

Graduate Nursing Catalog

Villanova University

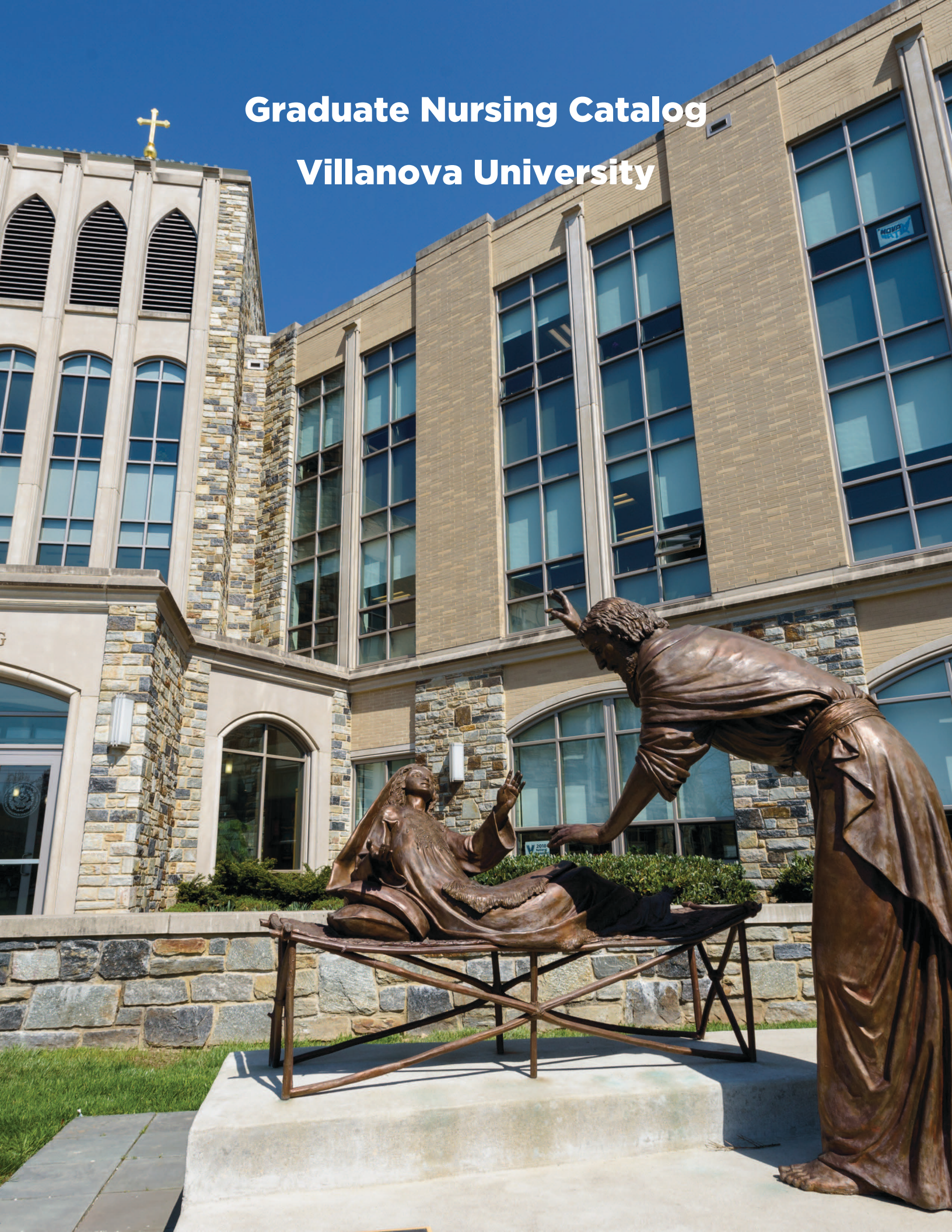


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This Handbook was prepared based on the best information available at the time of publication. All information, including statements of fees, course offerings, admissions, and graduation requirements, are subject to change without notice or obligation.

Master of Science in Nursing – Advanced Practice
Master of Science in Nursing – Education
Post-Graduate Certificates
Doctor of Nursing Practice - Nurse Anesthesia
Doctor of Nursing Practice - Post Master's
Doctor of Philosophy in Nursing

Welcome Letter



Dear Graduate Nursing Student:

Welcome to the Graduate Nursing Program at Villanova University! On behalf of the faculty and staff, I want to tell you that we are pleased you have selected the Fitzpatrick College of Nursing to help you move ahead in your career and congratulate you on your admission to our very competitive programs of study.

We are committed to providing you with educational experiences that will be challenging and rewarding and will form a solid foundation for an impactful career as a capable clinician or educator and a leader in your respective area of practice. Throughout your program, you will benefit from a broad range of evidence-based learning experiences, scholarly activities, group collaborations, active engagement with your faculty and fellow students, and rich opportunities to participate in vibrant campus life. All are integral to the program and to your academic and career success. We are proud of our faculty, students, alumni, staff, and programs; and we are pleased to have you join our "*Villanova family*."

This Graduate Nursing Program Handbook has been prepared for you with input from faculty, staff, and students. In it you will find the contacts, policies, procedures, and important calendar dates you will need to reference throughout the year. This Handbook also explains the many services, organizations, and activities that are available at Villanova University to facilitate your progression through our program.

The content in this handbook is also available online. Should you need clarification, be sure to reach out to your Faculty Advisor, The Assistant Director for the Graduate Program or the Associate Dean for the Graduate Program.

You, like all graduate students, are responsible to know and follow all regulations listed in this handbook and provided by the Villanova University Office of the Provost <https://www1.villanova.edu/villanova/provost/resources.html> Again, we welcome you to the Graduate Nursing Program. We hope you will find this resource to be helpful and that your educational experience will be a positive one.

Sincerely,



Mary Terhaar, PhD, RN, ANEF, FAAN
Professor & Associate Dean for the Graduate Program

About the M. Louise Fitzpatrick College of Nursing

Academic Mission of FCN

The Fitzpatrick College of Nursing (FCN) is a tangible expression of Villanova University's mission, tradition, and commitment to human service. As a major college 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. True to its mission, the FCN welcomes students from all religious traditions and backgrounds.

The FCN interprets nursing as a healing ministry emanated by love and demonstrated through service and the care of others. As a healing art, an applied science, and a practice discipline, nursing as taught at Villanova University emphasizes concern for spiritual health as well as that of mind and body. It is person-centered and as such is holistic, individualized, coordinated, evidence-based, just, and developmentally appropriate. Foundational to person-centered care is respect for diversity in its multitude of forms: differences, preferences, values, needs, resources, and the determinants of health unique to the individual, family and community. Our curricula reflect the integration of these elements and their application in clinical practice and concern for others. This includes but is not limited to race, ethnicity, religion, ability, gender identity, sexual orientation or socioeconomic status. The FCN educates individuals for service to a diverse global society including all sectors and strata of the population. Our graduates are prepared to assume roles in a variety of settings including population health, acute care, ambulatory care, long-term care, and care from the beginning to the end-of-life. Principles of improvement science including quality and safety in care delivery are core values used to create a culture of safety.

The FCN, 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 clinically competent, compassionate, ethically motivated, and are able to work with other professions to address the healthcare needs of patients and populations. The FCN 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 individuals, families and communities who must be prepared and empowered to confront the health care demands of a diverse, complex, and technologically advanced society.

The College views itself as an important locus of education, scholarship, research, and organizational leadership within and beyond nursing's professional, scientific, and educational communities. This nursing scholarship informs science, enhances clinical practice, influences policy, and impacts best practices for educating nurses as clinicians, scholars, and leaders.

(Updated June 2022)

The FCN provides education grounded in values and ethical principles, a pervasive and central theme which emanates from the Catholic and Augustinian traditions of the University. Faculty serve as role models and mentors for the professional development of all students in the exercise of their academic responsibilities.

FCN 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 administers the Master of Science degree in Nursing (MSN), certificate in nursing education, and Post-Graduate APRN certificate programs. These programs provide preparation and leadership development in selected areas of advanced nursing practice and education, development of research skills, and knowledge of health policy. In addition, course options prepare individuals for positions as educators and nurse practitioners.

The Graduate Program administers the Doctor of Nursing Practice degree within the program there are 2 options. The first is the Nurse Anesthesia DNP which prepares nurses with a sound base of theoretical knowledge and clinical experience in the practice of nurse anesthesia and professional leadership.

The second option is the post-master's Doctor of Nursing Practice (DNP) track which prepares nurses who have already earned their MSN and practice as APRNs, including Nurse Practitioners, Certified Registered Nurse Anesthetists, Clinical Nurse Specialists, Certified Nurse-Midwives, Nurse Educators, and Nurse Administrators with advanced knowledge in evidence-based practice, organization leadership, and financial acumen to lead innovation in nursing practice and healthcare. The emphasis of the DNP education is on broad "systems thinking" in order to facilitate the design and implementation of models of patient care and clinical practice.

The Graduate Program administers the Doctor of Philosophy degree in nursing (PhD), preparing 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.

FCN History

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 the M. Louise FCN that now offers a generic BSN program, an MSN program, a Post-Graduate APRN Certificate program, a PhD program, a DNP program and a Continuing Education program.

The FCN 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 FCN 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, graduate, post-graduate certificate and Doctor of Nursing practice programs are fully accredited by CCNE. The graduate nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Villanova University FCN is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation. Cognizant of the diverse learning needs of individuals engaging in nursing practice, education and the administration of nursing and health care services, the Healthcare Professional Development Program offers a wide variety of

workshops, seminars, conferences, and short courses are offered by experts in the field. Through this program, the FCN collaborates with health practitioners and agencies in advancing and maintaining the quality of health care for people and supporting lifelong learning of the healthcare professional.

FCN Philosophy

The Philosophy of the FCN is in accord with the Philosophy of Villanova University as stated in its Mission Statement. Rooted in the Catholic and Augustinian heritage of the university, the FCN is welcoming and respectful of those from all faith traditions. We recognize human beings as unique and created by God. The faculty believes that human beings are endowed with intellect, free will, and inherent dignity across their life span. Human beings have the potential to direct, integrate, and adapt to their total environment to meet their needs.

Faculty members believe 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. Faculty members believe that health care is a right, and they respect individuals' decisions related to their health care.

Nursing is a dynamic profession. Its focus is person-centered care which assists individuals, families, and communities locally and globally at all points in the life cycle to maintain, restore and promote health, while providing safe, equitable, trauma-informed, quality care. 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 safe nursing care. The nurse cultivates a just culture addressing structural racism and other forms of discrimination and reflecting civility and respect.

Person and population centered care uses the nursing process to assess, diagnose, plan, implement, and evaluate both the need for nursing care and the outcomes of nursing interventions. The faculty understands that the nursing profession is ever changing. Nurses are actively involved in the planning, implementation, and development of changes that predict or respond to continually evolving health needs enhanced by communication technologies and informatics processes. Through evidence-based practice, nurses act as catalysts in stimulating deliberate and conscious planning for the improvement of society's health. As change agents and leaders, nurses serve and emerge with other health disciplines as intentional interprofessional partners in leading and shaping health policy for a diverse, inclusive, multicultural society and in functioning as advocates for health and well-being.

The faculty and students comprise a community of learners with the teacher as the facilitator and the students engaged in their own learning. The faculty believe that education provides students with opportunities to develop critical thinking so that they can use sound clinical judgment in nursing practice. Students and faculty are engaged in a technology-enhanced classroom and clinical environment. This type of intellectual development can best be attained in a teaching-learning environment that promotes the sharing of knowledge, skills, attitudes, and scholarship which generates new knowledge.

Through its Baccalaureate, Masters, and Doctoral programs, the FCN educates nurses who are prepared to practice safe, quality nursing care and demonstrate leadership across healthcare systems. The faculty believes these educational programs are integral to the ongoing process of continuing professional education and development. Core professional values include altruism, autonomy, excellence, caring, ethics, respect, communication, collaboration, and shared accountability. The FCN prepares graduates to commit to ongoing self-reflection, lifelong learning and a spirit of inquiry fostering compassion, humility, inclusivity, resilience, and the promotion of nursing excellence.

FCN Goals

The FCN, Villanova University's goals are deemed to be congruent with Villanova University's Strategic Plan, "[*Rooted and Restless*](#)" and with the University's mission and strategic initiatives. The goals provide a framework for the FCN Strategic Plan. Our goals are to:

1. Serve the health needs of society through the development of competent pre-licensure and post-licensure nurses by integrating theoretical principles and evidence-based practice.
2. Develop intellectual curiosity of nursing knowledge for the expansion of scholarly productivity with the FCN and the profession.
3. Integrate, apply, and promote established and emerging principles in nursing for the delivery of quality and safe care.
4. Provide leadership to the profession in justice, equity, diversity, and inclusion in the areas of ethics, human values, spiritual, and social dimensions of health care.
5. Maintain the economic viability of the FCN with a sustainable and cost-effective program inclusive of extramural funding for all students, faculty, and the University.
6. Participate in the goals of the university in the areas of academic integrity, student life, technology, and service to the internal and external communities.
7. Communicate a spirit of collaboration, community, and respect within the context of Catholic, Augustinian values.
8. Proactively coordinate and foster professionalism and professional identity formation among students and faculty through academic, co-curricular, and interprofessional activities.
9. Translate the evolving role of nurses in the global health communities inclusive of population health principles with outcomes focused on social determinants of health.

Academic Calendar 2024-2025

Date	Day	Event
FALL 2024		
Aug. 22-25	(Th-S)	New Student Orientation
Aug. 26	(M)	Classes Begin
Aug. 30	(F)	Last day for requesting Satisfactory/Unsatisfactory
Sept. 1	(Su)	Last Day for dropping and/or adding classes
Sept. 2	(M)	Labor Day - No Classes
Sept. 17	(Tu)	Census Date - Official Enrollment Reporting
Oct. 11	(F)	Mid-term
Oct. 14	(M)	Semester Recess
Oct. 21	(M)	Classes Resume
Oct. 23	(W)	Midterm Grades Due (12 Noon)
Oct. 25	(F)	Registration Advising Begins
Nov. 4	(M)	Registration Begins for Spring 2025
Nov. 13	(W)	Last Day for Authorized Withdrawal without Academic Penalty (WX)
Nov. 26	(Tu)	Thanksgiving Recess begins after last class
Dec. 2	(M)	Classes Resume
Dec. 10	(Tu)	Deemed a Friday and will follow a Friday Class Schedule U/G Day Only
Dec. 12	(Th)	Final Day of Classes
Dec. 13	(F)	Reading Day
Dec. 14-20	(Sa-F)	Final Examinations (No Exams on Sunday, December 15)
Jan. 6	(M)	Final Grades Due (12 Noon)
Jan. 31	(F)	Last day for student submission of work to remove incomplete (N/NG)
Feb. 14	(F)	Last day for faculty to submit "N" grade conversion of final grade (Fall)
Feb. 14	(F)	Grade change requests must be submitted by faculty BEFORE 5 p.m.
SPRING 2025		
Jan. 13	(M)	Classes Begin
Jan. 17	(F)	Last Day for requesting Satisfactory/Unsatisfactory

Date	Day	Event
Jan. 19	(Su)	Last Day for dropping and/or adding classes
Jan. 20	(M)	Martin Luther King Day (No Classes)
Jan. 29	(M)	Census Date - Official Enrollment Reporting
Feb. 28	(F)	Mid-Term Mar. 3 (M) Semester Recess
Mar. 10	(M)	Classes Resume
Mar. 12	(W)	Midterm Grades Due (12 Noon)
Mar. 14	(F)	Registration Advising Begins
Mar. 24	(M)	Registration Begins for Fall 2025
Apr. 2	(W)	Last Day for Authorized Withdrawal without Academic Penalty (WX)
Apr. 16	(W)	Easter Recess begins after last class
Apr. 22	(Tu)	Classes Resume
Apr. 29	(Tu)	Deemed a Friday and will follow a Friday Class Schedule U/G Day Only
Apr. 30	(W)	Deemed a Monday & follow a Monday Class Schedule U/G Day Only
May 1	(Th)	Final Day of Classes
May 2	(F)	Reading Day
May 3-9	(Sa-F)	Final Examinations (No exams on Sunday, May 4)
May 13	(T)	Final Grades Due (9:00am)
May 16-17	(F-Sa)	Baccalaureate and Commencement
Jun. 27	(F)	Last day for student submission of work to remove incomplete (N/NG)
Jul. 11	(F)	Last day for faculty submission of "N" grade conversion (Spring 2025).
Jul. 11	(F)	Grade change requests from faculty must be submitted BEFORE 5 p.m

NOTE: Also available at: <https://live-villanova-catalog.cleancatalog.io/academic-calendar-20242025>

The Nurse Anesthesia DNP Program runs year-round with a complex clinical schedule. The important dates for that program are as follows.

Cohort 2022-2024	
Summer 2024	
Semester Start	5/13/2024
Semester End	7/29/2024
Fall 2024	
Semester Start	8/5/2024
Semester End	12/4/2024

Cohort 2023-2025	
Summer 2024	
Semester Start	5/13/2024
Semester End	7/29/2024
Fall 2024	
Semester Start	8/5/2024
Semester End	12/20/2024
Spring 2025	
Semester Start	1/2/2025
Semester End	5/9/2025

Cohort 2024-2025	
Summer 2024	
Semester Start	5/29/2024
Semester End	7/29/2024
Fall 2024	
Semester Start	8/26/2024
Semester End	12/20/2024
Spring 2025	
Semester Start	1/2/2025
Semester End	5/9/2025

Cohort 2025-2027	
Spring 2025	
Semester Start	1/2/2025
Semester End	5/9/2025

Academic Accommodations

Learning Support Services

Learning Support Services (LSS) offers students a variety of academic support services that are designed to help students maximize their academic success. Students of all abilities, including successful students who want to enhance their academic skills and students who are struggling, are encouraged to use the services of LSS. To obtain accommodation(s), students must register with LSS by submitting current documentation and complete a *Request for Accommodation Form* each semester at Villanova to receive accommodations during that semester. To ensure confidentiality, nothing is shared with professors without permission from the student. Call 610-519-5636 or email the office for an appointment. For additional information, see the website at <https://www1.villanova.edu/villanova/provost/learningsupport.html>

Office of Disabilities Services

The Office of Disability Services (ODS) collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The ODS provides Villanova University students with physical disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact Gregory Hannah, advisor to students with disabilities at 610-519-3209 or visit the Office on the second floor of the Connelly Center.

NOTE: Reach ODS at the following link

https://www1.villanova.edu/villanova/studentlife/be_empowered/disability_services.html

Academic Advising

All full-time and part-time students are assigned an Academic Advisor when they are admitted to the Graduate Program. The Academic Advisor assists the student in developing a plan of study and helps to ensure all departmental rules and regulations are followed. It is strongly recommended that students meet with their advisor twice a semester or more frequently as needed.

Academic Integrity

Students are expected to know and comply with all University policies related to academic dishonesty and plagiarism. The Villanova University Code of Academic Integrity is available at the following web site: <https://www1.villanova.edu/villanova/provost/resources/student/policies/integrity.html>

Academic Progression

Students are expected to complete all course work during the semester in which the course is taken. Faculty members may permit students an extension of time to complete all required course work. All grades are permanent except for N (Incomplete) and NG (No grade reported), which are temporary grades and must be replaced with grades submitted by the instructor. If a change is not submitted, the N or NG automatically becomes an NF (Failure). Students must submit all work to instructors by the last Friday in January (Fall semester) or June (Spring semester) or 30 days after last class (Summer semester). IP (In Progress) grade is for graduate theses or research courses only.

The following circumstances may constitute failure to make satisfactory academic progress: semester Grade Point Average below 3.0; earning two or more grades of N and/or IP in a semester; carrying an IP for more than one semester beyond the semester the course was originally taken; a persistent pattern of failure to make progress in course work; or a pattern of failure to communicate with or respond to communication from the academic advisor, course instructors or the Associate Dean.

Students' academic progression will be reviewed by the Program Director at the end of each semester. Students assessed as not making satisfactory progress will be presented to the Associate Dean for the Graduate Program and will be presented to the Academic Standing and Records Committee for review. Review by this group which meets at the end of each semester may result in probation and/or dismissal from the graduate program.

Time To Completion

Time to program completion is calculated from the first semester of enrollment regardless of special circumstances or courses taken as N or IP.

- For students in the MSN and DNP programs completion is required within 5 years.
- For those in the Nurse Anesthesia DNP program completion is expected within 3 years of the first anesthesia course.
- For those in the traditional PhD program completion is expected within 7 years.
- Conway scholars in the PhD program are expected to complete in 3 years

Dismissal

The Academic Standing and Records Committee will take action to dismiss any student from the FCN Graduate Program who fails to meet the academic requirements. The Committee's action will take place as soon as practical after semester grade reports are received following the end of an academic term. The Academic Standing and Records Committee will determine the effective date of dismissal. It is understood that dismissal from the graduate program includes termination of any assistantship/scholarships held by the student in the FCN.

Appeal of Dismissal

If a student feels that special circumstances are involved in their poor performance, the student may appeal a dismissal by making a written petition to the Academic Standing and Records Committee. An appeal will be successful only if evidence is presented to show that unusual circumstances were responsible for the student's poor performance and a reasonable chance for the student to successfully complete the program exists.

Accreditation

Commonwealth of Pennsylvania Department of State Bureau of Professional and Occupational Affairs
State Board of Nursing

P. O. Box 2649

Harrisburg, PA 17105-2649

Phone: 717-783-7142 FAX: 717-783-0822

www.dos.state.pa.us/bpoa/nurbd/mainpage.htm

nursing@pados.dos.state.pa.us

Commission on Collegiate Nursing Education

655 K Street, NW, Suite 750 Washington, DC 20001

Phone: 202-887-6791 FAX: 202-887-8476

<https://www.aacnnursing.org/CCNE>

Council on Accreditation of Nurse Anesthesia Educational Programs

222 South Prospect Avenue

Park Ridge, IL 60068-4001 Phone: 847-692-7050 FAX: 847-692-6968

www.coacrna.org

Admission Process

Admission Requirements for All Graduate Degree Applicants

To be eligible for admission to degree status, potential candidates must complete the online application, submit application fee, and provide evidence of:

- A baccalaureate degree in nursing from a CCNE, ACEN or CNEA accredited program or its equivalent
- Unencumbered licensure as a Registered Nurse (USA)
- A GPA above 3.0 is required for all programs. (Specific criteria are outlined separately for admission to the Nurse Anesthesia Program.)
- Applicants to the Nurse Anesthesia-DNP program who earned a GPA of less than 3.40 must submit GRE test results
- Satisfactory completion of a statistics course, which includes both descriptive and inferential statistics
- Satisfactory (clear) academic record
- Satisfactory (clear) report on Criminal Background Check, Child Abuse Clearance, and Urine Drug Screening
- Two references from professional nurses including one letter from immediate supervisor
- 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 and nurse anesthesia student candidates, an essay regarding goals and conceptualization of the role of the nurse anesthetist/nurse practitioner in clinical practice)
- Grades of "B" or better in undergraduate sciences courses
- Transcripts from **ALL** post-secondary schools attended
- Program specific criteria for each track and specialty are outlined below

Additional Requirements for Admission to the Advanced Practice Nursing Program

- Grade of B- or better in anatomy & physiology
- Licensure in PA, NJ, DE may be required
- Two letters of reference from professional nurses including one letter from immediate supervisor

Additional Requirements for Admission to the Nurse Educator Program

- Documentation of one year's recent clinical experience
- Current resume
- Grades of B or better in undergraduate science courses
- Licensure in PA, NJ, DE may be required
- Two letters of reference from professional nurses including one letter from immediate supervisor

Additional Requirements for Admission to the Nurse Anesthesia Program

- GPA of 3.4 or above
- Grades of B or better in undergraduate science courses
- A minimum of one-year critical care experience in an ICU setting; two years is preferred
- Licensure in PA, NJ, DE may be required
- ACLS certification
- Three letters of reference from professional nurses, an immediate supervisor, physician colleagues or other health care professionals
- Applicants who wish to be considered and have earned a GPA below 3.40 in any degree must submit GRE test results
- Successful participation in admission interview

Additional Requirements for the Post-Master's DNP Track

- Current nursing license
- Three letters of recommendation
- Current national certification
- Successful participation in an admission interview

Additional Requirements for Admission to the PhD Program

- GPA of 3.0 or above
- Grades of B or better in undergraduate sciences
- Science, math &/or writing grades greater than C+
- Copy of RN licensure for US citizens or residents
- Letter of Recommendation from three professional contacts - PhD prepared individuals (doctorally prepared contacts who are able to speak to an applicant's intellectual ability for doctoral study and potential as a nurse educator and/or scholar)
- Evidence of scholarly writing (e.g., publication, grant, thesis, report, term paper or equivalent)
- Essay
- Successful participation in admission interview

International Student Admission

International students may enroll in selected masters and post master's certificate programs.

Application should be submitted approximately one year prior to the desired date of enrollment. All admission requirements for the graduate program must be met for the program selected in addition to the following:

1. Official transcripts from all post-secondary institutions attended including international universities are required. English translations of transcripts are also required. All transcripts from institutions outside the U. S. must be evaluated by WES ICAP: International Credential Advantage Package <http://www.wes.org/students/icap.asp> or any other NACES member: <https://www.naces.org/members>. Applications will not be reviewed until Villanova College of Nursing receives the official copy of the report. All application materials become the property of the University. Failure to submit transcripts from all educational institutions may be grounds for cancellation of admission.
2. Documentation of ability to speak, read, and write English as evidenced by satisfactory scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing

System (IELTS). Test information can be obtained at: www.toefl.org and www.ielts.org. Students whose native language is English are exempt. For those whose native language is not English, the minimum acceptable scores are:

- Internet-based TOEFL - 83 overall and 25 in speaking section
 - IELTS - 6.5 overall and 7.0 in speaking
3. International students applying to a clinical program must have RN licensure in the Commonwealth of Pennsylvania at the time of application. For information on how to become licensed in Pennsylvania contact the PA State Board of Nursing at: www.dos.state.pa.us/nurse
 4. International students must present evidence of adequate financial resources to meet the expenses of full-time study, living, and travel expenses to and from the Villanova campus.

Requirements for APRN Certificate Tracks

- Transcript from a CNEA, ACEN or CCNE accredited Graduate Nursing Program
- Current license to practice as a registered nurse
- Graduate GPA of 3.00 or better
- Documentation of two years of recent clinical experience
- Two 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

Requirements for Post-Graduate Nurse Educator Certificate Track

- Transcript from an accredited post-baccalaureate or higher degree college or university
- Current license to practice as a registered nurse
- Documentation of one year of recent clinical experience
- Two letters of reference
- Current resume
- Completion of an essay regarding goals and conceptualization of the nurse educator role

Accepting Transfer Credits

On admission, students can request transfer of as many as 6 credits from earlier graduate coursework. Both pathophysiology and pharmacology must be less than three years in the past to be accepted.

Appeals Process (Grades)

The University believes that each student and faculty member deserve to be treated with courtesy and respect. It is expected that any conversations about grades will be civil and respectful and be resolved as close to the class as possible.

Awarding grades is the responsibility and purview of the course faculty. A grade appeal will begin with the student raising their concern with the course faculty. Resolution at this level is expected. If an agreeable solution cannot be found in that discussion, then the appeal will proceed:

1. to the director of the program in the College of Nursing, then if necessary
2. to the Associate Dean for the Graduate Programs, then if necessary
3. to the Academic Standing and Records Committee, and finally if necessary
4. to the Dean of FCN

Unless faculty have failed to follow the grading policy described in the syllabus or failed to satisfy other provisions of the syllabus and these failures have compromised the student's ability to earn full points on a test or assignment, the grade will usually stand.

Attendance

Attendance at all classes, seminars, labs and clinical components of graduate course work is required and expected. Faculty are to be notified in advance of any anticipated absence.

Students must complete all clinical and practicum hours required for their program of study. Under the circumstance that clinical hours are missed, the student will need to work with their faculty, clinical site, and preceptor to complete the required clinical experiences and demonstrate achievement of all program outcomes. It may become necessary for students to be assigned a grade of incomplete and then work to satisfy expectations. In this situation, the program of study may need to be extended and graduation delayed.

Auditing a Course

A student registering for a course as an audit must obtain permission from the faculty member and the Associate Dean for Academic Affairs. A student auditing a course is expected to prepare for and attend class regularly. The class to be audited may not have a time conflict with another class the student is registered to take. Typically, the auditing student will not take the exam. The audited course will appear on the transcript with the notation "AU". No credit or grade will be awarded, and the student may not take the course for credit. Professors may impose additional requirements to audit their class.

Change of Name or Address

Changes of name or address can only be made by the Registrar's Office. Student's requesting to change the name and/or address on their official records must submit the appropriate form to the Registrar.

NOTE: form can be found at: https://www1.villanova.edu/villanova/enroll/registrar/forms/info_change/_jcr_content/pagecontent/download/file.res/name_change.pdf

After the formal change has been made with the Registrar, it is the student's responsibility to notify the Graduate Office of the change.

Code of Conduct

All graduate students are expected to adhere to the Villanova University Code of Student Conduct for successful completion of a graduate program of study at FCN. The rationale for this Code of Conduct is drawn directly from the University's Mission Statement. Violations of these regulations may result in the full range of disciplinary sanctions, as set forth in this Code.

NOTE: The code can be found <https://studenthandbook.villanova.edu/code-of-student-conduct>

In addition, all students are expected to adhere to the American Nurses Association Code of Ethics and Interpretive Statements. <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Communication

Email

Each graduate student is provided a Villanova University email account which is the University's official means of communication. Students must use their student email address for all Villanova University and FCN business. Students are expected to monitor their university email account every day and to be aware of important information communicated there.

Professional communication is expected of all members of the Villanova community, faculty, staff, and students alike. This competence is essential for academic and professional success.

The details of your email account will be sent to you along with your ID and Password once you are accepted and a Banner Student ID is generated for you. If you do not know your email address, contact the Computer Support Center at (610) 519-7777.

Email addresses use the following convention: firstname.lastname@villanova.edu

Villanova Email is accessible from any computer that has an Internet connection and a web browser.

NOTE: You can access your email through *myNOVA* or the following url address:
<http://webmail.villanova.edu>

NOVA Alert

NOVA Alert delivers important emergency alerts, weather notifications (snow policy <https://www1.villanova.edu/villanova/provost/resources/policies/snow-policy.html>) and updates to any mobile device or email you choose to register. When an incident or emergency occurs, authorized senders will notify you using NOVA Alert. Please note that students must register for the NOVA Alert System on NOVASIS.

NOTE: You can sign Up for Nova Alert at:
https://novasis.villanova.edu/pls/bannerprd/bvgknova.P_ShowAlertDests

Complaints

*For situations involving potential sexual harassment, please refer to the **SEXUAL HARASSMENT POLICY** in this handbook.*

Student complaints concerning an instructor's handling of a class, classroom presentation, professional demeanor, or course policies should be brought to the attention of the relevant program director. Any complaint against the program director or these procedures shall be brought to the attention of the Associate Dean for the Graduate Programs within one month of the situation of concern.

1. Complaints brought to the attention of the program director in which the student provides his or her name, are classified as Identified Complaints. In such a case, the program director will advise the student to approach the faculty member directly. The goal will be to arrange a meeting of the parties to resolve the issue at the local level if possible. This also permits the faculty member the opportunity to address the matter directly with the student, which may eliminate the possibility that a simple misunderstanding may have contributed to the problem. If the complainant does not agree to a joint meeting, the program director will apprise the faculty member of the details.
2. Confidential complaints are those brought to the attention of the program director in situations where the complainant requests that his or her identity remain confidential or the program director considers confidentiality to be appropriate, the program director will meet with the faculty to review the situation and present the student's complaint. The program director will seek resolution and inform the complainant of the results of the meeting with the faculty member.
3. Anonymous complaints are those for which the identity of the complainant is unknown. Anonymous complaints made by telephone cannot be accepted. Written anonymous complaints will be addressed by the program director who will inform any involved faculty member(s) about the details of the complaint and make reasonable efforts to address the concern. The program director may consult with others to reach a thorough review of the situation and address substantiated concerns.

If a complaint cannot be satisfactorily resolved at this level, the program director may refer the situation as they deem warranted. The program director ordinarily communicates their disposition of the complaint to the student initiating the complaint and to the faculty member.

If either the student or the faculty member is dissatisfied with the disposition of the complaint, they may contact the Vice Dean for counsel.

NOTE: Please refer to the **Provost's website** for the most recent policy regarding Grade Appeals and Complaints against faculty. <https://www1.villanova.edu/villanova/provost/resources/student/policies/appeals.html>

Compliance

The College of Nursing utilizes an online compliance tracking service called *Complio*, a product of American Databank.

NOTE: Access the *Complio* website at <http://www.villanovabackgroundcheck.com/>.

All students matriculating in the FCN are required to complete the following:

- Pennsylvania Statewide Criminal Background Check
- FBI Fingerprint background check
- Pennsylvania Child Abuse History Clearance
- Ten Panel drug screen
- Office of the Inspector General (OIG) and Government Services Administration (GSA) searches

Students in the Nurse Anesthesia Program are required to complete all the above requirements *annually*.

Every one of these screenings needs to be deemed clear and satisfactory, in the sole judgement of the College of Nursing, as a condition of acceptance into the nursing program.

For assistance, contact nursingcompliance@villanova.edu

Contacts

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Fitzpatrick College of Nursing	(610) 519-4900
Business Office (Bursar)	(610) 519-4258
Counseling Center	(610) 519-4050
Falvey Library (recorded message)	(610) 519-4292
Financial Assistance	(610) 519-3305
Instructional Media Services	(610) 519-4467
Inter-Library Loans	(610) 519-4274
Office of Public Safety	(610) 519-6979
Office of the Registrar	(610) 519-4030
Reference	(610) 519-4273
Reserve Room	(610) 519-4278
Simulation and Learning Resource Center	(610) 519-4925
Snow Closing	(610) 519-4505
For Emergency only	(610) 519-4444 Save this number in your cell phone

(Transcripts and registration information available online) *Updated July 2024*

Course and Faculty Evaluation

Performance feedback is essential to the success of any academic program. That is why you and all your classmates will receive Course and Teacher Survey (CATS) surveys. Please understand it is your

professional responsibility to provide constructive feedback and in this way help to maintain excellence in the courses and experiences we provide. The courses you enjoy have been improved based on feedback from previous students. You can help continue our improvement journey.

All CATS, except those for Clinical Courses, are completed anonymously online. The results of these evaluations are reviewed by the Associate Dean for Graduate Programs, Vice Dean for Academic Affairs, and the Dean. Your feedback is used to evaluate courses, pedagogies, faculty performance, resource allocation, strategic planning, and programs of study.

Degree Offerings

History of the Graduate Program Offerings

Villanova University FCN 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.

Villanova was the first College of Nursing in the country to offer a designated graduate track in Case Management in 1993. Between 1995 and 1998 three new advanced practice master's degree and post-master's certificate tracks were established for nurse practitioners: adult, pediatric and geriatric.

A track to prepare nurse anesthetists was introduced in 1998. This track transitioned to prepare graduates with a terminal degree – NA-DNP in January 2019.

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. In 2012 the DNP program was initiated as a practice focused doctoral program designed to prepare Post-Master's Advanced Practice Registered Nurses (APRN) and Nurse Administrators to lead innovation in nursing practice and healthcare.

A fourth APRN track was added in 2023 to prepare Psychiatric-Mental Health Nurse Practitioners. In that same year, a second education-focused pilot MSN track was implemented to prepare Clinical Faculty Nurse Educators.

Our Faculty

Faculty who teach in the Graduate Program are all academically prepared, professionally accomplished, and experienced educators. Many are practicing or volunteering in the community.

Many of our alumni choose to remain engaged in the Villanova Community by serving as preceptors, lecturers, standardized patients, and mentors to current students. You will work with them and have the opportunity to learn about their careers, scholarship, and service. We hope you will choose to remain engaged after you graduate and become a Villanova Nurse.

Our Pedagogy

Our Graduate Program is recognized for the quality of our graduates and for our flexibility and our highly individualized approach to program planning. All graduate courses are carefully designed to ensure your success.

Many of the Master's and DNP courses are offered in the late afternoon or evening whenever possible. In the clinical year, you can anticipate and plan for less flexible scheduling of your clinical practica and advanced practice courses. This is the time when you will want to prioritize the quality of your experience and prepare for independent practice and success on your certification exams.

Students have the option to study on a full-time or part-time basis. Online courses are offered each semester to meet the needs of busy professionals.

Graduate students in the program have diverse backgrounds and styles of learning. Our faculty believe that graduate students are motivated to and capable of assuming responsibility for developing their own educational goals with faculty support. Students are expected to be active participants in their own learning. That learning includes information gathering and utilization, as well as reordering and synthesis of knowledge. These are essential elements of effective professional practice, scholarly inquiry, and leadership.

Graduate study is grounded in respectful, collegiality in the student-teacher relationship. Further, the faculty believe that students pursuing a graduate degree in nursing must be afforded rich opportunities to study the sociopolitical, multicultural, economic, and technological forces that will affect their roles as leaders in nursing education, administration, and advanced nursing practice.

Any student may choose to complete an independent project in a selected area of interest, under the advisement of a faculty member. It is important to discuss this option with your advisor because the decision may add credits to your program of study and lengthen your coursework. The work conducted during these electives are intended to support career goals and can promote collegial interactions among students and between students and faculty.

Nurse Practitioner, Nurse Educator and Nurse Anesthesia programs of study are precisely planned and allow for little variation in sequence to ensure that course content prepares students to be successful providing increasingly independent evidence-based care. All clinical experiences, practicums, and placements are carefully arranged to provide mentorship opportunities that meet specific professional development needs.

In the Nurse Anesthesia, scheduling clinical placements will take precedence as you progress.

Dropping, Adding, or Withdrawing from a Course

Drop/Add

A student may drop and/or add courses during the first five (5) class days of a semester without incurring academic penalty or affecting the student's official transcript.

Course Withdrawal

A student may withdraw from a course any time until the official **deadline date**. There is no academic penalty for a withdrawal, but the student will receive a grade of WX for that course on his or her official transcript. ANY student seeking course withdrawal after this time must petition the dean of his or her college. Unauthorized withdrawals lead to a grade of Y, which is counted as an F in the Grade Point Average.

NOTE: The complete withdrawal policy can be found at the following link.
https://www1.villanova.edu/villanova/enroll/registrar/policies.html#question_faq_2

Financial Assistance

All FCN grad students are strongly encouraged to reach out to the Office of Financial Aid prior to beginning your first semester of coursework and each semester thereafter to discuss your particular situation and any specific issues or concerns:

Saint Mary's Hall
Phone: 610-519-4010
Fax: 610-519-7599
Email: finaid@villanova.edu

Eligibility for Financial Aid

All students are strongly encouraged to complete the Free Application for Federal Student Aid form (FASFA) and to do so every year. The Villanova Office of Financial Aid staff rely on this form to determine your eligibility for financial assistance throughout your program of study.

Needs Based Financial Support

Multiple financial support opportunities are available to students based on financial need. These opportunities include grants, scholarships, and gifts endowed by generous community members and alumni.

The staff of the Office of Financial Assistance can help you learn to apply for federal loans. They can explain eligibility criteria and financing options, and they strongly encourage students to complete the application process at least two months before the start of the semester.

Graduate Assistantships, Tuition Scholarships and Research Assistantships (available to PhD students only). Students are notified via email when these opportunities become available, typically in March/April for the Fall semester, early January for the Spring semester, and late spring for the Summer semester. These appointments and awards based on Merit are made by the Associate Dean for Graduate Programs. Detailed information about these positions can be obtained from the Graduate Program Office.

Application for Need-based Financial Aid

Villanova University
Office of Financial Assistance
800 Lancaster Avenue
Villanova, PA 19085-1685

Once aid eligibility is determined, each applicant will receive a notice of aid eligibility from the Office of Financial Assistance. If you receive any credit against your tuition charge that is not reflected on your award letter, your aid may be reduced.

Merit-Based Financial Support

Other financial support opportunities are available to students based on academic merit. These opportunities include Graduate Assistantships, Tuition Scholarships and Research Assistantships (available to PhD students only). Students are notified via email when these opportunities become available, typically in March/April for the Fall semester, early January for the Spring semester, and late spring for the Summer semester. These appointments and awards based on Merit are made by the Associate Dean for Graduate Programs. Detailed information about these positions can be obtained from the Graduate Program Office.

Graduate Assistant Positions

Graduate Assistant (GA) positions are available to graduate students in FCN. Eligible students must be enrolled in full-time graduate studies (a minimum of 6 credits each semester) and are provided a tuition waiver and a stipend in exchange for 20 hours of work each week within the FCN. These scholarships are generally awarded to cover one full academic year of study. These assistantships and scholarships are frequently renewed to cover additional semesters of study so long as the student meets expectations for academic performance and quality of contribution to the assigned work.

Tuition Scholar Positions

Tuition Scholar (TS) positions may be available each academic year. Eligible students must be enrolled in full-time studies (a minimum of 6 credits each semester). They are provided a tuition waiver in exchange for 10 hours of work each week within the FCN. These scholarships are generally awarded to cover one full academic year of study. These assistantships and scholarships are frequently renewed to cover additional semesters of study so long as the student meets expectations for academic performance and quality of contribution to the assigned work. Undergrad students are eligible for these scholarships.

Research Assistant Positions

Research Assistant (RA) positions may be available each year. Eligible students must be enrolled full-time in the PhD program (a minimum of 6 credits) each semester. They are provided a tuition waiver in exchange for 20 hours of work each week focused on advancing research and scholarship with a faculty member of the FCN. Generally awarded to cover one full academic year of study. These assistantships are frequently renewed to cover additional semesters of study so long as the student meets expectations for academic performance and quality of contribution to the assigned work.

Nurse Educational Funds, Inc.

Any registered nurse who is a U.S. citizen residing and practicing in any of the 50 states including Hawaii and Alaska who is pursuing either the master's in nursing or a doctoral degree is eligible to apply for funding. For information, please write or call:

Nurses Educational Funds, Inc.
555 West 57th Street
New York, NY 10019
(212) 399-1428/115

Students Veterans or Those Using Veterans Administration (VA) Benefits

Villanova University is dedicated to assisting veterans and their dependents as they reach personal, professional, and academic goals from their admission to graduation and beyond. The Office of Veterans and Military Service Members (205 Kennedy Hall) is a source of support for these students and for the Villanova University community. For more information, contact Michael D. Brown, Director at: michaeld.brown@villanova.edu. Phone: 610-519-4488

Full-Time and Part-Time Enrollment Status

Effective Spring 2010, the minimum credit load for fulltime status is 6 credits in the fall or spring semesters and 3 credits in the summer. Students in the PhD program are considered full-time when they are actively engaged in their dissertation work.

The student is a graduate assistant or tuition scholar. Graduate assistants and tuition scholars must be enrolled in at least one course, which may be credit-bearing or non-credit-bearing. Note that students in master's degree programs are not permitted to hold an assistantship or scholarship beyond the period of 2 academic years.

Overload

Any student who carries more than 12 credits in the fall or spring semesters, or for more than 6 credits in the summer is considered to be carrying an overload and must seek formal permission in writing from his/her graduate Program Director and the Graduate Dean to enroll.

Grading

Grades are recorded at the end of each fall, spring, and summer semester and an official report can be found in *MyNOVA*. They are an important part of your permanent record. Your work will be graded according to the following scale:

Grade	Description	Points	Point Range
A	Outstanding	4.00	95-100
A-		3.67	90-94
B+		3.33	87-89
B	Good	3.00	83-86
B-		2.67	80-82
C+		2.33	77-79
C	Passing	2.00	73-76
F	Failure	0.00	<73
WX	Approved Withdrawal		
N	Incomplete		
AU	Audit		

NOTE: A cumulative grade point average of 3.0 ("B") or above is required for all graduate programs in nursing. Grades of "C" and "C+" may be accepted for some graduate courses and allow for progression to the next course(s). These instances will be noted in the syllabus. Any challenge to the accuracy of your grade must be made in writing to the Registrar's Office immediately.

Incomplete Grades

Instructors may assign students who do not complete all the academic assignments for a course a grade of Incomplete (N), provided they have discussed the missing assignments with the student and formulated a plan for the completion of the work. The N grade automatically converts to an F grade if the work is not completed and submitted to the instructor within one month's time from the end of the term.

NOTE: this can be accomplished through the following link.

<https://www1.villanova.edu/villanova/enroll/registrar/policies.html>

Change of Grade

Students receiving an incomplete (N grade) at the end of a semester must submit the missing academic work to their instructor within a month from the end of the semester. The instructor has two weeks to grade the work. When the work is graded, the professor submits a change of grade request to the depart Dean of Graduate Studies for their approval.

NOTE: this can be accomplished through the following link.

<https://www1.villanova.edu/villanova/enroll/registrar/policies.html>

Nurse Practitioner Grading Policy

In all Nurse Practitioner tracks a grade of B or better is considered a passing grade in the following courses:

- All nurse practitioner specialty theory and clinical courses
- NUR 8901 Advanced Pathophysiology
- NUR 8910 Advanced Physical Assessment
- NUR 8903 Advanced Pharmacology

Students must obtain a B (83) grade in each course to continue with the specialty sequence of courses. Students who achieve a grade of B- or C+ may repeat the course the next time it is offered but may not progress in the interim.

Students must satisfactorily complete all course objectives and prerequisites on one level before advancing to the next level.

The option to repeat a course will be offered only once during the program. If a student fails to achieve a B grade a second time in the same course or any other nurse practitioner specialty course, that student will be dismissed from the program.

Nurse Anesthesia-DNP Grading Policy

In the Nurse Anesthesia track a grade of B (83) or better is considered a passing grade in the following courses:

- NUR 8901 Advanced Pathophysiology
- NUR 8903 Advanced Pharmacology
- NUR 8910 Advanced Physical Assessment
- All 9000 level nurse anesthesia didactic and clinical courses.

Any student receiving a grade of "C" in these courses may be dismissed from the Nurse Anesthesia program.

Students who achieve a grade of "B-" or "C+" may repeat the course the next time it is offered but may not progress in the interim.

Students must satisfactorily complete all course objectives and prerequisites of one level to advance to the next level.

The option to repeat a course will be offered only once during the program. If a student fails to achieve a B grade a second time in the same course or any other nurse anesthesia course, that student will be dismissed from the program.

Graduation

Grade Requirements for Graduation

Graduate students in all FCN programs are required to maintain a grade-point average of 3.0 and cannot be approved for graduation unless this average has been maintained.

Master of Science in Nursing (MSN) Graduation Requirements

Nurse Educator Tracks

All students in the Nurse Educator tracks are required to complete and document a minimum of 240 practice hours during their program of study.

Nurse Practitioner (APRN) Tracks

All students in the Nurse Practitioner tracks are required to complete and document the practice hours during their program of study (all satisfy requirements for certification).

- Adult and Geriatric Primary Care Nurse Practitioner Track – 730 Clinical Hours
- Family Primary Care Nurse Practitioner Track - 730 Clinical Hours
- Pediatric Primary Care Nurse Practitioner Track - 610 Clinical Hours
- Psychiatric Mental Health Primary Care Nurse Practitioner Track – No Grads this year

Nurse Anesthesia (Post Baccalaureate) DNP Graduation Requirements

2000 Practice Hours

All students in the DNP Nurse Anesthesia track are required to complete and document a minimum of 2,000 practice hours during their program of study.

Clinical hours must satisfy or exceed targets for each age group, anatomical category, specialty area, and technical or procedural category as required by the Council on Anesthesia and the National Board of Certified Registered Nurse Anesthetists.

650 Clinical Cases

Students are to have managed at least 650 clinical cases and to provide documentation from their preceptors that they have met expectations for handling progressively advanced, complex, and diverse cases with increasing autonomous professional practice.

Scholarly Project

The DNP Scholarly Project is developed, implemented, and evaluated during the DNP Project Seminar Courses. Students must follow the curriculum and timeline for each DNP Project Seminar Course.

DNP Scholarly Project Proposal

Students must submit a DNP Scholarly Project Proposal for approval by the DNP Program Director and the student's Faculty Project Advisor. Students should follow the outline for the proposal paper and adhere to the grading rubric for evaluation in NUR 9402 DNP Project Seminar II. Students may not collect, evaluate, or analyze data before proposal approval and Institutional Review Board (IRB)/Quality Improvement Committee approval from the student's clinical facility and/or Villanova University.

Institutional Review Board (IRB) Or Quality Review Committee (QIC) Approval

Villanova University (VU) is concerned about protecting the rights and well-being of human subjects involved in research, which is mandated by specific provisions in the Code of Federal Regulations (CFR). Students must follow their institution's and Villanova University's IRB guidelines for submitting IRB/QIC protocols.

NOTE: Additional details are available at the Office of Research Protections webpage:
<https://www1.villanova.edu/villanova/provost/research-administration/research-protections.html>

Scholarly Paper

Students submit a written summary of their final DNP Scholarly Project to the faculty, summarizing the problem, evidence, action plan, results, and implications.

Final Oral Presentation

Students present their final DNP Scholarly Project in person to the faculty, students, and practice mentors at Villanova University. The student's practice mentor must be present in person or online for the final presentation. The evaluation for the final oral presentation can be found in the course syllabus for NUR 9404.

Final Poster Presentation

Students will complete an electronic, professional poster of the DNP Scholarly Project. This poster will be used for dissemination of the DNP Scholarly Project at local and national conferences. The evaluation for the final oral presentation can be found in the course syllabus for NUR 9404.

Post Masters DNP Graduation Requirements

1000 Practice Hours

All students in the Post-Master's DNP track are required to document a minimum of 1,000 practice hours by completion of the program.

- For the advanced practice nurse, nurse administrator, and nurse educators, 500 of the practice hours are verified and accepted from their master's program.
- Nurse administrators with less than 500 practice hours from their master's degree program have an opportunity to document and receive practice hours from national certifications, including American Organization of Nurse Executives (AONE) Certified Nurse Manager and Leader (CNML), Certified in Executive Nursing Practice (CENP) and American Nurses Credential Center (ANCC), Nurse Executive: (NE-BC), Nurse Executive Advance-Board Certified (NEA-BC), Clinical Nurse Educator (CNE), Nursing Professional Development Certification and Certified Professional in Healthcare Quality (CPHQ).
- The additional 500 practice hours include 140 hours in the DNP Core Course and 360 hours in the DNP Project Seminar Courses.
- Accepted students with less than 500 practice hours from their master's program have an opportunity to acquire the additional hours by enrolling in NUR 9002 (Independent Study in Nursing)

Scholarly Project

The DNP Scholarly Project is developed, implemented, and evaluated during the DNP Project Seminar Courses. Students must follow the curriculum and timeline for each DNP Project Seminar Course.

DNP Scholarly Project Proposal

Students must submit a DNP Scholarly Project Proposal for approval by the DNP Program Director and the student's Faculty Project Advisor. Students should follow the outline for the proposal paper and adhere to the grading rubric for evaluation in NUR 9402 DNP Project Seminar II. Students may not collect, evaluate, or analyze data before proposal approval and Institutional Review Board (IRB)/Quality Improvement Committee approval from the student's clinical facility and/or Villanova University.

Institutional Review Board (IRB) Or Quality Review Committee (QIC) Approval

Villanova University (VU) is concerned about protecting the rights and well-being of human subjects involved in research, which is mandated by specific provisions in the Code of Federal Regulations (CFR). Students must follow their institution's and Villanova University's IRB guidelines for submitting IRB/QIC protocols.

NOTE: Additional details are available at the Office of Research Protections webpage:

<https://www1.villanova.edu/villanova/provost/research-administration/research-protections.html>

Scholarly Paper

Students submit a written summary of their final DNP Scholarly Project to the faculty, summarizing the problem, evidence, action plan, results, and implications.

Final Oral Presentation

Students present their final DNP Scholarly Project in person to the faculty, students, and practice mentors at Villanova University. The student's practice mentor must be present in person or online for the final presentation. The evaluation for the final oral presentation can be found in the course syllabus for NUR 9404.

Final Poster Presentation

Students will complete an electronic, professional poster of the DNP Scholarly Project. This poster will be used for dissemination of the DNP Scholarly Project at local and national conferences. The evaluation for the final oral presentation can be found in the course syllabus for NUR 9404.

PhD Graduation Requirements

In order to graduate, PHD students must complete the required 46 course credits and have successfully defended their dissertation. **To be hooded in the May Commencement ceremonies students must defend their dissertations by April 10th.** Graduating students must pay close attention to the due date of the graduation application, which is due along with a digital photograph and their curriculum vitae early in the semester in which they intend to graduate.

All PhD students will have successfully completed the following requirements to be eligible for graduation.

Preliminary Exam

Students will sit for the preliminary exam, which will consist of two questions: a philosophy of science question and a research methods question. The philosophy of science question is focused on the historical context of philosophy of science and current epistemological thought, within and outside of the nursing discipline. For the research methods examination portion of the exam, the student will be provided with a problem addressing an identified issue. A published Cochrane Systematic Review on an identified clinical issue will be provided at the start of the examination to provide background and context of the state of the science in this area. Based on the recommendations within this systematic review, students will be asked to design a study reflective of the state-of-science in this area. For a quantitative research methods question, the emphasis will be on the integration of study design, hypothesis testing, and statistical analyses to answer the research question proposed by the student. For qualitative method questions the emphasis will be on phenomena construction with an analysis method and its philosophical underpinnings to answer the question the student proposes. Qualitative analysis will focus on the correct level of analysis (individual, group, or healthcare culture globally) and the specific inductive method/s for a full explication of a phenomenon.

- Content for the Preliminary Exam will include applicable Year 1 courses, excluding the Principles of Psychometrics in Research course
- Students who are enrolled in the traditional program will sit for the Preliminary Exam the last Monday of September of the Fall term. Conway fellows will sit for the Preliminary Exam in late August of Summer 2. The exam will be taken virtually. Question 1 on the exam will be completed from 10:00 am – 1:00 pm and Question 2 will be completed from 2:00 pm to 5:00 pm on the designated day. The examination date, grading of submissions, results to students and a re-examination, if needed, must be completed before the Drop/Add date for the following Spring semester for traditional students and by Drop/Add date for the upcoming Fall semester for Conway Fellows.
- Specific exam questions will not be provided prior to the examination, but students will be aware that one question will be focused on nursing science and the other on constructing a study. Both questions will be reflective of Year 1 content and the Qualitative Research Methods course.
- Students' dissertation committee members will not grade exams.

Comprehensive Exam

The PhD Comprehensive Examination is a two-part process: a nursing education synthesis paper and a candidacy oral examination.

Synthesis Paper

This requirement is to test students' ability to conceptualize, synthesize, and evaluate the extent of their knowledge about nursing education. In addition, this synthesis paper will assess students' scholarly

writing abilities. After completion of all nursing education course work, during the student's initial enrollment in Dissertation Continuation (NUR 9508) course and prior to dissertation proposal defense, the submission of this component of the Qualifying Examination process is required.

For this paper, students will conduct a comprehensive review of the literature to identify a current, major issue in nursing education and provide a critical analysis of the state of knowledge on this topic and propose an action/research plan to build the evidence base in addressing this issue. Published empirical and grey literature are expected to be used in the paper's development. In-text citations and a reference list reflecting APA Style Guidelines 7th edition are required. Papers are to be no longer than 20 pages of double-spaced text, excluding title page, abstract and references. Submissions will be assessed via SafeAssign and/or Turn-in-it for authenticity.

Oral Candidacy Exam

The focus of the Examination is on the student's demonstration to synthesize the literature in their response to each question.

Students will be expected to articulate a response to each question that demonstrates their knowledge of the synthesis of state-of-the-science in their identified field of study and provide a robust, logical argument as to how and why their proposed study is significant and will address a gap of knowledge in this area.

The oral defense will be heard and graded via an approved examination rubric by two members of the PhD Advisory committee who are not serving on the student's dissertation committee.

Oral defenses can be completed virtually and be approximately one hour in length.

If a student fails on the initial attempt, they will have one opportunity to retake. If a student fails on their second attempt, they will be dismissed from the PhD Program with the right to appeal. If a student fails on their third attempt, they will be dismissed from the PhD Program without the right to appeal to the Dean of the FCN. If the appeal is approved, a learning enrichment plan and modifications for course enrollment in the student's program of study will be developed.

Students must submit a signed written agreement for the learning enrichment plan and modifications to their program of study.

At the time of successful completion of all components of the qualification examination, students will have four years to complete all requirements for the doctoral degree (not to exceed a total of eight years from admission).

Dissertation Proposal

The written proposal addressing the following is submitted to the faculty:

- Introduction which includes background, problem, significance, purpose, study aims and research questions.
- Review of the field which identifies the gaps in the science, a theoretical foundation for the research, and the significance of the proposed study.
- Methods which includes study design, setting, sample, power analysis to estimate sample size, inclusion, and exclusion criteria recruitment method(s), study procedures.
- Data plan which includes collection instruments, analysis plan.
- *Ethical Implications* and strategies to protect human subjects*
- 3 anticipated manuscripts along with the top 3 journals for submission of each should be included (for three manuscript option).

Proposal Defense

Students present their proposal to a panel of faculty including their Dissertation Chair and committee members who review the plan for quality, rigor, and safety. Once this panel approves of the proposal, the student proceeds to Institutional Review..

Institutional Review Board (IRB) Or Quality Review Committee (QIC) Approval

Villanova University (VU) is concerned about protecting the rights and well-being of human subjects involved in research, which is mandated by specific provisions in the Code of Federal Regulations (CFR). Students must follow their institution's and Villanova University's IRB guidelines for submitting IRB/QIC protocols.

All research by PhD students in the M. Louise Fitzpatrick College of Nursing is to be reviewed by the Villanova University Institutional Review Board (IRB) prior to data collection. Depending on the study, other institutional review boards may also need to review the study prior to data collection.

NOTE: Additional details are available at the Office of Research Protections webpage:
<https://www1.villanova.edu/villanova/provost/research-administration/research-protections.html>

Dissertation Options

Three Manuscript Option

Student must be first author

Subject must be the student's original research

Subject to review and approval of dissertation committee before submission

Manuscripts can be a combination of manuscript types (with at least one data-based manuscript)

Manuscripts must be full-length articles consistent with expectations for reviews or reports of original research that are found in **peer-reviewed, indexed journals**.

Manuscripts do not need to be submitted for publication prior to graduation, but manuscripts must be produced while the student is matriculated in the FCN PhD program.

Manuscripts published during the course of the doctoral program can be included, but the student must obtain appropriate approval of the dissertation committee and copyright holder or retain copyright

Traditional Five Chapter Dissertation Option

A structured abstract is required. The following subheadings are to be used: Background; Purpose; Methods; Results; Implications)

Chapter 1 – Introduction to the study, including problem, significance, prevalence, purpose and research questions

Chapter 2 – Critical review and synthesis of the qualitative and quantitative literature that addresses concepts/variables relevant to the study.

Chapter 3 – A complete and comprehensive description of study methods and procedures including human subjects considerations, data management and data analysis plan.

Chapter 4 – Findings (may require more than one chapter)

Chapter 5 – Discussion of findings

A final, bound copy of the complete dissertation, inclusive of all published works, must be submitted to the PhD Program Office within six months of completion of the dissertation defense. Manuscripts can be a combination of manuscript types (with at least one data-based manuscript)

Graduation Ceremonies

Villanova University conducts graduation ceremonies once each year, at the close of the spring semester. Information about Commencement (date, time, place) and procedures for obtaining academic attire will be mailed to all eligible candidates. Any student who completes the program in September or December is responsible for notifying the Graduate Program Office of any change of address before March 1st to ensure that commencement information reaches them. The faculty encourage all graduate students to attend this joyous celebration. It provides an opportunity to see classmates and colleagues and to celebrate this significant accomplishment with family, friends and faculty.

The president of Villanova presides over this solemn celebration and with the deans, faculty, and University community confers all degrees earned upon successful completion of full programs of study.

Note: All students who have completed their program of study in September or December are encouraged to participate in the May Commencement that follows program completion.

Each year a small number of students who have not fulfilled all the requirements for May graduation wish to participate in commencement exercises with their entering class. Students who have only three or fewer courses remaining to fulfill the requirements for graduation, or who can complete the degree requirements before the beginning of the next Fall Semester, may petition to participate in the graduation ceremony. The names of all such students throughout the University will not be included in the commencement program until the following May, after they have in fact graduated. Students may participate in only one commencement ceremony

Application for Graduation Procedure

All students must complete an application for graduation during the semester in which you plan to graduate. This *Prospective Graduate* application form is available online in *MyNOVA*. Choose the term you will be completing your degree requirements in the drop-down menu and submit the form.

Graduation Date	Application Submission
September	February 1 – June 15
December	March 1 – September 15
May	August 25 – January 31

Any student who applies for graduation after the deadline has passed will be charged a \$100.00 late fee which cannot be refunded or transferred to another term. All students are urged to apply before the deadline listed above to avoid a late fee.

In addition to completing an application for graduation, you must complete (1) a Graduate Nursing Program Exit Survey, and (2) a Villanova University Graduate Student Survey which will be shared with you via email.

Independent Study

Independent Study work is intended to provide an in-depth learning experience for graduate students outside of the normal classroom experience. Students wishing to pursue an Independent Study must identify a willing faculty sponsor, and in conjunction with the sponsor complete the form [***NUR 9002 Independent Study Proposal***](#). This form must be approved by both the Associate Dean Graduate Program prior to registration. Independent studies are to be completed within one semester. Only under

extenuating circumstances will an extension of no more than one semester be granted. A comprehensive report is due at the completion of the Independent Study for review by the faculty sponsor.

Instructional Strategies

The Graduate Program uses a variety of instructional strategies. These strategies include, but are not limited to, a combination of lecture, readings, research analysis, in-class activities, online or hybrid modalities, and open discussion to explore concepts. Student preparation, engagement and sharing their unique personal and professional experiences enrich class discussion and enhance the learning experience and overall academic outcomes.

Guidelines for On-line and Zoom Classes

The following guidelines are intended to ensure a positive learning environment for all participants:

- Discussion is extremely important to learning. We may disagree with other students and faculty, but courtesy and respect are always an expectation.
- Cameras are to be enabled during all Zoom class sessions. If your camera is non-functional, please inform the faculty.
- Keep audio on mute until you want to speak.
- Consider using a headset with external mic for best hearing and speaking capabilities.
- Students are expected to attend all classes. If there is a need to be absent, inform the faculty prior to class meeting time.
- Class participants need to use appropriate technology, and everyone needs to be heard clearly by others in the class.
- Close unneeded applications on your computer to optimize the video quality.
- Class participants are encouraged not to monopolize the discussion nor interrupt other students or faculty. Any appropriate interruption should be done with the utmost courtesy.
- Settings used for online classes need to be conducive to learning and as distraction-free as possible from visual distractions and/or background noise.

Leave of Absence for Villanova University

Medical Leave of Absence

Students may request a medical leave of absence (MLOA) if they experience health situations that significantly limit their ability to function successfully or safely in their role as students.

Medical Leave of Absence Process

A student seeking a MLOA must take the following steps:

- Submit a completed “*Request for Medical Leave of Absence*” form to the Program Director or FCN Associate Dean for Graduate Programs
- Meet with a designated staff or faculty member to review the request

The student may be asked to schedule and undergo an evaluation by the Student Health Center and/or the University Counseling Center before a leave is granted. This evaluation will occur after the student has met with the Dean, Associate/Assistant Dean, or their designee. The student may be asked to sign a release allowing the Student Health Center and/or the University Counseling Center to discuss their evaluation of the student with the Dean, Associate/Assistant Dean, or their designee who is reviewing the request.

Leave of Absence for Non-Medical Reasons

Villanova recognizes that it is sometimes necessary for students to interrupt their enrollment and take a leave of absence. Students may take a non-medical leave for a variety of reasons including to attend to academic, personal, or financial matters.

Students receiving financial aid should consult with the *Office of Financial Assistance* to understand how a leave of absences may affect their loans and repayment obligations.

Leave of Absence Process for Non-Medical Reasons

A student who wishes to take a leave of absence for non-medical reasons must take the following steps:

1. Submit a completed "Request for Non-Medical Leave of Absence" form to the Dean's office of the student's academic college or the Dean of Students office, or their designee
2. Meet with a designated staff or faculty member to review the request

Parental Accommodation

The Office of Graduate Studies offers support for graduate students who need to take leave in connection with the birth of and/or full-time care of a new child during their period of enrollment. The goal in offering this support is to allow graduate students to continue their studies with as little disruption as possible. Parental accommodation is intended to enable the graduate student to continue to make progress toward the degree. Consequently, it does not grant additional semesters of funding, nor does it change the length of time permitted to complete degree requirements and to graduate. This policy requires communication and cooperation in good faith between the student seeking the accommodation, the faculty, and the student's department. The terms of the policy are as follows:

- To be eligible for Parental Accommodation, the graduate student must be the primary and full-time caregiver of a newborn child or a child five years of age or younger who is newly placed in the home.
- The graduate student must submit a written request no less than three months before the expected date of the start of the accommodation period (if possible) to the Program Director who will forward it with a recommendation to the Graduate Dean for review.
- Graduate students may receive up to six weeks of Parental Accommodation within the first six weeks immediately following the birth, adoption, or foster placement of a child. The six weeks of Parental Accommodation must be taken consecutively immediately following the birth or placement of the new child. Students seeking Parental demonstrate that they are the full-time primary care provider of the child.
- During Parental Accommodation, the graduate student may attend classes and work on course assignments to the extent possible, but the student's program director should advise the professors in these courses to be flexible about attendance and assignment deadlines during the period of accommodation. Upon the student's request, the student will be granted Incompletes in these courses, with the understanding that the courses should be completed by the end of the following semester.

Leave of Absence for FCN

If you plan to be absent from the University for two consecutive semesters (exclusive of summer terms), you must submit a letter to the Associate Dean of the Graduate Nursing Program requesting a Leave of Absence. Upon approval by the Associate Dean, you will be granted a Leave of Absence for the year.

If you fail to return to the University at the end of that year, a letter will be sent to you by the Associate Dean of the Graduate Program indicating that, if written permission from the Associate Dean of the Graduate Program for an extension of the Leave of Absence for one additional year is not granted, you will be terminated from the program.

*According to Villanova University policy, Leaves of Absence may not be granted for more than two years.

*Any student who has been terminated from the program may re-apply for admission to the program according to the admission policies.

Non-Discrimination

Villanova University is an equal opportunity employer and educational institution. There shall be no discrimination against any employee, applicant for employment or any student on any basis prohibited by law, including race, color, national origin, ancestry, religion, sex, age, sexual orientation, gender identity, veteran status, or disability. This non-discrimination policy applies to all educational policies and programs and to all terms and conditions of employment, including student employment, which include (but are not limited to): recruitment, hiring, training, compensation, benefits, promotions, disciplinary actions and termination. All qualified students are accorded fair and equal opportunity to enter and continue in University employment on the basis of eligibility and qualifications.

The full text of the policy can be found in the University's Policy Library.

Any violations of this policy or questions about its application should be reported to Mr. Raymond Duffy, the University Affirmative Action Officer and Associate Vice President for Human Resources who also serves as the University's Compliance Coordinator for Section 504 of the Rehabilitation Act, c/o Office of Human Resources, (610) 519-5135, raymond.duffy@villanova.edu.

NOTE: All university policies can be found at the following link: <https://www1.villanova.edu/villanova/provost/resources.html>

Parking

All students and employees of Villanova University who wish to park their cars on campus property must purchase a parking permit from the Villanova University Department of Public Safety. Cars parked on campus property without a parking permit are subject to being ticketed and/or towed. A parking permit does not guarantee a parking space; however, the number of permits issued is limited to increase the probability of the holder finding a parking space. Parking is permitted only in areas designated for parking use. Parking in loading zones, handicap spaces, fire zones or at building exits is prohibited whether or not "no parking" signs are posted.

Evening Parking Permits

Graduate nursing students are considered "evening students" since their classes generally begin after 4:30 p.m. Students may purchase evening parking permits. Evening permits are valid after 4:30 p.m. each school day and will be honored during school vacations, Saturdays, Sundays and holidays from 9:00 a.m. to 2:30 a.m. for students who wish to use the Library or other University facilities. An evening permit is not valid for parking in any lot from 9:00 a.m. to 4:30 p.m. on regular class days except by special request.

Daytime Parking for Evening Students

If you have purchased an evening permit and wish to come to campus occasionally before 4:30pm to use the library or meet with other students, you must park in the Ithan Garage.

NOTE: More details about parking rates can be found at: <https://www1.villanova.edu/villanova/parking/extendedhours/parking-permit-prices.html>

Purchasing a Parking Permit

Parking permits are available for sale via the parking portal. The Parking office is open weekdays Monday-Friday 8-4pm (610)519-6989.

NOTE: Access the Parking Portal at: <https://villanovauniversity.t2hosted.com/Account/Portal>

Professional and Academic Responsibility of Graduate Nursing Students

Upon entering a program of study to become an advanced practice nurse, nurse educator, nurse anesthetist, or earn a doctor of nursing practice (DNP) or doctor of philosophy (PhD) degree each student assumes the responsibility which society places in the nursing profession as well as the obligation to adhere to those values, standards, and ethical behaviors set by the profession. Among those values is a respect for the worth of the individual and the individual's right to privacy and confidentiality.

Nursing students are accountable for the care provided under the supervision of the faculty. Each student has the personal responsibility to provide, safe, evidence-based, competent care within the limits of their education and experience and to embrace the obligation for continuous development of knowledge, judgment, and skill to prevent harm to any person in their care.

Truthfulness in all matters is necessary to ensure standards of the nursing profession are upheld. Accepting responsibility for one's own actions and seeking consultation and direction from faculty is an expectation. Each student is responsible to be familiar with and abide by the policies of the program as outlined in the student handbook.

Freedom from illegal, mind altering, or addictive substances which can impair judgment is imperative if the health, welfare, and safety of persons receiving care are to be protected.

NOTE: Refer to the [FCN Student Substance Use and Drug Testing Policy](#) found in Appendix E.

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

Time Frame	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

NOTE: Additional information on refunds and credits can be found at: <https://www1.villanova.edu/university/financial-affairs/bursar.html>

Registration

General Registration Regulations

Students must consult their Academic Advisor each semester to choose courses and to receive their PIN for accessing online registration. Virtual consultation is acceptable. Students are advised to register during the online registration period and well in advance of the first week of classes. Information on registering online will be provided each semester and can be found on *MyNova* at the College of Nursing website under “[Nursing Graduate Student Registration](#)”.

Change in Registration

A change in course registration whether through Drop/Add or through course withdrawal requires the approval of the Academic Advisor. Drop/Add permits changes in registration through the first week of the semester only. Course withdrawal (WX) permits a course to be dropped after the first week of class through the WX deadline (typically 3 weeks after midterms, but it is the student’s responsibility to be aware of all deadlines). Dropping a course after the Drop/Add period will not result in a tuition refund. Students are referred to the Bursar’s office for tuition refund policies. No refunds are given after the fourth week of class even if the student withdraws.

NOTE: Additional information is available at the following link. <http://www1.villanova.edu/villanova/finance/bursar/refunds/schedule.html>

Sexual Assault, Sexual Harassment and Misconduct

Villanova University seeks to foster and maintain a community of mutual respect and concern for all of its members. There can be no greater violation of the terms of that community, or of the essential dignity of any member of it, than an act of sexual assault, sexual harassment, dating violence, domestic violence, stalking or other forms of misconduct described in this Policy (collectively referred to as “sexual misconduct”). These acts constitute the deepest affront to University standards and will not be tolerated in any form. The University expects all members of the Villanova community to conduct themselves in a manner consistent with the Villanova Mission Statement and its Enduring Commitments available at http://www1.villanova.edu/villanova/president/about_university/mission./html and all applicable University policies. This Policy provides the framework for eliminating sexual misconduct from our community, preventing its recurrence, and addressing its effects.

Villanova University prohibits sexual misconduct, as detailed in the definitions below and as further clarified in some instances under Federal and Pennsylvania law. Some acts constitute prohibited conduct under Title IX of the Education Amendments of 1972, the Jeanne Clery Disclosure of Campus Security Act (Clery Act), as amended by the Violence Against Women Reauthorization Act of 2013 (VAWA), and other Federal and State laws. Acts of sexual assault, dating violence, domestic violence or stalking may also be violations of the Pennsylvania Criminal Code.

NOTE: The Pennsylvania criminal law definitions can be found at <https://www.legis.state.pa.us/WU01/LI/LI/CT/HTM/18/18.HTM>

The University reserves the right to address behavior that violates this Policy regardless of whether the conduct also violates Federal, State and/or municipal civil or criminal law.

Villanova prohibits all forms of sexual misconduct, as defined in Section II of this Policy, and any person, including students, staff, and faculty, found responsible for such conduct will face disciplinary actions up to and including dismissal or expulsion from the University. See Appendix B for the complete Title IX Notice of Non-Discrimination, applicable to matters involving conduct prohibited under Title IX.

Should an incident of sexual misconduct occur, the University has both reporting procedures and support resources in place so that no one needs to face the effects of such an incident alone. The first concern is for the safety, health, and well-being of those affected. Confidential and private options for support and reporting are available both on and off campus (Section IV & Appendix A). The University has also adopted grievance procedures to identify, investigate, adjudicate, and address reports of sexual misconduct.

It is the responsibility of every member of the Villanova community to foster an environment free from sexual misconduct. All members of the community are strongly encouraged to take reasonable and prudent actions to prevent or stop an act of sexual misconduct. This may include direct intervention when safe to do so, enlisting the assistance of others, contacting law enforcement, or seeking assistance from a person in authority. Community members who choose to exercise this positive responsibility will be supported by Villanova University and protected from retaliation. Anyone making a report, filing a complaint, or participating in the investigation or resolution of an allegation of sexual misconduct is protected by law and this Policy from retaliation. The University will take prompt and responsive action to all reports of retaliation. The University will respond promptly and equitably to all reports of sexual misconduct to ensure the safety of the reporting person and the Villanova community, and to provide an environment that is free from gender and sex discrimination.

NOTE: For further explanation or additional resources, refer to the university resources at: https://studenthandbook.villanova.edu/sites/default/files/pdf/academic_page/sexual-misconduct-policy.pdf?generated=1706626781

Reporting an Incident of Sexual Misconduct

The University is committed to a safe environment for all students and employees. Reports of sexual misconduct provide the University with the opportunity to assess for broader remedial action including increased monitoring of campus locations, additional education and prevention efforts, and climate assessments. The University will respond to all reports in an integrated, consistent manner that treats each person with dignity and respect and will take prompt responsive action to end any reported sexual misconduct, prevent its recurrence, and address its effects. Villanova is committed to supporting the rights of a reporting person or Complainant to make an informed choice among options and services available both on and off campus. Complainants have the option to, and are encouraged to, notify law enforcement. This includes the simultaneous filing of both a criminal complaint and a University formal complaint under this policy.

In the event that you become concerned about sexual misconduct, harassment or assault please take the step of reaching out to a faculty member, staff member, or safety officer. They will take help access the support and resources needed while respecting the sensitive and confidential nature of the situation.

Simulation and Learning Resource Center

The Simulation and Learning Resource Center (SLRC) in the FCN provides laboratory experiences and services augmenting and enriching the educational program. In addition to special assignments and laboratories associated with courses, students are advised to use this center on their own initiative to review and practice nursing skills. Use of the SLRC is restricted to students at the FCN and health professions students from other schools by invitation only while participating in interprofessional simulation events. The SLRC is located on the lower level of Driscoll Hall and is open from 8:00 am – 5:00 pm Monday through Friday, although summer hours may vary. It is staffed by a full-time R.N. Executive Director, a full-time R.N. Associate Director, one Simulation Operations Technician, one Operations Administrator, one Simulation Coordinators, one part-time R.N. Clinical Skills Specialist, peer mentors, and graduate students. The SLRC is used in conjunction with undergraduate and graduate nursing course work, clinical experiences, independent study, and continuing education to enhance

individual student learning. Students are required to review and sign the Simulation Fidelity Consent and Acknowledgement Form located in **Appendix D** prior to the start of the student simulation experiences.

The 12,000 square foot SLRC is composed of 3 standardized patient rooms, 10 multi-purpose rooms, and an OR/Anesthesia room. In each of these areas, students can learn and practice skills to develop their proficiency. Students will progress through various labs as they advance through the curriculum. Each space is modeled after current clinical environments and has technology to observe live and record simulation sessions. Simulation experiences may include but are not limited to using task trainers, standardized patients, human patient simulators (computerized manikins), virtual reality, and hybrid experiences (a blending of two or more simulation methodologies). Some of these experiences are digitally recorded and archived for evaluation, feedback, and mentoring purposes. Students are digitally surveyed about their experiences.

Confidentiality is an essential component of the learning process with simulation. Students are asked not to discuss simulation events or debriefing with other students. Further, as educational leaders, the FCN may share its experiences and expertise with members of outside institutions who may occasionally visit Villanova University's simulation labs to observe the educational, administrative, and technical aspects of simulation methodology. During observations by external professionals, participants are not identified, and no individual student evaluations are shared.

Student Regulations for the Simulation and Learning Resource Center

The SLRC is an academic learning center and is not a student lounge. Eating, loud talking, and nonacademic activity is not permitted. Nursing Skills Development Students are encouraged to practice skills independently and with peers. Graduate Assistants/Tuition Scholars are available by appointment during posted hours for students who are required to complete lab make-up or skill reinforcement. Peer mentors are available to first-year and sophomore students to meet the requirement for deliberate practice of certain required skills. Hours of availability are posted in the SLRC.

Sign-out Policy

The SLRC provides Home Health Care bags and Nurse Practitioner kits to FCN students. Additional equipment may be borrowed with permission for practice of vital signs. Simulation equipment leaving the SLRC must be returned clean, in working order, and without damage. Home Health Care bags and Nurse Practitioner kits must be returned with all equipment cleaned and in working order. When the equipment is returned, the SLRC Coordinators will examine it for damage. Once the equipment has been determined to be in good working order and without damage, the individual returning the equipment will complete the In/Out form indicating it has been returned. Students needing Home Health Care bags and Nurse Practitioner kits must complete a contract and return the equipment by the end of the semester. Students who damage the equipment, fail to clean the bags/kits, or fail to return the equipment are charged the cost of cleaning and replacement. Grades will be withheld until borrowed materials are returned.

NOTE: The SLRC Consent form can be found in **Appendix D**.

Social Media Policy

Social media are powerful social and professional communication tools that may significantly impact your personal reputation, the reputation of Villanova University, the FCN, faculty, staff, employees and your fellow students. The FCN recognizes that students may routinely be utilizing social media and has instituted this Policy to remind students of their responsibilities as nursing students.

The definition of "social media" is media for social interaction, using highly accessible and scalable communication techniques. The goal of social media is to use web-based and mobile technologies to turn communication into interactive dialogue. Outlets within social media include but are not limited to

online social networks such as Facebook, Twitter, LinkedIn, Wikipedia, Second Life, Instagram, Flickr, blogs, Foursquare, podcasts, discussion forums, RSS feeds, Allnurses.com, video sharing such as YouTube, iTunes, interactive geo-location, online collaborative information and publishing systems that are accessible to internal and external audiences (i.e., Wikis).

When using social media, students must conduct themselves in accordance with University policy. These policies include, but are not limited to, the policies contained within the FCN Handbook, the Student Handbook and the Code of Student Conduct. In addition, students should understand that clinical agencies may take independent disciplinary action against students for violating agency policies. These actions may affect the completion of your placement or course, your course grade and, potentially, your successful completion of your nursing degree.

Students and their personal social media accounts may not in any way represent themselves as sanctioned by Villanova University and are not permitted use of the University's intellectual property (logos, wordmarks, badges, symbols or any materials protected by copyright or trademark laws) to identify themselves or hold themselves out as officially recognized and/or supported by the University.

FCN students may not discuss or distribute sensitive, confidential, or proprietary information about Villanova University, its students, faculty, clinical agencies, clinical agency employees or patients.

- HIPAA (Health Insurance Portability and Accountability Act). Federal guidelines protect confidential patient information. Disclosures by any means of patient information are a federal offense and may subject students to substantial monetary fines and/or criminal penalties in addition to University disciplinary action.
- FERPA (Family Educational Rights and Privacy Act). Student educational records or any personal information about a student which is disclosed without the permission of the student is a federal violation and subject to disciplinary action.

Social Media Tips

- Protect patient information in all forms of communication. No photos, videos or other forms of recording or disclosing patient information.
- Posting confidential information about students, employees or alumni of Villanova University and/or FCN is prohibited.
- Think twice before posting. If hesitant, don't post!
- It is a violation of University policy and contrary to the Mission of the University to defame anyone's character, embarrass, harass, abuse or use obscenity or profanity when using social media.
- Social media is public information and students should have no expectation of privacy in the information they post in these forums.
- It is inappropriate to "friend" patients or their family members on social networking sites.
- Maintain your professional image on all media sites. University personnel, corporate administrators, employers and law enforcement agencies are utilizing media for formal and information background checks and searches.

The FCN expects all students to be thoughtful about how they present themselves and to respect their audience, peers, faculty, the University, and all clinical agencies. Students need to remember that content contributed on all social media platforms becomes immediately searchable by the public at large and forwarded to others without your knowledge or consent.

Once your message is sent, or you post information, this information forever leaves your control.

Students are reminded that all University Policies are applicable to students' conduct on social media and, any conduct which violates University Policy, may subject the student(s) to Villanova University disciplinary action, up to and including, expulsion.

Student Groups & Activities for Graduate Nurses

Graduate Nurse Network

The Graduate Nursing Network (GNN) is the graduate student organization in the FCN, and all students who are enrolled in the Graduate Nursing Program are members of the GNN. This organization plans social and educational programs during the year, sponsors a reception for all students who have graduated during the year, and manages the election or appointment of student representatives to the FCN and University committees. The Graduate Nurse Network also distributes a newsletter to all members at least once each year; this contains articles about nursing, life as a graduate student, career notes about alumni and some of the activities occurring in the FCN.

You are encouraged to become active in this dynamic nursing organization through which you will have an opportunity to network with other students about employment opportunities, exchange ideas about courses, etc. For further information about the Graduate Nurse Network, contact any of the Network officers or the Network faculty advisor.

Sigma Theta Tau International, Alpha Nu Chapter

Alpha Nu is the Villanova Chapter of Sigma Theta Tau, the international nursing honor society. Sigma Theta Tau recognizes superior academic achievement, leadership abilities, scholarly accomplishments, and commitment to the ideals of the nursing profession. Alpha Nu Chapter was founded in 1966 and continues to be a dynamic organization with over 500 active members.

Alpha Nu Chapter sponsors several educational programs during the year and co-sponsors the annual Distinguished Lectureship with the FCN. The Chapter also offers an annual scholarship for advanced study in nursing (master's or doctoral program) and an annual research grant to its members. The Chapter has served as a mentor for new chapters in the region and has provided leadership to Sigma Theta Tau chapters in the Eastern Pennsylvania area.

If you are already a member of Sigma Theta Tau, you may consider a dual membership or a transfer of your current membership to the Alpha Nu Chapter. For further information about Sigma Theta Tau, Alpha Nu Chapter (e.g., membership criteria and procedures, transfer or dual membership), contact any of the officers or committee chairs.

Alpha Nu, the Villanova Chapter of Sigma Theta Tau has a scholarship available for graduate students who are active members. For information concerning this scholarship, contact the Chairperson of the Chapter's Scholarship Committee, c/o the FCN.

Dean's Annual Distinguished Lectureship

The Annual Distinguished Lectureship was initiated in 1978 on the twentieth anniversary of the FCN and has been co-sponsored with Alpha Nu for several years. Each year an outstanding nurse leader is invited to present a timely issue in nursing for the students, faculty, alumni and friends of the FCN. The Annual Distinguished Lectureship is presented every Fall and is listed in the College of Nursing's Continuing Education brochure, the Alpha Nu newsletter and the Graduate Nurse Network newsletter. There also is a general mailing about this event, and notices are placed on the web. This professional program is offered at no cost to participants.

Naratil Family Health and Human Values Series

The Naratil Family Health and Human Values series has been developed by the FCN to promote knowledge and understanding of ethics and values in health care and health care delivery. The series is offered each year with local, national and international experts serving as presenters or panelists. Generally, there are several programs throughout the academic year. They are offered in the evening and faculty, students and members of the professional community are invited to attend.

Healthcare Professional Development Program

The Healthcare Professional Development Program of the FCN offers a variety of conferences, workshops and seminars on pertinent areas in nursing taught by the FCN faculty as well as other local and national experts. The offerings, related to various nursing issues, clinical practice, health care administration and nursing education, are listed in the brochure, which is published regularly and is available through the Continuing Education office.

The Healthcare Professional Development Program of the FCN is accredited as a provider of Continuing Education in Nursing by the American Nurses Credentialing Center's Commission on Accreditation, and contact hours are awarded for participation in these courses. The Continuing Education office is located in Driscoll Hall and can be contacted easily (610-519-4931).

Faculty and Staff Development

The FCN Research Committee sponsors Faculty Research Forums each year, and graduate students are invited to attend. These forums are opportunities for faculty members to share and receive feedback on their research activities, and they are very informal in nature. Notices about scheduled Faculty Research Forums are posted on the web. You are welcomed and encouraged to attend and participate in the discussion.

The Nursing Alumni Network

The Nursing Alumni Network was founded in 1985 and is a member club of the Villanova University Alumni Association. The basic purposes of the Network are to further the interests of both Villanova University and the FCN and to facilitate the professional networking and engagement of its members.

The Network may sponsor or co-sponsor events during the year as well as sponsor gatherings at some professional conferences. All alumni from the FCN are encouraged to participate.

NOTE: For further information or to host your own event for alumni, contact Ann McKenzie, MSN, RN, Assistant Dean of Strategic Initiatives, at ann.mckenzie@villanova.edu.

Student Records

The FCN maintains individual files on all students. Students may have access to their records for review upon request and records must be reviewed in the FCN. Documents may not be removed from the files. Requests to review files should be made to the Associate Dean Graduate Program.

Substance Abuse Policy

Applicants who voluntarily disclose a history of substance abuse must provide documentation that they have been in a Voluntary Recovery Program (VRP) for no less than three years and have been drug and/or alcohol free for that period of time. Once admitted to the program, these students will be subjected to random testing for illegal substances without prior notification throughout their stay in the program.

Students who are involved in substance abuse while in the program will be evaluated for possible termination from the program. Students seeking readmission will be expected to enter a Voluntary Recovery Program (VRP) at their own expense. The candidate will be considered for readmission contingent upon the following:

- a. The candidate provides documentation that he/she has been in VRP for no less than three years and has been drug and or alcohol free for that period of time.
- b. The candidate agrees that the University can notify all clinical agencies to which the candidate is assigned regarding the VRP and drug and /or alcohol-free status.

- c. The candidate will agree to random testing for illegal substances without prior notification throughout his/her stay in the program.

Readmission is not automatic. Readmission decisions are at the discretion of the Program Director. It is conceivable that students may be required to repeat courses taken prior to rehabilitation in order to update knowledge and skills.

Technology Services

myNOVA is Villanova University's single sign-on, web portal that provides personalized access to web services (email, Banner, university services & departments)

IDs and Passwords

Email/Information Technology Resources

(Email, Access to campus servers and the University's online resources.)

To access Villanova's information resources on the Internet and in the University computer you will be required to know your ID and password.

All students, faculty and staff are automatically issued an ID and password. A letter with this information will be sent to your home.

NOTE: If you do not know the ID and password, contact the Computer Support Center at (610) 519-7777.

I.D. Card (*WILDCARD*)

Students must obtain University-issued Villanova Student Identification Card (*Wildcard*) which is required for numerous campus services, including printing/photocopying, gymnasium, and Library. Replacement ID cards can be obtained for \$30.00 from the Wildcard Office, Dougherty Hall, 610-519-4179. The *Wildcard* also serves as a debit card for purchases on campus and with some community merchants who offer a VU discount. The University Bookstore offers a 5% discount when the *Wildcard* is used to pay for purchases. Money can be added to a student's *Wildcard* account at the Wildcard Office in Dougherty Hall and through the Wildcard Services website using a Mastercard, Visa, or Discover card, or through ACH or e-check transfers. *Wildcard* can be used to pay for purchases on campus and at some nearby community businesses.

NOTE: For more information visit the **Wildcard Services website:** <https://www1.villanova.edu/villanova/unit/wildcard.html>

IT Support

UNIT supports all Villanova faculty, staff and students. Any computer related problems can be handled over the phone, in person, or via web.

NOTE: The UNIT Home Page can be found at the following link.
<http://www.villanova.edu/villanova/unit.html>

Time to Complete Degree

Students in the Master's and Post-Graduate APRN Certificate and DNP-NA programs must complete their degree requirements within a five-year period from the first semester of enrollment.

Transfer of Credit

Villanova University permits graduate students to transfer a maximum of six (6) credits, provided they were completed prior to admission to Villanova University. Courses may be transferred either as elective requirements or in lieu of required courses. Those transferred in lieu of required courses must have been taken within 5 years of admission to Villanova University. The following information must be provided to initiate the transfer of credit process:

- Requests for transfer credit must be made at the time of application.
- Students accepted into a graduate degree program may receive transfer credit for up to a maximum of 6 credits (usually 2 courses) taken at another accredited higher education institution.
- The courses must be graduate-level and must have been taken within the past five years of admission. A graduate course used to complete an applicant's undergraduate degree at another institution may not be transferred and used to complete a graduate degree at Villanova.
- Only courses with grades of B or better will be considered.
- Only applicants accepted as matriculated students may be approved for transfer of credits.
- Transfer credits are not accepted from a non-degree certificate program.
- When requesting transfer credits, the applicant should submit the following materials to the director of the graduate program: 1. The relevant official transcripts (regardless of whether a degree was earned), and 2. Course descriptions and syllabi.
- Students already enrolled in a graduate program at Villanova University who wish to take a graduate course at another institution for credit toward the graduate degree here must obtain written approval from the Graduate Program Director before the course is taken. No transfer credit will be approved for requests received after the course has been taken.
- This policy does not apply to graduate courses taken at Villanova University by Villanova undergraduates.

In accordance with Villanova University policy, students actively enrolled in Villanova University are not permitted to take courses at other colleges or universities for transfer of credit toward a Villanova degree.

Tuition

Tuition Rates 2024-2025 Graduate Nursing

Degree	Per Credit Rate	General Fees Per Semester
MSN	\$1,050	\$100
PhD	\$1,570	\$100
DNP Nurse Anesthesia	\$1,350	\$100
DNP Post Masters	\$1,430	\$100

NOTE: You can reach the bursar at the following link
<https://www1.villanova.edu/university/financial-affairs/bursar/tuition-and-fees.html>

Undergraduates Taking Graduate Courses

Qualified undergraduate students (juniors or seniors with a 3.00 cumulative average and a sufficient background in the subject) may be admitted to certain graduate courses with the permission of their academic advisor, Associate Dean, Undergraduate Program, and Associate Dean, Graduate Program.

NOTE: Permission forms for this purpose are available at the FCN Student Resources website.
www1.villanova.edu › university › nursing

Villanova University Services

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, especially Radnor Township and the City of Philadelphia.

Villanova University Services & Activities

Athletic Facilities

All students at Villanova are eligible to take advantage of the weight rooms, pools and other athletic facilities that are available on campus.

NOTE: Please call the athletics office (610-519-4090) for information on the location, availability and times of operation of various facilities.

Campus Dining

A variety of locations are available for dining during day and evening classes:

- The Recovery Room Located on Driscoll Hall 2nd Floor.
- Dougherty Hall on Main Campus
- Cafe Nova-Located in Dougherty Hall
- The Curley Exchange in Bartley Hall
- The Daily Grind
- The Refectory

NOTE: Find a complete list of dining options and operating hours visit: <https://www1.villanova.edu/villanova/services/dining.html>

Campus Ministry

Campus Ministry coordinates a variety of programs on the campus and in the community, including liturgical, community and educational programs. The Campus Ministry center is located on the ground floor of St. Rita's Hall.

NOTE: Appointments can be made in person or by telephone (610-519-4080).

Connelly Center

The Connelly Center is located on the main campus. It houses a cafeteria (which serves hot and cold food at reasonable prices), an ice cream shop, a candy counter, an electronic banking machine, an art gallery, formal and informal lounges, a movie theater, etc.

NOTE: The hours of the Connelly Center and all dining areas can be obtained at: <https://www1.villanova.edu/villanova/services/connellycenter/hours.html>

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:

Villanova Grad Center (Center for Graduate Education and Research)

The Grad Center is a student-centered office dedicated to supporting and promoting all of Villanova's graduate and law students. We provide a strategic, comprehensive, university-wide voice for graduate students and programs at Villanova, grounded in the University's Augustinian identity, mission and values.

Understanding that graduate students enhance the undergraduate experience, the research enterprise and the Villanova community, we work to ensure that these relationships are reciprocal.

The grad center provides community space for grad students from all colleges across campus to gather, study, socialize, and connect. The Center hosts events, orientation, and provides the best cookies on campus.

NOTE: Learn more about the Grad Center

<https://www1.villanova.edu/university/grad-center.html>

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.

NOTE: Links to such services are available on-line at:

<https://www1.villanova.edu/university/student-life/health-services/counseling-center.html>

Health Insurance

All students need health insurance throughout their term of enrollment at Villanova. Health insurance is mandatory for all domestic, undergraduate matriculated students, all international students, and all law school students. College of Professional Studies (part-time students), undergraduate and graduate students taking three or more credit hours, and Ph. D thesis continuation students must purchase their own insurance.

NOTE: For more information regarding the school sponsored plan, and the enrollment/waiver process, please visit the website www.firststudent.com.

Learning Resource Center

The Simulation and Learning Resource Center (LRC) in the FCN provides realistic and well-equipped clinical simulations labs for undergraduate and graduate nursing students to practice new skills or to carry out simulation activities in health assessment, adult/gerontology health, maternal/child health, critical care, community health, community health, leadership and anesthesia procedures in real-life care environments. These experiences include mannequin-based "standardized patient" experiences. Students participate in lab/simulation activities in many clinical courses in the graduate nursing curriculum.

The Learning Resource Center is located on the lower level of Driscoll Hall. Weekday, weekend and evening hours are posted on bulletin boards in the FCN and in the LRC.

Library & Library Support

All Nursing holdings are housed in Falvey Library, a University facility. The hours vary during school holidays, exam periods and the summer term, and you are advised to call the Library (610-519-4292) for a recorded message about hours, policies, etc. The Graduate Assistant to the Graduate Nursing Program arranges for group orientations each semester. You will be notified of the day and time.

NOTE: You can access these resources using the following link:

<https://library.villanova.edu/about-falvey/contact-us>

Special Olympics

The Office of Student Activities sponsors the Special Olympics program every year. Volunteers include undergraduate and graduate students, faculty and staff. Several first aid stations are established for this day-long program, and nurses are warmly welcomed as volunteers. Volunteers also may serve as "huggers" who accompany the children through the day.

NOTE: For further information about the Special Olympics, contact the Office of Student Activities (610- 519-7244).

Villanova Theatre

The Villanova Theatre offers a variety of plays during the academic year and the summer. Volunteers are welcome "behind the scenes." All auditions are open, and times are posted on campus and published in The Villanovan, the University newspaper. The schedule of performances is published in The Villanovan and are available in the Connelly Center and from the theatre office. Ticket prices are very reasonable, and student discounts, season subscription and group rates are available. The Villanova Theatre is located in the John and Joan Mullen Center for the Performing Arts.

NOTE: Contact the Theatre Department (610-519- 4897) or the box office (610-519-7474) for more information. <http://villanovatheatre.org/>

Writing Center

The Villanova Writing Center provides a comfortable atmosphere for your one-to-one session with a qualified tutor. Bring your paper, assignment, and an open mind and we'll do our best to help you improve your writing.

Services available:

- Aid students in a collaborative effort of creating their "ideal texts" and producing their best quality work.
- We are NOT a "fix-it shop" and seek to "produce better writers, not better texts."
- We encourage multiple, independent visits for all types of students, in all stages of their writing.
- We cater to individual student needs and rely on the effective relationship of peer tutoring. All are welcome.

NOTE: You can access these resources using the following link. http://www1.villanova.edu/villanova/provost/writingcenter.html?mail=alan.pichanick@villanova.edu&xsl=bio_long

Public Safety

The Department of Public Safety is organized into the following functions:

- Communications Function: Communications Officers receive emergency calls and dispatch appropriate resources (Police, Fire, EMS). Communications Officers also monitor campus alarm

systems, card access, and CCTV systems. Communications Officers access University records and state law enforcement information, including drivers license, vehicle registration information, and criminal history information. The Communications Office, located in Garey Hall, is open 24/7.

- Patrol Function: Functional responsibilities of patrol officers include preventative patrol; incident, crime and accident reporting; safety escorts; assisting motorists with vehicle lock outs and jump starts; and physical security.
- Investigative Function: The Department utilizes both sworn and non-sworn investigators, who conduct follow up investigations for incidents occurring both on and off campus. The Department also employs a full-time Title IX Investigator, who is responsible for investigating potential violations of Villanova University's Sexual Assault, Sexual Harassment, and other Sexual Misconduct Policy.

Public Safety is located at Garey Hall at the intersection of Spring Mill Road and County Line Road

Emergency Calls
610-519-4444

Non-Emergency Calls
610-519-5800

NOTE: You can reach public safety by phone or using the following link. <https://www1.villanova.edu/university/public-safety.html>

Withdrawal Policies

Withdrawal without Academic Penalty

An individual is permitted to withdraw from a course for any reason by the deadline for authorized withdrawal listed in the academic calendar. The student receives a grade of WX for the course without academic penalty. However, the student is still responsible for the tuition costs as per the university's refund policy. The WX form must be submitted online to the Office of Graduate Studies for approval.

Withdrawal after the Deadline

Requests for authorized withdrawals after the WX deadline will rarely be approved, and must be based on non-academic reasons. The student must submit a written request to the Dean of Graduate Studies. The student must also provide documentation regarding the non-academic reasons for the withdrawal. The Dean may request additional information regarding the case from the department. The Dean has the sole authority to grant withdrawals without academic penalty. Withdrawals from a course made without prior approval after the deadline are not authorized, and the student will receive a grade of F.

Withdrawal from the University

Students who wish to leave and who do not plan to return to the University should request a withdrawal.

NOTE: Requests for complete withdrawal from the University must be submitted using the Withdrawal from University form. https://cm.maxient.com/reportingform.php?VillanovaUniv&layout_id=39

If students have completely withdrawn from a program, they may not resume their studies unless they have been formally re-admitted. Students who withdraw without approval will receive an F grade in any courses in which they are enrolled unless a grade of WX has been approved.

Appendix D

Simulation Fidelity Consent and Acknowledgement Form

Simulation Integrity: The simulation staff and faculty of the M. Louise Fitzpatrick College of Nursing (FCN) have set up simulations that are as realistic as we can make them with current technology. During sessions in the Simulation and Learning Resource Center (LRC) or during an educational encounter, you may experience a standardized patient actor or an electronic mannequin as a patient. Given the limitations involved, we do our best to make the simulation seem as real as possible. For your part, the simulation is much more enjoyable and instructive if you conduct yourself as if you are in a real clinical situation. To the extent that you can, you should engage with the simulation and actors as if they are real patients/family members/members of the healthcare team. During the session, faculty and actors will take their roles very seriously and we ask that you do as well.

Student acknowledges and agrees as follows:

- As a user of or visitor to the Simulation and Learning Resource Center, or while participating in a simulated educational encounter, I understand the significance of confidentiality with respect to information concerning patients – real or simulated – and other users and visitors to the Simulation and Learning Resource Center or participants in the educational experience, including, but not limited to, students, instructors, and staff. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and all other federal or state laws regarding confidentiality. Further, I agree to adhere to the stipulations stated below, and I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.
- I understand that images or recordings of simulation sessions may be used for educational purposes. I further understand that I may be contacted after a simulation session and be asked to allow images or recordings made of me during a simulation session or other educational experience within the college to be used for scholarly and/or promotional use. I also understand that I am NOT REQUIRED to agree to this additional use of my image or recordings of me.
- I understand that all information provided to me about the simulation learning activity is confidential, and any viewing, discussing, or disclosing of this information to any person outside of the activity is not permitted and may be a violation of the University Code of Academic Integrity.
- All students are expected to demonstrate behaviors that maintain a respectful and supportive learning environment. Students participating in a simulation should have everyone's respect and attention and professional behaviors exhibited at all times.
- I understand that the simulation mannequins are to be used with respect and treated as if they were living patients in every sense.
- I understand that simulation and debriefing sessions, as well as other educational opportunities within FCN, may be videotaped, audio taped or otherwise recorded, and I agree to maintain the confidentiality and security of any and all recordings. I understand that I am not to remove, release, or make publicly available any recordings or portions of recordings made during any simulation sessions or college learning experience.
- I understand that I am not to remove, release, or make publicly available any written documentation that may be provided to me as part of my educational experience within the FCN or Simulation and Learning Resource Center.

I have read and understand the above consent form and agree to adhere to the requirements it sets forth.

Signature: _____

Printed Name: _____

Villanova University ID#: _____

Date: _____

Last Modified: 06/18/2020

Appendix E: FCN Student Substance Use and Drug Testing for Nursing Students Policy

Purpose

The Villanova University M. Louise Fitzpatrick College of Nursing (FCN) curriculum prepares nursing students to care for patients in various healthcare settings. Upon entering the nursing program, students accept responsibility for their behavior as learners and in fulfilling their professional duties as future nurses, including in clinical settings. Substance use disorder among healthcare providers is not only a disease with personal health effects, but also a professional hazard that may significantly impair the exercise of sound medical judgment and ability to administer safe and competent patient care. The FCN curriculum incorporates substance use disorder content to educate students on these issues, and FCN has established this policy to assist nursing students in maintaining personal and professional integrity, promoting academic success, and enhancing patient safety.

Prohibitions on Substance Use

This policy applies to all students who have confirmed acceptance in any nursing program or track in the FCN.

All Villanova University students, including FCN students, are required to comply with all local, state, and federal laws and regulations regarding the possession, manufacture, use, and distribution of substances deemed illegal or controlled, including alcohol. FCN students must also adhere to all Villanova University policies, including the [Policy on Drug-Free Schools and Drug-Free Workplace](#), and the Alcohol and Drug Policies located in the University Student Handbook <https://studenthandbook.villanova.edu/>. This policy is meant to supplement those relevant University policies. Any unlawful production, processing, acquisition, transportation, possession, use, consumption, manufacture, sale, distribution, dispensing, diversion, or improper use of any substances by any student in the FCN may be grounds for disciplinary action up to and including removal from clinical components of the program, and/or dismissal from the nursing program.

In addition, no FCN student may use, consume, or be under the influence of, any substance that potentially impairs the student's performance at any time the student is in the classroom and/or performing clinical duties. Students who need to take medications (whether by prescription or over-the-counter) are responsible for knowing whether such medication may potentially affect their performance or behavior, and must notify the Program Director or Course Coordinator at least 72 hours prior to clinical attendance. This includes notification prior to any drug testing regarding the use of medications that could impair performance or has the potential to influence a drug screen. At all times, it is incumbent upon the student to make the decision not to attend a clinical assignment if the student feels impaired and may present a risk to patients.

Failure or refusal to comply with Villanova University's substance use policies and/or the FCN's Substance Use and Drug Testing for Nursing Students Policy may be grounds for disciplinary action, up to and including dismissal from the program. Any attempt to delay, tamper, or otherwise interfere with any drug testing process or results will be considered a refusal to comply with this policy.

Drug Testing Requirements

All nursing students are required to complete the FCN's drug testing requirements, including testing prior to beginning the program. Clinical training sites and sites involving human research require that students undergo drug testing prior to placement at the sites. Students are subject to additional

random drug testing at the discretion of the FCN while in the program. The clinical sites may also require a student to complete additional drug testing at any time following the clinical site's policy. Students are responsible for all costs related to drug testing.

At any time, a nursing student may be required to undergo substance use testing when the college determines there is reasonable suspicion that the student is impaired due to the use or misuse of a substance including alcohol, drugs, or medications. Examples of conduct or information giving rise to a reasonable suspicion of impairment include, but are not limited to: unusual or aberrant behavior or patterns of abnormal or erratic behavior; symptoms of impairment; arrest or conviction for a drug or alcohol related offense; evidence of drug tampering, drug diversion, or misappropriation; direct observation of drug use or discrepant drug counts; alterations in clinical and/or didactic performance that may not be attributed to other causes; following a work-related injury or illness, with evidence that it may have been related to use of a controlled substance; credible information from independent sources; observation of poor judgment or careless acts which caused or had the potential to cause patient injury, jeopardize the safety of self or others, or resulted in damage to equipment.

The requirement that a student be drug tested, and the test results, will remain confidential and be disclosed only to those individuals within FCN, Villanova University, and/or an affiliated clinical site with a need to know, or as required by law. Upon written request, students will be provided with a copy of their test results. There may be situations where evidence of substance abuse by a post-licensure student requires a report to the appropriate State Boards of Nursing where the student is currently licensed.

Procedures

In the normal course, substance use testing required by the FCN will be conducted as follows:

- Compliance directions are sent to the student upon receipt of the seat deposit. Per these directions, the student creates an account via the Complio software platform and places an order for the required Comprehensive Background Check and Fingerprinting package, which includes a ten-panel drug screen. During the ordering process, American Databank provides a list of Quest and Labcorp drug screen location options based on the student's residential address. The student selects the drug screen location. Students must use one of these approved drug testing locations.
- Once ordering is complete, the student receives an email from American Databank with a registration code and confirmation of the drug screen location. The student must bring the email with the registration code to the drug screen location on the day of testing.
- Based on the drug screen location's policy, the student either makes an appointment or goes to the drug screen location during walk-in hours. The email with registration code is submitted to the lab technician and urine sample is collected for the ten-panel drug screen. Some of the most common substances tested are listed in Appendix I, attached.
- The expectation is that the test will return negative results for all of the tested substances, without adulteration or dilution of the sample.
- Test results are sent directly to the student's Complio account within a few business days.
- If the result is negative, the requirement is complete.
- If the result is positive, dilute, or inconclusive, further testing will be required as described below, and there will be an interruption in the student's course of study or the student may be unable to start the program.

Positive and Inconclusive Results

- If the result is positive, positive dilute, negative dilute, or inconclusive, the result is flagged in the Complio system.
- If there is a positive result for a substance that might be a prescribed medication, a Medical Review Officer from American Databank contacts the student to confirm whether there is a valid prescription and updates the Complio account accordingly.

- If the result is positive without medical validation, the FCN compliance department notifies the student of the flagged result and provides instructions to conduct an additional ten-panel drug screen.
- The FCN compliance department provides the student with directions to select the “Drug Screen Only” option in Complio and order another drug screen. The FCN compliance department will provide a specific window of time in which the student must complete the drug screen. Testing done outside the appropriate window of time will not be considered valid. All costs will be assumed by the student for this retesting.
- During this time the student awaits a retest, the student is not permitted to participate in any clinical agency activities, but may be allowed to attend classes, pending the approval of the Associate Dean for Academic Programs.
- After the student completes the retest drug screen, the compliance department will monitor Complio for the results.
- If the retest drug screen result is negative, the compliance department will confirm the result with the student and the student may proceed in the clinical experience.
- If the retest drug screen is inconclusive, the result will be treated as positive until definitive analysis by alternate testing has been conducted. The FCN compliance department notifies the student of the inconclusive result and provides instructions to complete required alternative testing in the form of a blood test (approximately \$200) to be completed by the student within the timeframe specified by the compliance department. Testing done outside the appropriate window of time will not be considered valid. All costs will be assumed by the student for this retesting.
- During this time the student awaits the alternate testing results, the student is not permitted to participate in any clinical agency activities, but may be allowed to attend classes, pending the approval of the Associate Dean for Academic Programs.
- After the student completes the alternative testing, the compliance department will monitor Complio for the results.
- If the alternative testing result is negative, the compliance department will confirm the result with the student and the student may proceed in the clinical experience.
- If the alternative testing result is positive, positive dilute, negative dilute, or inconclusive, the student will not be eligible to proceed in the clinical experience, will be unable to fulfill the clinical objectives of the nursing curriculum and deemed to have an unsatisfactory performance subject to disciplinary action up to and including dismissal from the program.

Voluntary Self-Disclosure

Students who voluntarily self-disclose a substance or alcohol abuse problem to an FCN faculty member, academic advisor, staff member, or administrator prior to a positive substance use test result, may be granted a medical leave of absence to undergo treatment. There may also be conditions placed on the student’s eligibility to return to the program following the leave. Medical leaves of absence are processed under the University’s [Student Leaves of Absence Policy](#).

Reentry into the Academic and Clinical Environment

Return from a medical leave of absence will be considered by the Associate Deans for the Undergraduate and Graduate Programs, as appropriate, in consultation with the Vice Dean for Academic Programs, and the Academic Standing and Records Committee. The decision regarding re-entry to the FCN, and any conditions that must be met, will be based on an individualized assessment of the student, including consideration of current medical knowledge and/or the best available objective evidence, in consultation with the University’s Counseling and Student Health Centers.

Depending upon the length of absence from the program, the student may be required to restart the clinical and didactic components of their plan of study. Alternatively, the student may only be required to repeat specific semesters of clinical and didactic study, based on the decision of the Academic Standing and Records Committee in consultation with relevant Program Director or Course Director.

For patient safety reasons, a student recovering from substance use disorder will be monitored closely, particularly in clinical practice, and may be subject to additional drug testing or other conditions of return delineated as part of the program reentry.

Reporting

Any student arrested or convicted of violating any federal, state, or local law pertaining to the manufacture, possession, sale, use, or distribution of a drug or alcohol or misuse of prescribed medications must report this event, within 72 hours of its occurrence and prior to any clinical contact with patients and families, to the Associate Dean for the Undergraduate Program or Associate Dean for the Graduate Program. New criminal charges and arrests, as well as prior criminal records, may affect a student's ability to be placed at a clinical agency or to continue in the program of study. Clinical agencies may require information about a student's criminal history before granting permission for a learning experience.

A student who suspects possible substance use or a violation of this policy by another student has the responsibility to report this information. A report can be made to the student's course faculty member, course coordinator, faculty advisor, Program Director, or the Associate Dean for the Undergraduate Program. The identity of the individual making the report will be kept confidential to the greatest extent possible, but consistent with the need to investigate or adjudicate the report and subject to University policy and legal requirements.

Treatment and Counseling Resources

Students who are concerned that they may have a substance or alcohol use problem are encouraged to seek appropriate assessment, treatment, and counseling from qualified health care professionals. The following websites are a list of some treatment and counseling services that are available to students:

- [American Association of Nurse Anesthetists Peer Assistance](https://www.aana.com/membership/wellness-and-peer-assistance/peer-assistance/) <https://www.aana.com/membership/wellness-and-peer-assistance/peer-assistance/> Alcoholics Anonymous www.alcoholic-anonymous.org/
- American Society of Addictive Medicine www.asam.org
- Narcotics Anonymous <https://www.na.org/?ID=aboutus>
- National Directory of Drug and Alcohol Abuse Treatment Programs <https://www.samhsa.gov/>
- Patricia B. And Gary M. Holloway University Counseling Center <https://www1.villanova.edu/university/health-services/counseling-center.html>
- Villanova University Student Health Center <https://www1.villanova.edu/university/health-services/health-center.html>
- Pennsylvania Bureau of Professional & Occupational Affairs Professional Health Monitoring Program <https://www.dos.pa.gov/ProfessionalLicensing/OtherServices/ProfessionalHealthMonitoringPrograms/Pages/default.aspx>

Appendix I

The list of controlled substances for which the Villanova University M. Louise Fitzpatrick College of Nursing screens includes, but is not limited to, the following:

- Amphetamine (methamphetamine)
- Barbiturate
- Benzodiazepine
- Cocaine
- Marijuana*
- Methadone
- Methaqualone
- Opiates
- Phencyclidine
- Propoxyphene

A student may also be tested for any other controlled substances based on suspected use by the student, or as required by clinical site affiliation agreements or clinical site policies.

* Although medical marijuana is legal in certain states, including Pennsylvania, it remains illegal and classified as a Schedule 1 drug under federal law. Having a medical marijuana card will not overturn a positive test result for this drug.

Programs

Doctor of Philosophy in Nursing

PHD Program Outcomes

The PhD Program is designed to prepare teacher-scholars in nursing for academic careers in higher education. Upon the completion of the PhD Program, graduates will be able to:

- Conduct research that generates, tests, refines or extends theory and knowledge relevant to culturally competent nursing and nursing education.
- Evaluate critically and synthesize research findings for building knowledge that advances culturally competent nursing and nursing education, and use that knowledge in education, research, advocacy, policy development and leadership.
- Assume the role of academic nurse educator with the ability to design varied learning opportunities in clinical and didactic settings using diverse teaching strategies to meet the needs of diverse populations.
- Development of the skills and knowledge to collaborate with other disciplines in health research and preparation of culturally competent health care providers responsive to the needs and concerns of a global society.
- Collaborate with others to improve health care and advance policy for vulnerable and at-risk populations.
- Advance the science of nursing education to improve education outcomes for learners, across all levels.

PHD Program Competencies

- Conduct research that generates, tests, refines or extends theory and knowledge relevant to culturally competent nursing and nursing education.
- Evaluate critically and synthesize research findings for building knowledge that advances culturally competent nursing and nursing education, and use that knowledge in education, research, advocacy, policy development and leadership.
- Assume the role of academic nurse educator with the ability to design varied learning opportunities in clinical and didactic settings using diverse teaching strategies to meet the needs of diverse populations.
- Possess the skills and knowledge to collaborate with other disciplines in health research and preparation of culturally competent health care providers responsive to the needs and concerns of a global society.
- Collaborate with others to improve health care and advance policy for vulnerable and at-risk populations.
- Advance the science of nursing education to improve education outcomes for learners, across all levels.

Conway Scholars Accelerated PHD in Nursing (2024 Cohort and on)

Degree Type Doctor of Philosophy

Conway Scholars Accelerated PhD Curriculum Plan (2024 Cohort and on)

Summer 1 Orientation

Course Code	Title	Credits
NUR 9511	Dissertation Seminar I	1
NUR 9515	Foundations in Nursing Science	4
NUR 9520	Advocacy Policy and Ethics	3

Fall 1

Course Code	Title	Credits
NUR 9503	Quantitative Res Des & Methods	3
NUR 9505	Statistical Analysis I	3
NUR 9512	Dissertation Seminar II	1
NUR 9518	Scientific and Grant Writing	2

Spring 1

Course Code	Title	Credits
NUR 9506	Statistical Analysis II	3
NUR 9513	Dissertation Seminar III	1
NUR 9516	Psychometrics	2
NUR 9519	Contemp Resch Designs&Analyses	3
NUR 9004	Advanced Study in Nursing	3

Summer 2

Course Code	Title	Credits
NUR 9504	Qualitative Res Des & Methods	3
NUR 9517	Structure PHL Amer Higher Ed	3

Fall 2

Course Code	Title	Credits
NUR 8950	Curriculum in Nursing	3
NUR 8952	Teaching Strategies	3
NUR 8954	Teaching Practicum	3
NUR 9521	Dissertation Seminar IV	2
	PhD Preliminary Examination August 2	

Spring 2

Course Code	Title	Credits
NUR 9508	Doctoral Dissertation Continua	
	Nursing Synthesis Paper	
	Oral Candidacy Exam	

Summer 3

Course Code	Title	Credits
NUR 9508	Doctoral Dissertation Continua	

Fall 3

Course Code	Title	Credits
NUR 9508	Doctoral Dissertation Continua	

Spring 3

Course Code	Title	Credits
NUR 9508	Doctoral Dissertation Continua	

Traditional PHD in Nursing: Full-Time Study

Degree Type Doctor of Philosophy

Traditional PHD Curriculum: Full-Time Study

Summer 1 Orientation

Course Code	Title	Credits
NUR 9520	Advocacy Policy and Ethics	3

Fall 1

Course Code	Title	Credits
NUR 9505	Statistical Analysis I	3
NUR 9511	Dissertation Seminar I	1
NUR 9515	Foundations in Nursing Science	4

Spring 1

Course Code	Title	Credits
NUR 9503	Quantitative Res Des & Methods	3
NUR 9506	Statistical Analysis II	3
NUR 9512	Dissertation Seminar II	1
NUR 9516	Psychometrics	2

Summer 2

Course Code	Title	Credits
NUR 9504	Qualitative Res Des & Methods	3
NUR 9517	Structure PHL Amer Higher Ed	3

Fall 2

Course Code	Title	Credits
NUR 9513	Dissertation Seminar III	1
NUR 9518	Scientific and Grant Writing	2
NUR 8950	Curriculum in Nursing	3
NUR 8952	Teaching Strategies	3
PhD Preliminary Examination Fall 2		

Spring 2

Course Code	Title	Credits
NUR 9519	Contemp Resch Designs&Analyses	3
NUR 8954	Teaching Practicum	3
NUR 9004	Advanced Study in Nursing	3

Summer 3

Course Code	Title	Credits
NUR 9421	Foundation Nurse Anesthesia I	2

Fall 3

Course Code	Title	Credits
NUR 9508	Doctoral Dissertation Continua	

Traditional PHD in Nursing: Part-Time Study

Degree Type Doctor of Philosophy

Traditional PHD Curriculum: Part-Time Study

Summer 1 Orientation

Course Code	Title	Credits
NUR 9520	Advocacy Policy and Ethics	3

Fall 1

Course Code	Title	Credits
NUR 9505	Statistical Analysis I	3
NUR 9511	Dissertation Seminar I	1
NUR 9515	Foundations in Nursing Science	4

Spring 1

Course Code	Title	Credits
NUR 9503	Quantitative Res Des & Methods	3
NUR 9506	Statistical Analysis II	3
NUR 9512	Dissertation Seminar II	1

Summer 2

Course Code	Title	Credits
NUR 9504	Qualitative Res Des & Methods	3
NUR 9517	Structure PHL Amer Higher Ed	3

Fall 2

Course Code	Title	Credits
NUR 9513	Dissertation Seminar III	1
NUR 9518	Scientific and Grant Writing	2
NUR 8952	Teaching Strategies	3
	PhD Preliminary Examination Fall 2	

Spring 2

Course Code	Title	Credits
NUR 9519	Contemp Resch Designs&Analyses	3
NUR 9516	Psychometrics	2
NUR 9004	Advanced Study in Nursing	3

Summer 3

Course Code	Title	Credits
NUR 9521	Dissertation Seminar IV	2

Fall 3

Course Code	Title	Credits
NUR 8950	Curriculum in Nursing	3
NUR 8954	Teaching Practicum	3

Spring 3

Course Code	Title	Credits
NUR 9508	Doctoral Dissertation Continua	
	Nursing Synthesis Paper	
	Oral Candidacy Exam	

Global Health

Global Health

Degree Type Minor

FCN offers classroom and experiential learning about Global Health which is available to all Villanova University undergraduate students in their sophomore, junior, and senior years and to graduate students as well from across the entire university. The program of study constitutes a Minor in which students learn about effective evidence-based interdisciplinary responses to address global health challenges.

All students who want to participate in the Global Health Minor must meet with their Academic Advisors to discuss their course of study to assure the student is able to meet all requirements. Once students and Academic Advisors agree requirements are interested students will:

1. Complete the [Global Health Minor Application](#).
2. Submit application via e-mail to the Director of the Center for Global and Public Health, Dr. Catherine Curley, at globalhealth@villanova.edu, and she will meet with each applicant to discuss course progression.

Transfer Courses

No more than one elective transferred from another university can be applied toward the Global Health Minor. Transfer credits from a study abroad semester while a student was enrolled at Villanova University will be evaluated on a case-by-case basis.

Minor Requirements

The minor consists of 15 credits which includes required and elective classes. There are no specific prerequisites other than those specified for some of the elective courses.

Global Health Curriculum

Course Code	Title	Credits
NUR 7070	Nutrition and Global Health	3
NUR 7084	Principles of Epidemiology	3
NUR 7088	Human Trafficking	3
NUR 7091	GlobalPresp for Climate&Health	3

Elective Courses

2 courses (3 credits each)

Elective courses come from a range of disciplines across the University. Students may choose any 2 courses from the [Approved List](#). The 2 courses may not come from the same department. Students are encouraged to tailor the elective courses toward their professional interests and goals.

NOTE: Additional information about the Global Health Minor can be found at the following link.
<https://www1.villanova.edu/university/nursing/faculty-and-research/centers/global-health/minor.html>

Nurse Anesthesia

Doctor of Nursing Practice

It is the purpose of the nurse anesthesia track to provide the local community and beyond with competent nurse anesthetists. The faculty also believe that doctorally prepared nurse anesthetists will lead activities that support and enhance the profession of nurse anesthesia.

Competencies For Nurse Anesthesia-DNP Program

This program prepares nurses with a sound base of theoretical knowledge and clinical experience in the practice of nurse anesthesia and professional leadership. Doctorally prepared nurse anesthetists will be able to lead activities that support and enhance the profession of nurse anesthesia. At the completion of the program the graduate will be able to:

1. Integrate scholarship and clinical experience based upon evidence to support best practice of nurse anesthesia.
2. Manage the complexities of anesthesia care from preoperative assessment through the post-anesthesia period using all available technology.
3. Analyze issues and trends in health care for their impact on the practice of nurse anesthesia.
4. Implement the role of the nurse anesthetist to ensure continuity of care and safe effective practice.
5. Implement quality improvement initiatives that conform to AANA's Professional Practice Standards.
6. Analyze the broad context or system within which nurse anesthesia is practiced.

NOTE: Additional information about the DNP-NA track can be found at:

<https://www1.villanova.edu/university/nursing/academic-programs/graduate/doctor-nursing-practice/nurse-anesthesia-track.html>

Nurse Anesthesia

Degree Type Doctor of Nursing Practice

Nurse Anesthesia Doctor of Nursing Practice Curriculum

Spring Year 1

Course Code	Title	Credits
NUR 8906	Leadership Strategies	3
NUR 9405	Innovation in Health Care	1
NUR 9406	Transformational Leadership	3
NUR 8903	Advanced Pharmacology	3

Summer Year 1

Course Code	Title	Credits
NUR 8910	Advanced Physical Assessment	4
NUR 9407	Quality Improvement & PT Safety	3
NUR 9412	Ethical & Leg. Hlthcare Issues	3

Fall Year 1

Course Code	Title	Credits
NUR 9420	Intro to Nurse Anesthesia	2
NUR 9421	Foundation Nurse Anesthesia I	2
NUR 9422	Fundamentals of NA Practice	2
NUR 8901	Advanced Pathophysiology	3
NUR 9101	Anesthesia Clin. Practice I	1

Spring Year 2

Course Code	Title	Credits
NUR 9423	Foundational Science for NA II	2
NUR 9424	Adv Dimension in NA Practice I	2
NUR 9408	Evidence-Based Practice	3
NUR 9400	DNP Project Seminar Intro	1
NUR 9102	Anesthesia Clin. Prac. II	1

Summer Year 2

Course Code	Title	Credits
NUR 9425	Adv Dimension in NA Pract II	2
NUR 9426	Foundational Science - NA III	2
NUR 9401	DNP Project Seminar I	2
NUR 9103	Anesthesia Clin. Practice III	1

Fall Year 2

Course Code	Title	Credits
NUR 9427	Case Studies in Nurse Anesth	3
NUR 9402	DNP Project Seminar II	2
NUR 9104	Anesthesia Clin. Practice IV	1

Spring Year 3

Course Code	Title	Credits
NUR 9428	Adv Dimensions in NA Prac III	3
NUR 9410	Healthcare Economics & Finance	3
NUR 9403	DNP Project Seminar III	2
NUR 9105	Anesthesia Clin. Prac. V	1

Summer Year 3

Course Code	Title	Credits
NUR 9429	Adv Dimensions in NA Prac IV	1
NUR 9404	DNP Project Seminar IV	1
NUR 9409	Health Policy	3
NUR 9106	Anesthesia Clin. Prac. VI	1

Fall Year 3

Course Code	Title	Credits
NUR 9430	Adv Dimensions in NA Prac V	3
NUR 9411	Epi Apprch to Hlth Disparities	3

Nurse Practitioner

Competencies for primary care practice as an adult-gerontology, family, pediatric & psychiatric mental health nurse practitioner (msn and post-graduate certificate options)

These tracks prepare primary care practitioners to perform acts of medical diagnosis, prescription of medical, therapeutic, or corrective measures for clients in primary care settings independently and in collaboration with or 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.

Primary Care Adult Gerontology Nurse Practitioner

Degree Type Master of Science in Nursing

Master of Science in Nursing Goals & Program Outcomes

Primary CARE Adult Gerontology Nurse Practitioner Curriculum

Core Courses

Course Code	Title	Credits
NUR 8964	Clinical Ethics	3
NUR 8902	Development of Nursing Science	3
NUR 8904	Nursing Research	3
NUR 8906	Leadership Strategies	3

Support Courses

Course Code	Title	Credits
NUR 8901	Advanced Pathophysiology	3
NUR 8903	Advanced Pharmacology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8615	Issues Across the Lifespan	3

Clinical Courses

Course Code	Title	Credits
NUR 8509	Clinical Mgmt in Adulthood I	3
NUR 8910	Advanced Physical Assessment	4
NUR 8511	Clinical Mgmt in Adulthood II	3
NUR 8512	Prac:Clin Mgmt Adulthood II	4
NUR 8513	Clinical Mgmt in Adulthood III	3
NUR 8514	Prac: Clin Mgmt Adulthood III	4
NUR 8516	Pract Clin Mgmt in Adult IV	1
NUR 8516	Pract Clin Mgmt in Adult IV	1

Primary Care Family Nurse Practitioner

Degree Type Master of Science in Nursing

Master of Science in Nursing Goals & Program Outcomes

Primary Care Family Nurse Practitioner Curriculum

Core Courses

Course Code	Title	Credits
NUR 8964	Clinical Ethics	3
NUR 8902	Development of Nursing Science	3
NUR 8904	Nursing Research	3
NUR 8906	Leadership Strategies	3

Support Courses

Course Code	Title	Credits
NUR 8901	Advanced Pathophysiology	3
NUR 8903	Advanced Pharmacology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8615	Issues Across the Lifespan	3

Clinical Courses

Course Code	Title	Credits
NUR 8609	Clin Mgt Family Care I	3
NUR 8610	Pract Clin Mgt Family Care I	2
NUR 8611	Clin. Mgt. Family Care II	3
NUR 8612	Pract Clin Mgt Family Care II	4
NUR 8613	Clin Mgt Family Care III	3
NUR 8614	Pract Clin Mgt Family Care III	4
NUR 8615	Issues Across the Lifespan	3
NUR 8616	Prac: Clin Mgnt in Family IV	1

Primary Care Pediatric Nurse Practitioner

Degree Type Master of Science in Nursing

Master of Science in Nursing Goals & Program Outcomes

Primary Care Pediatric Nurse Practitioner Curriculum

Core Courses

Course Code	Title	Credits
NUR 8964	Clinical Ethics	3
NUR 8902	Development of Nursing Science	3
NUR 8904	Nursing Research	3
NUR 8906	Leadership Strategies	3

Support Courses

Course Code	Title	Credits
NUR 8901	Advanced Pathophysiology	3
NUR 8903	Advanced Pharmacology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8615	Issues Across the Lifespan	3

Clinical Courses

Course Code	Title	Credits
NUR 8809	Clin Mgt in Ped I	3
NUR 8810	Practicum Ped Primary Care I	2
NUR 8811	Clin Mgt Ped II	3
NUR 8812	Prac Ped Primary Care II	4
NUR 8813	Clin Mgt Ped III	2
NUR 8814	Prac Ped Primary Care III	4
NUR 8815	Prac: Clin Mgnt in Peds IV	1
NUR 8816	Prac: Clin Mgnt in Peds IV	1

Primary Care Adult Gerontology

Degree Type Post-Graduate APRN Certificate

Primary Care Adult Gerontology Curriculum

Support Courses

Course Code	Title	Credits
NUR 8901	Advanced Pathophysiology	3
NUR 8903	Advanced Pharmacology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8615	Issues Across the Lifespan	3

Clinical Courses

Course Code	Title	Credits
NUR 8509	Clinical Mgmt in Adulthood I	3
NUR 8910	Advanced Physical Assessment	4
NUR 8511	Clinical Mgmt in Adulthood II	3
NUR 8512	Prac:Clin Mgmt Adulthood II	4
NUR 8513	Clinical Mgmt in Adulthood III	3
NUR 8514	Prac: Clin Mgmt Adulthood III	4
NUR 8515	Clin Mgmt in Adult Care IV	1
NUR 8516	Pract Clin Mgmt in Adult IV	1

Primary Care Family

Degree Type Post-Graduate APRN Certificate

Primary Care Family Post-Graduate APRN Certificate Curriculum

Core Courses

Support Courses

Course Code	Title	Credits
NUR 8901	Advanced Pathophysiology	3
NUR 8903	Advanced Pharmacology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8615	Issues Across the Lifespan	3

Clinical Courses

Course Code	Title	Credits
NUR 8609	Clin Mgt Family Care I	3
NUR 8610	Pract Clin Mgt Family Care I	2
NUR 8611	Clin. Mgt. Family Care II	3
NUR 8612	Pract Clin Mgt Family Care II	4
NUR 8613	Clin Mgt Family Care III	3
NUR 8614	Pract Clin Mgt Family Care III	4
NUR 8615	Issues Across the Lifespan	3
NUR 8616	Prac: Clin Mgnt in Family IV	1

Primary Care Pediatric

Degree Type Post-Graduate APRN Certificate

Primary Care Pediatric Post-Graduate APRN Certificate Curriculum

Core Courses

Support Courses

Course Code	Title	Credits
NUR 8901	Advanced Pathophysiology	3
NUR 8903	Advanced Pharmacology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8863	Health Prom Growing Child	3

Clinical Courses

Course Code	Title	Credits
NUR 8809	Clin Mgt in Ped I	3
NUR 8810	Practicum Ped Primary Care I	2
NUR 8811	Clin Mgt Ped II	3
NUR 8812	Prac Ped Primary Care II	4
NUR 8813	Clin Mgt Ped III	2
NUR 8814	Prac Ped Primary Care III	4
NUR 8815	Prac: Clin Mgnt in Peds IV	1
NUR 8816	Prac: Clin Mgnt in Peds IV	1

Nursing Education

The Nursing Education track offers nurses the opportunity to combine clinical experience with preparation for teaching nursing practice, earning either an MSN with a focus on education in general or

a post MSN certificate. The curriculum prepares nurses to assume leadership roles as dynamic educators in academic settings, staff development, continuing education, and community education programs.

Students complete the “three P courses” that are at the core of advanced practice and education: Pathophysiology, Pharmacology, and Physical Assessment. They select an area of interest for their clinical practicum and focus on either the academic or the clinical setting for their teaching practicum. To demonstrate mastery as a nursing educator, students create curricula, plan programs, and teach with master teacher-clinicians in a clinical and academic setting to provide a foundation for their nurse educator role.

Graduates can progress smoothly from the Nurse Education track into our [PhD program](#) with an expedited course of study.

Nursing Education

Degree Type Certificate

Nurse Educator Certificate is awarded after completion of 12 credits. Minimum time for program completion is one year. Students have five years to complete requirements for the Certificate from first enrollment.

Nursing Education Certificate Curriculum

Core Courses

Course Code	Title	Credits
NUR 8950	Curriculum in Nursing	3
NUR 8951	Prin of Meas & Eval in Nursing	3
NUR 8952	Teaching Strategies	3

Electives

(Select 1)

Course Code	Title	Credits
NUR 9517	Structure PHL Amer Higher Ed	3
NUR 8954	Teaching Practicum	3
NUR 9004	Advanced Study in Nursing	3
NUR 8920	Simulation in Healthcare Edu.	3
NUR 8980	Creative Teaching Strategies in Nursing: Using the Humanities	3
NUR 8964	Clinical Ethics	3
NUR 8902	Development of Nursing Science	3
NUR 8904	Nursing Research	3
NUR 8906	Leadership Strategies	3

Clinical Faculty Nurse Educator

Degree Type Master of Science in Nursing

Master of Science in Nursing Goals & Program Outcomes

Clinical Faculty Nurse Educator Overview

The Clinical Faculty Nurse Educator MSN option offers an accelerated curriculum focused on the competencies clinical faculty need to be outstanding nurse educators. This is a pilot program implemented with support from the Bedford Falls Foundation. New enrollments will be possible following initial formative evaluation. Courses are offered individually, in 8-week blocks, for cohorts of students from partnering institutions.

Graduates will possess the following key competencies: assessment/ evaluation skills, clinical teaching expertise, knowledge of simulation education, and preparation for clinical leadership roles within health systems. This full-time program will feature an innovative online learning model with in-person components such as a summer intensive focused on building expertise in simulation methodology, an urgently needed element in the role development of clinical faculty. The program will be modeled after executive education programs that cater to working professionals. This level of support will enable clinical nurses to complete the program and remain employed full-time. The program will also serve as a pipeline for nursing Ph.D. programs; enrolled students who discover a passion for nursing education will be able to transfer credits into a nursing Ph.D. program.

Clinical Faculty Nurse Educator Program Objectives

Upon completion of the program the graduates are able to:

1. Integrate advanced knowledge and experience in a broadly-based clinical practice area into the clinical nurse faculty role.
2. Participate knowledgeably in the development, implementation, revision, and evaluation of nursing curricula and nursing programs from the perspective of the clinical nurse faculty role.
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 clinical and simulation settings to enhance student development.
5. Utilize various modalities in the educational process.
6. Conceptualize one's individual role as a clinical nurse faculty and one's personal philosophy of teaching.
7. Propose strategies to resolve conflicts and tensions among the multiple roles of a clinical nurse faculty.
8. Appreciate the need for clinical nurse faculty 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 clinical nurse faculty 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.
11. Develop in the role of clinical nurse faculty in simulation.

Clinical Faculty Nurse Educator Curriculum

(Pilot program for August 2023 to July 2025)

Course Code	Title	Credits
NUR 8911	NUR Science&Resrch in NUR Edu	3
NUR 8952	Teaching Strategies	3
NUR 8951	Prin of Meas & Eval in Nursing	3
NUR 8901	Advanced Pathophysiology	3
NUR 8919	Sim Higher Educ & Healthcare	4
NUR 8910	Advanced Physical Assessment	4
NUR 8950	Curriculum in Nursing	3
NUR 8953	Practicum for Clinical Nurse Educators	4
NUR 8903	Advanced Pharmacology	3
NUR 8501	Nursing Leadership and Ethics in Education and Practice	3
NUR 8954	Teaching Practicum	3

Nursing Education

Degree Type Master of Science in Nursing

Master of Science in Nursing Goals & Program Outcomes

Nursing Education MSN Program Objectives

Upon completion of the program the graduates are able to:

1. Integrate foundational and advanced specialty knowledge and experience in a broadly based clinical practice area into the educator role.
2. Use diverse sources of evidence to inform the development, application, evaluation, and dissemination of nursing knowledge in nursing curricula and nursing programs.
3. Translate theories from education, related sciences, and other disciplines for theoretical and clinical nursing education.
4. Utilize a variety of teaching strategies, informational and educational resources to facilitate classroom and clinical learning by providing safe high-quality care while enhancing student and staff development.
5. Conceptualize the educator's personal philosophy of teaching and professional role.
6. Propose strategies for nurse educators to formulate interprofessional relationships, optimize positive client outcomes and demonstrates professional nursing values.
7. Provide leadership in the university, health agency or community settings to cultivate lifelong learning and professional identity.
8. Analyze issues in nursing and higher education that focus on population health and influence person centered care and the development of the discipline of nursing.

(Updated 2022)

Note: For all Nurse Educator curricula, ** denotes** Application for practicum placements due October 1st or February 1st or July 1st

Nursing Education Curriculum

Core Courses

Course Code	Title	Credits
NUR 8964	Clinical Ethics	3
NUR 8902	Development of Nursing Science	3
NUR 8904	Nursing Research	3
NUR 8906	Leadership Strategies	3

Support Courses

Course Code	Title	Credits
NUR 8901	Advanced Pathophysiology	3
NUR 8903	Advanced Pharmacology	3
NUR 8910	Advanced Physical Assessment	4

Support Courses

(Select 1)

Course Code	Title	Credits
NUR 8615	Issues Across the Lifespan	3
NUR 8863	Health Prom Growing Child	3

Practicum Elective Courses

(Select 1)

Course Code	Title	Credits
NUR 8921	Practicum Adult/Gero Nursing	3
NUR 8923	Practicum in Community Health Nursing**	3
NUR 8927	Prac Parent-Child Hlth Nur	3
NUR 8929	Practicum in Psychiatric-Mental Health Nursing**	3

Education Courses

Course Code	Title	Credits
NUR 9517	Structure PHL Amer Higher Ed	3
NUR 8950	Curriculum in Nursing	3
NUR 8951	Prin of Meas & Eval in Nursing	3
NUR 8952	Teaching Strategies	3
NUR 8954	Teaching Practicum	3

Post-Master's Doctor of Nursing Practice

Post-Master's Doctor of Nursing Practice

Degree Type Post Master's Doctor of Nursing Practice

DNP Program Outcomes

As a graduate of the Post-Master's DNP track, you will be able to demonstrate:

- Advanced clinical judgment, expertise and specialization in a defined area.
- Advanced levels of systems thinking and accountability in designing, delivering, and evaluating evidence-based practice to improve healthcare quality, safety, and outcomes.
- Leadership in the development and implementation of patient-driven, institutional, local, state, federal and/or international health policy in a select content/specialty area.
- Use of leadership skills to design, direct, implement and execute a scholarly project.

- Effective collaboration with nursing and other disciplines in clinical practice to promote cultural competence in response to the healthcare needs and concerns of society.

Program Overview

Villanova's Doctor of Nursing Practice is designed to meet the needs of the working professional, and offers three tracks: full-time, part-time and flex.

- Online synchronous classes are offered Tuesday and Thursday evenings from 6:30-8:30 pm ET.
- The DNP track begins early summer with an on-campus residency. Students meet on-campus 1-2 days in fall and spring, and 3-4 days in summer depending on the student's plan of study. Whether you are on campus or at home, the College provides you with a personalized experience. This is one of the hallmarks of a Villanova Nursing education.

Full-Time Option 5 consecutive semesters, online, synchronous classes offered two nights per week.

Part-Time Option 8 consecutive semesters, online, synchronous classes offered one or two night(s) per week depending on the semester.

Flex Option 11 consecutive semesters, online, synchronous classes offered one night per week. Most semesters, students will only take one course.

NOTE: Additional student resources can be found in Appendix B.

DNP Post-Master's Plan of Study

Summer

Course Code	Title	Credits
NUR 9405	Innovation in Health Care	1
NUR 9408	Evidence-Based Practice	3

Fall

Course Code	Title	Credits
NUR 9411	Epi Apprch to Hlth Disparities	3
NUR 9407	Qulty. Improvement & PT Safety	3
NUR 9401	DNP Project Seminar I	2

Spring

Course Code	Title	Credits
NUR 9406	Transformational Leadership	3
NUR 9410	Healthcare Economics & Finance	3
NUR 9402	DNP Project Seminar II	2

Summer

Course Code	Title	Credits
NUR 9409	Health Policy	3
NUR 9412	Ethical & Leg. Hlthcare Issues	3
NUR 9403	DNP Project Seminar III	2

Fall

Course Code	Title	Credits
NUR 9413	Special Topics	3
NUR 9404	DNP Project Seminar IV	1
	Part-Time Plan of Study	

Summer

Course Code	Title	Credits
NUR 9405	Innovation in Health Care	1

Fall

Course Code	Title	Credits
NUR 9411	Epi Apprch to Hlth Disparities	3
NUR 9407	Qulty. Improvement & PT Safety	3

Spring

Course Code	Title	Credits
NUR 9406	Transformational Leadership	3
NUR 9410	Healthcare Economics & Finance	3

Summer

Course Code	Title	Credits
NUR 9409	Health Policy	3
NUR 9408	Evidence-Based Practice	3

Fall

Course Code	Title	Credits
NUR 9401	DNP Project Seminar I	2

Spring

Course Code	Title	Credits
NUR 9402	DNP Project Seminar II	2

Summer

Course Code	Title	Credits
NUR 9403	DNP Project Seminar III	2
NUR 9412	Ethical & Leg. Hlthcare Issues	3

Fall

Course Code	Title	Credits
NUR 9413	Special Topics	3
NUR 9404	DNP Project Seminar IV	1
	Flex Plan of Study	

Summer

Course Code	Title	Credits
NUR 9405	Innovation in Health Care	1

Fall

Course Code	Title	Credits
NUR 9411	Epi Apprch to Hlth Disparities	3

Spring

Course Code	Title	Credits
NUR 9406	Transformational Leadership	3

Summer

Course Code	Title	Credits
NUR 9409	Health Policy	3

Fall

Course Code	Title	Credits
NUR 9413	Special Topics	3

Spring

Course Code	Title	Credits
NUR 9410	Healthcare Economics & Finance	3

Summer

Course Code	Title	Credits
NUR 9408	Evidence-Based Practice	3
NUR 9412	Ethical & Leg. Hlthcare Issues	3

Fall

Course Code	Title	Credits
NUR 9407	Qulty. Improvement & PT Safety	3
NUR 9401	DNP Project Seminar I	2

Spring

Course Code	Title	Credits
NUR 9402	DNP Project Seminar II	2

Summer

Course Code	Title	Credits
NUR 9403	DNP Project Seminar III	2

Fall

Course Code	Title	Credits
NUR 9404	DNP Project Seminar IV	1

Psychiatric-Mental Health Nurse Practitioner

Psychiatric-Mental Health Nurse Practitioner Overview

The Psychiatric-Mental Health Nurse Practitioner (PMH-NP) graduate program prepares students to provide specialized primary mental health care to patients across the lifespan from diverse ethnic and socioeconomic groups who are experiencing psychiatric and mental health problems. The curriculum prepares students to assess, diagnose, and provide comprehensive care in a variety of settings, including emergency rooms, outpatient, telemedicine, behavioral health clinics, extended care facilities, and residential treatment sites. Focus is on the evidence-based treatment modalities of Family Systems Theory, Cognitive Behavioral Therapy and Brief Solution Focused Therapy with particular emphasis placed on holistic patient care.

PMH APRN Program Objectives

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

1. Integrate foundational and advanced knowledge of the psycho-pathophysiology of complex mental health problems in the clinical management of clients/patients in a variety of mental health settings.
2. Communicate effectively with the client/patient, family and the interdisciplinary health care team regarding client/patient mental health issues and management plan.
3. Apply appropriate therapeutic and behavioral interventions for mental illness management for diverse populations and specific clients/patients across the lifespan.
4. Evaluate evidence for opportunities for innovation and change in clinical practice.
5. Apply appropriate client/patient education, health promotion and disease prevention strategies to optimize safe and quality care outcomes for mental health issues.

6. Implement strategies to foster and maintain therapeutic relationships with clients/patients, families and/or groups.
7. Apply appropriate referral and consultation strategies in managing mental health issues across the lifespan.
8. Assess best practices for the use of advanced information and communication technologies to support client/patient and team communication.
9. Model professional and ethical behaviors in practice and leadership role.
10. Advocate for practice environments that are supportive of practitioners' professional development and well-being.

Primary Care Psychiatric Mental Health

Degree Type Master of Science in Nursing

Master of Science in Nursing Goals & Program Outcomes

Primary Care Psychiatric Mental Health Curriculum

Core Courses

Course Code	Title	Credits
NUR 8964	Clinical Ethics	3
NUR 8902	Development of Nursing Science	3
NUR 8904	Nursing Research	3
NUR 8906	Leadership Strategies	3

Support Courses

Course Code	Title	Credits
NUR 8901	Advanced Pathophysiology	3
NUR 8903	Advanced Pharmacology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8615	Issues Across the Lifespan	3
NUR 8400	LifespanPsychClinicModalities	2
NUR 8401	PMH Issue&PsyPharm Lifespan I	2
NUR 8402	PMH Issue&PsyPharmLifespan II	2

Clinical Courses

Course Code	Title	Credits
NUR 8409	Management in Psych MH I	3
NUR 8410	PMH-NP Practicum I	2
NUR 8411	Management in Psych MH II	3
NUR 8412	PMH-NP Practicum II	4
NUR 8413	Management in Psych MH III	3
NUR 8414	PMH-NP Practicum III	4

Family Psychiatric-Mental Health Nurse Practitioner

Degree Type Post-Graduate APRN Certificate

Family Nurse Practitioner Post-Graduate APRN Certificate Curriculum

Support Courses

Course Code	Title	Credits
NUR 8901	Advanced Pathophysiology	3
NUR 8903	Advanced Pharmacology	3
NUR 8910	Advanced Physical Assessment	4
NUR 8400	LifespanPsychClinicModalities	2
NUR 8401	PMH Issue&PsyPharm Lifespan I	2
NUR 8402	PMH Issue&PsyPharmLifespan II	2

Clinical Courses

Course Code	Title	Credits
NUR 8409	Management in Psych MH I	3
NUR 8410	PMH-NP Practicum I	2
NUR 8411	Management in Psych MH II	3
NUR 8412	PMH-NP Practicum II	4
NUR 8413	Management in Psych MH III	3

Courses

Doctor of Philosophy in Nursing

NUR 7070: Nutrition and Global Health

Examines existing and emerging issues in nutrition globally, with special emphasis on the developing world. Analyzes influence of human biology, the environment, culture, socioeconomic status, politics and international policies on nutrition and its impact on health of individuals and populations.

Credits 3.0

NUR 7081: International Health

International and intercultural environments for nursing and health. Restricted to graduate students, or undergraduate students with permission.

Credits 3.0

NUR 7082: Explorations in Loss

Social, cultural and psychological conditions that influence human grief in modern society.

Credits 3.0

NUR 7084: Principles of Epidemiology

Determinants and distribution of health and illness; application of epidemiological principles and biostatistics to advanced nursing practice and health care delivery.

Credits 3.0

NUR 7085: Contem Pract Health and Ill

Concepts related to suffering, caring and healing and practices related to health and illness from diverse spiritual traditions. Current research on the impact of spiritual practices on health and illness.

Credits 3.0

NUR 7086: Pain in Clinical Practice

Pathophysiology of pain, pain assessment the pharmacodynamics and pharmacokinetics of common analgesics and traditional pain management modalities, pain theories and pain taxonomies, alternative and non-traditional pain management practices.

Credits 3.0

NUR 7087: Field Study in Intl. Health

Socio-cultural dimensions of health and illness and systems for delivering nursing and health care within a selected country. Visits to clinics and hospitals.

Credits 3.0

NUR 7088: Human Trafficking

An interdisciplinary course that explores the issue of human trafficking from various perspectives. The focus is on identifying health issues of victims, understanding the legal issues related to human trafficking and responding to the diverse needs of victims.

Credits 3.0

NUR 7089: Health Care: Veterans & Fam.

Explore the dynamics of veterans and military families and apply theory-based and research informed strategies for health care. Emphasis on the functional issues associated with the physical and mental health of military individuals and effects on the family.

Credits 3.0

NUR 7090: Planetary Hlth for Global Pop

Focus on the health of human populations and the natural systems on which civilization depends. Consideration given to culture, gender, environmental and economic factors, water and sanitation and peace and justice influence on global populations. Part of the Global Health Minor

Credits 3.0

NUR 7091: GlobalPresp for Climate&Health

An interdisciplinary, international course that examines the impact of climate change on human health in Finland, India, Nigeria and the U.S. and strategies for mitigation and adaptation. Part of the Global Health Minor

Credits 3.0

NUR 8400: LifespanPsychClinicModalities

Identify appropriate therapeutic and behavioral interventions for health and mental illness management. Emphasis on the use of self to build a therapeutic relationship with client/patients across the lifespan to identify treatment goals and recognize progress toward achievement.

Credits 2.0

NUR 8401: PMH Issue&PsyPharm Lifespan I

First of two parts that examine the neurobiological and clinical presentation of commonly seen mental health conditions and their diagnostic classification. Provides the foundation for appropriate psychopharmacological agents for therapeutic interventions in conjunction with behavioral interventions.

Credits 2.0

NUR 8402: PMH Issue&PsyPharmLifespan II

Second of two parts that examine the neurobiological and clinical presentation of commonly seen mental health conditions and their diagnostic classification. Continued emphasis on the appropriate diagnostic assessment of psychopharmacological agents for therapeutic interventions in conjunction with behavioral interventions.

Credits 2.0

NUR 8409: Management in Psych MH I

To prepare for clinical practice, this course explores the mental and physical health needs of clients/patients and families across the lifespan. Psychotherapeutic interventions and clinical experiences are emphasized. NUR 8410 Practicum I is taken concurrently.

Credits 3.0

Prerequisites

[NUR 8910](#) and [NUR 8903](#) and [NUR 8901](#)

Corequisites

[NUR 8410](#)

NUR 8410: PMH-NP Practicum I

Supervised clinical practice to begin applying advanced practice psychiatric mental health nursing theories and interventions across the lifespan for common mental and behavioral health issues. The focus is on establishing therapeutic rapport and managing self in a therapeutic manner.

Credits 2.0

Prerequisites

[NUR 8910](#) and [NUR 8903](#) and [NUR 8901](#)

NUR 8411: Management in Psych MH II

Continuing to prepare for clinical practice, this course addresses the content required to understand the complexity of assessing and managing the varied strategies required to support client/patient care across the lifespan. NUR 8412 Practicum II is taken concurrently.

Credits 3.0

Prerequisites

[NUR 8409](#) and [NUR 8410](#)

Corequisites

[NUR 8412](#)

NUR 8412: PMH-NP Practicum II

Building on the previous practicum course, emphasis is focused on the intermediate/maintenance phase of clinical practice. Students begin to build independence in their clinical practice. NUR 8411 Management in Psych ML II is taken concurrently.

Credits 4.0

Prerequisites

[NUR 8409](#) and [NUR 8410](#)

NUR 8413: Management in Psych MH III

Continuing to prepare students for clinical practice, assignment/cases continue to grow in complexity and depth and require expanded understanding of managing mental health disorders across the lifespan. NUR 8414 Practicum III is taken concurrently.

Credits 3.0

Prerequisites

[NUR 8411](#) and [NUR 8412](#)

Corequisites

[NUR 8414](#)

NUR 8414: PMH-NP Practicum III

Building on previous practicum courses, emphasis is on the termination/outcome assessment phase of clinical practice. Attention to continued complexity of cases and appropriate discharge or transfer to other providers. NUR 8413 Management in Psych MH III is taken concurrently.

Credits 4.0

Prerequisites

[NUR 8411](#) and [NUR 8412](#)

NUR 8500: American Higher Education

Evolution of American Higher Education: trends, issues, policies and procedures.

Credits 3.0

NUR 8509: Clinical Mgmt in Adulthood I

Focus on disease processes found frequently or exclusively in older adults in primary care, home settings and life communities. Targeted health promotion, disease prevention and restorative care are stressed.

Credits 3.0

Prerequisites

[NUR 8910](#) and [NUR 8901](#) and [NUR 8903](#)

Corequisites

[NUR 8510](#)

NUR 8510: Prac Clin Mgmt in Adulthood I

Clinical practice experiences in which students apply advanced nursing theory in planning nursing interventions for health promotion and illness management of healthy and vulnerable older adults and their families in a variety of settings.

Credits 2.0

Prerequisites

[NUR 8910](#) and [NUR 8901](#) and [NUR 8903](#)

NUR 8511: Clinical Mgmt in Adulthood II

Focus on common acute and stable-chronic health problems of adulthood seen in primary care and life communities. Health promotion and disease prevention are stressed.

Credits 3.0

Prerequisites

[NUR 8509](#) and [NUR 8510](#)

Corequisites

[NUR 8512](#)

NUR 8512: Prac:Clin Mgmt Adulthood II

Clinical practice experiences in which students apply advanced nursing theory in planning nursing interventions for health promotion and illness management of adults and older adults in a variety of settings.

Credits 4.0

Prerequisites

[NUR 8509](#) and [NUR 8510](#)

NUR 8513: Clinical Mgmt in Adulthood III

Focus on common-acute and stable-chronic health problems of adulthood seen in primary care, home settings and life communities. Health promotion and disease prevention are stressed. Interprofessional practice and case management are discussed as well as legal and professional issues.

Credits 3.0

Prerequisites

[NUR 8509](#) and [NUR 8510](#)

Corequisites

[NUR 8514](#)

NUR 8514: Prac: Clin Mgmt Adulthood III

Clinical practice experiences in which students continue to apply advanced nursing theory in planning nursing interventions for health promotion and illness management of adults in a variety of healthcare settings.

Credits 4.0

Prerequisites

[NUR 8509](#) and [NUR 8510](#)

NUR 8515: Clin Mgmt in Adult Care IV

This course focuses on additional common-acute and stable-chronic health problems of adult and adolescent patients in primary health care. Consultation and case management, as they apply to the practice of the nurse practitioner in primary care, are discussed.

Credits 1.0

Prerequisites

([NUR 8509](#) and [NUR 8510](#)) and ([NUR 8511](#) and [NUR 8512](#)) and ([NUR 8513](#) and [NUR 8514](#))

Corequisites

[NUR 8516](#)

NUR 8516: Pract Clin Mgmt in Adult IV

This course provides additional clinical practice opportunities in which students apply advanced nursing theory in planning interventions for health promotion and illness management of adult and adolescent patients in primary health care.

Credits 1.0

Prerequisites

([NUR 8509](#) and [NUR 8510](#)) and ([NUR 8511](#) and [NUR 8512](#)) and ([NUR 8513](#) and [NUR 8514](#))

NUR 8609: Clin Mgt Family Care I

PNP course focused on the primary care of children and childbearing women as seen in the primary care setting. Client situations are assessed within the context of family and community. Provides the theory for NUR 8610

Credits 3.0

Prerequisites

[NUR 8910](#) and [NUR 8901](#) and [NUR 8903](#)

Corequisites

[NUR 8610](#)

NUR 8610: Pract Clin Mgt Family Care I

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.

Credits 2.0

Prerequisites

[NUR 8910](#) and [NUR 8901](#) and [NUR 8903](#)

NUR 8611: Clin. Mgt. Family Care II

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 the theory for NUR 8612.

Credits 3.0

Prerequisites

[NUR 8609](#) and [NUR 8610](#)

Corequisites

[NUR 8612](#)

NUR 8612: Pract Clin Mgt Family Care II

Provides clinical experience for students to apply advanced nursing theory in planning interventions for health promotion and illness management of adults in primary care.

Credits 4.0

Prerequisites

[NUR 8609](#) and [NUR 8610](#)

NUR 8613: Clin Mgt Family 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.

Credits 3.0

Prerequisites

[NUR 8609](#) and [NUR 8610](#)

Corequisites

[NUR 8614](#)

NUR 8614: Pract Clin Mgt Family 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.

Credits 4.0

Prerequisites

[NUR 8609](#) and [NUR 8610](#)

NUR 8615: Issues Across the Lifespan

Examines common issues confronting individuals & families in today's complex health care system. Emphasis is on life stages & the influences of biological, cognitive, social, moral & emotional factors on the individual, family & community.

Credits 3.0

NUR 8616: Prac: Clin Mgnt in Family IV

This course provides additional clinical practice opportunities in which students apply advanced nursing theory in planning interventions for health promotion and illness management of clients across the lifespan in primary health care.

Credits 1.0

Prerequisites

([NUR 8609](#) and [NUR 8610](#)) and ([NUR 8611](#) and [NUR 8612](#)) and ([NUR 8613](#) and [NUR 8614](#))

Corequisites

[NUR 8617](#)

NUR 8617: Clin Mgnt in Family Care IV

This course focuses on additional common-acute and stable-chronic health problems of patients across the lifespan in primary health care. A developmental framework provides a foundation, and patients are assessed within the context of family and community.

Credits 1.0

Prerequisites

([NUR 8609](#) and [NUR 8610](#)) and ([NUR 8611](#) and [NUR 8612](#)) and ([NUR 8613](#) and [NUR 8614](#))

NUR 8809: Clin Mgnt in Ped I

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

Credits 3.0

Prerequisites

[NUR 8910](#) and [NUR 8901](#) and [NUR 8903](#)

Corequisites

[NUR 8810](#)

NUR 8810: Practicum Ped Primary Care I

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

Credits 2.0

Prerequisites

[NUR 8910](#) and [NUR 8901](#) and [NUR 8903](#)

NUR 8811: Clin Mgt Ped II

Common health problems of children.

Credits 3.0

Prerequisites

[NUR 8809](#) and [NUR 8810](#)

Corequisites

[NUR 8812](#)

NUR 8812: Prac Ped Primary Care II

Clinical practice in health promotion and illness management of children in primary health care.

Credits 4.0

NUR 8813: Clin Mgt Ped III

Common problems of children in primary health care.

Credits 2.0

Corequisites

[NUR 8814](#)

NUR 8814: Prac Ped Primary Care III

Clinical practice in health promotion and illness management of children in primary care.

Credits 4.0

NUR 8815: Prac: Clin Mgmt in Peds IV

This course focuses on additional common health problems of children in primary health care. A developmental framework continues to be utilized, and patient situations are assessed within the context of family and community.

Credits 1.0

Prerequisites

([NUR 8809](#) and [NUR 8810](#)) and ([NUR 8811](#) and [NUR 8812](#)) and ([NUR 8813](#) and [NUR 8814](#))

Corequisites

[NUR 8816](#)

NUR 8816: Prac: Clin Mgmt in Peds IV

This course provides clinical practice opportunities in which students apply advanced nursing theory in planning interventions for health promotion and illness management of children and adolescents in primary

Credits 1.0

Prerequisites

([NUR 8809](#) and [NUR 8810](#)) and ([NUR 8811](#) and [NUR 8812](#)) and ([NUR 8813](#) and [NUR 8814](#))

NUR 8863: Health Prom Growing Child

Common behaviors and situations during each developmental stage from birth to adolescence.

Credits 3.0

NUR 8900: Issues Hlth & Deliv Syst

Credits 3.0

NUR 8901: Advanced Pathophysiology

Physiological processes and pathological changes that contribute to alterations in health.

Credits 3.0

NUR 8902: Development of Nursing Science

Analysis of the evolution and continuing development of nursing science.

Credits 3.0

NUR 8903: Advanced Pharmacology

Principles of Pharmacodynamics and Pharmacokinetics.

Credits 3.0

NUR 8904: Nursing Research

Critical appraisal of nursing studies and modes of inquiry for nursing practice, education and administration.

Credits 3.0

NUR 8905: Health Care Financing

Health care financing; mechanisms, legislation and issues. Emphasis on sources of financing, analysis of financial statements and reimbursement mechanisms.

Credits 3.0

NUR 8906: Leadership Strategies

Phenomenon of leadership, the differences between leadership and management, and strategies for providing leadership in nursing.

Credits 3.0

NUR 8910: Advanced Physical Assessment

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

Credits 4.0

NUR 8911: NUR Science&Resrch in NUR Edu

This course aims to examine how nursing science guides educational and clinical research and to identify priority areas for further nursing research. The research process will be introduced and discussed to identify ways to expand the science.

Credits 3.0

NUR 8919: Sim Higher Educ & Healthcare

Explores multiple facets of simulation in education and healthcare. Simulation development, implementation, and evaluation will be analyzed. Students will explore an area of simulation using current evidence to develop, implement, and evaluate a simulation. Prepares educators to use simulation.

Credits 4.0

NUR 8920: Simulation in Healthcare Edu.

Explore multiple facets of simulation as a teaching and learning strategy in nursing higher education and in health care settings. Analyze the state of the science of simulation for designing, implementing and evaluating simulation activities.

Credits 3.0

NUR 8921: Practicum Adult/Gero Nursing

Clinical practice with selected clients or groups of ill and well adults.

Credits 3.0

NUR 8927: Prac Parent-Child Hlth Nur

Clinical Practice with selected clients in parent/child settings.

Credits 3.0

NUR 8950: Curriculum in Nursing

Curriculum designs, conceptual frameworks, instructional resource, program plans, outcomes, and modes of evaluation, including standards, criteria and accreditation.

Credits 3.0

NUR 8951: Prin of Meas & Eval in Nursing

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

Credits 3.0

NUR 8952: Teaching Strategies

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

Credits 3.0

NUR 8953: Practicum for Clinical Nurse Educators

Credits 4.0

NUR 8954: Teaching Practicum

Select and operationalize an aspect of the educator role.

Credits 3.0

NUR 8964: Clinical Ethics

Exploration of moral dilemmas within the health care professions; ethical theories and principles; professional responsibility and accountability; patients' rights; social justice in health care. responsibility.

Credits 3.0

NUR 8976: Health Care and the Law

Interdisciplinary course that addresses the interface of healthcare law and the healthcare delivery system and its influence on patient outcomes. Interdisciplinary opportunities for systemic and individual advocacy are explored.

Credits 3.0

NUR 9002: Independent Study

Credits 3.0

NUR 9004: Advanced Study in Nursing

Design a creative project that will provide an insightful study of an idea, theory, issue or problem.

Credits 3.0

NUR 9101: Anesthesia Clin. Practice I

Gradual integration into the clinical setting is promoted using theoretical knowledge in conjunction with clinical practice and patient simulation.

Credits 1.0

NUR 9102: Anesthesia Clin. Prac. II

Clinical anesthesia experiences are provided to refine basic anesthetic skills with emphasis on furthering the student's clinical expertise in areas of physical assessment and anesthetic choices as demonstrated in cases of increased complexity.

Credits 1.0

NUR 9103: Anesthesia Clin. Practice III

Clinical anesthesia practice is provided to refine basic anesthetic skills as demonstrated in cases of increased complexity.

Credits 1.0

NUR 9104: Anesthesia Clin. Practice IV

Clinical anesthesia experiences are designed to refine anesthetic skills with emphasis on furthering the student's clinical expertise in areas of physical assessment and anesthetic choices. Cases of increasing complexity are assigned to evaluate clinical competency.

Credits 1.0

NUR 9105: Anesthesia Clin. Prac. V

Clinical anesthesia experiences are provided in a variety of surgical environments to allow students to incorporate theoretical concepts and basic principles of practice toward planning and managing complex patients undergoing an anesthetic.

Credits 1.0

NUR 9106: Anesthesia Clin. Prac. VI

Clinical anesthesia experience is provided with major time involvement in advanced surgical procedures and on managing critically ill patients. Emphasis is on independently executing all phases of anesthetic planning and management under supervision of a licensed anesthesia practitioner.

Credits 1.0

NUR 9400: DNP Project Seminar Intro

Content provides introduction to the DNP Project concept and academic process. Students begin to identify the required components of their DNP project.

Credits 1.0

NUR 9401: DNP Project Seminar I

Provide the foundation for development of the scholarly DNP Project. The focus is on identification of a clinical problem in the practice setting. Conduct a needs assessment and begin analysis of the scientific evidence related to potential solutions of the problem.

Credits 2.0

NUR 9402: DNP Project Seminar II

The focus is on refinement of the scholarly DNP Project design with particular attention to implementation logistics and measurement of outcomes. The review and synthesis of relevant existing scientific evidence upon which the project design is based will be continued. Theoretical underpinnings and implications of the project will be explored.

Credits 2.0

NUR 9403: DNP Project Seminar III

Focus on implementation of the scholarly DNP Project in the student's practice setting in collaboration with the faculty and clinical mentor. The student is expected to demonstrate project management skills and effective communication and collaboration with diverse personnel.

Credits 2.0

NUR 9404: DNP Project Seminar IV

This focus is on completion and evaluation of the scholarly DNP project. The final product will reflect the student's ability to assume a leadership role, employ effective communication and collaboration skills, evaluate practice, and successfully negotiate change in healthcare.

Credits 1.0

NUR 9405: Innovation in Health Care

Emphasizes the roles of the advanced practice nurse as a clinical scholar, clinical expert and as a leader in evidence-based practice and transformation of health care. Theories of leadership change and transformation, and innovation diffusion are introduced.

Credits 1.0

NUR 9406: Transformational Leadership

Provides a foundation for understanding complex systems within a socioeconomic and political context. Theories and concepts related to transformational leadership will be analyzed in relation to achievement of significant change in healthcare organizations.

Credits 3.0

NUR 9407: Quality Improvement & Patient Safety

Examine the design, implementation and evaluation of evidence-based healthcare quality improvement practices in a variety of settings that serve diverse populations. Emphasis is on the relationship among transformational leadership, organizational change and a culture of safety within health systems.

Credits 3.0

NUR 9408: Evidence-Based Practice

Focuses on the relationships among basic and applied research, translational science, and evidence-based practice in healthcare systems. Translational research strategies are identified and the theoretical and practical challenges of translating evidence into practice will be addressed.

Credits 3.0

NUR 9409: Health Policy

Synthesize political action related to the structure of healthcare delivery and finances. Interplay among local, state, federal and global structures and processes, and the role of major policy institutions in the process and outcome of policy formulation will be examined.

Credits 3.0

NUR 9410: Healthcare Economics & Finance

Analyzes factors that influence the production, financing, and distribution of healthcare services in the United States. Topics include basic economic theory, market drivers, healthcare financing and reimbursement, cost/benefit analysis and healthcare entrepreneurship.

Credits 3.0

NUR 9411: Epi Apprch to Hlth Disparities

Focus on the integration of evidence-based practice and epidemiological approaches to promote consistent and equitable care for diverse populations. Data will be critically analyzed to identify barriers to equitable quality healthcare.

Credits 3.0

NUR 9412: Ethical & Leg. Hlthcare Issues

Focuses on ethical and legal topics in complex healthcare organizations. The interface between ethical and regulatory/legal obligations will be examined. Strategies to analyze ethically challenging corporate situations are explored.

Credits 3.0

NUR 9413: Special Topics

Focus on emerging trends associated with evolving systems of healthcare delivery.

Credits 3.0

NUR 9420: Intro to Nurse Anesthesia

This course is focused on a broad orientation to the Nurse Anesthesia Program and provides the foundation for the professional aspects of the nurse anesthesia role.

Credits 2.0

NUR 9421: Foundation Nurse Anesthesia I

Content addresses advanced scientific principles critical to the appropriate anesthetic management of patient populations of various cultural origins and across the life span.

Credits 2.0

NUR 9422: Fundamentals of NA Practice

Provides students with scientific principles requisite to manage a safe anesthetic including the pharmacological and clinical responsibilities of nurse anesthesia.

Credits 2.0

NUR 9423: Foundational Science for NA II

Provides students with advanced pharmacological principles necessary for safe and effective practice of nurse anesthesia with an emphasis on local anesthetics and cardiac pharmacology.

Credits 2.0

NUR 9424: Adv Dimension in NA Practice I

Provides students with advanced concepts for the anesthetic management of special patient population across the lifespan undergoing specialty surgical procedures.

Credits 2.0

Prerequisites

[NUR 9421](#) and [NUR 9422](#)

NUR 9425: Adv Dimension in NA Pract II

Provides students with advanced concepts for the anesthetic management of patient population undergoing specialty surgical procedures. Advanced anesthetic techniques such as peripheral nerve blocks and regional anesthesia will be explored.

Credits 2.0

Prerequisites

[NUR 9423](#) and [NUR 9424](#)

NUR 9426: Foundational Science - NA III

Continued focus of advanced anatomy and physiology and pharmacological principles necessary for safe and effective practice of nurse anesthesia with an emphasis on antibiotic selection for patients having a broad range of surgical procedures.

Credits 2.0

Prerequisites

[NUR 9423](#) and [NUR 9424](#)

NUR 9427: Case Studies in Nurse Anesth

Analysis of case studies designed to foster critical thinking about advanced concepts in the anesthetic management of patients across the lifespan and a variety of co-existing diseases undergoing complex surgical procedures.

Credits 3.0

Prerequisites

[NUR 9425](#) and [NUR 9426](#)

NUR 9428: Adv Dimensions in NA Prac III

Focus on nurse anesthesia standards of practice and provides students with techniques for the anesthetic management of acute and chronic pain and leadership in difficult airway management and intraoperative emergencies.

Credits 3.0

Prerequisites

[NUR 9426](#) and [NUR 9427](#)

NUR 9429: Adv Dimensions in NA Prac IV

Provides students with advanced topics focused on patients across the lifespan with complex co-existing morbidities and diseases and their safe anesthetic management.

Credits 1.0

Prerequisites

[NUR 9427](#) and [NUR 9428](#)

NUR 9430: Adv Dimensions in NA Prac V

Provides students with synthesis of appropriate anesthetic care plans for unique populations. Advanced topics focus on patients across the lifespan with complex coexisting morbidities and diseases and their safe anesthetic management.

Credits 3.0

Prerequisites

[NUR 9428](#) and [NUR 9429](#)

NUR 9500: Social Ethics & Healthcare

The impact on societal health and well-being of broad social initiatives and government policies will be considered using selected frameworks.

Credits 3.0

NUR 9501: Concepts in Health & Culture

Concepts related to health, nursing, ethics, education, diversity and/or cultural competence will be analyzed as they relate to research and theory development.

Credits 3.0

NUR 9502: Philosophy & Science Nursing

The history of science from premodern through postmodern paradigms, including definitions of knowledge, inquiry and consciousness, Nightingale in context, and nursing and biomedical models in context.

Credits 3.0

NUR 9503: Quantitative Res Des & Methods

Defining research problems, ethical considerations, validity, and various designs including experimental, quasi-experimental, descriptive, program evaluation, meta-analysis and epidemiological studies.

Credits 3.0

NUR 9504: Qualitative Res Des & Methods

Qualitative approaches to research including phenomenology, hermeneutics, grounded theory, ethnography, case study, historical research, combined methods and issues of rigor and confirmability.

Credits 3.0

NUR 9505: Statistical Analysis I

Principles of inferential statistical analysis including descriptive statistics, correlation coefficients, t-test, chi-squared, F sampling distribution, and effect size.

Credits 3.0

NUR 9506: Statistical Analysis II

Interpretation of advanced multivariate analysis including factor analysis, path analysis, analysis of covariance, and multiple regression.

Credits 3.0

NUR 9508: Doctoral Dissertation Continua

Students who have completed all other doctoral requirements will enroll each semester until completion of the dissertation.

NUR 9509: Philosophy of Higher Education

The relation of major philosophical themes and trends up to the twenty-first century to concepts and issues in higher education.

Credits 3.0

NUR 9511: Dissertation Seminar I

First in a sequence of courses that offer students the opportunity to develop a research focus.

Credits 1.0

NUR 9512: Dissertation Seminar II

Second in a sequence of courses that offer students the opportunity to develop an area of research.

Credits 1.0

NUR 9513: Dissertation Seminar III

Third in a sequence of courses that offer students the opportunity to develop an area of research.

Credits 1.0

NUR 9514: Advanced Research Design

Fourth in a sequence of courses that provide structure for development of the dissertation proposal.

Credits 3.0

NUR 9515: Foundations in Nursing Science

An examination of scientific developments from premodern through postmodern paradigms that have shaped scientific thought in nursing as well analyses of concepts related to health, nursing, ethics, education, diversity and/or cultural competence as they relate to research and theory development.

Credits 4.0

NUR 9516: Psychometrics

This course addresses frameworks, theories and principles of measurement in nursing and health research, and the design, testing, and evaluation of instruments for measuring nursing and health phenomena in a variety of clinical, educational and health service research settings.

Credits 2.0

NUR 9517: Structure PHL Amer Higher Ed

Evolution of American higher education trends, issues, policies and procedures are reviewed. The relation of major philosophical themes and trends up to the twenty-first century to concepts and issues in higher education are presented for discussion and reflection.

Credits 3.0

NUR 9518: Scientific and Grant Writing

Scholarly writing skills needed to present a logical synthesis of the current literature in a grant application process are addressed. Components of grant applications are discussed. Planning skills for time, cost, and procedures and current grant-funding opportunities are reviewed.

Credits 2.0

Prerequisites

[NUR 9503](#) and [NUR 9504](#)

NUR 9519: Contemp Resch Designs&Analyses

Contemporary, new, and emerging advanced research designs are presented. Indications for use, advantages, and limitations of all designs are addressed. Select statistical procedures associated with varied designs are discussed. Students will develop research questions and plan studies using advanced designs.

Credits 3.0

Prerequisites

[NUR 9503](#) and [NUR 9504](#) and [NUR 9506](#)

NUR 9520: Advocacy Policy and Ethics

Advocacy, policy, ethics and the principles of Catholic Social Teaching are examined within healthcare and healthcare delivery systems enabling leaders to effect change for the betterment of factors related to health globally.

Credits 3.0

NUR 9521: Dissertation Seminar IV

Fourth in a sequence of courses that provide structure for development of the dissertation proposal.

Credits 2.0

Prerequisites

[NUR 9511](#) and [NUR 9512](#) and [NUR 9513](#) and [NUR 9503](#) and [NUR 9504](#) and [NUR 9505](#) and [NUR 9506](#) and [NUR 9515](#) and [NUR 9516](#) and [NUR 9517](#) and [NUR 9518](#) and [NUR 9519](#) and [NUR 9520](#)

Nursing Education

NUR 8501: Nursing Leadership and Ethics in Education and Practice

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

Credits 3.0

NUR 8923: Practicum in Community Health Nursing**

This course focuses on the application of knowledge related to deviations or alterations in normal patterns of childbearing and childrearing families. Students collaborate with inter-professional health care teams to resolve ethical and legal issues related to childbearing or childrearing families. Students critique client care outcomes and propose new designs for nursing intervention.

Credits 3.0

NUR 8929: Practicum in Psychiatric-Mental Health Nursing**

Clinical Practice with selected clients in mental health settings.

Credits 3.0

NUR 8980: Creative Teaching Strategies in Nursing: Using the Humanities

Creative teaching strategies beyond those used more commonly to meet nursing education objectives.

Credits 3.0