



College of Nursing

VILLANOVA
UNIVERSITY

Graduate Student Catalog

Master's of Science in Nursing

Post-Master's Programs

2010-2011

VILLANOVA UNIVERSITY

GRADUATE NURSING CATALOG

2010-2011

While this catalog was prepared on the basis of the best information available at the time of publication, all information, including statements of fees, course offerings, admissions, and graduation requirements, is subject to change without notice or obligation.

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VILLANOVA UNIVERSITY

SEPTEMBER 2010

VILLANOVA UNIVERSITY

GRADUATE NURSING CATALOG

COLLEGE OF NURSING
GRADUATE PROGRAM

2010 – 2011

The undergraduate and graduate programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE). The Nurse Anesthesia concentration in the graduate program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The Continuing Education Program is accredited as a provider of Continuing Education in Nursing by the American Nurses Credentialing Center, Commission on Accreditation.

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Washington, DC 20024-2571
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1-800-284-CERT (2378)
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Department of State Bureau of
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State Board of Nursing
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Harrisburg, PA 17105-2649
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mainpage.htm](http://www.dos.state.pa.us/bpoa/nurbd/mainpage.htm)
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Commission on Collegiate Nursing
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One Dupont Circle, NW, Suite 530
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[www.aacn.nche.edu/Accreditation/
index.htm](http://www.aacn.nche.edu/Accreditation/index.htm)

Council on Accreditation of Nurse
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The College of Nursing has incorporated the following professional standards and guidelines into the Graduate nursing curricula:

- The Essentials of Baccalaureate Education for Professional Nurses (AACN, 2008)
- The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)
- Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2008)
- Domains and Competencies of Nurse Practitioner Practice (NONPF)
- Curriculum Guidelines and Program Standards for Nurse Practitioner Education (NONPF)
- Standards for Accreditation, Council on Accreditation of Nurse Anesthesia Educational Programs (2008)
- Nursing: Scope and Standards of Practice (ANA, 2004)

Academic Calendar 2010 - 2011

Graduate Program in Nursing

FALL SEMESTER – 2010

Aug. 23 (M)	Classes Begin
Aug. 27 (F)	Last day for requesting Satisfactory/Unsatisfactory
Aug. 29 (Sun)	Last day for dropping and/or adding classes
Sept. 6 (M)	Labor Day - No Classes
Sept. 9-12 (Th-Sun)	St. Thomas of Villanova Celebration
Oct. 8 (F)	Mid-Term
Oct. 11-17 (M-Sun)	Fall Term Break
Oct. 18 (M)	Classes Resume
Oct. 19 (T)	Graduate Open House 3:30 pm Villanova Rm Connelly Center
Nov. 10 (W)	Last Day for Authorized Withdrawal without Academic Penalty (WX)
Nov. 23 (T)	Thanksgiving Recess begins after last class
Nov. 29 (M)	Classes Resume
Dec. 09 (Th)	Final Day of Classes
Dec. 11-17 (Sat-F)	Final Examinations (No Exams on Sunday, Dec. 13)

SPRING SEMESTER – 2011

Jan. 10 (M)	Classes Begin
Jan. 14 (F)	Last day for requesting Satisfactory/Unsatisfactory
Jan. 16 (Sun)	Last day for dropping and/or adding classes
Jan. 17 (M)	Martin Luther King Day (no classes)
Feb. 25 (F)	Mid-Term
Feb. 28-6 (M-Sun)	Spring Term Break
Mar. 7 (M)	Classes Resume
Mar. 8 (T)	Spring Open House
Mar. 30 (W)	Last Day for Authorized Withdrawal without Academic Penalty (WX)
Apr. 20 (W)	Easter Recess begins after last class
Apr. 26 (T)	Class Resume
Apr. 28 (Th)	Final Day of classes
Apr. 29 (F)	Reading Day
Apr. 30-6 (Sat-F)	Final Examinations (no exams on Sunday, May 2)
May 14-15 (Sat-Sun)	Baccalaureate and Commencement

THE UNIVERSITY

For over a century and a half, Villanova University has been sponsored by the Order of St. Augustine, known as the "Augustinians," one of the oldest religious teaching orders of the Catholic Church. The first American foundation within the present limits of the United States was established in 1796 at Old St. Augustine's Church in Philadelphia. Villanova University traces its lineage from this foundation and from St. Augustine's Academy, which was opened in Philadelphia in 1811.

In January 1842, the Augustinian residents at St. Augustine's took possession of "Belle Air," the country estate of the Revolutionary officer and merchant, John Rudolph, and in accordance with an old Catholic custom, the new foundation was placed under the patronage of a saintly hero of the past, St. Thomas of Villanova, a distinguished Augustinian writer, educator and Bishop of sixteenth-century Spain. The school soon became known as Villanova and gave its name to the surrounding countryside.

Classes were opened in the old mansion house of Belle Air during the fall of 1843. On March 10, 1848, the Governor of Pennsylvania, Francis R. Shunk, signed the Act of Legislature incorporating "The Augustinian College of Villanova in the State of Pennsylvania" and conferring on it the right to grant degrees in the Arts and Sciences.

The Liberal Arts College took its first step toward university status in 1905 with the establishment of what is now called the College of Engineering. The Science unit, inaugurated in 1915, is an integral part of the present College of Liberal Arts and Sciences. In 1918, what is presently known as the Division of Part-Time and Continuing Studies came into being. The School of Business was founded in 1922 (as the College of Commerce and Finance), the College of Nursing in 1953, and the School of Law in 1953.

Villanova's development over the years into a complex institution of higher education received official sanction when, on November 10, 1953, pursuant to an act of the Legislature of the State of Pennsylvania, its charter was amended to permit its being designated Villanova University.

THE COLLEGE OF NURSING

Villanova University first responded to society's need for baccalaureate-prepared nurses in 1932 when it offered a program of studies for nurses, leading to a Bachelor of Science in Nursing Education. This commitment was subsequently expanded in 1953 to create a College of Nursing that now offers a generic BSN program, a MSN program, a PhD program and a Continuing Education program. The BSN completion program for registered nurses assures the continuing tradition of meeting nurses' needs for additional education in a collegiate and collegial atmosphere.

The College holds the belief that professional nursing provides a significant service to society through its concern for the promotion, maintenance and restoration of health. Baccalaureate education prepares individuals for professional nursing practice in a variety of health settings and for continuous personal and educational growth, including entrance into graduate education in nursing. A liberal education is integrated with the ideals, knowledge, and skills of professional nursing practice under the direction of well-qualified faculty.

The College of Nursing is approved by the State Board of Nurse Examiners of the Commonwealth of Pennsylvania, and upon completion of the undergraduate program, graduates are eligible to take the State Board Examination for licensure as professional registered nurses. The undergraduate and graduate programs are fully accredited by CCNE. The graduate nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

The College of Nursing, cognizant of the diverse learning needs of individuals engaging in nursing practice, education and the administration of nursing and health care services, addresses these concerns through its program in Continuing Education accredited by the American Nurses Credentialing Center, Commission on Accreditation. A wide variety of workshops, seminars, conferences, and short courses are offered by experts in the field. Through this program, the College of Nursing collaborates with health practitioners and agencies in advancing and maintaining the quality of health care for people.

VILLANOVA UNIVERSITY MISSION STATEMENT

Villanova University is a Catholic Augustinian community of higher education, committed to excellence and distinction in the discovery, dissemination and application of knowledge. Inspired by the life and teaching of Jesus Christ, the University is grounded in the wisdom of the Catholic intellectual tradition and advances a deeper understanding of the relationship between faith and reason. Villanova emphasizes and celebrates the liberal arts and sciences as foundational to all academic programs. The University community welcomes and respects members of all faiths who seek to nurture a concern for the common good and who share an enthusiasm for the challenge of responsible and productive citizenship in order to build a just and peaceful world.

Enduring Commitments

In pursuit of this mission, we commit ourselves to academic excellence, to our values and traditions, and to our students, alumni and the global community.

To foster academic excellence, we:

- Create a diverse community of scholars, united and dedicated to the highest academic standards;
- Emphasize the liberal arts and sciences as our foundation and foster in our students active engagement, critical thinking, life-long learning and moral reflection;
- Concern ourselves with developing and nurturing the whole person, allowing students, faculty and staff to grow intellectually, emotionally, spiritually, culturally, socially and physically in an environment that supports individual differences and insists that mutual love and respect should animate every aspect of university life;
- Encourage interdisciplinary research, teaching and scholarship;
- Affirm the intrinsic good of learning, contemplation and the search for truth in undergraduate and graduate education;
- Support a curriculum that encourages both a global perspective and an informed respect for the differences among peoples and cultures.

To honor our values and tradition, we:

- Believe that the dialogue between faith and reason drives the pursuit of knowledge and wisdom, and fosters St. Augustine's vision of learning as a community ethos governed by love;
- Seek to understand, enrich and teach the Catholic intellectual tradition through our curricula, scholarship and activities in ways that engage religious, intellectual and cultural traditions in a vigorous and respectful pursuit of truth and wisdom in every area of humanity;

- Provide opportunities for students, faculty and staff to seek guidance from Catholic intellectual and moral traditions, while always welcoming people from all faiths, cultures and traditions to contribute their gifts and talents to our mission;
- Respect and encourage the freedom proposed by St. Augustine, which makes civil discussion and inquiry possible and productive;
- Look to the Order of St. Augustine to preserve our Augustinian character, by showing appropriate preference to Augustinians in faculty and staff appointments, and by welcoming their presence and influence in our university community.

To serve our students, alumni and global community, we:

- Encourage students, faculty and staff to engage in service experiences and research, both locally and globally, so they learn from others, provide public service to the community and help create a more sustainable world;
- Commit to the common good, and apply the knowledge and skills of our students and faculty to better the human condition;
- Encourage our students and faculty to pursue virtue by integrating love and knowledge, and by committing themselves to research and education for justice, with a special concern for the poor and compassion for the suffering;
- Respect a worldview that recognizes that all creation is sacred and that fosters responsible stewardship of the environment;
- Include our alumni as an integral part of the Villanova community;
- Value highly our relationship with neighboring communities.

COLLEGE OF NURSING MISSION STATEMENT

The College of Nursing is a tangible expression of Villanova University's mission, tradition, and commitment to human service. As a major school of nursing under Catholic auspices, it carries responsibility for the education of nurses within the framework of Christian beliefs and values and the heritage of the Order of St. Augustine. The College of Nursing interprets nursing as a healing ministry emanated by love and demonstrated through service and the care of others. As a healing art as well as an applied science and practice discipline, nursing as taught at Villanova University emphasizes the concern for spiritual health as well as that of mind and body. Curricula reflect the integration of these elements and their application in clinical practice, and concern for others regardless of race, ethnicity, or religion. The College of Nursing educates individuals for service to a diverse society including all sectors and strata of the population; as such, graduates are prepared to assume roles in all settings where health care is delivered.

Within this context, nursing draws its worth and spirit from motives based on love of one's fellow men and women who are made in the image and likeness of God. As a social service to the community, nursing responds to the needs of the sick, poor and disabled, and promotes wellness as the pre-eminent goal of nursing care. The practice of nursing within a Christian environment requires that those who nurse recognize and respect the needs of each person and that they teach while they nurse in order to assist their patients and the community to achieve the highest possible level of wellness of body, mind, and spirit.

The College of Nursing, consistent with the mission of Villanova University, assumes responsibility for the education of individuals who will be prepared to provide a vital service to society and who are liberally educated, clinically competent, compassionate, and ethically motivated. The college is committed to providing high quality education in the liberal arts and sciences and expert preparation in the knowledge and clinical skills of professional nursing to qualified individuals who must be prepared and empowered to confront the health care demands of a complex and technologically advanced society.

The College views itself as an important locus of education, scholarship, and organizational leadership within Nursing's professional and educational communities. It views with great seriousness its prominent role within the constellation of collegiate nursing programs under Catholic auspices.

The College awards the baccalaureate in nursing (BSN) and provides basic preparation in nursing to those who are studying for the first professional degree in the field. Such students include high school graduates with no prior college experience, registered nurses who have not yet attained the baccalaureate, college graduates with degrees in other disciplines who have made a decision to study nursing, and adults who are studying for their first college degree.

The Graduate Program awards the master's degree in nursing (MSN) and provides preparation and leadership development in selected areas of advanced nursing practice, development of research skills, and knowledge of health policy. In addition, course options prepare individuals for positions as administrators of nursing and health services, educators, nurse practitioners, and nurse anesthetists.

The Graduate Program administers the doctor of philosophy degree in nursing (PhD), which is designed to prepare nurses as educators and researchers for academic careers in higher education. The Doctoral Program at Villanova is unique in that it focuses on the application of advanced nursing knowledge and scholarly inquiry that address professional and practice concerns related to the learning process.

The Program in Continuing Education is committed to providing quality programs that enhance the professional growth and update the knowledge base of nurses, other health care professionals, and the public on topics related to health care.

The College of Nursing's emphasis on education in values and ethical principles is a pervasive and central theme and emanates from the Catholic and Augustinian tradition of the University. The faculty are expected to serve as role models and mentors for the professional development of students in the exercise of their academic responsibilities.

COLLEGE OF NURSING PHILOSOPHY

The Philosophy of the College of Nursing is in accord with the Philosophy of Villanova University as stated in its Mission Statement. While the Philosophy is rooted in the Catholic and Augustinian heritage of the university, the College of Nursing is welcoming and respectful of those from other faith traditions. We recognize human beings as unique and created by God. The faculty believes that human beings are physiological, psychological, social and spiritual beings, endowed with intellect, free will and inherent dignity. Human beings have the potential to direct, integrate, and/or adapt to their total environment in order to meet their needs.

The faculty believes that health is a state of physiological, psychological, social and spiritual well-being and not merely the absence of disease. Human beings do not assume a fixed position of health, but have the potential for moving between wellness and illness in multiple dimensions. The faculty believes that health care is a right and they respect individuals' decisions related to their health care.

Nursing is a dynamic profession. Its focus is to assist individuals, families, and communities locally and globally at all points in the life cycle to maintain, restore and/or promote health. The nurse, as an accountable agent of health care, uses the nursing process to fulfill various functions of nursing: health promotion, health teaching, health counseling, and managing and providing nursing care. The nursing process involves assessing, planning, implementing and evaluating both the need for nursing care and the outcomes of nursing interventions. The faculty believes that the nursing profession is ever changing. Nurses are actively involved in planning and implementing changes enhanced by technology in nursing practice. Nurses act as catalysts in stimulating deliberate and conscious planning for the improvement of society's health care through the use of evidence-based practice. Nurses serve as change agents and emerge as full partners, with other health disciplines, in leading and shaping health policy for a diverse, multicultural society and in functioning as advocates for the health care consumer.

The faculty believes that education provides students with opportunities to develop habits of critical, constructive thought so that they can make discriminating judgments in their search for truth. This type of intellectual development can best be attained in a highly technologic teaching-learning environment that fosters sharing of knowledge, skills and attitudes as well as scholarship toward the development of new knowledge. The faculty and students comprise a community of learners with the teacher as the facilitator and the students responsible for their own learning.

The faculty believes that the professional nurse is educated in an institution of higher learning which grants a Baccalaureate Degree in Nursing. Furthermore, the faculty believes that this educational program is an initial step in the ongoing process of continuing professional education and development. Through its Undergraduate Program, the Villanova University College of Nursing educates generalists who are prepared to practice nursing and demonstrate leadership in a variety of settings. The Graduate Program has as its priority the preparation of nurse educators, administrators, and advanced practice nurses. Master's degree graduates are educated to provide leadership and are qualified to enter doctoral programs. The Doctoral Program has as its focus the preparation of teacher-scholars.

COLLEGE OF NURSING GOALS

The College of Nursing, Villanova University, in 2009, reviewed and updated the College's objectives or goals for the next ten years. The faculty approved the updated goals in 2009. These goals were deemed to be congruent with the 2009 updating of the Villanova University's Strategic Plan, "Inspiring the Mind, Igniting the Heart, Illuminating the Spirit" and with the University's mission and strategic initiatives. The goals provide a framework for the College's Strategic Plan.

- To serve the health needs of society through the education of competent nurses prepared at the undergraduate and graduate levels and through the provision of continuing education for practicing nurses all of whom value evidence-based practice.
- To enhance the intellectual life and scholarly productivity of the College of Nursing.
- To assure quality in instruction and student performance.
- To provide leadership to the profession in the area of ethics, human values, and spiritual dimensions of health care.
- To ensure the economic viability of the College through cost effective operations and increased extramural funding.
- To contribute to the goals of the university in the areas of academic excellence, technology, faculty development, student life, and service to the internal and external communities.
- To foster a spirit of collaboration, community, and respect within the context of Catholic, Augustinian values.
- To encourage professionalism among students through academic and co-curricular activities.
- To continue to implement global and international health experiences with diverse populations and cultures.

THE GRADUATE NURSING PROGRAM

Villanova University College of Nursing Graduate Nursing Program was established in 1980 with a five-year grant from the federal government. The focus of the program was the preparation of leaders in nursing education and nursing administration. Since that time, the Graduate Program has made numerous changes in response to advances in health care and demands for innovative health care models. In 1993, Villanova was the first in the country to offer a designated graduate track in Case Management. Between 1995 and 1998 three new advanced practice tracks were established for nurse practitioners: adult, pediatric and geriatric. In 1998, the College of Nursing established a track for the preparation of nurse anesthetists. In 1999, the College of Nursing joined forces with the School of Business to develop a joint Health Care Administration track; students earn an MSN from the College of Nursing and a certificate in business administration from the School of Business. In 2004 the PhD program was initiated to prepare teacher-scholars with the expertise to meet societal health expectations and the demands of educating subsequent generations of nurses. In 2008 the Health Care Administration track was revised in response to the changing needs for preparing nurse managers.

Faculty who teach in the graduate program are appropriately prepared and professionally-accomplished. College of Nursing faculty received their graduate education in over 20 universities and they represent a diversity of professional expertise.

The Graduate Nursing Program at Villanova is recognized for its flexibility and individualized approach to program planning. Rather than notify applicants of their admission once or twice per year, the College admits qualified applicants as soon as their application is complete and evaluated. All graduate courses are offered in the late afternoon or evening, with the exception of some practica and advanced practice courses. Students have an option to study on a full-time or part-time basis. Online courses are offered each semester to enhance the academic learning experience for busy professionals.

Graduate students in the program have diverse backgrounds and styles of learning. The faculty believe that graduate students must assume responsibility for identifying their own educational goals and be active participants in their own learning. That learning includes information gathering and the utilization, reordering and synthesis of knowledge as essential elements of leadership and scholarly inquiry. Graduate study fosters collegiality in the student-teacher relationship. Further, the faculty believe that students pursuing the master's degree in nursing should be given the opportunity to study the sociopolitical, multicultural, economic, and technological forces that will affect their roles as leaders in nursing education, administration, and advanced nursing practice.

Students select electives from a variety of disciplines outside or within the College. Students complete an independent project in an individually-selected area of interest, under the advisement of a faculty member. This project may take the form of a research project if the student chooses. The program emphasizes extensive use of faculty advisors for course and professional planning, and it promotes collegial interactions among students and between students and faculty.

GRADUATE PROGRAM GOALS

The specific goals of the Master's degree program in the College of Nursing at Villanova University are to:

- Develop nurse educators, nurse administrators, nurse practitioners and nurse anesthetists with the expertise to address the evolving issues for the health care system.
- Transmit, interpret, and reorder substantive knowledge with the aim of generating new questions and new knowledge.
- Provide a foundation for doctoral study.

GRADUATE PROGRAM OUTCOMES

Upon completion of the Master's degree program at Villanova University, graduates will be able to:

- Apply knowledge from nursing science and other disciplines to nursing and health care based on a critical analysis of its relevance.
- Apply the research process to appraise and develop nursing's body of knowledge.
- Use analytic methods to evaluate existing literature and other information to determine and implement evidence-based practice.
- Disseminate nursing knowledge to professionals within the health care system to improve health care outcomes for individuals, families and communities.
- Promote care and service that recognize the uniqueness and diversity among individuals in keeping with the Judeo-Christian humanistic tradition
- Apply leadership principles to effect change in health care and health policy on local, state, national and international levels
- Implement effective strategies for managing ethical issues inherent in clinical practice, education, and research.
- Use information systems/technology resources to implement quality improvement initiatives and support decision making and practice.

NURSE PRACTITIONER TRACT

COMPETENCIES FOR NURSE PRACTITIONERS

These tracks prepare primary care practitioners to perform acts of medical diagnosis or prescription of medical, therapeutic or corrective measures for clients in primary care settings in collaboration with and under the direction of a licensed physician. At the completion of this track, the graduate is able to:

1. Integrate advanced knowledge and experience in delivering safe, effective, quality care to clients in primary care.
2. Demonstrate competence in managing the health/illness status of clients in primary care.
3. Manage and negotiate within health care delivery systems on behalf of clients in primary care.
4. Monitor and ensure quality health care for clients in primary care.
5. Incorporate an understanding of family systems and dynamics in planning and providing primary health care for clients.
6. Demonstrate leadership and competence in implementing the role of the primary care nurse practitioner.
7. Engage in counseling, communication, collaboration and teaching in a manner that reflects caring, advocacy, ethics and professional standards.
8. Conceptualize one's individual role as a primary care nurse practitioner and one's personal philosophy of primary care practice.

**COURSE OF STUDY: PRIMARY CARE ADULT NURSE
PRACTITIONER PREPARATION**

CORE COURSES

NUR 8964	Clinical Ethics: Theory and Practice	3
NUR 8904	Nursing Research: The Practice Connection	3
NUR 8902	Development of Nursing Science	3
NUR 8906	Leadership Strategies in Nursing	3

SUPPORT COURSES

NUR 8903	Advanced Pharmacology	3
NUR 8901	Advanced Pathophysiology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8963	Family Systems and Dynamics	3
_____	Elective	3

CLINICAL COURSES

NUR 8911	Clinical Management in Adult Primary Care I	3
NUR 8912	Practicum in Clinical Management in Adult Primary Care I (240 hours clinical)	3
NUR 9002	Independent Study (130 hours clinical)	3
NUR 8913	Clinical Management in Adult Primary Care II	3
NUR 8914	Practicum in Clinical Management in Adult Primary Care II (240 hours clinical)	5

**COURSE OF STUDY: PRIMARY CARE PEDIATRIC NURSE
PRACTITIONER PREPARATION**

CORE COURSES

NUR 8964	Clinical Ethics: Theory and Practice	3
NUR 8904	Nursing Research: The Practice Connection	3
NUR 8902	Development of Nursing Science	3
NUR 8906	Leadership Strategies in Nursing	3

SUPPORT COURSES

NUR 8903	Advanced Pharmacology	3
NUR 8901	Advanced Pathophysiology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8863	Health Promotion of the Growing Child	3
_____	Elective	3

CLINICAL COURSES

NUR 8811	Clinical Management in Pediatric Primary Care I	3
NUR 8812	Practicum in Clinical Management in Pediatric Primary Care I (240 hours clinical)	3
NUR 9002	Independent Study (130 hours clinical)	3
NUR 8813	Clinical Management in Pediatric Primary Care II	3
NUR 8814	Practicum in Clinical Management in Pediatric Primary Care II (240 hours clinical)	5

**COURSE OF STUDY: PRIMARY CARE FAMILY NURSE
PRACTITIONER PREPARATION**

CORE COURSES

NUR 8964	Clinical Ethics: Theory and Practice	3
NUR 8904	Nursing Research: The Practice Connection	3
NUR 8902	Development of Nursing Science	4
NUR 8906	Leadership Strategies in Nursing	3

SUPPORT COURSES

NUR 8903	Advanced Pharmacology	3
NUR 8901	Advanced Pathophysiology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8615	Issues Across the Life Span	3
NUR 9002	Independent Study	3

CLINICAL COURSES

NUR 8611	Clinical Management in Family Care I	3
NUR 8612	Practicum In Family Care I (305 hours clinical)	3
NUR 8609	Clinical Management in Family Care II	3
NUR 8610	Practicum in Family Care II (120 hours clinical)	2
NUR 8613	Clinical Management in Family Care III	3
NUR 8614	Practicum in Family Care III Primary Care II (305 hours clinical)	5

**COURSE OF STUDY: PRIMARY CARE GERIATRIC NURSE
PRACTITIONER PREPARATION**

CORE COURSES

NUR 8964	Clinical Ethics: Theory and Practice	3
NUR 8904	Nursing Research: The Practice Connection	3
NUR 8902	Development of Nursing Science	3
NUR 8906	Leadership Strategies in Nursing	3

SUPPORT COURSES

NUR 8903	Advanced Pharmacology	3
NUR 8901	Advanced Pathophysiology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8763	Trends in Aging	3
_____	Elective	3

CLINICAL COURSES

NUR 8711	Clinical Management in Geriatric Care I	3
NUR 8712	Practicum in Clinical Management in Geriatric Care I (240 hours clinical)	3
NUR 9002	Independent Study (130 hours clinical)	3
NUR 8713	Clinical Management in Geriatric Care II	3
NUR 8714	Practicum in Clinical Management in Geriatric Care II (240 hours clinical)	5

**COURSE OF STUDY: POST MASTER'S CERTIFICATE
PRIMARY CARE ADULT NURSE
PRACTITIONER PREPARATION**

SUPPORT COURSES

NUR 8901	Advanced Pathophysiology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8963	Family Systems and Dynamics	3
NUR 8903	Advanced Pharmacology	3

CLINICAL COURSES

NUR 8911	Clinical Management in Adult Primary Care I	3
NUR 8912	Practicum in Clinical Management in Adult Primary Care I*	3
NUR 8913	Clinical Management in Adult Primary Care II	3
NUR 8914	Practicum in Clinical Management in Adult Primary Care II**	5

**COURSE OF STUDY: POST MASTER'S CERTIFICATE
PRIMARY CARE PEDIATRIC NURSE
PRACTITIONER PREPARATION**

SUPPORT COURSES

NUR 8901	Advanced Pathophysiology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8863	Health Promotion of the Growing Child	3
NUR 8903	Advanced Pharmacology	3

CLINICAL COURSES

NUR 8811	Clinical Management in Pediatric Primary Care I	3
NUR 8812	Practicum in Clinical Management in Pediatric Primary Care I*	3
NUR 8813	Clinical Management in Pediatric Primary Care II	3
NUR 8814	Practicum in Clinical Management in Pediatric Primary Care II**	5

*Practicum I requires 305 clinical hours

**Practicum II requires 305 clinical hours

**COURSE OF STUDY: POST MASTER'S CERTIFICATE
FAMILY NURSE PRACTITIONER
PREPARATION**

SUPPORT COURSES

NUR 8903	Advanced Pharmacology	3
NUR 8901	Advanced Pathophysiology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8615	Issues Across the Life Span	3

CLINICAL COURSES

NUR 8611	Clinical Management in Family Care I	3
NUR 8612	Practicum In Family Care I (305 hours clinical)	3
NUR 8609	Clinical Management in Family Care II	3
NUR 8610	Practicum in Family Care II (120 hours clinical)	2
NUR 8613	Clinical Management in Family Care III	3
NUR 8614	Practicum in Family Care III Primary Care II (305 hours clinical)	5

**COURSE OF STUDY: POST MARSTER'S CERTIFICATE
PRIMARY CARE GERIATRIC NURSE
PRACTITIONER PREPARATION**

SUPPORT COURSES

NUR 8901	Advanced Pathophysiology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8763	Trends in Aging	3
NUR 8901	Advanced Pharmacology	3

CLINICAL COURSES

NUR 8711	Clinical Management in Geriatric Care I	3
NUR 8712	Practicum in Clinical Management in Geriatric Care I*	3
NUR 8713	Clinical Management in Geriatric Care II	3
NUR 8714	Practicum in Clinical Management in Geriatric Care II**	5

*Practicum I requires 305 clinical hours

**Practicum II requires 305 clinical hours

NURSE ANESTHESIA TRACK

COMPETENCIES FOR NURSE ANESTHETISTS

This track prepares nurses with a sound base of theoretical knowledge and clinical experience in the practice of nursing anesthesia. At the completion of this track, the graduate will be able to:

1. Integrate advanced knowledge and experience in the safe practice of nursing anesthesia.
2. Manage the complexities of care of surgical and obstetrical patients from preoperative assessment through the post-anesthesia period.
3. Administer safe anesthetic and resuscitative care.
4. Apply knowledge of the pharmacological principles and accessory drugs appropriate to the operative procedure, as well as to the pharmacological status of the patient.
5. Integrate knowledge of respiratory care within anesthesia practice.
6. Analyze issues and trends in healthcare for their impact on the practice of nursing anesthesia.
7. Conceptualize one's individual role as a nurse anesthetist and one's personal philosophy of nurse anesthesia practice.
8. Implement the role of nurse anesthetist so that continuity of care is provided and effective practice is maintained.
9. Analyze the broad context or system within which nursing anesthesia is practiced.

COURSE OF STUDY: NURSE ANESTHETIST PREPARATION

Fall - Year 1

NUR 9010	Fundamentals of Nurse Anesthesia Practice	3
NUR 9011	Pharmacology in Anesthesia Practice	2
NUR 9012	Chemistry & Physics in Anesthesia	1
NUR 9013	Advanced Anatomy and Physiology IA	*
NUR 9017	Professional Aspects of Nurse Anesthesia Practice I	*
NUR 8901	Advanced Pathophysiology	3

Spring - Year 1

NUR 9014	Advanced Anatomy and Physiology IB	3
NUR 9015	Pharmacologic Strategies in Nurse Anesthesia Practice I	*
NUR 9016	Advanced Dimensions in Nurse Anesthesia Practice I	*
NUR 8903	Advanced Pharmacology	3
NUR 8964	Clinical Ethics: Theory and Practice	3

*Credits are awarded only after completion of entire course.

Summer -Year 1

NUR 9018	Advanced Dimensions in Nurse Anesthesia Practice II	*
NUR 9019	Pharmacologic Strategies in Nurse Anesthesia Practice II	*
NUR 9021	Advanced Anatomy and Physiology II	3
NUR 8902	Development of Nursing Science	3
NUR 8910	Advanced Physical Assessment	4

Fall - Year 2

NUR 9020	Advanced Dimensions in Nurse Anesthesia Practice III	*
NUR 9028	Professional Aspects of Nurse Anesthesia Practice II	3
NUR 7086	Pain and Pain Management in Clinical Practice	3
NUR 8904	Nursing Research: The Practice Connection	3

Spring - Year 2

NUR 9023	Advanced Dimensions IV IN Nurse Anesthesia Practice IV	*
NUR 9024	Pharmacologic Strategies in Nurse Anesthesia Practice III	3
NUR 9026	Professional Aspects Nurse Anesthesia III	NC
NUR 8905	Health Care Financing	3

Summer - Year 2

	Senior Review	NC
NUR 9026	Professional Aspects Nurse Anesthesia III	NC
NUR 8906	Leadership Strategies in Nursing	3

Fall - Year 3

NUR 9027	Advanced Dimensions in Nurse Anesthesia Practice	3
	Senior Review	NC

NOTE: Clinical Anesthesia Nursing, the clinical component, is integrated throughout the seven semesters

*Credits are awarded only after completion of entire course.
nc= not for credit

**COURSE OF STUDY: NURSE ANESTHETIST PREPARATION
NON-TRADITIONAL PROGRAM PLAN**

Pre Matriculation Courses: The following nursing core courses may be taken ahead of matriculation into the anesthesia program with the approval of the student’s advisor: Financial aid: credits/semester must be taken into consideration. All courses not taken as pre-matriculation will be taken during the anesthesia program.

Fall	Spring	Summer	
NUR 8901	NUR 8964	NUR 8902	
NUR 8904		NUR 8910	
Fall - Year 1			
NUR 9010	Fundamentals of Nurse Anesthesia Practice		3
NUR 9011	Pharmacology in Anesthesia Practice		2
NUR 9012	Chemistry & Physics in Anesthesia		1
NUR 9013	Advanced Anatomy and Physiology IA		*
NUR 9017	Professional Aspects Nurse Anesthesia Practice I		*
Spring - Year 1			
NUR 9014	Advanced Anatomy and Physiology IB		3
NUR 9015	Pharmacologic Strategies in Nurse Anesthesia Practice I		*
NUR 9016	Advanced Dimensions in Nurse Anesthesia Practice I		*
NUR 8903	Advanced Pharmacology		3
Summer -Year 1			
NUR 9018	Advanced Dimensions in Nurse Anesthesia Practice II		*
NUR 9019	Pharmacologic Strategies in Nurse Anesthesia Practice II		*
NUR 9021	Advanced Anatomy and Physiology II		3
Fall - Year 2			
NUR 9020	Advanced Dimensions in Nurse Anesthesia Practice III		*
NUR 9028	Professional Aspects of Nurse Anesthesia Practice II		3
NUR 7086	Pain Management		3
Spring - Year 2			
NUR 9023	Advanced Dimensions in Nurse Anesthesia Practice IV		*
NUR 9024	Pharmacologic Strategies in Nurse Anesthesia Practice III		3
NUR 9026	Professional Aspects Nurse Anesthesia III		nc
NUR 8905	Health Care Financing		3
Summer - Year 2			
NUR 8906	Leadership Strategies in Nursing		3
NUR 9026	Professional Aspects Nurse Anesthesia III		nc
	Senior Review		nc
Fall – Year 3			
NUR 9027	Advanced Dimensions in Nurse Anesthesia Practice VI		3
	Senior Review		nc

NOTE: Clinical Anesthesia Nursing, the clinical component, is integrated throughout the seven semesters

*Credits are awarded only after completion of entire course.

nc= not for credit

COURSE OF STUDY: **POST MASTER'S CERTIFICATE
NURSE ANESTHETIST PREPARATION**

Fall - Year 1

NUR 9010	Fundamentals of Nurse Anesthesia Practice	3
NUR 9011	Pharmacology in Anesthesia Practice	2
NUR 9012	Chemistry & Physics in Anesthesia	1
NUR 9013	Advanced Anatomy and Physiology IA	*
NUR 9017	Professional Aspects of Nurse Anesthesia Practice I	*
NUR 8901	Advanced Pathophysiology	3

Spring – Year 1

NUR 9014	Advanced Anatomy and Physiology IB	3
NUR 9015	Pharmacologic Strategies in Nurse Anesthesia Practice I	*
NUR 9016	Advanced Dimensions in Nurse Anesthesia Practice I	*
NUR 8903	Advanced Pharmacology	3
NUR 8964	Clinical Ethics: Theory and Practice	3

Summer – Year 1

NUR 9018	Advanced Dimensions in Nurse Anesthesia II	*
NUR 9019	Pharmacologic Strategies in Nurse Anesthesia Practice II	*
NUR 9021	Advanced Anatomy and Physiology II	3
NUR 8910	Advanced Physical Assessment **	4

Fall - Year 2

NUR 9020	Advanced Dimensions in Nurse Anesthesia Practice III	*
NUR 9028	Professional Aspects of Nurse Anesthesia Practice II	3
NUR 7086	Pain and Pain Management in Clinical Practice	3

Spring - Year 2

NUR 9023	Advanced Dimensions in Nurse Anesthesia Practice IV	*
NUR 9024	Pharmacologic Strategies in Nurse Anesthesia Practice III	3
NUR 9026	Professional Aspects Nurse Anesthesia III	nc
NUR 8905	Health Care Financing	3

Summer - Year 2

NUR 9026	Professional Aspects Nurse Anesthesia III Senior Review	nc
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Fall - Year 3

NUR 9027	Advanced Dimensions in Nurse Anesthesia Practice VI Senior Review	3 nc
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NOTE: Clinical Anesthesia Nursing, the clinical component, is integrated throughout the seven semesters

Post Masters: The courses in bold are transferable into the Nurse Anesthesia Program; up to six (6) credits are transferable per university policy.

** if the post masters student is a nurse practitioner, transfer in of an Advanced Physical Assessment course will be evaluated at the time of acceptance into the Nurse Anesthesia program.

*Credits are awarded only after completion of entire course.

nc= not for credit

NURSE EDUCATOR TRACK

COMPETENCIES FOR NURSE EDUCATORS

This track prepares nurses to assume leadership positions in teaching and faculty roles in baccalaureate and associate degree programs as well as staff development roles in health care. At the completion of this track, the graduate is able to:

1. Integrate advanced knowledge and experience in a broadly-based clinical practice area into the educator role.
2. Participate knowledgeably in the development, implementation, revision, and evaluation of nursing curricula and nursing programs.
3. Apply theories of education and related sciences as a basis for education.
4. Utilize a variety of teaching strategies and educational resources to facilitate learning in the classroom and clinical areas and to enhance student and staff development.
5. Utilize various evaluation modalities in the educational process.
6. Conceptualize one's individual role as a educator and one's personal philosophy of teaching.
7. Propose strategies to resolve conflicts and tensions among the multiple roles of an educator.
8. Appreciate the need for nurse educators to be an integral part of the university/health agency or community, to continue their own development, and to pursue doctoral education.
9. Analyze the broad context or system in which the educator role is implemented.
10. Analyze the issues and trends in higher education, and specifically in nursing education, and their impact on the development of nursing education.

COURSE OF STUDY: NURSE EDUCATOR PREPARATION

Level I

NUR 8964	Clinical Ethics: Theory and Practice	3
NUR 8902	Development of Nursing Science	3
NUR 8904	Nursing Research: The Practice Connection	3
NUR 8951	Principles of Assessment, Measurement and Evaluation in Nursing	3
NUR 8500	American Higher Education	3

Level II

Select one area of clinical theory: 3

NUR 8916	Community Health Nursing	
NUR 8763	Trends in Aging	
NUR 8863	Health Promotion of the Growing Child	
NUR 8940	Current Perspectives in Clinical Practice	
NUR 8963	Family Systems and Dynamics	

Select one area for clinical practicum: 3

NUR 8921	Practicum in Adult Health Nursing	
NUR 8923	Practicum in Community Health Nursing	
NUR 8925	Practicum in Gerontological Health Nursing	
NUR 8927	Practicum in Parent-Child Health Nursing	
NUR 8929	Practicum in Psychiatric-Mental Health Nursing	

Select any three credits from among the following courses: 3

NUR 7120	Advanced Nutrition	
NUR 7082	Explorations in Loss	
NUR 7085	Contemplative Practice in Health and Illness	
NUR 7086	Pain and Pain Management in Clinical Practice	
NUR 8901	Advanced Pathophysiology	
NUR 8903	Advanced Pharmacology	
NUR 8970	Computer Systems in Health Care	
NUR 8980	Using the Arts and Humanities to Teach Nursing	
NUR 9004	Advanced Study in Nursing	

NUR 8950	Curriculum in Nursing Education	3
_____	Elective	3

Level III

NUR 8952	Teaching Strategies in Nursing	3
NUR 8954	Practicum in Teaching of Nursing	3
NUR 8906	Leadership Strategies in Nursing	3
NUR 9002	Independent Study in Nursing	3
_____	Elective	3

**COURSE OF STUDY: POST MASTER'S CERTIFICATE
NURSE EDUCATOR PREPARATION**

NUR 8500	American Higher Education	3
NUR 8950	Curriculum in Nursing Education	3
NUR 8951	Principles of Assessment, Measurement and Evaluation in Nursing	3
NUR 8952	Teaching Strategies in Nursing	3
NUR 8954	Practicum in Teaching of Nursing	3

HEALTH CARE ADMINISTRATION TRACK

COMPETENCIES FOR HEALTH CARE ADMINISTRATORS

This track prepares nurses to assume leadership positions and managerial roles in diverse health care environments. At the completion of this track, the graduate is able to:

1. Conceptualize a framework for professional nursing practice consistent with positions identified by professional and regulatory agencies.
2. Direct the delivery of health services within the parameters established by the health care system.
3. Establish standards of practice within organizational systems.
4. Promote the development of individuals and staff in the achievement of professional and career aspirations.
5. Apply theories of administration and related sciences as a basis for administration of organizational systems.
6. Analyze problems related to the organization and delivery of nursing and health services and propose strategies for problem resolution.
7. Utilize appropriate resources necessary for the delivery of health care.
8. Perceive the leadership role of the administrator in assisting staff to establish priorities and work toward the achievement of organizational goals.
9. Participate with other members of the management team in planning, implementing, and evaluating health care services.
10. Establish models for evaluating the quality of care delivered within a health care setting.
11. Value scholarly inquiry and the application of research findings to nursing practice and to the delivery of health care.
12. Engage in community and political activities that foster the improvement of health care services.

**COURSE OF STUDY: HEALTH CARE ADMINISTRATOR
PREPARATION**

Core Courses

NUR 8964	Clinical Ethics: Theory and Practice	3
NUR 8902	Development of Nursing Science	3
NUR 8904	Nursing Research: The Practice Connection	3
NUR 8906	Leadership Strategies in Nursing	3
NUR 9002	Independent Study in Nursing *	3

Support Courses

NUR 8944	Strategies for Quality Improvement & Outcomes in Health Care	3
NUR 8971	Health Care Economics & Financial Management	3
NUR 8972	Work Force Management in Health Care	3
NUR 8973	Decisions in Health Care Marketing	1
NUR 8974	Business Ethics in Health Care	1
NUR 8975	Health Care Planning & Project Management	1
NUR 8961	Political Action, Health Politics and Policy	3
NUR 8940	Current Perspectives in Clinical Practice <u>or</u> MBA 8559 Health Care Information Systems	3
NUR 8930	Administration in Health Care Organization	3

Practicum Courses

NUR 8948	Field Placement in Health Care Administration*	3
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* Application due October 1 or February 1

ADMISSION

REQUIREMENTS FOR ALL MSN DEGREE CANDIDATES

To be eligible for admission to degree status, potential candidates must submit evidence of:

- A baccalaureate degree in nursing from an NLNAC or CCNE accredited program or its equivalent;
- Licensure as a Registered Nurse (USA);
- A GPA of 3.0;
- A minimum of one year of recent clinical practice experience or (for Administration candidates, a minimum of one year of recent health care employment; for Nurse Practitioners, a minimum of two years recent clinical practice; for Nurse Anesthetists, a minimum of one year critical care experience in an ICU setting.) Clinical requirement can be fulfilled while taking core courses;
- ACLS certifications for nurse anesthetists;
- Satisfactory performance on the Verbal and Analytic portions of the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT); TOEFL examination accepted in lieu of GRE/MAT for international students;
- Satisfactory completion of a statistics course, which includes both descriptive and inferential statistics;
- Satisfactory academic record;
- Satisfactory report on Criminal Background Check, Child Abuse Clearance, and Urine Drug Screening;
- Three references from professional nurses including one letter from immediate supervisor (for nurse anesthetists the letters may be from physicians or other health care professionals);
- A personal statement identifying career goals that are congruent with the purposes of the program and indicate appropriate communication and writing skills ;
- For Nurse Practitioners only - 'B' or better in undergraduate Sciences;
- Successful participation in admission interview (nurse anesthetists only).

REQUIREMENTS FOR POST MASTER'S CERTIFICATE PROGRAMS

NURSE ANESTHETIST

- Graduation from an NLNAC or CCNE accredited Graduate Nursing program;
- Current license to practice as a registered nurse;
- Graduate GPA of 3.50 or better;
- Documentation of a minimum of one year of recent (within two years of admission) critical care experience in an ICU setting;
- ACLS certification;

- Three letters of reference, at least one of which is from an individual in a supervisory capacity who can attest to or validate the candidate's clinical expertise;
- Completion of an essay regarding goals and conceptualization of the nurse anesthetist role;
- Successful participation in an interview.

NURSE PRACTITIONER

- Graduation from an NLNAC or CCNE accredited Graduate Nursing Program;
- Current license to practice as a registered nurse;
- Graduate GPA of 3.50 or better;
- Documentation of two years of recent clinical experience;
- Three letters of reference, one of which is from an immediate supervisor who can attest to clinical practice skills;
- Completion of an essay regarding goals and conceptualization of the nurse practitioner role;

NURSE EDUCATOR

- Graduation from an NLNAC or CCNE accredited Graduate Nursing Program;
- Current license to practice as a registered nurse;
- Graduate GPA of 3.0 or better;
- Documentation of one year of recent clinical experience;
- Three letters of reference;
- Completion of an essay regarding goals and conceptualization of the nurse educator role.

ADMISSION REQUIREMENTS: REGISTERED NURSES ENROLLED IN THE BSN PROGRAM

Registered nurses who are enrolled in Villanova's *BSN/MSN Gateway Program for Registered Nurses* may apply for early admission to the master's program when they are within 18 credits of completion of the BSN degree. All requirements for degree candidates will apply, and these students are encouraged to contact their faculty advisor for more information.

PROCEDURE FOR ADMISSION

Candidates for admission may obtain the application packet from the Graduate Admissions Office. The application procedure includes the following steps:

1. Return the completed application form and the non-refundable \$50.00 application fee (check payable to Villanova University).
2. Applicants for Nurse Anesthesia track must submit application for Crozer Chester Medical Center and non-refundable \$50 application fee. (check payable to CCMC)
3. Request official transcripts of all college and school records (including diploma, certificate, undergraduate and graduate, where applicable) to be sent to the Graduate Admissions Office by the registrar of the schools, colleges or universities involved.
4. Request three professional nurses who are well acquainted with your academic and professional work to complete letters of recommendation, using the forms provided. The recommendations are to be sent to the applicant in the envelopes provided and submitted by the applicant with the application form.
5. The results of the Miller Analogies Test (MAT) or Graduate Record Exam (GRE) are to be forwarded to the Graduate Nursing Program Office. Villanova University is a testing center for the MAT as are many other colleges and universities. For information about test dates and costs at Villanova, call the Counseling Center at (610) 519-4050. The TOEFL examination is accepted in lieu of GRE/MAT for international students.
6. Completion of Criminal Background Check www.villanovabackgroundcheck.com
7. All application materials must be submitted no later than 60 days prior to the term in which the applicant desires to begin study.

PROCEDURE FOR ADMISSION OF INTERNATIONAL STUDENTS

In addition to meeting all admission requirements and following the procedures outlined above, international students must adhere to the following:

1. Name of applicant on all application materials must be the same as the name on passport.
2. The TOEFL (Test of English as a Foreign Language) examination, which tests proficiency in spoken and written English, is required of all international applicants. This examination can be obtained from TOEFL, Educational Testing Service, Princeton, NJ 08540, U.S.A.
3. All international students whose native language is not English may be required to take a supplementary English course. Arrangements can be made through the Office of International Student Services on campus.

4. International applicants who wish to engage in nursing practice during Graduate Program Study are required to take the CGFNS (Commission on Graduates of Foreign Nursing Schools) examination in their own country or at the nearest testing location. A CGFNS certificate will permit the applicant to sit for the licensure examination, which must be passed prior to participating in nursing practice during the Graduate Program. Applications and information may be obtained from Commission on Graduates of Foreign Nursing Schools, 3624 Market Street, 4th Floor, Suite 400, Philadelphia, Pennsylvania, U.S.A. 19104-2651.
5. Villanova University requires that all students who are not citizens of the United States submit certification that they have available the minimum sum of \$24,000 for the first calendar year (12 months) of study, exclusive of any travel expenses. This financial certification also must be provided for each subsequent year of study at the University. Valid types of financial documentation, which indicate amounts in American dollars, include copies of award letters, bank statements, and letters from bank officers on official letterhead stationery. Personal letters from family or friends are not acceptable.
6. Candidates will receive the 1-20 form from the University's International Student Office once they have been accepted for admission and valid documentation of financial support has been submitted.
7. The University's International Student Office will provide international students with information on banking, local consulates, health and other types of insurance, housing, transportation, and other aspects of living in the United States and the Philadelphia area.
8. All international applicants accepted into the program are required to have a complete physical examination within 3 weeks prior to departure for the United States. The completed forms will be kept on file in the College of Nursing.

ADMISSION CATEGORIES:

1. Full admission
2. Non-matriculated Admission: Student with GPA or GRE/MAT below admission standards may take one course (specified) a semester for two semesters and obtain specific GPA. Application will subsequently be considered for full admission.
3. Special student: Student may take one course only while awaiting test scores, references, or other materials required for admission review.

GRADING SYSTEM

The faculty teaching in the Graduate Nursing Program use the follow scale of numerical equivalents for all approved letter grades:

A	95 - 100	C	73 - 76
A-	90 - 94	F	< 73
B+	87 - 89		
B	83 - 86		
B-	80 - 82		
C+	77 - 79		

In calculating grade point averages, the University uses the following equivalents for course grades:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

Note:

- A grade of less than "C" in a graduate course is not considered a passing grade.
- A cumulative grade point average of 3.0 or above is required for graduating from the Master of Science in Nursing Program.
- A cumulative grade point average of less than 3.0 in any semester will be reviewed by the Academic Standing and Records Committee and an academic warning issued.

NURSE ANESTHETISTS

A grade of "B" (3.0) is the required passing grade in the NUR 9000 level nurse anesthetist courses. Students must obtain a minimum grade of "B" in each course in order to continue with the 9000 level sequence in the nurse anesthetist track.

NURSE PRACTITIONERS

In order to progress through the clinical sequence in the Nurse Practitioner tracks, a minimum grade of "B" is considered a passing grade in the following clinical sequence courses:

NUR 8910	Advanced Physical Assessment
NUR 8611	Clinical Management in Family Care I
NUR 8612	Practicum in Family Care I
NUR 8609	Clinical management in Family Care II
NUR 8610	Practicum in Family Care II

NUR 8613	Clinical Management in Family Care III
NUR 8614	Practicum in Family Care III
NUR 8711	Clinical Management in Geriatric Care I
NUR 8712	Practicum in Clinical Management in Geriatric Care I
NUR 8713	Clinical Management in Geriatric Care II
NUR 8714	Practicum in Clinical Management in Geriatric Care II
NUR 8811	Clinical Management in Pediatric Primary Care I
NUR 8812	Practicum in Clinical Management in Pediatric Primary Care I
NUR 8813	Clinical Management in Pediatric Primary Care II
NUR 8814	Practicum in Clinical Management in Pediatric Primary Care II
NUR 8911	Clinical Management in Adult Primary Care I
NUR 8912	Practicum in Clinical Management in Adult Primary Care I
NUR 8913	Clinical Management in Adult Primary Care II
NUR 8914	Practicum in Clinical Management in Adult Primary Care II

TRANSFER OF CREDIT

A maximum of six graduate credits may be transferred, including credits earned in other colleges/schools of Villanova University. If transfer credit is requested in lieu of required courses in the program, a course syllabus and transcript must accompany the request. All requests for transfer must be submitted in writing to the Program Director after admission to the program. Only courses taken prior to acceptance into the Graduate Nursing Program may be transferred.

FINANCIAL ASSISTANCE

GRADUATE ASSISTANTSHIPS

Villanova University provides a limited number of Graduate Assistantships in the College of Nursing each academic year. Students must enroll for full time study (9 credits) each semester and are provided with a waiver of tuition and fees, plus a stipend. Students work 20 hours per week in the College of Nursing on selected projects within the College.

PROFESSIONAL NURSE TRAINEESHIPS

A limited number of Professional Nurse Traineeships, made possible through federal legislation, are available through the College of Nursing. These funds are awarded to universities on a competitive basis by the Division of Nursing of the U.S. Public Health Service, and they provide tuition and fees for full-time and part-time students.

TUITION SCHOLARSHIPS

A limited number of tuition scholarships are available to full-time students covering tuition and fees. Students work 8 hours per week in the College of Nursing on selected projects within the College.

LOANS

The Stafford Student Loan is a federally subsidized loan available to graduate students who are enrolled on at least half-time basis. For information contact the Office of Financial Assistance at (610) 519-4010 or <http://www.finaid.villanova.edu>

TUITION AND FEES*

Application Fee (Non-Refundable)	\$ 50
Tuition*	\$700/credit
General University Fees	\$ 30/semester
Late Registration Fee	\$ 50
Deferred/Late Payment Fee	\$ 50
Returned Check Charge	\$ 25
Parking Fee (annually)	\$ 50
Nurse Anesthetist Technology Fee*	\$5,800 (one time only)
Nurse Practitioner Lab Fee	\$250 x 3 semesters

* Subject to change at the discretion of the University Administration.

REFUNDS

Official withdrawal (i.e., Drop or Authorized Withdrawal) from courses within the dates designated entitles the student to a refund according to the Academic Calendar. Tuition refunds are based on the TOTAL TUITION exclusive of fees. Non-attendance of class does not constitute official withdrawal. Regulations concerning refunds for the summer sessions may be found in the Summer Sessions Catalog.

Students will be permitted to receive a transcript or certification of credits only when their financial accounts are completely paid.

Students are liable for tuition charges, for each course as follows:

Segment of Semester	Refund
Up to first week	80%
Up to second week	60%
Up to third week	40%
Up to fourth week	20%
Beyond fourth week	No Refund

STUDENT ACTIVITIES

GRADUATE NURSE NETWORK

Graduate Nurse Network (GNN), the graduate student organization in the College of Nursing, assists graduate students in establishing professional networks that will extend beyond their enrollment in the Graduate Program. All master's and doctoral degree students are members of the organization and are, therefore, eligible for membership on College committees.

SIGMA THETA TAU

The Alpha Nu Chapter of the international honor society of nursing was established at Villanova University to recognize superior achievement, leadership, scholarship and commitment to the high ideals of the nursing profession. Students who meet the membership requirements may be inducted while enrolled in the Graduate Program. Graduate students who are members of other chapters are encouraged to transfer membership to the Alpha Nu Chapter or to hold dual membership in more than one chapter.

CAMPUS MINISTRY

Villanova University is a Christian institution with a Catholic heritage. In keeping with that heritage, Campus Ministry coordinates a variety of programs and services that are of a religious character with a view to aiding students with their spiritual and personal growth. These programs are liturgical, community-building and educational in nature, and the services include religious services and personal and spiritual counseling. The Campus Ministry center is on the lower level of St. Rita's Hall. Regular office hours are from 9 to 5. Appointments can be made in person or by phoning 519-4080. A schedule of Liturgies and other prayer times is posted on the bulletin board outside of St. Rita's Hall.

UNIVERSITY-WIDE ACTIVITIES

Although difficult for part-time students, all graduate students are encouraged to participate in University-based academic, social, cultural and athletic activities. Descriptions of these activities can be found in general University publications or on the web.

FACILITIES AND RESOURCES

LIBRARY FACILITIES

The Falvey Memorial Library provides resources and facilities for study and research by graduate and undergraduate students, faculty and visiting scholars. For additional information regarding the library: <http://library.villanova.edu/>

UNIVERSITY COMPUTER SERVICES

The Computer Center at Villanova is located in Mendel Hall. On site are many computers, readers and printers to assist students and faculty in course and professional work. The University Information Technology (UNIT) offers a wide range of non-credit courses throughout the year and it provides administrative computing services to all areas of the University. In addition, students may purchase some computer hardware and software through the University, at reduced rates.

LEARNING RESOURCE CENTER/COMPUTER LABORATORY

In addition to the audio-visual center of Falvey Memorial Library and the University computer services, the College of Nursing provides a Learning Resource Center for undergraduate, graduate and continuing education students. The Center contains audio-visual, computer and other instructional equipment. Space is provided for individual and group learning. Most of the equipment and instructional aids can be transported to nearby classrooms. The computer laboratory provides fully equipped computer work stations and a broad collection of software.

COUNSELING CENTER

The Counseling Center is designed to help any student, graduate or undergraduate, explore personal concerns and difficult decisions. Except in emergencies, appointments are required, and can be scheduled either by telephone (610-519-4050) or by going to the Counseling Center (Room 206 in Health Services Building). Students may request a specific counselor or use the counselors available for the following services:

Individual Counseling for Personal Development

Counseling assists one to define problem areas, provides emotional support during difficult periods, offers an outsider's perspective on family difficulties, helps people to change self-defeating habits and attitudes, and increases awareness of alternative, productive behaviors. Such services are available through the Center.

Writing Skills

Students may use the Counseling Center in Old Falvey Hall for assistance with writing skills. **For more information contact:**

<http://www.villanova.edu/artsci/vcle/writingcenter/>

COURSE DESCRIPTIONS

CORE COURSES

NUR 8902 Development of Nursing Science

Analysis of the evolution and continuing development of nursing science. (3 credits)

NUR 8904 Nursing Research: The Practice Connection

Critical appraisal of nursing studies and modes of inquiry for nursing practice, education and administration. Prerequisite: Statistics (3 credits)

NUR 8906 Leadership Strategies in Nursing

Analysis of the phenomenon of leadership, the differences between leadership and management, and strategies for providing leadership in nursing. (3 credits)

NUR 8964 Clinical Ethics: Theory and Practice

Exploration of moral dilemmas within the health care professions, ethical theories and principles, professional responsibility and accountability, patients' rights, and social justice in health care. (3 credits)

NUR 9002 Independent Study in Nursing

Intensive investigation of theory, concept or phase of nursing practice, education or administration under the direction of a faculty member. (3 credits)

CLINICAL COURSES

NUR 8921 Practicum in Adult Health Nursing

Clinical practice with selected clients or groups of ill and well adults. Prerequisite (or concurrent): NUR 8918 or NUR 8963 (3 credits)

NUR 8923 Practicum in Community Health Nursing

Clinical practice with selected clients, groups and communities. Prerequisite (or concurrent): NUR 8916 (3 credits)

NUR 8925 Practicum in Gerontological Health Nursing

Clinical practice with selected clients or groups of ill and well aged. Prerequisite (or concurrent): NUR 8918 or 8763 (3 credits)

NUR 8927 Practicum in Parent-Child Health Nursing

Clinical practice with selected clients or groups of well and ill newborns, children and childbearing women. Prerequisite (or concurrent): NUR 8918 or 8863 (3 credits)

NUR 8929 Practicum in Psychiatric-Mental Health Nursing

Clinical practice with selected clients or groups experiencing emotional disorders. Prerequisite (or concurrent): NUR 8918 or 8963 (3 credits)

ADULT NURSE PRACTITIONER COURSES

NUR 8901 Advanced Pathophysiology

In-depth study of physiological processes and pathological changes that contribute to alterations in health. (3 credits)

NUR 8903 Advanced Pharmacology

Intensive study of principles of pharmacodynamics and pharmacokinetics. (3 Credits)

NUR 8910 Advanced Physical Assessment

Knowledge and skills necessary for the delivery of primary care to clients. Specific sessions for advanced adult physical assessment. Prerequisite: NUR 8901 (or concurrent) (4 credits)

NUR 8911 Clinical Management in Adult Primary Care I

Common-acute and stable-chronic health problems of adults in primary health care. Prerequisite: NUR 8910; NUR 8901; NUR 8903. (3 credits)

NUR 8912 Practicum: Clinical Management in Adult Primary Care I

Planning nursing interventions for health promotion and illness management of adults in primary health care. Prerequisite (or concurrent): NUR 8911 (3 credits)

NUR 8913 Clinical Management in Adult Primary Care II

Additional common-acute and stable-chronic health problems of adults seen in primary health care.

Prerequisite: NUR 8911 and NUR 8912; Co-requisite: NUR 8914 (3 credits)

NUR 8914 Practicum: Clinical Management in Adult Primary Care II

Planning nursing interventions for health promotion and illness management of adults in primary health care.

Co-requisite: NUR 8913 (5 credits)

NUR 8963 Family Systems Dynamics

Systems approach as a framework for conceptualizing and understanding the dynamics of the family throughout the life cycle. (3 credits)

PEDIATRIC NURSE PRACTITIONER COURSES

NUR 8901 Advanced

Pathophysiology

In-depth study of physiological processes and pathological changes that contribute to alterations in health.

(3 credits)

NUR 8903 Advanced Pharmacology

Intensive study of principles of pharmacodynamics and pharmacokinetics (3 credits)

NUR 8910 Advanced Physical Assessment

Knowledge and skills necessary for the delivery of primary care to clients. Specific sessions for advanced pediatric physical assessment.

Prerequisite: NUR 8901 (or concurrent) (4 credits)

NUR 8811 Clinical Management in Pediatric Primary Care I

Pathophysiology, epidemiology, risk factors, screening and diagnostic tests, management and patient education.

Prerequisites: NUR 8910, NUR 8901
NUR 8903. Co-requisite: NUR 8812
(3 credits)

NUR 8812 Practicum: Clinical Management in Pediatric Primary Care I

Management of common problems in pediatric primary care. Topics pertinent to the delivery of primary care to pediatric clients.

Co-requisite: NUR 8811 (3 credits)

NUR 8813 Clinical Management in Pediatric Primary Care II

Evaluate, diagnose and manage common problems in pediatric primary care. Health promotion and disease prevention are emphasized.

Prerequisite:

NUR 8811 and 8812 (3 credits)

NUR 8814 Practicum: Clinical Management in Pediatric Primary Care II

Management of common problems in pediatric primary care. Topics pertinent to the delivery of primary care to pediatric clients, legal/professional issues and case studies. Co-requisite: NUR 8813 (5 credits)

NUR 8863 Health Promotion of the Growing Child

The span of development from birth to adolescence is examined.

Prerequisite:

NUR 8901 (3 credits)

**GERIATRIC NURSE
PRACTITIONER COURSES**

**NUR 8901 Advanced
Pathophysiology**

In-depth study of physiological processes and pathological changes that contribute to alterations in health. (3 credits)

NUR 8903 Advanced Pharmacology

Intensive study of principles of pharmacodynamics and pharmacokinetics. (3 credits)

**NUR 8910 Advanced Physical
Assessment**

Knowledge and skills necessary for the delivery of primary care to clients. Specific sessions for advanced geriatric physical assessment. Prerequisite: NUR 8901 (or concurrent); (4 credits)

**NUR 8711 Clinical Management in
Geriatric Primary Care I**

Common health problems of the adult/elderly in primary health care. Prerequisites: NUR 8910, NUR 8901 and NUR 8903; Co-requisite: NUR 8712 (3 credits)

**NUR 8712 Practicum: Clinical
Management in Geriatric Primary
Care I**

Planning nursing interventions for health promotion and illness management of adult/elderly clients in primary health care. Co-requisite 8711 (3 credits)

**NUR 8713 Clinical Management in
Geriatric Primary Care II**

Additional common-acute and stable-chronic health problems of adult/elderly clients in primary health care. Co-requisite: NUR 8714 (3 credits)

**NUR 8714 Practicum: Clinical
Management in Geriatric Primary
Care II**

Apply advanced nursing theory in planning nursing interventions for health promotion and illness management of adult/elderly clients in primary health care. Corequisite: NUR8713 (5 credits)

NUR 8763 Trends in Aging

Theories and issues associated with aging in society. (3 credits)

FAMILY NURSE PRACTITIONER COURSES

NUR 8901 Advanced Pathophysiology

In-depth study of physiological processes and pathological changes that contribute to alterations in health. (3 credits)

NUR 8903 Advanced Pharmacology

Intensive study of principles of pharmacodynamics and pharmacokinetics. (3 credits)

NUR 8910 Advanced Physical Assessment

Knowledge and skills necessary for the delivery of primary care to clients. Specific sessions for advanced geriatric physical assessment. Prerequisite: NUR 8901 (or concurrent). (4 credits)

NUR 8609 Clinical Management in Family Primary Care II

Second FNP course focused on the primary care of children and women of childbearing age as seen in the primary care setting. Provides theory content for NUR 8610. Prerequisite: NUR 8611 and NUR 8612. (3 credits)

NUR 8610 Practicum in Family Primary Care II

Provides clinical experience for students to apply advanced nursing theory in planning interventions for health promotion and illness management of children and women of childbearing age in primary care. Prerequisite: NUR 8611 and NUR 8612. (2 credits).

NUR 8611 Clinical Management in Family Primary Care I

First FNP course focuses on common acute and stable chronic problems of adults seen in primary care. Client situations are assessed within the context of family and community. Provides theory content for NUR 8612. Prerequisite: NUR 8910; NUR 89001; NUR 8903. (3 credits)

NUR 8612 Practicum in Family Primary Care I

Provides clinical experience for students to apply advanced nursing theory in planning interventions for health promotion and illness management of adults in primary care. Prerequisite: NUR 8910; NUR 8901; NUR 8903. (3 credits)

NUR 8613 Clinical Management in Family Primary Care III

Third FNP course focuses on common acute and stable chronic problems of older clients seen in primary care. Clients are assessed within the context of family and community. Seminar for NUR 8614 to integrate theory with clinical practice. Prerequisite: NUR 8609 and NUR 8610. (3 credits)

NUR 8614 Practicum in Family Primary Care III

Provides additional clinical experience for students to apply advanced nursing theory in planning interventions for health promotion and illness management of clients across the lifespan in primary care. Prerequisite: NUR 8609 and NUR 8610. (5 credits)

**NURA 8615 Issues Across the
Life Span**

Examines common issues confronting individuals and families in today's complex health care system.

Emphasis is on life stages and the influences of biological, cognitive, social, moral and emotional factors on the individual, family and community.

(3 credits)

NURSE ANESTHETIST COURSES

NUR 7086 Pain and Pain Management in Clinical Practice

Pain theories, pain taxonomies and pain management modalities in clinical practice. Fall-Year 2 (3 credits)

NUR 9010 Fundamentals of Nurse Anesthesia Practice

Fundamental Practice of Nursing Anesthesia. Fall-Year 1 (3 credits)

NUR 9011 Pharmacology in Anesthesia Practice I

Pharmacology and the use of anesthetic agents and adjunct drugs. Fall Year-1 (2 credits)

NUR 9012 Chemistry and Physics in Anesthesia

Physics and physical laws related to anesthesia. Fall-Year 1 (1 credit)

NUR 9013 Advanced Anatomy and Physiology IA

Anatomy related to physicochemical mechanisms governing cardiovascular and respiratory functions. Fall-Year 1

NUR 9014 Advanced Anatomy and Physiology IB

Anatomy related to physicochemical mechanisms governing cardiovascular and expiratory functions. Spring-Year 1 (3 credits)

NUR 9015 Pharmacologic Strategies in Nurse Anesthesia Practice I

Adjunct agents in anesthesia. Spring -Year 1

NUR 9016 Advanced Dimensions in Nurse Anesthesia Practice I

Clinical application of theoretical knowledge related to management of patients with complex illness. Spring-Year 1

NUR 9017 Professional Aspects of Nurse Anesthesia I

Professional issues, roles and responsibilities of nurse anesthetists. Spring-Year 1

NUR 9018 Advanced Dimensions in Nurse Anesthesia Practice II

Clinical application of theoretical knowledge related to management of patients with complex illnesses. Summer-Year 1

NUR 9019 Pharmacological Strategies in Nurse Anesthesia Practice II

Adjunct agents in Anesthesia. Summer-Year 1

NUR 9020 Advanced Dimensions in Nurse Anesthesia Practice III

Clinical application of theoretical knowledge related to management of patients with complex illnesses Fall-Year 2

NUR 9021 Advanced Anatomy and Physiology II

Anatomy related to physicochemical mechanisms governing renal, neurological, and endocrine functions. Summer-Year 1 (3 credits)

NUR 9023 Advanced Dimensions in Nurse Anesthesia Practice IV

Clinical application of theoretical knowledge related to management of patients with complex illnesses.
Spring-Year 2

NUR 9024 Pharmacologic Strategies in Nurse Anesthesia Practice III

Adjunct agents in Anesthesia.
Spring -Year 2 (3 credits)

NUR 9025 Advanced Dimensions in Nurse Anesthesia Practice V

Clinical application of theoretical knowledge related to management of patients with complex illnesses.
Summer-Year 2

NUR 9026 Senior Seminar

Professional issues, rights and responsibilities of Nurse Anesthetists.
Spring-Year 2

NUR 9027 Advanced Dimensions in Nurse Anesthesia Practice VI

Clinical application of theoretical knowledge in management of patients with complex illnesses.
Fall-Year 3 (3 credits)

NUR 9028 Professional Aspects of Nurse Anesthesia Practice II

Professional issues, rights and responsibilities of Nurse Anesthetists.
Fall-Year 2 (3 credits)

NURSING EDUCATION COURSES

NUR 8500 American Higher Education

Introduction to evolution of American Higher Education: trends, issues, policies and procedures. (3 credits)

NUR 8950 Curriculum in Nursing Education

Curriculum designs, conceptual frameworks, instructional resource, program plans, out-comes, and modes of evaluation, including standards, criteria and accreditation. (3 credits)

NUR 8951 Principles of Assessment, Measurement and Evaluation in Nursing

Concepts related to assessment, measurement and evaluation in nursing, decision-making, objectivity vs. subjectivity, and legal and ethical issues related to evaluation. (3 credits)

NUR 8952 Teaching Strategies in Nursing

Teaching modalities based on the problem solving process, teaching/learning process and the nature of communication in teaching. (3 credits)

NUR 8954 Practicum in Nursing Education

Students select and operationalize an aspect of the educator role. (3 credits).

HEALTH CARE
ADMINISTRATION COURSES

NUR 8944 Strategies for Quality Improvement & Outcomes in Health Care

Identify, analyze and evaluate issues in health care administration. (3 credits).

NUR 8971 Health Care Economics & Financial Management

An examination of accounting concepts, budget preparation, reimbursement structure, economic principles and financial management strategies to understand the economic and financial realities of healthcare. (3 credits)

NUR 8972 Work Force Management in Health Care

An examination of management of human resources within a healthcare environment. Topics include workforce planning, recruitment and retention strategies, workload, staff evaluations and labor organizations. (3 credits)

NUR 8973 Decisions in Health Care Marketing

Examine marketing principles as they apply to various healthcare delivery systems including development of strategies for mark positioning, pricing, competitive analysis, promotion and public relations. (1 credit)

NUR 8974 Business Ethics in Health Care

The identification of the various ethical issues in healthcare organizations and an exploration of strategies that may be helpful in handling ethical dilemmas. Students use a case study approach to critically analysis ethical issues (1 credit)

NUR 8975 Health Care Panning & Project Management

Provides an understanding of the continuum of project management and concepts necessary to evaluate the benefits of services to healthcare organizations. (1 credit)

NUR 8961 Political Action, Health Politics and Policy

Political action; structure, process and outcome of the development of health policy in the United States. (3 credits)

NUR 8940 Current Perspectives in Clinical Practice

Latest advances in clinical practice and implications for the role of the health care administrator and nurses in adult clinical practice. (3 credits)

NUR 8930 Administration in Health Care Organization

Capstone course in health care administrative practice addresses the internal and external forces impacting health care administrators as they lead health care organizations in a chaotic and changing environment. The framework includes human relations concepts, the operation of the interdisciplinary work system, opportunities to renew the organization and strategic management. (3 credits)

NUR 8948 Field Placement in Health Care Administration

Students select and operationalize aspects of the administrative role. (3 credits)

ELECTIVES

Electives may be selected from among graduate-level courses in the Arts and Sciences Graduate School and School of Business with the consent of the student's advisor. Electives also may be selected from among those developed by the College of Nursing. 7000-level courses may be taken by selected undergraduate students as well as graduate students.

NTR 7120 Nutrition and Health Promotion

Study of the application of clinical nutrition to the restoration and maintenance of health. (3 credits)

NUR 7080 Introduction to the Health Care System

Introduction to the complexities of health care systems for non-nursing majors. (3 credits)

NUR 7081 International Health

Examination of international and intercultural environments for nursing and health. (3 credits)

NUR 7082 Explorations in Loss

Social, cultural and psychological conditions that influence human grief in modern society. (3 credits)

NUR 7084 Principles of Epidemiology

Study of determinants and distribution of health and illness in the community. Epidemiologic principles and biostatistics in nursing practice and health care. (3 credits)

NUR 7085 Contemplative Practices in Health and Illness

Concepts related to caring, suffering and healing practices related to health and illness from diverse spiritual traditions. (3 credits)

NUR 7086 Pain and Pain Management in Clinical Practice

Pain theories, pain taxonomies and pain management modalities in clinical practice. (3 credits)

NUR 7087 Field Study in International Health

Opportunities for practicum or independent study abroad. (3 credits)

NUR 8615 Issues Across the Lifespan

Examine common issues confronting individuals and families in today's complex health care system. Emphasis is on life stages and the influence of biological, cognitive, social, moral, and emotional factors on the individual, family and community. (3 credits)

NUR 8863 Health Promotion of the Growing Child

The span of development from birth to adolescence is examined. (3 credits)

NUR 8901 Advanced Pathophysiology

In-depth study of physiological processes and pathological changes that contribute to alterations in health. (3 credits)

NUR 8903 Advanced Pharmacology

Intensive study of principles of pharmacodynamics and pharmacokinetics. (3 credits)

NUR 8905 Health Care Financing

Health care financing, mechanisms, legislation and issues. (3 credits)

NUR 8916 Community Health

Nursing environmental phenomena, socio-cultural, economic and political factors influencing the health care of specific client aggregates and communities. (3 credits)

NUR 8961 Political Action, Health Politics and Policy

Political action; structure, process and outcome of the development of health policy in the United States. (3 credits)

NUR 8963 Family Systems Dynamics

Systems approach as a framework for conceptualizing and understanding the dynamics of the family throughout the life cycle. (3 credits)

NUR 8965 Clinical Genetics for Health Care Professionals

Genetic concepts and principles as they pertain to human variation in health and disease. (3 credits)

NUR 8966 Integrative Health in Clinical Practice

In depth review of current practices, availability and utilization of complementary and alternative therapies in the United States. (3 credits)

NUR 8970 Computer Systems in Health Care

The use of computers in health care and nursing practice, education and administration. (3 credits)

NUR 8980 Creative Teaching Strategies in Nursing: Using the Humanities

Developing creative teaching strategies beyond those used more commonly to meet nursing education objectives. (3 credits)

NUR 9004 Advanced Study in Nursing

Design a creative project that will provide an insightful study of an idea, theory, issue, or problem. Prerequisite: NUR 9002 (1-3 credits)

ADMINISTRATION, COLLEGE OF NURSING

M. LOUISE FITZPATRICK, FAAN,

1978; B.S.N., 1966, The Catholic University of America;
M.A., 1968, M.Ed., 1969, Ed.D., 1972, Teachers College, Columbia
University.

Connelly Endowed Dean and Professor

LESLEY A. PERRY,

2006; B.S.N., 1966, Roberts Wesleyan College; M.S.N., 1969, Boston
University; Ph.D., 1982, University of Maryland

Associate Dean and Professor

LYNORE D. DESILETS,

1980; B.S.N., 1964, Case Western Reserve University; M.S.N., 1978,
University of Pennsylvania; Ed.D., 1990, Temple University.

Assistant Professor, Assistant Dean and Director, Continuing Education

M. FRANCES KEEN,

1999; B.S.N., University of Maryland; M.S., 1976, D.N.Sc., 1981, Catholic
University

of America.

Associate Professor, Assistant Dean and Director, Undergraduate Program

ROSE M. O'DRISCOLL,

1966-67, 1969-72, 1976; B.S.N., 1964, Villanova University; M.S.N., 1969,
University of Pennsylvania.

Assistant Professor and Assistant Dean for Administration

MARGUERITE K. SCHLAG,

2003; B.S.N., 1968, Villanova University; M.S.N., 1970, Case Western
Reserve University; Ed.D., 1985, Rutgers, The State University of New
Jersey.

Associate Professor, Assistant Dean and Director, Graduate Program.

FACULTY, COLLEGE OF NURSING

ANGELINA A. ARCAMONE, 2007; B.S.N., 1982, Villanova University; M.S.N., 1986, Villanova University; D.N.Sc., 2005, Widener University
Clinical Assistant Professor and Coordinator of Clinical Education

ELIZABETH MUNCEY BLUNT, 2006; B.S.N, 1976, Widener University; M.S.Ed., 1987, St. Joseph's University; M.S.N., 1995, University of Pennsylvania; Ph.D., 2004, Drexel University
Assistant Professor and Coordinator, Nurse Practitioner Program

PATRICIA K. BRADLEY, 1997; B.S.N., 1977, Temple University; M.S.N., 1986, University of Pennsylvania; Ph.D., 1998, University of Pennsylvania
Associate Professor

ELIZABETH R. BRUDERLE, 1990; B.S.N., 1988, Neumann College; M.S.N., 1990, Villanova University; Ph.D., 2002, Widener University.
Clinical Assistant Professor

MARY ANN CANTRELL, 1993; B.S.N., 1983, Duquesne University; M.S.N., 1989, Villanova University; Ph.D., 1997, University of Maryland.
Associate Professor

THERESA CAPRIOTTI, 1995; B.S.N., 1978, State University of New York at Buffalo; D.O., 1983, New York College of Osteopathic Medicine; M.S.N., 1995, Villanova University.
Clinical Associate Professor.

LINDA C. COPEL, 1985; B.S.N., 1977, University of Delaware; M.S.N., 1980, University of Texas; Ph.D., 1984, M.S.M.F.T., 1988, Texas Woman's University.
Professor

MARCIA COSTELLO, 1984; B.S., 1977, University of Rhode Island; M.S., 1980, Framingham State College; Ph.D., 1995, Temple University.
Assistant Professor

CHRISTINE M. CRUMLISH, 1989; B.S.N., 1974, Villanova University; M.S.N., 1978, University of Pennsylvania; Ph.D., 1989, New York University.
Assistant Professor

ELIZABETH B. DOWDELL, 1997; B.S.N., 1984, Vanderbilt University; M.S., 1987, Boston University; Ph.D., 1993 University of Pennsylvania.
Associate Professor

DIANE ELLIS, 2003; B.S.N., 1984, Villanova University; M.S.N., 1992, Villanova University
Clinical Assistant Professor

ISABELLA L. ERICKSON, 1978; B.S., 1974, M.S., 1978, Adelphi University; Ph.D., 1988, University of Pennsylvania.
Assistant Professor

MARILYN S. FETTER, 1990; B.S.N., 1978, Thomas Jefferson University; M.S.N., 1979, Ph.D., 1984, University of Pennsylvania.
Assistant Professor

MARITA E. FRAIN, 1980; B.S.N., 1969, Villanova University; Ed.M., 1973, Teachers College, Columbia University.
Assistant Professor

KATHY D. GRAY-SIRACUSA, 2006; B.S.N., 1984, Syracuse University; M.S., 1988, Syracuse University; M.B.A., 1993, Widener University; Ph.D., 2005, University of Maryland
Assistant Professor

PATRICIA M. HAYNOR, 1992; B.S., 1967, Fairleigh Dickinson University; M.S.N., 1969, University of Pennsylvania; D.N.Sc., 1989, Widener University.
Associate Professor

MARYANNE V. LIEB, 2003; BSN, 1976, Neumann College; M.S.N., 1984 Villanova University.
Clinical Assistant Professor and Coordinator, *BSNExpress* Program

ELIZABETH KEECH, 1978; B.S.N., 1966, Villanova University; M.S.N., 1978, Ph.D., 1990, University of Pennsylvania.
Assistant Professor

MARYCAROL McGOVERN, 1986; B.S.N., 1968, M.S.N., 1986, Villanova University; Ph.D., 1994, Temple University.
Assistant Professor

KAREN M. McKENNA, 1988; B.S.N., 1970, M.S.N., 1983, Villanova University.
Clinical Assistant Professor

PATRICIA A. MYNAUGH, 1982; B.S.N., 1970, M.S.N., 1974, University of Pennsylvania; Ph.D., 1988, Temple University.
Associate Professor

BARBARA B. OTT, 1995; B.S.N., 1978, California State College; M.S.N., 1981,
Catholic University; Ph.D., 1986, Texas Womens University.
Associate Professor

ELIZABETH PETIT DE MANGE, 2007; B.S.N., Thomas Jefferson University; M.S.N., Widener University; Ph.D., 2002, University of Colorado.
Assistant Professor

MARY PICKETT, 2003, B.S.N., 1973, Salve Regina University; M.S.N., 1977, Saint Louis University; PhD, 1990, The University of Texas at Austin.
Associate Professor

SARA REEDER, 2002; B.S.N., 1973, Howard University; M.S.N., 1976, University of Maryland; Ph.D., 1993, University of Maryland
Associate Professor

GALE ROBINSON-SMITH, 1997; B.S.N., 1975, University of Tennessee; M.A., 1977; Ph.D., 1983 New York University.
Associate Professor

NANCY SHARTS-HOPKO, FAAN, 1986; B.S.N., 1976, Indiana University; M.A., 1978, Ph.D., 1983, New York University.
Professor and Director, Doctoral Program

SUZANNE SMELTZER, FAAN, 1996; B.S.N., 1967, St. Louis University; M.S., 1973, Texas Women's University; Ed.D., 1981, University of Pennsylvania.
Professor and Director, Center for Nursing Research

CATHERINE M. TODD-MAGEL, 1978; B.S.N., 1974, M.S.N., 1978, Adelphi University; Ed.D., 1990, Temple University.

Assistant Professor

KIMBERLY K. TROUT, 2004; B.S.N., 1980, University of Pennsylvania; M.S.N., 1987, University of Pennsylvania; Ph.D., 2005, University of Pennsylvania

Assistant Professor

CAROL TOUSSIE WEINGARTEN, 1985; B.A., 1970, Columbia University; M.S.N., 1972, New York Medical College, Graduate School of Nursing; M.A., 1976, Ph.D., 1986, New York University.

Associate Professor

BETTE M. WILDGUST, 1996; B.A., 1981, Ottawa University; M.S., 1985, St. Joseph's University; M.S.N., 1997, Villanova University.

Adjunct Clinical Associate

JOYCE S. WILLENS, 1986; B.S.N., 1983, Villanova University; M.S.N., 1984, University of Pennsylvania; Ph.D., 1994, University of Maryland.

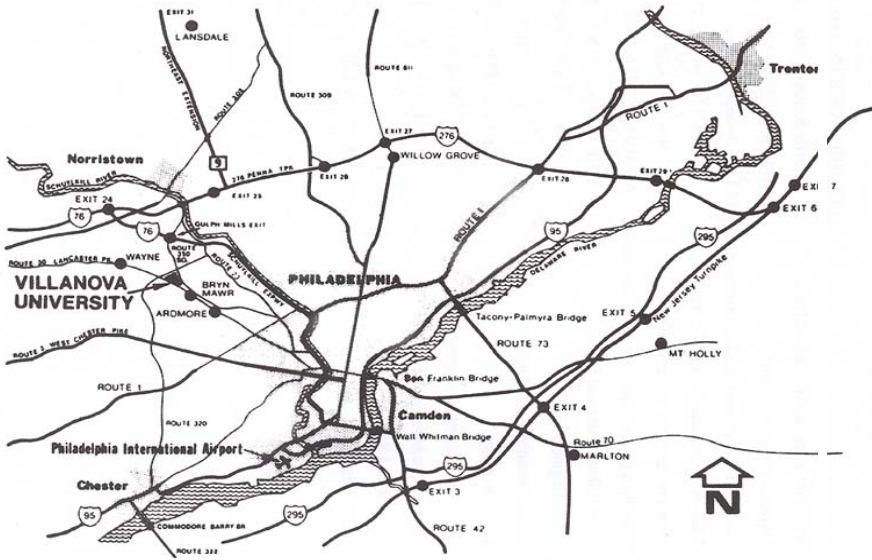
Assistant Professor

DEBORAH W. WIMMER, 1983; B.S.N., 1971, University of Michigan; M.S.N., 1983, Villanova University.

Clinical Assistant Professor

SUZANNE T. ZAMEROWSKI, 1979; B.S., 1968, Temple University; M.S.N., 1979, University of Pennsylvania; Ph.D., 1993, New York University.

Associate Professor



TRAVEL DIRECTIONS

Villanova University is conveniently located at the intersection of U.S. Route 30 and PA Route 320.

From New York and New England: New Jersey Turnpike to Exit 6 (Pennsylvania Turnpike exit); Pennsylvania Turnpike to Exit 25A (Mid-county); 1-476 (Blue Route) south to Exit 13 (U.S. Route 30); Route 30 east to the campus.

From the west: Pennsylvania Turnpike to Exit 24 (Valley Forge); Schuylkill Expressway (1-76) east to Gulph Mills Exit; PA 320 south to the campus.

From the south: 1-95 to 1-476 (Blue Route), Blue Route (1-476) north to Exit 13 (U.S. Route 30); Route 30 east to the campus.

BY PUBLIC TRANSPORTATION

The campus can be reached via the main line commuter train (Paoli Local); the Norristown High Speed Line (P&W); and the SEPTA Red Arrow Bus Service (Route 105)