

UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, or marital status in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university's accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Senior Vice President for University Advancement, Widener University, One University Place, Chester, PA 19013, 610-499-4123. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013, 610-499-1266; or Dean of Students, Delaware Campus of Widener University, P.O. Box 7474, Wilmington, DE 19803, 302-477-2177.

Title IX of the Education Amendments of 1972 prohibits discrimination based on gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid, scholarships, athletics, course offerings and access, hiring and retention, and benefits and leave. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment, as well as in all programs and activities. The university's Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX or those who wish to file a complaint of non-compliance may contact the university's Title IX coordinator. The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at: www.ed.gov/about/offices/list/ocr/index.html.

This publication contains information, policies, procedures, regulations, and requirements that were correct at the time of publication. In keeping with the educational mission of the university, the information, policies, procedures, regulations, and requirements contained herein are continually being reviewed, changed, and updated. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are responsible for keeping informed of official policies and meeting all relevant requirements.

The university reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the university any student at any time if it is deemed by the university to be in the best

interest of the university, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and Widener University.

ACCREDITATIONS & MEMBERSHIPS

Widener University is a member of the Association for Continuing Higher Education and is accredited by the Middle States Commission on Higher Education.

Widener's graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), Accreditation Commission of ABET (School of Engineering), American Association of Sexuality Educators, Counselors, and Therapists (Center for Human Sexuality Studies), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology; Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (MBA in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy), Commission on Collegiate Nursing Education (School of Nursing), Commission on Continuing Legal Education of the Supreme Court of Delaware (School of Law), Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), National Council for the Accreditation of Teacher Educators (Division of Education), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (School of Law), Pennsylvania Department of Education (Division of Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Division of Education).

Widener's graduate programs hold membership in the Academic Council of the American Physical Therapy Association (Institute for Physical Therapy Education), American Society for Engineering Education (School of Engineering), Association of Engineering Colleges of Pennsylvania (School of Engineering), Association of University Programs in Health Administration (School of Business Administration), Association of American Law Schools (School of Law), Association of Graduate Liberal Studies Program (Master of Arts in Liberal Studies), Greater Philadelphia Engineering Deans Economic Development Council (School of Engineering), Engineering Deans Institute (School of Engineering), Engineering Research Council of the American Association of Engineering Societies (School of Engineering), Engineering Workforce Commission (School of Engineering), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National Association of State Boards of Accountancy (School of Law), National Council for Schools and Programs of Professional Psychology (Institute for Graduate Clinical Psychology), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

School of Nursing 2013 Graduate Catalog

GRADUATE PROGRAM DIRECTORY

ARTS AND SCIENCES

Stephanie Schechner

610-499-4346 • saschechner@widener.edu

BUSINESS

Penelope Sue Greenberg

610-499-4475 • psgreenberg@widener.edu

CRIMINAL JUSTICE

William E. Harver

610-499-4554 • weharver@widener.edu

EDUCATION

John C. Flynn Jr.

610-499-4490 • jcflynn@widener.edu

ENGINEERING

Rudolph Treichel

610-499-1294 • rjtreichel@widener.edu

HOSPITALITY MANAGEMENT

John Mahoney

610-499-1114 • jfmahoney@widener.edu

HUMAN SEXUALITY STUDIES

Don Dyson

610-499-4263 • dadyson@widener.edu

LIBERAL STUDIES

Stephanie Schechner

610 499-4346 • saschechner@widener.edu

NURSING

MSN CNS Program: Donna M. Callaghan

610-499-4208 • dmcallaghan@widener.edu

MSN FNP & DNP Programs: Shirlee Drayton-Brooks

610-499-4213 • Smdrayton-brooks@widener.edu

PhD Program: Barbara Patterson

610-499-4222 • bjpatrickson@widener.edu

PSYCHOLOGY

Sanjay R. Nath

610-499-1214 • snath@widener.edu

PHYSICAL THERAPY

Robin Dole

610-499-1277 • rdole@widener.edu

PUBLIC ADMINISTRATION

Gordon Henderson

610-499-4358 • gphenderson@widener.edu

SOCIAL WORK

John Poulin

610-499-1150 • jepoulin@widener.edu

GENERAL DIRECTORY

INFORMATION LINE

610-499-4600

BOOKSTORES

Main Campus, 610-876-7300

Delaware Campus, 302-478-0606

Harrisburg Campus, 717-541-3905

BUSINESS OFFICES

Main Campus, 610-499-4150

Delaware Campus, 302-477-2207

Harrisburg Campus, 717-541-3905

CAMPUS SAFETY

Main Campus, 610-499-4201

Delaware Campus, 302-477-2200

Harrisburg Campus, 717-541-3948

FINANCIAL AID

Main Campus, 610-499-4174

Delaware Campus, 302-478-2209

Harrisburg Campus, 717-541-3961

LIBRARIES

Main Campus, 610-499-4066

Delaware Campus, 302-477-2244

Harrisburg Campus, 717-541-3926

REGISTRAR

Main Campus, 610-499-4141

Delaware Campus, 302-477-2009

Harrisburg Campus, 717-541-3904

CONTENTS

University Information	2
General Information	4
Master of Science in Nursing (MSN)	7
Adult–Gerontology CNS	10
Adult–Gerontology CNS with Emergency/ Critical Care Specialty	11
Family Nurse Practitioner	11
Post-Master’s Advanced Practice Certificates (CNS/FNP)	12
Post-Master’s for Nurse Practitioners	13
RN/MSN Option of the MSN Program	13
Post-Master’s Nursing Education Certificate	14
Doctor of Nursing Practice (DNP)	14
Doctor of Philosophy (PhD)	17
Accelerated MSN/PhD	20
Courses	23
Faculty	28

GRADUATE NURSING PROGRAMS

Master of Science in Nursing (MSN)

Doctor of Nursing Practice (DNP)

Doctor of Philosophy (PhD)

Certificate Programs

NURSING ADMINISTRATION

Deborah R. Garrison, RN, PhD

Dean and Professor of Nursing

Barbara J. Patterson, RN, PhD, ANEF

Director of the PhD Program and Professor of Nursing

Shirlee Drayton-Brooks, RN, PhD, CRNP, BC, FAANP

Director of the DNP Program, Director of the FNP Program, and Professor of Nursing

Donna Callaghan, RN, PhD, GCNS-BC, CNE

Director of the MSN-CNS Program and Associate Professor of Nursing

Geraldine Budd, RN, PhD, CRNP, FAANP

Assistant Dean of Harrisburg Campus Nursing Programs and Associate Professor of Nursing

A MESSAGE FROM THE DEAN

Welcome to the Widener School of Nursing! You have selected an exceptional School of Nursing. You will find that your professors continually strive to create rich, collaborative, and stimulating learning experiences. These experiences bond us, faculty and students, into a community of scholars that supports the acquisition of knowledge and a spirit of inquiry. I encourage you to engage enthusiastically with your professors throughout your course of study. You will find that graduate study is self-directed, which may be a change from your undergraduate program. Relish the independence you gain to direct your own learning experiences, but be assured that your professors will be accessible and ready to provide guidance when you need it. Seek them out.

Graduate study provides an outstanding opportunity to learn about ourselves and our profession, to foster collegial relationships with one another, and to prepare to make the greatest contribution to those we serve. From a personal perspective, graduate work transformed my worldview! As you progress through your graduate studies, I invite you to keep a journal or use another method to chronicle your insights and 'aha' moments.

What an exciting, energizing time it is for our profession. The nursing profession has captured the national spotlight in many ways. Thanks to nurse researchers, the contributions that nurses make toward positive patient outcomes are being illuminated. Nursing remains the most trusted profession in the United States. Let us seize this opportunity to create new systems of health care delivery, taking advantage of the unique knowledge nurses have about the needs of clients in the system. Likewise, let us foster innovation in nursing education as we move toward learner-centered methods. Let us hone our research skills to carefully evaluate these new systems and methods to determine their effectiveness. In the midst of all these accomplishments, let us remember to build our profession and develop collaborative relationships with our colleagues.

Best wishes for an outstanding graduate experience!

—Dean Deborah R. Garrison, RN, PhD

SCHOOL OF NURSING OVERVIEW

Widener's School of Nursing BSN, MSN, and DNP programs are fully accredited by the Commission on Collegiate Nursing Education. The MSN Family Nurse Practitioner program is also approved by the Pennsylvania State Board of Nursing.

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle, Suite 530, Washington, DC 20036-1120
(202) 887-6791

State Board of Nursing, Commonwealth of Pennsylvania

P. O. Box 2649, Harrisburg, PA 17105-2649; (717) 783-7142

VISION

The Widener University School of Nursing (SON) aspires to be a preeminent metropolitan school of nursing recognized for developing clinically prepared, scientifically oriented, technologically proficient, professional nurses who provide leadership as clinicians, educators, scholars, and researchers to transform the health and quality of life of diverse communities.

MISSION STATEMENT

As a leading comprehensive school of nursing, *we achieve* our mission by creating a learning environment where curricula are connected to societal health issues through diverse community engagement. *We lead* by providing a unique professional nursing education in a challenging, scholarly, and supportive learning community. *We engage* our students through interactive teaching, professional role modeling, active scholarship, and experiential learning. *We inspire* our students to be professionals who demonstrate leadership in nursing practice, education, scholarship, and research throughout the global community. *We contribute* to the health and well-being of the communities we serve.

GOALS

- Foster a SON community whose members are diverse and where our students are prepared for living and serving in a pluralistic and ever-changing world.
- Achieve an unparalleled academic environment by promoting rigorous educational programs, productive scholarship, and lifelong learning.
- Create a student-centered living and learning experience that supports the achievement of academic excellence by nursing students.
- Promote the SON as a school known for offering programs that use experiential and collaborative learning, mentoring, and engaged teaching, and that emphasize the linkage between the curricula and societal needs.
- Expand and diversify the SON's financial resources and manage its assets in an efficient and effective manner.
- Make the SON an employer of first choice and a place that attracts talented people at all levels to work or volunteer to fulfill the mission of the SON.
- Implement strategies to strengthen the integration of liberal arts and sciences and professional programs, and enrich our general education offerings to ensure that every undergraduate nursing student has common educational experiences involving civic engagement and experiential learning.
- Foster an environment that encourages innovation in teaching, scholarship, and program development.
- Raise the profile of the SON among metropolitan nursing leaders, the general public, and among the national professional nursing and higher education communities.

- Optimize the SON's enrollment to achieve a vital university community at both the undergraduate and graduate levels.
- Address the metropolitan region's most pressing health concerns and enhance our program offerings to respond to the needs of our communities.
- Actively promote the development of leadership skills and provide opportunities for leadership experiences for nursing students, faculty, and alumni so that they may demonstrate civic and professional leadership.
- Ensure academic excellence by maintaining the SON's commitment to academic freedom and by upholding faculty governance, especially in matters pertaining to pedagogy, curriculum, and scholarship.

OUTCOMES

Nursing education has the mandate to both respond to and influence society and the health care system. To meet these responsibilities, the School of Nursing through its various programs produces graduates who can influence society and the health care system through their leadership. Program outcomes for the master's and doctoral levels are as follows:

Outcome I—The master of science in nursing program provides opportunities for individuals to develop leadership in diverse health care settings as advanced practitioners. Graduates of the master's program use knowledge in a specialized area of nursing and in related sciences and humanities to improve health care in a variety of cultures and settings. Graduates are prepared to use nursing theories and research findings to guide and enhance evidence-based practice. The master's program serves as a foundation for doctoral study.

Outcome II—The doctor of nursing practice program prepares advanced practice nurses to provide clinical leadership in the delivery of culturally competent, evidence-based, disease-state management or system-based care. Graduates are prepared for interprofessional collaboration and outcomes management to support the provision of quality and safety in complex health care systems.

Outcome III—The doctor of philosophy program prepares nurse scholars and educators and is based on the belief that nursing is a professional discipline with a unique role and body of knowledge. The primary goal of the doctor of philosophy program is the preparation of nurse scholars and leaders in nursing education. Graduates apply rigorous methods of disciplined inquiry to scholarship, teaching, research, and service to the profession and society.

STANDARDS FOR ACADEMIC INTEGRITY

ACADEMIC INTEGRITY STATEMENT

Widener University strongly supports the concepts of academic freedom and academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy. Widener University expects all students to be familiar with university policies on academic honesty and will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

This statement was adopted by the Faculty Council on February 24, 1998, upon recommendation of the Academic Affairs Committee.

DEFINITION OF VIOLATIONS OF THE STANDARDS OF ACADEMIC INTEGRITY

Violations of the Standards of Academic Integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including:

- unauthorized inspection or duplication of test materials, cheating, attempting to cheat, or assisting others to cheat in a classroom test, take-home examination, final examination, or comprehensive/qualifying/candidacy examination.
- post-test alteration of examination responses.
- plagiarism.
- electronic or computer fraud.

Additionally, each university program may have specific acts particular to a discipline that constitute academic fraud.

DEFINITION OF PLAGIARISM

One of the most common violations of the Standards for Academic Integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students are invited to follow the standards articulated in the following statement.

STATEMENT ON PLAGIARISM

PLAGIARISM—passing off the work of others as your own – is a serious offense. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized - must be given credit through specific in-text citations. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper. It is especially important that paraphrase be both cited and put into your own words. Merely rearranging a sentence or changing a few words is not sufficient.

PROCEDURES FOR STUDENTS ACCUSED OF VIOLATING THE STANDARDS FOR ACADEMIC INTEGRITY

Informal Process

- A faculty member who obtains evidence of academic fraud should inform the student of this evidence, either orally or in writing. The faculty member may also provide the student with the opportunity to respond to the charges. If the matter is resolved informally between the faculty member and the student, the faculty member must communicate in writing to the dean of his/her school or college the nature of the charges made against the student and how the matter was resolved.
- If the faculty member cannot resolve the matter satisfactorily with the student, he or she may file a formal complaint against the student through the office of the dean of the faculty member's school or college.

Formal Process

- Upon receiving formal charges of academic fraud, the office of the dean of the school or college shall thereupon notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and all rights of appeal.
- If a student wishes to contest the allegations of the complaint, he or she may do so according to the process stipulated in the

by-laws of the school or college in which the alleged offense occurred. In such a case, the student will also be informed of the time and location of a hearing on the complaint and of all rights of appeal.

- Upon determination by the school/college committee that hears the initial appeal that sufficient evidence exists to support the allegations contained in the complaint, or in cases in which the student chooses not to contest the complaint, the prescribed penalty shall be imposed.
- The dean will notify the associate provost in writing of the name of the student who has been found to have engaged in academic fraud.
- Appeals beyond an individual school/college body may be made by the student to the university's Academic Review Board. Please see the following section for board duties. Appeal to the Academic Review Board must be initiated by the student through the Office of the Associate Provost.
- In the event a complaint is filed against a student alleging academic fraud and the student is not enrolled in the course in which academic fraud is alleged, action will be taken by the dean's office of the school/college where the student is matriculated.
- An "F" for academic fraud will supersede any other mark including a "W" for withdrawal. When a student is found to have engaged in academic fraud under Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the "F" grade (given as a result of fraud) from the GPA calculation.
- A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of the filing of a complaint alleging a second offense, the student will be informed, in writing, by the Office of the Provost of such complaint. Names will be dropped from the list of first offenders upon graduation or at the end of seven years after the last attendance.
- The above articulated steps constitute due process when students are accused of academic fraud.

PENALTIES

- The minimum penalty for individuals found through the formal complaint process described above to have engaged in academic fraud will be failure in the course. For a second offense, the penalty will be failure in the course and expulsion from the university.
- For attempting to steal or stealing an examination for a course, students will be failed in the course and expelled from the university. For attempting to steal or stealing a comprehensive/qualifying/candidacy examination in a program, students will be expelled from the university.
- Programs that require comprehensive/qualifying/candidacy examinations may elect to impose the penalties of failure on the examination and expulsion from the university for individuals who cheat or attempt to cheat on the comprehensive/qualifying/candidacy examination.
- Individuals found through the formal complaint process described above to have engaged in academic fraud in the completion of a dissertation or thesis may be expelled from the university.

These policies and procedures were approved by Faculty Council on April 28, 2008.

ACADEMIC REVIEW BOARD

The Academic Review Board consists of the provost, the associate provosts, the deans of each school/college, the vice-chairperson of the Faculty Council, and the chair of the Faculty Council Academic Affairs Committee. Duties of the board include: (1) hearing petitions for the waiver of academic regulations that transcend a single school/college (e.g., withdrawal from a course); (2) serving as the appeal body in cases where there is an alleged violation of procedure in school/college Academic Council hearings.

ACADEMIC GRIEVANCE APPEAL PROCEDURE

Follow the process outlined in the *School of Nursing Handbook* for the student's degree and program of study.

GRADUATION REQUIREMENTS AND AWARDING OF DEGREES

Students are responsible for knowing and meeting curriculum requirements as shown in this bulletin. To participate in commencement, all degree candidates must follow this graduation checklist:

Petition for graduation. All degree candidates must petition to graduate online in the "Academic Profile" section on CampusCruiser. This should be done the semester prior to anticipated completion of all degree requirements.

Complete degree requirements. Contact the program director to verify completion of all degree requirements.

Complete the End of Program Interview. All degree candidates must schedule an appointment with the appropriate program director during their final semester of coursework.

Satisfy all financial and library obligations. To ensure clearance of all obligations, check "My Holds" in the "Communication" section of WebAdvisor on CampusCruiser or call 610-499-4161. Degree candidates who have balances due at the Bursar's Office or books due at the library must satisfy these obligations before they can receive diplomas.

Complete the loan exit interview. Degree candidates who borrowed a Federal Perkins or Federal Direct loan while enrolled at Widener University must attend an exit counseling session to review their rights and responsibilities. Sessions will be offered in April at varying times and will last approximately 30 minutes. A specific schedule of dates and times will be sent to graduation candidates by e-mail.

Obtain cap and gown. To attend the commencement ceremony, degree candidates are required to wear the proper academic regalia.

Submit the online RSVP form. To be in the ceremony, degree candidates must fill out the online Commencement Participation RSVP Survey Form, which will be posted in March.

The university holds only one formal commencement in the spring to which August, December, and May graduates are invited.

TRANSCRIPTS

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar.

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Financial information is available on the university's website and on CampusCruiser.

ACADEMIC CALENDAR

At the start of each semester, students should check Campus-Cruiser for academic calendar and deadline information.

CAMPUS SAFETY

Widener is committed to the safety and security of all members of the Widener University community. The university's annual Campus Safety and Fire Safety Reports are on the Widener website and contain information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. The Campus Safety Reports contain statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings and property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The Fire Safety Report contains information on fire safety systems in on-campus student housing facilities, the number of fire drills held during the previous year, the university's policies on portable electrical appliances, smoking, and open flames in student housing facilities, the university's procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to which fires should be reported, and plans for future improvements in fire safety. It also contains statistics (commencing with calendar year 2009) for the three most recent calendar years concerning the number of fires and cause of each fire in each on-campus student housing facility, the number of persons who received fire-related injuries that resulted in treatment at a medical facility, the number of deaths related to a fire, and the value of property damage caused by a fire.

The annual Campus Safety and Fire Safety Reports for the Main and Exton Campuses are available online at www.widener.edu/campussafety. The annual security reports for the Delaware and Harrisburg Campuses are available online at www.law.widener.edu by selecting "More Links," then "Campus Safety." If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

STUDENT STATUS

Students pursuing a course of study in the School of Nursing are considered to be full-time graduate students when they are enrolled in 9 or more credit hours of graduate study *or* when they are enrolled in NURS 900 Dissertation Seminar I, NURS 901 Dissertation Seminar II, or NURS 950 Dissertation Advisement. It is recommended that students take no more than 9 credit hours of graduate study.

MASTER OF SCIENCE IN NURSING

INTRODUCTION

An undergraduate baccalaureate education that is both liberal and professional provides the foundation for the master's program. The master's program prepares graduates for leadership roles in advanced practice as family nurse practitioners and clinical nurse specialists in order to meet the diverse health needs of society. Graduates will function as advanced practice registered nurses (APRN) in the health care delivery system using skills of analytical thinking and clinical decision making—plus advanced knowledge of theories in nursing, the sciences, and humanities—to improve health care in a variety of settings. In addition to the use of nursing and related theory, graduates are prepared to use research to inform evidence-based practice and influence health policy.

The program fosters collegial collaborative relationships with other health professionals. Since adult learners have unique needs and abilities, the master's program provides students with a wide range of options for learning that take into account diverse backgrounds, past experiences, and future goals while providing a foundation for lifelong learning and doctoral study. Students participate in selecting their clinical learning experiences.

Graduates of the MSN FNP program are prepared to sit for national certification by the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). Graduates of the MSN CNS program are prepared to sit for the American Nurses Credentialing Center national certification for adult-gerontology CNS or the American Association of Critical Care Nurses national certification for adult gerontology acute care CNS.

GOALS

The master of science in nursing (MSN) program prepares nurses for advanced practice roles. The goals of the master's program are to:

- Ensure that the graduate nursing curriculum provides the opportunity for students to acquire the knowledge and skills for advanced practice roles as clinical nurse specialists and family nurse practitioners.
- Augment communication skills using oral and written forms and information technology for consumers and communities.
- Promote student learning through an open, interactive, collegial environment that considers student diversity of background and experience.
- Enhance creativity, critical thinking, and diagnostic reasoning skills in clinical decision making to advance the practice of nursing.
- Engage in scholarly activities, including the use of theory and research, to advance practice, evaluate outcomes of care, and initiate change.
- Practice culturally sensitive, evidence-based care with diverse populations in a wide variety of settings, regionally, nationally, and globally.
- Demonstrate creative leadership to guide practice and advance health care by reflecting competence in the educator/manager role aspects of advanced practice.
- Promote, maintain, and restore health through cooperative and collaborative relationships with consumers and stakeholders, including other health care professionals, in multidisciplinary settings.

- Engage in moral and ethical decision making from both a personal and organizational perspective through the demonstration of personal accountability for practice, including adherence to professional standards of practice and codes of ethics.
- Provide a foundation for doctoral study and for continued personal and professional development.

PROGRAM OUTCOMES

Within a framework of family nurse practitioner and clinical nurse specialist roles and consistent with professional standards, graduates will by the end of the program be able to:

- Synthesize theories from nursing, natural, behavioral, and social sciences to support advanced practice role development to meet the diverse and complex needs of individuals, families, and communities.
- Communicate effectively using oral and written forms and information technology for consumers and communities.
- Practice in open, interactive, collegial environments that consider diversity of background and experience.
- Demonstrate creativity, critical thinking, and diagnostic reasoning skills in clinical decision making and through identification, evaluation, and management of the health needs of consumers using best practices.
- Engage in scholarly activities, including the use of theory and research, to advance practice, evaluate outcomes of care, and initiate change.
- Practice culturally sensitive, evidence-based care with diverse populations in a wide variety of settings, regionally, nationally, and globally.
- Demonstrate creative leadership to guide practice and advance health care by reflecting competence in the educator/manager role aspects of advanced practice.
- Promote, maintain, and restore health in collaboration and consultation with consumers and stakeholders, including other health care professionals, through assessment, planning, implementation, and evaluation of high quality, cost-effective care in multidisciplinary settings.
- Engage in moral and ethical decision making from both a personal and organizational perspective by exhibiting adherence to professional standards of practice and codes of ethics and accountability for practice.
- Access continued personal and professional development, including doctoral study.

MATRICULATION

A matriculated student is one who has been accepted officially into the master's program. A nonmatriculated student is one who is taking a course for credit but has not yet been officially accepted into the master's program. A nonmatriculated student may take up to six credits in the graduate nursing program prior to matriculation.

Nonmatriculated students who wish to take a course must submit undergraduate transcripts and a completed online application. Students who wish to matriculate must meet the admission requirements listed below. No more than six credits earned by a student in a nonmatriculated status may be applied toward the degree in the event of later acceptance into the graduate program.

ADMISSION

Applicants must submit evidence of the following:

- Completed online application.
- Bachelor's degree in nursing or equivalent from an accredited program (CCNE or NLNAC).

- Minimum of 3.0 grade point average (on a 4.0 scale) in a BSN program.
- Official transcripts from all previously attended institutions of higher education.
- Completion of an undergraduate statistics/research course with a grade of C or better.
- Two recommendations, preferably from professional nurses with graduate degrees, regarding applicant's practice and potential for graduate work in nursing.
- Valid Pennsylvania license as a registered nurse (U.S.). Information is available from the State Board of Nursing in Pennsylvania.
- Satisfactory scores (550 written and 213 computer-based) on the Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries.
- Personal interview with program advisor.
- Current résumé.
- Goal statement.

Applicants must apply online by visiting Widener's home page at www.widener.edu. All admission requirements, including an interview, must be received and completed before:

- June 1—for matriculation in the fall semester.
- November 1—for matriculation in the spring semester.
- March 1—for matriculation in summer sessions.

ADDITIONAL ADMISSION REQUIREMENTS FOR INTERNATIONAL APPLICANTS

International students should consult the International Student Services web page at www.widener.edu for international graduate student guidelines or contact the Office of International Student Services at Widener University, One University Place, Chester, PA 19013; phone: 610-499-4499.

Widener University's School of Nursing requires a passing score on the Commission on Graduates of Foreign Nursing Schools (CGFNS) Qualifying Examination. The CGFNS Qualifying Examination is a prerequisite for taking the Registered Nurse Licensing Examination in the Commonwealth of Pennsylvania. Application materials may be requested from:

CGFNS
3600 Market Street, Suite 400
Philadelphia, PA 19014-2651 U.S.A.
Phone: 215-349-8767
Web site: www.CGFNS.org

The registration deadlines for these exams are several months prior to their administration. Early application is essential.

REGISTRATION

Preregistration is conducted during the fall for the following spring semester and during the spring for the following summer and fall semester courses. Preregistration information is available on CampusCruiser.

ACADEMIC PROGRESS

CONTINUOUS ENROLLMENT

Following matriculation, students are required to be enrolled at least two semesters (fall, spring, or summer) per calendar year. Students who do not apply for a leave of absence and have not completed at least one course per two semesters during a calendar year will be dropped from the program.

COURSE OVERLOAD

Nine credits of course work in each of the fall and spring semesters and six credits in each summer session are recognized as a “normal” course load for full-time students. Faculty believe students, as adult learners, have the right to make decisions related to their learning needs. However, faculty believe a course load above twelve credits for fall/spring or six credits in a summer session has potential for creating academic jeopardy.

Students enrolling in more than twelve credits in the fall/spring semester or six credits in one summer session must have approval from the academic program director. Students are required to complete and sign the “Course Overload Acknowledgment” form (including rationale for request), which must also be signed by the faculty advisor and academic program director prior to enrolling in the courses. The form is intended to communicate to students written acceptance of their responsibility for this decision.

INDEPENDENT STUDIES

Enrollment in an independent study course is an option available to students only when a required course is not available. An independent study course requires approval of the faculty member directing the independent study, faculty advisor, the academic program director, and the Dean of the School of Nursing.

LEAVE OF ABSENCE

Matriculated students meeting the continuous enrollment policy must submit a written request for a leave of absence, with rationale, to the academic program director. An approved leave will extend the deadline for completion of the program by the length of the leave. However, the total cumulative leave time applied to extensions shall not exceed two years.

REINSTATEMENT TO THE PROGRAM

Students who have been dropped from the program may petition for readmission by filing a new application. Such requests must be sent to the academic program director no later than 90 days prior to the start of the semester in which the student expects to enroll.

TIME LIMIT

A maximum of five calendar years from the date of matriculation is allowed for completion of the master's degree.

SPECIAL ACADEMIC POLICIES

General policies are stipulated in the Widener University *Graduate Student Handbook*. Other academic requirements and dismissal, readmission, and other policies specific to the School of Nursing are found online in the *School of Nursing Master's Student Handbook*.

TRANSFER STUDENTS

Students who are matriculated in another nursing graduate program and wish to transfer will be considered on an individual basis.

TRANSFER CREDIT

A maximum of two approved courses (six credits) or the equivalent completed at an institution accredited for graduate study no more than five years prior to admission may be transferred upon admission. To be considered for transfer credit into a master's program, the student must have received a grade of A or B, or pass if taken on a pass/no pass grading system. If transfer credit is requested in lieu of required courses in the program, a course syllabus must accompany the request.

After matriculation, up to six credits may be taken off campus. Students requesting to take a course off campus for transfer credit must submit a request via a Course Transfer Authorization

form and course syllabus prior to taking the course. At the completion of the course, an official transcript reflecting the grade earned must be submitted to the Graduate Nursing Office.

REQUIREMENTS FOR CLINICAL

Widener's School of Nursing provides students with clinical education at a variety of hospitals and health care agencies in the tri-state area of Pennsylvania, New Jersey, and Delaware. These agencies and institutions require students to undergo background screening. Therefore, all students are required to complete a background screening, including criminal background check, child abuse check, and health clearance. Information about the preclinical requirements and screening process is available at www.CertifiedBackground.com. If you have questions please call 888-666-7788 or e-mail customerservice@certifiedbackground.com. A support representative is available from 8 a.m. to 6 p.m. EST, Monday through Friday.

GRADING AND DISMISSAL FROM THE PROGRAM

Students are expected to maintain satisfactory progress. A student's graduate record begins with the first course credited to a degree or certificate and includes all subsequent courses.

- Master's candidates are required to maintain at least a B (3.0) average. Only students with a B (3.0) average or better will graduate from degree and certificate programs. Courses for which grades lower than B (3.0) are received may be repeated. No more than two repetitions total and only one repetition of a particular course is allowed. A student whose academic performance is considered inadequate will be dismissed from the program.
- Students who fail clinically and are dismissed may not apply for readmission.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled “Standards for Academic Integrity.”
- If a course is repeated, both grades will be recorded on the transcript but only the most recent grade is used in calculating the grade point average. However, when a student is found to be in violation of Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.
- Pass/no pass grading is optional for elective courses. A maximum of two courses required for the master's degree may be taken pass/no pass. Students must exercise the pass/no pass option prior to the second class meeting.
- Following a request by the student, including an explanation of the extenuating circumstances involved, an instructor may give a course grade of incomplete if circumstances justify an extension of time required to complete the course requirements.
- A student with an “incomplete” grade in any course that is prerequisite to another course will not be allowed to enroll in the subsequent course until the I in the prerequisite has been removed and replaced by a satisfactory grade.
- A student with an F in a required theory course must repeat that course at Widener in the next semester in which the

course is offered. A grade of B (3.0) or better must be earned in the repeated course in order for the student to proceed with the program of study. A grade below C (including a C-) in a clinical course is considered a course failure and the course must be repeated. A second failure results in automatic dismissal from the program.

All requests for exceptions to these provisions should be referred to the academic program director. The following grades are used for graduate nursing courses:

Letter Grade	Quality Points	Percentage Range
A	4.0	93 – 100
A-	3.7	90 – 92
B+	3.3	87 – 89
B	3.0	83 – 86
B-	2.7	80 – 82
C+	2.3	77 – 79
C	2.0	73 – 76
C-	1.7	70 – 72
F	0.0	< 70

I (Incomplete)

W (Withdrawn)

P/NP (Passed/Not Passed)—for courses offered on a pass/no pass basis

AU (Audit: No credit)

NOTE: Individual instructors may elect, at their discretion, not to use plus/minus grades.

The grade of I is given when a student has not completed course requirements because of excusable reasons. A student who receives a grade of I must arrange to make up all deficiencies with the instructor issuing the grade. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F. Upon completion of the requirements, the instructor will institute a change of grade. (Note: A student cannot register again for a course in which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

Students may withdraw from a course at any time prior to the final examination and receive the grade of W. If a course offered through these programs does not include a final examination, the deadline for withdrawing from the course with a grade of W is the final class meeting for the course.

DEGREE REQUIREMENTS

A master of science in nursing degree requires a minimum final GPA of 3.0. A minimum of 39–41 semester hours are required for clinical nurse specialist (CNS) students. Family nurse practitioner (FNP) students must achieve a minimum of 46 semester hours to graduate. Please note that a waiver of any requirement for the degree must be approved in writing by the academic program director.

MASTER OF SCIENCE IN NURSING (MSN) PROGRAMS OF STUDY

Two advanced practice registered nurse (APRN) roles are available in the MSN degree program of study: clinical nurse specialist (CNS) and family nurse practitioner (FNP). The CNS role is available in adult–gerontology nursing. A specialty in emergency/critical care is available in the adult–gerontology CNS program. The family nurse practitioner (FNP) program emphasizes primary care

for individuals and families across the life span. Graduates of the master's degree programs are eligible to sit for certification examinations as advanced practice registered nurses (APRNs).

NOTE: The clinical nurse specialist role is not recognized as an APRN role by the Pennsylvania Board of Nursing as it is in a number of other states. In addition to the degree programs, post-master's (PM) certificates are available for each APRN specialty.

The following programs of study display a suggested progressive plan of study. Individual plans for student progression will be developed by the APRN faculty advisor in collaboration with the student.

ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST PROGRAM

The master's program in adult-gerontology nursing focuses on preparing graduates as advanced practice registered nurses (APRNs) for the clinical nurse specialist role. The program of study provides a broad foundation in health promotion/disease prevention, concepts of wellness and illness care, and clinical decision making based on evidence. The focus is on caring for individuals from late adolescence through older adulthood throughout the wellness-acute care continuum. Clinical experiences are offered in a wide variety of settings with diverse adult populations. Graduates are prepared for leadership in improving patient care outcomes and the quality of health care

PROGRAM OF STUDY Credits

Core Courses (13 Credits)

NURS 611	Models & Theories for Advanced Practice Nursing	3
NURS 634	Nursing Leadership for Advanced Practice	3
NURS 652	Statistical Analysis & Interpretation	3
NURS 653	The Research Process	3
NURS 663	Advanced Nursing Practice: Current Perspectives	1

Advanced Practice Core Courses (9 Credits)

NURS 601	Advanced Pathophysiology	3
NURS 608	Advanced Health Assessment	3
NURS 639	Advanced Pharmacology	3

Advanced Practice Specialty Courses (19 Credits)

NURS 656	Adult–Gerontology CNS—Older Adolescence through Adulthood (125 clinical hours)	4
NURS 657	Adult–Gerontology CNS—Older Adulthood (125 clinical hours)	4
NURS 661	CNS Practice Role Seminar & Practicum (125 clinical hours)	4
NURS 662	CNS Educator Role Seminar & Practicum (125 clinical hours)	4

Elective		3
----------	--	---

This 41-credit program is available at the Main Campus. Nonclinical courses may be taken at the Harrisburg Campus.

A minimum of 500 hours of faculty supervised AP clinical hours is required. The program can be completed in 18–24 months of full-time study or at the student's pace for part-time study within the five-year time limit post matriculation. Graduates are eligible to sit for the ANCC adult-gerontology CNS certification examination and/or the AACN adult-gerontology acute care CNS certification examination. A post-master's certificate is also available (see section titled "Post-Master's Certificates").

**ADULT-GERONTOLOGY CLINICAL NURSE
SPECIALIST PROGRAM WITH
EMERGENCY/CRITICAL CARE SPECIALTY**

The master’s program in adult-gerontology with the emergency/critical care nursing specialty prepares advanced practice registered nurses in the clinical nurse specialist role to provide expert nursing care to older adolescence, adults, and older adults across the wellness-acute care continuum with a focus in care for critically ill individuals and those experiencing health emergencies. A large number of appropriate clinical agencies with diverse populations are used to meet the individual student’s objectives. Graduates are prepared to provide leadership in improving the quality of care in a variety of health care settings.

PROGRAM OF STUDY	Credits
Core Courses (13 Credits)	
NURS 611 Models & Theories for Advanced Practice Nursing	3
NURS 634 Nursing Leadership for Advanced Practice	3
NURS 652 Statistical Analysis & Interpretation	3
NURS 653 The Research Process	3
NURS 663 Advanced Nursing Practice: Current Perspectives	1
Advanced Practice Core Courses (9 Credits)	
NURS 601 Advanced Pathophysiology	3
NURS 608 Advanced Health Assessment	3
NURS 639 Advanced Pharmacology	3
Advanced Practice Specialty Courses (19 Credits)	
NURS 656 Adult-Gerontology CNS—Older Adolescence through Adulthood (125 clinical hours)	4
NURS 657 Adult-Gerontology CNS—Older Adulthood (125 clinical hours)	4
NURS 661 CNS Practice Role Seminar & Practicum (125 clinical hours)	4
Elective	3
NURS 673 CNS Specialization in Critical Care Nursing (125 clinical hours)	
OR	
NURS 674 CNS Specialization in Emergency Nursing (125 clinical hours)	4

This 41-credit program is available at the Main Campus. Nonclinical courses may be taken at the Harrisburg Campus.

A minimum of 500 hours of faculty supervised AP clinical hours is required. The program can be completed in 18–24 months of full-time study or at the student’s pace for part-time study within the five-year time limit post matriculation. Graduates are eligible to sit for the ANCC adult-gerontology CNS certification examination and/or the AACN adult-gerontology acute care CNS certification examination. A post-master’s certificate is also available (see section titled “Post-Master’s Certificates”).

FAMILY NURSE PRACTITIONER PROGRAM

The family nurse practitioner master's program prepares advanced practice nurses to be providers of primary care for individuals and families across their life spans. A holistic approach to management of family health through interdisciplinary collaboration is a primary emphasis of this advanced practice role. Primary care occurs in a number of settings; therefore, experiences may be found in community health centers, senior and child daycare centers, family practice settings, schools, college health centers, occupational/industrial health offices, home health agencies, and hospitals. Critical thinking, decision making, and leadership skills are fostered.

PROGRAM OF STUDY	Credits
Core Courses (13 Credits)	
NURS 611 Models and Theories for Advanced Practice Nursing	3
NURS 634 Nursing Leadership for Advanced Practice	3
NURS 652 Statistical Analysis and Interpretation	3
NURS 653 The Research Process	3
NURS 663 Advanced Nursing Practice: Current Perspectives	1
Support Courses (15 Credits)	
NURS 601 Advanced Pathophysiology	3
NURS 608 Advanced Health Assessment	3
NURS 636 Dynamics of Family Health Care	3
NURS 638 Issues in Health Care for Underserved Populations	3
NURS 639 Advanced Pharmacology	3
Specialty Courses (18 Credits)	
NURS 648 Advanced Family Nursing I (112 clinical hours)	4
NURS 649 Advanced Family Nursing II (224 clinical hours)	6
NURS 655 Advanced Family Nursing III (224 clinical hours)	6
NURS 658 Advanced Family Nursing Field Practicum (112 clinical hours)	2

This 46-credit program is available at the Harrisburg and Main Campuses. The program can be completed in 18 months of full-time study or 24 months of part-time study. A minimum of 672 hours of faculty-supervised clinical practice is required. Graduates are eligible to sit for the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP) credentialing examinations.

POST-MASTER'S ADVANCED PRACTICE CERTIFICATES

Post-master's (PM) certificates are available for the advanced practice (APRN) roles of clinical nurse specialist (CNS) and family nurse practitioner (FNP).

A post-master's certificate for the CNS role is available for adult-gerontology, including an emergency/critical care specialty. The focus of the certificate is on the development of the APRN role of the clinical nurse specialist for those individuals with a master's degree in another nursing area. Length of time for completion will vary with certificate selection. Each certificate can be completed in 18–24 months of part-time study. Required credits vary depending on prior education. A minimum of 500 hours of faculty-supervised advanced clinical practice is required for certification as an advanced practice registered nurse (APRN).

The family nurse practitioner certificate focuses on the development of an advanced practice nurse with expertise in providing primary health care to individuals and families across the life span using a holistic approach to management of family health through interdisciplinary collaboration. This 24-credit program, available at both the Harrisburg and Main Campuses, can be completed in 18–24 months of study; 672 hours of advanced clinical practice are required.

Graduates of the MSN FNP program are prepared to sit for national certification by the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). Graduates of the MSN CNS program are prepared to sit for the American Nurses Credentialing Center national certification for adult-gerontology CNS or the American Association of Critical Care Nurses national certification for adult gerontology acute care CNS. NOTE: The clinical nurse specialist role is not recognized as an APRN role by the Pennsylvania Board of Nursing as it is in a number of other states.

ADMISSION

Registered nurses with a master's degree in nursing from NLN- or CCNE-accredited programs are eligible to apply for the post-master's certificate programs. To apply, arrange for a personal interview and submit the following to the graduate nursing office:

- Completed online application.
- Transcript from the master's degree program.
- Two recommendations regarding applicant's practice and potential for the FNP or CNS advanced practice role.
- Current Pennsylvania license (U.S.) as a registered nurse.
- Goal statement related to FNP or CNS role.
- Proof of health insurance coverage.
- Copy of liability insurance within acceptable limits of the AP specialty.
- Admission interview.

Information and an application may be obtained online by visiting our web site at www.widener.edu.

INTERNATIONAL STUDENTS ADMISSION PROCESS

International nursing students must submit the "Commission of Graduates of Foreign Nursing Schools (CGFNS) Credentials Evaluation" at the time of admission. Information is available from:

CGFNS
3600 Market Street, Suite 400
Philadelphia, PA 19014-2651 USA
Phone: 215-349-8767
Web site: www.CGFNS.org

COURSE REQUIREMENTS

Credits

Adult-Gerontology Nursing (16 Credits)

NURS 656	Adult-Gerontology CNS—Older Adolescence through Adulthood (125 clinical hours)	4
NURS 657	Adult-Gerontology CNS—Older Adulthood (125 clinical hours)	4
NURS 661	CNS Practice Role Seminar & Practicum (125 clinical hours)	4
NURS 662	CNS Educator Role Seminar & Practicum (125 clinical hours)	4

Adult-Gerontology Nursing with Emergency/Critical Care Specialty (16 Credits)

NURS 656	Adult-Gerontology CNS—Older Adolescence through Adulthood (125 clinical hours)	4
NURS 657	Adult-Gerontology CNS—Older Adulthood (125 clinical hours)	4
NURS 661	CNS Practice Role Seminar & Practicum (125 clinical hours)	4
NURS 673	CNS Specialization in Critical Care Nursing (125 clinical hours)	

OR

NURS 674	CNS Specialization in Emergency Nursing (125 clinical hours)	4
----------	--	---

Family Nurse Practitioner (24 credits)

NURS 636	Dynamics of Family Health Care	3
NURS 638	Issues in Health Care for Underserved Populations	3
NURS 648	Advanced Family Nursing I (112 clinical hours)	4
NURS 649	Advanced Family Nursing II (224 clinical hours)	6
NURS 655	Advanced Family Nursing III (224 clinical hours)	6
NURS 658	Advanced Family Nursing Field Practicum (112 clinical hours)	2

NOTE: Graduate-level courses (3 credits) in each of the following—Advanced pathophysiology, advanced health assessment, and advanced pharmacology—are prerequisites to the certificate options.

POST-MASTER'S FOR MASTER'S- PREPARED NURSE PRACTITIONERS

This post-master's certificate is offered to master's prepared nurse practitioners *whose degrees are in populations other than family*.

To apply, the individual must submit to the Graduate Enrollment Management Office all of the documentation required for post-master's study. The admission requirements are the same as for the post-master's family nurse practitioner certificate. In addition, applicants will be required to demonstrate, either by transcript or portfolio review, that they have mastered the knowledge and competencies of the following Widener University School of Nursing courses:

COURSES		Credits
NURS 601	Advanced Pathophysiology	3
NURS 608	Advanced Health Assessment	3
NURS 636	Dynamics of Family Health Care	3
NURS 638	Issues in Health Care for Underserved Populations	3
NURS 639	Advanced Pharmacology	3

If competency is not satisfactorily demonstrated in any of the above courses, the course will need to be taken at Widener.

Courses will be taught in an intensive format (on the Main Campus only) for this 21-credit minimum course of study, which can be completed in 18 to 24 months of part-time study. Clinical practicum will be designed to meet the individual needs of each student. A minimum of 672 hours of clinical practice is required. Two credits of NURS 658 may be waived with proof of prior 112 hours of related practice experience.

Graduates are eligible to sit for national certification examinations for advanced practice registered nurses (APRNs) through ANCC or AANP. The program meets all of the requirements for FNP certification.

RN/MSN OPTION OF THE MSN PROGRAM

Registered nurses holding a bachelor's degree in another field of study are eligible to bridge to the master of science in nursing (MSN) program. Registered nurses must hold a license to practice in Pennsylvania to be accepted into the RN/MSN option of the MSN program. Students applying for the RN/MSN option must complete all admission requirements listed below.

MSN ADMISSION REQUIREMENTS

- Online application (www.widener.edu).
- Transcripts from all previously attended institutions of higher education, including a transcript from a previously completed bachelor's degree.
- Licensure as a registered nurse in Pennsylvania.
- Two letters of recommendation, preferably from professional nurses with graduate degrees, regarding the applicant's practice and potential for the FNP or CNS advanced practice role.
- Minimum GPA of 3.0 (on a 4.0 scale).
- Completion of an undergraduate statistics and research course with a grade of "C" (C- is not acceptable) or better.
- Current résumé.
- Goal statement.
- Minimum of one year of recent practice in nursing.

- Satisfactory scores on the Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries.
- Personal interview with the RN/MSN advisor.

Once all requirements are complete, the applicant's file will be reviewed at the next Graduate Admission Committee meeting and applicants will be notified of the committee's decision.

Once matriculated, students will be able to begin the RN/MSN courses listed below:

COURSE REQUIREMENTS	Credits
Spring semester	
NURS 443 Population Health for the RN (W) **	6
Summer semester	
NURS 446 Research Design for the RN	3
NURS 447 Evidence-Based Practice for the RN	3
TOTAL CREDITS	12

* All courses must be completed with a grade of "B" or better.

** (W) = Writing enriched

All 6-credit courses are 14 weeks in length. All 3-credit courses are 7 weeks in length. These courses are hybrid—i.e., online with 1 to 2 in-class meetings.

Students select an advanced practice registered nurse (APRN) specialty role as either family nurse practitioner (FNP) or as a clinical nurse specialist (CNS) in the area of adult-gerontology. An acute care specialty in emergency/critical care (ECC) can be built upon the adult-gerontology program. A bachelor's degree in nursing (BSN) is not awarded.

ADVISEMENT FOR THE RN/MSN STUDENT

Students are advised by the academic program director for the RN/MSN option for the three RN/MSN courses. Students are eligible to enroll in two of the following courses while completing the RN/MSN courses:

COURSES	Credits
NURS 611 Models & Theories for Advanced Nursing Practice	3
NURS 634 Nursing Leadership for Advanced Practice	3
NURS 636 Dynamics of Family Health Care	3
NURS 638 Issues in Health Care for Underserved Populations	3
NURS 652 Statistical Analysis & Interpretation	3

Upon completion of the RN/MSN bridge courses, students are advised by the designated advisor for the FNP or CNS APRN program.

MSN PROGRAM PROGRESSION REQUIREMENTS FOR RN/MSN STUDENTS

Students must complete all of the RN/MSN courses with a grade of B (B- is not acceptable) or better. Upon satisfactory completion of the three courses, the student is eligible to continue in the MSN program.

Graduates of the MSN program are eligible to sit for the national advanced practice registered nurse (APRN) certification examinations through the American Nurses Credentialing Center (ANCC) for the CNS role and either ANCC or the American Academy of Nurse Practitioners (AANP) for the FNP role.

POST-MASTER'S CERTIFICATE IN NURSING EDUCATION

A post-master's certificate in nursing education is available for nurses with an MSN degree who would like to develop their knowledge and teaching skills.

All courses included in the certificate program carry regular academic credit from Widener University. Courses that are 700-level or above with an earned grade of B (3.0) or better may be applied toward the doctor of philosophy (PhD) degree program if the student decides to apply for matriculation into the doctoral program. Completion of the courses in the certificate program does not guarantee admission into the doctoral program. Certificate students must meet the same criteria as other applicants for the PhD program.

In the event of limited enrollment in a course, matriculated doctoral students will have priority and take precedence over certificate students.

ADMISSION

Registered nurses with a master's degree in nursing from an accredited program (CCNE or NLNAC) are eligible to apply for the post-master's certificate in nursing education. To apply, the individual must complete an online application. An official transcript from the master's program must be submitted to the Graduate Enrollment Management Office. An application is available online at www.widener.edu.

COURSE REQUIREMENTS

Students must earn a grade point average of 3.0 or better to qualify for the certificate. To ensure quality of academic standards, a student who receives a grade less than C in a course will be dropped from the program and will not be allowed to enroll in any additional courses.

COURSES		Credits
NURS 702	Epistemology	3
NURS 705	Psychology of Learning	3
NURS 720	Curriculum Theory in Nursing	3
NURS 750	Evaluation Methods	3
NURS 706	Philosophy of Education	3
OR		
NURS 853	Evidence-Based Teaching Practice	3

A Post-Master's Certificate in Nursing Education is awarded upon completion of the required 15 credits of coursework.

DOCTOR OF NURSING PRACTICE

GOALS

The primary goal of the doctor of nursing practice program is to prepare experts in specialized advanced nursing practice. This program prepares DNP students to design, implement, and evaluate evidence-based disease management care and to organize chronic illness care for individuals and populations. Graduates are prepared at the highest level for culturally competent, evidence-based, system-based care, interprofessional collaboration and leadership. The graduates of the DNP program will distinguish themselves by their ability to provide direct care, as well as to conceptualize new delivery models based in contemporary nursing science and informed by organizational, political, cultural, and economic tenets. The ultimate goals are improving patient and health care outcomes and reducing health disparities.

OUTCOMES

Graduates of the DNP program will:

- Apply nursing science and theory with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences to develop, evaluate, and improve advanced nursing practice.
- Apply organizational, political, and economic sciences as well as ethical principles for ongoing improvement of health outcomes within health care systems.
- Promote evidence-based practice by collaboratively conducting, translating, and disseminating research to guide improvements in nursing practice and outcomes of care.
- Evaluate and use information systems and technology, considering ethical and legal implications, to support, improve, and transform health.
- Assume leadership roles in the analysis and development of health care policies through advocacy, teaching, and active participation in policy making.
- Promote collegial and collaborative relationships with inter-professional teams to improve patient and population outcomes.
- Assume leadership roles in evidence-based health promotion and risk reduction/illness prevention practices in response to political, socioeconomic, cultural, and ethical issues in individual, aggregate, and population health.
- Demonstrate skills in advanced practice roles through the synthesis of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science knowledge as appropriate for the area of specialization.

MATRICULATION

A matriculated student is one who has been accepted officially into the doctoral program. Two doctoral level courses may be taken before matriculation. Students may be required to complete supplemental course work either prior to matriculation or as part of the course of studies. A graduate level course in epidemiology taken within the last five years at Widener University School of Nursing or elsewhere is a prerequisite or corequisite for DNP study. A nonmatriculated student is one who is taking a course for credit but has not yet been officially matriculated into the doctoral program.

ADMISSION

Graduates of nationally accredited master's programs who hold or are eligible for advanced practice certification are invited to apply. Students may seek admission to the DNP program at multiple post-master's and post-doctoral entry points. The number of credits required to complete the DNP program varies depending on previously earned degrees. Students may begin core course work during any semester—fall, spring, or summer. However, all prerequisite (level I master's degree) courses must be satisfied prior to enrolling in advanced practice clinical course work. Graduates of accredited master's programs (CCNE or NLNAC) are invited to apply for admission by submitting evidence of:

- Completed online application.
- Transcripts from all previously attended higher education institutions.
- Minimum of a 3.2 grade point average (on a 4.0 scale) in the MSN program.
- Graduate statistics course with a grade of at least C (2.0).
- Two references—one from an educator or an advanced practice nurse and one from an employer with a graduate degree.
- Goal statement that highlights the applicant's interests with emphasis on health care practice improvement.
- Interview with a School of Nursing faculty member (this is arranged after a preliminary review of application materials).
- Current national APRN certification in an advanced practice nursing role and population as appropriate.
- Valid RN and APRN licenses.
- Curriculum vitae.
- Graduate level epidemiology course pre-/corequisite.

GRE scores are not required. International applicants, as well as applicants whose native language is not English, must submit Test of English as a Foreign Language (TOEFL) scores with a minimum score of 213 for the computer-based test or 550 for the paper test.

REGISTRATION

See information pertaining to registration under the master of science in nursing program.

ACADEMIC PROGRESS TIME LIMIT

A maximum of seven calendar years from the date of matriculation is allowed for completion of the requirements for the doctoral degree.

CONTINUOUS ENROLLMENT

Students must enroll in both fall and spring semesters of the academic year through the completion of required DNP course work. Students must register for "Capstone Advisement" each fall, spring, and summer until the capstone project is completed. Students who do not follow this policy will be dropped from the program.

LEAVE OF ABSENCE

Students who do not take at least one course per semester per academic year must submit a written request for a leave of absence, including the rationale, to the academic program director for the semester in which they are not enrolled. Those who do not do so may be dropped from the program. A leave of absence will extend the time limit for completion of the doctoral program by the length of the leave. The total cumulative leave time applied to extensions shall not exceed two academic years. Exceptions to this policy will be referred to the academic program director.

REINSTATEMENT TO THE PROGRAM

Students who have withdrawn from the program may petition for readmission by filing a new application. Such requests must be sent to the academic program director no later than 90 days prior to the start of the academic semester in which the student expects to enroll.

TRANSFER STUDENTS

Students who are matriculated in another graduate program in nursing and wish to transfer will be considered on an individual basis.

SPECIAL ACADEMIC POLICIES

General policies are stipulated in the *Widener University Graduate Student Handbook*. Dismissal, readmission, academic requirements, and policies specific to the School of Nursing are found in the *School of Nursing Graduate Student Handbook*.

GRADING AND DISMISSAL FROM THE PROGRAM

- Students are expected to maintain satisfactory progress toward a degree. A student's doctoral studies record begins with the first course credited to the doctoral degree program and includes all subsequent courses.
- DNP candidates are required to maintain at least a B (3.0) average. Only students with a 3.0 or better grade point average will graduate. Courses for which grades lower than B (3.0) are received may be repeated. No more than two repetitions total and only one repetition of a particular course is allowed. If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade is used in calculating the grade point average. However, if a student is found to be in violation of Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the "F" grade (given as a result of fraud) from the GPA calculation. A student whose academic performance is considered inadequate will be dismissed from the program.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university.
- When a course is taken as a prerequisite for doctoral study, the grade will be recorded on the transcript with an asterisk, indicating that the course is not included in calculating the doctoral program grade point average.
- Pass/no pass grading is used for grading in "Capstone Advisement." Pass/no pass grading is optional for elective courses, and the option must be exercised prior to the second class meeting. All other courses must be taken for a letter grade.
- Following a request from the student, including an explanation of the extenuating circumstances involved, a professor may give a course grade of incomplete if circumstances justify an extension of time required to complete the course. A student with an incomplete grade in any course that is prerequisite to another course will not be allowed to enroll in the subsequent course until the grade of I in the prerequisite has been removed and replaced by a satisfactory grade. An incomplete must be resolved within one calendar year from the end of the semester in which the course was taken or it will convert to an F.

- An independent study course may be taken when a required course is not available in a timely manner. Approval for the independent study is required from the faculty member directing the independent study, faculty advisor, and the academic program director. Independent studies are offered for students requiring mastery of additional content in order to proceed with the dissertation. Students may request an independent study for a topic of special interest if the independent study credits are not needed to meet graduation requirements. The same approval process as noted above is required.
- The grading system for courses in the doctoral program is the same as for the master's program (described on pages 9 and 10).
- All requests for exceptions to these policies should be referred to the academic program director

COURSE OVERLOAD

Nine credits in the fall and spring semesters and six credits in one summer session are recognized as a normal course load for full-time students. Students, as adult learners, have the right to make decisions related to their learning needs. However, faculty believe a course load above nine credits for fall/spring or six credits in a summer session has potential for creating academic jeopardy. Students enrolling for more than nine credits during a fall or spring semester or six credits in one summer session must have approval from the academic program director.

TRANSFER CREDIT

The following guidelines have been established by the School of Nursing for acceptance of doctoral-level course work taken previously at Widener University or at other institutions:

- A maximum of two doctoral-level courses earned at another accredited institution within the five-year period preceding admission may be accepted for transfer after admission to the doctoral program.
- Courses taken prior to admission to the DNP program, either within or outside the university, will be accepted only if the student has earned a grade of A or B in the courses under consideration. Grades of satisfactory or pass are transferable as elective courses. The process in considering requests for transfer of graduate credit is as follows:
 - An official request for transfer credit must be submitted to and approved by the academic program advisor. If transfer credit is requested in lieu of required courses in the program, a course syllabus and official transcript must accompany the request.
 - Required graduate courses in statistics and conceptual models/theories may not be used for transfer credit because they are prerequisites for admission.

COURSE WAIVER

Doctoral students who have completed master's or doctoral level courses comparable to courses in the DNP program are provided the opportunity to further enhance their knowledge base rather than repeating prior learning experiences. A request waiver must be submitted to the program director with the following documentation:

- An official transcript of the course indicating a grade of B or better.
- Evidence that the course was successfully completed within the last five years.

- A graduate-level syllabus reflecting that the course is comparable to a specific required course in the doctoral program. A maximum of six credits may be eligible for course waiver. The request is presented to the Graduate Program Committee for consideration. Students receiving an approved course waiver are required to achieve/obtain the credits that would be allocated for the waived course(s) through additional courses or independent study approved by the faculty advisor.

CAPSTONE PROJECT

Students are expected to complete all required level II DNP course work prior to enrollment in the capstone course NURS 887. The DNP capstone is designed to be responsive to health care system changes and population needs. DNP students will prepare an exhaustive document that substantiates that advanced practice DNP competencies and the DNP program outcomes have been achieved. The capstone project may include an individual comprehensive case study, population or systems change improvement projects, and/or a comparative-effectiveness inquiry, and translation of evidence-based research into a practice, quality improvement project. Information on the DNP capstone procedures is available in the *School of Nursing Doctoral (DNP) Student Handbook*.

COURSE OF STUDY

The DNP course of study is designed as a two-level completion program. It builds upon the MSN degree and requires certification in an advanced practice role and population. Nurse practitioners must be eligible for licensure as advanced practice nurses in Pennsylvania. Level I (MSN requirements) must be completed prior to taking level II (DNP). A gap analysis will be performed, and selected courses not previously completed in an MSN course of study will be included in the DNP program of study. The MSN core prerequisites include three graduate-level courses: Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacotherapeutics (each 3 credits). The DNP level II requirements include an advanced clinical practice core and a capstone project advisement core. Courses are offered through a mix of online and in-class delivery. Full-time students with an MSN may complete the 37-credit program in two calendar years. Part-time students complete the degree on their own timeline within the seven-year time limit.

DEGREE REQUIREMENTS

Students must complete at least 37 credits of approved DNP course work beyond the master's degree in nursing. Students must also successfully complete the capstone project. Only doctoral courses will be accepted for doctoral transfer credit. Please note that a waiver of any requirement must be approved in writing by the academic program director.

SUBMISSION OF A MANUSCRIPT

Prior to program completion, all DNP students are required to submit a manuscript for publication to a peer-reviewed journal. The manuscript may be the product of a course or course requirement. The student must be the first author on the manuscript. A copy of the manuscript, documentation of submission, and cover letter are to be submitted to the program director for the student's file.

**DOCTOR OF NURSING PRACTICE
PROGRAM OF STUDY**

Credits

Level I—MSN (39–46 credits, depending on CNS or FNP role)

Core Courses (18–19 credits)

NURS 634 Nursing Leadership for Advanced Practice	3
NURS 652 Statistical Analysis & Interpretation	3
NURS 653 The Research Process	3
NURS 638 Issues in Health Care for Underserved Populations (FNP)	3
NURS 636 Family Dynamics (FNP)	3
NURS 663 Adv. Nursing Practice: Current Perspectives	1
NURS 670 Epidemiology	3

Advanced Practice Core Courses (9 credits)

NURS 601 Adv. Pathophysiology	3
NURS 608 Adv. Health Assessment (30 clinical lab hours)	3
NURS 639 Adv. Pharmacology	3

Advanced Practice Registered Nurse Courses (16–18 credits in one of the following options):

Adult–Gerontology (16 credits, 500 clinical hours)

NURS 656 Adult–Gerontology CNS—Older Adolescence through Adulthood (125 clinical hours)	4
NURS 657 Adult–Gerontology CNS—Older Adulthood (125 clinical hours)	4
NURS 661 CNS Practice Role Seminar & Practicum (125 clinical hours)	4
NURS 662 CNS Educator Seminar & Practicum (125 clinical hours)	4

Adult Gerontology CNS with Emergency/Critical Care Specialty (16 credits, 500 clinical hours)

NURS 656 Adult–Gerontology CNS—Older Adolescence through Adulthood (125 clinical hours)	4
NURS 657 Adult–Gerontology CNS—Older Adulthood (125 clinical hours)	4
NURS 661 CNS Practice Role Seminar & Practicum (125 clinical hours)	4
NURS 673 CNS Specialization in Critical Care Nursing (125 clinical hours)	4

OR

NURS 674 CNS Specialization in Emergency Nursing (125 clinical hours)	4
---	---

Family Nurse Practitioner (18 credits, 672 clinical hours)

NURS 648 Advanced Family Nursing I (112 clinical hours)	4
NURS 649 Advanced Family Nursing II (224 clinical hours)	6
NURS 655 Advanced Family Nursing III (224 clinical hours)	6
NURS 658 Advanced Family Nursing Field Practicum (112 clinical hours)	2

MSN degree awarded and eligibility for national AP certification examinations.

Level II—DNP (37 credits)

Core Courses (21 credits)

NURS 702 Nursing Science I	3
NURS 708 Health Policy: A Nursing Perspective	3
NURS 713 Complex Health Care Systems & Org. Change	3
NURS 732 Evidence-Based Practice I	3
NURS 734 Evidence-Based Practice II: Translational Research	3
NURS 736 Informatics	3
NURS 740 Ethics & Genetics in Advanced Practice	3

DNP AP Clinical Practice Core (16 credits, 560 clinical hours beyond MSN)

NURS 885 Doctor of Nursing Practice I (112 clinical hours)	4
NURS 886 Doctor of Nursing Practice II (224 clinical hours, based on 15 weeks)	6
NURS 887 Doctor of Nursing Practice III (224 clinical hours)	6
NURS 889 Capstone Project Advisement**	3

TOTAL: 37 credits of course work plus NURS 889

***Continuous enrollment in NURS 889 each fall, spring, and summer semester until the capstone project is completed.*

DOCTOR OF PHILOSOPHY

GOALS

The primary goal of the doctor of philosophy (PhD) program of the Widener University School of Nursing is the preparation of nurse scholars and leaders in nursing education. Graduates will create and disseminate to the public new knowledge gained from disciplined inquiry related to nursing and nursing education.

OUTCOMES

Doctor of philosophy graduates will be able to:

- Synthesize knowledge of the theoretical foundations of nursing and related fields, as well as education within the context of nursing education.
- Integrate acquired knowledge into a philosophical and intellectual frame of reference that can be applied to nursing education.
- Apply rigorous methods of disciplined inquiry.
- Independently conduct and communicate research that advances and extends nursing knowledge and scholarship.
- Develop curricula incorporating nursing, philosophy, and education theories.
- Demonstrate leadership by addressing social, economic, political, and institutional forces in nursing education and health care practice.
- Engage in scholarly discourse with colleagues, nurse scholars, and leaders.
- Disseminate new knowledge gained from disciplined inquiry of concern to nursing and nursing education.

MATRICULATION

A matriculated student is one who has been accepted officially into the doctoral program. Two doctoral level courses may be taken before matriculation. Students may be required to complete supplemental course work either prior to admission or as part of the course of studies.

A nonmatriculated student is one who is taking a course for credit, but has not yet been accepted officially into the doctoral program. These students must submit the usual application for admission. No more than two courses earned by a student in a nonmatriculated status may be applied toward the degree in the event of later acceptance as a matriculated student.

ADMISSION

Graduates of accredited master's programs (CCNE or NLNAC) are invited to apply for admission by submitting evidence of:

- Completed online application.
- Transcripts from previously attended higher education institutions.
- Minimum of 3.5 grade point average (on a 4.0 scale) in the MSN program.

- Satisfactory scores on the Graduate Record Examination (GRE) taken within the past five years. Information pertaining to the GRE may be obtained from www.ets.org/gre.
- Students achieving less than 3.0 on the Analytic Writing Score of the GRE will be required to complete a remedial graduate-level writing course prior to matriculation.
- Graduate statistics course with a grade of at least B (3.0) is recommended.
- Graduate course in nursing theories and conceptual models with a grade of at least B (3.0) is recommended.
- Two references—one from an educator and one from an employer with a graduate degree, preferably one with a doctoral degree.
- Interview with a School of Nursing faculty member (this is arranged after a preliminary review of application materials).
- Curriculum vitae.
- Statement explaining goals for doctoral work in nursing with emphasis on proposed area of specialization.

In addition, international students need satisfactory Test of English as a Foreign Language (TOEFL) scores. They should contact the International Student Services Office at 610-499-4499 for immigration requirements. More information can also be found online at www.widener.edu.

REGISTRATION

See information pertaining to registration under the master of science in nursing program.

ACADEMIC PROGRESS

TIME LIMIT

A maximum of seven calendar years from the date of matriculation is allowed for completion of the requirements for the doctoral degree.

CONTINUOUS ENROLLMENT

The doctoral program is designed for continuous enrollment of calendar year students in fall, spring, and summer semesters and for summer option students during four consecutive summers. To maintain matriculated status, students must be enrolled fall and spring semesters for the calendar year program or obtain an approved leave of absence. "Dissertation Advisement" (NURS 950) must be taken each fall, spring, and summer until dissertation is completed. Students who do not follow this policy will be dropped from the program.

LEAVE OF ABSENCE

Students in the calendar year program who do not take at least one course per semester must submit a written request for a leave of absence, including the rationale, to the program director for the semester in which they are not enrolled. Those who do not do so will be dropped from the program.

Students taking the summer option who do not take at least one course in each summer session in a given calendar year must submit a written request, including the rationale, to the program director, for the summer in which they are not enrolled. Those who do not do so will be dropped from the program.

A leave of absence will extend the time limit for completion of the doctoral program by the length of the leave. The total cumulative leave time applied to extensions shall not exceed two years. Exceptions to this policy will be referred to the director of the PhD program.

REINSTATEMENT TO THE PROGRAM

Students who have withdrawn from the program may petition for readmission by filing a new application. Such requests must be sent to the academic program director no later than 90 days prior to the start of the semester in which the student expects to enroll.

TRANSFER STUDENTS

Students who are matriculated in another doctoral program in nursing and wish to transfer will be considered on an individual basis.

SPECIAL ACADEMIC POLICIES

General policies are stipulated in the Widener University *Graduate Student Handbook*. Dismissal, readmission, academic requirements, and policies specific to the School of Nursing are found in the *School of Nursing Graduate Student Handbook*.

GRADING AND DISMISSAL FROM THE PROGRAM

- Students are expected to maintain satisfactory progress toward a degree. A student's doctoral studies record begins with the first course credited to the PhD degree and includes all subsequent courses.
- PhD candidates are required to maintain at least a B (3.0) average. Only students with a 3.0 or better grade point average will graduate. Courses for which grades lower than B (3.0) are received may be repeated. No more than two repetitions total and only one repetition of a particular course is allowed. If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade is used in calculating the grade point average. However, if a student is found to be in violation of Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the grade of F (given as a result of fraud) from the GPA calculation. A student whose academic performance is considered inadequate will be dismissed from the program.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university.
- When a course is taken as a prerequisite for doctoral study, the grade will be recorded on the transcript with an asterisk, indicating that the course is not included in calculating the doctoral program grade point average.
- Pass/no pass grading is used for grading NURS 900/NURS 901 Dissertation Seminar and NURS 950 Dissertation Advisement.
- Pass/no pass grading is optional for elective courses above and beyond those electives satisfying requirements in the curriculum. The option must be exercised prior to the second class meeting. All other courses must be taken for a letter grade.
- Following a request from the student, including an explanation of the extenuating circumstances involved, a professor may give a course grade of incomplete if circumstances justify an extension of time required to complete the course. A student with an incomplete grade in any course that is prerequisite to another course *will not be allowed to enroll in the subsequent course until the grade of I in the prerequisite has been removed and replaced by a satisfactory grade*. An

incomplete must be resolved within one calendar year from the end of the semester in which the course was taken or it will convert to a grade of F.

- An independent study course may be taken when a required course is not available in a timely manner. Approval for the requested independent study is required from the faculty member directing the independent study and the director of the PhD program. Independent studies are offered for students requiring mastery of additional content in order to proceed with the dissertation. The same approval process as noted above is required.
- The grading system for courses in the doctoral program is the same as for the master's program (described on page 10).
- All requests for exceptions to these policies should be referred to the director of the PhD program.

COURSE OVERLOAD

Nine credits in the fall/spring semester and six credits in one summer session are recognized as a normal course load for full-time students. Students, as adult learners, have the right to make decisions related to their learning needs. However, faculty believe a course load above nine credits for fall/spring or six credits in a summer session has potential for creating academic jeopardy.

Students enrolling for more than nine credits during fall or spring semester or six credits in one summer session must have approval from their faculty advisor and the director of the PhD program.

TRANSFER CREDIT

The following guidelines have been established by the School of Nursing for acceptance of doctoral level course work taken previously at Widener University or at other institutions:

- A maximum of two doctoral-level courses (6 credits) earned at another accredited institution within the five-year period preceding admission may be accepted for transfer upon admission to the doctoral program.
- Courses taken prior to admission to the PhD program, either within or outside the university, will be accepted only if the student has earned a grade of A or B in the courses under consideration. Grades of satisfactory or pass are transferable as elective courses.
- Once matriculated, a student may take one course (3 credits) at another academic institution for transfer credit.

The process in considering requests for transfer of graduate credit is as follows:

- An official request for transfer credit must be submitted to the director of the PhD program. If transfer credit is requested in lieu of required courses in the program, a course syllabus must accompany the request.
- Requests for transfer of graduate credit will be approved by the director of the PhD program upon recommendation by the Widener SON faculty member who is a content specialist on the topic.

COURSE WAIVER

Doctoral students who have completed master's or doctoral level courses comparable to courses in the PhD program are provided the opportunity to further enhance their knowledge base rather than repeating prior learning experiences.

A request for a 700-level waiver must be submitted to the director of the PhD program with the following documentation:

- Official transcript of the course indicating a grade of B or better.
- Evidence that the course was successfully completed within the last five years.
- Graduate-level syllabus reflecting that the course is comparable to a specific required course in the doctoral program.

A maximum of six credits may be eligible for course waiver. The request is presented to the Graduate Program Committee for consideration. Students receiving an approved course waiver are required to achieve/obtain the credits that would be allocated for the waiver through additional courses or independent study approved by their faculty advisor.

COMPREHENSIVE EXAMINATIONS

Comprehensive examinations will be taken subsequent to the successful completion of all course work. After passing the comprehensive examinations, the student is accepted as a doctoral candidate and proceeds into the dissertation seminar.

DISSERTATION PROCEDURES

Information on dissertation procedures is available in the *School of Nursing Graduate Student Handbook*. Students are expected to complete all required 800-level course work except an elective prior to enrollment in Dissertation Seminar (NURS 900/901). Exception to this policy requires approval from the School of Nursing Academic Council. Students are expected to then enroll in Dissertation Advisement (NURS 950) each consecutive fall, spring, and summer until the degree is granted. If another course becomes necessary to complete the dissertation, enrollment in NURS 950 may be waived while the student is taking that course.

A waiver from enrollment in NURS 950 may be granted by the student's dissertation chairperson based on the student's or chairperson's availability for dissertation work. A waiver will not alter the seven year limitation for completion of the doctoral program. For more than one semester to be waived in a year, students must obtain a leave of absence that extends the time limit for completion of the doctoral degree.

COURSE OF STUDY

The course of study consists of three related units designed to prepare competent scholarly nurse educators.

Unit I emphasizes nursing science: philosophy, epistemology, theoretical thinking, and knowledge synthesis, as well as nursing theory and nursing science development.

Unit II is related to general and nursing education. It consists of specialized courses in contemporary nursing education, curriculum development, teaching concepts, and evaluation methods. Students work closely with faculty in teaching/learning situations through seminars and projects.

Unit III addresses qualitative and quantitative design, statistical analysis, and data interpretation while fostering disciplined inquiry as students develop and implement a dissertation proposal that will contribute to the scientific basis of nursing education.

DEGREE REQUIREMENTS

The student must complete at least 48 credits of approved doctoral course work beyond the master's degree in nursing. The student must also successfully pass a comprehensive examination, "Dissertation Advisement" (NURS 950), and a dissertation for graduation. Only doctoral courses will be accepted for doctoral credit. Please note that a waiver of any requirement must be approved in writing by the director of the PhD program.

SUBMISSION OF A MANUSCRIPT

Prior to program completion, all PhD students are required to submit a manuscript for publication to a peer-reviewed journal. The manuscript may be the product of a course or course requirement. The student must be the first author on the manuscript. A copy of the manuscript, documentation of submission, and cover letter is to be submitted to the program director for the student's file.

DOCTOR OF PHILOSOPHY PROGRAM OF STUDY

Credits

The course of study consists of three related units designed to prepare competent, scholarly nurse educators and leaders in nursing education. Throughout the doctoral program, students are challenged to explore the historical, social, philosophical, ethical, and organizational implications of emergent issues that affect nursing education.

UNIT I

Unit I emphasizes nursing science: philosophy, epistemology, theoretical thinking, and knowledge synthesis, as well as nursing theory and nursing science development.

NURS 702	Nursing Science I: Epistemology	3
NURS 813	Nursing Science II: Synthesis in Nursing	3
NURS 814	Nursing Science III: Theory Development in Nursing	3

UNIT II

Unit II is related to general and nursing education. It consists of specialized courses in contemporary nursing education, curriculum development, teaching concepts, and evaluation methods. Students work closely with faculty in teaching/learning situations through seminars and projects.

NURS 705	Psychology of Learning	3
NURS 706	Philosophy of Education	3
NURS 720	Curriculum Theory in Nursing	3
NURS 750	Evaluation Methods	3
NURS 820	Current Issues in Higher Education Organizations	3
NURS 822	Leadership in Nursing Education	3
NURS 853	Evidence-Based Teaching Practice	3

UNIT III

Unit III addresses qualitative and quantitative design, statistical analysis, and data interpretation while fostering disciplined inquiry as students develop and implement a dissertation proposal that will contribute to the scientific basis of nursing education.

NURS 815	Qualitative Research	3
NURS 816	Quantitative Research I: Correlational Designs	3
NURS 817	Quantitative Research II: Experimental Designs	3
Elective*		3
NURS 900	Dissertation Seminar I	3
NURS 901	Dissertation Seminar II	3
NURS 950	Dissertation Advisement**	3

Total Credits (plus NURS 950): 48

*An elective may be taken in support of dissertation topic concurrent with NURS 950.

**Dissertation Advisement (NURS 950) must be taken each fall, spring, and summer until the dissertation is completed.

ACCELERATED MASTER OF SCIENCE IN NURSING / DOCTOR OF PHILOSOPHY

GOALS

The primary goal of the accelerated master of science in nursing/doctor of philosophy (MSN/PhD) program is to prepare nurses for advanced practice and leadership roles in nursing education at a quicker pace than the separate degree programs. Graduates will provide leadership as practitioners, teachers, and scholars in support of evidence-based practice for nursing, health care, and education.

This program of study, which builds on baccalaureate nursing education, is designed to prepare nurse faculty leaders to facilitate learning, engage in professional and community service, conduct research, and advance nursing education within higher education. The master's component prepares APRN nurses with a role focus such as family nurse practitioner (FNP) or clinical nurse specialist (CNS). Graduates will be awarded a MSN degree at the end of the master's component and are eligible to take national certification examinations. The doctoral component of the accelerated program has a special focus on the creation and dissemination of new knowledge gained from disciplined inquiry that advances the profession of nursing education and its practice. The PhD degree will be awarded upon successful completion of all doctoral requirements, including the dissertation.

OUTCOMES

Graduates must meet the published outcomes for both the clinical specialty MSN program and the PhD program.

MATRICULATION

A matriculated student is one who has been accepted officially into both the master's and the doctoral degree programs. Two master's level courses may be taken before matriculation. Students may be required to complete supplemental course work either prior to admission or as part of the course of studies. A nonmatriculated student is one who is taking a course for credit but has not yet been officially accepted into the accelerated doctoral program.

ADMISSION

Graduates of accredited baccalaureate in nursing programs (CCNE or NLNAC) are invited to apply by submitting evidence that they meet the requirements for admission to both the MSN and PhD programs. NOTE: Satisfactory scores on the Graduate Record Examination (GRE) within the past five years are required prior to admission. There is no waiver for the MSN component of the program.

Requirements for admission include:

- Completed online application.
- Bachelor's degree from a nationally accredited BSN program.
- Official transcripts from all previously attended institutions of higher education.
- Satisfactory scores on GREs within the past five years. Information pertaining to the GRE may be obtained from www.ets.org/gre.
- Completion of an undergraduate statistics and research course with a grade of C or better.
- Two recommendations from professional nurses, one from a doctorally prepared nurse educator who can speak to ability for master's and doctoral study.

- For U.S. citizens, valid Pennsylvania (PA) license as a registered nurse. Information is available from the State Board of Nursing in Pennsylvania.
- Satisfactory scores on the Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries.*
- Two pre-admission interviews: one with the appropriate master's program advisor and one with the director of the PhD program.
- Curriculum vitae.
- Goal statement.

* *Additional admission requirements for international applicants can be found under the master's degree section of this bulletin.*

Applicants must apply online by visiting the Widener web page at www.widener.edu. All admission requirements, including an interview, must be received and completed before:
 June 1—for matriculation in the fall semester.
 November 1—for matriculation in the spring semester.
 March 1—for matriculation in summer sessions.

TRANSFER STUDENTS

Matriculated students in another nursing graduate program who wish to transfer will be considered on an individual basis.

REGISTRATION

See information pertaining to registration under the master of science in nursing program.

ACADEMIC PROGRESS

TIME LIMIT

A maximum of nine calendar years from the date of matriculation into the accelerated program is allowed for completion.

CONTINUOUS ENROLLMENT

The accelerated MSN/PhD program is designed for continuous enrollment in fall, spring, and summer semesters. To maintain matriculated status, students must be enrolled fall and spring semesters or obtain an approved leave of absence.

LEAVE OF ABSENCE

A leave of absence will extend the time limit for completion of the accelerated MSN/PhD program by the length of the leave. Students desiring a leave must submit a written request, including the rationale, to the appropriate academic program director for the semester in which they are not enrolled. The total cumulative leave time applied to the extension shall not exceed two years. Exceptions to this policy will be referred to the graduate nursing office.

REINSTATEMENT TO THE PROGRAM

Students who have withdrawn from the program may petition for readmission by filing a new application. Such requests must be sent to the appropriate academic program director no later than 90 days prior to the start of the semester in which the student expects to enroll.

SPECIAL ACADEMIC POLICIES

General policies are stipulated in the Widener University *Graduate Student Handbook*. Other academic requirements and policies specific to the School of Nursing are found in the School of Nursing *Master's and Doctoral Student Handbooks*.

GRADING AND DISMISSAL FROM THE PROGRAM

Students are expected to maintain satisfactory progress toward the MSN and doctoral degrees. A student's accelerated MSN/PhD studies record begins with the first course credited to the MSN degree and includes all subsequent courses through the MSN and PhD courses. *Note:* Should a student choose to terminate at the MSN degree level, only the published academic progress and degree requirements for the MSN degree would apply. (See information under the master of science in nursing program.) At the PhD course of studies level, the published academic progress and degree requirements for the doctoral program would apply. (See information under the doctor of philosophy program.)

COURSE OVERLOAD

Nine credits in the fall/spring semester and six credits in one summer session are recognized as a full-time load for the MSN and doctoral components. Students enrolling for more than nine credits in fall/spring semester or six credits in one summer session must have approval from their academic program director.

TRANSFER CREDIT

See information under the doctoral program on page 19.

COURSE WAIVER

See information under master's or doctoral program as pertinent on page 19.

COMPREHENSIVE EXAMINATIONS AND DISSERTATION PROCEDURES

See information under doctoral program on page 19.

COURSE OF STUDY

See information under both master's and doctoral programs. The first two years of study consist of master's level core, support, and advanced practice (AP) clinical courses, as well as selected doctoral courses. A master's in nursing degree is awarded at the end of year two. Year three consists of 18 credits of doctoral level courses. (See information under doctoral program course of study for content areas). In year four, students develop and implement a dissertation proposal.

DEGREE REQUIREMENTS

The student must complete at least 46 course credits within the master's level to earn the MSN degree for the FNP role and 41 credits for the CNS role. An additional 26 credits of approved doctoral course credit are required beyond the master's degree level. The student must also successfully pass a comprehensive examination, dissertation advisement (NURS 950), and a dissertation for graduation. Please note that a waiver of any requirement must be approved in writing by the appropriate academic program director.

SUBMISSION OF A MANUSCRIPT

Prior to program completion, all PhD students are required to submit a manuscript for publication to a peer-reviewed journal. The manuscript may be the product of a course or course requirement. The student must be the first author on the manuscript. A copy of the manuscript, documentation of submission, and cover letter is to be submitted to the program director for the student's file.

ACCELERATED COURSE SEQUENCING FOR MSN/PhD PROGRAM

Full-time including fall, spring, and summer semesters

CLINICAL NURSE SPECIALIST (CNS)

COURSE SEQUENCING Credits

Year I

NURS 601	Advanced Pathophysiology	3
NURS 608	Advanced Health Assessment	3
NURS 634	Nursing Leadership	3
NURS 639	Advanced Pharmacology	3
NURS 702	Nursing Science I: Epistemology	3
NURS 816	Quantitative Research I	3
NURS 817	Quantitative Research II	3

Year II

NURS 663	APN: Current Perspectives	1
NURS 656	Adult-Gerontology CNS—Older Adolescence through Adulthood (125 clinical hours)	4
NURS 657	Adult-Gerontology CNS—Older Adulthood (125 clinical hours)	4
NURS 750	Evaluation Methods	3
NURS 705	Psychology of Learning	3
NURS 661	CNS Practice Role Seminar & Practicum (125 clinical hours)	4
NURS 662	CNS Educator Role Seminar & Practicum (125 clinical hours)	4

OR

NURS 673	CNS Specialization in Critical Care Nursing (125 clinical hours)	
----------	--	--

OR

NURS 674	CNS Specialization in Emergency Nursing (125 clinical hours)	4
----------	--	---

MSN awarded—Total 44 credits minimum + 500 clinical hours.

Year III

NURS 706	Philosophy of Education	3
NURS 720	Curriculum Theory in Nursing	3
NURS 813	Nursing Science II: Synthesis in Nursing	3
NURS 815	Qualitative Research	3
NURS 814	Nursing Science III: Theory Development in Nursing	3
NURS 820	Current Issues in Higher Education Organization	3
NURS 853	Evidence-Based Teaching Practice	3

Comprehensive examination completed.

Year IV

NURS 900	Dissertation Seminar I	3
NURS 901	Dissertation Seminar II	3
NURS 950	Dissertation Advisement**	3

TOTAL: 74 credits of course work for the AP clinical nurse specialist role plus NURS 950 Dissertation Advisement.

**A minimum of 500 hours of AP clinical hours is required. At the completion of the MSN level, graduates are eligible to sit for the ANCC certification examination appropriate for the CNS role selected (adult-gerontology nursing).*

***Dissertation Advisement (NURS 950) must be taken each fall, spring, and summer until the dissertation is completed.*

FAMILY NURSE PRACTITIONER (FNP)

COURSE SEQUENCING Credits

Year I

NURS 601	Advanced Pathophysiology	3
NURS 608	Advanced Health Assessment	3
NURS 634	Nursing Leadership	3
NURS 639	Advanced Pharmacology	3
NURS 816	Quantitative Research I	3
NURS 817	Quantitative Research II	3

Year II

NURS 636	Dynamics of Family Health Care	3
NURS 638	Issues in Health Care for Underserved Populations	3
NURS 648	Advanced Family Nursing I (112 clinical hours)	4
NURS 649	Advanced Family Nursing II (224 clinical hours)	6
NURS 655	Advanced Family Nursing III (224 clinical hours)	6
NURS 658	Advanced Family Nursing Field Practicum (112 clinical hours)	2
NURS 663	APN: Current Perspectives	1
NURS 702	Nursing Science I: Epistemology	3
NURS 705	Psychology of Learning	3
NURS 706	Philosophy of Education	3
NURS 750	Evaluation Methods	3

MSN awarded—Total 46 credits minimum + 672 clinical hours.

Year III

NURS 720	Curriculum Theory in Nursing	3
NURS 813	Nursing Science II: Synthesis in Nursing	3
NURS 815	Qualitative Research	3
NURS 814	Nursing Science III: Theory Development in Nursing	3
NURS 820	Current Issues in Higher Education Organization	3
NURS 853	Evidence-Based Teaching Practice	3

Comprehensive examination completed.

Year IV

NURS 900	Dissertation Seminar I	3
NURS 901	Dissertation Seminar II	3
NURS 950	Dissertation Advisement**	3

TOTAL: 79 credits of course work for the AP clinical nurse specialist role plus NURS 950 Dissertation Advisement.

**Required to meet 500 minimum AP clinical hours for ANCC or AANP certification examination as a family nurse practitioner.*

***Dissertation Advisement (NURS 950) must be taken each fall, spring, and summer until the dissertation is completed.*

COURSES

1 semester hour = 1 credit hour.

1 classroom credit hour = 14 class hours and 1 examination (evaluation) hour per semester.

1 laboratory credit hour = 2 lab hours per week, or 30 hours per semester.

1 clinical credit hour = 4 clinical hours per week, or 60 hours per semester.

For example, NURS 608 is 3 semester hours (2,1,0), which equals 2 credit hours of class and 1 credit hour of lab and 0 credit hours of clinical work.

NURS 601 ADVANCED PATHOPHYSIOLOGY

This course focuses on the integration of general physiological principles that apply across the lifespan. Content relative to each life state is integrated with each topical area. Physical manifestations are correlated with pathological inferences. Emphasis is given to recognizing changes in client status, interpreting physiological data, and using this information for primary care. *3 semester hours (3,0,0)*

NURS 608 ADVANCED HEALTH ASSESSMENT

This course enables students to develop advanced clinical assessment skills and diagnostic skills appropriate for an advanced practice nursing graduate. Emphasis is placed on pathological disease-related findings and physical changes encountered throughout the life cycle. Students gain expertise in data collections, hypothesis formulation, and decision-making through practice in the laboratory setting. Participants develop, practice, and differentiate interviewing techniques and physical assessment of children, adults, and elderly patients. The process of developing evidence-based differential diagnosis using case studies is introduced. The course includes didactic presentations, technology-enhanced instruction, and laboratory practice. Students are expected to participate in laboratory sessions as examiners and examinees. Respect for privacy and cultural sensitivity is emphasized. *3 semester hours (2,1,0)*

NURS 611 MODELS AND THEORIES FOR ADVANCED PRACTICE NURSING

An examination of selected models and theories that influence advanced practice nursing and the development of nursing science. Development and evaluation of models and theories from nursing and other disciplines will be discussed, and issues in theory development will be explored. Selected models and theories will be analyzed for their utility to advanced nursing practice. Application of models and theories to nursing practice, research, administration, and education will be evaluated. *3 semester hours (3,0,0)*

NURS 633 INJURY PREVENTION IN CHILDREN AND ADOLESCENTS

This course provides the student with a comprehensive perspective on America's number one public health problem affecting children over the age of one—injury. Using a developmental model, this course will address mechanisms of injury specific to various developmental stages from prenatal to late adolescence. Students will be exposed to a large range of resource materials available locally and nationally from a variety of governmental, professional, and private organizations. *3 semester hours (3,0,0)*

NURS 634 NURSING LEADERSHIP FOR ADVANCED PRACTICE

This course provides an overview of leadership behaviors in organizations in which advanced practice nurses are employed. An

overview of managed care organizations is presented and the roles of the advanced practice nurse in these environments are explored. Emphasis is placed on organizational design, structure, climate, and culture; and theories of motivation, leadership, communication, power, conflict, and change. Issues related to health care disparities, changing health care policy, technologic advancements, interdisciplinary collaboration, human diversity, and ethics are examined. Information from this course provides the framework for graduate nursing students to begin implementation of an advanced practice role. *3 semester hours (3,0,0)*

NURS 636 DYNAMICS OF FAMILY HEALTH CARE

Students analyze the interaction of individual, illness, and family dynamics as they affect health status. Theories that explain family functioning are used to formulate strategies to maximize family health. Life span development as it relates to families is examined. Consideration is given to biological, psychological, sociological, and environmental factors that influence family functioning. Issues of ethnicity, gender, class, and changing family groups are also explained. Experimental exercises, role play, case studies, and discussion are used to facilitate integration of theory into practice. *3 semester hours (3,0,0)*

NURS 638 ISSUES IN HEALTH CARE FOR UNDERSERVED POPULATIONS

This course explores issues surrounding the medically underserved, vulnerable, and diverse populations in the United States. Societal influences, lifestyles, health care needs, and beliefs and solutions to problems of the medically underserved are emphasized. *3 semester hours (3,0,0)*

NURS 639 ADVANCED PHARMACOLOGY

The Advanced Pharmacology course focuses on the study of pharmacodynamics and pharmacokinetic properties of drugs prescribed across the lifespan. Classifications of pharmaceuticals are examined in relation to indication for use and evidence of efficacy. The course builds on students' previous knowledge of pharmacotherapeutics, pathophysiology, data collection skills, and diagnostic problem solving. Specific safety and adverse effects relative to pregnant women, children, adults, and older adults are explored. The legalities and regulations concerning prescription writing privileges are addressed so as to lay the foundation for the knowledge and skills to manage pharmacotherapeutics. Prerequisite: NURS 601. *3 semester hours (3,0,0)*

NURS 648 ADVANCED FAMILY NURSING I

This course provides family nurse practitioner (FNP) students with the opportunity to incorporate strategies of health promotion, health maintenance, disease prevention, cultural competence, ethics, and advanced technology into family health care. Concepts of comprehensive primary care are introduced. Using current evidence-based findings and critical thinking skills, FNP students focus on diagnosis and management of acute episodic and chronic diseases across the life span. Theory related to diagnostic reasoning is incorporated into case studies. Appropriate therapeutics, patient education, case management, and communication are used to maximize family health. Clinical seminars are scheduled intermittently to facilitate synthesis of knowledge and skills needed in delivery of primary care. Prerequisites: NURS 601, 608, and 636. Pre- or corequisite: NURS 639. *4 semester hours (2,0,2)*

NURS 649 ADVANCED FAMILY NURSING II

This course focuses on the diagnosis and management of acute episodic and chronic disease states seen by the family nurse practitioner in the primary care setting. Students synthesize

understanding of disease processes with knowledge of disease management and of individual and family dynamics affecting client health status in the application of comprehensive primary care. Appropriate data collection (including physical examination and ordering of diagnostic tests), differential diagnosis, selection of appropriate pharmacologic and nonpharmacologic therapeutics, patient education, case management, and communication are examined and used to maximize a family's potential for stabilization and improvement of health status. Prerequisite: NURS 648. *6 semester hours (2,0,4)*

NURS 652 STATISTICAL ANALYSIS AND INTERPRETATION
This course focuses on the analysis and interpretation of collected data. Students will have the opportunity to explore the selection of appropriate statistical tests, analyze an existing data set, and gain experience in the use of the computer for data analysis. Current issues in data analysis pertinent to nursing research will be discussed. *3 semester hours (3,0,0)*

NURS 653 THE RESEARCH PROCESS
This course addresses the application of inquiry to nursing problems. The focus of this course is on the critique of nursing research, the planning and development of a research proposal, and the use of appropriate models for dissemination and utilization of nursing research findings. Current nursing research literature will be examined and evaluated. Prerequisites: NURS 611 and NURS 652. *3 semester hours (3,0,0)*

NURS 655 ADVANCED FAMILY NURSING III
This third course in the Advanced Family Nursing series provides FNP students with additional opportunities to incorporate strategies of health promotion, health maintenance, and disease prevention in family health care. Comprehensive primary care concepts are reinforced. FNP students continue to use current research findings and critical thinking skills to focus on the diagnosis and management of acute episodic and chronic diseases across the lifespan. Theory related to diagnostic reasoning continues to be incorporated into case studies. Appropriate data collection (including physical examination and diagnostic procedures) differential diagnosis, selection of appropriate therapeutics, patient education, case management, and communication are used to maximize family health. Clinical seminars are scheduled intermittently to further facilitate synthesis of knowledge and skills needed in delivery of primary care. Panel discussions will focus on ethical, legal, and cultural aspects of primary care practice, issues of quality assurance, and concepts of marketing and community assessment. Students will develop a practice model that can be implemented upon completion of the FNP program. Prerequisite: NURS 649. Pre- or corequisite: NURS 663. *6 semester hours (2,0,4)*

NURS 656 ADULT-GERONTOLOGY CNS—OLDER ADOLESCENCE THROUGH ADULTHOOD
This course focuses on the advanced practice role of the clinical nurse specialist in the promotion of health and the prevention of disease of late adolescence and adults. Concepts related to the care of late adolescence and adults across the wellness-acute care continuum are examined, including health promotion and evidence-based practices. Advanced practice registered nurses serve as role models, preceptors, and specialists for the clinical practice associated with this course. Prerequisite: NURS 661. *4 semester hours (2,0,2)*

NURS 657 ADULT-GERONTOLOGY CNS—OLDER ADULTHOOD

This course focuses on the advanced practice role of the clinical nurse specialist in the promotion of health and the prevention of disease of older adults aged 65 and older. Concepts related to the care of older adults across the well-acute care continuum are examined, including chronic illness and evidence-based practices. Advanced practice registered nurses serve as role models, preceptors, and specialists for the clinical practice associated with this course. Prerequisite: 661. *4 semester hours (2,0,2)*

NURS 658 ADVANCED FAMILY NURSING FIELD PRACTICUM

This 112-clinical-hour course extends the family nurse practitioner (FNP) clinical practice through an intensive field practicum. Corequisites: NURS 639 and 648. *2 semester hours (0,0,2)*

NURS 659 ADVANCED PRACTICE NURSING (APN) FIELD PRACTICUM

This 250-clinical-hour course extends the advanced practice registered nurse (APRN) role through an extensive field practicum. Prerequisite: All AP CNS coursework. *4 semester hours (0,0,4)*

NURS 661 CNS PRACTICE ROLE SEMINAR AND PRACTICUM

This course examines the role of the advanced practice nurse in a clinical specialty in relation to selected theories, historical development of advance practice roles, national guidelines, and various perspectives of the health care delivery system. Students analyze and operationalize the various facets of the role, including educator, manager, researcher, consultant, and direct care provider in clinical settings where they will interact with clients, their families, and other health care providers. Clinical practice with role models in advanced practice roles provide the opportunity to apply and evaluation specialization. Students also have the opportunity to experience the role of clinical nurse specialists within three spheres of influence: patient/client; nursing and other health care personnel; and organization/network. Prerequisites: NURS 601, 608, 634, 639, 653. *4 semester hours (2,0,2)*

NURS 662 CNS EDUCATOR ROLE SEMINAR AND PRACTICUM

This course focuses on developing knowledge and skills necessary for effective performance as a nurse educator in a variety of settings. The role and responsibilities of the nurse educator are evaluated within the context of the health care organization's mission, goals, and objectives. Emphasis is given to the organization, administration, and evaluation of educational activities for students, nursing personnel, as well as client, family, and community educational programs. Adult learning theory provides the framework for planning and implementing educational activities. The associated practicum provides students the opportunity to apply and evaluate concepts considered throughout the course through a preceptor experience. Prerequisites: NURS 656 or 657. *(4 semester hours (2,0,2))*

NURS 663 ADVANCED NURSING PRACTICE: CURRENT PERSPECTIVES

This course focuses on analysis of select issues inherent in current and emerging advanced practice nursing roles. State, national, and international health policy processes and strategies for influencing outcomes are emphasized. Students develop personal and group strategies that will enhance their ability to work together with other advanced practice nurses and other health care professionals. *1 semester hour (1,0,0)*

NURS 668 HOLISTIC HEALTH PROMOTION

Within a unitary philosophical framework, this course synthesizes Western and Eastern traditions for the promotion of health. The emphasis is on holistic assessment and intervention strategies to prevent illness and promote health. Social, economic, and political implications of the dynamic health care delivery environment and possible entrepreneurial health promotion roles for nurses are discussed. *3 semester hours (3,0,0)*

NURS 670 EPIDEMIOLOGY

This course focuses on the examination of the determinants of health and illness of individuals and groups in the community using specialized research methodology. Epidemiology, as the principal science of community health practice, will be used to study how to improve the health of the public using techniques of community assessment for planning and evaluating the effectiveness of interventions for health promotion as well as secondary and tertiary disease prevention. The course emphasizes outcome-focused evaluation of care delivered at both the individual and aggregate level. *3 semester hours (3,0,0)*

NURS 673 CNS SPECIALIZATION IN CRITICAL CARE NURSING

This course examines various dimensions of critical care nursing, emphasizing the continuum of care from the time of a person's emergent illness or injury through the period of acute care. The learner gains skill in intergrating concepts related to prevention of disease and injury, systems for critical care and rehabilitation, and reintegration with society. The course focuses on a holistic approach to the nursing care of the critically ill person through examination of the critical care environment, role of the nurse, patient, and family as a unit in crisis, and various critical care practice issues in the context of current and future health systems. Pathophysiology, medical diagnostics and therapeutics, and technology related to specific emergent and acute health problems are addressed. From the advanced practice nurse's role, students will analyze issues, apply current evidence, and use the nursing process in complex situations in the clinical practice setting. Pre- or corequisites: NURS 656 or 657. *4 semester hours (2,0,2)*

NURS 674 CNS SPECIALIZATION IN EMERGENCY NURSING

This course examines various dimensions of emergency and critical care nursing, emphasizing the continuum of care from the time of a person's emergent illness or injury through the period of acute care. The learner gains skill in integrating concepts related to prevention of disease and injury, systems for emergency and critical care (including trauma), and rehabilitation and reintegration with society. The course focuses on a holistic approach to the nursing care of the critically and/or emergently ill person through examination of the emergency and critical care environment, role of the nurse, patient, and family as a unit in crisis, and various emergency and critical care practice issues in the context of current and future health systems. The advanced practice nurse's role in preparedness for major types of disasters is included. Students analyze these concepts and issues, apply current evidence, and use of the nursing process in complex situations in the clinical practice setting. Pre- or corequisites: NURS 656 or 657. *4 semester hours (2,0,2)*

NURS 699 INDEPENDENT STUDY (MASTER'S)

An individualized experience based on a student's particular clinical interests. The study must be arranged with the written permission of the sponsoring faculty member prior to registration. *1-3 semester hours (1-3,0,0)*

NURS 701 DISSEMINATING KNOWLEDGE EFFECTIVELY

This course focuses on the dissemination of knowledge using a variety of delivery forms. Students develop paper and poster presentations and begin work on a manuscript. Students must have a clinical project or scholarly paper that they would like to publish and present prior to taking this class. The goal is to provide information and learning activities so that individuals can undertake the dissemination of their research with a basic foundation in methods of presentation. *3 semester hours (3,0,0)*

NURS 702 NURSING SCIENCE I: EPISTEMOLOGY

Examines the nature of knowledge based on ideas, the senses, and scientific information. Knowledge development is explored through a variety of ways of thinking and ways of knowing. Logical thinking, reasoning, and argument are discussed and practiced. *3 semester hours (3,0,0)*

NURS 705 PSYCHOLOGY OF LEARNING

Current theoretical and research literature of learning. Topics include the nature of learning, characteristics of learned behavior, reinforcement, motivation, transfer, and memory. Emphasis is on learning processes of particular relevance to instruction and other educational applications. *3 semester hours (3,0,0)*

NURS 706 PHILOSOPHY OF EDUCATION

This course acquaints students with philosophical issues relevant to education. Beginning with an overview of central metaphysical, epistemological, and ethical systems and problems, the course considers specific issues in the philosophies of science and ethics that are of particular concern in education. In addition to developing an understanding of the course readings, students articulate and defend their own positions on relevant issues. *3 semester hours (3,0,0)*

NURS 708 HEALTH CARE POLICY

This course provides an overview of the current national and international health care policy context and identifies opportunities and strategies for analyzing and influencing these policies. Assessment of the impact of health policy on organizations and individuals is also a component of the course, which includes an analysis of ethical issues, financial implications, and organizational opportunities and threats. *3 semester hours (3,0,0)*

NURS 712 INTRODUCTION TO GRANT WRITING

The focus of this course is on the planning and development of a grant proposal. Foundation, corporation, and government grant mechanisms are discussed. Although students examine the development process for research, health services, and educational program grants, the emphasis is on the preparation of foundation grant applications. Each step of the process is delineated, discussed, and practiced through various learning activities. The final course outcome is the writing of a grant proposal. *3 semester hours (3,0,0)*

NURS 713 COMPLEX HEALTH CARE SYSTEMS AND ORGANIZATIONAL CHANGE

This course examines health care delivery systems and applies theories of organizational behavior and system change. Issues of access, cost, efficacy, quality, and organizational behavior are critiqued. The application of theories of change to enhance care delivery is explored. The role of the nurse as a change agent in case management and complex health care systems is also critiqued. Emphasis is placed on continuous quality improvement, innovation, and evidence-based systems evaluation. *3 semester hours (3,0,0)*

NURS 717 WEB-BASED EDUCATION

This course provides learners with an introduction to the design of web-based courses in academic settings. Students gain experience in learning online and developing a teaching-learning project. A focus of this course is a reconceptualization of current teaching strategies. This course assumes that students have basic understanding and abilities in word processing and navigating the Internet. *3 semester hours (3,0,0)*

NURS 720 CURRICULUM THEORY IN NURSING

The development and evaluation of nursing curricula are explored in the context of current institutional, regulatory, and sociopolitical environments. Curriculum models are explored in relation to the approach to student learning and implications for faculty and institutions. Current research on curriculum design, implementation, and evaluation is analyzed. Prerequisites: NURS 702, 705, 706, and 750. *3 semester hours (3,0,0)*

NURS 732 EVIDENCE-BASED PRACTICE I

Best practices are based on research. This course introduces the science of evidence-based practice (EBP) through a synthesis of research knowledge with emphasis on enhanced writing, scholarly exchange, and application. The topics of articulating questions, finding evidence, evaluating levels of evidence, and then translating research into practice are explored. The course focuses on enhancing students' ability to read, comprehend, evaluate, and apply research evidence to practice. Prerequisite: NURS 653 or faculty permission. *3 semester hours (3,0,0)*

NURS 734 EVIDENCE BASED PRACTICE II: TRANSLATIONAL INQUIRY

This course extends the science of evidence based practice (EBP) through dissemination and implementation of an evidence based practice guideline. The topics of organizational change theory and guideline implementation strategies and evaluation are explored. Further, this course focuses on facilitating students' implementation of a guideline into professional practice. Prerequisite: NURS 732. *3 semester hours (3,0,0)*

NURS 736 INFORMATICS

This course examines the role of information systems and technology in supporting improvement of patient care and health care systems through the management of data and knowledge. Specific strategies related to improving patient care management include decision support systems, intervention tools, the evaluation of the efficacy of patient care technology, and program of care and outcomes assessment. Technology focused on improving systems, including budget and productivity tools, quality improvement initiatives, support for regulatory and legal compliance, and systems that support administrative decision-making are analyzed. The role of the DNP in the selection, implementation, and assessment of these technologies is a primary focus of the course. *3 semester hours (3,0,0)*

NURS 740 ETHICS AND GENETICS IN ADVANCED PRACTICE

This course provides students with foundational knowledge and skills in responsible professional behavior that will enable them to competently reflect upon, address, and resolve the ethical and sociocultural issues presented in the clinical area. This ethics course uses a lecture and case analysis format to introduce a broad range of clinical ethical issues and to present the theoretical and practical knowledge that enables practitioners to provide leadership in responding to the ethical challenges confronting the health care system today. This course facilitates interdisciplinary collab-

oration and explores the strengths different health care professions bring to ethical dialogue. In addition, this course is designed to promote an understanding of human molecular genetics and its implications for health. Heredity in terms of molecular structures is explained. The role of genetic alterations in human disorders and cancers is examined. Analysis of selected clinical disorders illustrates the promise of applied genetic technology, the role of the advanced practice nurse in the field of genetics, as well as ethical, legal, and social challenges. *3 semester hours (3,0,0)*

NURS 750 EVALUATION METHODS

A course designed to measure the attainment of learning in the cognitive, psychomotor, and affective domains. The knowledge measurement is applied in classroom and clinical situations when selecting appropriate instrumentation for measuring variables in research. Course content includes validity, reliability, and construction of test items, as well as testing in cognitive, affective, and psychomotor domains. *3 semester hours (3,0,0)*

NURS 788 SUMMER SCHOLAR

Selected topics of interest for both master's and doctoral level students. *3 semester hours (3,0,0)*

NURS 813 NURSING SCIENCE II: SYNTHESIS IN NURSING

In this course, concept development is explored. Emphasis is placed on an extensive, integrative review of the literature on a selected concept or body of knowledge relevant to nursing. Faculty facilitated seminar presentations focus on student demonstration of progress in synthesis of the literature. Prerequisites: NURS 702, 705, and 706. *3 semester hours (3,0,0)*

NURS 814 NURSING SCIENCE III: THEORY DEVELOPMENT IN NURSING

The emphasis of this course is on inductive and deductive reasoning as it is related to theory development. The process of concept mapping is reviewed, and processes for theory development, analysis, and testing are explored in depth. Competing theories to explain phenomena are critiqued and compared for goodness of fit and alternative hypothesis are explored. The relationships among quantitative and qualitative research and theory development and testing are discussed. Students develop a theoretical foundation to explain a phenomenon that can serve as the basis for their doctoral dissertation. Prerequisite: NURS 813. *3 semester hours (3,0,0)*

NURS 815 QUALITATIVE RESEARCH I

This course provides the learner with an overview of research designs and methodological approaches commonly encountered in conducting qualitative research, such as ethnography, phenomenology, hermeneutics, grounded theory, and historiography. General issues and approaches associated with posing and answering qualitative research questions are examined. Triangulation of studies, data analysis techniques, and writing of studies are explored. *3 semester hours (3,0,0)*

NURS 816 QUANTITATIVE RESEARCH I: CORRELATIONAL DESIGNS

This course focuses on the development of researchable problems, literature review, hypothesis generation and testing, and sampling within the context of correlational research design and methods. Reliability and validity of instrumentation and application of appropriate tools for data analysis are explored. Issues regarding ethical concerns and access to subjects are also addressed. *3 semester hours (3,0,0)*

**NURS 817 QUANTITATIVE RESEARCH II:
EXPERIMENTAL DESIGNS**

This course focuses on principles of comparative, experimental, and quasi-experimental research designs. The relationships among the structure of research questions, literature review, hypothesis generation and testing, design, and sampling are explored. Approaches to meta-analysis are discussed. Students experience professional strategies for dissemination of research findings. Models for research utilization and evidence-based practice are explored. Prerequisite: NURS 816. *3 semester hours (3,0,0)*

NURS 818 QUALITATIVE RESEARCH II

This course provides the learner with an in-depth exploration of research designs and methodological approaches encountered in conducting qualitative research. Specific issues and approaches associated with posing and answering qualitative research questions are analyzed. The study of inductive qualitative approaches to theory generation of relevance to knowledge development is emphasized. Prerequisite: NURS 815. *3 semester hours (3,0,0)*

**NURS 820 CURRENT ISSUES IN HIGHER EDUCATION
ORGANIZATIONS**

This course focuses on the development of the nurse scholar for leadership roles in nursing and higher education. Students examine systems of higher education, structure, governance, and issues relevant for both faculty and administrators. Emphasis is on the multiple roles of nurse educators in university settings, specifically the development of academic leadership skills and policy making. Theoretical and empirical evidence supporting the academic nurse leadership role is explored. *3 semester hours (3,0,0)*

NURS 822 LEADERSHIP IN NURSING EDUCATION

This course focuses on the multiple dimensions of leadership in nursing education leadership. There will be an examination of leadership from theoretical and empirical perspectives. This includes an emphasis on the attributes and skills needed to develop and function as a leader, as well as the challenges of the leadership role in the current and future higher education and health care settings. Development of a personal leadership development plan prepares students to become leaders throughout their careers in nursing education. Prerequisite: NURS 702. *3 semester hours (3,0,0)*

NURS 853 EVIDENCE-BASED TEACHING PRACTICE

This course focuses on evidence-based teaching strategies that can be used in a variety of learning environments. These teaching strategies are based on philosophy, learning theories, and research. Current research and teaching innovations are analyzed and evaluated. Prerequisites: NURS 702, 705, and 706. *3 semester hours (3,0,0)*

NURS 885 DOCTOR OF NURSING PRACTICE I

This course provides the doctor in nursing practice (DNP) student with the opportunity to incorporate strategies of health promotion, health maintenance, disease prevention, cultural competence, ethics, advanced technology, and clinical and systems management techniques in health care. Using current evidence based findings and critical thinking skills, the DNP student focuses on client and health care system management. Application of sophisticated information technology tools and techniques to manage the clinical and administrative components of full-scope advanced practice are emphasized. Further, ethical and legal consideration in all areas of advanced nursing practice and the application of population health concepts of advanced clinical practice are emphasized. Students prepared for advanced practice leadership and the expert

clinician role conceptualize and design the capstone project. Prerequisite: Previous epidemiology course or NURS 670. *4 semester hours (2,0,2)*

NURS 886 DOCTOR OF NURSING PRACTICE II

This course builds upon DNP I. Using current evidence based findings and critical thinking skills, the DNP student focuses on diagnosis and management of acute episodic and chronic diseases across the life span. They continue planning for and conceptualizing the capstone project from the beginning of DNP I. Application of sophisticated information technology tools and techniques to manage the clinical and administrative components of full-scope advanced practice are emphasized. Further, ethical and legal consideration in all areas of advanced nursing practice and the application of population health concepts of advanced clinical practice are emphasized. Students are prepared for advanced practice leadership and the expert clinician role. IRB approval, if necessary, will be sought during this course. Prerequisite: NURS 885. *6 semester hours (2,0,4)*

**NURS 887 DOCTOR OF NURSING PRACTICE III—
CAPSTONE PROJECT**

The final DNP capstone project documents AP synthesis and scholarship. The theme that links the focus of this scholarly capstone project is the use of evidence to improve either practice or health outcomes for a target population. This capstone project may include comprehensive case studies, population-based and systems change projects, program design and evaluation, translation of evidence based research into practice, action research, a quality improvement or a research (utilization) study. The capstone is individualized to the career focus of the DNP student. The capstone project can be conducted by an individual student, or by a group of students working in collaboration. Collaborative projects must demonstrate individual accomplishments of capstone goals or (outcome) competencies. IRB approval, if necessary, must be secured prior to project implementation. Prerequisite: NURS 886. *6 semester credits (2,0,4)*

NURS 889 CAPSTONE PROJECT ADVISEMENT

In this course, students receive ongoing individual faculty guidance until completion and defense of the capstone project. Prerequisite: NURS 887. *3 semester hours (3,0,0)*

NURS 899 INDEPENDENT STUDY (DOCTORAL)

An individualized experience based on a student's particular interests. The study must be arranged with the written permission of the sponsoring faculty member prior to registration. *1–3 semester hours (1–3,0,0)*

NURS 900 DISSERTATION SEMINAR I

Development of the dissertation proposal with guidance of the faculty. Students' proposals are presented in the seminar for peer review and scholarly exchange aimed at refining and strengthening the proposed dissertation research. Prerequisite: Completion of all required 800-level courses. *3 semester hours (3,0,0)*

NURS 901 DISSERTATION SEMINAR II

Continuation of development of dissertation proposal and selection of dissertation committee chairperson. *3 semester hours (3,0,0)*

NURS 950 DISSERTATION ADVISEMENT

Ongoing individualized faculty guidance and supervision as the dissertation is developed. Prerequisites: Completion of all required courses. *3 semester hours per semester (3,0,0)*

FACULTY

Cherie Adkins

Assistant Professor of Nursing
BSN, Millersville Univ.; MS, PhD, Pennsylvania State Univ.
(*medical/surgical nursing, community nursing and research*)

Lois Allen

Statistical Consultant & Professor of Nursing
BSN, Rutgers Univ.; MA, PhD, New York Univ.
(*nursing education research, nursing theory development, research instrument development, computer applications in nursing education*)

Mary Baumberger-Henry

Associate Professor of Nursing
BSN, Mount Marty College; MSN, PhD, Widener Univ.
(*critical care/emergency nursing, theory, epistemology, psychology of learning*)

Ellen Boyda

Coordinator of the Family Nurse Practitioner Program (Main Campus) & Clinical Instructor
BSN, MSN, Univ. of Delaware; Certified RN Practitioner
(*family nurse practitioner*)

Esther Brown

Assistant Professor of Nursing
BSN, EdD, Immaculata Univ.; MSN, West Chester Univ.
(*community health nursing, administration*)

Geraldine Budd

Assistant Dean of Harrisburg Campus Nursing Programs & Associate Professor of Nursing
BS, Univ. of Maine; MSN, Univ. of Southern Maine; PhD, Duquesne Univ.; Certified RN Practitioner
(*family nurse practitioner, obesity and behavioral health research*)

Donna Callaghan

Director of the MSN CNS Program, Coordinator of the Adult-Gerontology Program, & Associate Professor of Nursing
BSN, Pennsylvania State Univ.; MSN, Villanova Univ.; PhD, Widener Univ.
(*adult health and gerontology*)

Normajeane Colby

Assistant Professor of Nursing
BSN, MSN, PhD, Widener Univ.
(*pediatrics*)

Shirlee Drayton-Brooks

Director of the Family Nurse Practitioner Program, Director of the Doctor of Nursing Practice Program, & Professor of Nursing
BSN, PhD, Temple Univ.; MSN, Univ. of Pennsylvania; PM-FNP, Widener Univ.; Certified RN Practitioner
(*family nurse practitioner, communications, leadership*)

Suzanne Foley

Assistant Professor of Nursing
BSN, Thomas Jefferson Univ., MSN, Univ. of Pennsylvania, PhD, Villanova Univ.
(*maternal child*)

Mary Francis

Clinical Instructor
BSN, Thomas Jefferson Univ.; MSN, Univ. of Pennsylvania; Certified Acute Care Nurse Practitioner
(*medical/surgical nursing, trauma nursing*)

Deborah R. Garrison

Dean and Professor of Nursing
BS, MS, PhD, Texas Woman's Univ.
(*leadership, complexity theory, nursing education*)

Paula Gray

Clinical Assistant Professor of Nursing
BSN, MSN, DNP, Widener Univ.; Certified RN Practitioner
(*family nurse practitioner, family health, diabetes management care*)

Stephanie Jeffers

Assistant Professor of Nursing
BSN, Eastern Univ.; MSN, PhD, Villanova Univ.
(*medical/surgical nursing*)

G. Jean Klein

Associate Professor of Nursing
BSN, MSN, Univ. of Pennsylvania; PhD, Widener Univ.
(*psychiatric/mental health nursing, nursing theory and research*)

Anne Krouse

Director of Technology Intergration & Associate Professor of Nursing
BSN, Villanova Univ.; MBA, St. Joseph's Univ.; MSN, PhD, Univ. of Pennsylvania
(*women's health, leadership, nursing education research*)

Susan Mills

Lecturer
BSN, PhD, Widener Univ.; MSN, Villanova Univ.
(*pediatrics, critical thinking and clinical decision making*)

Kim Noble

Assistant Professor of Nursing
BSN, Pennsylvania State Univ.; MSN, Widener Univ.; PhD, Temple Univ.
(*critical care nursing, physiology & pathophysiology, perianesthesia*)

Barbara Patterson

Director of the PhD Program & Professor of Nursing
BSN, D'Youville College; MSN, Univ. of Southern Maine; PhD, Univ. of Rhode Island
(*theory development, qualitative research, leadership, nursing education research*)

Joyce Rasin

Director of Civic Engagement & Scholarship & Professor of Nursing
BSN, MSN, Univ. of Pennsylvania; PhD, Univ. of Maryland
(*community health, gerontology*)

Rose Schwartz

Director of Prelicensure BSN Program & Assistant Professor of Nursing
BSN, Villanova Univ.; MSN, Univ. of Pennsylvania; PhD, Widener Univ.
(*neuroscience, adult health nursing, gemet*)

Pamela Williams

Assistant Professor of Nursing
BSN, Duquesne Univ.; MN, Univ. of Pittsburgh; PhD, Widener Univ.
(*maternal child health*)

Kathleen Williamson

Director of Assessment and Accreditation & Assistant Professor of Nursing
BSN, MSN, Wilmington Univ.; PhD, Univ. of Delaware
(*nursing education/urban affairs, public policy-health policy*)

ADJUNCT FACULTY

Trudy Bauer

Adjunct Clinical Instructor & Adjunct Instructor
BSN, Indiana Univ. of Pennsylvania; MSN, Widener Univ.;
Certified RN Practitioner
(family nurse practitioner)

Kathaleen Johnson

Adjunct Instructor
BSN, MSN, Millersville Univ.; DNP, Robert Morris Univ.;
Certified RN Practitioner
(family nurse practitioner)

Tep Kang

Adjunct Instructor
BSPharm, Univ. of Connecticut; PharmD, Univ. of Rhode
Island

Mahassen Mansour

Adjunct Instructor
BSN, Univ. of Alexandria, Egypt; MA, PhD, New York Univ.
(theoretical concepts of nursing practice)

Kelly McCormack

Adjunct Clinical Instructor
BSN, Eastern Mennonite Univ.; MSN, Widener Univ.; Certified
RN Practitioner
(family nurse practitioner)

Jill Muhrer

Adjunct Clinical Instructor
BSN, Univ. of Pennsylvania; MSN, Yale Univ.; Certified RN
Practitioner
(family nurse practitioner)

Mary Agnes Ostick

Adjunct Clinical Instructor
BSN, Univ. of Maryland; MSN, Univ. of Pennsylvania;
Certified RN Practitioner
(family nurse practitioner)

Sarah Sturgis

Adjunct Clinical Instructor & Adjunct Instructor
BSN, Univ. of Buffalo; MSN, Widener Univ., Certified RN
Practitioner
(family nurse practitioner)

Carol Tanzio

Adjunct Clinical Instructor
BSN, Eastern Univ.; MSN, Widener Univ.; Certified RN
Practitioner
(family nurse practitioner)

David V. Ward

Adjunct Professor
BA, Pennsylvania State Univ.; PhD, Temple Univ.

Neva White

Adjunct Instructor
BSN, Holy Family College; MSN, Virginia Commonwealth
Univ.; DNP, Thomas Jefferson Univ.
(adult nurse practitioner)

Susan M. Wolf

Adjunct Clinical Instructor
BSN, MSN, Millersville Univ.; Certified RN Practitioner
(family nurse practitioner)