and using R language to perform statistical analysis. This is a highly applied course and students are expected to complete computer exercises each week.

BIST 0551 ***Applied Regression Analysis for Public Health Studies (3)***
This course introduces regression analyses methods. The primary topics are simple, multiple linear regression models, model diagnostics, and model building. Logistic regression for binary outcomes will also be introduced. The emphasis will be interpretation and applications. Students will learn how to use statistical software for implementing regression analyses.
Prerequisites: PHCO 0504 (Minimum Grade of B) and BIST 0535 (Minimum Grade of B); or BIST 0625 (Minimum Grade of B)

BIST 0610 ***Advanced Regression Methods for Public Health Studies (3)***
This course of regression methods emphasizes the theory and applications of linear and logistic regression models for public health studies. Model formulations, statistical inference and data interpretation are taught and illustrated with real data examples. Statistical software packages and linear algebra are used.
Prerequisites: BIST 0613 and BIST 0535; or BIST 0613 and BIST 0625

BIST 0613 ***Biostatistics Theory I (3)***
This course introduces fundamental concepts in probability, including random variables, probability distributions, and statistical models. Students will learn to apply these principles to solve real-world problems. This course serves to lay a foundation in statistical theory for students so that they can pursue more advanced technical materials.

BIST 0614 ***Biostatistics Theory II (3)***
This course covers theory of estimation and hypothesis testing. Topics include sampling distributions, sufficiency, unbiasedness, maximum likelihood methods (estimation and tests). Emphasis is on the fundamental concepts of underlying theory.
Prerequisite: BIST 0613 (Minimum Grade of B).

BIST 0615 ***Applied Categorical Data Analysis (3)***
This class introduces descriptive and inferential statistics for categorical and ordinal data with applications to epidemiological and clinical studies. Methods that focus on 2- and 3-way contingency tables as well as generalized linear models to model nominal, ordinal, and count outcomes are presented.
Prerequisites: PHCO 0504 and BIST 0535; or BIST 0625

BIST 0625 ***Fundamentals of Biostatistics (3)***
This course covers core topics in distributions, estimation, and modeling. Topics include descriptive statistics, hypothesis testing, power calculations, and linear regression. Students will apply statistical software programs to solve common public health problems and will critically review and comprehend basic statistical discussions in the public health literature.

BIST 0627 ***Applied Survival Data Analysis (3)***
This course emphasizes concepts and applications of survival analysis used in public health studies. The product limit estimator, the Cox proportional hazard model, and parametric models will be discussed. Censoring and truncation patterns will also be studied. Model building and checking will be discussed throughout.
Prerequisites: BIST 0551 (Minimum Grade of B) or BIST 0610 (Minimum Grade of B).

BIST 0630 ***Sampling Methods (3)***
This course emphasizes data collection utilizing stratification, cluster sampling, multistage sampling, systematic sampling, or sampling with unequal probabilities of selection may be preferred to simple random sampling. Sampling strategies often introduce bias into traditional estimates of standard errors for these statistics. This course provides an introduction to theory and applications of methods for analysis that account for sampling design.
Prerequisites: PHCO 0504 and an intermediate statistics course.

BIST 0650 ***Applied Longitudinal Data Analysis (3)***
This course covers modern statistical techniques for longitudinal data from an applied perspective. Topics include characteristics of the longitudinal design, graphical exploration of the mean and correlation structure, linear and generalized linear mixed effects models including multilevel modeling, marginal and subject-specific models, generalized estimating equations method (GEE). Analysis of real data sets using statistical software are integrated throughout.
Prerequisites: BIST 0551 (Minimum Grade of B) or BIST 0610 (Minimum Grade of B).

BIST 0655 ***Biocomputing II (3)***
This course provides students with more advanced computing-intensive methods for their future research needs. Topics include random variable generation, jackknife and bootstrap, Monte Carlo integration, Markov chains,

Monte Carlo optimization, Metropolis-Hastings algorithm, and the Gibbs Sampler. SAS, R/Splus, BUGS (Bayesian inference using Gibbs sampling), together with Fortran, C/C++ will be used as programming tools..
Prerequisites: BIST 0535 and intermediate-level graduate courses in statistical inference and probability theory (e.g., BIST 0613 and BIST 0614). One year of calculus and some linear algebra. Permission from instructor.

BIST 0660 ***Clinical Trials: Design and Analysis of Medical Experiments (3)***
This course teaches students essential concepts and application of a wide range of statistical methods used in the design, conduct, monitoring, and analysis of medical experiments. Students are expected to participate in group discussions during the class.
Prerequisites: BIST 0551 and BIST 0535; or BIST 0610 and BIST 0625.

BIST 0663 ***Statistical Learning in Biomedical Studies (3)***
This course focuses on the theoretical concepts and applications of statistical learning methods for biomedical studies. It covers supervised and unsupervised learning methods, including Ridge regression, LASSO, classification, decision trees, ensemble learning, SVM, deep learning, PCA, and clustering models. The course emphasizes model building, assessment, selection, interpretation, and explores the theoretical properties of selected models. R is used for data analysis. Suitable for BIST MS and doctoral students.
Prerequisites: BIST 0610 and BIST 0614.

BIST 0688 ***Statistical Methods in Genetics (3)***
This course acquaints students in public health with statistical methods for the analysis of genetic data arising in epidemiology, clinical trials, and laboratory experiments. Topics covered include genetic epidemiology, pedigree data, linkage and association analysis, phylogenetics, and the analysis of micro array data.
Prerequisites: BIST 0535 or BIST 0625 and BIST 0610; or permission from instructor.

BIST 0690 ***Advanced Topics in Biostatistics (3)***
This course provides students who are in research for doctoral thesis topics with in-depth survey and synthesis of recent developments in biostatistics. Topics will be based on statistical research and applications of faculty of the department, which may include missing data analysis, sequential design and analysis, Bayesian statistics, bioinformatics analysis, mixed models, etc.
Prerequisite: BIST 0700 or permission from instructor.

BIST 0700 ***Advanced Theory of Biostatistics I (3)***
This course extends probability and statistical theory to an advanced level. The topics include common stochastic processes in biostatistics, likelihood construction, maximum likelihood estimation and information matrix, likelihood-based tests, partial, conditional and marginal likelihoods, algorithms, convergence and limit theorems, and asymptotic theory for likelihood-based methods. This course also includes the inference for regression models and the theory of statistical estimation, unbiasedness, consistency, and efficiency.
Prerequisites: An intermediate-level graduate course in statistical inference and probability theory (e.g., BIST 0613 and BIST 0614). One year of calculus and some linear algebra.

BIST 0701 ***Advanced Theory of Biostatistics II (3)***
This course extends probability and statistical theory covered in BIST 0613 and 0614 to an advanced level, and continues the advanced inference topics arising in Biostatistics presented in Advance Theory of Biostatistics I (BIST 700). Topics include estimating equations, generalized estimating equation (GEE), restricted maximum likelihood

(REML) methods, jackknife and bootstrap methods, permutation and rank tests, and Bayesian data analysis.
Prerequisites: An intermediate-level graduate course in statistical inference and probability theory (e.g., BIST 0613 and BIST 0614) or Advanced Theory of Biostatistics I (BIST 0700), or equivalent. One year of calculus and some linear algebra.

BIST 0714 ***Intermediate Biostatistics***
This course is designed for students to take a deeper dive into modern topics in biostatistics. Topics include methods for randomized trials, observational studies, and regression methods. Within each research topic, a variety of methods will be learned, with an emphasis on assumptions, interpretation, and strengths/weaknesses of each method.
Doctoral student standing.

BIST 0720 ***Advanced Biostatistical Computing (3)***
This course covers advanced statistical computing techniques widely used in Statistics/Biostatistics Research. Topics in this course include dimensionality reduction, random variable generation, Monte Carlo Integration, Markov chains, Monte Carlo Optimization, EM algorithm, Metropolis-Hastings algorithm, the Gibbs sampler. R and/or C++ is used as programming tools in the class.
Prerequisites: BIST 0613, concurrent BIST 0614, and BIST 0610.

BIST 0721 ***Advanced Bayesian Inference (3)***
This course focuses on modern Bayesian methods for analyzing biomedical and health-related data. The course begins with a brief review of Bayesian principles, conjugate and nonconjugate priors, and computational algorithms (Gibbs; Metropolis Hastings; slice sampling) and emphasizes Bayesian nonparametric methods. This includes popular priors over distributions and priors over functions.
Doctoral student standing. Prerequisites: BIST 0610 and BIST 0700.

BIST 0725 ***Generalized Linear Models (3)***
This course covers the theory and inferential methods for generalized linear models. Specific topics include linear, logistic, and Poisson regression; overdispersion; likelihood-based inference and estimating equations; algorithms; and applications.
Prerequisites: BIST 0613, BIST 0614, and BIST 0610.

BIST 0727 ***Survival Analysis (3)***
This is a course in survival analysis that emphasizes concepts and applications used in public health studies. The product limit estimator, the Cox proportional hazard model, and parametric models will be discussed. Censoring and truncation patterns will also be studied. Model building and checking will be discussed throughout. This course is a mathematically more advanced version of BIST 0627, with additional work required of students.
Prerequisites: BIST 0610 (Minimum Grade of B) and BIST 0614 (Minimum Grade of B).

BIST 0750 ***Longitudinal Data Analysis (3)***
This course covers modern statistical techniques for longitudinal data analysis from a theoretical perspective. Emphasis will be on the theory of longitudinal data analysis and modeling. Topics include general and generalized linear models for longitudinal data, with the focus on the marginal, random effects and transition models, as well as missing data analysis.
Prerequisites: BIST 0610 (Minimum Grade of B) and BIST 0614 (Minimum Grade of B).

BIST 9619 ***Design of Experiments (3)***
Fundamental principles of experimental design; completely randomized variance component designs; randomized blocks; Latin squares; incomplete blocks; partially hierarchic mixed-model experiments; factorial experiments; fractional factorials; and response surface exploration.
Prerequisite: 01:960:484 or 401 or equivalent. Cross-listed with 16:960:590. This course is offered through Rutgers School of Graduate Studies in New Brunswick.

BIST 9654 ***Applied Stochastic Processes (3)***
Markov chains; recurrence; random walk; gambler's ruin; ergodic theorem and stationary distribution; continuous time Markov chains; queuing problems; renewal processes; martingales; Markov processes; Brownian motion; concepts in stochastic calculus; and Ito's formula.
Prerequisites: Advanced calculus, and 16:960:580 or 582 or 592. Cross-listed with 16:960:554. This course is offered through Rutgers School of Graduate Studies in New Brunswick.

BIST 9655 ***Nonparametric Statistics (3)***
Introduction and survey of distribution-free approaches to statistical inference. Fisher's method of randomization; distribution-free test procedures for means, variances, correlations, and trends; rank tests; relative efficiency, asymptotic relative efficiency, and normal-score procedures; binomial, hypergeometric distributions, and combinatorial run theory. Also, tests of goodness-of-fit, including the Kolmogorov-Smirnov and chi-square tests, contingency-table analysis, tolerance sets, and Tchebycheffe-type inequalities. Emphasis on applications.
Prerequisite: BIST 0613 and 16:960:580 or 582 or 592. Cross-listed with 16:960:555. This course is offered through Rutgers School of Graduate Studies in New Brunswick.

BIST 9665 ***Applied Time-Series Analysis (3)***
Model-based forecasting methods; autoregressive and moving average models; ARIMA, ARMAX, ARCH, and state-space models; estimation, forecasting, and model validation; missing data; irregularly spaced time series; parametric and nonparametric bootstrap methods for time series; multiresolution analysis of spatial and time-series signals; and time-varying models and wavelets.
Prerequisite: Level V statistics or permission of instructor. Cross-listed with 16:960:565. This course is offered through Rutgers School of Graduate Studies in New Brunswick.

BIST 9667 ***Applied Multivariate Analysis (3)***
Methods dimension reduction, including principal components, factor analysis, and multidimensional scaling; correlation techniques, including partial, multiple, and canonical correlation. Clustering and classification. Emphasis on data analytic issues, concepts, and methods (e.g., graphical techniques) and on applications drawn from several areas, including behavioral, management, and physical and engineering sciences.
Prerequisite: Level V statistics or permission of instructor. Cross-listed with 16:960:567. This course is offered through Rutgers School of Graduate Studies in New Brunswick.

BIST 9686 ***Interpretation of Data (3)***
Modern methods of data analysis with an emphasis on statistical computing: univariate statistics, data visualization, robust statistics, nonlinear models, logistic regression, generalized linear models (GLM), and smooth regression (including GAM models). Expect to use statistical software packages, such as SAS and R in data analysis.
Prerequisite: Level IV statistics. Cross-listed with 16:960:586. This course is offered through Rutgers School of Graduate Students in New Brunswick.

BIST 9687 ***Interpretation of Data II (3)***
Modern methods of data analysis and advanced statistical computing techniques: Monte-Carlo simulation methods; the EM algorithm; MCMC methods; spatial statistics; longitudinal data analysis/mixed effects models/ GEE; latent variable models; hidden Markov models; and Bayesian methods, etc. Expect to use the statistical software package R and to do some R programming for data analysis.
Prerequisite: 16:960:586. Cross-listed with 16:960:587. This course is offered through Rutgers School of Graduate Studies in New Brunswick.

BIST 9688 ***Data Mining (3)***
Databases and data warehousing; exploratory data analysis and visualization; an overview of data mining algorithms; modeling for data mining; descriptive modeling; predictive modeling; pattern and rule discovery; text mining; Bayesian data mining; and observational studies.
Prerequisite: 16:960:567 and 568. Cross-listed with 16:960:588. This course is offered through Rutgers School of Graduate Studies in New Brunswick.

BIST 9691 ***Advanced Design of Experiments (3)***
Strategy of experimentation; screening designs; factorial designs; response surface methodology; evolutionary operation; mixture designs; incomplete blocking designs; computer-aided experimental designs; and design optimality criteria.
Prerequisite: 16:960:590. Recommended: 16:960:563. Cross-listed with 16:960:591. This course is offered through Rutgers School of Graduate Studies in New Brunswick.

Environmental and Occupational Health Courses (SPH)

Environmental and Occupational Health Courses

ENOH 0560 ***Public Health Biology and Physiology (3)***
This course provides insights into the human biology and physiology of major organ systems and mechanisms of diseases affecting large, often impoverished, populations globally. The course recognizes how social, environmental, and economic determinants are intertwined with the biology and physiology of humans. Student reflections and peer discussions are a key component of this course.

ENOH 0564 ***Industrial Site Visits (3)***
This course provides a review of major industrial processes and health hazards associated with each. Includes site visits to metropolitan NY/NJ industrial facilities during working hours. Trainees will learn key concepts of industrial hygiene and safety, including hazard recognition and control methods.

ENOH 0567 ***Seminar on Occupational Safety and Health (1)***
This course, though seminars and team-based discussions, adopts an interdisciplinary approach to explore occupational health and safety.
Prerequisite: Occupational and environmental medicine resident standing.

ENOH 0594 ***Environmental and Occupational Toxicology (3)***
This course explores the principles of toxicology, namely how chemicals interact with humans and the environment and includes consideration of pharmacodynamics and pharmacokinetics.

ENOH 0596 ***Environmental Justice: Historical Perspectives and Justice Initiatives (3)***
This course explores the history and practice of environmental justice (EJ) in the US and globally. Including presentations by community activists and participation in EJ debates, perspectives from overburdened communities, governmental initiatives, and the role of industry are explored with a focus on examining the complex issues facing EJ communities.

ENOH 0620 ***Climate Change: Planetary and Human Health (3)***
This course explores the various impacts of climate change on human health. It examines the principles underlying how different extreme weather patterns are linked to health risks. It adopts a solutions-oriented approach to climate change mitigation and adaptation.

ENOH 0621 ***Sustainability: Planetary and Human Health (3)***
The course explores the pursuit of sustainability as essential to planetary health, the health and wellbeing of people, and inclusive economic prosperity, with climate change a threat multiplier exacerbating disparities in society. It examines sustainability across private, public, and plural sectors and the leadership needed to effect a just transition.

ENOH 0622 ***Sustainability for Health and Healthcare (3)***
The climate emergency is a health emergency with the health sector contributing around 5% of global net emissions. Threats to public health and health equity are rising, exacerbated by a growing demand for healthcare and a lack of universal health coverage. Climate-resilient health systems and infrastructure, new models of care and workforce development, as well as leadership and governance are needed.
Recommended corequisite: ENOH 0621

ENOH 0623 ***Communicating Sustainability (3)***
Effective communication of sustainability drives behavioral, organizational, and systemic changes needed to advance sustainable development activating individuals, communities, organizations, and society to create a world that leaves no one behind.
Recommended corequisite: ENOH 0621

ENOH 0625 ***Sustainability Leadership (3)***
The pursuit of sustainability relies on leadership at all levels, harnessing individual and collective agency with strategic intent. Creating a world that leaves no one behind demands transformational change to advance sustainable development in line with social and environmental justice.
Recommended corequisite: ENOH 0621

ENOH 0644 ***Indoor Air Quality (3)***
This course addresses indoor air quality (IAQ) concerns and problems, as well as indoor environmental quality factors (IEQ or light, noise, and thermal comfort or relative humidity, and temperature). It examines the major sources of emissions affecting IAQ/IEQ, commonly identified pollutants, factors determining their concentrations in indoor environments, and the human health risks associated with IAQ/IEQ problems. A variety of risk management options and recommendations for mitigation, including regulatory and technical approaches, are also explored.

ENOH 0653 ***Biomarkers (3)***
This course covers both theoretical concepts and practical issues of biomarkers, with an emphasis on the importance of incorporating biomarkers into environmental and occupational toxicology and epidemiology research.

ENOH 0654 ***Occupational Safety and Workplace Risk Mitigation (3)***
This course considers those concepts necessary to develop and maintain an effective safety management system, a vital component for reducing workplace injuries and illnesses. Exploring workplace injuries, environmental and labor standards designed to reduce them, and research related to this field, students go on to prepare an occupation injury mitigation paper based on an industry of their choice.

ENOH 0656 ***Environmental Risk Assessment (3)***
This course introduces the concepts, language, and methods of risk assessment, and explains the role of risk assessment in individual and social decision making. Topics central to human health-based environmental and occupational risk assessment are explored. Concepts and applications are illustrated by case studies.
Prerequisites: PHCO 0503 (Minimum Grade of B).

ENOH 0657 ***Managing Hazardous Energy (3)***
This course orients students to the dangers associated with hazardous energy and strategies to effectively manage risks they pose. In addition to earning three elective credits, students are also awarded four OSHA (Occupational Safety and Health Administration) course completion certificates upon completing the course.
Prerequisite: PHCO 0503 and with permission from instructor.

ENOH 0659 ***Occupational Health Practices (2)***
This course examines key aspects of occupational health practice, including record keeping, confidentiality, surveillance, fitness, spirometry, audiometry, and neurobehavioral testing.
Prerequisite: Instructor approval.

ENOH 0670 ***Occupational Health Practice and Management (1)***
This course comprises practical workshops that explore health services management and administration in occupational medicine.
Prerequisite: Occupational and environmental medicine resident standing. Three (3) credits are required, taken over three semesters (fall, spring, and summer).

ENOH 0693 ***Principles of Occupational and Environmental Health (3)***
This course focuses on the principles of health hazards in the workplace. It also examines some of the injuries and illnesses related to workplace exposures.
Corequisite: PHCO 0503.

ENOH 0695 ***Environmental Exposure Measurement and Assessment (3)***
This course explores the concepts and methods relevant to characterizing, quantifying, and mitigating acute and chronic exposures to harmful chemical, physical and biological agents that cause a wide range of health effects. It examines how these exposures occur (via inhalation, ingestion and dermal contact) and their health effects through multiple environmental, biological and behavioral interactions and the impact of geographic, demographic and socioeconomic factors that can result in exposure and health disparities for disadvantaged communities. Students

develop the skills needed to design exposure studies applicable to epidemiological investigations and health risk assessments.
Prerequisite: General statistics.

ENOH 0697 ***Public Health Preparedness: Agents of Mass Exposure, Injury, or Destruction (3)***
The course examine the unique characteristics of technological materials that have the potential to cause widespread harm to individuals and public health, including so-called 'weapons of mass destruction' and their mechanism and capacity to disrupt society and health. Scenarios for exposure of large numbers of people to harmful agents, the mechanism of injury and the effects to health, the impact of damage or destruction to property and the environment, and various means of protecting the public and public health response workers are explored. Capabilities and methods to identify deleterious agents and approaches to mitigation and application of countermeasures are described alongside the importance of psychological and psychosocial aspects.

ENOH 0699 ***Principles of Industrial Hygiene (3)***
This course provides a rigorous introduction to the field of industrial hygiene. Students will learn and apply various approaches and methods to anticipate, recognize, evaluate and control occupational hazards in a variety of industrial and nonindustrial settings. The course develops skills for quantitative and qualitative assessment of exposures and risk from chemical, physical, and biological agents, including the basics of air sampling, assessment of physical hazards, biosafety, industrial noise, and controls for workplace hazards.

ENOH 0701 ***Public Health Research Ethics (3)***
This course explores ethical issues related to public health research with a focus on ethical theory, informed consent, the role and function of Institutional Review Boards, selection of research subjects, ethical aspects of study design, and privacy and confidentiality. Students engage in moderated discussions, an informed consent exercise, and analysis of cases.
Prerequisite: Doctoral student standing.

ENOH 0720 ***Climate Change: Planetary and Human Health (3)***
This course explores in depth the various impacts of climate change on human health. It examines the principles underlying how different extreme weather patterns are linked to health risks. It adopts a solutions-oriented approach to climate change mitigation and adaptation.
Prerequisite: Doctoral student standing.

ENOH 9560 ***Air Pollution Measurement (3)***
Focuses on the principals of air pollution and techniques of in situ measurements of pollutants in the ambient air. Topics will include the sources of selected air pollutants, major chemical transformation and removal processes, characteristics of particulate matter (PM), measurement techniques of concentrations, particle-size distributions, and deposition. Regulations on air pollution and techniques on emission reduction will be discussed. Influence of air pollution on the environments locally and globally will also be discussed through case studies.
Prerequisite: One year of college chemistry or one graduate-level course in atmospheric chemistry, environmental chemistry, geochemistry, environmental chemical science or air resource management. Cross-listed with 26:375:560. This course is offered through Rutgers School of Graduate Studies-Newark.

ENOH 9618 ***Environmental Planning and Management (3)***
Overview of the institutional, economic, normative, and technical factors underlying environmental planning and policy. Topics include environmental decision-making, stakeholders, methods, and crosscutting challenges. Case

studies and in-class exercises put topics into local and global context.
Cross-listed with 34:970:618. This course is offered through Rutgers Edward J. Bloustein School of Planning and Public Policy.

ENOH 9621 ***Principles of Air Pollution (3)***
Fundamental factors of atmospheric contamination; effect of pollution on man and environment; principles of measurement and survey; methods of control; air cleaning; legal aspects.
Prerequisite: Permission of instructor. Cross-listed with 11:375:421. This course is offered through Rutgers School of Environmental & Biological Sciences.

ENOH 9642 ***Air Sampling and Analysis Techniques (3)***
Theory and laboratory exercises in ambient and indoor air sampling. Topics range from classical air sampling trains to the use of state-of-art direct-reading instrumentation, and measurements of airborne nanoparticles and airborne biological agents.
Prerequisite: ENOH 9621/11:375:421. Cross-listed with 16:375:536. This course is offered through Rutgers School of Graduate Studies.

ENOH 9643 ***Hazardous Waste Management (3)***
Overview of hazardous waste management. Case histories; physical, chemical, and biological properties; legislation and regulations; sampling and analysis; treatment, disposal, and cleanup technologies.
Prerequisite: 16:375:525 Solid Waste Management or permission of instructor. Cross-listed with 16:375:530. This course is offered through Rutgers School of Graduate Studies.

Epidemiology Courses (SPH)

Epidemiology Courses

EPID 0552 ***Infectious Disease Epidemiology (3)***
This course provides an introduction to infectious disease epidemiology and public health infectious disease investigations. Students learn how epidemiology theories and concepts are applied to real world disease investigations involving respiratory, foodborne, vaccine preventable, and healthcare-associated infections. Additionally, students evaluate evidence on infection prevention measures including proper PPE usage, hand hygiene, environmental cleaning, and injection safety.

EPID 0563 ***Introduction to Outcomes Research (3)***
This course focuses on how we measure and study the outcomes of medical care, integrating outcomes science with routine clinical care. Students learn how the principles of how public health interacts with the health care system as well as practical applications of these principles.
Prerequisites: PHCO 0502 and PHCO 0504.

EPID 0601 ***Cancer Epidemiology (3)***
This course is an introduction to cancer epidemiology. It covers the epidemiology of cancer in the U.S. and globally. The course explores behavioral, environmental, occupational, and genetic risk factors for specific cancer sites. Students build upon the knowledge from their epidemiology course(s) and advance their skills for critiquing and interpreting published research in the field of cancer epidemiology.
Prerequisite: PHCO 0502.

EPID 0602 ***Epidemiology Journal Club-MS (0)***
This course (0 credits) provides M.S. in Epidemiology degree students an opportunity to discuss peer-reviewed academic literature and apply their skills to evaluate the literature, review scientific findings and learn about historical, controversial, or current topics in epidemiology.
Prerequisites: EPID 0656.

EPID 0603 ***PETS Pharmacoepidemiology Research Meetings (0)***
The Pharmacoepidemiology Research Meetings include presentations and discussions of ongoing and completed pharmacoepidemiologic research studies, grant proposals, and journal articles. Meetings are led by faculty, students, fellows, or affiliates with expertise in pharmacoepidemiology or a related field.

EPID 0607 ***Reproductive and Perinatal Epidemiology (3)***
This course covers major topics in reproductive and perinatal epidemiology from fertility to birth outcomes. It focuses on methodological issues and epidemiologic study designs, while incorporating life course perspectives. Students critically review the reproductive and perinatal epidemiology literature and discuss current controversies in the field.
Prerequisite: PHCO 0502.

EPID 0621 ***Survey Research in Epidemiology (3)***
This course introduces students to the basics of survey research and provides them with the skills necessary to conduct their own survey research project. Students critique published surveys and conduct a class research project beginning with designing a survey instrument, collecting survey data, and using a statistical software package for data entry, data cleaning, and data analysis. collecting survey data, and using a statistical software package for data entry, data cleaning, and data analysis.
Prerequisites: PHCO 0502 and PHCO 0504.

EPID 0629 ***Meta-Analysis (3)***
This course provides an introduction to the rationale, methods, and implications for conducting a synthesis of research findings. The students receive step-by-step guidance on how to conduct and evaluate systematic reviews that may also include a meta-analysis. The course covers research databases, reference management software, pooled estimates, sources of heterogeneity and bias, and practical applications.
Prerequisite: PHCO 0504 or graduate-level statistics course.

EPID 0641 ***GIS in Public Health (3)***
This course introduces students to the use of Geographic Information Systems (GIS) for analyzing and addressing health problems. Students become conversant in how GIS can be used to map and analyze the geographical distributions of populations at risk, health outcomes, and risk factors; to explore associations between risk factors and health outcomes; and to address health problems. Students learn to use GIS software for various spatial analysis applications.

EPID 0650 ***Environmental and Occupational Epidemiology (3)***
In this intermediate-level course, students learn about the basic design of environmental and occupational epidemiology studies and become familiar with specific environmental and occupational hazards and diseases. The class considers unique epidemiological and exposure assessment methods used to study those topics. Students analyze, evaluate, summarize, and present the literature on health impacts of environmental and occupational exposures.
Prerequisite: PHCO 0502.

EPID 0652 ***Epidemiology of Chronic Disease (3)***
This course reviews the epidemiology and prevention of major noninfectious diseases. The course starts with discussions of major concepts in chronic disease epidemiology, common research methods, and applications of those methods for chronic diseases such as cancer, cardiovascular disease, diabetes, and respiratory conditions. Students critically evaluate current knowledge regarding the epidemiology of specific chronic diseases, including biological mechanisms, risk factors, and major studies.
Prerequisites: PHCO 0502 and PHCO 0504.

EPID 0656 ***Intermediate Epidemiologic Research Methods (3)***
This course provides a foundation for the design, analysis, and interpretation of epidemiologic studies, building on basic concepts introduced in an introductory-level course on epidemiology (PHCO 0502). The course focuses on theories of causation, study design, possible threats to validity and how they can be recognized and addressed, as well as a critical view of epidemiology and its role in public health.
Prerequisite: PHCO 0502 minimum grade of B and PHCO 0504 minimum grade of B.

EPID 0657 ***Applied Methods in Epidemiologic Research (3)***
This course is designed to provide students with hands-on experience in the integration of epidemiologic theories and concepts with the analysis of study data. Students are introduced to various analytic approaches and quantitative methods for investigating public health issues, with a particular focus on logistic regression models. Students work on an analysis of a publicly available dataset throughout the semester. Students develop focused research hypotheses to investigate, build analytic models, and analyze and interpret the data applying the range of methods presented in lecture using SAS software. The data analysis project culminates with a written manuscript.
Prerequisites: PHCO 0502, PHCO 0504, BIST 0535, and EPID 0656.

EPID 0672 ***Pharmacoepidemiology and Therapeutic Risk Management (3)***
This course provides an introduction to pharmacoepidemiology and therapeutic risk management, focusing on the methods used to study the use and effects of medications in populations. Key topics include risk assessment, study designs, real-world data sources, and strategies for minimizing risks.
Prerequisite: PHCO 0504.

EPID 0673 ***Social Epidemiology (3)***
This course introduces students to theories, concepts, and methods for investigating the social determinants of health. This course examines social factors implicated in the development and distribution of disease and the methods used to investigate these associations. Students critically evaluate measures used in social epidemiology, discuss major debates in the field, identify strengths and weaknesses of previously published studies, and examine possible solutions targeting social factors.
Prerequisites: PHCO 0502 and PHCO 0504.

EPID 0676 ***Intermediate Pharmacoepidemiology (3)***
This course covers intermediate-level concepts and methods in pharmacoepidemiology and builds upon concepts introduced in EPID0672. The course includes the development of a full proposal for a pharmacoepidemiological study as a final project. Lectures are available online for asynchronous viewing before class and class time is dedicated to review of lecture and journal club. Online discussion and group work focuses on development of the final project.
Prerequisites: PHCO 0502, PHCO 0504, and EPID 0672.

EPID 0677 ***Molecular Epidemiology (3)***
This course focuses on how biomarker profiles (e.g., genetic variation, epigenetic variation, gene expression, metabolomics) are used to advance the epidemiological study of human disease. Students learn basic concepts in molecular epidemiology and discuss key methodological considerations and analytic issues.
Prerequisites: PHCO 0502 and EPID 0656.

EPID 0678 ***Analysis Real World Pharm Data (3)***
This course is intended for students interested in applying epidemiological theory to real-world data with a focus on pharmacoepidemiology. Broadly, the course covers: data management, structure and type of healthcare databases, study design in healthcare data, and analysis of longitudinal healthcare data. Half of the course is spent in a lab format, applying topics to sample administrative claims data.
Prerequisites: EPID 0672 and BIST 0535

EPID 0702 ***Epidemiology Journal Club-PhD (0.5)***
This course (0.5 credits) provides doctoral degree students an opportunity to discuss and present peer-reviewed academic literature and apply their skills to evaluate the literature, review scientific findings, and learn about historical, controversial, or current topics in epidemiology.
Prerequisite: Doctoral student standing.

EPID 0721 ***Using PH Surveillance to Assess PH Needs (3)***
This course focuses on how epidemiologic surveillance is used to recognize new diseases, injuries, and hazards, and track public health trends. The course includes historical, legal, and ethical perspectives on public health surveillance. Students evaluate surveillance efforts, analyze data, and communicate findings to broad audiences.
Prerequisite: Doctoral student standing.

EPID 0750 ***Environmental and Occupational Epidemiology (3)***
In this doctoral-level course, students learn about the basic design of environmental and occupational epidemiology studies and become familiar with specific environmental and occupational hazards and diseases. The class considers unique epidemiological and exposure assessment methods used to study those topics. Students analyze, evaluate, summarize, and present the literature on health impacts of environmental and occupational exposures.
Prerequisites: PHCO 0503 and EPID 0656. Doctoral student standing.

EPID 0753 ***Advanced Epidemiologic Research Methods with Applications (3)***
This course is designed to help students develop and in-depth understanding of theories, concepts, and principles underlying epidemiologic study designs and analyses. Epidemiologists need to draw on a wide set of tools to integrate contextual information, account for data structures, and address concerns about bias. The emphasis is on deepening, expanding, integrating and applying epidemiologic concepts to analytic problems so that students understand the relationship between epidemiologic methods and their application with real-life examples/ structures, and address concerns about bias. The emphasis is on deepening, expanding, integrating and applying epidemiologic concepts to analytic problems so that students understand the relationship between epidemiologic methods and their application with real-life examples.
Prerequisites: PHCO 0502, PHCO 0504, EPID 0656, EPID 0657, and BIST 0551. Doctoral student standing.

EPID 0777 ***Molecular Epidemiology (3)***
This course focuses on how biomarker profiles (e.g., genetic variation, epigenetic variation, gene expression, metabolomics) are used to advance the epidemiological study of human disease. Students learn basic concepts in molecular epidemiology and discuss key methodological considerations and analytic issues.
Prerequisite: Doctoral student standing.

Health Behavior, Society, and Policy Courses (SPH)

Health Behavior, Society, and Policy Courses

HBSP 0581 ***Adult Psychopathology for Public Health (3)***
This course is designed as an introduction and overview of current knowledge regarding adult psychopathology, including mental disorders, symptoms of mental disorders, psychological distress, substance use, and related behaviors (e.g., suicide). The course will address foundational topics such as definitions of mental disorders, psychological distress, substance use, and related behaviors; standard approaches to diagnosis and assessment; key causal mechanisms; epidemiology; course; and risk and protective factors.
Prerequisite: PHCO 0502.

HBSP 0582 ***Alcohol Use, Society & Health (3)***
This course introduces the role that alcohol plays in our lives, its impact on society and public health, and the effectiveness of alcohol policies and regulations, interventions, and treatments.

HBSP 0600 ***Health Behavior and Policy Research Design and Methods (3)***
This course serves as an introduction to research methods and is designed to acquaint students with methods to conduct health behavior and health policy research. The course explores major research methods and techniques. While the emphasis will be on quantitative methods, qualitative methods are also introduced.
Prerequisite: PHCO 0504.

HBSP 0602 ***Long Term Effects of Childhood Inequality and Early Life Adversity (3)***
This course introduces students to a life course perspective on population health and aging, focusing on the long-term impact of childhood health disparities. It uses interdisciplinary frameworks, including epidemiology, psychology, sociology, and economics, to explore health-wealth dynamics and intergenerational disadvantage, primarily in the U.S. and low-income countries, with emphasis on the evaluation of long-run implications of public health interventions and policies in light of these life cycle effects.
Prerequisites: PHCO 0502 and PHCO 0504.

HBSP 0603 ***Mental Health and Aging (3)***
This course provides an overview of theory and research in mental health for older populations, focusing on psychological, social, and biological aspects. It equips students with knowledge and skills to understand the aging process and common biopsychosocial issues that present in later life. Topics include the epidemiology, etiology, assessment, and treatment of psychological disorders in older adults, and the social, cultural, and political contexts of aging.

HBSP 0605 ***Aging: Legal Challenges and Policy Opportunities (3)***
This course examines the unique legal and policy challenges facing older adults in the United States, focusing on such marginalized populations of women, people of color, immigrants, LGBTQ+ seniors, and veterans. This course

emphasizes the effect of Medicare and Medicaid provisions on aging outcomes. Students will explore recent judicial and legislative case studies. Students will also write a policy memo analyzing international approaches to long-term care for older adults and recommending feasible options for the United States.
Prerequisite: PHCO 0501

HBSP 0620 ***Public Health Ethics and Law (3)***
This course examines the U.S. legal system's key elements influencing public health, including the Constitution, federal, state, and local laws, administrative law, and judicial decisions. It explores government power, its legal limits, and ethical dimensions. Core public health issues and current events are analyzed within this legal framework to understand tools available to the government to address threats to public health.

HBSP 0621 ***Health Care Economics (3)***
This course introduces economic concepts applied to the health care sector, focusing on resource efficiency and equity in distribution. Topics include the performance of the health care economy, demand for health services and the production of 'good health', costs and benefits of resource use, health insurance decisions, government roles, and health care reform, aiming to assess and improve health care efficiency and equity.
Prerequisite: PHCO 0501.

HBSP 0622 ***Health Politics and Policy (3)***
This course offers an in-depth analysis of U.S. government institutions and processes affecting health policy. It examines how American governmental arrangements influence health policy development, reviews several case studies, and identifies key lessons. The course also addresses fundamental challenges faced by health policymakers globally and explores various policy instruments to address these issues.
Prerequisite: PHCO 0501

HBSP 0623 ***Cross National Comparisons of Health Systems and Policy (3)***
This course extends beyond comparative health systems discussed in core public health courses to examine how various nations respond to challenges posed by evolving healthcare systems. Students analyze national policy variations, explore pros and cons of these approaches, and draw implications for U.S. policy debates. The course provides students with a deeper understanding of diverse strategic approaches to major societal health policy issues, enhancing their comprehension of the complexities and dynamics of healthcare reform.

HBSP 0624 ***Population Health and Public Policy (3)***
This course examines selected population health problems and how they are shaped by the social, economic, and residential circumstances of individuals, their political environments, and their health behaviors. Particular emphasis of the course is to explore public policy initiatives to address the health problems under consideration, and to evaluate their success and unintended consequences.

HBSP 0625 ***Issues in Private and Public Health Insurance (3)***
This course explores issues related to the role of private and public health insurance in the health care sector. It focuses on institutional features of the private and public health insurance systems, the theory underlying the population's demand, and potential behavioral responses. Students evaluate the private and public insurance systems to identify changes to improve the efficiency and equity of these markets.
Prerequisite: HBSP 0621 or HSAP 0615.

HBSP 0630 ***Topics in Health Systems and Health Care Policy (3)***
This course covers selected topics related to the performance and structure of health care systems, and the possible policy responses to address perceived shortcomings in health system performance.
Prerequisite: Varies depending on the topics for the semester.

HBSP 0640 ***Seminar in Health Education Topics (1-3)***
This seminar is used to address timely public health problems and issues that are not ordinarily dealt within department courses.
Prerequisite: PHCO 0505.

HBSP 0652 ***Program Planning and Evaluation (3)***
This course provides students with the hands-on skills needed to plan, implement, and evaluate public health and health promotion programs in various settings. Students develop and plan an evaluation for a program for a health problem in a population at risk.
Prerequisite: PHCO 0505.

HBSP 0653 ***Modifying Health Behaviors: Theory and Practice (3)***
This course familiarizes students with the more commonly used, and scientifically supported, health behavior modification theories and models that facilitate successful behavior change within and across diverse populations/communities as well as the principles of learning theory that underlie these health behavior modification theories and models.
Prerequisite: PHCO 0505.

HBSP 0654 ***Public Health Communication/Risk Communication (3)***
This course familiarizes students with health communication theories and applications in public health campaigns, interventions and programs.
Prerequisite: PHCO 0505.

HBSP 0655 ***Social Marketing (3)***
This course focuses on the planning and application of theory-based social marketing strategies for promoting behavior change and achieving program goals and objectives.
Prerequisite: PHCO 0505.

HBSP 0660 ***Dissemination and Implementation Research for Health Promotion (3)***
This course provides an introduction to dissemination and implementation (D&I) research or science, a growing field of study that examines the process by which evidence-based interventions are adopted, implemented, and sustained in community or clinical settings. In particular, this course will focus on how D&I can promote health and reduce health inequities.

HBSP 0680 ***Mental Health Systems and Policy (3)***
This course introduces students to US health services and systems that address mental health and substance use, including historical trends, care access/quality, prevention and treatment, stigma, disparities, and current issues.
Prerequisite: PHCO 0501 and PHCO 0502.

HBSP 0681 ***Stigma and Mental Health (3)***
This course provides an overview of how stigma and discrimination impact mental health across structural, interpersonal, and individual levels in the US and around the world.

HBSP 0682 ***Understanding Suicide: Facts, Myths, and Solutions (3)***
This course provides an overview of suicide risk, prevention, and interventions at individual and population levels, considering diverse identities. It addresses theories, epidemiology, history, and communication strategies to combat stigma.

HBSP 0683 ***Societal, Commercial, and Policy Determinants of Suicide (3)***
This course will introduce students to a novel social-ecological model of suicide prevention that prioritizes policy and commercial determinants of health. Students will analyze the role commercial actors, government policies, and social and political norms play in amplifying or mitigating suicide risk.

HBSP 0684 ***Social Media and Other Corporate Influences on Public Health (3)***
This course confronts how corporations have overwhelmed influences of government, family, and community to impact public health. As corporations manipulate demand, design addictive products, and veto the choices that undermine their bottom line, free consumer choice has almost disappeared, and with it, the personal protections guarding our collective health. This course will help students understand pressing public health problems, from social media's impact on adolescent health, to the concentration of power in the food industry.

HBSP 0700 ***Advances in Public Health Theories (3)***
This course provides an overview of applied public health theories, concepts, and methods in the field of public health practice, policy, and research. Students will cultivate an understanding of modern paradigms to understand public health problems. Its emphasis will be on multidisciplinary and holistic theories related to the social determinants of health and how psychosocial, cultural, environmental, and political factors affect the health of populations and communities over the life course.
Prerequisite: Doctoral student standing.

HBSP 0701 ***Grant Writing for Public Health, Behavioral and Biomedical Research (3)***
This course offers an introduction to grant-writing, with a focus on the behavioral, social science, and public health portfolio at the National Institutes of Health. Students will learn about the funding opportunities offered by NIH, the grant submission process, and the grant review process. Although the focus is on NIH, students will gain knowledge, practice skills, and cultivate effective professional habits that will facilitate positive grant submission outcomes for funding agencies worldwide.
Prerequisite: Doctoral student standing.

HBSP 0703 ***Evaluation and Research Designs for Public Health Interventions (3)***
This course provides students with the necessary knowledge for understanding and conducting behavioral health intervention research. This course presents research designs and procedures as well as data analytic techniques that are commonly used in the social and behavioral sciences. An in-depth understanding of the material presented in this course is requisite for accurately interpreting behavioral health literature and conducting behavioral health intervention research.
Prerequisites: Doctoral student standing and successful completion of a graduate level statistics course.

HBSP 0713 ***Public Health Ethics and Law (3)***
This course examines key elements of the U.S. legal system that govern and influence public health, including the Constitution, federal, state and local laws, administrative law, and judicial decisions. The legal foundations of public health determine the tools available to government to address public health threats. This class examines

government power, its legal limits, ethical dimensions of various topics, and core public health issues, including current events, in the context of this legal framework.
Prerequisite: Doctoral student standing.

HBSP 0722 ***Mixed Methods Research for Public Health (3)***
This course introduces students to a variety of methodological approaches to conducting public health research with a specific focus on mixed methods. The course reviews both qualitative and quantitative methods before discussing the integration of these two methodological approaches into a mixed methods study design. The topics presented in this course will mirror the research process beginning with developing a research question, identifying the appropriate research methods, and implementing the proposed study.
Prerequisite: Doctoral student standing and BIST 0714.

HBSP 0723 ***Health Politics and Policy (3)***
This course provides an in-depth analysis of the government institutions and processes that affect U.S. health policy. The course explores how the institutional arrangements of American government work with respect to the development of health policy and reviews health policy case studies to identify lessons from them. The course explores fundamental challenges that face health policymakers in all countries and the array of policy instruments that can be deployed to address them.
Prerequisite: Doctoral student standing.

HBSP 0724 ***Population Health and Public Policy (3)***
This course covers selected population health problems, including the leading risk factors for premature death and explores the underlying circumstances, monetary and non-monetary incentives, and behaviors of individuals that contribute to such problems. In doing so, students will identify underlying causal mechanisms that lead to health problems and understand the role of policy. This course will also integrate discussions of current health policy initiatives.
Prerequisite: Doctoral student standing.

HBSP 0725 ***Effectively Teaching and Training Adults (3)***
The course focuses on traditional and innovative teaching approaches to facilitating learning in academic, organizational or community settings, taking into consideration the characteristics of the adult learner. This course is designed to give students the opportunity to put theory and research into practice via active learning experiences, primarily in the academic setting. Specifically, students develop a syllabus for a course or training program, facilitate an in-person or an online lesson, and evaluate teaching methods.
Prerequisite: Doctoral student standing.

HBSP 0726 ***Intermediate Survey Research Methods (3)***
This course introduces students the principles of survey design that are the basis of standard practices in the field. The course uses the concept of total survey error as a framework to discuss sampling, modes of data collection, field operations, sources of bias, the impact of nonresponse, and the effect of question structure, wording, and context on respondent response. The practical focus of this course is the development and application of a research instrument.
Prerequisite: Doctoral student standing.

Health Outcomes, Policy, and Economics Courses (SPH)

Health Outcomes, Policy, and Economics Courses

HOPE 9510 ***Economic Modeling of Pharmaceuticals and Other Health Interventions (2)***
This course will cover the principles of economic modeling of pharmaceuticals and other health improving interventions. Students will learn how to build a model using established methods, critique published models, consider ethical issues of modeling, and discuss how models are used by health care insurers and policymakers to inform the adoption of new treatments.

HOPE 9511 ***Health Outcomes Capstone I (3)***
All students are required to complete a two-semester, 6-credit Capstone Project (Capstone I and Capstone II). The goal of this project is for the student to demonstrate mastery of the program curriculum through an independent, faculty-supervised research study.
Prerequisite: HOPE 9516, PHCO 0501, PHCO 0502, PHCO 0504, BIST 0535 and HBSP 0621. Required for M.S.-HOPE degree candidates

HOPE 9512 ***Health Outcomes Capstone II (3)***
All students are required to complete a two-semester, 6-credit Capstone Project (Capstone I and Capstone II). The goal of this project is for the student to demonstrate mastery of the program curriculum through an independent, faculty-supervised research study.
Prerequesite: HOPE 9511 and BIST 0551. Required for M.S.-HOPE degree candidates.

HOPE 9516 ***Outcomes Research Operations (1)***
This course will build skills in outcomes research operations pertaining to IRB requirements, project management, literature evaluation, reference management, and professionalism. Students will be prepared to transition these academic skill sets to independent professional practice. The course is designed to serve as a foundation to the MS-HOPE capstone project.

Interdisciplinary Studies Courses (SPH)

Interdisciplinary Studies Courses

IDST 5300 ***Introduction to Gerontology (3)***
Understanding the issues related to aging and the health care of older adults provides the foundation for quality geriatric care. This course provides students with a foundation for providing care to the older adult population. The course introduces students to the implications of the graying of America, including physiological and psychosocial aspects of the aging process, theories of aging, communication strategies, ethical issues, and the influence of culture and ethnicity on perceptions about health and illness. The interdisciplinary nature of geriatric care is emphasized through case discussions. Graduate students will be required to complete graduate level papers and assignments.
IDST 5300 is a required course for M.P.H. students in the population aging concentration. Interested students in other concentrations require special permission to register for this course. This course is offered through Rutgers School of Health Professions.

International Programs Courses (SPH)

INTL 0590 ***Transforming Food Systems for Sustainability (3)***
This course provides in-depth knowledge and analysis of how food system transformations can support shifts towards sustainable diets. Using a systems approach, and a combination of in-class and experiential learning, students examine the trade-offs related to sustainable food production and consumption. Students also learn how food systems can be leveraged to promote good nutrition, health, and sustainability.

INTL 0591 ***Addressing Health Inequities in Latin American Communities (3)***
This course examines health inequities in Latin American communities, with a focus on Colombia and Latino populations in the U.S. Using an interdisciplinary approach that draws from public health, medicine, dentistry, and other health fields, students analyze and apply frameworks and research to address these disparities. Through experiential learning, students explore the sociocultural, economic, environmental, and political factors contributing to health inequities, while engaging with community organizations, healthcare providers, and community members to develop practical solutions.

INTL 0592 ***Public Health in the Caribbean (3)***
This course explores public health history, structure, and current practices in a Small Island Developing State, focusing on the Caribbean region. Students explore major causes of morbidity and mortality, regional and international health collaborations, and assess national programs and donor-supported projects, analyzing their successes and challenges within cultural and economic contexts.

INTL 0690 ***Migration in the European Context: Challenges for Public Health (3)***
This course provides a broad spectrum of theoretical knowledge on issues related to migrants' health and the related policies in a European context. In addition, it provides an opportunity for students to be in the field and interact with those who provide health care to newly arrived migrants/refugees at one of the entry points in Greece. Thus, students can build a comprehensive multi-sectorial approach to issues related to migrant/refugee health.

INTL 0692 ***Food and Mediterranean Culture (3)***
This course provides in-depth knowledge and analysis of food production and consumption in the Mediterranean region using a food systems approach. Students learn, through a combination of in-class lectures and experiential learning, about the various components of the Mediterranean Diet pattern, its health, economic, social, and environmental considerations, and trade-offs, as well as how to measure its adherence.

Nutrition Courses (SPH)

Nutrition Courses

NUTR 5300 ***Nutrition across the Life Span (3)***
This course aims to provide students with an understanding of diet and nutrition needs and factors impacting nutritional status during significant phases of the lifespan from preconception to infancy, childhood, adolescence and young adulthood, adulthood, and geriatrics. Particular emphasis is placed on the biological foundations of nutritional needs during each stage of the lifespan to target optimal growth, disease prevention, and overall health and well-being and identify malnutrition consequences. This course also considers the critical evaluation of nutrition information with a particular focus on existing controversies, the role of diet and nutrition in chronic

disease development and prevention, and how environmental factors and lifestyle choices may influence nutritional needs and requirements across the lifespan.
NUTR 5300 is a required course for M.P.H. students in the public health nutrition concentration. Interested students in other concentrations require special permission to register for this course. This course is offered through Rutgers School of Health Professions.

NUTR 5513 ***Global and Public Health Nutrition (3)***
Current and emerging issues in global and public health nutrition are debated and students are engaged in discussions to address populations of diverse cultures and global nutrition health and nutrition policy. Students learn to recognize how determinants of health, health disparities, availability of resources, and accessibility influence the nutrition status of communities and state, country and regional programs. Program planning and population needs assessments are addressed. Course topics include an overview of global and US public health nutrition goals, malnutrition around the globe, nutrition surveillance systems and interventions, practices and processes of local and global food markets, global food systems and legislative and regulatory policies. An experimental component in global and public health at the local or global level is included.
NUTR 5513 is a required course for M.P.H. students in the public health nutrition concentration. Interested students in other concentrations require special permission to register for this course. This course is offered through Rutgers School of Health Professions.

NUTR ***6490 Nutritional Epidemiology (3)***
This course is designed to provide graduate students with an overview of nutritional epidemiology methods. Research has established links between diet and nutrition and chronic disease however these relationships are complex and affected not only by individual diet and lifestyle factors, but social and political factors as well. The purpose of this course is to examine methods used in nutritional epidemiological studies, and to review the current state of research into the causes, patterns and amelioration of nutrition-related diseases.
NUTR 6490 is a required course for M.P.H. students in the public health nutrition concentration. Interested students in other concentrations require special permission to register for this course. This course is offered through Rutgers School of Health Professions.

Practicum Experience Courses (SPH)

Practicum Experience Courses

PRAC 0621 ***Interprofessional Education Experience (0)***
The Interprofessional Education (I.P.E.) activity will help M.P.H. students to better understand the roles, specialty knowledge and skills of other professionals, and how they contribute to overall public health goals. Students will be able to integrate perspectives from other sectors and/or professions to promote and advance population health through their I.P.E. activity. M.P.H. students are encouraged to complete their IPE activity during or after completing the core course, PHCO 0513 Leadership and Management Essentials for Public Health. The Rutgers School of Public Health hosts I.P.E. activities in fall and spring semesters only.
Required for M.P.H. degree candidates.

PRAC 0715 ***MPH Applied Practice Experience (0)***
A required component of the master of public health (M.P.H.) degree, the M.P.H. Applied Practice Experience (A.P.E.) is a carefully planned and supervised learning experience. The A.P.E. connects the skills and knowledge

acquired in the classroom with the pragmatic application of the practice of public health. The A.P.E. should provide the student with the opportunity to acquire, develop, and improve communication skills, project management skills, and problem-solving skills using public health methods, principles, and techniques. Moreover, it promotes hands-on public health practice, the exploration of career options, and generates contacts with other public health professionals. Students enrolled in PRAC 0715 Applied Practice Experience are responsible for a learning agreement (contract), two Applied Practice Experience-related deliverables, and an Applied Practice Experience rubric completed by their A.P.E. advisor.
Prerequisite: PHCO 0502, PHCO 0504, concentration identified core course, approved learning agreement.

PRAC 0716 ***MPH Practicum Capstone (3)***
A required component of the master of public health (M.P.H.) degree, the M.P.H. Practicum Capstone (Integrative Learning Experience) is a carefully planned and supervised learning experience. PRAC 0716 is a one-semester practicum capstone required for select M.P.H. concentrations. Practicum Capstone is meant to be the culminating product of a student's M.P.H. coursework in which they produce a high-quality written product that demonstrates mastery of foundational and concentration-specific competencies and is appropriate to the student's professional goals. Students work with a School of Public Health faculty mentor who reviews and assesses the student's final products. Students enrolled in the Practicum Capstone are responsible for producing a high-quality written report and a poster presentation.

The one-semester Practicum Capstone (PRAC 0716) is required for students enrolled in the following MPH concentrations: Health Systems & Policy, Population Aging, Population Mental Health, Social & Behavioral Health Sciences, Social Work & Public Health, Global Public Health, LGBTQ Health, Public Health Nutrition, Urban Public Health, and Public Health Practice for Health Professionals.
Prerequisite: PRAC 0715 and approved learning agreement.

PRAC 0717 ***MPH Practicum Capstone (1.5)***
A required component of the master of public health (M.P.H.) degree, the M.P.H. Practicum Capstone (Integrative Learning Experience) is a carefully planned and supervised learning experience. PRAC 0717 is the first semester of the two-semester practicum capstone sequence (PRAC 0717 and PRAC 0718) required for select M.P.H. concentrations. Overall, practicum capstone is meant to be the culminating product of a student's M.P.H. coursework in which they produce a high-quality written product that demonstrates mastery of foundational and concentration-specific competencies and is appropriate to the student's professional goals. Students work with a School of Public Health faculty mentor who reviews and assesses the student's final products. Students enrolled in Practicum Capstone are responsible for producing a high-quality written report and a poster presentation by the end of the two-semester Practicum Capstone sequence.

The two-semester Practicum Capstone sequence (PRAC 0717 and PRAC 0718) is required for students enrolled in the following MPH concentrations: Biostatistics, Epidemiology, Environmental Health Sciences, Occupational & Environmental Medicine (non-residents), and Occupational Safety & Health.
Prerequisite: PRAC 0715 and approved learning agreement.

PRAC 0718 ***MPH Practicum Capstone (1.5)***
A required component of the master of public health (M.P.H.) degree, the M.P.H. Practicum Capstone (Integrative Learning Experience) is a carefully planned and supervised learning experience. PRAC 0718 is the secoond semester of the two-semester practicum capstone sequence (PRAC 0717 and PRAC 0718) required for select M.P.H. concentrations. Overall, practicum capstone is meant to be the culminating product of a student's M.P.H.

coursework in which they produce a high-quality written product that demonstrates mastery of foundational and concentration-specific competencies and is appropriate to the student's professional goals. Students work with a School of Public Health faculty mentor who reviews and assesses the student's final products. Students enrolled in Practicum Capstone are responsible for producing a high-quality written report and a poster presentation by the end of the two-semester Practicum Capstone sequence.

The two-semester Practicum Capstone sequence (PRAC 0717 and PRAC 0718) is required for students enrolled in the following MPH concentrations: Biostatistics, Epidemiology, Environmental Health Sciences, Occupational & Environmental Medicine (non-residents), and Occupational Safety & Health.
Prerequisite: MPH in Environmental Health Sciences, Occupational & Environmental Medicine (non-residents) and Occupational Safety & Health students: PRAC 0717. MPH in Biostatistics students: PRAC 0717 and BIST 0551 or BIST 0610. MPH in Epidemiology students: PRAC 0717 and EPID 0657.

PRAC 0730 ***DrPH Applied Practice Experience (1-3)***
A required component of the doctor of public health (Dr.P.H.) degree, the Dr.P.H. Applied Practice Experience is a carefully planned and comprehensive learning experience in which students directly engage in advanced public health practice. The Dr.P.H. Applied Practice Experience connects the skills and knowledge acquired in the classroom with the advanced practice of public health across local communities and beyond. It provides students with the opportunity to sharpen leadership skills through the implementation of advanced-level practical experiences collaborating with practitioners.
Prerequisite: UGPH 0711, UGPH 0715 and UGPH 0723. First credit completed in conjunction with UGPH 0723 Leadership and Management III: Organizations Contributing to Public Health.

DrPH 0740 ***DrPH Doctoral Research Project (1-9)***
Students conduct a doctoral research project (dissertation), prepare a paper, and defend their doctoral research project (dissertation) to fulfill the integrative learning experience requirement of the Dr.P.H. degree program.
Prerequisite: Successfully passing the Dr.P.H. qualifying examination. Nine (9) credits are required.

Public Health Core Courses (SPH)

Public Health Core Courses

PHCO 0501 ***Health Systems and Policy (3)***
This course introduces the history, organization, financing, and regulation of medical and public health services in the United States. Special emphasis is placed on the social and behavioral factors that shape health and inequities in health and health services, including the need for health care organizations to adapt to a changing economic environment and the basic public health principles of access, equity, quality care, health promotion, and prevention.
This course is offered every semester.

PHCO 0502 ***Principles and Methods of Epidemiology (3)***
This course introduces students to the study of health through patterns of disease occurrence in human populations. It discusses epidemiological approaches to describe human populations, estimate the burden of disease, and making inferences about cause of disease. Primary, secondary, and tertiary prevention strategies are presented.
This course is offered every semester.

PHCO 0503 ***Introduction to Environmental Health (3)***
This course explores the ways in which environments can and do affect health. It examines how ecosystems provide goods and services that support life and health, and how natural and human activity can lead to harm from biological, chemical, physical, and radiological agents in air, water, soil, food, homes, and workplaces. It applies multidisciplinary concepts and analysis from ecology, toxicology, epidemiology, and behavioral science. It reviews policies intended to improve public health by altering or maintaining environments.
This course is offered every semester.

PHCO 0504 ***Introduction to Biostatistics (3)***
This introductory course covers foundational biostatistical concepts and methods essential for public health professionals. Students also engage in computer-based exercises, culminating in a comprehensive data analysis project.
Prerequisite: Quantitative Skill Assessment Test. This course is offered every semester.

PHCO 0505 ***Social and Behavioral Health Sciences in Public Health (3)***
This course provides students with an overview of the concepts, principles, and methods of health education and behavioral science. The course reviews behavioral determinants of health and considers these determinants in the context of behavior change theories. In addition, the course provides students with an applied overview of needs assessment as well as program planning and evaluation methods, which are critical to implementing and sustaining effective public health programs.
This course is offered every semester.

PHCO 0512 ***Public Health Foundations (3)***
This course provides M.S. and Ph.D. students with a foundation in the core principles, theories, and practices of public health. Students explore the history and functions of public health, strategies and methods used in public health research, and the key determinants of health.
Prerequisite: Student must be in the M.S. in biostatistics or Ph.D. program of study. This course is offered every spring semester.

PHCO 0513 ***Leadership and Management Essentials for Public Health (3)***
This course introduces students to general leadership and management principles, theories, and practices. Students also explore budget and resource management, cultural competence and interprofessional practice, as well as develop basic negotiation and mediation skills.
This course is offered every semester.

PHCO 0514 ***Public Health Foundations for MS-HOPE (1)***
This course introduces MS-HOPE students to the core functions of public health, globalization, and its effects on disease, as well as the biological, genetic, environmental, behavioral, and psychological factors that affect a population's health. Students also gain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).
Prerequisite: Student must be in the M.S.-HOPE program of study. This course is offered every fall semester.

PHCO 0515 ***Understanding the Intersection of Biology, Social Determinants, and Public Health (3)***
This course explores the biological basis of key public health issues, including communicable and non-communicable diseases, immunizations, aging, nutrition, genetic diseases, cancer, and environmental health, emphasizing social

determinants of health. Students gain foundational knowledge in cellular biology, immunology, genetics, and physiology to understand how biological factors intersect with individual, social, environmental, and community-level influences.

Public Health Electives (SPH)

Public Health Electives

PHEL 0581 ***Independent Study (0-3)***
Prerequisites: By permission and arrangement. Students must submit a signed Contract for Independent Study form.

PHEL 0698 ***Special Topic (1-3)***
Prerequisites: By permission and arrangement. Completion of M.P.H. core courses.

PHEL 0762 ***Controversies and Debate on Current Issues in Public Health (3)***
This course familiarizes students with controversial issues in the current public health scientific literature and gives them experience in formulating opinions on controversial issues through making oral presentations before peers and in leading discussions among peers.
Prerequisite: Doctoral student standing.

Research Courses (SPH)

Research Courses

RESH 0600 ***MS in Biostatistics Research (0)***
Students prepare a paper to fulfill the research requirement of the M.S. in Biostatistics degree program.
Required for M.S. in Biostatistics degree candidates.

RESH 0621 ***MS in Epidemiology Research***
Students complete a substantial research project to fulfill the research requirement of the M.S. in epidemiology degree program.
Required for M.S. in Epidemiology degree candidates. Prerequisite: RESH 0620.

RESH 0701 ***Doctoral Colloquium I (0)***
This course introduces students to key components of the process of conducting research in public health, preparing them for success in the Ph.D. program. It also guides students in writing a high-quality literature review that can serve as a foundation for a dissertation or thesis proposal.
Required for Ph.D. in Public Health students (in Year 1).

RESH 0702 ***Doctoral Colloquium II (0)***
This course helps students identify potential funding sources for their programs and understand the basic structure and framework of grant proposals, such as those for NIH, NSF, EPA, CDC, AHRQ, RWJF, or industry grants. Students also explore various career pathways in public health research and practice, gaining insights into diverse professional opportunities.
Prerequisites: RESH 0701. Required for Ph.D. in Public Health students (in Year 2).

RESH 0730 ***Ph.D. Seminar (0)***
This seminar course focuses on topics related to various elements of the Ph.D. in Public Health program. Topics and sessions may focus on building professional development skills, including networking with other doctoral students, peer-reviewed publications, academic job searches, external funding, and diversity and inclusion practices.
Required for Ph.D. in Public Health students (every fall and spring term).

RESH 0760 ***Doctoral Research (1-24)***
Students conduct their dissertation, prepare a paper, and defend their dissertation to fulfill the research requirement of the Ph.D. in Public Health degree program.
Prerequisite: Successfully passing the Ph.D. in Public Health qualifying examination. Twenty to twenty-four (24) credits are required, depending on year of matriculation.

RESH 0761 ***Doctoral Research: Dissertation Proposal Seminar (3)***
This proposal seminar course facilitates the development of doctoral students's dissertation research ideas. This course provides doctoral students with a learning context taught in the form of a workshop to develop the dissertation proposal, including the delineation of the dissertation format, rationale, significance and aims, the conceptual framework guiding the work, and the methodological approaches to be utilized in the dissertation proposal.
Required for Ph.D. in Public Health students (in Year 2).

1611-5556 ***Ethical Scientific Conduct (1)***
This course discusses the definitions and ethical problems caused by fabrication of data, falsification of results, plagiarism, and other behaviors inconsistent with ethical scientific conduct. The course complies with NIH guidelines for RCR training. Ph.D. in Public Health students in their fifth year must take a refresher training course (16:115:558).
Required for Ph.D. in Public Health students (in Year 1). This course is offered through the Rutgers School of Graduate Studies.

Urban-Global Public Health Courses (SPH)

Urban-Global Public Health Courses

UGPH 0515 ***Global Communicable and Noncommunicable Diseases (3)***
This course is divided into two parts: Part I focuses on non-communicable diseases (NCDs) and their risk factors, emphasizing those significantly contributing to the global disease burden. Part II addresses critical topics related to the identification, control, and prevention of emerging and well-known infectious diseases, particularly in tropical and developing countries. The course considers clinical presentations, transmission modes, geographic distribution, and prevention from an epidemiologic perspective, and assesses global disease control programs and policies.

UGPH 0521 ***Culture and Health (3)***
This course examines theoretical, ethical, and applied elements of culture as it relates to health, combining diverse cases to highlight the need for cultural awareness and competency in global health contexts. It explains concepts and perspectives on culture and health, situating culture as integral to achieving health goals. Participants examine public health problems within a social and cultural context and explore the role of culture in the research,

development, and implementation of public health initiatives. Public health professionals must account for the cultures of the people they serve, recognizing cultural blind spots. The course reviews examples of successes and failures in accounting for culture in public health campaigns and actions.

UGPH 0560 ***Foundation In Maternal and Child Health (3)***
This course provides a comprehensive introduction to the field of Maternal and Child Health (MCH), focusing on the health and well-being of mothers, children, and families. The course introduces students to the main conceptual frameworks, theories, knowledge, research, and methods in the field of MCH. Students will explore historical, theoretical, and practical aspects of MCH, including key public health concepts and methods used to address MCH issues and support health equity across the lifespan.

UGPH 0561 ***Sexual and Reproductive Health, Rights, and Justice in the United States (3)***
Introduction to major topics of U.S. sexual and reproductive health, informed by reproductive justice framework. Critical analysis of research and measurement, including contraception, abortion, adolescent childbearing, STIs, and sex education.
Recommended corequisite: PHCO 0502

UGPH 0580 ***Social Determinants of Health (3)***
This course will provide an overview of the social determinants of health, focusing on how social and economic conditions affect a person's health. The course will explore multiple social determinants of health including social integration, racial discrimination, and adverse childhood experiences as they impact the health and well-being of various populations. The course will end with examining interventions to achieve health equity.

UGPH 0600 ***Introduction to Global Public Health (3)***
This course provides an overview of global public health, emphasizing the impacts of weak health systems, inadequate infrastructure, economic dependencies, climate, geography, vector biology, and war on communicable and noncommunicable diseases, as well as mental, maternal, and environmental health. It aims to develop a health care workforce conversant with global health concerns and to build knowledge networks and research capacities to address information gaps.

UGPH 0605 ***Qualitative Research Methods (3)***
This course focuses on qualitative research methods in public health. Qualitative research is an approach to understanding the "whole person" or his/her "lived experience." Qualitative methods emphasize "making meaning" of a social phenomenon, behavior, or target population of interest that is not easily measurable or quantifiable. The methods of qualitative research include: case studies, ethnography, grounded theory, narratives, and phenomenology. The course will begin with an introduction to the origins and foundations of qualitative methods and proceed to cover these topics: formulating research questions, ethical issues, access, designing the study, sampling, data collection, data analysis, and writing the report. There are various methods for data collection in qualitative research: focus groups, interviews (I.e., open-ended, semi-structured, in-depth), observation, and document review. The focus of this course will be on learning the basic approaches, concepts, content, and skills associated with qualitative research in urban public health. In addition, students will learn how to choose among the five designs for qualitative methods and learn the tools and approaches to qualitative analysis.

UGPH 0621 ***Public Health and Health Disparities (3)***
As members of the public health community, we have a role to play in shaping how people think about and work to eliminate health disparities. This course examines how social, economic, environmental, cultural, and lifestyle factors contribute to differences in morbidity and mortality in racial and ethnic minorities and the medically underserved. We will also examine social determinants of population health.

UGPH 0630 ***Global Food Systems and Policy (3)***
This course focuses on the challenges faced by food systems locally and globally, and critically analyzes the design, evaluation, and impact of programs and policies aimed at addressing those challenges.

UGPH 0640 ***LGBTQ Health: Global History and Context (3)***
The course introduces students to the historical context of LGBTQ health and health disparities through the lens of the manifestation of dominant patriarchal systems that produce those disparities.

UGPH 0642 ***LGBTQ Health and Health Disparities (3)***
This course examines the core interdisciplinary theories, knowledge, research, and methods evidenced in understanding LGBTQ health and disparities in the LGBTQ population. Students will be introduced to the main conceptual frameworks used to study LGBTQ individuals, communities, and populations across the lifespan both in the United States and globally.

UGPH 0644 ***Methods for Hard-to-Reach Populations (3)***
This course provides students with tools to design and conduct research among LGBTQ+ communities and other communities that health systems have classified as hidden and hard to reach. Intended for students who have completed introductory epidemiology and biostatistics courses, this course provides in-depth information about innovative public health strategies for sampling, recruitment and retention, academic/community partnerships, and research design. The course will provide students with the skills to maximize effective research and public health practice with communities experiencing persistent and profound health disparities who have been traditionally been under-researched and under-served.

UGPH 0646 ***Transgender Health (3)***
People who are transgender, gender queer or gender nonconforming are becoming more visible in society. Despite the increased visibility of transgender people and the significant social, political and medical advances regarding sexual orientation and gender identity, gender queer, nonconforming/binary and people that identify as transgender face severe discrimination, stigma, systematic and structural oppression, and violence. This course will examine the health and daily life of people that are transgender, gender queer or gender nonconforming. Students will hear from experts in the field, hear personal stories from adults, parents of transgender, gender queer or gender nonconforming children and adolescents, and participate in events produced by the transgender community. At the completion of the course, students will have a working knowledge of the health and the structural factors (e.g., discrimination, transphobia, harassment, laws, barriers to health services, as well as the social, political and medical advances) that have shaped the lives of transgender people.

UGPH 0648 ***Public Health Aspects of HIV Prevention and Care (3)***
This course considers the evolution of the HIV/AIDS epidemic in the United States (US) health systems using a public health lens and with consideration to population-based health promotion strategies. Students will learn about the history of HIV/AIDS as manifested in the US; biomedical aspects of the disease including HIV testing and treatment; epidemiological, social, and behavioral factors associated with HIV/AIDS; as well as public health policies and calls to action. Students will examine, analyze, apply, and evaluate theoretical paradigms and research, drawn

from public health and interrelated disciplines. The course utilizes a biopsychosocial framework that emphasizes on evidence-supported HIV prevention and care. The course uses an experiential learning approach..
Prerequisite: PHCO 0505

UGPH 0670 ***Global Food and Culture (3)***
This course will provide students with the framework of what drives people to eat the foods they do, allowing them to gain insight into the broader factors that influence nutrition and health outcomes of populations around the world. The overarching aim of this course is to provide students with a deeper understanding of the cultural, social, environmental, political and economic determinants that affect the food choices, nutrition and health of populations globally. Students will learn cultural concepts that relate to food, they will examine how different farming and food systems influence the foods that populations have access to, and they will learn about the diverse dietary patterns from around the globe, and how they might influence health outcomes.

UGPH 0680 ***Urban Public Health (3)***
The course provides the student with basic information about how cities 'work' and the background needed to better promote health in urban settings. Cities are ultimately about their residents and visitors, and the many interactions among them within complex urban ecosystems. The course describes the multiple social and physical environments of cities and the ways by which class, power, oppression, socioeconomic status, development, and the natural and built environments interact to influence the health and wellbeing of urban populations and subpopulations.

UGPH 0711 ***Leadership and Management I: Organizations Contributing to Public Health (3)***
The first of three Leadership & Management courses in the DrPH program focuses on building students' understanding of the macro-organizational factors that influence organizational behavior, creating well designed strategic plans, developing budgets, analyzing and recommending remedies for organizational failures, and emerging issues influencing the field of public health such as the expansion of AI in public health and healthcare. Guest speakers who are leaders in public health and related sectors join for several class sessions.
Prerequisite: Doctoral student standing.

UGPH 0712 ***Creating Interventions for Impact (3)***
This course provides a foundation to rigorously identify and define targets for public health intervention, develop organizing conceptual frameworks, and refine these targets as new information emerges. It covers basic design and implementation principles from the technology sector, adapting them to create innovative public health interventions in collaboration with targeted communities and stakeholders. The course also offers a foundation in selecting appropriate assessment, evaluation, and research techniques in rapidly changing social, economic, and technological contexts.
Prerequisite: Doctoral student standing.

UGPH 0715 ***Leadership and Management II: Organizations Contributing to Public Health (3)***
Leadership and management are essential to the success of all organizations and professional fields. For organizations that aim to contribute to improvements in public health, leadership and management are necessary in fulfilling organizational missions and achieving impact. The focus of this course will include a chance for participants to build systems thinking capacity, develop strategies for influencing organizations within complex macro environments, and practical skills for all aspects of organizational leadership and management. The course will center the need for recruiting, retaining, and developing diverse professionals within organizations. Participants

will also have an opportunity to explore their own leadership goals, to work collaboratively with the other members of the DrPH program and to directly engage with leaders who will join as guests.
Prerequisite: Doctoral student standing and UGPH 0711.

UGPH 0716 ***Evaluation and Evidence for Public Health (3)***
Through this course, students will understand and the significant role of program evaluation in developing evidence for public health policy and program decisions. With a grounding in impact, implementation, and cost-benefit evaluation, students will demonstrate mastery by developing an evaluation design and an outline for a request for proposals for their dissertation. Throughout, students will make connections between the methods and how to apply them to their dissertation as well as their current role. The course emphasizes what is needed to ensure evaluation methods are sound, root them in the literature and rigorous methods, and include equitable approaches to studying Social Determinants of Health.
Prerequisite: Doctoral student standing.

UGPH 0723 ***Leadership and Management III: Organizations Contributing to Public Health (3)***
The third and final Leadership & Management course extends the concepts and tools learned in the first two courses to a broad, multi-sectoral exploration of public health. Students will learn more complex budgetary skills including how to calculate ROI and SROI for public health organizations/programs. Students will also engage in a leadership project and develop plans for their Applied Practice Experience and will work on enhancing their own positioning as leaders. Guest speakers include leaders from multiple sectors.
Prerequisites: UGPH 0711 and UGPH 0715. Doctoral student standing.

UGPH 0724 ***Policy, Power, and Advancing Public Health (3)***
This course will help students learn to analyze the public health care policy environment, understand power and dynamic decision-making, white supremacy and misogyny and the role of racism and sexism in driving poor health policy, and acquire the tools to craft and win effective public health policy.
Prerequisite: Doctoral student standing.

UGPH 0744 ***Methods for Hard to Reach Populations (3)***
This course provides students with tools to design and conduct research among LGBTQ+ communities and other communities that health systems have classified as hidden and hard to reach. This offering provides in-depth information about innovative public health strategies for sampling, recruitment and retention, academic/community partnerships, and research design, and offers Dr.PH. students an opportunity to design public health research and practice proposals. The course will provide students with the skills to maximize effective research and public health practice with communities experiencing persistent and profound health disparities who have been traditionally been under-researched and under-served.
Prerequisite: Doctoral student standing.

UGPH 9000 ***Introduction to the United Nations (3)***
Introduces students to the historical, theoretical, and practical foundations of the United Nations and discuss the UN's influence as an intergovernmental organization for public policy and international norm setting in the areas of security, peacekeeping, human rights, and development.
UGPH 9000 is a required course for students enrolled in the United Nations and Global PH certificate program. Cross-listed with 16:790:525. This course is offered by the Rutgers School of Graduate Studies.

Student Services (SPH)

STUDENT SERVICES

The Office of Student Experiences, Public Health Practice and Alumni Affairs provides opportunities for students and alumni to learn, connect, and advance their public health skills. By overseeing academic advising, career services, student support services, student organizations, and student events, this office offers a variety of resources, services, and support to maximize the experience and wellbeing of students while at the school and after they graduate.

The office is located at both of the school's locations, and services are accessible both on-campus and remotely.

Current students should check the SPH Student Connect Canvas page for information on resources, services, and general student matters. For more information, contact studentaffairs@sph.rutgers.edu or visit the Student Life section of the Rutgers School of Public Health website.

Career Services

Alumni Affairs

Student Organizations

Student Wellness Program

Career Services (SPH)

CAREER SERVICES

About Career Services

Career services prepare our diverse student community to be competitive candidates in their post-graduation pursuits. Through the Office of Career Services, we offer career-related advising and professional development programs to help students cultivate the transferable skills, creativity, professionalism, and vision required to be a contributing member of the public health workforce.

Career services offered to students and alumni include:

- Electronic resume/CV/cover letter submission and review
- One-on-one career and professional development advising appointments
- Resources for finding your path and passion in public health
- Campus- and community-based career and professional development events
- Job, internship, and volunteer opportunity listings
- Fellowship and scholarship listings
- Online resources, tools, and guides

Career Services Connect

The Career & Practice Connect page in Canvas is the primary hub for getting involved with the Rutgers School of Public Health Office of Career Services and accessing all provided services.

Enrolled students are automatically added to the Canvas page and do not need to request access. Alumni who are interested in gaining access must request access.

Contacting Career Services

Students, alumni, and employers interested in sharing opportunities or partnering with the Office of Career Services can contact us directly at sphcareers@sph.rutgers.edu.

Alumni Affairs (SPH)

ALUMNI AFFAIRS

Alumni Affairs

Rutgers School of Public Health alumni, including those from the former New Jersey Graduate Program in Public Health and the UMDNJ-School of Public Health, go on to improve the health and well-being of people and populations in New Jersey, across the country, and around the world. You can find our alumni in government, non-profit organizations, healthcare settings, pharmaceutical companies, academia, and many other private and public industries.

Rutgers School of Public Health Alumni Association

The Rutgers School of Public Health Alumni Association (SPHAA) was established in 2010 to help our alumni stay connected to the school and each other. All Rutgers School of Public Health graduates, as well as those from the former New Jersey Graduate Program in Public Health and the UMDNJ-School of Public Health, are automatically members of this association. The SPHAA encourages partnership, stimulates interest, and promotes communication among and between alumni, the school, and local, state, and global public health communities.

Anyone interested in becoming involved in SPHAA should contact sphalumni@sph.rutgers.edu.

For more information, please visit the Rutgers SPHAA site.

Student Organizations (SPH)

STUDENT ORGANIZATIONS

The Rutgers School of Public Health has several student organizations that promote shared interests and provide opportunities for students to connect with their peers, faculty, staff, other groups, and organizations.

Black Public Health Student Alliance:
The Black Public Health Student Alliance (BPHSA) is a student-led organization whose mission is to create a supportive network for SPH students who self-identify as Black (e.g., African, African-American, Afro-Caribbean, Afro-Latino,

etc.) and serves as a safe space for all students to address the impacts and implications of anti-Blackness, discrimination, and other systems of oppression as they relate to public health.
Contact: bphsa@sph.rutgers.edu

Doctoral Public Health Student Association: The Doctoral Public Health Student Association (DPHSA) serves the needs of all doctoral students at the School of Public Health by advocating on their behalf to School administration, fostering collaboration within research and academic interests, supporting mentorship opportunities, and provide organizing social events for doctoral students within the Public Health programs at the Rutgers School of Public Health and Rutgers School of Graduate Studies.
Contact: dphsa@sph.rutgers.edu

Healthcare Management Student Association:
Healthcare Management Student Association (HMSA) is a student organization open to everybody interested in learning more about healthcare management. HMSA allows students with similar interests to come together to explore the different opportunities within healthcare management through interacting with professionals within the field, Rutgers alumni, and partnering with other Rutgers student organizations. HMSA also aids in the development of professional skills that are beneficial for pursuing this career path.
Contact: hmsa@sph.rutgers.edu

Multicultural Student Organization:
The Multicultural Student Organization (MSO) aims to create a space where students from diverse and historically underrepresented backgrounds can feel supported, represented, and uplifted. The MSO coordinates mentorship and educational opportunities to help students network, advocate for themselves, and learn to address diversity issues in public health settings.
Contact: sphmso@sph.rutgers.edu

Stonewall Alliance for Health:
The Rutgers School of Public Health's Stonewall Alliance for Health develops a community for students who identify as LGBTQ+ or are interested in LGBTQ+ health topics. This organization promotes inclusivity and better prepares students to address complex health problems within LGBTQ+ populations through educational, service, and leadership initiatives.
Contact: stonewallallianceforhealth@sph.rutgers.edu

Student Government Association:
The Rutgers School of Public Health's Student Government Association promotes a positive student experience, provides a cohesive community, develops leadership opportunities, and advocates for student needs.
Contact: sphsga@sph.rutgers.edu

V.O.I.C.E.S.:
Volunteer Opportunities in Community Engaged Service (V.O.I.C.E.S.) provides students with the opportunities to gain practical public health experience, interact with fellow students that share similar interests, and incorporate social responsibility into their academic experience. This student group encourages students to reach out to their community by organizing and participating in volunteer community service projects with a public health focus.
Contact: sphvoices@sph.rutgers.edu

Starting a New Student Organization
Rutgers School of Public Health students can propose to start a new organization utilizing the New Student Organization Application if they believe the student population would benefit from a student organization or service representing a different mission than what is already offered. Students should also discuss their proposal with a faculty/staff member at the School, who can serve as the advisor for this organization.

To learn more about how to start a new student organization and discuss the organization further, students can contact the Office of Student Experiences, Public Health Practice & Alumni Affairs directly at studentaffairs@sph.rutgers.edu.

Student Wellness Program (SPH)

Student Wellness Program

The Student Wellness Program (SWP) is a free, confidential counseling service that helps students deal effectively with stressors and other pressures related to school, as well as personal problems that might impact one's academic performance (e.g., problems within one's home, social/personal, or academic setting). Students' concerns are addressed through a variety of SWP services including short-term, focused counseling for students and members of their household; prevention oriented groups and workshops; assessment and referral for specialized substance abuse treatment; and crisis intervention.
Services address issues such as:

- coping skills
- eating disorders
- psychiatric issues in conjunction with substance use/abuse
- different types of anxiety
- depression
- relationship concerns

Psychiatric and psychological services are completely confidential and include:

- Short-term, focused counseling for students and members of their household
- Prevention-oriented groups and workshops
- Assessment and referral for specialized substance abuse treatment
- Crisis intervention

Treatment is aimed mainly at relatively short-termed psychotherapy; outpatient restorative intervention for problems that are common to the adult student population.
The SWP has sites located in both Newark and Piscataway. Call to schedule an appointment:

NEWARK
Rutgers University Behavioral Health Care
(973) 972-5429
183 South Orange Avenue
Newark, NJ 07103

PISCATAWAY
Rutgers University Behavioral Health Care
The Walton Building
(732) 235-5933
242 Old New Brunswick Road, Suite # 330
Piscataway, NJ 08854

Continuing Education (SPH)

CONTINUING EDUCATION

Center for Public Health Workforce Development

From ensuring clean environments to safe work spaces, the Rutgers School of Public Health's Center for Public Health Workforce Development supports public health professionals in their mission to prevent disease and promote health across communities and populations.

The Center for Public Health Workforce Development offers robust continuing education opportunities, providing critical support and information to those on the front lines of natural and man-made disasters, pandemics, and other threats to community health. We help ensure workers have the skills and knowledge they need to stay safe at work, at home, and in their communities.

The Rutgers School of Public Health's Center for Public Health Workforce Development provided training to approximately more than 20,000 professionals annually. The Center offers over 230 continuing education short-courses that address topics such as asbestos, lead, hazardous waste, occupational safety, environmental health, air pollution, and other important public health topics. The courses are held in modern classrooms and a hands-on workshop room or remotely. The classes, instructed by experts in their fields, are structured to be small enough to allow active discussion and personal attention, yet large enough to provide a diversified group of participants.

For more information visit here.

Administration, Centers, and Faculty (SPH)

ADMINISTRATION, CENTERS, AND FACULTY

Administration

Perry N. Halkitis, Ph.D., M.S., M.P.H.

Dean, Hunterdon Professor of Public Health & Health Equity, and Distinguished Professor

Emily Barrett, Ph.D., M.A.

George G. Rhoads Endowed Legacy Professor; Vice Chair and Professor, Dept. of Biostatistics and Epidemiology

Claire Brown, M.P.H.

Director for Student Experiences and Alumni Affairs

Anthony Cheung

Associate Dean for Finance & Administration and Chief Financial Officer

Paul Duberstein, Ph.D.

Chair and Professor, Dept. of Health Behavior, Society, and Policy

Michelle Edelstein, M.P.H.

Director for Marketing and Communication

Mackey R. Friedman, Ph.D., M.P.H.

Associate Professor; LGBTQ Health Concentration Director

Panos Georgopoulos, Ph.D.

Professor, Dept. of Environmental and Occupational Health and Justice

Sean Glasgow, MSCIS

Director for Information Technology

Leslie M. Kantor, Ph.D., M.P.H.

Chair and Professor, Dept. of Urban-Global Public Health

Sarah Kelly, M.P.H., Ed.D.

Assistant Dean for Student Experiences and Alumni Affairs

Kamal Kornegay, M.A.

Assistant Dean for Admissions & Recruitment

Teri Lassiter, Ph.D., M.P.H.

Assistant Dean for Justice, Equity, Diversity, & Inclusion for Education; Assistant Professor

Laura Liang, D.Ph.

Senior Associate Dean for Academic Affairs; Associate Professor, Dept. of Health Behavior, Society and Policy

K. Maynard, MFA, SHRM-SCP

Director for Staff and Faculty Affairs

Paris Mourgues, LMSW

Chief of Staff

Rafael E. Pérez-Figueroa, M.D., M.P.H.

Associate Dean for Community Engagement, Population Health, and Public Health Service

Wendy Purcell, Ph.D.

Vice Chair and Professor, Dept. of Environmental and Occupational Health and Justice

Jason Roy, Ph.D.

Chair and Professor, Dept. of Biostatistics and Epidemiology

Jaya Satagopan, Ph.D.

Associate Dean for Faculty Affairs; Professor, Dept of Biostatistics and Epidemiology

Kevin Schroth, J.D.

Associate Professor; Health Systems and Policy Concentration Director

Vince Silenzio, M.D., M.P.H.

Professor; Global Public Health Concentration Director

Katherine Zapert, M.A.

Assistant Dean for Research

Helmut Zarbl, Ph.D.

Chair and Professor, Dept. of Environmental and Occupational Health and Justice; Director, Environmental and Occupational Health Science Institute

Centers and Institutes

Center for Public Health Workforce Development

Mitchel Rosen, Ph.D., Director

Center for Health, Identity, Behavior, and Prevention Studies

Perry N. Halkitis, Ph.D., M.S., M.P.H., Director

New Jersey Gun Violence Research Center

Michael Anestis, Ph.D., Executive Director

For information about the school's centers, please visit: Here

Partner Centers and Institutes

Environmental and Occupational Health Sciences Institute

Helmut Zarble, Ph.D., Director

Institute for Health, Health Care, Policy and Aging Research

Tobias Gerhard, BSPharm, Ph.D., FISPE, Director

Rutgers Cancer Institute

Steven K. Libutti, M.D., FACS, Director

Institute for Nicotine & Tobacco Studies

Cristine Delnevo, Ph.D., Director

For more information about the school's partner centers and institutes, please visit: Here

Biostatistics and Epidemiology Faculty

Ayana April-Sanders, RBHS Instructor of Epidemiology; Ph.D., M.P.H., Columbia Mailman School of Public Health

Health inequities; cardiovascular and cardiometabolic disease in minority and immigrant populations

Emily Barrett, Professor of Epidemiology; Ph.D., M.A., Harvard

Perinatal, reproductive environmental epidemiology

Greta Bushnell, Assistant Professor of Epidemiology; Ph.D., M.S.P.H., UNC Gillings School of Public Health (Chapel Hill)

Pharmacoepidemiology; psychotropics, mental health; substance use disorders; pediatrics; adolescents; health services research

Ellen Francis, Assistant Professor Epidemiology; Ph.D., Clemson

Perinatal epidemiology; lifecourse frameworks; pregnancy risk-stratification; gestational diabetes; metabolomics; precision medicine

Judith Graber, Associate Professor of Epidemiology and Concentration Director of Epidemiology; Ph.D., Illinois

Environmental and occupational epidemiology

Perry Halkitis, Dean, Hunterdon Professor of Public Health & Health Equity; Distinguished Professor of Biostatistics; Ph.D., M.P.H., CUNY

Infectious diseases epidemiology; HIV; applied statistics; public health psychology; substance use and dependence; mental health; health behavior; behavioral medicine; LGBTQ

Elizabeth Handorf, Associate Professor of Biostatistics; Ph.D., University of Pennsylvania

Observational studies; cost-effectiveness analysis; biostatistics for cancer research

Ubydul Haque, Assistant Professor of Epidemiology; Ph.D., Nagasaki (Japan);

Infectious diseases; climate change; global public health

Liangyuan Hu, Associate Professor of Biostatistics; Ph.D., Brown

Causal inference; missing data; machine learning

Farzin Khosrow-Khavar; RBHS Instructor of Epidemiology; Ph.D., McGill (Canada)

Pharmacoepidemiology; health disparities; health services research

Anita Kinney, Professor of Epidemiology; Director, Center of Cancer Health Disparities and Associate Director, Cancer Health Equity and Engagement at Rutgers Cancer Institute of New Jersey; Ph.D., Texas; M.S.N., Pennsylvania

Cancer prevention and public health; cancer epidemiology

Gwenyth Lee, Assistant Professor of Epidemiology; Ph.D., M.H.S., Johns Hopkins

Global health; enteric health; global nutrition; child health

Hao Liu, Professor of Biostatistics; Ph.D., Washington (Seattle)

Clinical trial design and analysis; precision oncology; statistical deep learning of real-word patient data; survival analysis; statistical methods for cancer research

Shou-En Lu, Associate Professor of Biostatistics; Ph.D., Johns Hopkins

Cohort case-control design and analysis; clustered failure time data; multivariate failure time data

Lan Luo, Assistant Professor of Biostatistics; Ph.D., Michigan

Streaming data; online statistical inference; mobile health; epigenetic clocks

Michelle Bover Manderski, Assistant Professor of Epidemiology; Ph.D., M.P.H., Rutgers School of Public Health

Survey methodology; measurement of risk behaviors; tobacco control; epidemiology methods; cancer epidemiology

Dirk Moore, Associate Professor of Biostatistics; Ph.D., Washington (Seattle)

Correlated binary and count data; statistical methods in genetics and epidemiology

Pamela Ohman Strickland, Associate Professor of Biostatistics; Ph.D., M.S., Cornell

Analysis with small samples; categorical data; random effect models; clustered failure time data

Stefania Papatheodorou, Associate Professor of Epidemiology; M.D., Ph.D., University of Ioannina (Greece); M.Sc., Cyprus University of Technology, (Cyprus)

Air pollution; climate change; pregnancy; children's Health

Henry F. Raymond, Associate Professor of Epidemiology; Dr.P.H., California (Berkeley); M.P.H., San Jose State

Sampling hard to reach populations; LGBTQ; HIV; STD's

Zorimar Rivera-Nunez, Assistant Professor of Epidemiology; Ph.D., Michigan

Environmental epidemiology; biomarkers; measurement error; endocrine disruptors; pregnancy, placenta, drinking water contaminants; big data

Jason Roy, Chair, Professor, and Director of Rutgers University Biostatistics and Epidemiology Services (RUBIES); Ph.D., Michigan

Causal inference; Bayesian nonparametrics; digital health

Jaya Satagopan,Professor of Biostatistics and Associate Dean for Faculty Affairs; , Ph.D., University of Wisconsin - Madison

Gene-environment interactions; case-control design; selective sampling designs; bayesian methods; ensemble learning methods

Stephanie Shiau, Assistant Professor of Epidemiology; Ph.D., M.P.H., Columbia Mailman School of Public Health

HIV; infectious disease; epigenetics; lifecourse epidemiology; perinatal epidemiology; pediatric epidemiology; maternal and child health

Antoinette Stroup, Professor of Epidemiology, Director of Cancer Epidemiology Services, and New Jersey State Cancer Registry at Rutgers Cancer Institute of New Jersey; Ph.D., Utah (Salt Lake City)

Cancer surveillance research, disparities in cancer risk and survival; long-term survival; quality of life and late effects life course approach and geographic disparities in cancer risk and outcomes

Elizabeth Suarez, RBHS Instructor of Epidemiology; Ph.D., UNC (Chapel Hill); MPH, Boston

Pharmacoepidemology; perinatal epidemiology; birth defects; pregnancy, mental health; substance use disorders

Environmental and Occupational Health and Justice Faculty

Julie Caruth, Assistant Professor of Environmental and Occupational Health; M.D., University of West Indies (Trinidad/Tobago); M.P.H., UMDNJ-School of Public Health

Occupational and environmental medicine; community health; acute care medicine

Jose Guillermo Cedeno-Laurent, Assistant Professor of Environmental and Occupational Health; Sc.D., Harvard School of Public Health;

Extreme heat, climate change; adaptation, mitigation; indoor air quality exposure

Philip Demokritou, Professor of Environmental and Occupational Health; Ph.D., National Technical University of Athens, (Greece)

Environmental and Population Health Bioscience; Nano science and technology with an emphasis on the interactions of particles with biological and environmental systems and elucidation of health effects

Nancy Fiedler, Professor of Environmental and Occupational Health; Ph.D., Bowling Green State

Human health effects of stress and neurotoxicants; controlled chemical exposure studies

Panos Georgopoulos, Professor of Environmental and Occupational Health and Director, Computational Chemodynamics Laboratory; Ph.D., California Institute of Technology

Environmental health

Jun-Yan Hong, Professor of Environmental and Occupational Health; Ph.D., UMDNJ-

New Jersey Medical School; M.S., Shanghai Institute of Cell Biology (China)

Impact of genetic factors on an individual's susceptibility to environmental diseases

Yi-Hua Jan, Assistant Professor of Environmental and Occupational Health; Ph.D., Rutgers

Metabolism of xenobiotics; chemical redox cycling; cellular and biochemical mechanisms of chemical toxicity; developing countermeasures against organophospate intoxication and sulfur mustard exposure

Howard M. Kipen, Professor of Environmental and Occupational Health; M.D., California (San Francisco); M.P.H., Columbia

Controlled exposure studies of air pollutants; inflammation and cardiovascular disease models; biopsychosocial models of disease; World Trade Center symptomology; Gulf War Syndrome

Koshy Koshy, Associate Professor of Environmental and Occupational Health; Ph.D., Rutgers

Developing and accessing training programs in occupational safety and health for hard-to-reach workers and workers in high-hazard industries; building disaster preparedness competencies

Jeffrey Laskin, Distinguished Professor and Division Chief of Environmental and Occupational Health; Ph.D., SUNY (Buffalo)

Biochemical and molecular pharmacology and toxicology; inflammation, skin, and lung toxicity; hepatotoxicology; oxidative stress; chemical redox cycling; mechanisms of photo toxicity; carcinogensis

Robert Laumbach, Associate Professor of Environmental and Occupational Health; M.D., UMDNJ-Robert Wood Johnson Medical School; M.P.H., Columbia Mailman School of Public Health

Occupational and environmental respiratory diseases; medically unexplained illness

Wendy Purcell, Professor of Environmental and Occupational Health; Ph.D., University of Hertfordshire and University College of London, (UK)

Sustainability, sustainable development goals; higher education, leadership governance; culture of health, climate and health, change & transformation

Megan Rockafellow-Baldoni, Assistant Professor of Environmental and Occupational Health; Ph.D., M.P.H., Rutgers School of Public Health

Program evaluation, curriculum development for occupational training programs, drinking water quality and treatment, data collection and management

Derek Shendell, Professor of Environmental and Occupational Health; D.Env., California School of Public Health (Los Angeles); M.P.H., Yale School of Medicine

Environmental public health sciences and services; environmental epidemiology and human exposure assessment field studies; indoor air and environmental quality in schools, homes, and day care; urban outdoor air quality (United States, Latin America, China, Japan, Nigeria); children's environmental health

Iris G. Udasin, Professor of Environmental and Occupational Health; M.D., SUNY Downstate Medical Center

Blood borne pathogens; indoor air quality; hazardous waste workers; violence in the workplace

Helmut Zarbl, Professor and Chair of Environmental and Occupational Health and Executive Director, Environmental and Occupational Health Sciences Institute; Ph.D., McGill (Canada)

Environmental and occupational health and cancer research

Health Behavior, Society, and Policy Faculty

Jon-Patrick Allem, Associate Professor of Social and Behavioral Health Sciences; Ph.D., Keck School of Medicine, USC

Tobacco control; adolescent health; social media; media effects; health communication

Joye Anestis, Associate Professor of Social and Behavioral Health Sciences; Ph.D., Florida State

Personality; assessment, suicide, mental health treatment outcomes, psychopathy; exterrnalizing

Julia Chen-Sankey, Assistant Professor of Social and Behavioral Health Sciences, Ph.D., School of Public Health, University of Maryland

Tobacco marketing; flavored tobacco; tobacco policy; emerging tobacco products; health disparities; health equity; minority health

Patrick R. Clifford, Professor of Social and Behavioral Health Sciences; Ph.D., Texas School of Public Health (Houston); M.A., CUNY (Hunter College)

Alcohol treatment outcomes research; research assessment reactivity effects; longer-term functioning post-alcohol use disorders (AUD) treatment

Katie Darabos, RBHS Instructor of Social and Behavioral Health Sciences; Ph.D., CUNY

Young adults with cancer; stress and coping; decision-making, salivary bioscience, social support; psychological distress; mhealth

Cristine Delnevo, Distinguished Professor of Social and Behavioral Health Sciences, and Director, Rutgers Institute for Nicotine and Tobacco Studies; Ph.D., Temple; M.P.H., UMDNJ

Tobacco control; tobacco regulatory science; public health policy; survey research methods non-cigarette tobacco products (cigars, SLT, e-cigarettes)

Shauna Downs, Associate Professor of Health Systems and Policy; Ph.D., University of Sydney (Austrailia); M.S., University of Alberta (Canada)

Food policy; food environments; sustainable diets; climate change and food systems

Paul Duberstein, Chair and Professor of Social and Behavioral Health Sciences; Ph.D., University of New York at Buffalo

Aging; end-of-life; geriatric mental health; gerontology; health care utilization; palliative care

Gwyneth Eliasson, Assistant Professor of Health Systems and Policy; JD, Brooklyn Law School; MPH-Rutgers School of Public Health

Anti-poverty (safety net) programs; health law and policy; medical-legal partnerships; older adults; public health law and ethics

Nir Eyal, Professor of Health Systems and Policy and Director of the Center for Population-Level Bioethics; D.Phil., Oxford (England);

Population-level bioethics; research ethics; health inequities, ethics of health promotion; ethics in hiv policy and research; political philosophy; consequentialism

Ollie Ganz, Assistant Professor of Social and Behavioral Health Sciences; Dr.P.H., George Washington (Milken Institute School of Public Health)

Tobacco control; tobacco regulatory science; health communication; health disparities; health equity; mental health; lgbtq health; tobacco industry marketing; survey research

Stefanie Gratale, RBHS Instructor of Social and Behavioral Health Sciences; Ph.D., M.A., University of Pennsylvania; M.P.A., George Washington

Health communication, tobacco regulatory science, tobacco industry marketing, risk perceptions, health misinformation

Mary Hrywna, Associate Professor of Social and Behavioral Health Sciences; Ph.D., Rutgers School of Public Health; M.P.H., North Carolina (Chapel Hill)

Tobacco control policy; tobacco regulatory science; population health; priority/special populations; surveillance and monitoring; non-cigarette tobacco products

Michelle Jeong, Assistant Professor of Social and Behavioral Health Sciences; Ph.D., University of Pennsylvania

Tobacco regulatory science; tobacco control; health communication; tobacco marketing

Racquel Kelly Kohler, Assistant Professor of Social and Behavioral Health Sciences; Ph.D., University of North Carolina at Chapel Hill

Cancer disparities; global cancer control; hpv testing and vaccination, homelessness, sexual and reproductive health; implementation science; mixed methods; preference elicitation

Elissa Kozlov, Assistant Professor of Health Systems and Policy; Ph.D., Washington (St. Louis)

Palliative care; geropsychology; end-of-life; geriatric mental health care; psychological symptoms and serious illness; depression; anxiety; caregiving; aging; mindfulness

Laura E. Liang, Associate Professor of Social and Behavioral Health Sciences and Senior Associate Dean for Academic Affairs ; Dr.P.H., M.P.H., Rutgers School of Public Health

Community outreach and education;K-12 health science education; youth development and engagement

Mark McGovern, Associate Professor of Health Systems and Policy; Ph.D., University College of Dublin (Ireland)

Health economics; health disparities; life cycle effects of inequality; causal inference; quasi-experimental methods; missing data

Slawa Rokicki, Assistant Professor of Health Systems and Policy; Ph.D., M.S., Harvard

Maternal and child health; perinatal mental health; policy evaluation; health disparities; social determinants of health, global health, adolescent health

Hillary Samples, Assistant Professor of Health Systems and Policy; Ph.D., M.H.S., Johns Hopkins

Health services; health policy; health equity; disparities; behavioral health; mental health; substance use

Kevin Schroth, Associate Professor of Health System and Policy; J.D., Rutgers

Tobacco control; tobacco regulatory science, cigar regulations; flavored tobacco restrictions; tobacco retail density reduction; e-cigarettes; tobacco price control; novel tobacco products; hookah regulation; marijuana legalization, opioids; public health law

Mara Sheftel, RBHS Instructor of Health Systems and Policy; Ph.D., City University of New York; M.A., Brooklyn; M.A., Hebrew University of Jerusalem (Israel)

Health disparities, aging and the life course, immigration, cognition

Kymberle Sterling, Associate Professor of Social and Behavioral Health Sciences; Dr.PH., UT (Houston); MPH, Tulane

Adolescent and young adult tobacco use; tobacco-related health disparities; tobacco regulatory sciences

Andrea Villanti; Associate Professor of Social and Behavioral Health Sciences; Ph.D., Johns Hopkins; MPH, Columbia

Tobacco; young adults; menthol; flavors; regulatory science; smoking cessation

Olivia Wackowski, Associate Professor of Social and Behavioral Health Sciences; Ph.D., M.P.H., Rutgers School of Public Health

Tobacco control; tobacco regulatory science; tobacco risk perceptions; tobacco marketing; e-cigarettes; smokeless tobacco; menthol cigarettes; tobacco warnings; health and risk communication; qualitative research; content analysis

Chongyi Wei, Associate Professor of Social and Behavioral Health Sciences; Dr.P.H., Pittsburgh, Graduate School of Public Health

HIV/AIDS; global health; sexual minorities; LGBT health; behavioral epidemiology; behavioral interventions; implementation science

Cui Yang, Associate Professor of Social and Behavioral Health Sciences; Ph.D., Johns Hopkins

HIV/AIDS, substance use; COVID-19; implementation science; mental health; health equity; social determinants of health, social networks; harm reduction; qualitative and quantitative methods; evaluation; mhealth

Min-Jeong Yang, Assistant Professor of Health Behavior, Society and Policy; Ph.D., M.S., Rutgers University

Health Behavior, Tobacco Use, Behavioral Intervention, Cancer, mHealth, Sexual and Gender Minority Health

Urban-Global Public Health Faculty

Michael Anestis, Professor of Urban Public Health; Ph.D., M.S., Florida State

Suicide; firearms; means safety; military

Richard Thurman Barnes, Associate Professor of Urban-Global Public Health; J.D., Rutgers School of Law-Newark; Mdiv

Gun violence prevention

Erica Eliason, Assistant Professor of Urban-Global Public Health; Ph.D., Columbia School of Social Work; M.P.H., Mailman School of Public Health, Columbia

Medicaid and CHIP; maternal, child, and reproductive health; health equity

Devin English, Assistant Professor of Urban-Global Public Health; Ph.D., George Washington

Critical health equity; intersectionality; stigma; discrimination; LGBTQ health

Merlene Fredericks-James, Associate Professor of Urban-Global Public Health; Dr.P.H., University of the West Indies (Jamaica); M.P.H., South Florida

Global and urban public health

Mackey Friedman, Associate Professor of Urban-Global Public Health; Ph.D., M.P.H., Pittsburgh

LGBTQ health disparities; HIV/AIDS; infectious and chronic disease outcomes

Mobolaji Ibitoye, RBHS Instructor of Urban-Global Public Health; Dr.P.H., Columbia; M.P.H., St Louis School of Public Health

Sexual and reproductive health disparities; global public health

Leslie Kantor, Professor of Urban-Global Public Health and Chair; Ph.D., Columbia School of Social Work; M.P.H., Mailman School of Public Health, Columbia

Improving the health of underserved, underrepresented, and marginalized communities and populations; understanding determinants of adolescent sexual and reproductive health in underserved communities

Kristen Krause; Assistant Professor of Urban-Global Public Health; Ph.D., Rutgers; M.P.H., NYU

HIV/AIDS; aging; resilience; mental health; LGBTQ Health; interpersonal violence; COVID-19; vaccine hesitancy; sexually transmitted infections; substance use

Teri E. Lassiter, Assistant Professor of Urban-Global Public Health and Assistant Dean for Public Health Practice, Diversity, and Inclusion; Ph.D.,Rutgers-School of Nursing; M.P.H., Rutgers School of Public Health

Violence prevention; health disparities; urban systems; prisoner reentry

Laura Lindberg, Professor of Urban-Global Public Health; Ph.D., M.A., Michigan

Sexual and reproductive health and rights; abortion; contraception; sexual activity; adolescent health; pregnancy intentions; survey measurement of sensitive behaviors

Emily Merchant, Assistant Professor of Urban-Global Public Health; Ph.D., Rutgers

Food security; food systems; traditional diets

Rafael Pérez-Figueroa, Associate Professor of Urban-Global Public Health and Associate Dean, M.D., Pontifical Madre y Maestra Catholic (Dominican Republic); M.P.H., NYU

HIV/AIDS prevention and care; substance use and abuse; harm reduction; mental health; healthcare utilization

Mitchel A. Rosen, Associate Professor of Urban-Global Public Health and Director, Center for Public Health Workforce Development; Ph.D., Rutgers; M.S.P.H., Massachusetts

Occupational safety and health; workforce development; public health practice; emergency planning; emergency preparedness; public health education

Stephan Schwander, Associate Professor of Urban-Global Public Health; Ph.D., Hamburg-Eppendorf (Germany); M.D., Johann Wolfgang Goethe (Germany)

Human antimycobacterial immunity; human lung immunology during mycobacterium tuberculosis infection and disease; effects of particulate matter on antimycobacterial immunity

Vincent Silenzio, Professor of Urban-Global Public Health; M.D., Rutgers Robert Wood Johnson Medical School; M.P.H., Rutgers

Global health; LGBTQ health

Administration (SPH)

Administration

Perry N. Halkitis, Ph.D., M.S., M.P.H., Dean

Paris Mourgues, L.M.S.W., Chief of Staff

Claire Brown, M.P.H., Director of Student Experiences and Alumni Affairs

Anthony Cheung, Associate Dean for Finance and Administration and Chief Financial Officer (CFO)

Michelle Edelstein, M.P.H., Director of Marketing and Communication

Panos G. Georgopoulos, Ph.D., Executive Director for Doctoral Studies, School of Public Health

Sean Glasgow, M.S.C.I.S., Director of Information Technology

Sarah W. Kelly, M.P.H., C.P.H., Assistant Dean for Student Experiences and Alumni Affairs

Kamal Kornegay, Assistant Dean for Admissions and Recruitment

Teri Lassiter, Ph.D., M.P.H., Assistant Dean for Justice, Equity, Diversity, and Inclusion for Education

Laura E. Liang, Dr.P.H., C.H.E.S., C.P.H., Senior Associate Dean for Academic Affairs

Rafael Pérez-Figueroa, M.D., M.P.H., Associate Dean for Community Engagement, Population Health, and Public Health Service

Jaya Satagopan, Ph.D., Associate Dean for Faculty Affairs

Katerine Zapert, Assistant Dean for Research

Centers and Institutes (SPH)

Centers and Institutes

Center for Public Health Workforce Development
Mitchel Rosen, Ph.D., Director

Center for Health, Identity, Behavior, and Prevention Studies
Perry N. Halkitis, Ph.D., M.S., M.P.H., Director

New Jersey Gun Violence Research Center
Michael Anestis, Ph.D., Executive Director

Cancer Health Equity Center of Excellence (a partnership between the Rutgers Cancer Institute and the Rutgers School of Public Health)
Anita Kinney, Ph.D., R.N., F.A.A.N., F.A.B.M.R., Director

Center for South Asian Quantitative Health and Education
Jaya Satagopan, Ph.D., Director

For information about the school's centers, please visit here.

Biostatistics and Epidemiology Faculty (SPH)

Biostatistics and Epidemiology Faculty

Members of the Faculty

Ayana April-Sanders, RBHS Instructor of Epidemiology; Ph.D., M.P.H., Columbia Mailman School of Public Health
Health inequities; cardiovascular and cardiometabolic disease in minority and immigrant populations

Emily Barrett, Professor of Epidemiology; Ph.D., M.A., Harvard
Perinatal, reproductive environmental epidemiology

Greta Bushnell, Assistant Professor of Epidemiology; Ph.D., M.S.P.H., UNC Gillings School of Public Health (Chapel Hill)
Pharmacoepidemiology; psychotropics, mental health; substance use disorders; pediatrics; adolescents; health services research

Ellen Francis, Assistant Professor Epidemiology; Ph.D., Clemson
Perinatal epidemiology; lifecourse frameworks; pregnancy risk-stratification; gestational diabetes; metabolomics; precision medicine

Judith Graber, Associate Professor of Epidemiology and Concentration Director of Epidemiology; Ph.D., Illinois
Environmental and occupational epidemiology

Perry Halkitis, Dean, Hunterdon Professor of Public Health & Health Equity; Distinguished Professor of Biostatistics; Ph.D., M.P.H., CUNY
Infectious diseases epidemiology; HIV; applied statistics; public health psychology; substance use and dependence; mental health; health behavior; behavioral medicine; LGBTQ

Elizabeth Handorf, Associate Professor of Biostatistics; Ph.D., University of Pennsylvania
Observational studies; cost-effectiveness analysis; biostatistics for cancer research

Ubydul Haque, Assistant Professor of Epidemiology; Ph.D., Nagasaki (Japan);
Infectious diseases; climate change; global public health

Liangyuan Hu, Associate Professor of Biostatistics; Ph.D., Brown
Causal inference; missing data; machine learning

Farzin Khosrow-Khavar; RBHS Instructor of Epidemiology; Ph.D., McGill (Canada)
Pharmacoepidemiology; health disparities; health services research

Anita Kinney, Professor of Epidemiology; Director, Center of Cancer Health Disparities and Associate Director, Cancer Health Equity and Engagement at Rutgers Cancer Institute of New Jersey; Ph.D., Texas; M.S.N., Pennsylvania
Cancer prevention and public health; cancer epidemiology

Gwenyth Lee, Assistant Professor of Epidemiology; Ph.D., M.H.S., Johns Hopkins
Global health; enteric health; global nutrition; child health

Yong Lin, Professor of Biostatistics; Ph.D., Pennsylvania State
Mixture hypotheses and models; cancer phase-I/II clinical trial designs; bootstrap and statistical computing

Hao Liu, Professor of Biostatistics; Ph.D., Washington (Seattle)
Clinical trial design and analysis; precision oncology; statistical deep learning of real-word patient data; survival analysis; statistical methods for cancer research

Shou-En Lu, Associate Professor of Biostatistics; Ph.D., Johns Hopkins
Cohort case-control design and analysis; clustered failure time data; multivariate failure time data

Lan Luo, Assistant Professor of Biostatistics; Ph.D., Michigan
Streaming data; online statistical inference; mobile health; epigenetic clocks

Michelle Bover Manderski, Assistant Professor of Epidemiology; Ph.D, M.P.H., Rutgers School of Public Health
Survey methodology; measurement of risk behaviors; tobacco control; epidemiology methods; cancer epidemiology

Dirk Moore, Associate Professor of Biostatistics; Ph.D., Washington (Seattle)
Correlated binary and count data; statistical methods in genetics and epidemiology

Pamela Ohman Strickland, Associate Professor of Biostatistics; Ph.D., M.S., Cornell
Analysis with small samples; categorical data; random effect models; clustered failure time data

Stefania Papatheodorou, Associate Professor of Epidemiology; M.D., Ph.D., University of Ioannina (Greece); M.Sc., Cyprus University of Technology, (Cyprus)
Air pollution; climate change; pregnancy; children's Health

Henry F. Raymond, Associate Professor of Epidemiology; Dr.P.H., California (Berkeley); M.P.H., San Jose State
Sampling hard to reach populations; LGBTQ; HIV; STD's

Zorimar Rivera-Nunez, Assistant Professor of Epidemiology; Ph.D., Michigan
Environmental epidemiology; biomarkers; measurement error; endocrine disruptors; pregnancy, placenta, drinking water contaminants; big data

Jason Roy, Chair, Professor, and Director of Rutgers University Biostatistics and Epidemiology Services (RUBIES); Ph.D., Michigan
Causal inference; Bayesian nonparametrics; digital health

Jaya Satagopan, Professor of Biostatistics and Associate Dean for Faculty Affairs; , Ph.D., University of Wisconsin - Madison
Gene-environment interactions; case-control design; selective sampling designs; bayesian methods; ensemble learning methods

Stephanie Shiau, Assistant Professor of Epidemiology; Ph.D., M.P.H., Columbia Mailman School of Public Health
HIV; infectious disease; epigenetics; lifecourse epidemiology; perinatal epidemiology; pediatric epidemiology; maternal and child health

Antoinette Stroup, Professor of Epidemiology, Director of Cancer Epidemiology Services, and New Jersey State Cancer Registry at Rutgers Cancer Institute of New Jersey; Ph.D., Utah (Salt Lake City)
Cancer surveillance research, disparities in cancer risk and survival; long-term survival; quality of life and late effects life course approach and geographic disparities in cancer risk and outcomes

Elizabeth Suarez, RBHS Instructor of Epidemiology; Ph.D., UNC (Chapel Hill); MPH, Boston
Pharmacoepidemology; perinatal epidemiology; birth defects; pregnancy, mental health; substance use disorders

Environmental and Occupational Health and Justice Faculty (SPH)

Environmental and Occupational Health and Justice Faculty

Members of the Faculty

Julie Caruth, Assistant Professor of Environmental and Occupational Health; M.D., University of West Indies (Trinidad/Tobago); M.P.H., UMDNJ-School of Public Health
Occupational and environmental medicine; community health; acute care medicine

Jose Guillermo Cedeno-Laurent, Assistant Professor of Environmental and Occupational Health; Sc.D., Harvard School of Public Health;
Extreme heat, climate change; adaptation, mitigation; indoor air quality exposure

Philip Demokritou, Professor of Environmental and Occupational Health; Ph.D., National Technical University of Athens, (Greece)
Environmental and Population Health Bioscience; Nano science and technology with an emphasis on the interactions of particles with biological and environmental systems and elucidation of health effects

Nancy Fiedler, Professor of Environmental and Occupational Health; Ph.D., Bowling Green State
Human health effects of stress and neurotoxicants; controlled chemical exposure studies

Panos Georgopoulos, Professor of Environmental and Occupational Health and Director,
Computational Chemodynamics Laboratory; Ph.D., California Institute of Technology
Environmental health

Jun-Yan Hong, Professor of Environmental and Occupational Health; Ph.D., UMDNJ-New Jersey Medical School; M.S., Shanghai Institute of Cell Biology (China)
Impact of genetic factors on an individual's susceptibility to environmental diseases

Yi-Hua Jan, Assistant Professor of Environmental and Occupational Health; Ph.D., Rutgers
Metabolism of xenobiotics; chemical redox cycling; cellular and biochemical mechanisms of chemical toxicity; developing countermeasures against organophospate intoxication and sulfur mustard exposure

Howard M. Kipen, Professor of Environmental and Occupational Health; M.D., California (San Francisco); M.P.H., Columbia
Controlled exposure studies of air pollutants; inflammation and cardiovascular disease models; biopsychosocial models of disease; World Trade Center symptomology; Gulf War Syndrome

Koshy Koshy, Associate Professor of Environmental and Occupational Health; Ph.D., Rutgers
Developing and accessing training programs in occupational safety and health for hard-to-reach workers and workers in high-hazard industries; building disaster preparedness competencies

Jeffrey Laskin, Distinguished Professor and Division Chief of Environmental and Occupational Health; Ph.D., SUNY (Buffalo)
Biochemical and molecular pharmacology and toxicology; inflammation, skin, and lung toxicity; hepatotoxicology; oxidative stress; chemical redox cycling; mechanisms of photo toxicity; carcinogensis

Robert Laumbach, Associate Professor of Environmental and Occupational Health; M.D., UMDNJ-Robert Wood Johnson Medical School; M.P.H., Columbia Mailman School of Public Health
Occupational and environmental respiratory diseases; medically unexplained illness

Wendy Purcell, Professor of Environmental and Occupational Health; Ph.D., University of Hertfordshire and University College of London, (UK)
Sustainability, sustainable development goals; higher education, leadership governance; culture of health, climate and health, change & transformation

Megan Rockafellow-Baldoni, Assistant Professor of Environmental and Occupational Health; Ph.D., M.P.H., Rutgers School of Public Health
Program evaluation, curriculum development for occupational training programs, drinking water quality and treatment, data collection and management

Derek Shendell, Professor of Environmental and Occupational Health; D.Env., California School of Public Health (Los Angeles); M.P.H., Yale School of Medicine
Environmental public health sciences and services; environmental epidemiology and human exposure assessment field studies; indoor air and environmental quality in schools, homes, and day care; urban outdoor air quality (United States, Latin America, China, Japan, Nigeria); children's environmental health

Iris G. Udasin, Professor of Environmental and Occupational Health; M.D., SUNY Downstate Medical Center
Blood borne pathogens; indoor air quality; hazardous waste workers; violence in the workplace

Helmut Zarbl, Professor and Chair of Environmental and Occupational Health and Executive Director, Environmental and Occupational Health Sciences Institute; Ph.D., McGill (Canada)
Environmental and occupational health and cancer research

Health Behavior, Society, and Policy Faculty (SPH)

Health Behavior, Society, and Policy Faculty

Members of the Faculty

Jon-Patrick Allem, Associate Professor of Social and Behavioral Health Sciences; PhD,
Keck School of Medicine, USC
Tobacco control; adolescent health; social media; media effects; health communication

Joye Anestis, Associate Professor of Social and Behavioral Health Sciences; PhD, Florida State
Personality; assessment, suicide, mental health treatment outcomes, psychopathy; externalizing

Julia Chen-Sankey, Assistant Professor of Social and Behavioral Health Sciences, PhD, School of Public Health, University of Maryland
Tobacco marketing; flavored tobacco; tobacco policy; emerging tobacco products; health disparities; health equity; minority health

Patrick R. Clifford, Professor of Social and Behavioral Health Sciences; Ph.D., Texas School of Public Health (Houston); M.A., CUNY (Hunter College)
Alcohol treatment outcomes research; research assessment reactivity effects; longer-term functioning post-alcohol use disorders (AUD) treatment

Katie Darabos, RBHS Instructor of Social and Behavioral Health Sciences; PhD, CUNY
Young adults with cancer; stress and coping; decision-making, salivary bioscience, social support; psychological distress; health

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Tobacco control; tobacco regulatory science; public health policy; survey research methods non-cigarette tobacco products (cigars, SLT, e-cigarettes)

Shauna Downs, Associate Professor of Health Systems and Policy; PhD, University of Sydney (Australia); MS, University of Alberta (Canada)
Food policy; food environments; sustainable diets; climate change and food systems

Paul Duberstein, Chair and Professor of Social and Behavioral Health Sciences; Ph.D., University of New York at Buffalo
Aging; end-of-life; geriatric mental health; gerontology; health care utilization; palliative care

Gwyneth Eliasson, Assistant Professor of Health Systems and Policy; JD, Brooklyn Law School; MPH-Rutgers School of Public Health
Anti-poverty (safety net) programs; health law and policy; medical-legal partnerships; older adults; public health law and ethics

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Population-level bioethics; research ethics; health inequities, ethics of health promotion; ethics in HIV policy and research; political philosophy; consequentialism

Ollie Ganz, Assistant Professor of Social and Behavioral Health Sciences; Dr.P.H., George Washington (Milken Institute School of Public Health)
Tobacco control; tobacco regulatory science; health communication; health disparities; health equity; mental health; LGBTQ health; tobacco industry marketing; survey research

Stefanie Gratale, RBHS Instructor of Social and Behavioral Health Sciences; Ph.D., M.A., University of Pennsylvania; M.P.A., George Washington
Health communication, tobacco regulatory science, tobacco industry marketing, risk perceptions, health misinformation

Marybec Griffin, Assistant Professor of Social and Behavioral Health Sciences; Ph.D., New York
Sexual health; contraceptive access; substance use; LGBTQ competent care

Mary Hrywna, Associate Professor of Social and Behavioral Health Sciences; PhD, Rutgers School of Public Health; M.P.H., North Carolina (Chapel Hill)
Tobacco control policy; tobacco regulatory science; population health; priority/special populations; surveillance and monitoring; non-cigarette tobacco products

Michelle Jeong, Assistant Professor of Social and Behavioral Health Sciences; Ph.D., University of Pennsylvania
Tobacco regulatory science; tobacco control; health communication; tobacco marketing

Racquel Kelly Kohler, Assistant Professor of Social and Behavioral Health Sciences; Ph.D., University of North Carolina at Chapel Hill
Cancer disparities; global cancer control; HPV testing and vaccination, homelessness, sexual and reproductive health; implementation science; mixed methods; preference elicitation

Elissa Kozlov, Assistant Professor of Health Systems and Policy; Ph.D., Washington (St. Louis)
Palliative care; geropsychology; end-of-life; geriatric mental health care; psychological symptoms and serious illness; depression; anxiety; caregiving; aging; mindfulness

Laura E. Liang, Associate Professor of Social and Behavioral Health Sciences and Senior Associate Dean for Academic Affairs; Dr.P.H., M.P.H., Rutgers School of Public Health
Community outreach and education; K-12 health science education; youth development and engagement

Mark McGovern, Associate Professor of Health Systems and Policy; PhD, University College of Dublin (Ireland)
Health economics; health disparities; life cycle effects of inequality; causal inference; quasi-experimental methods; missing data

Slawa Rokicki, Assistant Professor of Health Systems and Policy; PhD, MS, Harvard
Maternal and child health; perinatal mental health; policy evaluation; health disparities; social determinants of health, global health, adolescent health

Hillary Samples, Assistant Professor of Health Systems and Policy; PhD, MHS, Johns Hopkins
Health services; health policy; health equity; disparities; behavioral health; mental health; substance use

Kevin Schroth, Associate Professor of Health System and Policy; J.D., Rutgers
Tobacco control; tobacco regulatory science, cigar regulations; flavored tobacco restrictions; tobacco retail density reduction; e-cigarettes; tobacco price control; novel tobacco products; hookah regulation; marijuana legalization, opioids; public health law

Mara Sheftel, RBHS Instructor of Health Systems and Policy; Ph.D., City University of New York; M.A., Brooklyn; M.A., Hebrew University of Jerusalem (Israel)
Health disparities, aging and the life course, immigration, cognition

Kymberle Sterling, Associate Professor of Social and Behavioral Health Sciences; DrPH,
UT (Houston); MPH, Tulane
Adolescent and young adult tobacco use; tobacco-related health disparities; tobacco regulatory sciences

Andrea Villanti; Associate Professor of Social and Behavioral Health Sciences; PhD, Johns Hopkins; MPH, Columbia
Tobacco; young adults; menthol; flavors; regulatory science; smoking cessation

Olivia Wackowski, Associate Professor of Social and Behavioral Health Sciences; Ph.D., M.P.H., Rutgers School of Public Health
Tobacco control; tobacco regulatory science; tobacco risk perceptions; tobacco marketing; e-cigarettes; smokeless tobacco; menthol cigarettes; tobacco warnings; health and risk communication; qualitative research; content analysis

Chongyi Wei, Associate Professor of Social and Behavioral Health Sciences; Dr.P.H., Pittsburgh, Graduate School of Public Health
HIV/AIDS; global health; sexual minorities; LGBT health; behavioral epidemiology; behavioral interventions; implementation science

Cui Yang, Associate Professor of Social and Behavioral Health Sciences; PhD, Johns Hopkins
HIV/AIDS, substance use; COVID-19; implementation science; mental health; health equity; social determinants of health, social networks; harm reduction; qualitative and quantitative methods; evaluation; health

Urban-Global Public Health Faculty (SPH)

Urban-Global Public Health Faculty

Members of the Faculty

Michael Anestis, Professor of Urban Public Health; Ph.D., M.S., Florida State
Suicide; firearms; means safety; military

Richard Thurman Barnes, Associate Professor of Urban-Global Public Health; J.D., Rutgers School of Law-Newark
Gun violence prevention

Erica Eliason, Assistant Professor of Urban-Global Public Health; Ph.D., Columbia School of Social Work; M.P.H., Mailman School of Public Health, Columbia
Medicaid and CHIP; maternal, child, and reproductive health; health equity

Devin English, Assistant Professor of Urban-Global Public Health; Ph.D., George Washington
Critical health equity; intersectionality; stigma; discrimination; LGBTQ health

Merlene Fredericks-James, Associate Professor of Urban-Global Public Health; Dr.P.H., University of the West Indies (Jamaica); M.P.H., South Florida
Global and urban public health

Mackey Friedman, Associate Professor of Urban-Global Public Health; Ph.D., M.P.H., Pittsburgh
LGBTQ health disparities; HIV/AIDS; infectious and chronic disease outcomes

Mobolaji Ibitoye, RBHS Instructor of Urban-Global Public Health; Dr.P.H., Columbia; M.P.H., St Louis School of Public Health
Sexual and reproductive health disparities; global public health

Leslie Kantor, Professor of Urban-Global Public Health and Chair; Ph.D, Columbia School of Social Work; M.P.H., Mailman School of Public Health, Columbia
Improving the health of underserved, underrepresented, and marginalized communities and populations; understanding determinants of adolescent sexual and reproductive health in underserved communities

Kristen Krause; Assistant Professor of Urban-Global Public Health; Ph.D., Rutgers; M.P.H., NYU
HIV/AIDS; aging; resilience; mental health; LGBTQ Health; interpersonal violence; COVID-19; vaccine hesitancy; sexually transmitted infections; substance use

Teri E. Lassiter, Assistant Professor of Urban-Global Public Health and Assistant Dean for Public Health Practice, Diversity, and Inclusion; Ph.D., Rutgers-School of Nursing; M.P.H., Rutgers School of Public Health
Violence prevention; health disparities; urban systems; prisoner reentry

Laura Lindberg, Professor of Urban-Global Public Health; Ph.D., M.A., Michigan
Sexual and reproductive health and rights; abortion; contraception; sexual activity; adolescent health; pregnancy intentions; survey measurement of sensitive behaviors

Emily Merchant, Assistant Professor of Urban-Global Public Health; Ph.D., Rutgers
Food security; food systems; traditional diets

Rafael Pérez-Figueroa, Associate Professor of Urban-Global Public Health and Associate Dean, M.D., Pontifical Madre y Maestra Catholic (Dominican Republic); M.P.H., NYU
HIV/AIDS prevention and care; substance use and abuse; harm reduction; mental health; healthcare utilization

Mitchel A. Rosen, Associate Professor of Urban-Global Public Health and Director, Center for Public Health Workforce Development; Ph.D., Rutgers; M.S.P.H., Massachusetts
Occupational safety and health; workforce development; public health practice; emergency planning; emergency preparedness; public health education

Stephan Schwander, Associate Professor of Urban-Global Public Health; Ph.D., Hamburg-Eppendorf (Germany); M.D., Johann Wolfgang Goethe (Germany)
Human antimycobacterial immunity; human lung immunology during mycobacterium tuberculosis infection and disease; effects of particulate matter on antimycobacterial immunity

Vincent Silenzio, Professor of Urban-Global Public Health; M.D., Rutgers Robert Wood Johnson Medical School; M.P.H., Rutgers
Global health; LGBTQ health